

GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY

UNDERGRADUATE CATALOG 2012–2013

ACADEMIC CALENDAR

Fall 2012 Semester

Classes Begin	Monday, August 27
Holiday Break Begins After Last Class	Sunday, September 2
Labor Day Holiday Break (no classes)	Monday, September 3
Mercy Day Mass	Thursday, September 25
Holiday Break Begins After Last Class	Sunday, October 7
Columbus Day Holiday Break (no classes)	Monday–Tuesday, October 8–9
Convocation (no evening classes)*	Thursday, October 11
Holiday Break Begins After Last Class	Tuesday, November 20
Thanksgiving Holiday Break (no classes)	Wednesday–Sunday, November 21–25
Study Day	Tuesday, December 11
Final Assessments	Wednesday–Tuesday, December 12–18
(Snow Date for Final Assessments)	Wednesday, December 19

Winter 2013 Session

Classes Begin	Wednesday, January 2
Classes End; Final Assessments	Friday, January 18

Spring 2013 Semester

Classes Begin	Monday, January 21
Mass of the Holy Spirit	Tuesday, January 29
President's Day (no classes)	Monday, February 18
Spring Break Begins After Last Class	Saturday, March 2
Spring Break (no classes)	Sunday–Saturday, March 3–9
Easter Break (no classes)	Wednesday–Monday, March 27–April 1
Assessment Planning Day for Faculty (no classes for students)	Tuesday, April 2
Last Day of Classes	Monday, May 13
Final Assessments	Tuesday–Monday, May 14–20
Graduate Commencement Ceremony	Wednesday, May 22
Baccalaureate Mass	Thursday, May 23
Undergraduate Commencement Ceremony	Thursday, May 23

** Learning activities to make up for lost instructional time will be announced by instructor.*

Notice of Nondiscrimination Policy: Georgian Court University subscribes to the principles and laws of the State of New Jersey and the federal government with regard to civil rights and equal opportunity, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act. While retaining its rights under Title IX as a single sex college for women sponsored by the Sisters of Mercy of New Jersey, Georgian Court University policy prohibits discrimination on the basis of race, sex, sexual orientation, religion, age, color, national or ethnic origin, marital status or disability. Inquiries concerning the application of this policy may be directed to the Office of Human Resources/Affirmative Action, Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ 08701-2697.

Information in this catalog is generally accurate as of summer of 2012. Georgian Court University reserves the right to change courses, programs, fees and the academic calendar, or to make other changes deemed necessary or desirable, giving advance notice of change when possible.

Georgian Court University provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

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I: GENERAL INFORMATION

MISSION STATEMENT

Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Institute of the Sisters of Mercy of the Americas since January of 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition. The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.

Georgian Court University provides students with

- A curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;
- An environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences; and
- The will to translate concern for social justice into action.

OUR CORE VALUES

As an institution sponsored by the Sisters of Mercy, Georgian Court University is committed to the following guiding principles:

Respect: We reverence the dignity of all persons and all life as gifts of God and strive to promote community in our world.

Choosing to accept what may be perceived as different without passing judgment—choosing to appreciate social and cultural differences as strengths that enable people to work together.

Integrity: We believe that fidelity to moral principles, honesty, and sincerity are the basis of trustworthiness in all encounters.

Choosing to be true and honest in all circumstances, living one's highest version of self—choosing to base one's actions on a consistent set of principles and values at all times.

Justice: We believe ordering of right relationships with all persons and all creation is fundamental to our advocacy for structures that protect the vulnerable.

Choosing to be a catalyst for social justice to ensure that all human beings are treated respectfully and equally—choosing peace for myself and the world.

Compassion: We embrace the joys and sorrows of others to whom and with whom we minister and are moved to action in solidarity with the human community.

Choosing to listen with an open heart, empathize with others, and perform acts of kindness that alleviate suffering—choosing to aid the planet and others' needs.

Service: We joyfully extend our energy and resources on behalf of the poor, sick, and uneducated, working to relieve misery and address its causes where possible.

Choosing to act when a need is perceived by using one's skills, ingenuity, and experience to create benefit—choosing to accept that in life we are all servers and served.

These values are the roots from which Georgian Court University activities, decisions, and behaviors flow.

STATEMENT ON OUR SPECIAL CONCERN FOR WOMEN

Georgian Court University, a Catholic institution founded by the Sisters of Mercy, is committed to the equality of women in all facets of society, to the full development of women's abilities, and the generous outpouring of women's influences and contributions in the world. Women's knowledge, leadership, and engagement are critical in creating a vibrant culture, just

society, and healthy global environment.

GCU's special concern for women gives life to the ideals of justice, compassion, and excellence by educating both women and men to be informed, active citizens of a dynamic and complex world. GCU aims to graduate students who incorporate creativity, thoughtful discernment, and care for all of creation in their personal and professional lives.

Women's equality issues are integrated into the curriculum—undergraduate and graduate—in student/faculty research, and in student life. As a result, Georgian Court teaches women and men about the importance of an equitable society where women are valued, treated with respect, and enjoy the same fiscal and leadership opportunities as their male counterparts.

The university ensures access to transformative educational experiences where students cultivate balanced, informed, productive, forward-thinking leadership skills. By placing women's success at the center of the mission, GCU underscores the pivotal role that women play in global change.

UNDERGRADUATE STUDY AT GEORGIAN COURT UNIVERSITY

Georgian Court offers 31 undergraduate programs with numerous concentrations, certificate programs, and areas of minor study.

The university is dedicated to student success, both personally and professionally. Open to female students who commute or live on campus, GCU's historic Women's College offers a comprehensive liberal arts education that is tailored to women's learning styles. The emphasis is on building strong women leaders who excel in their careers; contribute to the greater good of their communities, state, and nation; and can approach any obstacle with confidence.

GCU's University College encompasses the coeducational, nonresidential undergraduate, graduate, and certificate offerings at GCU. Catering to women and men with busy schedules, University College offers convenient scheduling—day, evening, weekend, online, and accelerated classes. Undergraduate programs are available at the main campus in Lakewood and GCU at the New Jersey Coastal Community in Wall.

The learning environment at GCU is truly student-centered, with services that support and empower students to explore ideas, solve problems, make decisions, and develop leadership skills. Classes are small and interactive, encouraging one-on-one communication between students and professors and affording numerous opportunities for joint scholarship and research. Georgian Court emphasizes the critical thinking and ethical leadership skills that graduates need to observe, analyze, compare, evaluate, and compete in an ever-changing world.

To arrange a campus visit where you can meet with faculty and students, call the Office of Undergraduate Admissions at 732.987.2760. Visit us on the Web at www.georgian.edu or write to us at Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ, 08701-2697.

HISTORY

Georgian Court University was founded in 1908 by the Sisters of Mercy of New Jersey as a women's liberal arts college in the Roman Catholic tradition. The university began in North Plainfield, New Jersey, headquarters of the Sisters of Mercy of New Jersey—and was originally called Mount Saint Mary's College. With an inaugural class of seven young women, Mount Saint Mary's College set out to offer women a quality education rooted in the Mercy core values of respect, integrity, justice, compassion, and service.

The student body grew steadily, and by the 1920s the search was on for a new campus to accommodate the college's expanding needs. In 1923, the Sisters found Georgian Court, the palatial winter estate of Gilded Age railroad tycoon George Jay Gould in Lakewood, New Jersey, that featured stunning architecture in the British Georgian style. The Goulds sold the estate to the Sisters of Mercy with the stipulation that it retain the name Georgian Court.

In 1924, the college was moved from North Plainfield to Lakewood and was renamed Georgian Court College. The dramatic Gilded Age architecture and idyllic grounds became a hallmark of the college, providing an inspiring environment where students could grow academically, spiritually, and socially. Over the next several decades, Georgian Court College's programs and facilities grew, along with its reputation for graduating scholarly women of the highest caliber.

In 1976, the Graduate Program was launched as the first coeducational program on campus. It was soon followed by the Coeducational Undergraduate Program, which allowed both women and men to take undergraduate classes in the evening. Mindful of the university's mission to maintain a special concern for women, the Women's College continues to provide undergraduate women with mentoring and leadership opportunities.

Throughout the 1980s and 1990s, Georgian Court continued to expand its academic offerings and resources. In 2001, Rosemary E. Jeffries, RSM, Ph.D., became the college's eighth president and embarked on a comprehensive planning process to secure Georgian Court's place as a beacon of ethical education and academic excellence. Included among those plans was securing university status for Georgian Court, expanding degree offerings, and increasing the school's focus on academic research and scholarship.

In February 2004, the New Jersey Commission on Higher Education awarded university status, and Georgian Court College became Georgian Court University. Since then, the university has added, expanded, and revised its academic offerings; updated campus resources and technology; and constructed new academic and residential spaces.

On May 15, 2012, President Jeffries again made Court history when she announced plans to expand access to Georgian Court's unique brand of Mercy education by making the university a fully coeducational institution by Fall 2013. The 2012–2013 academic year will be one of excitement, growth, and transition as the campus prepares to serve a larger, more diverse audience than ever before.

Over 100 years after its founding, the goals and values set forth by the Sisters of Mercy remain at the core of all university decisions and activities. Georgian Court University maintains a student-centered learning environment, offering superior academic opportunities and interactive, personalized education to empower our students as leaders in their careers and their communities. Now in its second century of higher education, Georgian Court University embraces its rich history while growing to meet the unique needs of today's diverse student population.

HISTORIC HIGHLIGHTS

- 1908 Georgian Court College founded by the Sisters of Mercy in North Plainfield, New Jersey, under the title Mount Saint Mary's College and accredited by state of New Jersey
- 1911 College destroyed by fire and immediately rebuilt
- 1912 First class graduated
- 1922 Accredited by Middle States Commission on Higher Education
- 1924 George Jay Gould estate, bordering Lake Carasaljo in Lakewood,

New Jersey, purchased as the new site for the campus to house a growing student body. The original name of Georgian Court was maintained as a stipulation of

the purchase agreement. The estate included the Mansion, Raymond Hall, the Casino, and the Gatekeeper's Lodge, along with the gardens, fountains, and woodlands.

- 1925 Mercedes Hall, a Lakewood residence, along with the original parish church of the town (now the McAuley Heritage Chapel) moved across the fields of Lakewood to campus
- 1929 Hamilton Hall purchased; our first residence "outside the gates"
- 1931 Kingscote acquired
- 1940 Kearney House added, first called the Campus Club, then the Music Center, and now Lake House, bringing another lake view to the campus
- 1951 Farley Memorial Library constructed to house The Court's growing scholarly collection; now home of the School of Business and Department of Psychology
- 1961 State of New Jersey approved Georgian Court's Teacher Education Program
- Saint Joseph Hall built in response to burgeoning college resident population
- 1964 Arts and Science Center completed
- 1967 Maria Hall, our second residence hall, opened
- 1974 New wing doubles the capacity of Farley Memorial Library
- 1976 First year for the Master of Arts in education program
- 1978 Master of Arts degrees first conferred on 41 students
- 1978 Entire campus entered into the National Register of Historic Places and the New Jersey Register
- 1979 Coeducational Undergraduate Program instituted
- 1982 Approval of Master of Arts in special education
- 1983 Hamilton Hall opened as The Learning Center
- 1985 Entire campus designated a National Historic Landmark
- 1988 Approval of Master of Arts in mathematics
- 1988 Completion of Mercy Center
- 1989 Approval of Master of Arts in education with teaching certification
- The Sister Mary Grace Burns Arboretum, comprising the entire campus, founded
- 1990 Approval of Master of Science in biology
- 1993 Completion of new library and student lounge complex
- 1993 Approval of Master of Arts in counseling psychology and school psychologist certification
- 1994 Conversion of the Carriage House to the Music Center
- 1995 Approval of Master of Business Administration
- 1997 Approval of Master of Arts in theology
- 1999 The library named in honor of Sister Mary Joseph Cunningham, former treasurer of the college
- The NASA Educator Resource Center named in honor of former Department of Physics chair, Sister Mary Nicholas Farley
- 2001 Approval of Master of Arts in holistic health studies

- 2003 Women in Leadership Development program instituted
- 2004 Georgian Court College received university status from the New Jersey Commission on Higher Education
Completion of new residence halls
- 2005 Dorothy Marron University Community Chapel completed
Completion of two-story Audrey Birish George Science Center
Purchase of the Eighth Street house on Lakewood Avenue
Purchase of a residence on Fourteenth Street to serve as the president's house
- 2006 Completion of expansion of the Court Café
Establishment of University College to serve coeducational undergraduate and graduate students
- 2007 Purchase of the Ninth Street house
Approval of three new undergraduate majors in dance; tourism, hospitality, and recreation management; and exercise science, wellness, and sports
- 2008 Completion of the Wellness Center
Approval of a Bachelor of Science in Nursing
Launch of GCU's year-long Centennial celebration
- 2009 Accreditation of teacher education and school leadership programs by the Teacher Education Accreditation Council (TEAC)
- 2010 Approval of undergraduate and graduate programs in early childhood (P-3) education
- 2011 Launch of GCU's Master's degree in Homeland Security, new Master's degree in Applied Behavior Analysis, and new B.A. in Latino/a and Business Studies
- 2012 Approval of resolution to become fully coeducational by Fall 2013 allows men to be accepted into all undergraduate programs for the first time. Approval of B.A. in Digital Design and B.F.A. in Graphic Design and Multimedia; launch of GCU's 100% online master's programs in Holistic Health and Homeland Security

- Nursing Program Provisional Accreditation by the New Jersey Board of Nursing, P.O. Box 45010, Newark, NJ 07101
Applicant Status with the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036
- School of Business Accreditation Council for Business Schools & Programs, 11520 West 119th Street, Overland Park, KS 66213
- School of Education Initial Accreditation by Teacher Education Accreditation Council (TEAC), One Dupont Circle, Suite 320, Washington, DC 20036-0110
- School Psychology Program National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814
- Social Work Program Council on Social Work Education Commission on Accreditation, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457

Documents describing accreditation/licensing activity can be reviewed by contacting the appropriate accreditor/licensor, or by contacting GCU's Office of the President for information related to the Middle States Commission on Higher Education and New Jersey Commission on Higher Education, the office of the appropriate school dean for programs in the School of Business and School of Education, and the department chair or program directors for other programs. Complaints regarding GCU can be filed by contacting the accrediting/licensing organizations at the addresses listed above. Students taking a GCU course by distance education can find a current list of the appropriate state agency for handling complaints in their home state at www.georgian.edu/aboutgcu/accreditation.htm.

Memberships of Georgian Court University

The university holds institutional memberships in the following associations, among others:

Academic Conference of Academic Deans; American College Personnel Association; American Association of Colleges for Teacher Education (AACTE); American Association of Collegiate Registrars and Admissions Officers (AACRAO); American Library Association; American Public Gardens Association (APGA); Association for Student Affairs at Catholic Colleges and Universities (ASACCU); Association of Collegiate Conference and Events Directors International (ACCED-I); Association of Fund Raising Professionals; Association of Institutional Research (AIR); Brick Chamber of Commerce; Council for Advancement and Support of Higher Education (CASE); Foundations of Excellence; Gift Planning Council; Interstate Teacher Assessment Standards Consortium (INTASC); Lakewood Chamber of Commerce; Middle States Association of Collegiate Registrars and Officers of Admission (MSACROA); Monmouth and Ocean Development Council; National Association for College Admission Counseling (NACAC); National Association for Student Personnel Administrators (NASPA); National Association of College and University Business Officers (NACUBO); National Association of Graduate Admissions Professionals (NAGAP); National Association of International Educators (NAFSA); National Association of Student Financial Aid Administrators (NASFAA); National Association of Student Personnel; National Historic Trust; National Research Center for College and University Adm. (NRCCUA); New Jersey Association for College Admissions Counseling (NJACAC); New Jersey Association for Institutional Research (NJAIR); New Jersey Association of Student Financial Aid Administrators (NJASFAA); North East Association for Institutional Research (NEAIR); Toms River Chamber of Commerce; Western Monmouth Chamber of Commerce

ACCREDITATIONS AND MEMBERSHIPS

Georgian Court University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA, 19104. (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Georgian Court is licensed by the New Jersey Commission on Higher Education, PO Box 542, Trenton, NJ, 08625-0542. (609-492-4310). Teacher, administrator, and education services personnel certification programs are approved and registered by the New Jersey Department of Education, PO Box 500, Trenton, NJ 08625-0500. (877-900-6960).

Additional Accreditation

- Clinical Mental Health Counseling Program Applicant Status with the Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314
- Counseling Center International Association of Counseling Services, Inc., 101 S. Whiting Street, Suite 211, Alexandria, VA 22304

President's Office Memberships—2012

American College & University Presidents Climate Commitment (ACUPCC); Association of Catholic Colleges and Universities (ACCU); Association of Governing Boards of Universities and Colleges (AGB); Association of Independent Colleges and Universities in New Jersey (AICUNJ); College Board; College Leadership of New Jersey; Conference for Mercy Higher Education (CMHE); Council for Opportunity in Education; Council of Independent Colleges (CIC); Independent College Fund of New Jersey (ICFNJ); Middle States Association of Colleges & Schools Inc.; National Association of Independent Colleges and Universities (NAICU); National Council for Research on Women – President's Council; New Jersey Alliance for Action; New Jersey – American Council on Education Network; New Jersey Presidents' Council; New Jersey Association of Colleges and Universities (NJACU)

Library Memberships

Academy of Management, Academy of Political Science (APS); Association of College and Research Libraries (ACRL); American Association of Teachers of Italian Membership; American Catholic Philosophical Association; American Library Association (ALA); American Correctional Association (ACA); Association for Information Media (AIME); Astronomical Society of the Pacific (ASP); Catholic Library Association (CLA); Council on Social Work (CSW); Hastings Center, Institute of Society, Ethics and the Life Sciences; International Reading Association; Library and Information Technology Association (LITA); Library Link NJ; Liturgical Conference (LC); Lyrasis; National Association of Gifted Children; National Association of Pastoral Musicians; National School Board Association; National Association of Secondary School Principals (NASPP); New Jersey Historical Society (NJHS); New Jersey Librarians Association (NJLA); Pax Christi; Population Reference Bureau Membership; Religious Education Association; Virtual Academic Library Environment of New Jersey (VALE); Willa Cather Pioneer Memorial and Educational Foundation (WCPMEF); U.S. Catholic Historian Membership

Conference for Mercy Higher Education

The mission of the Conference for Mercy Higher Education is to preserve and develop the core Catholic identity and mission of Mercy higher education in accord with the spirit, mission, and heritage of the Sisters of Mercy through a variety of collaborative activities, programs, and initiatives. The Conference for Mercy Higher Education (www.mercyhighered.org) includes colleges and universities serving over 35,000 students in 11 states. Members include:

Carlow University, Pittsburgh, PA
College of Saint Mary, Omaha, NE
Georgian Court University, Lakewood, NJ
Gwynedd-Mercy College, Gwynedd Valley, PA
Maria College, Albany, NY
Marian Court College, Swampscott, MA
Mercyhurst University, Erie, PA
Misericordia University, Dallas, PA
Mount Aloysius College, Cresson, PA
Mount Mercy University, Cedar Rapids, IA
Saint Xavier University, Chicago, IL
Salve Regina University, Newport, RI
Trocaire College, Buffalo, NY
University of Detroit Mercy, Detroit, MI
University of Saint Joseph, West Hartford, CT

Georgian Court's 156-acre campus is located in Lakewood, New Jersey, along the shore of scenic Lake Carasaljo at the northern edge of the Pine Barrens. Once the estate of Gilded Age financier George Jay Gould, the campus is a National Historic Landmark and boasts acres of woodlands, lush lawns, and formal gardens. Idyllic grounds coupled with stunning architecture make Georgian Court University an inspiring place to live and learn.

Georgian Court students take advantage of the quiet suburban setting to focus on their studies, but when it's time for some fun, the excitement of the Jersey Shore is only minutes away, and two major metropolitan areas—Philadelphia, 60 miles southwest, and New York City, 60 miles northeast—each offer a world of culture and entertainment.

The Gardens

Several formal gardens adorn the campus, offering pastoral beauty as well as quiet alcoves perfect for catching up on American Lit or cramming for a chemistry exam.

The **Sunken Garden** overlooks the Lagoon and, together, the two comprise one of the most popular areas on campus for quiet reflection with a view. Constructed of white marble and red brick, the Sunken Garden centers on a fountain brought over from a garden in France. Two stunning semicircular marble staircases usher you down to the Lagoon, where Lake Carasaljo (named after the town founder's three daughters: Cara, Sally, and Josephine) flows into the campus, its lapping water a soothing presence as you tackle your textbooks.

The **Formal Garden** may look like a shortcut between the Mansion and the Raymond Hall Complex, but its mazelike box hedge is deceptively tricky to navigate. Make your way through it to one of the white marble benches to study in the sun.

The **Italian Gardens**, also known as the Classic Gardens, extend from the Casino to the magnificent Apollo Fountain. The garden features numerous statues, including a huge wrought-iron sculpture known as The Eagle that was purchased from the Paris Exposition of 1900. Each year at Commencement, the graduating class plants ivy at its base, a symbol of the roots they leave at GCU as they embark on a new journey of growth.

Located just south of Maria Hall is a touch of the Orient: The **Japanese Garden**. This one-acre garden features traditional stone lanterns, a teahouse, several footbridges, a variety of native Japanese flora, and unparalleled tranquility.

The Historic Buildings

The **Mansion**, with its impressive Georgian architecture and Gilded Age decor, is a must-see for campus visitors. A substantial building of brick, marble, and stucco, the Mansion was designed by world-famous architect Bruce Price and features several reception rooms. Among them is the Great Hall, a centralized reception area that features the multi-wall frieze of Geoffrey Chaucer's *The Canterbury Tales: General Prologue*, painted by muralist Robert Van Vorst Sewell. The Great Hall hosts many university concerts, ceremonies, and receptions.

The **Gatekeeper's Lodge**, which is designed to complement the Mansion in style, is tucked just inside the Seventh Street Gate. It now houses Campus Ministry.

The **Raymond Hall Complex** is north of the Mansion and is separated from it by the Formal Garden. Raymond Hall served as the estate stable, once housing as many as 44 horses and 90 polo ponies. Today, the Raymond Hall Complex houses the School of Education, the Academic Development Center, a computer lab in the west wing, and the Dining Hall and North Dining Room.

Overlooking the Italian Gardens at the north end of campus is the

Casino, a soaring space designed as the Goulds' winter recreation center. Back in the early 1900s, the word "casino" described a place for games and entertainment. The Casino had a grand central arena for indoor polo matches—with more floor space than the original Madison Square Garden—that is now used for concerts and other large-venue events. Parts of the Casino remain historically faithful, such as the Goulds' court tennis court, bowling alley, and the original 45-foot indoor marble swimming pool, which is open to students for recreational use.

The Academic Buildings

The **Sister Mary Joseph Cunningham Library** houses a collection of nearly 150,000 books, other print materials, more than 750 serial subscriptions, and over one-half million microforms. This modern 44,000-square-foot building provides microcomputer labs, an audiovisual preview room, a microforms collection, and spaces for individual and group study, as well as collections of books, e-journals, e-reserves, e-books, journals, audiovisual materials, DVDs, videocassettes, maps, elementary and secondary curriculum materials, courtesy borrowing cards, and the Georgian Court University archives. Access to collections is through the SIRSI automated system accessible from terminals within the library and from any computer connected to the campus network. Services include reference assistance, online database searching, interlibrary loan, bibliographic library instruction, and information literacy lectures.

The **Arts and Science Center** houses the School of Arts and Sciences. There are classrooms, seminar rooms, offices, studios for fine arts, computer laboratories, the M. Christina Geis Art Gallery, and the Little Theatre. In a wing attached to the A&S is the state-of-the-art **Audrey Birish George Science Center**, a two-story addition that offers laboratory and instruction space for scientific study.

East of the Italian Gardens sits **Farley Center**, a split-level white building that houses the School of Business and the Department of Psychology. Farley Center features a computer lab, several classrooms, a popular lounge area, and the Farley Conference Center, the ideal place for a meeting or teleconference.

Other buildings on the campus proper include **Mercedes Hall** and **Mercy Center**.

The Chapels

The **Dorothy Marron University Community Chapel** is at the southern end of the campus on the lake. Its magnificent vaulted ceilings and glass walls look out onto Founders Grove and the Japanese Garden. The beauty of nature through the changing seasons is a beautiful backdrop to the services held here. Mercy Hall, attached to the Chapel, houses the Sisters of Mercy who work on campus and visiting faculty.

At the north end of the Raymond Hall Complex is **McAuley Heritage Chapel**. Originally the parish church for Lakewood, this quaint structure was moved by horse and rollers to the campus in 1924—a feat chronicled in *Believe It or Not* by Robert Ripley. Once the center of worship on campus, the chapel has been renovated to serve as a place where members of the GCU community can learn about Georgian Court and the heritage of the Sisters of Mercy, attend small lectures or special seminars, and gather to think, discuss, and reflect on the issues of our time.

The Athletic Complex

The **Wellness Center** complex includes an arena, two softball fields, two soccer fields, tennis courts, an eight-lane track surrounding new lacrosse and field hockey fields, professional-quality dance studios, an exercise science lab, fitness facilities, a garden featuring over 40 types of plants historically used for medicinal or herbal purposes, and the University Bookstore. Located at the north end of campus, this world-class facility is

worthy of GCU's successful and growing NCAA Division II sports teams. In 2010, the Wellness Center earned LEED Gold certification from the U.S. Green Building Council. The Leadership in Environmental Excellence and Design (LEED) honor recognizes GCU's eco-friendly approach to building a facility that incorporates sustainability practices and makes the most of natural resources.

Residence Halls

Maria Hall is home to most first-year residents. This three-story residence hall houses up to 200 students. Its beautiful lounges overlook both the Italian and Japanese Gardens.

Saint Joseph Hall offers additional housing for first- and second-year students.

Saint Catherine Hall is a residence facility for juniors and seniors that accommodates 84 students. Saint Catherine Hall features the latest in on-campus living, including a number of lounge areas, exercise areas, and a first-floor central lounge with a fireplace, meeting areas, and big-screen television.

Dining Facilities

The **Dining Hall**, where students, faculty, and staff can gather for a meal, is located in the Raymond Hall Complex, and the recently expanded **Court Café**, a pay-as-you-go alternative, is located in the Patrick and Julia Gavan Student Lounge, just east of the library.

Lakewood Avenue Buildings

Made of brick, beige stucco, terra cotta, and marble, **Kingscote** was constructed in 1901 for George Jay Gould's son Kingdon Gould. Designed in the same Georgian style as the Mansion, Kingscote is so impressive on its own that people often mistake it for the Mansion. Kingscote houses the Office of the President as well as the divisions of Advancement and Marketing and Communications. **Hamilton Hall**, located behind Kingscote on Seventh Street, houses classrooms, offices, and the Georgian Court-Meridian Health School of Nursing.

Located on the corner of Fifth Street and Lakewood Avenue, **Lake House** was purchased by the university in 1945 and started out as a residence hall with an old-fashioned soda shop on the first floor. It houses the Division of Enrollment, including Admissions.

The other buildings on Lakewood Avenue include the **Music Center** on the Sixth Street corner; the **Guest House** and **Physical Plant** on the south side of Eighth Street; the **Eighth Street House** and **851 Lakewood Avenue**.

**Please note: Locations of offices are subject to change.*

II: ADMISSION

GCU welcomes applicants who desire a comprehensive education with a strong liberal arts foundation. The university accepts applications for both men and women who are interested in pursuing an undergraduate degree during the day or evening. Please note some programs only offer courses during the daytime.

CLASSIFICATION OF UNDERGRADUATE STUDENTS

Matriculating students are those who have been formally admitted to the institution and have confirmed their intention to enroll in a certificate, certification or degree program. Matriculated students may attend classes on either a full-time or part-time basis.

Nonmatriculating (nondegree, noncertificate, noncertification) students are those who are taking courses to achieve special professional goals or personal enrichment. Nonmatriculating students may later choose to apply for matriculation but should be aware that credits taken prior to matriculation may not be applicable to current program requirements.

ADMISSION OF FRESHMEN FOR MATRICULATION

The Admissions Committee determines an applicant's qualifications by considering the secondary school record, required ACT or SAT test scores, application essay, letters of recommendation, and resume of extracurricular activities and special aptitudes.

SECONDARY SCHOOL PREPARATION

Candidates for admission to Georgian Court are expected to satisfactorily complete college preparatory courses, including a minimum of 16 units in academic subjects distributed as follows:

English	4 units
Foreign Language	2 units in one language
Mathematics	2 units
Laboratory Science	1 unit
History	1 unit
Electives	6 units (in courses in the subjects listed above)

SECONDARY SCHOOL PREPARATION FOR NURSING APPLICANTS

Nursing candidates for admission to Georgian Court are expected to satisfactorily complete college preparatory courses, including a minimum of 16 units in academic subjects distributed as follows:

English	4 units
Foreign Language	2 units in one language
Mathematics	2 units (including one unit of Algebra)
Laboratory Science	2 units (one in Biology, one in Chemistry)
History	1 unit
Electives	5 units (in courses in the subjects listed above)

Standardized Test Scores: Required SAT combined math/critical reading score of at least 1000 (with critical reading score equal to at least 500 and a math score of at least 500), or ACT composite score of 21.

High School GPA of 3.0 (on a 4.0 scale) in college preparatory curriculum of academic subjects

A grade of B (equivalent to a 3.0 on a 4.0 scale) in each of the following

high school courses: biology with laboratory, chemistry with laboratory, and Algebra I.

Placement into EN111 or higher, and into MA105 or higher, from Georgian Court's placement test

ADMISSION PROCEDURES FOR FRESHMEN STUDENTS

1. Submit application by August 1 for fall admission; January 1 for spring admission; with a nonrefundable application fee of \$40 to the Office of Admissions. An application form may be obtained from the Office of Admissions, 732.987.2700, or online at www.georgian.edu.
2. Request the secondary school to send an official transcript and letter(s) of recommendation to the Office of Admissions, 900 Lakewood Avenue, Lakewood, New Jersey 08701-2697.
3. ACT or SAT score reports must be sent directly to Georgian Court. The College Board code number for Georgian Court is 2274 and the ACT code number is 2562. All applicants are required to submit official SAT or ACT score reports for admission review.
4. An individual interview in the Office of Admissions and guided tour of the campus is highly recommended. The interview is geared primarily toward a discussion of the student's experiences and interests and allows the interviewer to explain Georgian Court's current offerings and enrollment procedures.
5. A student who receives an offer of admission must signify acceptance by sending a nonrefundable deposit (\$100 for a commuting student or \$250 for a residence hall student) no later than May 1. Residence facilities are available for full-time matriculating students.
6. In order to assist in the course scheduling process, all students are required to take a placement test.
7. All students are required to complete the student health form prior to class attendance and/or entry into residence halls. Failure to comply will result in the student being placed on "health hold." (Former students or those with name changes: please contact Health Services to update health records.) Documented proof of immunization from a physician or a copy of an official school or health department record is required as follows:
 - Measles: Two doses of live vaccine administered after 1968 and on or after first birthday.
 - Mumps: One dose of live vaccine administered after 1968 and on or after first birthday.
 - Rubella: One dose of live vaccine administered after first birthday.Students born before 1957 and nonmatriculating students are exempt from these immunization requirements. Students who present documented laboratory evidence (copy of lab report) of immunity are not required to receive vaccines.
 - Hepatitis B: Three doses (or documented laboratory evidence of immunity) for all students registering for 12 credits or more, beginning fall semester 2008.
 - Meningococcal Meningitis: One dose. Required for resident students only.
 - Mantoux tests (tuberculosis screening): Required for international and resident students only within the past six months.

Early Decision

Well-qualified applicants whose first choice is Georgian Court, and who apply no later than November 15, may be considered for early decision. Admission is based on the secondary school records, recommendations,

extracurricular activities and special aptitudes. Georgian Court agrees to notify the applicant on or before December 30; this is non-binding.

Early Entrance

A mature, well-qualified student who wishes to enter college after three years of high school may apply for early entrance to Georgian Court. The student must be highly motivated, demonstrate exceptional academic ability, and have secured permission from his/her high school in writing. Arrangement is made in close conjunction with the Director of Undergraduate Admissions and the high school guidance department to ensure that requirements are met for high school graduation upon completion of the university freshman year. Students must submit an Application for Admission and all relevant materials. An interview with the director of undergraduate admissions is required.

Application for the SAT

Students are responsible for making proper application to the College Board for taking the tests and having the official test results sent directly to Georgian Court. Candidates should make inquiry to the College Board SAT Program, by telephone at 866.756.7346 or www.collegeboard.com. The Georgian Court University code number is 2274.

Application for ACT Assessment

Students are responsible for making proper application to the ACT Assessment and having the official test results sent directly to Georgian Court. Candidates should make inquiry to ACT Assessment at ACT Registration, by telephone at 319.337.1270 or www.actstudent.org. The Georgian Court University code number is 2562.

Advanced Placement and Credit

A student who has taken one or more advanced placement courses in secondary school may be eligible for advanced placement and college credit. A score of three or higher in the Advanced Placement Tests of the College Board is required to receive college credit. The number of credits (3, 4, 6 or 8 credits) will be determined by the type of Advanced Placement Test(s) taken by the student. Georgian Court accepts a total of 30 Advanced Placement credits toward a degree. Credit will be given only if credit has not already been awarded or earned for the related course content. An official score report is required to award credit. Candidates may contact AP Services by telephone at 888.call.4AP or at www.collegeboard.com.

Admission of Adult Students

Adults with no previous college experience, who have been out of high school for three or more years, are counseled individually to determine eligibility for admission. Applicants must submit a secondary school transcript and/or a copy of the General Education Development equivalency diploma (GED) and schedule an appointment with an admissions counselor. Students are required to take a placement test before course scheduling can take place.

Admission Requirements for International Students on F1 Student Visas

International students who need an I-20 form must present official documents at least six months in advance of the semester's start date. In addition to the requirements of the specific program, the following items are needed to process an application for admission:

1. Test of English as a Foreign Language (TOEFL), score of 550 or higher on the paper test, 213 or higher on the computer-generated test, or 79 or higher on the internet-based test from within the last three years. Contact www.toefl.org for information;

2. Transcript evaluation, overall and course by course, completed by World Education Services (WES), P.O. Box 5087 Bowling Green Station, New York, NY 10274-5087, telephone at 212.966.6311 or www.wes.org. Official evaluations must be sent directly from World Education Services for the specific academic program in lieu of official transcripts from countries other than the United States;
3. Georgian Court University Financial Support Documentation; and
4. Georgian Court University Student Health Form.
5. Upon acceptance to Georgian Court, students must submit a nonrefundable tuition deposit of USD \$1,000.00 before issuance of an I-20 form. Applicants must apply for full-time status (twelve or more credits per semester).
6. Upon receipt of the I-20 form, students must pay a US immigration SEVIS fee of USD \$100 before the interview at the US Embassy for the student visa. Further information can be found at www.uscis.gov.

This school is authorized under federal law to enroll nonimmigrant students.

ADMISSION OF TRANSFER STUDENTS

Transfer students are accepted into the freshman, sophomore and junior classes. All students must have a cumulative grade point average of 2.0 on a 4.0 scale from their former college. Applicants with fewer than 24 credits must fulfill all requirements for admission to the freshman class. Candidates for admission from regionally accredited two-year colleges are judged by the same criteria as applicants from four-year institutions.

To receive a Georgian Court degree, a student is expected to complete a minimum of 30 credit hours at Georgian Court, core area requirements and earn a minimum of 120 credits. At least half of the credits required for the major, minor, certificate or certification program must be earned at Georgian Court. Effective as of Fall 2007, a student will be allowed to transfer a maximum of 90 credits from accredited institutions. No more than 75 of those 90 credits may be transferred from an accredited two-year institution. Credits are accepted from regionally accredited institutions. Credits from nonregionally accredited institutions will be considered for acceptance on a case-by-case basis. Credits accepted in transfer become part of the student's permanent record. As such, they cannot be replaced by new transfer courses.

Refer to page Table II-A for courses accepted in transfer.

Admission Procedures for Transfer Students

1. Transfer applications should be sent to the Office of Admissions with a nonrefundable \$40 application fee. Students should apply at least four months before the intended semester of enrollment. The application deadline is August 1 for the fall semester and January 1 for the spring semester.
2. Official transcripts from all previously attended colleges must be submitted to the Office of Admissions. Students who have completed fewer than 24 college-level credits must also submit a high school transcript and the recommended SAT or ACT scores. Military personnel and veterans may submit official evidence of service school attendance for evaluation. A student currently enrolled in courses elsewhere must have a transcript forwarded to the registrar at the end of the semester to complete the transfer of credits and to register for the following semester.
3. The grades for all college-level credits from ALL institutions previously attended are included in the Admission Cumulative Grade Point Average (CGPA). Only developmental/skills courses (i.e., courses that are lower than the 100 level or do not count

TABLE II-A: GEORGIAN COURT UNIVERSITY TABLE OF COURSES ACCEPTED IN TRANSFER FOR INCOMING TRANSFER STUDENTS

This table applies to transfer students entering GCU **without** a NJ community college A.A. or A.S. degree. (Students who have earned a NJ community college A.A. or A.S. degree, please refer to information regarding “block transfer” at www.georgian.edu.)

This table cannot be used by current GCU students to determine equivalencies for courses not yet taken. Once enrolled at GCU, courses taken off campus must be directly equivalent to courses appearing on the Master Course List for New General Education Program and Graduation Requirements available on the Office of the Registrar’s Web page at www.georgian.edu. Refer to www.njtransfer.org for course equivalencies.

General Education Requirements	Transfer Equivalencies <i>Effective Fall 2012; please consult the Recommended Transfer Programs section on www.njtransfer.org for preferred courses.*</i>
Writing and Communication (Academic Writing and Research I and II, 6 cr OR Argument: Craft and Style, 3 cr)	6 cr of non-remedial, broad-based English composition courses or courses that combine writing and other forms of communication with similar content. A speech or business English course does not satisfy this requirement. Equivalencies to Argument: Craft and Style will be determined on an individual basis.
History (U.S. or World, 3 cr)	3 cr U.S. or world history survey course (usually U.S. History I or II, World History I or II)
Literature (American or British, 3 cr)	3 cr American or British literature survey course (usually American Literature I or II, British Literature I or II). Courses that focus only on one author such as Shakespeare do not satisfy this requirement.
Mathematics or Statistics (3–4 cr)	3–4 cr non-remedial mathematics and/or statistics course.
Natural Science with Laboratory (3–4 cr)	Disciplinary or interdisciplinary 3–4 cr broad-based course with a laboratory in the nature sciences (including but not limited to astronomy, biology, chemistry, earth science, environmental science, geology, integrated science, marine science, oceanography, and physics). Courses must have at least a 2 hr/wk laboratory.
Philosophy (Phil. Inquiry, 3 cr)	3 cr broad-based philosophy course (usually Introduction to Philosophy).
Visual and Performing Arts (3 cr)	3 cr broad-based appreciation or history course in art, music, theater, visual arts, cinema, or dance (usually Art History I, etc.). Performance or studio courses do not satisfy this requirement.
World Language (3–6 cr)	6 cr at the elementary level in a single language or 3 cr at the intermediate level in a single language.
Philosophical Ethics or Theological Ethics (3 cr)	Equivalencies will be determined on an individual basis. A professional ethics course such as Business Ethics does not satisfy this requirement.
Religious Students (Discovering the Bible or Christian Tradition, 3 cr)	Equivalencies will be determined on an individual basis. Courses on only the Old Testament or new Testament do not satisfy this requirement.
Shaping Lives: Women and Gender (3 cr)	Equivalencies will be determined on an individual basis.
Social Science (3 cr)	3 cr broad-based course from among anthropology, economics, geography, political science, psychology, or sociology (usually foundational courses in the discipline with titles such as Introduction to..., Foundations of..., Principles of...).
World Perspectives (3 cr)	3 cr course on the contemporary world (at least 80% of the course is focused on the last 25 years) studied in a general education discipline. Course must include a non-Western/non-North American dimension. Course may be area studies, international, or comparative in nature.
Graduation Requirements	
Physical Education (1 cr) [†]	1-cr course in physical education that is physical-activity-based.
First-Year Seminar (3 cr)	No equivalency. Required only of first-time, full-time students.
Transfer Student Seminar (1 cr)	No equivalency. Required of all transfer students.
Experiential Learning [‡]	Equivalencies will be determined on an individual basis.

* “Broad-based” or “survey” course means a course that is general in nature, introductory, covering many topics, offering an overview of the field with more breadth than depth. Special Topics and independent study courses are generally not acceptable as general education courses.

[†]Courses may be repeated for additional credit. No more than 4 cr of physical education may be applied toward graduation.

[‡]Experiential learning [two experiences must be successfully completed: one must be a designated course that has a service learning component (other than First-Year Seminar); the second must be an internship, a designated study abroad or travel abroad experience, or another course with a service learning component].

toward the student’s degree requirements) are excluded from the Admission CGPA. The Admission CGPA is used to determine acceptance to Georgian Court, and, in some instances, to certain degree programs. A minimum CGPA of 2.0 is required for acceptance to Georgian Court. Specific CGPA requirements can be found in the academic department section of this catalog. The student’s new CGPA will be based upon all credits attempted at Georgian Court University.

- All admitted students receive a Preliminary Progress Chart prepared by the Office of Admissions. This chart assists students

and academic advisers with course selection. Transferable courses will be designated on the Progress Chart by the letter “T”. The registrar reserves the right to make corrections/adjustments to the Progress Chart.

- Effective Fall 2000, only courses in which a grade of “C” or higher have been achieved may be accepted in transfer. These courses will be counted as credit toward the Georgian Court program but will not be included in the Georgian Court cumulative grade point average.
- A student who receives an offer of admission must acknowledge

acceptance by sending a nonrefundable deposit (\$100 for a commuting student or \$250 for a residence hall student). Residence facilities are available for full-time matriculating students. Payment of the deposit will begin the enrollment procedures.

7. Upon receipt of the registration instructional materials, students must make an appointment to meet with their academic adviser(s) before they can register online.
8. All students are required to complete the student health form prior to class attendance and/or entry into residence halls. Failure to comply will result in the student being placed on "health hold". (Former students or those with name changes: please contact

Health Services to update health records.) Documented proof of immunizations from a physician or a copy of an official school or health department record is required as follows:

Measles: Two doses of live vaccine administered after 1968 and on or after first birthday.

Mumps: One dose of live vaccine administered after 1968 and on or after first birthday.

Rubella: One dose of live vaccine administered after first birthday. Students born before 1957 and nonmatriculating students are exempt from the immunization requirements. Students who present documented laboratory evidence (copy of lab report) of

TABLE II-B: COMMUNITY COLLEGE PROGRAM-TO-PROGRAM ARTICULATION AGREEMENTS

Brookdale Community College Degree Program	Georgian Court University Degree Program
A.A. in Business Administration Program	B.S. in Business Administration
A.A. in Education Program, Elementary, Middle School and Secondary Education Option	B.A. or B.S. with Liberal Arts Major and Teacher Certification: Elementary Education K–5 with Teacher of Students with Disabilities Endorsement Elementary Education K–5 with Teacher of Students with Disabilities and Teacher of a Specific Subject Grades 5–8 endorsements Teacher of a Specific Subject K–12 with Teacher of Students with Disabilities Endorsement <i>Some Education programs are offered through the Communiversity at the Wall Higher Education Center with discounted tuition.</i>
A.A. Humanities Program, Art, English, Liberal Education, Modern Languages, and Music Options	B.A. Art, English, Humanities, Music Spanish <i>Offered through the Communiversity at the Wall Higher Education Center with discounted tuition.</i>
A.A. Social Science Program, History and Psychology Options; Sociology Concentration	B.A. History, Psychology, Social Work (B.S.W.), Sociology <i>Offered through the Communiversity at the Wall Higher Education Center with discounted tuition.</i>
A.F.A. Fine Arts Program, Studio Art Option	B.F.A. Art
A.S. Criminal Justice Program	B.A. Criminal Justice
A.S. Mathematics/Science Program, Biology, Chemistry, Mathematics, Physics, and Science Options	B.A. or B.S. (depending on major): Allied Health Technologies, Biology, Biochemistry, Chemistry, Clinical Laboratory Sciences, Mathematics, Natural Sciences, Physics
A.A.S. Degree Programs (22 programs)	B.A. Applied Arts & Sciences with two concentrations chosen from among 19 business or liberal arts/science discipline
Middlesex County College Degree Program	Georgian Court University Degree Program
A.S. Business Administration	B.S. Business Administration or Accounting
Ocean County College Degree Program	Georgian Court University Degree Program
A.S. Business Administration	B.S. Business Administration or Accounting
A.A. General Education, option in Social Science	B.A. or B.S. Elementary Education with endorsement as a Teacher of Students with Disabilities
A.A. General Education, option in Social Science	Bachelor of Social Work
A.A. in Liberal Arts	B.S. in Exercise Science, Wellness and Sports
A.S. in General Studies, option in Health and Physical Education	B.S. in Exercise Science, Wellness and Sports
Raritan Valley Community College Degree Program	Georgian Court University Degree Program
A.S. Business Administration	B.S. Business Administration or Accounting
A.S. Business Administration (Management Information Systems)	B.S. Business Administration or Accounting
A.A. Liberal Arts (General Business)	B.S. Business Administration or Accounting
Union County College Degree Program	Georgian Court University Degree Program
A.A. Business	B.S. Business Administration or Accounting

immunity are not required to receive vaccines.

Hepatitis B: Three doses (or documented laboratory evidence of immunity) for all students registering for 12 credits or more, beginning Fall semester 2008.

Meningococcal Meningitis: Required for resident students only: One dose.

Mantoux tests (tuberculosis screening): Required for international and resident students only within the past six months.

ADMISSION OF STUDENTS PARTICIPATING IN DUAL DEGREE/JOINT ADMISSION AGREEMENTS WITH COMMUNITY COLLEGES

Georgian Court University is a full participant in the NJ Transfer initiative (www.njtransfer.org) which students should refer to for course by course equivalencies between Georgian Court University and the community colleges within the state of New Jersey. In addition, GCU has established some program-to-program articulation agreements with several community colleges. These agreements are designed to assist students who wish to transfer into the Georgian Court University bachelor degree programs listed in the second column of Table VII-B after successfully completing the associate programs listed in the first row.

Refer to Table II-B for a list of community college program-to-program articulation agreements.

Students participating in each agreement will be guaranteed admission to the Georgian Court University programs in Tables 1-6 if they satisfy the GPA and any other special admission requirements as outlined in the GCU catalog.

Georgian Court University agrees to accept, in transfer, credit for all of the courses identified in the Transfer Curricula for each of the community college degree programs listed in Tables 1-6. The Transfer Curricula are available in the Office of Admissions at Georgian Court University. It is the responsibility of the student to provide Georgian Court University with a final, official community college transcript that lists all courses completed and states that an associate's degree has been awarded.

Brookdale Community College, Burlington County College, Middlesex County College, Ocean County College, Raritan Valley Community College, and Union County College students participating in this program will complete the Georgian Court University transfer application by the regular deadlines of August 1 for the fall semester and January 1 for the spring semester, although students are strongly encouraged to apply at least four months before the intended semester of enrollment. The Georgian Court University application fee will be waived.

NEW JERSEY COASTAL COMMUNIVERSITY

Georgian Court University participates as a partner in the New Jersey Coastal Communiversiity located at the Wall Township Campus of the Brookdale Community College. Georgian Court offers a B.A. in Psychology or English and a B.A. in Psychology or English with Elementary Education (K-5) with endorsement as a Teacher of Students with Disabilities for students who have completed at least 60 credits at the community college and meet the admissions requirements. All required Georgian Court courses are available in the late afternoon and evening at the Wall Township site. Students should apply to this program by completing the GCU application, indicate the Communiversiity program and follow the

Admissions Procedures for Transfer Students. Students should contact the Office of Admissions at Georgian Court University at 732.987.2700 or www.georgian.edu for an application and further information.

ADMISSION FOR A SECOND BACCALAUREATE DEGREE

Students who hold a baccalaureate degree from Georgian Court or another accredited institution may pursue a second baccalaureate degree at Georgian Court University. To receive a second baccalaureate degree, students must satisfy the existing policy for transfer students. A minimum of 30 credit hours of the curriculum requirements must be completed at Georgian Court University.

The following points apply to Georgian Court graduates seeking a second baccalaureate degree.

1. Georgian Court graduates must earn a minimum of 30 Georgian Court credits beyond the credits previously earned as part of the first bachelor's degree.
2. Students must satisfy all of the major requirements in effect at the time of matriculation for the second degree.
3. No additional credits in general education beyond those required for the first degree will be required for the second degree. However, students may choose to take additional general education credits as part of the credits required for the second degree. Students would NOT be held to any new general education requirements.
4. This policy does not authorize the awarding of two baccalaureate degrees simultaneously since GCU undergraduates have the option of pursuing a double major.

ADMISSION OF REGISTERED NURSES

Registered nurses may obtain a baccalaureate degree from Georgian Court. Those students who have received their licensure through a program at an accredited two-year college may apply and must follow the procedures as a transfer student. Students who have received licensure through a noncollege accredited program may receive up to 60 academic credits for their previous course work and experience with no accompanying GPA. Students must be properly certified in the profession before entering a Georgian Court program. Nursing credits may

be applied as general electives for the following majors only: applied arts and sciences, English, history, humanities, psychology, religious studies, Spanish and sociology. Course credit accepted upon transfer is determined by the following:

1. Evaluation of the individual student's post-secondary experience; and
2. Successful completion of examinations in college area courses similar to CLEP.

All previously earned credits are reviewed and evaluated on an individual basis. Students must follow the transfer procedures and submit a copy of their current license with their application.

ADMISSION TO POST-BACCALAUREATE TEACHER EDUCATION CERTIFICATE PROGRAMS

Students who complete a baccalaureate degree and want to prepare for eligibility for a NJ instructional certification (P-3, K-5, or K-12), must have evidence of a passing score on the Accuplacer or Praxis I tests

of basic skills, and at least a 2.75 undergraduate cumulative GPA. In addition, depending on the instructional certificate area, students will also need to fulfill prerequisite general education and content area coursework. Please see the GCU graduate catalog for specific information on these requirements by program.

READMISSION OF STUDENTS

Previously enrolled Georgian Court students who have voluntarily withdrawn from the university are not automatically readmitted.

Students should contact the **Office of the Registrar** at 732.987.2228 for registration information if they have been granted an official leave of absence from the Office of the Registrar and have not been separated from Georgian Court University for more than two semesters.

Students should contact the **Office of Admissions** at 732.987.2700 to complete a reactivation form if they have not been granted an official leave of absence from the Office of the Registrar and have not attended another institution during their separation; or were accepted to Georgian Court within the past three years but never attended, want the same major of study, and have not attended another institution during their separation.

Students should contact the **Office of Admissions** at 732.987.2700 to file an application for admission if one or more of the following applies: they have been separated from Georgian Court for more than three years; and/or attended another institution during their separation; and/or want to apply for a different major.

A nonrefundable \$40 application fee and official transcripts from any college(s)

ADMISSION OF NONMATRICULATING (NONDEGREE, NONCERTIFICATE, NONCERTIFICATION) STUDENTS

Students who meet the Georgian Court admissions requirements may enroll in undergraduate courses to meet educational goals other than attaining a bachelor's degree, certificate or certification. Students who wish to take courses for self-enrichment must provide appropriate educational verification. The educational verification must represent the highest level of education attained by the student. Official college transcripts are required to demonstrate completion of course prerequisites.

Self-Enrichment

Students who do not have a baccalaureate degree and wish to take credits for self-enrichment must realize that the credits will be held in escrow until the time of matriculation. Students who do not have a bachelor's degree may take a maximum of eleven self-enrichment courses. Students must declare an intention to matriculate into a degree, certificate or certification program once eleven self-enrichment courses have been completed. An application for matriculation must be filed with the Office of Admissions at that time. If accepted as a matriculating student, credits earned as a nonmatriculating student will be evaluated toward the degree, certificate, or certification program.

Prerequisite Courses

Students who have a baccalaureate degree may choose to take courses as prerequisites for master's degrees, certifications, certificates and the Seton Hall University post-baccalaureate accelerated nursing degree

program. It is the student's responsibility to register for courses approved by their program. An admission application, application fee, and official transcripts from previously attended institutions are required. The student's enrollment classification for prerequisite courses is considered nonmatriculating.

Visiting Students

Students who do not have a degree, but are enrolled in or accepted at another college or university and wish to transfer credits to that institution, should obtain written approval from that institution prior to taking any course(s) at Georgian Court.

Admission Procedures for Nonmatriculating Students

All nonmatriculating students must provide the following:

1. Completed undergraduate admissions application form or online application;
2. \$40 nonrefundable application fee;
3. \$100 tuition deposit in order to register for the chosen courses;
4. Educational verification of the highest level of education attained by the student:
 - A high school student must submit an official high school transcript from the present high school and ACT or SAT scores;
 - A high school graduate must submit an official high school transcript or copy of the high school diploma or copy of the GED and ACT or SAT scores;
 - A student with some previous college experience must submit an official transcript from each college attended or an educational verification form completed by the last college attended;
 - A student with an associate's, bachelor's, master's or doctoral degree must submit an official transcript or copy of the degree or an educational verification form completed by the college in which the highest level of education was attained or copy of a state teacher certificate or copy of a state teacher certification evaluation.

Please Note: Nonmatriculating students will not be permitted to attend classes until proper educational verification has been provided.

5. If the selected course(s) have prerequisites, the student must submit an official college transcript(s) to demonstrate completion of the prerequisites; and
6. All students are required to have a completed student health form on file prior to the start of classes.

STEP AHEAD FOR HIGH SCHOOL STUDENTS

Academically high achieving high school students may take university courses at the Lakewood site for academic enrichment. Students must complete a Step Ahead application, submit high school transcripts, and have adequate high school preparation for the selected course(s) and must be recommended by the high school guidance counselor. Tuition is \$185. Step Ahead students can take one course per semester (fall, spring and summer) at the discounted rate. Step Ahead is a University College coeducational program. Contact the Office of Admissions at 732.987.2700.

INSTRUMENTAL MUSIC COURSES FOR HIGH SCHOOL STUDENTS

High school students with exceptional instrumental music performance skills may audition to participate in college-level music courses: GCU

Community Concert Band; GCU Jazz Band; and Georgian Court String Orchestra. Students must audition and be accepted to participate in the music section, must complete an Instrumental Music application, submit a high school transcript, must be recommended by a GCU Music Professor and pay the tuition and course fee. The tuition is \$285 but high school students receive a \$100 scholarship. Tuition cost is \$185 plus a \$70 course fee per section.

NONDISCLOSURE

Failure to submit complete records of all previous academic experience will result in the student's being denied admission, or in the case of nondisclosure or misrepresentation, the rescinding of previously granted offer of admission.

III: ACADEMIC PROGRAMS

Students are responsible for satisfying all requirements stated in the catalog. Georgian Court University changed its general education, graduation, and transfer credit policies and requirements for students who enrolled at the institution beginning Fall 2007. Students enrolled at Georgian Court University prior to Fall 2007 had the option of electing to follow the new requirements in their entirety. Students who enrolled at Georgian Court University prior to Fall 2007 and did not opt to follow the new requirements should consult the catalog in their year of enrollment for all general education, graduation, and transfer credit policies and requirements. Minor modifications to Fall 2007 general education requirements were made for Fall 2011 and apply to all students who are following the Fall 2007 general education program, including those enrolled prior to Fall 2011.

INSTITUTIONAL LEARNING GOALS

Georgian Court University offers curricular and co-curricular learning experiences designed to help students achieve the university's Institutional Student Learning Goals:

1. Communicate effectively in written and spoken English
2. Apply critical thinking, problem-solving and research skills
3. A. Demonstrate academic excellence in the major field
B. (for general education courses): Gain a broad foundation in knowledge and understanding of modes of inquiry in the arts, humanities, behavioral and social sciences, natural sciences, and mathematics.
4. Demonstrate understanding of the Mercy core values
5. Demonstrate awareness of women's issues
6. Explore spirituality and personal growth
7. Demonstrate awareness of the value of engagement in local, national, and global issues
8. Demonstrate analytical skills to appreciate the aesthetic
9. Demonstrate leadership skills
10. Demonstrate awareness of diversity issues

GENERAL EDUCATION PROGRAM & GRADUATION REQUIREMENTS

The curriculum is organized so that the precollegiate preparation and particular aptitudes, talents, and interests of the individual are considered when the program of general education is planned. Nevertheless, Georgian Court insists that a certain breadth of subject matter is essential for the complete development of the truly liberally educated person.

Reflecting the mission of GCU, the General Education Program and Graduation Requirements offer a liberal arts foundation that provides the opportunity to explore a spectrum of disciplines. This experience helps students integrate and apply knowledge from multiple perspectives, deepen their understanding of themselves and others in light of the Mercy core values, and develop critical thinking skills requisite for success in life.

The goals of the General Education Program and Graduation Requirements are to enable students to make progress toward achieving the Institutional Student Learning Goals through courses that

- require rigorous writing;
- require shared discussion;
- require formal oral presentation;
- are foundational for the field of study;
- introduce basic concepts and technical language;
- introduce informal learning and reading in the field of study;
- include the use of a primary source;

- introduce general methodologies of the field of study;
- develop critical analysis and reasoning skills;
- develop scientific reasoning skills;
- develop quantitative reasoning skills;
- develop information literacy skills;
- develop technological competency pertaining to the field of study;
- include the study of women and gender issues;
- develop awareness of the university's mission;
- develop understanding of the Mercy core values;
- include the study of values;
- include the study of ethics;
- include the study of diverse perspectives;
- offer opportunities to explore personal spirituality and/or growth;
- offer opportunities to develop leadership skills;
- develop awareness of the cultural heritage of the U.S.;
- develop awareness of non-Western cultures;
- make connections to other fields of study;
- show how knowledge/understanding in the field of study relates to everyday life.

GENERAL EDUCATION PROGRAM (39–47)

The General Education Program provides the foundation for liberal learning and the basis for advanced work in a major. It offers humanistic, societal, and scientific frames of reference as it introduces modes of inquiry and methods of interpretation. Students are required to reflect on artistic, philosophical, and theological questions. Primary attention is given to understanding various ways of knowing and an appreciation of culture and diverse perspectives.

Writing and Communication (3–6)

History (3)

Literature (3)

Mathematics or Statistics (3–4)

Natural Science with Laboratory (3–4)

Philosophy (3)

Visual and Performing Arts (3)

World Language [(3) intermediate level or (6) elementary level in one language]

Philosophical Ethics or Theological Ethics (3)

Religious Studies (3)

Shaping Lives: Women and Gender (3)

Social Science (3)

World Perspectives (3)

GRADUATION REQUIREMENTS (2–4)

The Graduation Requirements help the student transition to the Georgian Court University educational environment and develop additional skills for lifelong learning. Students select a physical education experience chosen from a wide range of options, learn about the university's mission and its liberal arts, Catholic and Mercy traditions, and prepare for productive lives as responsible world citizens through learning experiences outside the classroom and in service to others.

Physical Education (1)

Transitioning to Georgian Court University (1 or 3)

Experiential Learning (2 experiences; may be included in courses taken to satisfy other requirements)

COURSE LIST FOR GENERAL EDUCATION PROGRAM & GRADUATION REQUIREMENTS

NOTE: A student can use a course to satisfy ONLY one requirement, except that designated courses may also satisfy an experiential learning requirement.

GENERAL EDUCATION PROGRAM (39–47)

Writing and Communication [(6) or (3) if placed into EN221]

- EN111 Academic Writing and Research I (note: minimum grade to meet requirement is C)
- EN112 Academic Writing and Research II (note: minimum grade to meet requirement is C)
- EN221 Argument: Craft and Style (note: minimum grade to meet requirement is C)

History (3)

- HI131 US History I
- HI132 US History II
- HI151 World History I
- HI152 World History II

Literature (3)

- EN113 American Literature I
- EN114 American Literature II
- EN175 British Literature I
- EN176 British Literature II
- EN226 A Nation in Transition: American Literature & Culture

Mathematics or Statistics (3–4)

- MA103 Statistical Thinking: Making Sense of Data
- MA105 Modern Math Concepts I
- MA106 Modern Math Concepts II

The following courses will substitute for the General Education Program Mathematics or Statistics requirement for a student (1) who is placed into the course based on the results of a placement test or other demonstration of competency, and/or (2) whose academic program recommends/requires completion of this course (e.g., students whose major or minor is accounting, allied health technologies, biochemistry, biology, business administration, chemistry, clinical laboratory sciences, mathematics, medical imaging sciences, natural sciences, or physics):

- MA107 Quantitative Methods
- MA109 College Algebra
- MA110 Precalculus
- MA115 Calculus I
- MA116 Calculus II

Natural Science with Laboratory (3–4)

- BI111 Life: Human Biology
- BI112 Life: Evolution, Organisms, Ecology
- CH111 The World of Chemistry
- CH112 Chemistry in Your Life
- PH111 Physics in Everyday Life I
- PH112 Physics in Everyday Life II
- PH/SC334 Astronomy
- SC111 Integrated Science I
- SC112 Integrated Science II

The following courses will substitute for the General Education Program Natural Science with Laboratory requirement for a student (1) who is placed into the course based on the results of a placement test or other demonstration of competency, and/or (2) whose academic program

requires completion of this course (e.g., students whose major or minor is allied health technologies, biochemistry, biology, chemistry, clinical laboratory sciences, health information management, medical imaging sciences, natural sciences, nursing or physics):

- BI115 Principles of Cell and Molecular Biology
- BI116 Principles of Genetics
- BI213 Human Anatomy and Physiology I
- BI214 Human Anatomy and Physiology II
- CH113 General Chemistry I
- CH114 General Chemistry II
- PH121 General Physics I
- PH122 General Physics II

Philosophy (3)

- PL245 Philosophical Inquiry (formerly PL110)

Visual and Performing Arts (3)

- AR115 Art History I
- AR116 Art History II
- DA201 History of Dance
- MU109 Survey of Music History
- MU214 Music in the United States

World Language [(3) intermediate level or (6) elementary level in one language]¹

- CL101 Elementary Latin I
- CL102 Elementary Latin II
- FR101 Elementary French I
- FR102 Elementary French II
- FR201 Intermediate French I
- FR211 Writing and Speaking French I
- ITA101 Elementary Italian I
- ITA102 Elementary Italian II
- ITA201 Intermediate Italian I
- ITA211 Italian Conversation and Composition I
- SP101 Elementary Spanish I
- SP102 Elementary Spanish II
- SP105 Beginning Everyday Spanish I
- SP106 Beginning Everyday Spanish II
- SP205 Intermediate Everyday Spanish I

¹ For a student who is able to demonstrate proficiency at a higher level than the first intermediate course in a particular language, the higher level course will substitute for the World Language requirement.

Nonnative English Speakers may satisfy the World Language requirement by completion of any one of the following (3 cr):

- ESL201 Intermediate English for International Students I
- ESL202 Intermediate English for International Students II
- ESL205 Writing English as a Second Language I
- ESL206 Writing English as a Second Language II

Philosophical Ethics or Theological Ethics (3)

- PL300 Philosophical Ethics
- RS334 Theological Ethics

Religious Studies (3)

- RS208 Discovering the Bible
- RS220 The Christian Tradition

Shaping Lives: Women and Gender (3)

- WS311 Shaping Lives: Women and Gender

Social Science (3)

- AN111 Physical Anthropology and Archaeology
- AN112 Cultural Anthropology
- EC180 Contemporary Economics

- EC181 Principles of Macroeconomics
- EC182 Principles of Microeconomics
- GO281 Introduction to Geography
- GO285 Human Geography
- PO111 Principles of Political Science
- PS111 Introduction to Psychology
- SO101 Principles of Sociology

World Perspectives (3)

- AN112 Cultural Anthropology
- AR/WS222 Women in Film
- CN111 Chinese Culture II
- EC180 Contemporary Economics
- EC181 Principles of Macroeconomics
- EN190 Global Literature
- HI375 Global Nonviolent Social Movements
- MU215 World Music
- PS300 Multicultural Psychology
- RS/WS201 Women and Religion
- RS240 Eastern Religious Thought
- SO/AN304 Globalization and Sustainability

GRADUATION REQUIREMENTS (2-4)

Physical Education (1)

PE Any course listed with PE or any DA techniques course.

Transitioning to Georgian Court University (1 or 3)

- FY101 First-Year Seminar (3 cr) (Required of First-Time Full-Time and Part-Time Students)
- FY201 Transfer Student Seminar (1 cr) (Required of Transfer Students prior to the completion of the first 15 Georgian Court University credits; students who do not complete the course within the first 15 GCU credits are not exempt from completing the course)

EXPERIENTIAL LEARNING

Two experiences must be successfully completed: one must be a designated course that has a service learning component (other than the First-Year Seminar); the second must be an internship/practicum/field placement, a designated study abroad (for credit) or travel abroad (not for credit) experience, or another course with a service learning component. Sections of courses offering a service learning option will be identified on each semester's course schedule and/or on the Office of the Registrar's Web page. Students completing a non-credit internship or AN471, AR425, AR426, BI401, BI402, BI404, BI405, BU451, CH345, CJ333, CM370, CM405, DA471, ED4213, ED4301, EN405, ES390, ES391, ES392, GP490, GP491, HI471, HI472, HI473, NU496, PH448, PO471, PO472, PO473, PS450, PS451, PS453, PS454, SO475, SW390, SW496, SW497, or a UMDNJ clinical/practicum course in one of GCU's joint degree programs with UMDNJ will have satisfied one of the two experiential learning requirements (the internship/field placement/practicum type of option). Students completing AR437, RS403, SP215 (if done outside the U.S.) and follow-up paperwork in the Associate Provost for Academic Program Development's Office will have satisfied one of the two experiential learning requirements (the study abroad/travel abroad option).

Students who need more information about other approved study abroad or travel abroad experiences may contact Dr. Michael Gross.

Any student may take a maximum of four credits of physical education applicable to the baccalaureate degree. Each repeat of a physical education course (up to this maximum number of credits) with a grade of "P" earns credit applicable to the baccalaureate degree.

MAJORS, MINORS, CONCENTRATIONS, CERTIFICATIONS & OTHER PROGRAMS

Students who enter Georgian Court with a declared major will be assigned to a faculty adviser of that major for academic advisement. Students who enter Georgian Court without a declared major field will be advised by the Director of Advising or a designated faculty adviser. Students must declare a major by their fourth semester.

To change majors, students are to notify the department chairpersons of the previous and new majors. Students must also complete the appropriate form and forward it to the Office of the Registrar. With departmental approval, students who can so arrange their schedules may elect a second major. Students majoring in education must also select a liberal arts major.

*Indicates major also offered in University College. As part of the university's transformation to becoming fully coeducational in Fall 2013, students enrolled in University College may register for courses and majors offered in the Women's College. Please note that many Women's College courses are offered only during the day.

SCHOOL OF ARTS AND SCIENCES

Applied Arts and Sciences

Bachelor of Arts in Applied Arts and Sciences

Major: Applied Arts and Sciences*

Interdisciplinary Module Focus Areas: Accounting; art; biology; business administration; chemistry; communications; criminal justice; English; exercise science, wellness and sports; graphic design; history; holistic health; mathematics; multimedia; psychology; religious studies; social work; Spanish

Art

Bachelor of Arts

Majors: Art*

Minors: Art, Art History

Concentration: Art with Art and Design

Certification: Teacher of Art Certification

Bachelor of Fine Arts

Major: Art

Concentration: Studio Arts

Biology

Bachelor of Science

Majors: Biology*

Allied Health Technologies with a minor in biology (joint degree program with the University of Medicine and Dentistry of New Jersey)

Clinical Laboratory Sciences with a minor in biology (joint degree program with the University of Medicine and Dentistry of New Jersey)

Medical Imaging Sciences with a minor in biology (joint degree program with the University of Medicine and Dentistry of New Jersey)

Minor: Biology

Allied Health Technology Concentration:

Respiratory Care

Clinical Laboratory Sciences Concentrations:

Cytotechnology

Medical Laboratory Science (Medical Technology)

Medical Imaging Sciences Concentrations:

Cardiac Sonography
Diagnostic Medical Sonography
Nuclear Medicine
Vascular Sonography

Other Programs:

Medical Technology at Jersey Shore University Medical Center and Monmouth Medical Center
Chiropractic at New York Chiropractic College
Certification: Teacher of Biology Certification

Bachelor of Arts

Major: Biology*

Certification: Teacher of Biology Certification

Chemistry and Biochemistry

Bachelor of Science

Majors: Chemistry*, Biochemistry

Certification: Teacher of Chemistry Certification

Minor: Chemistry

Bachelor of Arts

Major: Chemistry*

Certification: Teacher of Chemistry Certification

Communication

Bachelor of Arts

Major: Communication*

Minor: Communication

Concentrations: Convergent Journalism, Public Relations

Computer Information Systems

Minor: Computer Information Systems

Criminal Justice

Bachelor of Arts

Major: Criminal Justice*

Minor: Criminal Justice

Concentration: Homeland Security

Dance

Bachelor of Arts

Major: Dance

Minors: Dance, Dance Therapy

English

Bachelor of Arts

Major: English*

Minors: English, Writing

Certification: Teacher of English Certification,

Special Program: English for Nonnative Speakers

Exercise Science, Wellness and Sports

Bachelor of Science

Major: Exercise Science, Wellness and Sports

Minors: Coaching Women Athletes; Exercise Science, Wellness and Sports

Concentrations: Exercise Science

Graphic Design and Multimedia

Bachelor of Arts

Major: Digital Design

Minor: Graphic Design

Bachelor of Fine Arts

Major: Graphic Design and Multimedia

Concentrations: Graphic Design, Multimedia

Health Information Management

Bachelor of Science

Major: Health Information Management (joint degree program with the University of Medicine and Dentistry of New Jersey)

History, Geography, and Political Science

Bachelor of Arts

Major: History*

Minors: History, Politics & Law

Certification: Teacher of Social Studies Certification

Holistic Health Studies

Minor: Holistic Health

Certificate: Holistic Health

Humanities

Bachelor of Arts

Major: Humanities*

Interdisciplinary and Earth Sciences

Special Program

Mathematics

Bachelor of Arts

Major: Mathematics

Minor: Mathematics

Certification: Teacher of Mathematics Certification

Music

Minor: Experiential Music

Natural Sciences

Bachelor of Science

Major: Natural Sciences

Nursing

Bachelor of Science

Major: Nursing

Other Program: Partnership with Seton Hall University's College of Nursing for accelerated Bachelor of Science in Nursing (courses taught and degree awarded by Seton Hall University)

Philosophy

Special Program

Physical Education

Special Program

Physics & Earth Science

Special Program

Psychology

Bachelor of Arts

Major: Psychology*

Minor: Psychology

Bachelor of Science

Major: Psychiatric Rehabilitation and Psychology (joint degree program with the University of Medicine and Dentistry of New Jersey)

Religious Studies

Bachelor of Arts

Major: Religious Studies*

Minor: Religious Studies

Certificates: Parish Business Management, Pastoral Ministry, Religious Education

Social Work

Bachelor of Social Work

Major: Social Work*

Minors: Gerontology, Social Work, Sociology and Anthropology

Sociology & Anthropology

Minors: Anthropology, Sociology

World Languages & Cultures

Bachelor of Arts

Majors: Spanish, Latino/a & Business Studies

Minors: French, Spanish, Latina/o & Caribbean Studies

Certification: Teacher of Spanish Certification

Certificate: Certificate in International Business

SCHOOL OF BUSINESS

Bachelor of Arts

Majors: Latino/a and Business Studies

Bachelor of Science

Majors: Accounting*, Business Administration*

Minors: Accounting, Business Administration, Management, Marketing, Sports Management

Concentrations: Finance, Management, Marketing, Sports Management

Certificate: Certificate in International Business

Other Programs: BS/MBA Bachelor of Science in Business Administration or Accounting plus Advanced Admission to the Master of Business Administration

SCHOOL OF EDUCATION [SEE TABLE IV-A]

INTERDISCIPLINARY MINORS & SPECIAL PROGRAMS

Interdisciplinary Minors: American Studies, International Area Studies, Latina/o and Caribbean Studies, Sustainability, Women's Studies

Special Programs: First-Year Experience, Skills Development Program

The specific requirements for each major are listed under the respective disciplines. Several disciplines identify fields of concentration for study within the major field. In conjunction with the School of Education, many disciplines also offer preparation for teacher certification. While the greatest amount of time during the junior and senior years is devoted to studies in the major field, students may continue to enrich their liberal arts background with additional work in general education. In addition to course work, senior students must fulfill certain major requirements before graduation.

Minor programs provide the opportunity for students to develop a second or third area of interest. Georgian Court assumes no responsibility for guaranteeing that all students interested in developing additional areas of interest will be able to do so in four years. Students who elect

a minor field of study must keep in close communication with the appropriate faculty advisor. At least half of the credits required for a major, minor, certificate or certification program must be earned at GCU.

Concentrations are groupings of courses with similar and related subject matter that enable students to focus study on a particular area within their major. Concentrations appear on students' transcripts.

Tracks are groupings of courses within a major that provide a path through a major that prepares students for a career goal, such as graduate school, teacher certification or immediate employment. Tracks do not appear on students' transcripts.

THE UNIVERSITY HONORS PROGRAM

Outstanding students may pursue academic honors through the University Honors Program and/or by Departmental Honors work in their major. (Qualified students interested in Departmental Honors should seek advice through their Department Chairperson. Departmental Honors may not be available in all departments.)

University Honors Program students, in their freshmen and sophomore years, work with dedicated faculty members in a variety of special honors courses designated from the General Education Curriculum. In their junior and senior years, honor students work with select faculty in their disciplines, engaging in research for special projects sponsored by their departments. Successful completion of their studies is signified upon graduation by the designation of Georgian Court University Honors on the transcript and diploma.

In addition to these enhanced academic opportunities, University Honors Program Students participate in special co-curricular and cultural activities that invigorate the social, aesthetic and spiritual dimensions of their university experience.

As members of the University Honors Program, students receive an enriched academic curriculum featuring:

- faculty members chosen for their excellence as teaching-scholars;
- challenging interactive classroom format;
- emphasis on primary texts and sources;
- rigorous scholarly writing assignments and oral presentations;
- close faculty mentoring;
- preference in academic advisement and course registration;
- a strong sense of belonging to a community of scholars;
- sponsorship in funding presentations at regional and national conferences;
- special advisement by faculty members regarding graduate and professional school applications and prestigious fellowship opportunities;
- special recognition at commencement ceremonies.

GENERAL PROGRAM REQUIREMENTS

Academic Requirements

To continue in the Honors Program students are required to maintain a minimum cumulative overall GPA of 3.3, and a cumulative GPA of 3.0 in honors courses.

Students who do not maintain these standards may be continued in the Honors Program on Honors Program probation for the following two semesters to raise their grades to meet the requirements. If after two semesters on probation either the cumulative overall GPA or the cumulative GPA in the honors courses does not equal or exceed the minimum listed for the Honors Program, the student will be removed from the Honors Program. This does not affect the student's standing as a student in the university.

TABLE IV-A: SCHOOL OF EDUCATION

Certification Programs	Options for Majors	NJ Certification
Inclusive Early Childhood Education P–3	Art, Biology, Chemistry, English, History, Humanities, Mathematics, Natural Sciences, Psychology, Spanish	Early Childhood Education P–3 with Teacher of Students with Disabilities Endorsement
Elementary Education K–5	Art, Biology, Chemistry, English, History, Humanities, Mathematics, Natural Sciences, Psychology, Spanish	Elementary Education K–5 with Teacher of Students with Disabilities Endorsement
Elementary Education K–5, with Specific Subject K–8	Art, Biology, Chemistry, English, History, Humanities, Mathematics, Natural Sciences, Psychology, Spanish (15 credits in language arts literacy, mathematics, sciences, social studies for specific subject)	Elementary Education K–5 with Teacher of Students with Disabilities Endorsement, Teacher of a Specific Subject Grades 5–8
Specific Subject K–12	Art, Biology, Chemistry, English, History, Mathematics, Psychology, Spanish	Teacher of (Art, Biology, English, Social Studies, Mathematics, or Spanish) with Teacher of Students with Disabilities Endorsement
ESL and Elementary Education K–5	Art, Biology, Chemistry, English, History, Humanities, Mathematics, Natural Sciences, Psychology, Spanish	Elementary Education K–5 with Teacher of Students with Disabilities Endorsement and Teacher of English as a Second Language
ESL and Elementary Education K–5, with specific subject 5–8	Art, Biology, Chemistry, English, History, Humanities, Mathematics, Natural Sciences, Psychology, Spanish (15 credits in language arts literacy, mathematics, sciences, social studies for specific subject)	Elementary Education K–5 with Teacher of Students with Disabilities Endorsement Teacher of a Specific Subject Grades 5–8 and Teacher of English as a Second Language
ESL and Specific K–12	Art, Biology, Chemistry, English, History, Mathematics, Spanish	Teacher of (Art, Biology, English, Social Studies, Mathematics, or Spanish) with Teacher of Students with Disabilities Endorsement and Teacher of English as a Second Language

Co-curricular Requirements

As active members of the Honors Program, students are required to attend program meetings, and to participate in university-sponsored co-curricular activities and events designated by the Honors Program director. The schedule of such meetings and events will be published at the beginning of each semester.

Students who do not attend such scheduled events may be placed on Honors Program probation for the following semester. If after a semester on Honors Program probation the student continues to have an unsatisfactory record of participation/attendance in honors program activities, meetings and events, the student will be removed from the Honors Program. This does not affect the student’s standing as a student in the university.

ADMISSION & GRADUATION REQUIREMENTS

First-Year Honors Program Students

Admission: Potential Honors Program students will be identified and recruited by admissions counselors on the basis of their academic excellence (minimum 3.6 GPA) in college preparatory courses. Admission to the Honors Program will be by invitation of the director upon review of candidates’ placement test results. Students must score high in reading and in the English Department’s writing placement exam.

Graduation requirements: In the course of their college careers, students will be required to complete three designated honors courses from the General Education Curriculum, as well as the required EN221 (grade C or better), and four honors by contract courses in their disciplines;

Students currently enrolled who achieve a minimum GPA of 3.3 for a minimum of 12, but not more than 32 credits

Admission: Current students meeting these qualifications are encouraged to apply for admission to the University Honors Program by sending a letter to the director requesting admission. Admittance will be at the invitation of the director. Should the students be accepted into the program, they are required to sign a form indicating their knowledge that EN221 is a requirement of the program.

Graduation requirements

1. Current students admitted to the University Honors Program with a minimum of 12 but less than 19 credits must complete three designated honors courses from the General Education Curriculum, as well as the required EN221 (grade C or better), and three honors by contract courses in their discipline.
2. Current students admitted to the University Honors Program with a minimum of 18 but less than 32 credits must complete the graduation requirements listed below for transfer students.

Transfer Students entering Georgian Court with 32 or fewer credits with a minimum of 3.3 GPA

Admission: Transfer students meeting these qualifications are encouraged to apply for admission to the University Honors Program by sending a letter to the director requesting admission. Admittance will be at the invitation of the director. Should the students be accepted into the program, they are required to sign a form indicating their knowledge that EN221 is a requirement of the program.

Graduation requirements: These transfer students who are accepted

into the University Honors Program will be required to complete two designated honors courses from the General Education Curriculum, as well as the required EN221 (grade C or better), and three honors by contract courses in their discipline.

Transfer Students entering Georgian Court who have satisfactorily completed an Honors Program for the associate's degree

Admission: Transfer students meeting these qualifications are encouraged to apply for admission to the University Honors Program by sending a letter to the director requesting admission. Admittance will be at the invitation of the director. Should the students be accepted into the program, they are required to sign a form indicating their knowledge that EN221 is a requirement of the program.

Graduation requirements: These students will be required to complete one designated honors course from the General Education Curriculum, as well as the required EN221 (grade C or better), and two honors by contract courses in their discipline.

CO-CURRICULAR & EXTRACURRICULAR PROGRAMS

The University Honors Program sponsors a variety of academic and cultural events for the enrichment of the intellectual, social, and spiritual life of the university.

PREPARATION FOR CAREERS IN ENGINEERING, LAW, MEDICINE, PHARMACY & PHYSICAL THERAPY

Georgian Court University seeks to prepare its students for professional occupations as well as for a myriad of graduate programs. Students with interests that fall into the category of pre-professional programs, including pre-engineering, pre-law, pre-medicine, pre-pharmacy, or pre-physical therapy should make their interests known to their academic adviser. Students can then tailor their program to meet their needs and work with their adviser to ensure that they fulfill all entrance requirements for the professional school program. As is true of most institutions, Georgian Court does not offer majors called pre-engineering, pre-law, pre-medicine, pre-pharmacy, or pre-physical therapy. However, the majors Georgian Court offers provide excellent preparation for careers in engineering, law, medicine, pharmacy, and physical therapy. Georgian Court graduates are routinely accepted into graduate programs in these fields.

Pre-Engineering

Georgian Court encourages students planning to obtain a master's degree in some area of engineering to consider a major in science or mathematics. Engineering disciplines include aerospace, biomedical, chemical, civil, computer, electrical, environmental, industrial, internet, mechanical, nuclear, and pharmaceutical. Majors that provide a good background for a career in engineering include biochemistry, biology, chemistry, and mathematics. Principles encountered in master's level engineering programs incorporate the scientific and mathematical concepts taught in courses in these major fields. An internship or other work experience in an engineering field will enhance a student's application to an engineering program.

Pre-Law

Georgian Court encourages students who wish to apply to law school to pursue a major in their area of interest. The Pre-Law Committee of the American Bar Association does not recommend any particular major but encourages applicants to prepare themselves by developing "analytic

and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, general research skills, task organization and management skills, and the values of serving faithfully the interests of others while also promoting justice." (www.abanet.org/legaled/prelaw/prep.html). Georgian Court's General Education courses in history, political thought and theory, ethics, economics and public policy, human behavior and social interaction, and cultural diversity develop some of these skills and values. The same website also recommends "Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data." An internship, public service or work experience in law will also enhance a student's application to law school. One curricular path that is especially appropriate for students interested in a career in law is the Politics and Law minor, which consists of 18 credits (6 courses): PO211, PO321, PO333, PO334, and two courses from a list of electives that includes PO221, PO337, HI361, HI375, HI376, PO471, PO472, PO473. Please see the History, Geography, and Political Science section of the catalog for details.

Pre-Medicine, Dentistry & Veterinary Medicine

Students seeking a career in medicine, dentistry, veterinary medicine or a related field may choose a major in any discipline. Required courses for admission to medical school vary from school to school but typically include two semesters of English (EN111, 112), calculus (MA115, 116), biology (BI115, 116), calculus-based physics (PH121, 122), general chemistry (CH113, 114) and organic chemistry (CH223, 224). Students are unlikely to be admitted to medical school unless they have worked in paid or non-paid positions in a relevant medical field prior to applying to the school of their choice. All students pursuing a career in a medically related field are advised to develop a strong background, major or minor in the social sciences (especially psychology, sociology and social work) to gain "patient-relationship skills." It is particularly important for students interested in psychiatry to complete extensive coursework in psychology.

Pre-Pharmacy

Unlike most medical or veterinary schools, many pharmacy schools do not require completion of a bachelor's degree prior to entry into the program. In many pharmacy programs, the students complete 2-3 years of pre-pharmacy study (typically 60 - 90 credits) and then enter the pharmacy program. Pharmacy school admission requirements vary. The most common requirements for admission include the following GCU courses: BI115, 116, 213, 214 and 219; statistics (BI203, MA103, SO201 or PS430); CH113, 114, 223 and 224; MA115 and 116; PH121 and 122; EN111 and 112; economics (EC180, 181 or 182); PS111; and some general courses in sociology, philosophy, history, the arts and religious studies. The student is advised to visit <http://www.aacp.org/>, select Resources, click on the Student Center section and then click on the links to requirements for specific pharmacy schools. Students planning to earn a bachelor's degree at Georgian Court University and then go to a pharmacy school may wish to pursue a major in biology, biochemistry or chemistry. Georgian Court University offers courses that satisfy the admission requirements for almost all schools of pharmacy. An internship or other work experience in a pharmacy-related field will enhance a student's application to a pharmacy program.

In addition, Georgian Court University has a special dual degree program with University of the Sciences (Philadelphia). Students can earn both the Bachelor of Science (B.S.) or Arts (B.A.) and the Doctor of Pharmacy (Pharm.D.) degrees in as little as seven years after graduation from high school. Eligible students may spend the first three years at GCU and then matriculate to USciences for the four professional years of the Pharm.D. Program. Upon successful completion of all requirements for GCU's B.S.

in Biochemistry, B.S. in Biology, or B.A. or B.S. in Chemistry degree while matriculated at USciences, students will then receive the bachelor's degree from GCU. The Pharm.D. degree from USciences will be awarded after successful completion of all degree requirements in the professional curriculum of the Doctor of Pharmacy Program at USciences. Specific GCU courses that are prerequisites for the USciences Pharm. D. program are: CH113,114,223,224; BI115,116,213,214,319; MA110,115; PH121,122; SO101; and EN111,112. For more information, contact your academic adviser or go to <http://www.georgian.edu/usciences>.

Pre-Physical Therapy

Most Doctor of Physical Therapy (DPT) programs require completion of the bachelor's degree prior to enrollment in what is usually a 3-year DPT program, although some programs have 3+3 arrangements in which a student takes 3 years of bachelor's level coursework before entering the DPT program. Requirements vary from institution to institution, but typical requirements for admission include the following GCU courses: BI115, 116, 213, 214; statistics (BI203, MA103, SO201 or PS430); CH113, 114; MA115 and 116; PH121 and 122; EN111 and 112; and psychology (PS111, and either PS221, 222 or 224). Go to <http://www.apta.org/>, select Education Programs, then select Student Resources for more information, including requirements of specific DPT programs. Students planning to earn a bachelor's degree at Georgian Court University and then go in to a physical therapy program may wish to pursue a major in biology, biochemistry, chemistry, or exercise science. Georgian Court University offers courses that satisfy the admission requirements for almost all doctor of physical therapy programs. An internship or other work experience in a physical therapy-related field will enhance a student's application to a physical therapy program.

In addition, Georgian Court University has a special dual degree program with University of the Sciences (Philadelphia). Students can earn both the Bachelor of Science (B.S.) or Arts (B.A.) and the Doctor of Physical Therapy (D.P.T.) degrees in as little as six years after graduation from high school. Eligible students may spend the first three years at GCU and then matriculate to USciences for the three professional years of the D.P.T. Program. Upon successful completion of all requirements for GCU's B.S. in Biochemistry, B.S. in Biology, B.S. in Exercise Science, or B.A. or B.S. in Chemistry degree while matriculated at USciences, students will then receive the bachelor's degree from GCU. The D.P.T. degree from USciences will be awarded after successful completion of all degree requirements in the professional curriculum of the Doctor of Physical Therapy Program at USciences. Specific GCU courses that are prerequisites for the USciences D.P.T. program are: CH113,114; BI115,116,213,214; MA110,115; statistics (BI203, MA103, SO201 or PS430); PH121,122; ES220; PS111, 360 and either 221,222 or 224; SO101; and EN111,112. For more information, contact your academic advisor or go to www.georgian.edu/usciences.

IV: ACADEMIC POLICIES & PROCEDURES

ACADEMIC ADVISEMENT

The department chairperson, discipline advisor and dean of each school are available to consult with the students in matters pertaining to their program, course of study and standards of scholarship. The Director of Advising is available to consult on any other academic matter.

Advisement and orientation sessions are provided for freshmen and transfer students.

The Office of the Registrar is available to provide general student academic information. Information is also available on the Office of the Registrar's Web page at www.georgian.edu.

Georgian Court University changed its general education, graduation, and transfer credit policies and requirements effective Fall 2007 and Fall 2011. Students who were enrolled at Georgian Court University prior to Fall 2007 and chose to follow the previous requirements should consult the catalog in their year of enrollment for all general education, graduation, and transfer credit policies and requirements. This information is also available on the Office of the Registrar's Web page at www.georgian.edu.

GRADUATION REQUIREMENTS

Georgian Court offers a course of study leading to the degree of Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.), Bachelor of Science in Nursing (B.S.N.), and Bachelor of Social Work (B.S.W.). In addition to the special requirements of the basic program and those of the major field, the following general requirements apply:

Credits

Every candidate for either the B.A., B.F.A., B.S., B.S.N., or B.S.W. degree must complete a minimum of 120 credit hours to qualify for graduation.

Term of Study

1. The expected period of study required of students who enter as freshmen is a minimum of four years.
2. Transfer students must be enrolled at Georgian Court during their last two years; they are required to take a minimum of 30 credit hours and at least half of their major and minor courses at Georgian Court.
3. Generally, undergraduates who are in continuous enrollment at GCU, but do not graduate within the normal four-year time frame, must meet the requirements for graduation as published in the catalog in effect at the time of enrollment at the university or in the program. Exceptions to this policy include students enrolled in a certification or licensure program that changes due to state regulation or accrediting body requirements.
4. Georgian Court students enrolled in a joint degree program may count, as Georgian Court credits, up to 30 credits taken at the accredited institution affiliated with the joint degree. These credits may not be used to satisfy the 30-credits-at-Georgian-Court requirement but may be used to entirely satisfy the one-half-of-the-major-taken-at-Georgian-Court requirement.

Graduation Grade

1. A minimum cumulative grade point average of 2.0 (C) must be maintained.
2. Unless otherwise indicated for a specific major, a minimum cumulative grade point average of 2.5 must be maintained in the major field.

Graduation Application

All students must submit an application for graduation to the Office of the Registrar by the priority due date: July 1 for May graduation; February 1 for August graduation; May 1 for December graduation. Receipt of application will result in the preparation of an academic audit. Students must have completed a minimum of 80 total credits in order to submit an application. Students are encouraged to apply two semesters prior to intended completion of degree requirements. Late applications are accepted for a limited time after the priority due date. A \$50 late fee is applicable to any late application received once the graduating semester has begun. Please refer to the Office of the Registrar's Web page for application deadlines.

Graduation Terms

The university holds a Commencement ceremony in May of each year, at which May graduates and graduates from the preceding August and December may participate. Only students who have completed all requirements for graduation (including all course work prior to the Commencement ceremony) are eligible to participate in the ceremony. Students who have completed all requirements for graduation except for a few credits should consult the university's Commencement Web page three months prior to Commencement for the current policy regarding participation in ceremony. The conferral of degrees (graduation) takes place in August, December, and May.

GRADING SYSTEM

Academic standing and eligibility for graduation are dependent upon both quality and quantity of work. The grade point average is a numerical index of the ratio of the number of quality points earned to the number of credits received.

- A Numerical equivalent is 95 and above and carries 4 quality points.
- A- Numerical equivalent is 90-94 and carries 3.7 quality points.
- B+ Numerical equivalent is 87-89 and carries 3.3 quality points.
- B Numerical equivalent is 83-86 and carries 3 quality points.
- B- Numerical equivalent is 80-82 and carries 2.7 quality points.
- C+ Numerical equivalent is 77-79 and carries 2.3 quality points.
- C Numerical equivalent is 73-76 and carries 2 quality points.
- C- Numerical equivalent is 70-72 and carries 1.7 quality points
- D+ Numerical equivalent is 65-69 and carries 1.5 quality points.
- D Numerical equivalent is 60-64 and carries 1 quality point.
- F Numerical equivalent is 59 or below and carries 0 quality points.
- W Indicates that a student withdrew from a course.
- INC Indicates a temporary extension of the semester.
- AU Audit, indicates no credit/no quality points
- P Passing grade, indicates credit/no quality points
- S Satisfactory
- U Unsatisfactory
- T Transfer credit

AUDIT

To audit a class, a student must obtain permission from the instructor and department chair and pay the appropriate fee.

A student is allowed to audit one course per semester under the following conditions:

1. Student must be properly enrolled in the university as either matriculating or nonmatriculating.
2. Student may audit only on a space-available basis. This request requires the signature and approval of the instructor and the chair

of the department in which the course is given and then must be submitted to the Office of the Registrar.

3. Audited courses are considered part of the student's regular course load but do not carry academic credit. Financial aid as applicable to audit courses must be cleared through the Office of Financial Aid.
4. An audited course cannot be changed to a credit course after the add period is completed.
5. A credit course cannot be changed to an audited course after the add period is completed.
6. The student's record will show a grade of AU for the course if the instructor certifies that the course has been completed.
7. A student who has audited a course may at a later date take the course for credit.

GRADE POSTING

Grades are available via Self-Service approximately three weeks after the completion of any term. Indebtedness to Georgian Court University precludes access to grades and transcripts.

GRADE APPEALS

A student wishing to file an appeal about a final grade or a grade received for a particular piece of work in a course should follow this procedure:

For a grade received for a particular piece of work in a course:

1. The student must first attempt to resolve the matter through discussion with the faculty member who assigned it within 10 working days of receiving the grade.
2. If the issue cannot satisfactorily be resolved between the student and faculty member within 10 working days after the student has conferred with the faculty member, the student may specify in writing the basis for the grade appeal and request a review by the appropriate department chairperson. This written appeal should reach the department chairperson no later than ten working days after the student has conferred with the faculty member. The department chairperson shall attempt to resolve the issue between the student and the faculty member, in consultation with the faculty members in the discipline. Written notification of the determination by the department chairperson shall be sent to the student within ten working days of the receipt of the appeal. The department chairperson's decision is final.

For a final grade:

1. The student must first attempt to resolve the matter through discussion with the faculty member who assigned it within the first ten working days of the next semester. If the faculty member receives from the student convincing evidence that the original grade is inaccurate, the faculty member shall correct the grade. If an inaccurate final grade has been given, the faculty member shall submit a "Change of Grade" form to the Office of the Registrar.
2. If the issue cannot satisfactorily be resolved between the student and faculty member within 10 working days after the student has conferred with the faculty member, the student may specify in writing the basis for the grade appeal and request a review by the appropriate department chairperson. This written appeal should reach the department chairperson no later than ten working days after the student has conferred with the faculty member. The department chairperson shall attempt to resolve the issue between the student and the faculty member.
3. If the issue cannot be resolved satisfactorily within ten working days, the student may then submit the appeal in writing to the dean

of the school of the particular discipline, who will then attempt to resolve the issue between the student and the faculty member.

4. If the issue is still unsatisfactorily resolved within ten working days, the student may submit the appeal in writing to the provost, who shall attempt to resolve the issue in consultation with the student, faculty member, department chairperson and the dean of the school. If an agreement is not reached in this consultation, the provost shall have the final authority to resolve the appeal. Written notification of the determination by the provost shall be sent to the student within ten working days of the receipt of the appeal. The provost's decision is final. Copies of the decision shall be provided to the student, faculty member, dean of the school, department chairperson and registrar within ten working days of the receipt of the appeal. If the faculty member believes that his/her academic freedom has been compromised by the provost's decision, the faculty member may appeal the decision in accordance with the grievance procedure and timelines set forth in the appropriate section of the faculty personnel policies volume of the policy manual, which can be accessed at www.georgian.edu.

ACADEMIC PROGRESS

In order to maintain the grade point average required for graduation, a student must achieve a minimum cumulative grade point average of 2.0 in course work. The Academic Standards Committee reviews a junior or senior who fails to maintain a 2.0 yearly grade point average; a sophomore, 1.9; a freshman, 1.8.

CLASS STATUS

For admission to senior status, students shall have completed a minimum of 90 credits; for junior status, 60 credits; and for sophomore status, 30 credits.

COURSE LOAD

The maximum course load for full-time students is 18 credit hours a semester. Permission to carry a heavier course load will be granted only after consultation between the student and major advisor, with the approval of the dean and provost. Students will be required to pay for excess credits on a per-credit basis.

The maximum course load for part-time students is eleven credit hours per semester.

INCOMPLETE WORK

A student who has done satisfactory work in a course, but has not completed the course requirements because of illness or some other emergency situation, may request an "Incomplete" as a temporary extension of the semester. To receive this extension, the student must submit the "Request for Extension" form to the instructor and dean of the appropriate school for approval. This request must be made prior to the start of final assessment. At the end of the semester extension, if the instructor does not submit a final grade to the registrar, the student will automatically receive an "F" for the course unless the instructor submits a different grade, based on work previously completed.

The semester extension period is governed by the semester length and is referenced on the Office of the Registrar's Web pages and "Request for Extension" form. For example, a student requesting an extension for a 15-week semester will receive an extension of six weeks for a final grade to be submitted.

ADD/DROP POLICY

Students may add courses during the **first week** of the fall/spring semester. Students may drop courses during the **first two weeks** of the fall/spring semester.

WITHDRAWAL POLICY

Students who withdraw from courses between the third and fourteenth week of either the fall/spring semester will receive grades of "W" on their records. Students who withdraw from courses after the fourteenth week of the fall/spring semester will receive grades computed on the basis of all work completed and not completed at the end of the semester. For all other sessions please consult the Office of the Registrar's Web page at www.georgian.edu.

Nonattendance or verbal notification, in a semester for which a student has registered, does not constitute an official withdrawal.

ACADEMIC EARLY WARNING SYSTEM

Georgian Court University's Academic Early Warning System is designed to identify and assist students who may be experiencing challenges to their academic success. The goal of this new system is to support students and help them succeed at Georgian Court University. If a student is referred to the system by a faculty member, she/he will be contacted by a member of the Advising Center or by the dean of students, who will work with her/him to help identify and remedy any barriers to her/his success.

PROBATION AND DISMISSAL

Probation and dismissal procedures are considered by the Academic Standards Committee, which meets at the end of the fall and spring semesters. The committee reviews students' yearly and semester average and determines probationary status individually, according to the following designation:

1. Place on probation: student whose cumulative GPA falls below minimum for class status (1.8 freshman; 1.9 sophomore; 2.0 junior and senior). Credits are limited to 15 for the semester.
2. Continue on probation: student whose cumulative GPA shows improvement from previous semester but is still below minimum for class status. Credits are limited to 15 for the semester.
3. Strict probation: student who was placed on or continued on probation and has not reached minimum cumulative GPA. The student must achieve at least a 2.0 cumulative grade point average in all subjects or face academic dismissal at the end of the next semester. Credits are limited to 12 for the semester. The student may be required to attend academic counseling sessions.
4. Academic dismissal: student who was placed on strict probation for one semester or more or who fails all courses may be subject to academic dismissal.

Students are informed of these decisions by certified letter from the Director of Advising. Students are advised to question or file appeals of their probationary status with the Director of Advising. The director will consider student input and reconvene the committee if deemed necessary for any particular case.

REPEATING A COURSE

A course retaken to improve a grade will result in only the higher grade being calculated in the academic average. The lower grade will remain

on the academic transcript but will not be included in the grade point average or in the earned credit total. Repeated courses shall be taken at Georgian Court, unless special permission is given by the department chairperson of the student's major.

CLASS ATTENDANCE

At the beginning of each semester, faculty members will advise students concerning the pattern of attendance needed for suitable performance. Students' response to this advice is their own responsibility.

Nonattendance or verbal notification, in a semester for which a student has registered, does not constitute an official withdrawal.

COURSE FINAL ASSESSMENT

The university schedules time at the end of each semester for a final assessment in each course. Should illness prevent a student from being present on that day, the student should contact instructors immediately to arrange to make-up the missed work. Such arrangements must have the approval of the chair of the department.

TRANSFER OF CREDIT

Credits are accepted for transfer from regionally accredited institutions. Only courses in which a grade of "C" or higher has been achieved are eligible for transfer. Transfer credits will be counted towards the degree credit total, but will not be included in the Georgian Court grade point average. Previous credits from non-regionally accredited institutions will be considered for acceptance on a case-by-case basis. Courses are evaluated for transfer based on the following criteria: accreditation status of the institution, and the course description, syllabus, outline (including topics covered and time spent on each), student learning goals and objectives, assessment methods, instructional materials used (textbook, etc.), instructor credentials, level (e.g., 100-level, 200-level, etc.), and credits. Students must obtain written permission from the major advisor of their discipline and the registrar to enroll in credit courses in another institution. Credit will be given only if credit has not already been awarded or earned for the related course content. Official transcripts must be sent to the Office of the Registrar within four weeks of completion of the course(s). "Transfer Credit" forms are available on the Office of the Registrar's Web page at www.georgian.edu.

Effective as of Fall 2007 matriculation, students may transfer a maximum of 90 credits of which no more than 75 credits may transfer from a regionally accredited two-year institution. Credits accepted in transfer become part of the student's permanent record. As such, they cannot be replaced by new transfer courses. Once students following the new general education program (effective Fall 2007 and Fall 2011) are enrolled at GCU, they are permitted to take only courses that are directly equivalent to courses in the GCU general education curriculum. Exceptions may be made for foreign language and physical education courses (e.g., students may transfer two semesters of elementary language in a language not offered by Georgian Court University, or one credit of an activity-based physical education course such as swimming that is not offered by Georgian Court University).

ARTICULATION AGREEMENTS

Georgian Court University has articulation agreements with Atlantic Cape Community College, Bergen Community College, Brookdale Community College, Burlington County College, Camden County College, County

College of Morris, Cumberland County College, Essex County College, Gloucester County College, Hudson County Community College, Mercer County Community College, Middlesex County College, New York Chiropractic College, Ocean County College, Passiac County Community College, Raritan Valley Community College, Salem Community College, Seton Hall University, Sussex County Community College, Union County College, University of Medicine and Dentistry of New Jersey, University of the Sciences in Philadelphia, and Warren County Community College.

NONDISCLOSURE

Failure to submit complete records of all previous academic experience will result in the student being denied admission, or in the case of nondisclosure or misrepresentation, the rescinding of previously granted offer of admission which may result in dismissal from the institution.

SUMMER SESSION

Students who plan to attend any summer session at Georgian Court should meet with their department advisor for academic guidance.

CREDIT BY TESTING

Georgian Court accepts a total of 30 credits from all testing sources combined. However, with the exception of challenge examinations, these are considered equivalent to transfer credit and are in addition to the 30 credits that must be earned at Georgian Court. All Georgian Court students must obtain written approval from the major advisor and the registrar prior to taking any of these examinations. "Transfer Credit" forms are available on the Office of the Registrar's Web page at www.georgian.edu. Credit will be given only if credit has not already been awarded or earned for the related course content.

College-Level Examination Program (CLEP) [TABLE IV-A]

A student who achieves a successful score on any approved general area examination or on any subject examinations (excluding foreign languages) may be able to receive college credit. For foreign languages, a maximum of six credits is awarded for achievement of the required score that is equivalent to the intermediate level. No credit is awarded for the elementary level of a language. Georgian Court accepts a total of 30 CLEP credits. To award credit, an official score report must be sent to the Office of the Registrar. CLEP credit is granted only if the related course content has not been previously completed. In order for the CLEP science examination to be accepted for the laboratory science general education requirement, the examination must be taken prior to acceptance to Georgian Court. The CLEP science examinations do not fulfill this requirement if taken after acceptance to Georgian Court.

**Once accepted by GCU, students may not fulfill the natural science laboratory course requirement by taking these exams.*

***Student must take CLEP exam for Principles of Macroeconomics and CLEP exam for Principles of Microeconomics in order to have EC476 or EC501 waived. Both current and prospective students seeking to use CLEP exam credit for EC501 for a School of Education program should gain approval from the School of Education program director before taking the exams.*

Other Credit by Testing Options [TABLE IV-B]

Students may consider other means of college credit such as DANTES; Excelsior College Examinations (formerly ACT PEP); TECEP examinations, ACE College Credit Recommendations Service (formerly PONS); and NYU Language Proficiency exams (12-point exam). Students who wish to take a challenge examination for a specific course should contact the department chairperson for consideration.

POLICY FOR CREDIT FOR PRIOR LEARNING FOR UNDERGRADUATE COURSEWORK

If a Georgian Court course (e.g., BU454) has been created by a department specifically to award credit for portfolios, it is not subject to the procedures described below because the department reserves the right to create separate criteria for its own courses/degree programs.

A matriculating student may earn up to 30 credits from a combination of Georgian Court challenge examinations and portfolio assessment. Credits earned by taking Georgian Court-graded challenge examinations and portfolios are Georgian Court credits, but none of these credits can be counted toward the 30 Georgian Court credits required for graduation. A matriculating student cannot take a challenge examination or submit a portfolio until at least 12 credits of "regular" Georgian Court course work has been earned. Students cannot attempt to earn challenge examination/portfolio prior learning credits during their semester of graduation. The department chairperson and school dean will determine if a challenge exam/portfolio assessment option can be taken for a particular course. Challenge examinations/portfolio assessments, in other words, may be offered upon request by a student, if the department chairperson and the dean approve.

These credits are in addition to the number that students may earn by taking the CLEP, DANTES, etc. exams, which are not Georgian Court credit.

ONLINE, HYBRID, AND VTC COURSES

Online: the course is taught 100% online using the university's course management system to deliver internet-based interactive instruction. Students do not come to a classroom.

Hybrid: the course is taught 50% or less online using the university's course management system to deliver internet-based interactive instruction, and 50% or more with the instructor in the same room as the students. Students are required to come to the classroom for the face-to-face sessions.

VTC: the course is taught 100% by video teleconference. Students are required to come to a classroom for all class sessions but the instructor may be teaching from a different location using real-time, interactive video teleconferencing.

INDEPENDENT STUDIES

Some departments list and describe courses that provide opportunities to earn credit for the intensive study of something not offered as a regular course. These courses are normally limited to juniors, seniors, or graduate students who have at least a 3.5 cumulative GPA.

Occasionally, students may need an independent study in order to complete a regular course required for graduation. Students should speak with the instructor who teaches that course and who can initiate the application. Completed applications must be approved by the department chair, dean and associate provost before the end of the add period. Generally, applications will not be approved for courses that are listed on the schedule in the current academic year. A copy of the final exam or paper required for the course is retained by the department chair.

Students receiving GCU tuition remission may be required to pay the normal tuition rate for independent studies.

TABLE IV-A: COLLEGE LEVEL EXAMINATION PROGRAM UPDATED MARCH 8, 2012

Listed below are all the examinations offered by CLEP, the minimum scores a student must achieve to be eligible for credit, and the requirements that can be met by each examination as determined by current policy and departmental review. GCU accepts a total of 30 CLEP credits toward a degree. Once enrolled at GCU, a student must obtain the approval of the academic advisor and the registrar prior to taking CLEP examinations. Credit will be given only if credit has not already been awarded or earned for the related course content.

		Minimum Score	Credits	Major	Old Cluster Gen Ed	New Gen Ed	Elective	Equiv. Course
GENERAL	Humanities	50	6		Hum	3 cr VisPerfArts	X	
	Mathematics	50	6		NatSciMath	Math	X	MA105+;MA106
	Natural Sciences*	50	6		NatSciMath	NatSci w/Lab	X	
	Social Sciences & History	50	6		SocSci	3 cr History + 3 cr SocSci	X	
HISTORY/SOCIAL SCIENCES	American Government	50	3		SocSci		X	PO211
	History of U.S. I: Early Coloniz. to 1877	50	3	X	SocSci	History	X	HI131
	History of U.S. II: 1865 to Present	50	3	X	SocSci	History	X	HI132
	West. Civ. I: Ancient Near East to 1648	50	3	X	SocSci	History^	X	HI111
	West. Civ. II: 1684 to Present	50	3	X	SocSci	History^	X	HI112
	Intro to Education Psychology	50	3	X			X	PS225
	Introductory Psychology	50	3	X	SocSci	SocSci	X	PS111
	Human Growth & Development	50	3	X	SocSci		X	PS221 or PS222
	Introductory Sociology	50	3	X	SocSci	SocSci	X	SO101
^Only for students entering GCU prior to Fall 2011								
FOREIGN LANG.	French Language	59	6	X	Hum	ForeignLang	X	FR201 + FR202
	German Language	60	6	X	Hum	ForeignLang	X	Intermediate
	Spanish Language	63	6	X	Hum	ForeignLang	X	SP205 + SP206
COMPOSITION & LITERATURE	American Literature	50	3	X	Hum	Literature	X	EN113
	Analyzing & Interpreting Literature	50	3	X	Hum		X	
	English Literature	50	3	X	Hum		X	
	English Composition/Essay#	50	3	X	Hum	Writing&Comm	X	EN111
	Freshman College Composition/Essay#	50	3		Hum	Writing&Comm	X	EN111
	College Composition	50	3				X	
	College Composition Modular [†]	50	3 or 6		Hum	Writing&Comm	X	EN111, or EN111 + EN112
A maximum of 6 CLEP credits are applicable to an English major. *Exams are no longer offered. #Credit only given if essay exam is graded by GCU faculty members. Amount of credit will be based on grade earned.								
SCIENCE & MATHEMATICS	Precalculus	50	3		NatSciMath	Math	X	MA110
	Calculus	50	3	X	NatSciMath	Math	X	MA115
	College Algebra	50	3		NatSciMath	Math	X	MA109
	Biology*	50	6	X	NatSciMath	NatSci w/Lab	X	BI111 + BI112
	Chemistry*	50	6		NatSciMath	NatSci w/Lab	X	CH111 + CH112
BUSINESS	Info Systems & Computer Applications	50	3	X			X	IS122
	Principles of Management	50	3	X			X	BU313/BU478
	Fin. Accounting or Principles of Accounting	50	3	X			X	AC171
	Introductory Business Law	50	3	X			X	BU311
	Principles of Marketing	50	3	X			X	BU241/BU477
	Principles of Macroeconomics	50	3	X	SocSci	SocSci, WorldPersp	X	EC181/EC476/EC501**
	Principles of Microeconomics	50	3	X	SocSci	SocSci	X	EC182/EC476/EC501**
*Once accepted by GCU, students may not fulfill the natural science laboratory course requirement by taking these exams. **Student must take CLEP exam for Principles of Macroeconomics and CLEP exam for Principles of Microeconomics to have EC476 or EC501 waived. Both current and prospective students seeking to use CLEP exam credit for EC501 for a School of Education program should gain prior approval from the program director.								

TABLE IV-B: DANTES CREDITS SUBJECT STANDARDIZED TESTS FOR WHICH GCU WILL AWARD CREDIT; UPDATED MARCH 8, 2012

GCU accepts a total of 30 DANTES credits toward a degree. Once enrolled at GCU, a student must obtain the approval of the academic advisor and the registrar prior to taking DANTES examinations. Credit will be given only if credit has not already been awarded or earned for the related course content.

		Credits	Major	New (2007 & 2011) Gen Ed	Elective	Equiv. Course
ART	SE461 Art of the Western World	3			X	
HISTORY	SE465 Western Europe since 1945	3	X		X	
	SE469 Intro. To Modern Middle East	3			X	
	SE473 History of Vietnam War	3	X		X	HI376
	SE483 Civil War and Reconstruction	3	X		X	HI333
	SF470 Human/Cultural Geography	3	X	SocSci	X	GO285
	SF471 Rise and Fall of the Soviet Union	3	X		X	HI331
PSYCHOLOGY	SF490 Lifespan Developmental Psych	3	X		X	PS224
	SF562 Fundamentals of Counseling	3	X		X	PS331
	SE495 Substance Abuse	3			X	
CRIMINAL JUSTICE	SG497 Intro to Law Enforcement	3	X		X	
	SF498 Criminal Justice	3	X		X	
BUSINESS	SE532 Principles of Supervision	3			X	
	SE534 Business Law II	3	X		X	BU311
	SE543 Introduction to Business	3			X	BU114
	SE550 Personal Finance	3			X	
	SE812 Business Math	3			X	BU121
	SF524 Principles of Finance	3	X		X	BU335/BU479
	SF525 Principles Financial Accounting	3	X		X	AC171
	SF530 Human Resource Management	3	X		X	BU411
	SF531 Organizational Behavior	3	X		X	BU317
	SG548 Money and Banking	3	X		X	EC482
	SE551 Management Information Sys	3	X		X	IS320
	SI/SO450 Principles of Statistics	3	X		X	BU221/BU476
PHYSICAL EDUCATION/ HEALTH	SF508 Here's to your Health	3			X	
SCIENCE	SF511 Env & Hmnty:Race Save Planet	3			X	B1105/SC105
	SE512 Principles of Physical Science I	3			X	
	SF500 Astronomy	3			X	
	SG519 Physical Geology	3			X	
ENGLISH	SF820 Technical Writing	3			X	
	SE815 Principles of Public Speaking	3			X	
RELIGIOUS STUDIES	SE496 Introduction to World Religion	3	X		X	

CREDIT HOUR ASSIGNMENTS FOR COURSES

A credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as required in (1) for other activities such as lab work, internships, practica, and studio work. Faculty members in academic departments propose the amount of credit hours to be assigned to each new course to the dean and appropriate curriculum committee based on the preceding definition of a credit hour. The amount of credit hours approved for a new course by the dean and curriculum committee is then reviewed by the provost, who has the final authority for assigning credit hours to a course.

STUDY ABROAD

All interested students are invited to experience either a short-term study abroad experience (one, two, or three weeks), a summer, a semester or a year abroad at an approved program after applying and discussing their options with the associate provost for academic program development, who should be the first point of contact, and the faculty advisor.

The associate provost for academic program development provides direction for selecting culturally rich and academically sound international experiences, and university approval when selecting Study Abroad sites for the major and/or elective courses in all disciplines. Students are referred to www.georgian.edu/study_abroad for more information and for a copy of the *Study Abroad Handbook*.

Enrollment in a program of study abroad approved for credit by GCU may be considered enrollment at GCU for the purpose of applying for assistance under title IV, HEA programs.

ACCESS TO RECORDS

Educational Records

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), commonly referred to as the Buckley Amendment, was enacted in 1974 and applies to those institutions that regularly receive funding from the Department of Education. FERPA was written specifically for students and guarantees these primary rights:

The right to inspect and review education records within 45 days of the day the university receives the request for review. Students should submit a written request to the Office of the Registrar identifying those records the student wishes to inspect. The education record will be reviewed under the supervision of an agent of the Office of the Registrar. Students may not add or remove any information during the review.

The right to seek to amend education records believed to be inaccurate or misleading. After inspecting his/her education record a student can notify the registrar, in writing, of any portion they believe should be changed. The student should specify why the information is inaccurate or misleading. If the university determines that the record should not be amended they will inform the student and advise the student to his or her right to a hearing.

The right to some control over the disclosure of information

from education records. The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with a legitimate educational interest. A school official is a person employed by the university in an administrative, supervisory, academic/research or support staff position including the law enforcement unit and health staff. A school official can also include a person or company the university has contracted (such as an attorney, auditor or collection agent), persons or organizations providing student financial aid or determining financial aid eligibility, amount or conditions of financial aid, or to enforce the terms and conditions of aid and accrediting organizations carrying out their accrediting functions. Education records will also be released without the student's prior written consent in compliance with a judicial order or lawfully issued subpoena or in the event of an emergency if it is necessary to protect the health or safety of the student or other persons.

A school official has a legitimate educational interest if they need to review an education record in order to fulfill their professional responsibility.

Institutions may disclose directory information about a student without violating FERPA. Directory information at GCU is defined as name, address, telephone number and e-mail address, enrollment status (e.g., undergraduate or graduate; full-time or part-time), major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, most recent previous school attended, photograph, and weight and height of members of athletic teams.

The right to file a complaint with the U.S. Department of Education should the student allege the university is not in compliance with the requirements of FERPA.

Family Policy Compliance Officer
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Students who do not wish to release any or all of the above information to outside agencies must submit a "no release" request in writing to the Office of the Registrar. This request must state which items or information they wish withheld from disclosure.

SOLOMON AMENDMENT

The Solomon Amendment became effective on October 23, 1998. Under the Solomon Amendment institutions are required to fulfill military requests for student recruiting information. Failure to comply may result in the loss of various forms of federal funding and Federal Student Aid. Student recruiting information includes, but is not limited to: student name, address, telephone number, date of birth, place of birth, class, major, degree(s) received and educational institutions attended. Under FERPA, students may request that directory information be withheld. This protection will be honored under the Solomon Amendment. Any student who wishes to have directory information withheld should request a "no release" as described above.

A student wishing to review his/her academic record should make an appointment to do so with the registrar.

REQUEST FOR TRANSCRIPT

Transcript requests must be made in writing to the Office of the Registrar. There is a fee per transcript. Transcripts are processed in the order in which they are received within five working days. The Office of the Registrar is not able to issue transcripts immediately upon request. The

transcript request form is available on the Office of the Registrar's Web page at www.georgian.edu.

Georgian Court University participates in the Electronic Transcript (ET) System through NJ Transfer. This system is a web-based application that provides a mechanism to electronically send and receive transcript information among participating educational institutions. When possible, student transcript requests may be fulfilled utilizing the ET system.

ACADEMIC HONESTY

Georgian Court strives to be a moral community with ethical convictions. Academic integrity is essential to collegial pursuit of truth and knowledge and gives the Georgian Court community credibility. The principles of academic integrity demand the commitment of all persons at Georgian Court. Academic dishonesty is viewed at Georgian Court as a serious offense and cannot be tolerated.

Dishonesty in any work is regarded as a serious offense and may result in failure in the course and dismissal from Georgian Court. Anyone who willfully assists another in the breach of integrity is held equally responsible and subject to the same penalty.

Academic dishonesty is any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, or sabotage, and any act of aiding and abetting academic dishonesty. Georgian Court assumes the academic integrity of its students. In cases where academic integrity is in question, the following definitions and policies will apply:

1. Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples of cheating are copying homework, copying someone else's test, using an unauthorized "cheat sheet", inventing of any information or citation in any academic exercise, making up a source, giving an incorrect citation and misquoting a source.
2. Plagiarism is representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from any other person or source. Modifications and rephrasings do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.
3. Dissimulation is the disguising or altering of one's own actions so as to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for behavior such as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).
4. Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials, removing non-circulating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested by the library.
5. Forgery of academic documents is the unauthorized changing or construction of any academic document such as changing transcripts, changing grade books, changing grades on papers that have been returned and forging signatures. Forgery also includes completion of an application for any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.
6. Sabotage is the damaging or impeding of academic work of another student. Sabotage includes ruining another student's lab work or destroying another student's term paper.

7. Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Procedures for Dealing with Academic Dishonesty

A faculty member who perceives or is informed of academic dishonesty will initiate the process of determining the student's guilt or innocence by first informing the student. If necessary, the faculty member will report the infraction with evidence to the appropriate school dean who, in consultation with the department chair may proceed to appoint an ad-hoc Academic Integrity Task Force.

This ad-hoc task force, called by the appropriate school dean, will consist of one faculty member from each school who regularly teaches undergraduate courses, one student from each school and one at-large faculty member who regularly teaches undergraduate courses, selected by the other task force members. The at-large faculty member shall serve as chair of the task force and will vote only if there is a tie.

The student will be informed in writing by the ad-hoc task force of the charge and the evidence upon which it is based and will be given the opportunity to present a defense.

The chair of the ad-hoc task force will set the time and place of the defense, which should normally occur within three weeks from the date the task force was called.

In the defense, the student may be accompanied by one advisor and may call witnesses but no legal counsel since this is an academic matter. Hearings will be tape-recorded or transcribed and kept in the office of the school dean. A copy of such material will be available to the student. The student has a right to confront the accuser.

If the Task Force on Academic Integrity finds the student guilty, it will recommend an appropriate penalty, such as expulsion from the department and/or the school, suspension for variable periods of time, a course grade of "F" or an "F" for the work in question.

The task force's conclusion and recommendations will be forwarded to the school dean who within ten working days, will inform the student, with copies to the department chair, associate provost for Academic Support and Student Life Programs and provost.

The student may appeal in writing to the provost within ten working days of being informed of the task force's decision. The provost's decision is final.

WITHDRAWAL FROM THE UNIVERSITY

A student who withdraws from Georgian Court in good academic standing and is not subject to any disciplinary action receives an honorable dismissal. Students who withdraw from the university must submit written notification to the Office of the Registrar; and will be considered withdrawn on the date notification is received.

Students who do not enroll for consecutive main terms are considered to have voluntarily withdrawn from the institution. Students who have withdrawn from GCU must reapply through Admissions should they wish to return to the university. A student who leaves GCU and reapplies to the same academic program may choose to follow the curriculum and general education requirements in place when s/he first enrolled at GCU provided s/he re-enrolls within 5 academic years after withdrawal. Under certain circumstances such as discontinuance of programs or courses, curricular changes required by a certification, licensing or accrediting body, a student may be required to follow current curriculum and/or general education requirements regardless of the date of first enrollment.

Nonattendance or verbal notification, in a semester for which a student has registered, does not constitute an official withdrawal.

Georgian Court reserves the right to require at any time the withdrawal of students who do not maintain the specified standards of scholarship or who are not in accord with its ideals and expected patterns of behavior. The former case is determined by action of the Academic Standards Committee; the latter by action of the provost.

LEAVE OF ABSENCE

Students may apply for an official leave of absence for up to two consecutive main academic terms. The application must be in writing, and submitted to the Office of the Registrar. A leave of absence permits a student to maintain his/her recorded curriculum at the university. The student will be allowed to follow degree major requirements as outlined on his/her current progress chart if he/she returns to the university within the specified time frame. Students leaving GCU to take courses at another institution are not eligible for a leave of absence. Students who fail to register for a third main academic semester must re-apply to the university through the Office of Admissions.

ACADEMIC YEAR

Georgian Court University's academic year begins on August 1 and extends through July 31. Any class beginning during a particular academic year is considered to be part of that academic year, regardless of when the class ends.

HONORS AT FALL CONVOCATION

Dean's Scholars: At the opening convocation of the academic year, public recognition is given to all students in the sophomore, junior and senior classes whose academic record of the previous year, including the previous year's summer sessions, merited a 3.6 grade point average.

Part-time, matriculating students are eligible for recognition when they complete any multiple of 24 or more credits since the last time they were recognized at Fall Convocation, and merit a 3.6 grade point average.

Who's Who: Seniors who have demonstrated high academic scholarship, have participated and shown leadership in academic and extracurricular activities, and who, through their service to Georgian Court, have shown potential as future leaders in education, government, business, civic affairs and the professions may be nominated to Who's Who in American Universities and Colleges.

Sigma Phi Sigma: The Mercy Honor Society elects as members, women who demonstrate allegiance to the Mercy ideal through fidelity and service to others.

St. Catherine's Medal: Kappa Gamma Pi, the National Catholic College Graduate Honor Society, offers the St. Catherine's Medal to honor a sophomore or junior who represents the high ideals of a Catholic college education. The recipient is selected by the Georgian Court faculty and/or peers, on the basis of leadership and service to Georgian Court.

Other Awards: Other awards from academic disciplines, organizations and/or individuals are presented at Fall Convocation.

HONORS AT GRADUATION

Departmental Awards: Awards are granted to seniors in recognition of outstanding ability and achievement in their major field. To qualify for these awards, students must maintain a grade point average of 3.6 in the major field and be recommended by appropriate faculty.

The Kingdon Gould, Jr., Award: This monetary award is bestowed on the senior, who, by vote of peers, has contributed outstanding service to Georgian Court during the student's years at Georgian Court.

Kappa Gamma Pi: Kappa Gamma Pi, the National Catholic College Graduate Honor Society, aims to set high standards for the maintenance of Catholic educational ideals. Seniors graduating with scholastic distinction, outstanding service and leadership are eligible for membership.

Other Awards: Other awards presented by departments, individuals, families, organizations, associations, institutions and other groups are given to seniors who have demonstrated outstanding achievement in various aspects of college life.

Degree Honors: For students following the new general education, graduation and transfer credit policies and requirements effective Fall 2007 and Fall 2011, at least 60 credits must be earned at Georgian Court University to be eligible for degree honors. (Only credits taken at Georgian Court, a minimum of 60, will be used in this evaluation.) New Jersey Coastal Community students graduating from their program after Spring 2010 must earn at least 49 credits at Georgian Court University to be eligible for degree honors.* The bachelor's degree is awarded with honors to students who meet the following minimum requirements: 3.6 cumulative grade point average (CGPA)—cum laude, 3.75 CGPA—magna cum laude and 3.9 CGPA—summa cum laude.

University Honors: Students who have completed the University Honors Program will earn the designation of "University Honors" on their transcripts.

President's Scholar: Students who are following the new general education, graduation, and transfer credit policies and requirements effective Fall 2007 and Fall 2011, who have completed a minimum of 108 credits at Georgian Court University and who maintained a cumulative grade point average of at least 3.6 will be eligible for the President's Scholar designation. Only credits taken at Georgian Court, a minimum of 108, will be used in this evaluation.

Academic Excellence Awards: These awards are presented to two members of the senior class (one Women's College; one University College) who have attained the highest grade point average for four years.

Julia Blake Alumnae Award: The Julia Blake Alumnae Award is presented to the senior who has best displayed outstanding loyalty and service during the student's college years.

(Students enrolled at GCU prior to Fall 2007 who are following the previous general education, graduation, and transfer credit policies and requirements should consult the 2006-2007 Undergraduate Catalog for "Honors at Graduation" information.)

**(after spring 2012, all 49 credits must be in courses graded A-F).*

V: FINANCIAL INFORMATION

TUITION AND FEES: 2012–2013

Tuition

Full-time (12–18 credits)	\$13,370.00 per semester
Part-time (11 credits or less)	\$611.00 per credit
Auditing	1/3 of tuition
Communiversity	\$611.00 per credit
Challenge Exam	25% of tuition
Portfolio Assessment	50% of tuition
Course Ahead	\$198.00

General Fee (per semester)

FT Day Comprehensive Fee—Women’s College	\$650.00
FT Evening Comprehensive Fee	\$650.00
PT Day Comprehensive Fee	\$330.00
PT Evening Comprehensive Fee	\$330.00

Residence and Board (per semester)

7-day Meal Plan Plus Double Occupancy Room	\$5,280.00
5-day Meal Plan Plus Double Occupancy Room	\$5,175.00
Single Room (additional charge)	\$1,150.00

Special Fees

Class Dues	\$25.00 per year
Return Check Fee.	\$50.00
Graduation Fee.	\$150.00
Late Graduation Application Fee	\$50.00
Late Registration Fee	\$25.00
Change of Schedule Fee	\$15.00
Parking Fee – Resident	\$210.00 per year
Parking Fee – Commuter	\$155.00 + tax per year
Transcript Fee.	\$10.00 per request
TLC Program (assistance program)	\$1,600.00 per semester
Course Fees	Variable
Orientation: Full-time Day or Transfers	
Full year	\$160.00
Spring term	\$80.00

A deposit of \$250 is required for a resident student and \$100 for a commuter student. This is applied to the semester bill and is nonrefundable.

The charges listed will be in effect for the 2012–2013 academic year. University reserves the right to change its schedule of tuition, fees and refund policies at any time.

MEDICAL AND ACCIDENT INSURANCE

New Jersey law requires all full-time higher education students to carry medical insurance. Students with personal health insurance who wish to decline the university’s plan must return a completed waiver card to the Student Financial Service Center by the deadline noted on the form. The low-cost student policy has few restrictions, and, in most instances, no deductible. Brochures outlining the benefits of this plan and claim forms are available in the Health Center.

MANNER OF PAYMENT

Cash, check, money order, American Express, Discover, or MasterCard may pay tuition and fees through our online payments in Self-Service. There is

a 2.75% convenience fee for using credit cards. We also offer ACH check payments online. We do not accept credit card payments in the office. Checks should be made payable to Georgian Court University. All charges must be paid in full or appropriate arrangements made with the Student Financial Service Center by the date printed on the bill. If payment is not made by the designated date, a late payment fee of \$50 will be levied. Students may not be allowed to register for subsequent courses or receive a transcript or diploma until bills are satisfied. If the university is forced to use an agency to assist in the collection of a delinquent account, all collection and legal fees will be added to the outstanding balance.

Tuition Plan

The university offers a monthly installment plan through Tuition Management Systems. There is an application fee; however, there are no interest charges. To participate in the plan, students can go on the website www.afford.com. Plan participation is granted by semester.

Employer Reimbursements

Students whose education will be financed by their employer may be able to defer their tuition payment. Arrangements should be made with the Student Financial Service Center prior to registration. If payment is not made within 5 weeks of the end of semester, company reimbursement will no longer be accepted for deferred payment. A letter on company stationery establishing reimbursement policy and confirming employee eligibility with employee contact to verify such eligibility if necessary must be submitted at the beginning of the semester.

Due Date for Payments

Bills will be available on-line beginning the 3rd week of July for fall term and on the 16th of December for spring term. Accounts must be settled between the student and the university 2 weeks before the first day of class. A settled account is defined as:

- Cash payment from the student
- + Georgian Court Scholarships awarded to the student
- + Student loans granted by the lender and accepted by the student
- + Federal or State aid for which the student is eligible
- + Expected receipts from a payment plan (i.e. TMS)

= Room, board, tuition, fees and other charges billed to the student

Students whose accounts are not settled will be placed on billing hold and will be prohibited from registering for subsequent semesters, from receiving grades, from graduating or may be asked to leave the university for non-payment.

REFUND POLICY

The following policy sets forth refunding tuition for those students who officially withdraw from the university.

- Within the 1st week of classes : Add/drop period—no charge
- Within the 2nd week of classes: 25% of tuition + all fees are charged
- Within the 3rd & 4th week of classes: 50% of tuition + all fees are charged
- Within the 5th week of classes: 75% of tuition + all fees are charged
- After the 5th week of classes: 100% of tuition + all fees are charged

General fees, lab fees and room deposits are nonrefundable. Upon official withdrawal from the institution, the university will calculate the amount of tuition refund, if any, based on the above schedule. If a student withdraws from the university prior to completing 60% of the semester, the federal government mandates that the student may keep only the federal and state financial aid “earned” up to the time of the withdrawal. After completing

60% of the semester, there is no reduction in federal or state financial aid.

Residence & Board: No refund is made for any temporary absence from the residence halls. Room and board refunds are based upon the conditions described in the university's Housing Contract.

Please Note: Students are not eligible for a refund unless they have officially notified the registrar and completed all requirements for withdrawal. The effective date of withdrawal is the date on which the Office of the Registrar receives written notice. No refunds will be made until the conclusion of the drop/add period. Students receiving financial aid should contact the Office of Financial Aid to ascertain the effect of a withdrawal on their financial aid eligibility.

INTERNATIONAL STUDENT POLICY & PROCEDURES

International Admissions Deadline for Applications

Fall Semester: March 1 • Spring Semester: August 1

Admission Requirements

1. A completed GCU Application Form
2. \$40.00 Application Fee in U.S. currency
3. Official or notarized transcripts and all relevant examination results, document translation into English, and course evaluation may be required.
4. Proof of English proficiency
5. Two letters of recommendation

Deadline for payments for new students and returning students:

1. A tuition deposit of \$1,000 at time of acceptance.
2. All tuition is to be paid by July 1 for fall term and December 1 for spring term.
3. Fees, room, and board are to be paid by August 15 for the fall term and January 15 for the spring term.
4. No payment plans will be done through the institution or Tuition Management System.

The Higher Education Act of 1965 states in Section 116 the financial responsibility of foreign students. Nothing in this act or any other federal law shall be construed to prohibit any institution of higher education from requiring a student who is a foreign national (and not admitted to permanent residence in the United States) to guarantee the future payment of tuition and fees to such institution by

1. making advance payments of such tuition and fees;
2. making deposits in an escrow account administered by such institution for such payments;
3. obtaining a bond or other insurance that such payments will be made.

All students applying for an F-1 (student) visa must submit the following:

1. A bank letter in your name or the name of your sponsor. The statement must attest to the amount that is on deposit in US dollars and must be dated within three months prior to the start of classes.
2. An affidavit of financial support. This document must be signed by your sponsor (the person whose name is on the bank statement) and must be stamped by a notary public.
3. Declaration of Finances (Affidavit of Support). US visa regulations require that a student's admission be based upon academic acceptance and satisfactory evidence of adequate funds to meet the expenses involved in the proposed program of study. Students must submit documentary evidence of the amount of financial support available from personal resources, family funds, or another sponsor (e.g., an employer or government organization) that will provide funds for their educational and living expenses at

Georgian Court University. The evidence required depends on the source of financial support.

4. If personal resources are the source: (1) A letter from the student stating that he/she will provide for his/her own expenses; (2) Personal bank statements, an official letter from the student's bank stating his/her balance, or certification of income from the student's employer.
5. If family resources are the source: (1) Letter of sponsorship from the family member(s) indicating his/her relationship to the student and the duration and level of support; (2) Bank statements, an official letter from the sponsor's bank, or certification of income from the sponsor's employer.
6. If another sponsor is the source (e.g., employer, government, organization): (1) Declaration of Finances from the sponsor or organization that states (a) name and address of the sponsor, (b) duration of support, (c) dollar amount available for educational expenses, (d) dollar amount available for living expenses, and (e) how the funds will be disbursed to the university (e.g., monthly, quarterly). If the sponsor wishes to be billed by Georgian Court University, this must be stated in the letter. Be sure to make it clear if fees, room and board, and health insurance should be billed in addition to tuition.

INTERNATIONAL STUDENT ADDENDUM PART 1

Sponsor's Affidavit of Support

While Georgian Court University offers limited scholarship support to international students, it does not provide need-based financial aid. As a result, you are required to provide proof of your ability to pay for all your educational expenses incurred. Applicants must show sufficient support or continuing income for four years of undergraduate study or two years of graduate study (tuition, room, board, fees, books, and personal expenses) in order to receive an I-20. The Financial Resource Statement must be signed by both the applicant and the sponsor (if applicable) and must be signed and sealed by a Notary Public or Official Administering Oath. Applications cannot be processed if this is not completed properly.

Supporting Documents

In addition to completing the Sponsor's Affidavit, documentary evidence of your financial ability to pay for your education must also be provided. All forms must be originals (except tax documents), translated to English, and less than six months old. If one document is not sufficient to provide proof of full program funding, include additional documentation. Acceptable forms of proof are as follows:

1. Letter of employment stating the sponsor's annual income (from the employer).
2. Bank letter stating the date the account was opened, total amount deposited for the last 6 months, and the present balance. Bank statements saying that "enough" or "sufficient" funds are available to support a student are not acceptable forms of evidence; they must also indicate US dollar amounts.
3. Award letter from an organization providing a scholarship.

FINANCIAL AID INFORMATION

Please visit the GCU Web site at www.georgian.edu for the most up to date financial aid information.

Office of Financial Aid
900 Lakewood Avenue, Mercy Center
Student Financial Services Center
732.987.2258 office • 732.987.2023 fax • finaid@georgian.edu
Monday–Friday 8:30 AM to 4:30 PM

Extended Hours on Tuesdays 4:30 PM to 7:00 PM
Summer until 6:30 PM

Georgian Court University offers an exceptional university experience at a cost that is below average for comparable private institutions. Georgian Court University is committed to maintaining excellence in our educational programs while ensuring accessibility to as many students as possible. At Georgian Court University, we recognize that a college education is one of the single largest investments a family makes. In our view, cost should not be a barrier to enrollment. That is why we are fully committed to our financial aid program.

The primary responsibility for financing higher education rests with the student and her family. However, understanding that students come from a variety of economic backgrounds, the university is prepared to provide financial assistance to students according to criteria for qualification. An array of financial aid programs is available to help students meet the cost of attendance at Georgian Court University. We view our financial aid program as an investment in students and their futures. We seek a diverse student body and are committed to ensuring that all students can take advantage of the Georgian Court University experience.

All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. The application may be accessed on line at www.fafsa.ed.gov. The university's priority financial aid application deadline is April 15.

Georgian Court University reserves the right to review, adjust, or cancel awards at any time because of changes in your financial, academic status, academic program, athletic program, resident status, enrollment status (full-time to part-time), or students code of conduct violations or if you fail to meet the requirements of the university's Satisfactory Academic Progress Policy. Awards are contingent upon actual receipt and verification of funds by GCU. If adjustments are made to the university's federal and / or state allocations, the university reserves the right to adjust individual institutional aid awards at the beginning of each semester, as necessary. All students' financial aid awards including the university's institutional aid are contingent on the availability of funds. The Office of Financial Aid reserves the right to review and cancel awards at any time.

Refer to the GCU Web site for the most up-to-date information.

Priority Dates & Deadlines 2012–2012		
	New Students	Returning Students
FAFSA Priority Date	April 15, 2012	April 15, 2012
FAFSA Deadline Date	August 1, 2012	June 1, 2012
Tax Transcripts/Required Paperwork	July 1, 2012	July 1, 2012

TYPES OF FINANCIAL AID

The four basic types of aid are scholarships, grants, loans, and work-study employment. Since many students are eligible for several of types of assistance, the Office of Financial Aid usually offers a combination of these in a financial aid package.

Aid can be merit-based (awarded on the basis of standards such as academic achievement) or need-based (awarded on the basis of financial need as determined by the FAFSA.) Most scholarships are merit-based, while grants, loans, and work-study are generally need-based.

Scholarships are based on academic merit or talent criteria. These awards do not have to be repaid and are most often renewable. They are awarded without regard to a student's financial need. Students are considered for scholarships upon acceptance to the university. All awards

are based on continuous full-time enrollment.

Grants are based on need and do not have to be repaid. When awarding policies and funds permit, the financial aid package includes grant funds. Federal Pell Grants are based on exceptional need. They are awarded to undergraduate students who are citizens or eligible noncitizens and who have not earned a bachelor's degree. The maximum Pell Grant award is \$5550. Students who file the FAFSA are automatically considered for a Pell Grant. Eligibility is determined by the federal government. Award amounts depend on a student's Estimated Family Contribution (EFC) and whether enrollment is full time or below.

Loans allow students to postpone paying some of the costs of their education until they have completed school. A financial aid offer generally includes a long-term, low-interest loan. Borrowers must realize their commitment and responsibility to repay according to repayment schedules. Before accepting a loan, students should assess their total educational debt and ability to repay after graduation. Eligibility is based on a minimum enrollment of 6 credits per semester.

Federal Work-Study Program (FWS) and the **College Work-Study Program** are intended to stimulate and promote part-time student employment, particularly for those from low-income families who are in need of earnings to pursue their studies. Students employed through FWS or University CWS provide essential services to the university and community, and have the opportunity to hold jobs that may relate to their educational objectives or enable them to gain valuable work experience.

VERIFICATION POLICY

Your application for Federal Student Financial Aid may be selected by the U.S. Department of Education or GCU for review in a process called verification. Verification is a systematic means of comparing various financial and informational documents with the information you provided on the FAFSA. The following information is an outline of the policies and procedures that govern the verification process, your responsibilities and the appropriate deadline dates for the Federal Student Aid Programs. If you have any questions, feel free to contact the Office of Financial Aid.

Our Verification Policy: Students selected for verification will be notified of the requirement to submit specific documentation of items included on the FAFSA. First-time GCU students will receive a tentative award letter that may be revised upon completion of the verification process. It is the policy of GCU to withhold the disbursement of Federal Student Financial Aid until the verification process is considered completed. This policy ensures that the information provided on the Student Aid Report to our office and your aid eligibility determination is correct before any funds are disbursed to you.

Returning students will not receive their financial aid award notification until verification has been completed.

Verification Completion: The verification process will be considered complete once the following have been accomplished:

1. The Office of Financial Aid has received the completed Verification Form along with copies of the student's (and spouse's if married) Federal transcripts, and the Federal transcripts for the student's parents (if parent data was required on the FAFSA) for the tax year used on the FAFSA.
2. Copies of any other documents requested have been submitted to the GCU Office of Financial Aid.
3. The Office of Financial Aid has compared the federal processor results with the documents requested.
4. If verification reveals that data provided to the federal processor is accurate, verification is considered complete and awards will be finalized.

If verification reveals that data provided to the federal processor is incorrect, the Office of Financial Aid will electronically correct data with the federal processor and the student will receive notification of the corrections, either by mail or e-mail, from the federal processor. If a financial aid offer has been extended to a first-time student, the award may be revised based on these corrections.

The Consequences of Failing to Complete Verification

Federal Student Aid will be withheld until verification is complete.

If your application is selected for verification by the New Jersey Higher Education Assistance Authority (HESAA) for a New Jersey Tuition Aid Grant (TAG) award, you will receive notification directly from HESAA to provide additional documentation and your estimated TAG award will be removed from your aid package until HESAA confirms your eligibility.

Please respond to all requests promptly so your financial aid award can be finalized prior to the beginning of the academic year.

RETURNING STUDENTS & RENEWAL AWARDS

Students must reapply for financial aid each year by completing the Renewal FAFSA. The Renewal FAFSA should be completed as soon after January 1 as possible. The application may be accessed online at www.fafsa.ed.gov. The university's priority financial aid application deadline is April 15. Returning students renewing their TAG award must complete their Renewal FAFSA before June 1 each year.

Renewal grants are based on the timeliness of the application, availability of funds, financial need, and the student having made satisfactory academic progress according to the university's financial aid policy. Renewal of certain GCU scholarships and awards is subject to maintaining a minimum cumulative GPA or campus residency. Renewal of athletic awards is subject to receiving and signing an athletic award. All GCU scholarships, awards, and grants are subject to adjustment due to changes in enrollment status, expected family contribution, or receipt of additional financial aid.

FEDERAL TITLE IV REFUND POLICY

Georgian Court University is required to determine a student's earned and unearned federal student aid (Title IV) funds as of the date the student withdraws or ceases attendance based on the amount of time the student spent in attendance. The calculation of funds earned by the student has no relationship to the student's incurred institutional charges.

Up through the 60% point in each period of enrollment, a pro rata schedule is used to determine the amount of federal student aid (Title IV) funds the student has earned at the time of withdrawal. The university must refund the actual percentage of unearned federal financial aid up to the date of withdrawal. After the 60% point in the period of enrollment, a student has earned 100% of the federal student aid funds awarded for that period and all federal student aid (Title IV) funds will remain on the student's account.

Refunds will be distributed in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal PLUS Loans
4. Federal Pell Grants
5. Federal SEOG
6. Other federal, state, private, or institutional sources of aid
7. Student, if applicable

Warning: Federal refunds may result in a student owing an outstanding balance to the university.

FEDERAL FINANCIAL AID PROGRAMS

FEDERAL PELL GRANT

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases a student enrolled in a post-baccalaureate teacher certification program might receive a Pell Grant.) Pell Grants are considered a foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest EFCs will be considered first for a FSEOG. Just like Pell Grants, the FSEOG does not have to be repaid.

FEDERAL TEACH GRANT

The federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year in grants for graduate and undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Graduate students are also eligible for \$4,000 per year (\$8,000 total). Students may receive up to \$16,000 for undergraduate study and up to \$8,000 for graduate study. Part-time students are eligible, but the maximum grant will be pro-rated based on enrollment. The grant is also available for post-baccalaureate teacher certification coursework.

IMPORTANT: THIS IS A GRANT WITH A SERVICE REQUIREMENT. IF YOU FAIL TO COMPLETE THE FOUR-YEAR TEACHING OBLIGATION YOU WILL HAVE TO REPAY THE GRANT WITH INTEREST!

To receive a federal TEACH Grant you must:

- Complete the Free Application for Federal Student Aid (FAFSA) (although you do not have to demonstrate financial need to receive a federal TEACH Grant).
- Meet the eligibility requirements for federal student aid.
- Be enrolled in a program of study designated as TEACH Grant-eligible. Eligible programs are those that prepare a student to teach in a high need field such as Bilingual Education and English Language Acquisition, Foreign Language, Mathematics, Reading Specialist, Science, Special Education in a school serving low-income students.
- Meet one of the following academic achievement requirements
 - Score above the 75th percentile on a college admissions test (e.g. SAT, ACT, GRE, or
 - Graduate from high school with a cumulative GPA of at least 3.25 (on a 4.0 scale) to receive a grant as a freshman, or
 - Have a cumulative GPA of at least 3.25 (on a 4.0 scale) on your college coursework to receive a grant for each subsequent term.
- Complete TEACH Grant counseling at the GCU Office of Financial Aid.
- Sign a TEACH Grant Agreement to Serve and respond to requests by the U.S. Department of Education confirming your continuing intention to meet the teaching obligation.

TEACH Grant Agreement to Serve and Promise to Pay

Each year you receive a federal TEACH Grant, you must sign a TEACH Grant Agreement to Serve and Promise to Pay (service agreement) that is available electronically on a Department of Education ATS Web site:

www.teach-ats.ed.gov. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were first disbursed.

Teaching Obligation

To avoid repaying the federal TEACH Grant with interest you must be a highly-qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students. You must complete the four years of teaching within eight years of finishing the program for which you received the grant. You incur a four-year teaching obligation for each educational program for which you received TEACH Grant funds, although you may work off multiple four-year obligations simultaneously under certain circumstances. Specific definitions of these terms are included below.

FEDERAL WORK-STUDY

Federal Work-Study (FWS) provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work and work related to the recipient's course of study. The amount you earn can't exceed your total FWS award. When assigning work hours, your employer or financial aid administrator will consider your award amount, your class schedule, and your academic progress.

WILLIAM D. FORD FEDERAL DIRECT STAFFORD LOANS

The U.S. Department of Education administers the Direct Loan Program.

How much can I borrow?

It depends on your year in school and whether you have a subsidized or unsubsidized Federal Direct Stafford Loan eligibility. A subsidized loan is awarded on the basis of financial need. If you are eligible for a subsidized loan, the government will pay (subsidize) the interest on your loan while you are in school, for the first six months after you leave school, and if you qualify to have your payments deferred. Depending on your financial need, you may borrow subsidized money for an amount up to the annual loan borrowing limit for your level of study (see below).

You might be able to borrow loan funds beyond your subsidized loan amount even if you don't have demonstrated financial need. In that case, you would receive an unsubsidized loan. GCU will subtract the total amount of your other financial aid from your cost of attendance to determine whether you are eligible for an unsubsidized loan. Unlike a subsidized loan, you are responsible for the interest from the time the unsubsidized loan is disbursed until it is paid in full. You can choose to pay the interest or allow it to accrue (accumulate) and be capitalized (added to the principal amount of your loan). Capitalizing the interest will increase the amount you have to repay.

You can receive a subsidized loan and an unsubsidized loan for the same enrollment period as long as you don't exceed the annual loan limits.

If you are a dependent undergraduate student, each year you can borrow a combination subsidized and unsubsidized loan up to:

- \$5,500 (for the 2012–2013 academic year) if you are a first-year student enrolled in a program of study that is at least a full academic year.
- \$6,500 (for the 2012–2013 academic year) if you have completed 30 credits of study and the remainder of your program is at least a full academic year.
- \$7,500 if you've completed 60 credits of study and the remainder of your program is at least a full academic year. If you're an

independent undergraduate student or a dependent student whose parents have applied for but were unable to get a PLUS Loan (a parent loan), each year you can borrow up to the following amounts:

- For the 2012–2013 academic year: \$9,500 if you are a first-year student enrolled in a program of study that is at least a full academic year (no more than \$3,500 of this amount may be in subsidized loans).
- For the 2012–2013 academic year: \$10,500 if you have completed your first year of study and the remainder of your program is at least a full academic year (no more than \$4,500 of this amount may be in subsidized loans).
- \$12,500 if you have completed 60 credits of study and the remainder of your program is at least a full academic year (no more than \$5,500 of this amount may be in subsidized loans).

These amounts are the maximum yearly amounts you can borrow in both subsidized and unsubsidized Direct Loans, individually or in combination. Because you can't borrow more than your cost of attendance minus the amount of any Federal Pell Grant you are eligible for and minus any other financial aid you will receive, you may receive less than the annual maximum amounts.

PLUS LOANS (PARENT LOANS FOR UNDERGRADUATE STUDENTS)

Parents can borrow a PLUS Loan to help pay your educational expenses if you are a dependent undergraduate student enrolled at least half time in an eligible program at an eligible school. PLUS Loans are available through the Federal Direct Education Loan Program. Your parents can apply for a PLUS Loan for you during the same enrollment period. They also must have an acceptable credit history.

How much can my parents borrow?

The yearly limit on a PLUS Loan is equal to your cost of attendance minus any other financial aid you receive. If your cost of attendance is \$6,000, for example, and you receive \$4,000 in other financial aid, your parents can borrow up to \$2,000.

NEW JERSEY STATE GRANT PROGRAMS

Tuition Aid Grant (TAG)

The Tuition Aid Grant is one of the nation's largest financial aid programs. TAG may cover up to the cost of tuition, and the amount of the individual grant varies based upon the student's need, the cost of attendance, and available funding. For the 2011–2012 academic year the maximum New Jersey Tuition Aid Grant (TAG) was \$10,980 to attend GCU.

Eligible Students

Students must be New Jersey residents for at least 12 consecutive months immediately prior to enrollment, a U.S. citizen or eligible noncitizen, registered with the Selective Service (if required), and a full-time undergraduate at an approved New Jersey postsecondary institution. For dependent students, the student's parent must also be a U.S. citizen or eligible noncitizen. To qualify, applicants must demonstrate financial need and maintain satisfactory academic progress. Students who have received a bachelor's degree are not eligible.

Applicants must file a FAFSA or renewal FAFSA by the application deadline dates. The GCU priority deadline date is April 15. Renewal students must file by June 1 of the award year. New applicants must file by October 1st of the award year. The spring-only award deadline is March 1.

EDUCATIONAL OPPORTUNITY FUND (EOF)

Students from educationally and economically disadvantaged backgrounds may be eligible to participate in the New Jersey Educational Opportunity Fund Program. Awards at a private institution are \$2,500 per year for undergraduate students. The EOF grant is renewable annually based upon continued eligibility. Georgian Court University matches the state EOF grant with a GCU matching EOF Grant of \$2,500.

Eligible Students

Students must be New Jersey residents for at least 12 consecutive months immediately prior to enrollment, be a US citizen or eligible noncitizen, be registered with the Selective Service (if required), and a full-time undergraduate at an approved New Jersey postsecondary institution. Students must demonstrate financial need and a background of historical poverty. Attendance at a participating New Jersey institution and maintaining satisfactory academic progress are required. Household income and household size are considered. Applicants must contact the campus director of EOF to apply for admission into the EOF program and complete an EOF Questionnaire.

EDWARD J. BLOUSTEIN DISTINGUISHED SCHOLARS AWARD

The highest-achieving students are selected as Edward J. Bloustein Distinguished Scholars. These students are selected on the basis of the following criteria: (1) class rank of one, two, or three in the graduating class and rank within the top 10 percent of the graduating class at the end of the junior year; or (2) class rank within the top 10 percent of the graduating class at the end of the junior year with combined critical reading and math SAT scores of 1260 or higher at the end of the junior year. (New Jersey students attending out-of-state high schools must rank in the top 10% of their class and have combined critical reading and math SAT scores of at least 1260.)

Distinguished Scholars are offered an annual award of \$1,000 without regard to financial need. The value of the award is subject to annual appropriations.

URBAN SCHOLARS AWARD

High-achieving students attending public secondary schools in the state's urban and economically distressed areas (Type A and B school districts as defined by the New Jersey Department of Education) may be selected as Edward J. Bloustein Distinguished Scholars under funding provided through the Urban Scholars Program. Students who rank in the top 10 percent of their class and have a grade point average (GPA) of at least 3.0 (on a 4.0 or equivalent scale) at the end of their junior year are considered for Urban Scholar awards. An Academic Index (AI) for each of these students is computed based on class ranking and GPA, and offers are made to candidates with the highest AI. Each participating Type A and B school receives a share of the total awards available based on class size. Scholarships under the Urban Scholars Program are offered without regard to financial need. For the 2012–13 academic year the annual award is \$1,000.

Please see the GCU Web site for the most up to date policy

SATISFACTORY ACADEMIC PROGRESS POLICY

Georgian Court University is required by federal law (34 CFR 668.34) to define and enforce standards of Satisfactory Academic Progress (SAP). All students receiving financial aid from federal, state and/or university sources must be making Satisfactory Academic Progress at Georgia Court University to establish and retain eligibility for student financial aid. Enrolled students applying for financial aid for the first time must

demonstrate Satisfactory Academic Progress prior to applying for financial aid and must continue to meet Satisfactory Academic Progress standards.

SAP is reviewed after Fall, Spring, and Summer grades are posted. The student's academic progress is measured using two components: Qualitative and Quantitative Measures of Academic Progress. The first time a student does not meet the minimum requirements for the two components, the student is placed on financial aid warning for the subsequent semester and will be notified of the warning via registered mail. Students failing to achieve satisfactory status following their warning semester are placed on financial aid suspension and notified by registered mail that their aid has been cancelled for subsequent terms. Students may appeal their suspension of financial aid based on extenuating circumstances (i.e. student injury or illness, death of student's relative, and/or other circumstances resulting in undue hardship to student). See the appeal process below.

Qualitative Measures of Academic Progress

The qualitative measure of academic progress is based on a grading scale of 0.00 to 4.00 and the students' enrollment classification.

Undergraduate students attempting

- 1–30 total credit-hours must maintain a minimum cumulative grade point average of 1.80.
- 31–60 hours total credit-hours maintain a minimum cumulative grade point average of 1.90.
- 61 hours and above maintain a minimum cumulative grade point average of 2.00.

Graduate students must maintain a minimum cumulative grade point average of 3.0.

Incoming freshmen, graduate, and transfer students are considered eligible for financial aid upon admission to the university.

Quantitative Measures of Academic Progress

Students must successfully complete at least two thirds (66%) of their attempted credit hours at Georgian Court University. The following table provides an example of the number of credits a full-time student must attempt and successfully complete each semester:

Semester	Undergraduate		Graduate	
	Credits Attempted	Minimum Credits Complete	Credits Attempted	Minimum Credits Complete
1	12	8	9	6
2	24	16	18	12
3	36	24	27	18
4	48	32	36	24
5	60	40	45	30
6	72	48	54	36
7	84	56	63	42
8	96	64	72	48
9	108	72	81	54
10	120	80	90	60
11	132	88	99	66
12	144	96	108	72
13	156	104		
14	168	112		

	Undergraduate		Graduate	
15	180	120		

Hours completed do not include Unsatisfactory (U), Incomplete (INC), or W (Withdrawal) courses; however, these hours are included in hours attempted.

If a grade other than U, INC, or W is received, courses that have been repeated will be counted for each enrollment as hours attempted as well as hours completed.

REMEDIAL COURSEWORK

If acceptance to a program has been confirmed, and the remedial coursework is necessary to complete the program, students may receive financial assistance for 30 semester hours of remedial coursework. Students cannot receive financial assistance for remedial coursework if their acceptance to a program is based on the completion of the remedial work

MAXIMUM TIME FRAME

Federal regulations specify that the maximum time frame during which a student is expected to finish an undergraduate program and receive Title IV funds may not exceed 150 percent of the published length of the program. Thus, an undergraduate is allowed a maximum of 180 credit hours to complete degree requirements. Unless the student can provide documentation of a graduation date of two semesters or less at the time of the appeal, federal financial assistance for undergraduate work will not be extended beyond this time frame.

Transfer students who are considered in good academic standing from the previous schools attended will be eligible for federal Title IV funds. Transfer credits will also be included in the maximum time frame.

Students who leave GCU while not maintaining SAP and attend another institution may appeal for reinstatement of eligibility. These appeals will be reviewed on a case-by-case basis and will be based on the number of hours taken and the GPA earned from the other institution.

Graduate students will be ineligible for aid if they do not meet their degree objectives after carrying the maximum number of credit hours listed below (whether or not they have received aid for all terms):

Classification	Total Attempted Hours Including Transfer Credit	Ratio of Completed Hours to Attempted Hours
Undergraduate (Students working on their first baccalaureate degree)	180 credit hours	66%
Graduate & Professional	100 hours beyond B.A.	66%

APPEAL PROCESS

Financial Aid Suspension Notification

The GCU Financial Aid Office reviews satisfactory academic progress for each student at the end of each term. If the student is not making satisfactory academic progress, notification is sent registered mail informing the student of their noncompliance. A student may apply for financial aid reinstatement by submitting a satisfactory academic progress appeal. The satisfactory academic progress appeal allows the student to explain extenuating or unforeseeable circumstances that may have hindered the student's academic progress. Appeals based on extenuating circumstances (i.e. student injury or illness, death of student's relative,

and/or other circumstances resulting in undue hardship to student) should be accompanied by documentation of the extenuating circumstances and a description of what has changed that will allow the student to make SAP.

Step 1: Student must begin the financial aid reinstatement process by downloading the Financial Aid Appeal Form from the Financial Aid web page. Appeals based on extenuating circumstances (i.e. student injury or illness (on the physician's letterhead), death of student's relative, and/or other circumstances resulting in undue hardship to student) should be accompanied by documentation.

See Appeal Form for exact guidelines.

Students indicating that Stress or Depression was the cause of their satisfactory academic progress not being met must provide medical documentation on the physician's letterhead and signed by the physician.

Appeal Forms should be received by the Financial Aid Office within 14 days from the day you receive your Satisfactory Progress letter or August 1 which ever comes first. Appeals submitted later than these dates may be denied.

Step 2: The Financial Aid Review Committee will normally review the appeals provided within ten (10) days of submission. The Committee may render one of the following decisions:

Decision Definitions:

Pending: Additional information is needed to render a decision.

Financial Aid Probation: Student may continue to receive student financial aid for one semester. Student must have the minimum credits and required GPA at the conclusion of the next semester as determined by the committee.

Continued Suspension: Student's financial aid will be suspended until the student regains satisfactory standing at the student's expense.

Step 3: Financial Aid Officers will communicate the Committee's decision to the student via e-mail.

Adjustment of Financial Aid

All financial aid awards from Georgian Court University are based upon information provided by the applicant and are subject to revisions and/or cancellations due to changes in federal, state, or institutional regulations or policies; changes to the applicant's expected family contribution; receipt of additional financial aid; receipt of VA educational benefits; or an error made in the calculation of eligibility or calculation of any award by the university or donor. Georgian Court University reserves the right to correct clerical or computational errors that may result in an over award or under award or to adjust a financial aid award. Financial aid awards will be adjusted for changes in enrollment status. New Jersey TAG awards are not made to part-time students. The student is responsible for any balance created due to a change in the student's award.

STUDENT RESPONSIBILITIES

- Submit all application documents on time.
- Submit all required documents for verification, if selected.
- Provide correct and complete information.
- Inform the Office of Financial Aid if you receive financial aid that is not listed on your financial aid award letter.
- Inform the Office of Financial Aid of any change in your address.
- Inform your student loan lender of any change in your address.
- Complete a Loan Entrance Interview if you are a first-time borrower at GCU.
- Complete a Loan Exit Interview upon graduation or withdrawal.
- File the Free Application for Federal Student Aid (FAFSA) each year.

- Maintain Satisfactory Academic Progress.
- Repay your educational loans after graduation or after ceasing to be enrolled for at least 6 credit hours per semester.
- For named scholarships and awards, write a thank-you letter to the donor(s) and attend the annual Scholarship Tea.

The Office of Financial aid complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) by protecting the confidentiality of all disclosed information.

Georgian Court University administers federal, state, and institutional aid to all eligible students without regard to gender, race, color, handicap, age, and national or ethnic origin.

Endowed Scholarships and Awards

Georgian Court University and its students are fortunate to benefit from the generosity of many individuals and organizations. Listed below are scholarships and awards that may be available to qualifying students. Unless otherwise noted, applications are not required. For additional information, please contact the Office of Financial Aid.

Albert Machuta Endowed Scholarship
 Allison Sobieski Beaudoin Scholarship
 Anne E. Davis-Smith Endowed Scholarship
 Anne White Mullane Scholarship
 Becton-Dickinson Scholarship (application required)
 Buckelew Family Endowed Scholarship
 C.R. Bard Nursing Scholarships (application required)
 Carol Mastronardi Mastoloni Class of 1956 Endowed Scholarship
 Carol Scarpinato '90 Memorial Scholarship
 Carolyn Theresa Hassmiller Memorial Scholarship
 Catherine Anne Comiskey Class of 1969 Endowed Scholarship
 Charlotte E. Pulcrano Book Scholarship
 Charlotte W. Newcombe Award/Endowed Scholarship (application required)
 Class of 1960 Endowed Scholarship
 Croddick Family Endowed Scholarship
 Cynthia Fava Palermo Scholarship
 Daisey-Coakley Endowed Scholarship
 David J. Davis Jr. Endowed Scholarship
 Deloitte Scholarship (application required)
 Delores Parron Undergraduate Scholarship
 Delta Kappa Gamma–Nu Chapter Scholarship
 Dorothy Jamin Marron Class of 1936 Endowed Scholarship
 Douglas C. King Endowed Scholarship
 Dr. Francis Gimble Nursing Scholarship
 Dr. Gloria E. Fried Memorial Endowed Scholarship
 Dr. Leon Kotin Memorial Scholarship Fund
 Eleanor M. Weisbrod Endowed Scholarship
 Ellen Mullane Gallagher Scholarship (application required)
 Father Norman Demeck Theology Book Scholarship
 Florian J. Lombardi Foundation Grant
 Florian J. Lombardi Foundation Scholarship
 Gail Judge Class of 1957 Memorial Scholarship
 GCU Meridian Health Nursing Scholarship
 Georgiana Shea Huisiking Class of 1938 Endowed Scholarship
 Gertrude Turner Mahon Class of 1935 Scholarship

Harry and Jean M. Ruffer Endowed Scholarship
 Henry B. King Scholarship
 Hirair and Anna Hovnanian Foundation Scholarship
 HSBC First Opportuntiy Partners Scholarship (application required)
 John and Marion Reynolds Memorial Scholarship Fund
 Johnson and Johnson Discover Nursing Scholarships
 Joseph and Helen Weisbrod Endowed Scholarship
 Joseph and Mary Carr Scholarship for a Mature Woman Student
 Joseph T. McGovern Scholarship
 Josephine Anna Bennett Endowed Scholarship (application required)
 Judith Morgan Award
 Marguerite McCarty Fund
 Mary Ann T. Fluehr Murphy Class of 1947 Scholarship
 Mary E. O'Brien Endowed Scholarship
 Mary Gundrum Class of 1925 Endowed Scholarship
 Mary Gundrum Class of 1925 Scholarship
 Mary Loretto Snite Dillon Scholarship
 Maryann Greco Zarrelli Memorial Scholarship
 Merck Undergraduate Science Endeavors (MUSE) (application required)
 Monmouth-Ocean Development Council Educaton Foundation Scholarship (application required)
 Mother Teresa Scholarship
 Nai-hsuan Chang and Kwan Ting Shen Scholarship
 Nettie and Abraham Levine Award
 NJ Association of Public Accountants Endowed Scholarship
 NJ Society of Certified Public Accountants Scholarship
 OceanFirst Scholarships
 Ocean County Women's Association Scholarship
 Paderon Family Scholarship
 Patricia Ann Warfel Memorial Scholarship
 Patrick J. Gavan Endowed Scholarship
 Paul DeLaurentis Perpetual Scholarship
 Pedro Canabal Endowed Scholarship
 Peter F. DeLaurentis Perpetual Scholarship
 Robert Sydney Needham Memorial Scholarship
 Roche Players Scholarship
 Rose M. Ortiz Lopez Endowed Scholarship
 Schering-Plough Science Scholars Fund
 Sister Barbara Williams Class of 1963 Scholarship Fund
 Sister Eileen Loehfelm '74 Endowed Scholarship
 Sister Maria Cordis Scholarship
 Sister Mary Joseph Cunningham Memorial Scholarship
 Sister Mary Phyllis Breimayer Scholarship
 Suzanne Sharkey Valla Endowed Scholarship
 Thebault Family Endowed Scholarship
 Thomas J. O'Brien Endowed Scholarship
 UPS Endowment Fund Scholarship (application required)
 Veronica Gordon Spohn Class of 1966 Perpetual Endowed Scholarship
 Walter and Louise Sutcliffe Undergraduate Nursing Scholarships
 William Randolph Hearst Endowed Scholarship

VI: STUDENT LIFE

College life at Georgian Court is an experience in community living within the framework of the liberal arts and Catholic tradition. To learn the art of living successfully and happily with other individuals and with groups, students and members of the administration, faculty, and staff share in the planning of a wide variety of religious, intellectual, cultural, social, and athletic activities.

Georgian Court believes a sense of responsibility and self-government can be developed only when a person has the freedom to exercise independent thought and judgment and abide by the result of one's own decisions. However, it must be recognized that membership in any community may require limitations on personal freedom. Therefore, rules and standards of conduct are necessary and important.

RESIDENCE LIFE

Our Philosophy: Residence Life at GCU is about creating a "home away from home" for our students. Staff members provide a safe and secure community conducive to learning, growing, and social interaction. Recognizing the potential for learning beyond the classroom; residence life staff is committed to offering opportunities to educate the whole person. The Mercy core values are an integral part of what it means to live in community at GCU. Consequently, both staff and residents work together to ensure a high standard of community living by taking an active role in being responsible and accountable for shaping and fostering a positive living and learning environment.

Residence facilities are available for full-time matriculating students in the Women's College. Residential life is an integral part of the Georgian Court educational program; students have the opportunity to engage with other students from various regions of the United States and from other countries. Students participate in programming as well as community-building activities, discussion groups, and club activities. The goal of Residence Life Programming is multifaceted; we seek to bring residents together to form a community, inspire passion, influence personal growth, and assist with academic and professional success. In order to best achieve these goals, we have created a cohort model, where residents live with others from their grade level. This allows us to provide programming and community building that is most beneficial to the specific students on each wing.

Rooms are assigned to new freshmen and transfer students by Georgian Court. In the spring, returning students participate in a housing selection process. Students sign housing contracts, pay a room deposit, and have the opportunity to request a specific residential location. Georgian Court reserves the right to reassign rooms or to cancel the request for residence when such reassignment or cancellation is in the best interests of GCU.

Georgian Court assumes no responsibility for the loss of money or personal property of the student, although reasonable care is exercised to safeguard it. Students are responsible for securing their room keys. Parents are urged to review their insurance plans to be sure that personal property or money loss is properly covered. Information on purchasing personal property insurance may be obtained at the Office of Security in the Casino.

GCU supplies all necessary furniture for rooms. Students supply their own linens and personal items. More information on furnishing and decorating your living space can be found in the *Student Housing Handbook*.

Resident students may keep cars on campus by obtaining a parking permit through the Security Office in Mercy Center. Georgian Court assumes no responsibility for accidents to students while riding in private cars or for damage to cars while parked on campus.

Meals are served in the dining hall seven days a week, three times a

day. Meals are also provided in the Court Café. All resident students are required to be on a 5- or 7-day meal plan. For further information about residency, contact the Office of Residence Life at 732.987.2533.

COMMUTING

Commuting students are an integral part of the Georgian Court community. They have the use of the Library/Student Lounge Complex, Fitness Center, Health Center, Counseling, Career Development, Campus Ministry, Student Activities and the Academic Development Center. They are invited to all special dinners and receptions. It is in their interest to attend university functions in the evenings and afternoons and to participate as fully as possible in the life of the university.

STUDENT ORGANIZATIONS

Student Government Association

All full-time, matriculating students are eligible to be members of the Student Government Association. It is the mission of the Student Government Association to administer programs that foster the desire for excellence in every phase of student development. Moderators work with the officers of the four class levels to accomplish this mission. Through this organization, mature and responsible leadership is encouraged and developed. All students are encouraged to attend SGA open meetings.

Clubs

Active Minds	Invisible Children Club
American Chemical Society— Student Affiliate	Italian Club
Black Student Union (BSU)	LASO (Latin American Student Organization)
CAB: Campus Activities Board	Lion's Cheerleading Club
Campus Ministry (S.A.L.T.)	Lion's Theatre Club
Collegiate for Animal Rights in Education—C.A.R.E.	Mathematics Association of America (Student Chapter)
Chemistry Club	Nursing Club
Commuter Club	ONE
Clionaes Society (History)	Physics Club
Club Cure	Psychology Club (Psi Chi)
Council for Exceptional Children	Public Relations Club
Court Art Society	Resident Hall Association (RHA)
Criminal Justice Club	Social Work Club
Dance Theater Club	Society of Physics Students
DeLaSalle Education Club	Vegetarian Club
Exercise Science Club	Women Overcoming the World (W.O.W.)
French Club	Women's Esteem Club
Holistic Health Club	
Identity Inc.	

Academic Honor Societies

- Alpha Delta Zeta Chapter of Phi Alpha Theta: National History Honor Society
- Alpha Sigma Lambda: Evening Students
- Chi Alpha Epsilon: National EOF (Education Opportunity Fund) Honor Society
- Chi Alpha Sigma: National Athletics Honor Society
- Chi Gamma Chapter of Beta Beta Beta: National Biological Honor Society
- Delta Beta Chapter of Pi Delta Phi: International French Honor Society
- Sigma Pi Sigma: National Honor Society in Physics

Epsilon Lambda Chapter of Sigma Delta Pi—National Spanish Honor Society
 Epsilon Zeta Chapter of Delta Mu Delta: National Business Administration Honor Society
 GCU Chapter of Psi Chi: International Honor Society in Psychology
 Kappa Pi: International Honorary Art Fraternity
 Lambda Pi Eta: National Communication Association Honor Society
 New Jersey Eta Chapter of Pi Mu Epsilon: National Mathematics Honor Society
 Omicron Delta Kappa: National Leadership Honor Society
 Phi Eta Sigma: Freshman Honor Society
 Sigma Alpha Chapter of Gamma Sigma Epsilon: National Chemistry Honor Society
 Sigma Chapter of Alpha Kappa Delta: National Sociology Honor Society
 Sigma Chapter of Theta Alpha Kappa: National Religious Studies/Theology Honor Society
 Sigma Mu Chapter of Sigma Tau Delta: International English Honor Society
 Sigma Pi Sigma- National Physics Honor Society
 Tau Gamma Chapter of Kappa Delta Pi: International Honor Society in Education
 Zeta Nu Chapter of Phi Alpha: National Social Work Honor Society

Special Interest Organizations

Chorale	International Cultures: Living-Learning Community
Court Singers (women’s chorus)	Outdoor Adventures: Living-Learning Community
Gateway to the Arts: Living-Learning Community	Sustainability: Living-Learning Community
GCU Concert Band	MCS—Mercy Collegiate Society
GCU Court Singers	SAAC—Student-Athletic Advisory Committee
GCU Flute Ensemble	WILD – Women in Leadership Development
GCU Gospel Singers	
GCU Guitar Ensemble	
GCU Jazz Band	
GCU String Orchestra	

Student Publications

The Fountain Spray (literary magazine)
The Lion’s Tale (student newspaper)

Student Activities

Georgian Court recognizes that experiences outside the classroom are important to the overall development of students and supports a strong co-curricular program to complement the instructional activities. Through the coordinator of student activities a full program of social, cultural, and recreational activities are planned in conjunction with students, classes, clubs, and campus organizations and implemented to enhance the classroom experience, e.g., trips, Broadway shows, sporting events, and other social and educational activities.

ATHLETIC & RECREATION PROGRAM

Athletics

The Georgian Court University intercollegiate athletics program seeks to develop women of integrity and character who exhibit a passion for excellence in athletics and academics and are leaders among their peers and in their communities.

Our goal as a women’s athletic department serving exclusively female

student-athletes is to:

- provide each woman with a competitive intercollegiate experience that exemplifies sportsmanship, ethics and teamwork;
- challenge her physical, intellectual, emotional, and spiritual growth in a way that encompasses the Mercy core values of justice, respect, integrity, service, and compassion;
- empower her to achieve academically and athletically and enhance her leadership skills so that she enjoys success both in and beyond her athletic experience.

Georgian Court offers intercollegiate competition in the following sports: basketball, cross-country, lacrosse, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. The athletics program became a member of the National Collegiate Athletic Association (NCAA) Division II in 2002-2003 and since 1965 continues its membership in the Central Atlantic Collegiate Conference (CACC). The CACC includes schools in eastern Pennsylvania, New Jersey, New York, Connecticut, and Delaware. Athletic financial awards are available to student-athletes based on their athletic ability: as well as their achievements both in the classroom and the community. GCU athletics competes in the university’s new Wellness Center and surrounding fields and courts.

Recreation & Intramurals

The recreation and intramural program seeks to promote wellness throughout the GCU community by encompassing a variety of activities for participation. Through programming, the promotion of good mental and physical health as well as improved personal wellness and social interactions is a goal. The program is designed to create an atmosphere that encourages individuals to develop a lifelong pattern of wellness through positive recreational activities regardless of skill level.

Offerings include intramural soccer, tennis, and basketball. Noncompetitive activities include sessions in Zumba, Yoga , Cardio Boot Camp, Hip-Hop Dancing and Martial Arts/self defense. Many more opportunities will be available in the years to come with the addition of the new Wellness Center complex. A state-of-the-art fitness center is available for use by all students with a current ID.

The Athletics and Recreation offices are located in the Wellness Center. Telephone: 732.987.2683

CAMPUS MINISTRY

The Office of Campus Ministry, located in the Gatekeeper’s Lodge, coordinates programs fostering Christian service and spiritual development for the university community. Student representatives work with the campus ministers and chaplains to plan liturgical celebrations, retreats, prayer and reflection opportunities, interfaith experiences, community outreach projects, and social activities. Students, faculty, and staff of all faiths are welcomed and encouraged to participate.

The campus ministers and chaplains are available to individuals or groups for consultation and discussion of personal, religious, or moral concerns.

Eucharistic liturgies are celebrated frequently throughout the week and on Sunday evenings. Provision is made for the Sacrament of Reconciliation. The Campus Ministry Office coordinates arrangements for weddings of students and alumnae desiring use of the Chapel. RCIA (Rite of Christian Initiation for Adults) and confirmation preparation sessions are scheduled annually.

Many different religious faiths are represented in the Georgian Court community. Information regarding churches and synagogues in the Lakewood area is provided.

THE COUNSELING CENTER

The Georgian Court experience is one of challenge and change for both traditional students and nontraditional students. The Counseling Center, located on the second floor of the Casino, offers a wide variety of services that are free of charge to students. The Counseling Center provides individual and group therapy on a confidential basis. The Counseling Center also offers workshops on stress management, test anxiety, smoking cessation, and procrastination. In addition, the Counseling Center offers screenings for depression and anxiety. All services offered by the Counseling Center are geared toward facilitating adjustment and personal growth in an effort to enrich the students' college experience and to encourage persistence in their academic endeavors. The Counseling Center is accredited by the International Association of Counseling Services, Inc.

CAREER DEVELOPMENT

The Office of Career Development, located on the second floor of the Casino, offers a range of career services to the Georgian Court community. It assists students in maximizing their potential by helping them to identify and explore career opportunities and alternatives, and to formulate academic and career goals.

Career planning integrates awareness and exploration of personal, academic, and career factors with decision-making skills. It also encourages students to learn more about their interests, values, skills, personal assets, and life goals as a basis for choosing and preparing for a career.

To this end, Career Development provides a resource area equipped with career preparation information, vocational guides, internet resources and graduate school information.

Supplementing these are several on-line vocational tools that can be accessed through our Web site

www.georgian.edu/Career_dev. These include:

- Do What You Are: a vocational assessment tool
- What Can I Do with this Major: information that helps link majors to occupations
- Perfect Resume: a step-by-step resume builder
- Perfect Stream: an interactive tool to develop and practice interviewing skills
- GCU Career Connections: an on-line job posting system

Other services include one-on-one career counseling which assists students in gathering, understanding and utilizing these resources to develop informed and sound career plans.

Internships also are coordinated through the Office of Career Development. Staff can assist the student in locating and developing an internship experience that will satisfy the experiential learning requirement and provide an opportunity for further career exploration.

Other activities of the Office of Career Development include a Career Fair held during the spring semester which focuses on job opportunities for education majors, both undergraduate and graduate students. Fall semester Career Week is several days of activities, organized to assist students in all majors to explore career opportunities.

At the events the university hosts numerous employers from a wide range of businesses, schools and nonprofit organizations, which provide the opportunity to network, explore career choices and interview for potential job placement and internships.

Students are encouraged to register with the Office of Career Development and meet with a career counselor to discuss these services and how they can assist in their career planning.

HEALTH SERVICES

Free, confidential medical care is provided to all Georgian Court students, regardless of insurance coverage, with special attention to those problems frequently encountered in a college-age population.

Medical care includes treatment of minor illnesses and conditions, interim care of those with chronic illnesses, first aid, and care of minor injuries. Additionally, immunizations required by state law are provided at a discounted rate.

The Health Center is staffed with registered nurses and a part-time physician. Appointments are not required, but are recommended for doctor visits. Students with more serious medical problems are referred to specialists, hospitals, and other appropriate agencies.

Health counseling, screenings, and wellness programs throughout the year promote health education and disease prevention.

The staff also offers information and assistance with the student health insurance. New Jersey state law requires all full-time students to be enrolled in a health insurance program. For this reason, all full-time students will be automatically enrolled in a basic medical (illness and accident) plan offered by the university. The illness portion of the plan may be waived by signing an insurance waiver form and submitting a copy of a current insurance card to the bursar. Please note: this waiver does not apply to athletes.

All students are required to complete a student health form and provide documentation of state-mandated immunizations before attending class and/or moving into residence halls.

Health Services is in compliance with federal and state regulations regarding the security and privacy of health information. Confidentiality is assured by the entire medical staff regarding all interactions, information, and health records.

The Health Center is located on the second floor of the Casino. Elevator access is available at the rear entrance.

STUDENT SUCCESS CENTER

The Student Success Center is located in the Lower Level of the Library and provides peer group tutoring, testing services, accommodations for students with disabilities and early warning interventions. Confidential peer tutoring is available in most undergraduate academic areas Monday through Saturday. Students are encouraged to "drop-in"; no appointments are required, please check the self-service page for the tutoring schedule for a specific subject. The center offers support to students in study strategies, time management, test-taking, and research skills through "Smart Start Workshops" and services are free to any GCU undergraduate student.

Testing services are provided for CLEP, DANTE and Accuplacer. Accuplacer Testing is available in lieu of the Praxis 1 for education students and social work students, for a nominal fee. The testing requirements are established by the schools. Tests must be scheduled by appointment.

ACADEMIC ADVISING CENTER

The Academic Advising Center is located in the Casino on the second floor, room 204. The center provides resources for students to identify career interests, determine educational goals compatible with those interests, and develop an academic strategy to achieve those goals.

Although its resources are available to all students, the Academic Advising Center is most used by first- and second-year students as they explore

academic options, choose a major, and finalize a program of study. Once a program has been determined, students refer to departmental advisors for semester course selection and registration.

Services include but are not limited to academic advising, assisting with credit transfer, and assisting students facing academic challenges.

OFFICE OF INTERNATIONAL PROGRAMS

Under the direction of the provost, the Office of International Programs (OIP) advances the university's mission to educate and empower our students to succeed, serve, and lead in a diverse local and global community by internationalizing the campus community in multiple ways.

These includes

- approved Travel Abroad and Study Abroad programs
- approved International Student Exchange Programs
- faculty exchanges and visiting professors
- hosting international conferences and visitors

All interested students are invited to experience either a short-term study abroad experience (one, two, or three weeks), a summer, a semester or a year abroad at an approved program after applying and discussing their options with the associate provost for academic program development, who should be the first point of contact, and the faculty advisor.

The associate provost for academic program development provides direction for selecting culturally rich and academically sound international experiences, and university approval when selecting Study Abroad sites for the major and/or elective courses in all disciplines. Students are referred to www.georgian.edu/study abroad for more information and for a copy of the *Study Abroad Handbook*.

Enrollment in a program of study abroad approved for credit by GCU may be considered enrollment at GCU for the purpose of applying for assistance under title IV, HEA programs.

SERVICE LEARNING

At Georgian Court University, service learning rooted in community-based education, is an experiential teaching/ learning modality that integrates scholarship, service, critical analysis and reflection within local and/or global communities. Differing from community service, in Service Learning students learn their course objectives while providing a needed civic service. Serious reflection/ integration exercises following the service experiences foster a fuller understanding of the course content, broader appreciation of the academic discipline, and an enhanced sense of civic responsibility. Service learning

- invigorates and extends both teaching and learning;
- promotes university-community partnerships; and
- fosters civic engagement and participation in public life.

Service Learning provides an opportunity "to translate the GCU mission into action," locally and globally.

STUDENT SUPPORT SERVICES

Student Support Services (SSS) is a federally funded TRiO program designed to assist eligible students in successfully completing their undergraduate degree. Our mission is to encourage the growth of our students academically while promoting an environment for leadership, self advocacy, and positive enrichment. at Georgian Court.

Concern for the student is the primary focus of Student Support Services. The program enables students to maximize their potential through encouragement and motivation, through application of academic skills

and personal responsibility. Services include basic skills instruction, a walk-in writing lab, peer and group tutoring, content tutoring, academic and graduate school counseling, financial literacy, and study skills workshops.

SSS staff members act as liaisons between faculty, students, and campus resources. Each student is assigned to a staff member who provides support and advocacy for the student throughout his or her college career.

THE LEARNING CENTER

The Learning Center (TLC) is a program designed for undergraduate learning-disabled students who desire a university education. The program is not one of remediation, but rather a program to assist individuals in becoming successful university students. The goal of the program is to enable students to function independently in the university environment. We feel that an individual approach will help identify specific ways to improve learning. There is also a segment of peer and group work which will enable students to learn to work in partnerships and/or teams, which is an important skill for their future. Emphasis is placed on developing self-help strategies and study techniques. Students must supply documentation of a primary learning disability at the time of application. The Learning Center is committed to working personally with learning-disabled students to help them achieve their very best. Fee and further information can be obtained by visiting The Learning Center, located in the Lower level of the Library.

HOW TO READ COURSE LISTINGS

The academic year is divided into two main semesters. One semester credit is granted for each hour the class meets per week. An exception is made for laboratory courses—where two or three hours of laboratory are equivalent to one lecture hour—and physical education.

Recommended sequence of a specific program of study is available on request from department offices.

Course listings are subject to change through normal academic channels. New courses, changes in existing courses and programs, and discontinuance of courses are initiated by departments, reviewed and approved by the Curriculum Committee.

In the pages that follow, two-semester course numbers may be represented with several options:

- The use of the comma indicates that a student may take either semester of a one-year course. The student is advised to take both semesters for maximum learning experience.
- The use of the semicolon indicates that a student is strongly advised to take the entire year. However, the single first semester of the course may be taken separately. The second semester may not be taken without successful completion of the first semester.
- The use of the plus (+) sign indicates that prerequisites are necessary prior to entrance into the course.

Students desiring to enroll in courses for which they do not have the stated prerequisites may do so only with the permission of the instructor or the department chairperson.

Courses approved to fulfill general education requirements (cluster requirements) in effect prior to 2007 are designated by an asterisk (*).

Courses approved to fulfill general education requirements in effect beginning Fall 2007 do not have a special designator. Students should consult the "Master Course List for New General Education Program and Graduation Requirements" for information.

Georgian Court reserves the right to cancel any course for which there is insufficient enrollment.

VII: SCHOOL OF ARTS & SCIENCES

The School of Arts and Sciences is a community of faculty and students who engage in scholarly, creative, and professional programs and activities that challenge the mind, touch the soul and lift the spirit. A liberal arts and sciences education provides experiences and learning opportunities in the humanities, visual and performing arts, natural sciences, social sciences and mathematics.

In a learning-centered environment, students will develop as active learners and leaders. Service learning is actively integrated into selected courses and students are offered the opportunity to participate in internships and research experiences. Students will become involved in their education not only in the classroom, studio and laboratory but also by participating in co-curricular experiences such as living-learning communities, honor societies and clubs, student government and cultural and service oriented activities.

Our mission is to offer discipline-specific and interdisciplinary major and minor programs and to serve the campus and community with a variety of intellectual, scientific, aesthetic, and cultural events and activities. We are committed to

- Developing programs that foster learning and motivate discovery in all areas of scholarship.
- Increasing the active involvement of women in areas in which they are underrepresented;
- Encouraging active commitment to issues of economic, political and social justice both locally and globally;
- Increasing interdisciplinary interaction that fosters understanding of the interrelatedness of all humankind with each other and with the environment;
- Communicating high standards of ethical behavior, scholarship, respect for others and the environment in which we live; and
- Focusing on research and action that will improve the quality of life socially, emotionally and physically for all humanity and especially for those who have been traditionally ignored.

In addition, we provide opportunities for students to enhance

- critical thinking and communication skills;
- team-building and leadership skills;
- creativity;
- information literacy;
- ethical and spiritual development;
- social responsibility;
- respect for diversity; and
- global citizenship.

Through small classes and direct interaction with faculty, students in the School of Arts and Sciences gain knowledge, values, and skills that encourage personal growth and prepare them for future study, careers and community service.

When reviewing academic programs and courses, please note the following standard conventions in use throughout the catalog:

- A number in parentheses [i.e. (3), (12)] refers to number of credits.
- Courses are typically 3 hours lecture format unless otherwise noted.
- Courses are typically one semester unless otherwise noted.
- Courses are typically offered once per year (fall or spring) or every semester unless otherwise noted.

APPLIED ARTS & SCIENCES

The objectives of the Bachelor of Arts in Applied Arts and Sciences are to

- provide a bachelor's degree completion option for students who have

finished an occupational/technical program in an area in which many of the courses are not usually transferable to a four-year institution of higher education;

- enable such students to acquire the intellectual skills, communication skills, academic training and aesthetic experiences and enrichment gained from a liberal arts-based education; and
- empower such students with the flexibility to choose areas of upper-level study that will give them the ability to advance in their chosen profession; the course work needed for entrance into graduate programs; or the skills needed to change careers.

Admission to this major is restricted to students who have completed an organized, coherent occupational or technical program of 30 to 48 credits normally taken at a community college. Typically, this work constitutes the major requirements for the associate's degree in applied science at the community college. Courses that are not transferred as part of the occupational/technical module or as part of the general education requirements may be counted as general electives in accordance with course-equivalency determinations made by Georgian Court. Students should note that the only major in this degree program is applied arts and sciences, regardless of which disciplines are chosen as part of the interdisciplinary module.

Major Sequence

Interdisciplinary Module: 30 credits at the 300- or 400-level in two or three academic disciplines distributed as follows:

- Focus Area: 18 credits from one discipline.
- 12 additional credits from one or two other disciplines.

Focus Area may be selected from one of the following disciplines:

- | | |
|---------------------------|---------------------|
| • accounting | • graphic design |
| • art | • history |
| • biology | • holistic health |
| • business administration | • mathematics |
| • chemistry | • multimedia |
| • communication | • psychology |
| • criminal justice | • religious studies |
| • dance | • social work |
| • English | • Spanish |

In many disciplines there are few evening offerings of 300- or 400-level courses. Prior to choosing disciplines for the interdisciplinary module requirement, students should consult with their advisor to ensure that sufficient offerings are likely to be available at times that suit the student's needs.

The student may have to complete 100- or 200-level prerequisite courses prior to enrolling in the 300- or 400-level courses.

At least 15 of the 300- or 400-level credits in the interdisciplinary module must be taken at Georgian Court University.

All B.A. in Applied Arts and Sciences majors must complete the general education and graduation requirements listed in the catalog in addition to the requirements for the interdisciplinary module. A course cannot be used to satisfy both a general education requirement and an interdisciplinary module requirement.

ART

The major in art provides students with the opportunity to develop their inherent capacities and talents through a well-balanced program of theory and practice. In studio courses, students learn to express ideas in creative forms with a variety of media for their greater enrichment as human beings and for the acquisition of skills basic to further study and practice.

Through sequential courses in art history, students acquire knowledge of great art movements, critically analyze individual works, and understand the uniquely integrative nature of multicultural art study.

Students may work toward a Bachelor of Arts (B.A.) degree in art, art with an art and design concentration, or art with certification to teach. Students also have the option to work towards a Bachelor of Fine Arts (B.F.A.) degree with a studio arts concentration.

Those wishing to be certified to teach art are guided into the appropriate sequence of art and professional education courses. Students must satisfy all the New Jersey requirements, including the Praxis II, and student teaching.

BACHELOR OF FINE ARTS

Major Sequence

Consistent with the educational philosophy of Georgian Court, the Bachelor of Fine Arts degree maintains a strong liberal arts component, i.e, the Georgian Court core requirements. The student will earn a total of 72 credits in art.

The foundation program is an intensive first-year curriculum for B.F.A. students that emphasizes both visual and liberal arts, giving students the opportunity to explore their strengths, talents and professional options. The program stimulates new approaches to drawing and to the design process.

Sophomore and junior art majors gain personal insight through technical and conceptual approaches in studio art. In art history courses, they develop aesthetic understanding and the ability to critically analyze works of art. Junior students also select an area of concentration. Seniors work closely with a mentor. They prepare for either a gallery exhibition or a portfolio presentation.

Transfer credits in art will be evaluated by an art adviser upon reviewing the student's transcript and portfolio. Thirty-nine of the required B.F.A. credits must be taken at Georgian Court.

Studio Arts Concentration 72 Credits

Required studio: AR111, AR112, AR113, AR213, AR214, AR215, AR216, AR313, AR314, AR315, AR316, AR317, AR318. To prepare for senior exhibition, a student must take six credits in Advanced Studio, AR427, AR428, AR429 (painting, ceramics, sculpture or printmaking). Required Art History: AR115, AR116 and AR416.

Select any seven courses from the following: AR211, AR212, AR218, AR310, AR321, AR322, AR323, AR325, AR326, AR414, AR417, AR420, AR422, AR430-AR436, AR437, AR438.

BACHELOR OF ARTS

Major Sequences

Art 36 credits

A minimum of 36 credits is required, including AR111, AR112, AR113, AR115, AR116, AR215, AR313, AR315, AR317, AR318, AR325 or AR326, AR416.

Teacher of Art Certification with Teacher of Students with Disabilities 53 credits

In addition to the course requirements for the art major the student must take AR213, AR214, AR216, AR328, AR417, AR422. For required professional courses in education, please refer to the School of Education section of this catalog. In order to qualify for admission into as a major candidate, a student must give satisfactory evidence of art ability. Studio courses are also open to interested, qualified, non-art majors. Certain courses have prerequisites.

Art with Dual Ed (K-5) & Teacher of Students with Disabilities 38 Credits

In addition to the course requirements for the art major students must take AR328. **Minor Sequences**

Art: Studio

A minimum of 18 hours is required, including AR111, AR113, AR313, AR215 or AR315, AR214 or AR317, AR314, AR415 or AR416.

Art History

A minimum of 18 hours is required, including AR311, AR415, AR416.

COURSES

AR111 Drawing I 3 credits

A fundamental course in the expression of graphic ideas through line, form, value and texture. Study the basic principles of perspective and composition. Use of a variety of media. Readings, drawing assignments, and 4 hours studio.

AR112 Drawing II 3 credits

Study advanced drawing techniques while developing a unique creative approach. Emphasis on composition and the search for a personal style. Use of a variety of media, readings, and drawing assignments. Prerequisite: AR111. 4 hours studio.

AR113 Color & Design 3 credits

Study and practice the basic principles of design. Includes an introduction to color, color theory, and two-dimensional problem solving. Assignments and 4 hours studio.

AR115* Art History I 3 credits

Survey of Western art from prehistoric times through the Gothic period. Requires a museum visit..

AR116* Art History II 3 credits

Survey of Western art from the Early Renaissance period through the 21st century. Requires museum visit..

AR211* Ancient Art 3 credits

History and appreciation of the art of prehistoric man, the Ancient Near East, Egypt, Crete, Greece and the Roman Empire. Prerequisite: AR115.

AR212* Medieval Art 3 credits

A study of Early Christian, Jewish, Byzantine, Celtic, Carolingian, Ottonian, Islamic, Romanesque, and Gothic art. Prerequisite: AR115.

AR213+ Figure Drawing 3 credits

Through the use of varied methods, develop ways of observing and drawing the surface appearances and the underlying structure of the human figure. Prerequisite: AR111. Assignments and 4 hours studio.

AR214+ Watercolor Painting 3 credits

Explore the materials and methods of painting with watercolor. Emphasis on developing skill in handling transparent watercolor. Prerequisites: AR111 and AR113. Assignments and 4 hours studio.

AR215 Ceramics I 3 credits

Introduction to the construction of various hand-building techniques. Design two- and three-dimensional pieces by pinching, slab, and coil methods. Explore overglaze topography and surface design. Readings and 4 hours studio.

AR216 Ceramics II 3 credits

Explore wheel techniques, including the combining of forms and theme designs applied to two- and three-dimensional pieces. Design glazing techniques with computer topography and explore imagery with overglaze and underglaze. Review the creative use of sgraffito and firing techniques. Readings and 4 hours studio.

AR218 Stained Glass & Jewelry 3 credits

Learns to apply the basic techniques of making stained glass and jewelry as art forms. 4 hours studio.

AR222* Women in Film 3 credits

Explore foreign and American cinema, focusing on the last 25 years of filmmaking with emphasis on political, religious, cultural, and social issues. Applicable to the women's studies minor (WS222).

AR224 Digital Photography 3 credits

Study the operation and use of professional digital cameras, including effective use and control of both natural and artificial light, basic flash techniques, and basic image editing in Adobe Photoshop. 4 hours studio.

AR310* Women, Art & Society 3 credits

Investigate images of women and by women in Western art. Emphasis on the political, cultural, and social context of the work. Although the art of prominent women artists will be featured, an extensive range of artists, styles, and techniques will be studied. Applicable to women's studies minor (WS310).

AR311* Renaissance Art 3 credits

Study the development of the art of the Renaissance in Italy, France, Germany, and the Netherlands. Prerequisite: AR116.

AR312* Baroque & Rococo Art 3 credits

Study the development of the Baroque and Rococo styles in Europe during the 17th and 18th centuries. Prerequisite: AR116.

AR313+ Painting I 3 credits

Explore the materials and methods of painting. Emphasis on composition, design, and color mixing. Prerequisites: AR111, AR113. 4 hours studio.

AR314+ Painting II 3 credits

Advanced painting problems with emphasis upon craftsmanship and the development of a creative approach. Prerequisite: AR313+. 4 hours studio.

AR315+ Sculpture I 3 credits

Explore sculpture through the primary medium of clay. Develop a sense of form through simple exercises and the modeling the figure. 4 hours studio.

AR316+ Sculpture II 3 credits

Continuation of Sculpture I with emphasis on individual technique and form. Further explore soldering, carving, and casting. Prerequisite: AR315+. 4 hours studio.

AR317+ Printmaking I 3 credits

Study and practice the relief processes of printmaking; collagraph, woodcut; introduction to the silk screen process. Prerequisite: AR111. 4 hours studio.

AR318+ Printmaking II 3 credits

Research and experiment the intaglio process of printmaking with emphasis on etching and solar plate printing. Prerequisite: AR111. 4 hours studio.

AR319+/GD114 Graphic Design I 3 credits

Explore visual problem solving using symbols and images to communicate concepts and ideas. Emphasis on conceptual development through visual thinking and skills development using Adobe Creative Suite software. Applications applied to print media: magazines, advertisements, logos, and business identity. Prerequisite AR113. 4 hours studio.

AR320+/GD214 Graphic Design II 3 credits

Examine advanced problems in layout and design concepts. Application to related areas such as corporate identity, package design, branding, typography and marketing. Emphasis on production and industry standards. Use of computer software: Adobe Creative Suite. 4 hours studio.

AR321+ Editorial Design & Book Illustration 3 credits

Study the methods and techniques involved in magazine and book design and illustration. Design for all elements of project from jacket illustration to choice of type and layout of contents. Projects selected from technical

to high fashion to juvenile books and magazines. Prerequisites: AR111, AR113. 4 hours studio.

AR323* Spirits, Magic & Art 3 credits

Study the traditional ("Primal") arts of Africa, North America, and Oceania. Examine the relationship of religion, mythology, ritual, and art. Emphasis on the function of art, the role of the artist, and the impact of colonization on the arts of traditional societies.

AR324+ Fashion Design & Illustration 3 credits

Explore a variety of techniques in black and white and full color with emphasis on the development of an individual style in rendering the fashion figure, fashion objects, fabrics and textures; and layout for newspaper, magazine and designer ads. 4 hours studio. Prerequisites: AR111, AR113.

AR325/GD113 Computer Graphics I 3 credits

Introduction to computer systems and software used in art and graphic design, concentrating on desktop publishing. Macintosh computer lab, scanners, and printers integrate to develop expertise in Adobe InDesign and other programs. Introduction to design principles of type, layout, and composition for graphic designers, communication majors, and other disciplines that use visual communication or information design. Create a variety of projects demonstrating skill acquisition. 4 hours studio.

AR327/GD327+ Web Design Graphics 3 credits

Introduction to the basic concepts of Web design on the Macintosh. Explore principles of visual organization, web navigation, HTML, web editing, image placement and animation graphics. 4 hours studio. Prerequisite: AR326 or Photoshop experience.

AR328 Art Methodology Seminar 2 credits

Art teacher candidates explore effective approaches to art educational practice. Learn to make decisions about topics and issues to address in teaching with emphasis on valuing art history, aesthetics, art criticism, and art making as integrated components of art education. 2 hours lecture.

AR410/GD422+ Web Design II & Animation Graphics 3 credits

Focusing on both current and evolving concepts in Web design for the computer graphics artist, build upon skills acquired in AR327+ Web Design Graphics, selecting from Adobe Dreamweaver, Fireworks, Flash, Photoshop, and Illustrator. Prerequisite: AR327+, 4 hour studio. Offered on application.

AR411*, 412* Art, Music & Literature Since the Renaissance I & II
6 credits (See description under EN411, 412. 3 hours lecture, one year.)**AR413+ Advanced Illustration Techniques** 3 credits

Develop an advanced personal style in traditional and/or computer rendering: serial art, conceptual art, editorial illustration, children's books. Prerequisite AR321. 4 hours studio.

AR414* American Art 3 credits

Study the art of the American Indian; the arts of the Colonial period; and changing styles in architecture, painting, sculpture, photography and minor arts. 3 hours lecture. Applicable to American studies minor.

AR415* 19th-Century Art 3 credits

Study painting, sculpture, and architecture in Europe and America during the 19th century. Features Neoclassicism, Romanticism, Landscape, Realism, Impressionism, and Post Impressionism.

AR416* Modern Art 3 credits

Painting, sculpture, photography, and architecture in Europe and America from 1900 to the present.

AR417 Crafts I 3 credits

Introduction to the processes and techniques involved in contemporary crafts/surface design including batik, direct dye on silk, quilt making,

weaving, mixed-media and others. 4 hours studio.

AR418+ Crafts II 3 credits

Further explore the techniques from Crafts I. Select one or two areas for concentration. Emphasis on individual expression of design and mastery in the area of choice. Prerequisite: AR417. 4 hours studio.

AR420* Far Eastern Art 3 credits

Study the significant painting, sculpture, architecture, and minor arts of China and Japan.

AR423,424+ Independent Study in Art History 3–6 credits

Intensive study of a particular period, art movement, or artist selected by the student with the approval of the department. Open only to senior art history majors. One or two semesters.

AR425,426+ Internship in Art I & II 3–4 credits

Work in a museum or other appropriate professional situation. A weekly record of student accomplishment is required as well as scheduled meetings with advisor. Open to senior and junior art majors. 120 hours for 3 credits, 140 hours for 4 credits.

AR427, 428, etc. Advanced Studio I, II etc. 3 credits each

Advanced courses in the various studios arranged upon request. Listed as Drawing III, IV; Painting III, IV; Computer Graphics III, IV; Web Design III, IV; etc. Four studio hours to coincide with the regularly scheduled course in that area or by arrangement. One or more semesters.

AR433 Independent Study in Studio 3 credits

Work under the guidance of the professor on a jointly selected major project. The project may combine areas of study in computers and graphics, and/or multimedia in at least two different areas of a studio. On approval of application.

AR437 Study Abroad 1 credit

Join the Department of Art on a trip abroad to study the cultural and historical background, as well as the architecture, sculpture, and painting of that location. Credit is given in Renaissance, Ancient, Medieval, Baroque, etc. Offered on application. Department chair signature required.

BIOLOGY

For those students who expect to major in biology, a high-quality education in the pure science of biology is provided that stresses the inherent importance of the discipline, promotes understanding of the scientific process, encourages participation in professions based on biological knowledge and technology, and fosters an awareness of biological concerns in areas not directly related to the biological sciences. Biology majors can pursue either a B.A. or B.S. degree in Biology.

For students who are interested in a specialized health-related career, one option is to pursue a B.S. degree in Allied Health Technologies or in Clinical Laboratory Sciences, both with a minor in biology. These are joint degree programs with the University of Medicine and Dentistry of New Jersey. Application for admittance to one of the six UMDNJ professional career programs below occurs during the third year of pre-professional coursework at GCU. Upon completion of the UMDNJ program the bachelor's degree is awarded jointly by both institutions.

1. Cardiac Sonography, or Echocardiography (use of ultrasound imaging to view the cardiovascular anatomy and diagnose cardiovascular conditions)
2. Diagnostic Medical Sonography (use of ultrasound for diagnosis including sonograms to study the fetus as it develops in the mother)
3. Nuclear Medicine Technology (use of radioactive materials, in procedures such as bone scans, to diagnose and treat diseases)
4. Respiratory Care (diagnosis and treatment of patients with heart and lung disorders including asthma, bronchitis, and emphysema)

5. Vascular Sonography (use of ultrasound and other techniques to detect diseases and abnormalities such as aneurysms of the blood vessels)
6. Cytotechnology (examination of cells removed from all areas of the body to determine if cancer or benign disease is present) or
7. Medical Laboratory Science, formerly called Medical Technology (perform clinical laboratory tests that provide laboratory data critical to the diagnosis, treatment and monitoring of disease)

Along with over 20 other colleges and universities in New Jersey, Georgian Court is a member of the New Jersey Marine Sciences Consortium (NJMSC), which is a nonprofit group dedicated to the understanding and wise utilization of New Jersey's marine resources. Each summer, the NJMSC offers courses in the marine sciences, mostly at Sandy Hook, New Jersey. Students may register for these courses for credit through Georgian Court. Georgian Court considers the courses as equivalent to transfer courses. Students should check with their advisor to learn which courses are considered biology courses prior to registering for a course.

For students who do not expect to specialize in the sciences, the Department of Biology offers instruction that provides insight into science as a way of knowing and communicates the major ideas of biology. Emphasis is on the significance of basic biological principles as they relate to specific social issues that currently confront humankind. Population growth, protection of the environment, and the use of genetic engineering to modify living organisms are some of the topics addressed in biology courses specifically designed for the non-science student.

Major Sequence

A minimum of 40 credits including BI115, 116, 201, 203, 324, 325, 340, and 444 are required for the Bachelor of Science (B.S.) degree; a minimum of 30 credits including BI115, 116, 201, 203, 324, 325, 340, and 444 are required for the Bachelor of Arts (B.A.) degree.

It is recommended that students who have completed General Biology I, II, at another institution, take BI320 Cell Biology in place of BI115 Principles of Cell and Molecular Biology to satisfy their cell biology requirement.

For the B.S. degree required courses in related fields include MA115 (Students preparing for professional careers that require calculus, are strongly advised to also take MA116); CH113;114, CH223;224, and PH121;122.

For the BA degree, required courses in related fields include MA109; CH113, 114; CH223, 224, and either PH111,PH112, or PH121,PH112, or PH121;122 (Students electing PH121 must take MA115). (Students preparing for professional careers or graduate school are strongly advised to take PH121;122).

All biology majors who have completed 16 credits of Georgian Court biology courses will have their status reviewed by the biology faculty members. Those with a Georgian Court biology GPA of less than 2.50 may be advised and required to change their major.

All majors pursuing the B.S. or B.A. degree in Biology are required to take a department-administered Major Field Test before graduation.

Teacher of Biology Certification

Students fulfill requirements for the baccalaureate degree in biology. In addition to the core of required courses for the biology degree, the department recommends the following courses for the pre-teaching program: BI213, 214, and BI315. For Subject Specific Certification (grades K–12), at least 12 credits must be taken at the 300 or 400 level. For required professional courses in education, please refer to the School of Education section of this catalog.

Minor Sequence

A minimum of 24 biology credits is required, including BI111 and 112, or BI115 and 116. At least twelve of these biology credits must be earned at Georgian Court. Also required are CH113;114.

Departmental Honors: Biology

Students who meet the following requirements will graduate with a B.S. in Biology, with honors in biology:

1. Minimum biology GPA of 3.5;
2. Completion of at least 8 elective credits of biology course work at the 300 or 400 level, excluding BI404; 405, 425 and 446; 447; and
3. Completion of either Option 1 or Option 2 as follows.

Option 1: Completion of 6 credits of BI446; 447, culminating in a written paper and an oral presentation in a forum open to the public (e.g., GCU Academic Excellence Night, Beta Beta Beta District Meeting, New Jersey Academy of Science Annual Meeting).

Option 2: Completion of 4 credits of BI446; 447, culminating in a written paper and an oral presentation in a forum open to the public (e.g., GCU Academic Excellence Night, Beta Beta Beta District Meeting, New Jersey Academy of Science Annual Meeting) and completion of 2 credits of BI404 or BI405 Internship I or II culminating in a term paper and oral presentation of the internship experience.

GEORGIAN COURT UNIVERSITY DUAL DEGREE

Students participating in the dual degree agreements Georgian Court has with Burlington County College and Ocean County College should refer to the Admission of Students Participating in Dual Degree Agreement portion of the Admission section at the beginning of this catalog.

ALLIED HEALTH TECHNOLOGIES, MEDICAL IMAGING SCIENCE AND CLINICAL LABORATORY SCIENCES MAJORS WITH A MINOR IN BIOLOGY

These are joint degree programs with the University of Medicine and Dentistry of New Jersey's School of Health Related Professions in Newark and Scotch Plains. At GCU, students take a specific set of science courses leading to a minor in biology, and complete the general education (physical education, humanities and social sciences) requirements at GCU. This adds up to a total of 93–96 GCU credits depending on the student's choice of program. In the fall of the junior year (consult with advisor and UMDNJ Web site for deadline date), the student applies to the UMDNJ's School of Health Related Professions. For Medical Imaging Science, the student chooses one of the following specialties: cardiac sonography, diagnostic medical sonography, vascular sonography, respiratory care, or nuclear medicine. For a B.S. in Allied Health Technologies the specialty is respiratory care. For B.S. in Clinical Laboratory Sciences, the student chooses one of the following specialties: cytotechnology or medical laboratory science. If accepted, the student spends 12–15 months taking the specialized courses (36–44 credits) in the field of study. At the conclusion of the period of study at UMDNJ, the student earns a Bachelor of Science in Allied Health Technologies with a minor in biology or a Bachelor of Science in Clinical Laboratory Sciences with a minor in biology, jointly awarded by GCU and UMDNJ. GCU does not guarantee acceptance into any UMDNJ program. UMDNJ generally expects applicants to have earned no grade lower than a C in the required science courses and to have a minimum GPA of at least 2.75 (requirements subject to change). Meeting or exceeding the minimum GPA does not guarantee acceptance into the UMDNJ program. Some UMDNJ courses are taught online.

Major Sequences

Allied Health Technologies Major with a Minor in Biology

(Requirements for All Specializations)

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Biology 24 credits: BI115, 116, 213, 214, one of the following 4 credit biology courses: BI319 Microbiology, BI320 Cell Biology, BI322 Molecular Genetics, BI407 Neurobiology, BI427 Immunology, BI437 Biochemistry I, BI490 Developmental Biology (BI322 is strongly recommended), and a 4 credit biology elective (one of the 7 courses in the previous list is recommended), Chemistry: CH113, 114, and 223. Mathematics or Computer Science (3 credits): MA110, MA115, CS105 or CS111. In addition, student must have demonstrated proficiency in mathematics through the level of college algebra. Such proficiency may be demonstrated by a mathematics placement test or a college course in college algebra. Physics: PH111 and PH112, or PH121 and PH122. Statistics: BI203, MA103, PS430, or SO201. Recommended electives, particularly for students planning to seek an advanced degree in science: CH224 and MA116. All of the preceding required courses must be completed prior to entry into the UMDNJ portion of the program. Students must check current UMDNJ program requirements to ensure that GCU credits plus UMDNJ credits add up to at least 120 credits.

Clinical Laboratory Sciences Major with a Minor in Biology for UMDNJ Cytotechnology Program

Students must complete at least 90 credits in total (including required UMDNJ prerequisite courses) before enrolling in the UMDNJ cytotechnology courses. Biology: BI115, 116, 213, 214, 319, and 437. Chemistry: CH113, 114, 223, and 224. Mathematics: MA110. Statistics: BI203, MA103, or SO201. A histology course is required but may be taken at UMDNJ in the summer prior to beginning studies in the cytotechnology program. Recommended elective: BI320 or BI427. Recommended electives for students planning to seek an advanced degree in science: MA115, MA116, PH121 and PH122. Students must check current UMDNJ program requirements to ensure that GCU credits plus UMDNJ credits add up to at least 120 credits.

Clinical Laboratory Sciences Major with a Minor in Biology for UMDNJ Medical Laboratory Science (Medical Technology) Program

Biology: BI115, 116, 213, 214, 319, 427, and 437. Chemistry: CH113, 114, 223, and 224. Mathematics: MA110. Statistics: BI203, MA103, or SO201. Recommended electives for students planning to seek an advanced degree in science: MA115, MA116, PH121 and PH122. Students must check current UMDNJ program requirements to ensure that GCU credits plus UMDNJ credits add up to at least 120 credits.

COURSE ADVISEMENT

Individualized, semester-by-semester course advisement is available for all students based on their career interests. For example, students interested in medicine will follow a pre-medical, pre-veterinary, or pre-dental curriculum. Students should discuss course selection with their adviser to be certain they complete the appropriate courses

to prepare them for their career goal. Recent graduates have entered medical, dental, and veterinary schools, masters and doctoral programs in biological sciences, allied health programs, pre-college teaching, and careers in industry, government, and nonprofit organizations.

MEDICINE, DENTISTRY, OR VETERINARY MEDICINE

Students may obtain a B.S. in biology to prepare them for medical, dental, or veterinary school. The B.A. in biology is not an appropriate program for pre-professional students as the course requirements do not meet the entrance requirements for most professional schools. The student should become familiar with the specific requirements of the professional school(s) of their choice and use this knowledge, along with department advisement, to select courses. In addition to the core of required courses for the B.S. degree, the department strongly recommends the following courses: BI213, 214, 437, 438. Also, recommended: BI319, 407, 427.

Pre-professional students should take their professional school admission test during their junior year.

MEDICAL TECHNOLOGY AT JERSEY SHORE UNIVERSITY MEDICAL CENTER & MONMOUTH MEDICAL CENTER

Students follow a designated program in biology at Georgian Court for three years, following the recommendations of the American Society of Clinical Pathology. This program includes the required biology, chemistry, physics and mathematics courses for a B.S. in Biology degree plus, as biology electives, certain courses that prepare the student for the medical technology program. For the fourth year, students take courses in medical technology at an affiliated hospital, and receive Georgian Court biology credit for those courses by registering for BI401 and BI402 at Georgian Court. At the completion of the fourth year, students receive a B.S. in biology from Georgian Court. After passing a nationally administered examination, they become registered Medical Technologists (MT-ASCP).

Application for admission to medical technology programs takes place during the junior year. Georgian Court is affiliated with the Jersey Shore University Medical Center (Neptune, New Jersey) and Monmouth Medical Center (Long Branch, New Jersey). Students are responsible for applying to the program of their choice. Georgian Court does not guarantee acceptance into a program. Students wishing to complete four years at Georgian Court may also apply to nonaffiliated medical centers.

CHIROPRACTIC

Georgian Court has an agreement with New York Chiropractic College (Seneca Falls, New York) that enables qualified students to complete the baccalaureate degree at Georgian Court and the doctor of chiropractic degree at New York Chiropractic College in just 6.33 years. This is one year less than the normal time. Students follow a designated Prechiropractic Program at Georgian Court for three years. During the junior year, students apply to New York Chiropractic College, which accepts all Georgian Court students who successfully complete the Prechiropractic Program with a cumulative GPA of 3.25 or higher and meet all other criteria for admission. Students spend the fourth year of study taking courses at New York Chiropractic College. At the completion of the fourth year, students receive a B.A. or B.S. in Biology from Georgian Court. After an additional two years and four months of study at New York Chiropractic College, students receive the D.C. degree from New York Chiropractic College. Students wishing to complete four years at Georgian Court may also apply to nonaffiliated chiropractic colleges.

COURSES

BI105/SC105 Current Issues in Environmental Sustainability

3 credits

Develop critical thinking skills and evaluate information about the impact that current "western" lifestyles and population trends have on the attainment of a sustainable environment. Investigate the goods and services provided to humans by nature and the impacts of human activities on nature's ability to continue to provide these benefits. Analyze specific environmental issues related to sustainability and reflect upon how and to what extent our individual and collective behaviors impact the problems. Explore possible solutions that can be employed, both personally and societally, including insights gained from the ways in which non-western societies relate to one another and to the environment. Consider the ethical dilemmas generated by humans as consumers and the value of promoting social justice, respect for rights of humans, non-human organisms and the environment, and a commitment to action and care for others.

BI111* Life: Human Biology *4 credits*

An overview of the anatomy and physiology of the human body. Gain an

understanding and appreciation of the elegant molecular mechanisms that underlie human genetics and reproduction, and learn the essential facts of the structure and function of the eleven organ systems that comprise the human body. 3 hours lecture, 3 hours laboratory.

BI112* Life: Evolution, Organisms, Ecology *4 credits*

Learn the story of life on Earth. Gain an understanding of biogeography and learn what is known about the origin and evolution of the organisms living on Earth today. Emphasis on understanding the major principles of the science of ecology and environmental science to gain a deepened appreciation for the interdependence and interrelatedness of all living organisms. 3 hours lecture, 3 hours laboratory.

Students may not take BI105, 111, 112 (or equivalent transfer courses) for biology major credit after completing BI116.

BI115* Principles of Cell & Molecular Biology *4 credits*

Biology or another natural science majors explore the structure and function of biological molecules, eukaryotic cell organization, and cell respiration. Laboratory exercises apply concepts presented in lectures/readings, promote understanding and appreciation for the scientific method of inquiry, and support the acquisition of basic laboratory skills necessary to function in a modern biology laboratory. Presupposes an elementary knowledge of chemistry. Prerequisite for most biology courses. 3 hours lecture, 3 hours laboratory.

BI116*+ Principles of Genetics *4 credits*

Biology or other natural science majors explore the fundamental concepts in classic Mendelian and population genetics, contemporary molecular genetics and biotechnology. Laboratory exercises apply concepts covered in lectures and readings, encourage critical thinking, develop problem-solving strategies and provide training in modern genetic laboratory techniques. Prerequisite: BI115. 3 hours lecture, 3 hours laboratory.

BI201+ Biological Literature *1 credits*

Introduces the biology major to the main reference books, journals, and indexes used in biological research. Prepares the student to do independent research projects using computer-based literature searches. Prerequisites: BI111 and 112 or BI115 and 116. 1 hour lecture..

BI203+ Data Collection & Analysis in the Natural Sciences

3 credits

Review scientific investigation with emphasis on a unified process of experimental design, hypothesis testing, and data analysis. A variety of descriptive measures and statistical techniques, both parametric and nonparametric, are presented from the standpoint of their appropriateness to the context of the data. Proficiency in the use of computer software for data analysis and display is a major goal of the course and is emphasized throughout. Prerequisites: Completion of any of the following courses: PH112, PH122, CH112, CH114, BI111 and 112, or BI116.

BI213*; 214*+ Human Anatomy & Physiology I & II *8 credits*

Study the organ systems of the human body, including musculoskeletal, neuroendocrine, cardiovascular, digestive, respiratory, renal, and reproductive systems. Includes dissection and use of prosected models. Designed for premedical, nursing, exercise science, prenursing, allied health and medical technology students. 3 hours lecture, 3 hours laboratory, one year.

BI315+ Environmental Biology *4 credits*

Study human effects on the environment and on the functioning of the Earth's ecosystems. Topics are taught from a biological perspective and include pollution, world population, agriculture, biodiversity, energy, climate changes, genetically modified organisms and use of natural resources. Prerequisites: BI111 and 112 or BI115 and 116, and CH111;112, CH113;114, or permission of chairperson. 3 hours lecture, 3 hours laboratory or field work. Offered as needed.

BI319+ Microbiology 4 credits

Study of the morphology, classification, growth, physiology, biochemistry, and genetics of microorganisms. Study microbe-host interactions as well as basic principles of applied microbiology. Prerequisites: BI115 and 116, and CH113; 114, or permission of chairperson. 3 hours lecture, 3 hours laboratory.

BI320+ Cell Biology 4 credits

Gain an understanding of the molecular biology of the eukaryotic cell and an appreciation of the “social nature” of this cell as it cooperates and communicates with other cells and specializes its function within the body of a multicellular organism. Prerequisites: BI115 and 116, and CH113; 114, or permission of chairperson. 3 hours lecture, 3 hours laboratory.

BI322+ Molecular Genetics 4 credits

Study topics in molecular genetics, building on fundamental concepts covered in BI116. Topics include advanced Mendelian inheritance, genetic mapping, gene expression and regulation, DNA structure, replication, recombination, mutagenesis, biotechnology, and genomics. Laboratory work involves project-oriented experiments using contemporary molecular techniques. Prerequisites: BI115, 116 and CH113; 114 or permission of chair. 3 hours lecture, 3 hours laboratory.

BI324+ Botany 4 credits

Study the morphology, physiology, evolution, and taxonomy of plants. Fungi and autotrophic protists and prokaryotes are introduced. Prerequisites: BI111 and 112 or BI115 and 116. 3 hours lecture, 3 hours laboratory or field work.

BI325+ Zoology 4 credits

An overview of the animal-like protists and Kingdom *Animalia*. Use the phylogenetic relationships among these organisms as a foundation to study animal structure and physiology. Prerequisites: BI111 and 112 or BI115 and 116. 3 hours lecture, 3 hours laboratory.

BI327+ Special Topics in Biology 4 credits

Explore an advanced topic in biology. Offered with approval of the dean. Prerequisite: Permission of chairperson. 3 hours lecture (3 credits) or 3 hours lecture, 3 hours laboratory (4 credits).

BI331+ Comparative Vertebrate Anatomy 4 credits

A comparative study of the anatomy of representative vertebrates, which aims to demonstrate the role of evolution in the interrelationships of the vertebrates at all levels of organization. Prerequisites: BI111 and 112 or BI115 and 116. 2 hours lecture, 4 hours laboratory. Offered as needed.

BI340+ Principles of Ecology 4 credits

Study the interactions between organisms and their environment at the individual, population, community, and ecosystem levels. Prerequisites: BI111 and 112 or BI115 and 116, and CH111; 112, CH113; 114, or permission of chair. Prerequisite or co-requisite BI203. 3 hours lecture, 3 hours laboratory or field work.

BI401; 402+ Allied Health Internships Medical Technology I & II 32 credits

One-year program at an affiliated hospital. Instruction and clinical experience in blood banking, microbiology, hematology, clinical chemistry, parasitology, immunology, serology, pathology and nuclear medicine.

BI404; 405+ Internship in Biology I & II 4 credits

Biology-related work experience in corporations involved in various aspects of the health and science fields. Six hours per week, 2 credits per semester. Limited to seniors. Permission of chair required. BI405 has a prerequisite of BI404.

BI407+ Neurobiology 4 credits

Investigate the structure and function of the central nervous system and the major sensory systems. Emphasis on the study of the brain, its

development, current concepts related to the chemical and electrical phenomena of its neurons, and the interaction of neurons in memory and learning. Prerequisites: BI115 and 116, and CH113; 114, or permission of chair. 3 hours lecture, 3 hours laboratory. Offered as needed.

BI425+ Independent Study 1–2 credits

Pursue a topic of special interest in biology under the guidance of a faculty member. The topic to be investigated must be one that is unavailable to the student through the regular curriculum. Permission of chair required. Offered upon application.

BI427+ Immunology 3 credits

Study concepts in immunology, including humoral and cell-mediated response systems, immune cell function, antigen recognition, nonspecific host defense systems, and disorders of the immune system. Laboratory exercises emphasize application and analysis of concepts covered in lectures and readings. Prerequisites: BI115 and 116 or permission of chair. Offered as needed.

BI437; 438+ Biochemistry I & II 8 credits

See description under CH311; 312. 3 hours lecture, 3 hours laboratory, one year.

BI439+ Principles of Aquatic Biology 4 credits

Study the interrelationships of aquatic plants and animals in marine, estuarine, and freshwater ecosystems with emphasis on invertebrate organisms, habitats, and niche. Laboratory and field work include collecting and identifying organisms and the study of physical and chemical features of various bodies of water. Prerequisites: BI111 and 112 or BI115 and 116. 3 hours lecture, 3 hours laboratory or field work. Offered as needed.

BI444+ Biology Seminar 1 credit

Advanced students participate in a unifying, culminating experience in biology. Use and extend intellectual skills and knowledge of biology acquired throughout the undergraduate program. Prerequisite: completion of 24 biology credits (including BI201 and BI203) or permission of the chairperson. 1 hour lecture.

BI446; 447+ Research Problem in Biology I & II 1–6 credits

One or two semesters; 1 to 3 credits per semester. Hours and credits to be arranged with research mentor. A student may earn no more than 6 credits of BI446; 447 total. Prerequisite: completion of 16 biology credits.

BI490+ Developmental Biology credits

Advanced instruction in modern developmental biology. Interested students must have a strong foundation in genetics, cell and molecular biology, and organismal biology. Gain familiarity with modern analysis of developmental processes and an understanding of the mechanisms that underlie animal development through lecture/discussion, reading of the primary and secondary literature, and well-designed laboratory experiences using “model” organisms typically encountered in the modern study of animal development. Carries both 400-/500-level designations and is presented simultaneously to both graduate and upper-level undergraduate students. Course requirements and workload will be adjusted by the instructor to be congruent with student academic level. Differences in expectations for students at the graduate and undergraduate level will be clearly delineated in the course syllabus. Prerequisite: Permission of the chair. Offered as needed.

For descriptions of courses taught at UMDNJ by UMDNJ faculty members, please visit <http://shrp.umdnj.edu>.

For curriculum at UMDNJ’s School of Health Related Professions for the Medical Imaging Science and the Allied Health Technologies majors see the UMDNJ Web site at <http://shrp.umdnj.edu/affiliates/georgiancourt.htm>.

CHEMISTRY & BIOCHEMISTRY

The chemistry and biochemistry programs provide the opportunity for students to appreciate chemical science as an intrinsic part of their liberal arts education. An understanding of the beauty, order, and harmony of the subject contributes much to a deeper understanding of the world in which we live. The implications of chemistry extend also to the realistic and practical fact that much public decision making rests upon the scientific sophistication of the citizenry. For these reasons, the department encourages training in chemistry for all students.

Students may elect to pursue a Bachelor of Science (B.S.) or a Bachelor of Arts (B.A.) degree program in chemistry; or the Bachelor of Science degree program in biochemistry.

The degree in chemistry may be coupled with course work leading to Certification as a teacher of Physical Science (see the section: Teacher of a specific subject K–12 and teacher of students with disabilities)

Students earning a bachelor's degree in chemistry or biochemistry may confidently enter (1) graduate work in any branch of chemistry, medicine or dentistry, (2) a career as a teacher of physical science in elementary or secondary school, or (3) a career in government, science writing, business, medical technology, pharmaceuticals or a wide variety of other positions in the occupational spectrum.

Major Sequence

Students who major in chemistry or biochemistry begin their program with a laboratory-oriented introduction to the underlying principles of the discipline. This is followed by an in-depth study of the chemistry elements, compounds of carbon and other elements. Upper level course work includes physical chemistry, quantum and computational chemistry, biochemistry, quantitative and instrumental methods with emphasis on laboratory techniques, data analysis, and chemical information literacy. Oral and written technical communication skills development is an integral part of all courses with a capstone senior seminar presented by the students to the faculty members and students of the department. Students may also choose to participate in independent research projects with the professors.

To continue as a chemistry or biochemistry major, a student must maintain a cumulative GPA of 2.5 at the completion of 16 credits of freshman and sophomore chemistry courses.

Honors Program

The honors research program in chemistry is an opportunity for distinction, offered by the department, to those majors demonstrating exceptional ability and commitment to the discipline. The program is by invitation only. Students will be informed of their eligibility at the beginning of the spring semester of the junior year. Upon accepting the invitation, the students participate in an independent research project with a professor (CH350, CH449 or CH450), for two semesters.

Students majoring in chemistry or biochemistry who are in the University Honors Program may choose independent research work with a professor (CH350H, CH449H, CH450H) to meet their Honors Program requirements by contract.

All chemistry and biochemistry majors are required to attend departmental seminars.

All majors pursuing the chemistry or biochemistry degree are required to take the ETS Major Field Achievement Test in Chemistry before graduation.

GEORGIAN COURT UNIVERSITY DUAL DEGREE

Students participating in the dual degree agreement between GCU and

Burlington County College are guaranteed admission into the Chemistry or Biochemistry Program provided that their cumulative grade point average is at least 2.00 and they follow the Transfer Curricula described in the agreement (contact admissions personnel at either Burlington County College or Georgian Court for a copy of the transfer curriculum).

Major Sequence

Chemistry

B.S. degree: a minimum of 42 hours of credit is required including CH113;114, CH223;224, CH241, CH304, CH331;332, CH334, CH402, CH420 and CH411 or 413 or 416. Also required are PH121;122 and MA115;116. MA215 is strongly recommended.

Biochemistry

B.S. degree: a minimum of 42 hours of credit is required including CH113;114, CH223;224, CH241, CH304, CH311;312, CH331;332, CH416 and CH420. Also required are BI115, BI116, and any one of the following advanced biology courses: BI319, BI320, or BI322. Also required are PH121;122 and MA115;116. Strongly recommended additional courses are CH334, CH301 and/or CH402.

Chemistry

B.A. degree: a minimum of 31 hours of credit is required including CH113;114, CH223;224, CH241, CH304, CH331 or CH311, CH332 and CH420. Also required are PH121;122 and MA115;116.

PREMEDICAL, PREDENTISTRY, PREVETERINARY OR PHARMACY

Students may major in chemistry or biochemistry. The students are required to take courses recommended by the professional school of their choice, as part of their curriculum. The professional school admission test such as MCAT, DAT, VCAT or PCAT, should be taken during the junior year.

Teacher of Physical Science Certification with a Major in Chemistry

Students follow the requirements of their chosen sequences - B.A. or B.S. in chemistry. For Teacher of Physical Science certification, students must have a minimum of 30 credits in chemistry, twelve of which must be at the 300 or 400 level and 15 credits in physics. Strongly recommended courses are Chemical Instrumentation, CH301; Modern Physics I & II, PH227;PH 228; Astronomy, PH334; and Physics of Meteorology, PH337. For required professional courses in education, please refer to the School of Education section of this catalog.

Minor Sequence

Chemistry

A minimum of 24 hours of credit is required including CH113;114 and CH223;224. At least 12 of these hours must be earned at Georgian Court.

COURSES

CH109 Societal Issues in Chemistry 3 credits

Explore the extraordinary role played by chemistry in societal context, illustrated by examples related to everyday life. Topics may include air and water pollution, ozone hole, global warming, energy, plastics, pharmaceuticals and nutrition.

CH111* The World of Chemistry 4 credits

An introductory course for non-science majors and natural science majors that emphasizes the principles of chemistry, specifically the comprehensive laws that help explain how matter behaves through inquiry based learning. Explore the ways in which molecules interact and how that explains the nature of substances. 3 hours lecture, 3 hours laboratory.

CH112,*+ Chemistry in Your Life 4 credits

An introductory course for non-science majors and natural science majors that emphasizes the principles of chemistry, specifically the comprehensive laws that help explain how matter behaves through inquiry based learning. Explore the relations between molecular structure within the body and their physiological functions. 3 hours lecture, 3 hours laboratory. Second part of a two semester sequence. Prerequisite: CH111.

CH113* General Chemistry I 4 credits

An introduction to the systematic study of the fundamental principles and concepts of chemistry. Topics include matter and measurement, atomic theory, molecular structure and bonding models, stoichiometric calculations, aqueous reaction chemistry, states of matter, intermolecular interactions and thermo chemistry. Laboratory work is designed to develop an understanding of the experimental methods used to develop the theoretical basis of the science. The first course of the two semester sequence. Prerequisite: MA109 or eligibility to take MA110 or MA115 on the college mathematics placement test; 3 hours lecture, 3 hours laboratory, 1 hour recitation.

CH114*+ General Chemistry II 4 credits

Building on the fundamental principles and concepts of chemistry (CH113), study of various branches of chemistry—inorganic, organic, physical, and nuclear chemistry including chemical equilibrium, acid-base equilibrium, kinetics, electrochemistry and chemical thermodynamics. Laboratory presents a series of exercises that demonstrate the chemical principles presented in lecture. Prerequisite: CH113; 3 hours lecture, 3 hours laboratory, 1 hour recitation.

CH151 Chemistry for the Health Sciences 4 credits

Review basic concepts of the three states of matter—solid, liquid, and gas—composition of matter at the atomic and molecular level, nature of chemical changes involving matter, properties of carbon compounds and their applications in a biological system-biochemistry of proteins, carbohydrates, nucleic acids and lipids. Laboratory work includes hands-on experience in identifying a chemical change, separating mixtures and reactions of biological chemicals. 3 hours lecture, 3 hours laboratory.

CH211*+ Chemistry of the Elements 4 credits

Study of the Table of Elements and the atomic, ionic, and molecular nature of materials. Emphasis on the relationship between composition/structure of matter and its physical and chemical properties. Review the most widely accepted theories on the origins and natural states of matter, and the bonding models used to explain and anticipate material properties. Descriptive chemistry will address the many numerous, important commercial chemicals and industrial processes. Laboratory presents a series of exercises that demonstrate the chemical principles presented in lecture. Recommended for those planning to teach the physical sciences, but may be taken by non-science majors as well. Prerequisites: CH111 or CH114; Pre/corequisite CH112; 3 hours lecture, 3 hours laboratory.

CH223+ Organic Chemistry I 4 credits

Examine the chemistry of carbon compounds—bonding, geometry, functional group classification and isomerism, common reaction mechanisms and structure elucidation methods, and reactions and synthesis of hydrocarbons and halogenated hydrocarbons. Laboratory work includes simple organic synthetic reactions and purification and identification of organic compounds with emphasis on the use of instrumentation. The first course of a two semester sequence. Prerequisite: CH114; 3 hours lecture, 3 hours laboratory.

CH224 ; + Organic Chemistry II 4 credits

Building on CH223, study spectroscopic structure elucidation methods (mass spectrometry, UV-VIS, IR and NMR spectroscopy) and reactions and synthesis of aromatic compounds, oxygenated and nitrogenous compounds and natural product chemistry. Laboratory work includes organic synthesis and isolation of a natural product, with emphasis on the

use of instrumentation (GC-MS, UV-VIS and IR). Prerequisite: CH223; 3 hours lecture, 3 hours laboratory.

CH241+ Quantitative Analysis 4 credits

Apply the principles of chemical equilibrium to the theory and techniques of titrimetric, gravimetric, and electrogravimetric procedures. Review sample preparation and method validation. Emphasis on statistical treatment of data with the application of spreadsheets for data manipulation and presentation. Prerequisite: CH114. 3 hours lecture, 4 hours laboratory.

CH301+ Chemical Instrumentation 2 credits

A laboratory-based course designed to provide more extensive hands-on experience in performing instrumental based methods of analysis and identification. Experiments will employ spectroscopy (UV-VIS, IR, Fluorescence, AA, NMR), separations, (GC, GC/MS, HPLC) and electrochemical methods. Prerequisites: CH224. Strongly recommended pre/corequisite: CH241. 4 hours laboratory.

CH304+ Chemical Literature 2 credits

Study the sources of retrospective and current chemical information (i.e. primary peer reviewed literature, handbooks, abstracts, reviews, monographs, and compendiums), with emphasis on the techniques of retrieval and evaluation of this information using on-line databases (SciFinder, Science Direct), and the Internet. Preparation of scientific papers, literature reviews, and literary techniques. Prerequisites: CH224; 2 hour lecture. Usually offered online.

CH311+ Biochemistry I 4 credits

Explore the chemistry of macromolecules in biological systems, including the structure and function of proteins, carbohydrates, lipids, and nucleic acids; catalytic and regulatory strategies of enzymes, membrane structure, and signal transduction. The first course of a two semester sequence. Prerequisites: CH224; 3 hours lecture, 3 hours laboratory.

CH312 ;+ Biochemistry II 4 credits

Building on Biochemistry I, study the metabolism of carbohydrates (including glycolysis, gluconeogenesis, pentose phosphate pathway, glycogen synthesis and degradation, the citric acid cycle, and oxidative phosphorylation), lipids, amino acids and nucleic acids, and gene replication and expression; DNA structure, replication and repair; RNA synthesis and splicing; control of gene expression in prokaryotes and eukaryotes. Prerequisite: BI115 and CH311. 3 hours lecture, 3 hours laboratory.

CH331+ Quantum Chemistry 4 credits

Examine principles of quantum chemistry, including quantum approaches to atomic and molecular structure, symmetry adopted linear combinations of molecular orbitals, semi empirical and ab initio methods, rotational, vibrational, and electronic and magnetic resonance spectroscopies and photochemistry. Prerequisites: CH224, PH122, MA116. 3 hours lecture, 3 hours laboratory, 1 hour recitation.

CH332+ Reaction Dynamics 4 credits

Study the principles of physical chemistry including thermodynamics and chemical equilibrium and reaction kinetics and electrochemistry. Prerequisites: CH224, CH241, MA116; Pre/Co-requisite PH122. 3 hours lecture, 3 hours laboratory and 1 hour Recitation.

CH334+ Inorganic Chemistry 4 credits

Analyze atomic theory and the periodic table, main group and transition elements, molecular structure and bonding models, states of matter, solution chemistry, acids and bases, equilibrium, kinetics, coordination and organometallic chemistry, Group Theory and spectroscopy. Laboratory experience includes synthesis and characterization of inorganic compounds. Pre/Co-requisite: CH223. 3 hours lecture, 4 hours laboratory.

CH345+ Externship Program 1–4 credits

An industrial or advanced academic research experience. Present research findings at an industrial or academic seminar on site and give a written report to the department. 1–4 credits depending on the duration of the experience. Junior or senior status required.

CH350+, 449;+ 450;+ Research in Chemistry/Biochemistry I, II and III 2–3* credits

Participate in an independent research project under the guidance of a professor (5 hours a week; Hours to be arranged with the professor). A technical paper covering the existing literature on the topic of research and results of the investigation is required. Assessment for this course is pass/fail. This course is open to junior and senior chemistry and biochemistry majors.

**Students majoring in chemistry or biochemistry who are in the University Honors Program may choose independent research work with a professor (Honors Program course work by contract (CH350H, CH449H or CH450H, 8 hours/week) and will receive a letter grade for the course. The course contract must be prepared with the professor and approved by the honors program director prior to starting the research work.*

CH401+ Chemical Synthesis 2 credits

Develop advanced synthetic and analytical techniques through this capstone experience for students interested in entering the job market upon graduation. Students interested in graduate studies or research are advised to choose Research in Chemistry as an alternative to this course. Prerequisites: CH332 and CH334. 4 hours laboratory.

CH402+ Instrumental Analysis 4 credits

Study the theoretical principles and practical aspects of spectral, electrochemical, chromatographic, colligative and nuclear instrumentation. Discusses physical and chemical properties of matter that make measurement possible. Laboratory experiences designed to familiarize the student with current instruments and techniques. Prerequisite: CH241, Pre/Co-requisite CH332. 3 hours lecture, 4 hours laboratory.

CH411+ Advanced Organic Chemistry 3 credits

Explore selected topics of modern theoretical organic chemistry including photochemistry, pericyclic reactions and some aspects of physical organic chemistry, with emphasis on the use of current literature. Pre/Co-requisite: CH332.

CH413+ Advanced Inorganic Chemistry 3 credits

Investigate nonmolecular solids, symmetry and structure, ligands and complexes, stereochemistry and bonding, electronic structures, including crystal field and ligand field theories, chemistry of the main group elements and chemistry of the transition elements. Prerequisite: CH334; Pre/Co-requisite CH332.

CH416+ Topics in Chemistry/Biochemistry 3 credits

Topics will vary according to the area of specialization of the professor teaching the course and the interest of the students. Prerequisite: CH312 or CH332.

CH420+ Chemistry/Biochemistry Seminar 1 credit

A capstone experience for majors in chemistry or biochemistry that requires students to unify the knowledge and skills learned in all other courses. Focuses on planning and obtaining and organizing technical information from primary and secondary journals to develop a review article on a chosen topic. Review skills needed to be an effective speaker. Prepare a technical review article on a current topic and present a seminar on this topic to the faculty and students of the department. Pre/Co-requisite CH332. 1 hour lecture.

COMMUNICATION, GRAPHIC DESIGN & MULTIMEDIA

COMMUNICATION

The major in communications provides students with a foundation in the theory and practice of communication in everyday life to prepare students to be effective, culturally literate, ethical communicators. The program emphasizes a mastery of applied skills grounded in communication theory and pursued within a framework of both traditional liberal arts and communication studies. Students may concentrate their interest in print, electronic, and/or broadcast media, as well as public relations and organizational communication. The goal is to graduate creative individuals who think critically, communicate effectively, and act responsibly in our society. Given the fundamental role of the communication arts in our diverse global society, students will have unlimited potential to make an impact in commerce, politics, education, health fields, or creative ventures.

The major in communication seeks to

- expose students to the fundamental concepts of mass, organizational, and personal communications;
- build skills in writing, speaking, and critical thinking that are necessary to succeed in professions within and outside of the major field;
- develop ethical and socially responsible understanding in communication;
- provide students with theoretical foundations that will ground future practice;
- provide students a variety of practices that model real-world experience;
- prepare students to work in a variety of fields associated with the profession and for further study in the field;
- promote interdisciplinary approaches to learning; and
- increase our ties with outside local and state communities and provide a service to those whose needs for such a program are unmet at the present time.

Major Sequence (42)

Communication Core (required for all)

CM100	Fundamentals of Communication
CM101	Intro to Mass Communication
CM105	Fundamentals of Public Speaking
CM305	Media Law and Ethics
CM401	Communication Research Methods
CM405	Media Internship Seminar

Convergent Journalism Concentration

CM213	News Writing and Reporting
CM242+	Broadcast Journalism
CM290	Multimedia Communication
CM403+	Convergent Journalism

Public Relations Concentration

CM220	Introduction to Public Relations
CM290	Multimedia Communication
CM341+	Public Relations Writing
CM402+	Public Relations Campaigns

Students must take all prerequisites for above courses.

Minor Sequence

A minimum of 18 credits is required, with at least nine taken at GCU.

GRAPHIC DESIGN & MULTIMEDIA

Students in the B.F.A. in Graphic Design & Multimedia program will develop concepts, skills, and knowledge in print, Web, and interactive media. They will engage in a competitive program that prepares them for exciting jobs in the 21st century—applying technology for print, game design, video, Web, and 2D and 3D animation. Students will use the latest software programs, acquire skills in preparation for their senior portfolio presentation, learn professional practices through internships, and be well prepared for a variety of careers in design and multimedia.

Major Sequence (72)

The 72-credit major sequence builds upon 24 credits of foundation courses for the first two years. Students will take 30 credits of more advanced courses in their junior and senior years and select a 12-credit concentration in either graphic design or multimedia in their junior year. In consultation with an advisor, each student will select an additional 6 credits of electives.

Foundation Courses: GD111, GD112, AR111, AR115, GD113/AR325, GD114/AR319, GD213, GD220/AR224.

Advanced Courses: GD226, GD322/AR327, GD327, GD328, AR416, GD422/AR410, GD428, GD429, GD430, GD440/MM440.

Courses in the Graphic Design Concentration: GD214/AR320, GD225, GD324/AR321, GD314.

Courses in the Multimedia Concentration: MM214, MM326, MM314, MM429.

Electives for the Graphic Design and Multimedia

Concentrations: GD/MM445, GD/MM446, CM290.

Minor Sequence (Graphic Design)

18 credits taken for the minor in Graphic Design: GD113/AR325, GD114/AR319, GD214/AR320, GD324/AR321, GD322/AR327, GD422/AR410.

DIGITAL DESIGN

Students in the B.A. in Digital Design program will gain a comprehensive foundation in digital design for print and Web applications, 2D and 3D animation, game design, and video production. This program is suited for students with A.A. degrees and transfers from other programs. The student will be prepared for entry-level careers in the digital arts.

Major Sequence

45 credits in the Digital Design major taken by all students in the program: GD111, GD112, AR115, GD113/AR325, GD114/AR319, GD213, GD214/AR320, GD324/AR321, GD226, GD314 OR MM326 OR GD430, GD322/AR327, GD327, GD328, AR416, GD422/AR410.

COURSES

Communication

CM100 Fundamentals of Communication 3 credits

Study the fundamental concepts in human communication and develop a theory-based overview of the communication studies discipline. Build a foundation for further study and explore strategies for becoming better communicators in everyday life and in the workplace.

CM101 Introduction to Mass Communication 3 credits

Review the history and development of mass media, including newspapers, magazines, books, music, radio, television, internet, as well as advertising and public relations. Consider legal and ethical issues and the impact of media on society. Read, discuss, research, and write about various aspects of mass media.

CM105 Fundamentals of Public Speaking 3 credits

Learn the fundamentals of public speaking through lecture, assignment and practice. Focus on increasing self confidence in public speaking and voice training for more effective presentations.

CM210/EN210+ Writing for the Mass Media 3 credits

Study the principles and techniques of writing for various forms and genres of mass media: print, broadcast, electronic, news, advertising, public relations. Includes discussion of readings, analysis of model writing, individual and collaborative writing projects, peer editing, and use of computers and technology. Prerequisite: EN111 or equivalent.

CM213 News Writing and Reporting 3 credits

An introduction to contemporary American journalism, combined with practical experience in basic newspaper writing and editing.

CM215+ News Editing 3 credits

Training in phases of editing, preparing newspaper copy, and headline writing. Covers local wire copy, assembling and shaping the various elements of a news story, the requirements of newspaper style, and safeguards against errors. Prerequisite: CM213 or instructor permission.

CM217 Video Production 3 credits

Practice in single camera digital video production and editing. Includes learning theory and terminology and emphasizes hands-on practice with camera operation, audio, basic script writing, location shoots, postproduction editing, and DVD authoring.

CM220 Introduction to Public Relations 3 credits

Review the theory, concepts, and practice of public relations. Emphasis on understanding public opinion, strategic planning, and the process of communication to achieve mutual understanding between an organization and its publics in today's society.

CM230+/EN230+ Writing on the Web 3 credits

Writing about and for the Web. Read what sociologists, psychologists, educators, journalists, authors and others are writing about this topic and compare content, style, and design of print and Web publications. Learn the basics of writing Web text, collaborate on group assignments, and create text for Web pages. Prerequisite: EN111 or equivalent.

CM242+ Broadcast Journalism 3 credits

Broadcast news-writing principles and practice in use of electronic news gathering, the writing, reporting and editing of broadcast news. Students will also learn how to generate story ideas, critically analyze news stories, understand and identify their audiences and discuss how broadcast journalism can contribute and influence culture and society. Prerequisite: CM217 or instructor permission.

CM250+ Interpersonal Communication 3 credits

Study, through the application of learned theory, the principles of effective communication in one-to-one relationships and in small groups. Topics may include active listening, self-concept, language coding, goal setting, perception, empathy and nonverbal communication. Prerequisite: CM100.

CM251 Intercultural Communication 3 credits

Examine different conceptualizations of culture and the consequences of cross-cultural communication and interactions. Compare and contrast cultural values, thought patterns, and styles of communication through history. Emphasis on cross-cultural communication at the interpersonal, intranational, and international levels. Prerequisite: CM100.

CM252 Organizational Communication 3 credits

Contemporary communication theory and practice made practical and useful through real-world case studies. Learn how globalization, corporate misconduct, rapidly changing technology, and worldwide political conditions have altered the ways in which people communicate and organize. Prerequisite: CM100.

CM290/AR225 Multimedia Communication 3 credits

Develop the skills to produce and edit electronic communications. Gain basic knowledge of communication as applied in multimedia environments as well as work with selected industry-standard software such as Adobe InDesign, Illustrator, Flash, and Dreamweaver. A precursor course for those Communication students who wish to further their experience in Web Design I and II, Graphic Design, Computer Graphics I and II. Also offered to art and non-art majors as an elective 4-hour studio.

CM299 Student Publications Practicum—Editor 1–3 credits

Join the editorial staff of *The Lion's Tale* or *Fountain Spray*. Provide work assignments to student staff member regarding the general operation of the publication, layout and design, editing and proofreading, news coverage, or other items of interest. Planned, supervised, and evaluated by the publication faculty moderator. Minimum of 40 hours for each semester hour of credit. By arrangement. Prerequisites: With approval of faculty moderator. Repeatable up to 3 credits. Pass/Fail.

CM300+ Mass Media and Popular Culture 3 credits

Investigate the general field of cultural studies and to the relationship between different forms of popular culture and the media employed to propagate them. Critically examine media such as movies, TV, radio, music, and print, at the content of these media, and at our own preconceptions and judgments regarding them. Prerequisite: CM101.

CM302+ Mass Media and Social Issues 3 credits

Study the role of media in shaping or making social issues. Examine the media/society relationship and identify various theoretical approaches to mass media in democratic society. Analyze the ways in which democratic social movements attempt to use media to popularize their cause. Prerequisite: CM101.

CM305 Media Law and Ethics 3 credits

Review media ethics and the principles of media law as they apply to the work of media and communications professionals in a variety of fields. Examine the principles on which American law is based and discuss the creation, interpretation, and role of law while analyzing ethical issues through case studies on different media, including advertising, film, photojournalism, print and broadcast journalism, public relations, television, and the Web. Introduces a variety of key issues in media law and ethics and demonstrates the complexities in reaching outcomes. Junior class standing or above.

CM306+ Crisis Communication 3 credits

Analyze organizational and individual problems that may become crises and the communication responses to these situations. Prerequisite: CM220.

CM 308+ Special Events 3 credits

Learn to plan and execute social events that reflect an organization's image—from the initial invitation to on-site operations. Learn to apply the principles of public relations, as well as broader concepts related to proposal writing, budgeting, and contracts, and other considerations such as location, transportation, and food and beverage selections. Prerequisite: CM 220.

CM314+ Advanced News Writing and Reporting 3 credits

Develop advanced reporting skills and news writing techniques, with exposure to complex issues and ideas leading to the production of different types of news stories. Includes plenary sessions and computer laboratory workshops. Prerequisite: CM213.

CM341+ Public Relations Writing 3 credits

Review the principles of basic strategic communication decision-making as they apply to the production of actual, effective communication messages for multiple audiences in a variety of formats. Assignments may include mission statements, fact sheets, backgrounders, press releases, feature stories, pitch letters, brochures, newsletters, and Web messages. Prerequisite: CM210.

CM350 Special Studies 3 credits

Study selected topics in print, broadcast, and/or electronic communications. Directed by a member of the department with approval of the chair. Time and credit hours to be arranged. Offered on application.

CM370+ Media Internship 1–6 credits

Gain professional, practical experience to enhance marketability. Requires an internship report, portfolio, and letter from on-site supervisor. Detailed requirements are available in the Internship Guidelines. Available to all students. Prerequisites: CM101, CM210 or CM213 and approval of major and communication program director. Offered on application. Pass/Fail.

CM401 Communication Research Methods 3 credits

Study the use of the scientific method, various research approaches, and the application of both qualitative and quantitative methods applicable to the field of communication. Junior class standing or above.

CM402+ Public Relations Campaigns 3 credits

Develop a successful public relations campaign in this advanced course in public relations. Review the process of planning, implementation, and evaluation and apply the steps to an existing organization. Service learning component. Prerequisites: CM220, CM341, CM401.

CM403+ Convergent Journalism 3 credits

Gain intermediate and advanced training in multimedia journalism, including the creation of new storytelling techniques developed on digital platforms. Examine the Digital Revolution and the creation of a global Information Society, with emphasis on the effects these phenomena are having on the media in general, and on journalism in particular. The class has two components: a seminar session, based on lectures, readings, case studies and discussions about the ongoing transformations in the media and journalism environments; and a computer lab session dedicated to hands-on experience with the development of multimedia journalism projects for digital platforms. Prerequisites: CM213, CM242, CM290.

CM405 Media Internship-Seminar 3 credits

Work in a professional setting where to learn the practical applications of academic training. Students are expected to spend a minimum of 10 hours a week in the workplace. Course descriptions are tailored to the student's interests and the institution's specifications and must be approved by the Communication Program Director prior to class. At the discretion of the professor, students prepare a final paper and/or complete a project. Student consultation with the professor is essential during the project's formative and developmental stages. The final paper/project is expected to reflect in-depth academic and practical applications gleaned from the internship experience. Prerequisite: Senior status, enrollment and valid standing in communication major, and approval of communication program director.

Graphic Design**GD111 Introduction to Graphic Design** 3 credits

Study visual arts and design with a focus on understanding the elements and principles of layout and composition. Gain an overview of graphic design, multimedia, and technology through a survey of graphic design history as it relates to design practices. Get hands-on practice through projects and applications. 4 hours studio.

GD112 Drawing for Designers 3 credits

Explore the role of drawing as a basic tool for designers. Emphasis on creative ideation, problem solving, notation, documentation of empirical observations and creative imaging. Develop important skills and become a fluent and flexible visualizer through traditional and nontraditional drawing techniques. Focus on rapid visualization rather than artistic expression. 4 hour studio.

GD113/AR325 Computer Graphics 3 credits

Use the Macintosh computer laboratory to develop expertise in Adobe

Creative Suite with emphasis on the integration of Photoshop, Illustrator, RAW and Bridge, combined with scanning and printing applications for print and Web media. Design a variety of projects demonstrating acquisition of professional-level skills. A foundation for design and art education majors and applicable to communication majors and other disciplines. 4 hours studio. Offered spring or on application.

GD114+ Graphic Design I 3 credits

Explore visual problem solving using symbols and images to communicate concepts and ideas. Introduction to Adobe InDesign. Emphasis on conceptual development using traditional and computer visualization skills applied to print and Web. Prerequisite: GD113, or AR325. 4 hours studio.

GD213/AR219 Designing with Type 3 credits

Examine the principles of typography through a series of structured investigations. Emphasis on basic letterforms and the origins and use of typography. Computer used for finished projects.

GD214+/AR320+ Graphic Design II 3 credits

Explore advanced problems in layout and design. Application to related areas such as corporate identity, package design, branding, typology and marketing. Emphasis on execution, production, and industry standards. Use of Adobe Creative Suite. Prerequisite: GD114, 4 hours studio.

GD220 Digital Photography 3 credits

Study the operation and use of professional digital cameras. Review effective use and control of both natural and artificial light; basic flash techniques, and image editing with Adobe Photoshop. 4 hours studio.

GD225+/AR322+ Pattern & Textile Design 3 credits

Apply the principles of composition, color, and layout to surface design for the textile industry and to pattern design for graphic applications. Research and create designs for home, apparel, and other markets. Computer programs such as Adobe Photoshop used for symmetry and repeats. Prerequisites: GD113 or AR325. 4 hours studio.

GD226+ Video & Sound Editing I 3 credits

Learn to manipulate video and sound and consistently synchronize the two. Using Apple Final Cut Pro, learn the skills necessary to edit video clips for commercial, narrative, or experimental projects. Gain a thorough understanding of the role of editor, beginning with a detailed analysis of each assignment. Capture, edit, and modify high-definition video to create short exercises and achieve a final 10-minute captivating video clip. Review camera techniques and lighting, as well as various editing techniques and effects. Use Apple Soundtrack Pro to edit sound clips and use them in conjunction with video clips. Prerequisites: GD111 or GD112; GD113 or CM217.

GD314+ Graphic Design III 3 credits

Study theory and application in promotions and displays, package design, and product marketing. Engage in advanced projects in the preparation and construction of packages and products and visual marketing and advertising. Prepare a self-promotion marketing campaign. Prerequisite: GD214+ Graphic Design II, 4 hours studio. Offered fall or on application.

GD322/AR327+ Web Design I 3 credits

Review the basic concepts of Web design on the Macintosh. Explore principles of visual organization, Web navigation, HTML, Web editing, image placement, and animation graphics. 4 hours studio. Prerequisite: AR326 or Photoshop experience.

GD324+/AR321+ Editorial Design & Book Illustration 3 credits

Study the methods and techniques involved in magazine and book design and in illustration. Design for all elements of project, from jacket illustration to choice of type and layout of contents. Projects selected: Zines and Graphic novels to technical, high fashion, and juvenile books and magazines. Learn to use desktop publishing software as a graphic

design tool. Prerequisites: GD113, 114. 4 hours studio.

GD327 2D Animation I 3 credits

Get hands-on practice, technical skills, and theoretical knowledge in creating two dimensional animations. Introduces the process of storyboarding to visualize ideas on paper. Work in Adobe Aftereffects to create appropriate key frames and in-between frames to finalize a frame-by-frame animation. Explore concepts of timing, spacing, composition, and easing, as well as various special effects and rendering techniques. Prerequisites: GD111 or GD112, GD113 or CM290.

GD328+ 3D Animation I 3 credits

Investigate the fundamentals of creating three dimensional digital models and animating models in a three dimensional virtual space through practical application and theoretical discussion. Learn and apply the principles of polygonal and NURBS modeling, texturing, timing, pacing, lighting, particle systems, and rendering. Software used: Autodesk Maya. Prerequisites: GD111 or GD112, GD113 or CM290.

GD422/AR410+ Web Design II 3 credits

Current and evolving concepts in Web design for the computer graphic artist. Build upon skills acquired in AR327+ Web Design Graphics, selecting from Adobe Dreamweaver, Fireworks, Flash, Photoshop, and Illustrator. Prerequisite: AR327. 4 hours studio. Offered on application.

GD428+ 3D Animation II 3 credits

Building on the skills acquired in 3D Animation I, gain a more in-depth knowledge of the terminology, development tools, and advanced skills necessary to create sophisticated 3D animations. Emphasis on 3D character modeling and animation. Explore techniques of rigging and kinematics, as well as multiple complex animation methods. Software used: Autodesk Maya and Autodesk Mudbox. Prerequisite: GD328.

GD429/AR425, 426 Internship 3 or 4 credits

Work in an ad agency, museum, or other appropriate professional situation. A weekly record of student accomplishment is required, as well as scheduled meetings with advisor. Open to senior and junior art majors. 120 hours for 3 credits; 140 hours for 4 credits.

GD430+/AR419+ Professional Practices 3 credits

A capstone course taken in the last year of the B.F.A./B.A. in Graphic Design and Multimedia. Gain a pragmatic understanding of professional practices, including portfolio preparation, production methods and presentation techniques. Design projects to implement strategies of branding and visual communication, and skills in print and Web media. Prepare for the final Senior Portfolio Presentation required of all B.F.A. candidates. Prerequisite: GD314+.

GD440/MM 440 Special Topics 3-6 credits

Study selected topics in print, Web, multimedia or technology. Topics will be relevant to current issues in concept and practice and help students gain a broader analytical perspective of the field. Guided by a member of the department; student needs permission of advisor. Maximum of 6 credits.

GD/MM445/446 Advanced Studio 3-6 credits

Advanced study in an area that student has previously taken. With the approval of the instructor, student should plan to meet with the regularly scheduled course when possible. Maximum of 6 credits.

MM214+ Multimedia & 2D Interactivity 3 credits

A studio class that introduces the techniques and concepts of interactive design. Learn to transfer graphics into 2D space, time, and interaction. Combine graphic elements, video, and sound to create a two-dimensional interactive application. Using Adobe Director, learn the foundations of interface design and how to build an interactive promotional CD, DVD, or kiosk that requires user involvement while being visually distinctive and engaging. Explore methods of usability and communication in a non-linear

interactive environment. Prerequisites: GD111 or GD112; GD113 or CM290.

MM326+ Video & Sound Editing II 3 credits

Building on skills learned in Video and Sound Editing I, advanced video and sound editing is tailored to the individual student's projects and areas of interest. The instructor and student collaborate to set goals for the semester's work. Progress is monitored weekly with screenings and class critique and discussions. Emphasis on the creative aspects of dramatic editing. Collaborate closely with the instructor to build a comprehensive understanding of the post production process. Prerequisite: GD226+.

MM314+ Game Design & 3D Interactivity I 3 credits

Building on skills learned in 3D Animation I and a familiarity with the concepts and techniques of low-polygon modeling, learn to create and modify real-time 3D game objects and environments, using custom low-poly models and textures. During the first half of the semester, create the 3D models, textures, and environments required to develop a short video game. In the second half, apply interactive functions and physics to models and finalize the game to create an engaging user experience, based on play testing, in-class discussions, and critiques. Prerequisite: GD328+.

MM429+ 3D Animation III 3 credits

An advanced course in 3D animation and modeling with Maya. Students should have already taken 3D Animation 2 and have started working on an animated short prior class. Refine character animation skills to execute an outstanding project for a reel. Emphasis on splines, posing, timing, weight, anticipation, squash and stretch, overlapping action, and staging. Students will also acquire a more in-depth knowledge of the post-treatment process of 3D rendering. Prerequisite: GD428+.

CRIMINAL JUSTICE

The major in criminal justice provides preparation, with a strong emphasis in the liberal arts, for traditional students with an interest in the field and for professionals already employed in criminal justice agencies. In addition, the major provides a foundation for those wishing to pursue advanced study at the graduate level. The major emphasizes not only technical proficiency but also humanistic and behavioral dimensions. In addition, the major reflects special concern for women. There is also an emphasis on concern for social justice and the will to translate their concern into action.

Major Sequence

A minimum of 39 credits is required for the Bachelor of Arts in criminal justice. Students who have no applied experience in the field must also complete an additional three-credit internship.

Core requirements include thirteen courses, required of all majors: CJ211, CJ212, CJ213, CJ221, CJ225, CJ331, CJ335, CJ351, CJ495, SO201, SO325 and two CJ or Homeland Security electives. Students who have no applied experience in a work or voluntary capacity in a criminal justice agency or related organization will also be required to complete CJ333.

Students are required to take the following general education courses: SO101, PS111 and PO211 or PO221; two semesters of biology, chemistry or integrated science. World Language is required; Spanish is strongly recommended. Another language may be substituted with the approval of the program director.

It is strongly recommended that students take the following courses: SO371, SO381, PS223, PS320, PS321, AN111, AN112.

Homeland Security Concentration

The Homeland Security concentration in the undergraduate Criminal Justice program is designed to provide the student with a foundation helpful in developing the knowledge, skills and abilities considered

necessary for entry level employment in the multi-disciplinary approach that has grown into homeland security activities and practices.

The requirements include seven core courses, required of all majors: CJ211, CJ213, CJ225, CJ331, CJ335, CJ495, SO201; and six Homeland Security courses HS201, HS205, HS210, HS301, HS305, HS310.

Students who have no applied experience in a work or voluntary capacity in a homeland security agency or related organization will also be required to complete CJ333.

Students are required to take the following general education courses: SO101, PS111 and PO211 or PO221; two semesters of biology, chemistry or integrated science. World Language is required; Spanish is strongly recommended. Another language may be substituted with the approval of the program director.

Departmental Honors: Criminal Justice

To be eligible the student must have an earned GPA in criminal justice major courses of 3.5 and an overall GPA of 3.5, and have completed at least 5 courses in the major.

To remain in the program the student must maintain an overall GPA of 3.5; attend one conference, seminar, or external event in their senior year or before; and complete an independent research project under the supervision of a faculty member to be submitted for presentation and/or publication.

Transfer Requirements

A minimum of 21 credits in the major must be completed at GCU.

Minor Sequence

The requirements of the criminal justice minor comprise a total of 18 credits including CJ211, CJ212, CJ351, SO325. Any two additional courses listed in the criminal justice and Homeland Security section that reflect the student's interest may be selected as electives. At least nine credits of criminal justice courses must be taken at GCU. The minor is available to all majors other than criminal justice with proper registration and approval of the major department.

COURSES

Criminal Justice

CJ211+ The Criminal Justice System 3 credits

Analyze the criminal justice system from the initial police-citizen contact to the final resolution of the encounter. Includes stop and search, the arrest process, processing of the offender, bail, interrogation, arraignment, plea-bargaining, trial and post conviction activity. Emphasis on the social aspects of both the people and the procedures involved. Prerequisite: SO101 or permission of instructor. Offered as needed.

CJ212+ Introduction to Corrections 3 credits

Analyze the correctional processing of criminals in the United States, including the philosophy of punishment, the early history of corrections, a history of corrections in America, types of correctional facilities, and alternative correctional procedures, such as probation and community correction programs. Prerequisite: CJ211, SO101 or permission of instructor. Offered as needed.

CJ213+ Criminal Law & Practice 3 credits

Examine criminal law and its practice in the United States. Emphasis on the Bill of Rights and Supreme Court decisions. Review federal, state, and local applications appropriate for law enforcement and correctional professionals. Prerequisite: CJ211 or permission of instructor. Offered as needed.

CJ221 Introduction to Forensic Science 3 credits

Study the rapidly growing field of forensic investigation in the criminal

justice system. Explore the many aspects of forensic evidence collection and analysis with some hands-on applications. Review basic forensic techniques as practiced in law enforcement and related agencies.

An advanced course in forensics with laboratory analysis is offered periodically. Prerequisites: CJ211, CJ213.

CJ225 Women & Crime 3 credits

Examine the role of women in the criminal justice system, including women as victims, offenders, and criminal justice workers. Analyze the changing roles of women, new legal and cultural perspectives, and contemporary gender issues. Prerequisite: CJ211.

CJ231 Juvenile Justice 3 credits

Study the field of juvenile justice from its historical roots to present-day activities and operation. Explore and analyze the philosophical and legal differences from the adult criminal justice system from a behavioral perspective. Examine the organization and dynamics of the system as well as the role of professionals in allied organizations. Emphasis on alternative solutions to juvenile misbehavior and future trends in the system. Prerequisites: CJ211, CJ212, CJ213.

CJ331 Research Methods in Criminal Justice 3 credits

Review the methodology employed in social science research with emphasis on techniques appropriate to the field of criminal justice. Through a selection of research questions, explore hypotheses and definitions, research design, the gathering and analysis of data, drawing conclusions and presentation of findings. Discuss writing research proposals and sources of funding. Student presentation to demonstrate learned skills required. Prerequisites: CJ211, CJ212, CJ213.

CJ333 Internship in Criminal Justice 3 credits

A mandatory course requirement for all students who have no present or previous employment or voluntary participation in an organization or agency directly involved in criminal justice activity. Eligibility for a waiver of this requirement will be decided on a case-by-case basis by the program director. Interns will be assigned and evaluated by the department in cooperation with a participating agency. Participants will be expected to average approximately eight hours per week in direct agency involvement, and discuss their activities weekly with the instructor. Research paper required. Prerequisite: Junior or Senior or permission of instructor.

CJ335 Ethical Issues in Criminal Justice 3 credits

Analyze ethical and moral issues in the criminal justice system, including the roots of philosophical policy, evolution and modification, influences of economic, cultural and political factors and some major dilemmas in today's world. Consider the ethical decisions affecting law enforcement, corrections and criminal processing. Specific contemporary issues will be addressed such as gun control, racial and gender bias, citizen rights, use of force, vehicle pursuit, interrogation, treatment of prisoners, etc. Prerequisites: CJ211, CJ212, CJ213.

CJ337 Community Justice Programs 3 credits

Combines analysis of the relationship between police and the community with the development of the role of the community in adjudication and corrections. Explore past and present partnering of police and citizens in law enforcement, crime control, and prevention. Analyze the growth, activity, and effectiveness of community and specialized courts and correctional programs including probation, parole, and community service. Prerequisites: CJ211, CJ212, CJ213.

CJ343 Criminal Investigation 3 credits

Explore the nature and process of criminal investigation, including both a theoretical framework and practical application of techniques employed to conduct a competent investigation. Examine the role of the investigator as first responder; the collection of evidence, note-taking, and report writing; and the gathering of information from witnesses, victims, and suspects.

Examine the organization of investigative findings, preparing for court, and testifying in criminal trials as well as the public information role of investigators. Prerequisites: CJ211, CJ213, CJ221.

CJ345 Organized Crime 3 credits

An in-depth analysis of the nature and extent of organized criminal behavior in the United States. Explore the history and development of the criminal networks that have been woven into the fabric of our society. Separate fact from fiction and myth to construct an up-to-date account of the involvement of organized crime in both illegal and legal enterprises. Examine strategies to restrict and control their influence as well as possible future areas of criminality. Prerequisites: CJ211, CJ212, CJ213.

CJ351 Comparative Criminal Justice Systems 3 credits

A cross-cultural analysis of criminal justice systems from global and international aspects. Examine the legal basis, organizational structure, and application of criminal justice practices in various parts of the world, beginning with systems somewhat comparable to U.S. (Canada, Ireland, Great Britain, and Western Europe) and moving on to selected traditions and practices in authoritarian, Third World, and emerging nations. Analyze the role of culture and custom and political and religious ideology. Prerequisites: CJ211, CJ225.

CJ353 Victimology 3 credits

Examine the criminal justice system as it deals with the victim. Analyze types of victimization, unwilling and willing participants, and the offender as victim. Explore group victimization; the larger society, and subcultures. Investigate the social, legal, and psychological impact of victimization, victim's rights and services, compensation, and techniques of victim avoidance. Review the role of the victim in the criminal justice process; impact statements, and plea-bargaining. Prerequisites: CJ211, CJ213.

CJ355 Political Crimes and Terrorism 3 credits

Analyze the concepts of political criminality and terrorism, including both the international and domestic activities of those who use terror as a political weapon. Examine radical terrorist groups from both left and right and state-sponsored terrorism, death squads, citizen subjugation, and genocide. Develop strategies for prevention and control by reviewing homegrown activities within our society. Prerequisites: CJ211, CJ213.

CJ361 Private Security Systems 3 credits

An introduction to the rapidly growing field of private security and protection of the infrastructure. Examine the history and growth of these systems, including investigations and surveillance. Review practices and procedures utilized as part of security programs at various levels of commercial, private sector, and government organizations. Analyze the selection, training, and supervision of private security personnel. Prerequisite: CJ211.

CJ398+ Selected Topics in Criminal Justice 1–3 credits

An in-depth analysis of various aspects of criminal justice. Different topical areas will be selected each time offered. Prerequisite: CJ211 or permission of instructor. One semester. Offered as needed.

CJ495+ Senior Seminar in Criminal Justice 3 credits

This course fulfills the requirement for a senior experience and cover a variety of topics initiated by the instructor and/or the students into areas that may not have been presented in other courses. Prerequisite: CJ331 or permission of instructor. Extensive, independent senior level student research; research paper required class presentation. Offered as needed. Open to juniors on approval of director.

Homeland Security

HS201+ Introduction to Homeland Security 3 credits

Scrutinize the boundaries of the 21st century national security mission by examining the threats, the actors, and the organizational structures

and resources required to defend the U.S.. In the wake of the events of September 11, 2001, this nation has struggled to both rewrite its understanding of “security” within its borders and to reorganize its resources committed to maintaining that security. Out of these efforts has emerged a new Department of Homeland Security. Gain a thorough understanding of the strategic, political, legal, and organizational challenges associated with the security and safety of the U.S.. Start by examining a range of potential risks to the U.S.; planned attacks, and natural disasters and consider the policies, strategies, and measures employed to address these dangers. Analyze organizational issues and impediments to effective policy coordination. Finally, address the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties. Prerequisite: SO101.

HS205+ Public Administration & Emergency Management
3 credits

Study the concepts and methods for analyzing significant factors and relationships in governmental agencies and nonprofit organizations as they function in their environments and interact with the private sector. Identify and diagnose the principal types of organizations and problems encountered at various levels of responsibility. Prerequisite: SO101.

HS210+ Social Dimensions of Disaster 3 credits

Study the concepts and methods for analyzing significant factors and relationships in governmental agencies and nonprofit organizations as they function in their environments and interact with the private sector. Identify and diagnose the principal types of organizations and problems encountered at various levels of responsibility. Prerequisite: SO101.

HS301+ Individual & Community Disaster Education 3 credits

Learn to recognize educational needs and resources in the community and manage all phases of emergency management education, including diversity and collaboration with government and voluntary organizations active in disasters. Develop the knowledge and skills needed to effectively perform educational functions within the framework of community need. Review adult learning theory, collaboration techniques, and a variety of presentation styles. Prerequisite: HS201.

HS305+ Contingency Planning 3 credits

Understand community and contingency planning for emergency response operations and services. Consider planning’s position in the overall philosophy of Comprehensive Emergency Management (CEM). Review regulatory requirements as well as legal and insurance concerns. Develop sample plans with emphasis on assessment, equipment requirements, collateral, and mutual aid support agreements and explore methods for testing and updating plans to provide for proper decision making. Prerequisite: HS201.

HS310+ Current Issues in International Disaster Management
3 credits

Examine the guiding principles, key institutions, operational requirements, policy issues, and common fundamentals associated with international disaster. Review existing international disaster response systems and structures utilized by the U.N. and consider crisis prevention, mitigation, response, and recovery. Prerequisite: Senior class standing or permission of the instructor.

DANCE

The major in dance will allow you to:

- develop mastery in ballet, modern, and jazz techniques;
- cultivate knowledge of the history, theory and aesthetics of dance, to this purpose we offer courses in dance history, theory, choreography, movement analysis, aesthetics, pedagogy, performance, production, anatomy, and kinesiology;

- work as performing artists, teachers, choreographers, and researchers;
- build upon the oral and written communication skills, critical thinking skills, and scholarly research skills supported by our Liberal Arts Curriculum ; and
- develop skills for leadership in the world of dance evoking the wisdom of the body and imagination, being a conscious artist that creates movement for a better world.

The dance major is designed to offer students the opportunity to pursue their professional and personal passion. The dance program is combined with a strong liberal arts foundation that will prepare you for the many careers available in the arts and entertainment community.

Given the breadth of opportunities in the arts world, students may also combine the dance major with a second major/minor in art, music, exercise science, communications, psychology or business in order to pursue careers in such areas as dance/movement therapy, dance criticism, owning/operating a dance studio, dance medicine, and arts administration.

Upon graduation, dance majors may choose to pursue careers, such as performing with dance companies or theater groups; operating their own dance studios; serving as teachers or administrators in the private sector. If they have combined their dance studies with minors in other disciplines, their career potential will expand to include areas such as communications, counseling, and business. They may also choose to attend graduate school to teach in or administrate dance programs in higher education or to pursue other dance-related careers, such as dance therapy or dance medicine, arts management or to expand their knowledge into a different direction.

Dance majors must complete 54 credits of required courses within the department in order to earn the Bachelor of Arts (B.A.) degree in dance. Students may choose from two emphases within the major: performance or non-performance. Wellness, women’s studies, and global components are integrated in the major courses wherever appropriate.

Major Sequence

Students will complete a placement evaluation during the first week of school, and will be placed in the appropriate technique level accordingly. Required courses for the major include

- DA100 Dance Essentials and Wellness (3)
- DA116 Technical Applications for the Stage (3)
- DA117 Lighting Design for Dance (3)
- DA150 Dance Improvisation
- DA201 History of Dance (3)
- DA202 Music for Dance (3)
- DA250 Choreography I (3)
- ES220 Nutrition in Exercise, Wellness, Sports, & Dance (3)
- DA280 Kinesiology and Experiential Anatomy (3)
- DA360 Laban Movement Analysis (3)
- DA400 Senior Capstone (3) or
- DA450 Senior Choreographic Project (3)
- DA471 Internship (3)

Performance Track

Students who choose a performance emphasis must take 18 credits of Ballet or Modern technique at the 300 level or above, including at least one semester of DA321: Ballet III and DA331Modern Dance III. Students must also complete DA350 Choreography II, and two consecutive semesters of Dance Ensemble (DA370 or DA470).

Non-Performance Track

Students who follow a non-performance emphasis must take 16 credits

of Ballet or Modern Technique at the 200 level or above, including one semester of DA221:Ballet II and DA231:Modern II. In addition to the required courses for the major, students choose 9 credits in an area of interest such as choreography, history, criticism, therapy, arts administration, production, or business. The non-performance track is designed for students who are double majors.

Dance majors are required to take Ballet and Modern Technique every semester either for credit or dance audit.

A percentage of the grade of each dance technique course reflects the student's technical competency, as assessed by the stated competency skills for the course. Students who receive an A in the technical component of their grade will be eligible for promotion to the next level of technique.

It is the department's policy that any course in which a major receives a grade lower than a B- cannot be applied toward the major requirements.

Minor Sequences

Dance

The dance minor is a 21-credit minimum. It is geared toward the entering first-year student with intermediate technical skills, who wishes to major in another discipline while studying dance. Required courses include

- DA100 Dance Essentials and Wellness
- DA201 History of Dance
- DA221 Ballet II
- DA250 Choreography I
- DA231 Modern Dance II
- DA280 Kinesiology and Experiential Anatomy
- DA150 Dance Improvisation

Dance Therapy

The dance therapy minor is an interdisciplinary minor with courses from dance and psychology that can be taken by any major. A student does not need to be able to dance. Although there are dance classes included, please note that these are not the techniques classes, where you do have to be a dancer. The minor consists of 23 credits: 12 credits from psychology and 11 from dance:

- PS223 Psychopathology (3)
- PS270 Theories of Personality (3)
- PS331 Basic Counseling (3)
- PS221/222/323 Child/Adolescent or Adult Development (3)
- DA310 Introduction to Dance Therapy (3)
- DA410 Dance Therapy (3)
- DA150 Dance Improvisation (2)
- DA360 Laban Movement Analysis (3)

Note that PS111 should be taken as general education credit under Social Science requirement since it is a prerequisite for PS223 and PS331.

COURSES

DA100 Dance Essentials & Wellness 3 credits

Explore career options and issues; recent history and theory as well as aesthetics of dance forms; ballet and theater terminology, dance psychology, basic music analysis, wellness and injury prevention.

DA110 Entry to Dance as Art 3 credits

Experience and appreciate dance as a creative, intellectual, educational, cultural, somatic experience and technical discipline. Participate in individual and group projects that focus on self-expression, observation, movement analysis, experiential activities, readings, and discussion. Formal dance training is not required for this course.

DA116 Technical Applications for the Stage 1 credit

Study the workings and management of the theater, with a primary focus on backstage operations, equipment and safety. Topics include rigging, lighting and electric, sound, scenery basics, and stage and theater management.

DA117 Lighting Design for Dance 1 credit

Review the basics of designing for the theater, with emphasis on design for dance. Includes scenic and sound design. Offered spring. Prerequisite DA116.

The two production courses above are 7.5 week classes and are required to be taken in the same semester. DA116 meets 1st session, DA117 meets 2nd session.

DA121 Ballet I 2 credits

Fundamentals of ballet technique, with emphasis on placement and alignment of the body, and turnout. Includes barre work, stretches, simple adagio and allegro movements.

DA131 Modern Dance I 2 credits

Fundamental concepts of modern dance technique, with emphasis on anatomical principals of the body, alignment, and awareness of body moving through space. Increase strength, flexibility, and coordination through stationary and traveling exercises.

DA141 Jazz Dance I 2 credits

Fundamentals of jazz dance technique, including work on correct alignment, isolation of body parts, increasing flexibility and coordination, and simple phrases.

DA150 Dance Improvisation 2 credits

Studio course using movement studies to allow the student to develop creativity and spontaneous decision-making skills. Explore movement, space, and time and use solo and group work to develop trust and cooperation as well as self-confidence and mental flexibility.

DA201 History of Dance 3 credits

Examine the development of dance as an art form, including work and influence of major choreographers and major dancers in ballet, modern, and jazz. Offered spring.

DA202 Music for Dance 3 credits

Fundamentals of music theory, analysis of rhythms related to movement, and elements of music for accompanying dance.

DA221+ Ballet II 2 credits

Continuing study of ballet technique at an intermediate level, with progressive work on alignment, awareness of shape, strength, flexibility, coordination, and musicality. Prerequisite: DA121 or permission of instructor.

DA231+ Modern Dance II 2 credits

Continuing study of modern dance technique at an intermediate level, with progressive work on static and dynamic alignment, awareness of shape, strength, flexibility, coordination, musicality, floor work, movement initiation and connections, and more complex movement sequences. Prerequisite: DA131 or permission of instructor.

DA241+ Jazz Dance II 2 credits

Continuing study of jazz dance technique, with progressive work on alignment, strength, flexibility, coordination, musicality, and increasingly complex movement sequences. Prerequisite: DA141 or permission of instructor.

DA250+ Choreography I 3 credits

Introduction to the art of making dance, including study of dance structures and the elements of time, space, shape, and energy. Work will progress through solo assignments, performance, and analysis. Prerequisite: DA150.

DA280+ Kinesiology & Experiential Anatomy 3 credits

Dance majors will focus on the science of human motion with particular emphasis on human biomechanics, neural integration of movement, injury prevention and performance enhancement. Initial focus on the design and biomechanics of joints relevant to dancers with review of bony landmarks, ligaments, muscle mechanics, including origins and insertions, neural innervations and motor learning. Special topics in bone, joint, muscle and neural physiology as they relate to injury prevention for the dancer will then be covered. An integral part of the course will be experiential. Study a variety of theories on somatic practice, the purpose of which is to change mental and physical action to produce a healthier and more balanced moving body. Studio experience, personal exploration, and reading and writing assignments help reinforce academic concepts, as well as develop thought processes that integrate and enact change in the student's neural, muscular and skeletal system. All of which contribute to enhanced personal performance and longevity in the enjoyment of dance participation. Prerequisite: BI111, BI213 or BI214 or equivalent.

DA310+ Dance/Movement Therapy: Fundamentals 3 credits

An introduction to the field of dance/movement therapy within an historical and practical context. Explore how dance/movement therapists have worked and how is it applicable today. Examine the work of Marian Chase, Blanche Evans, Trudi Schoop, Mary Whitehouse and others. Explore body-mind inter-connectedness, creative expression, self awareness and non-verbal communication. Coursework will also include practice labs, relevant readings, and a culminating paper that articulates the student's experience and emerging understanding and interest of the material. Prerequisite: PS111.

DA321+ Ballet III 3 credits

Advanced study of ballet technique, continuing work on strength, dynamics, musicality, endurance, and accuracy. Additional focus on performance and movement interpretation, working with complex movement sequences. Prerequisite: DA221 or permission of instructor.

DA331+ Modern Dance III 3 credits

Advanced study of modern dance technique, continuing work on strength, full range of movement, dynamics, musicality, endurance, and accuracy. Explore performance and personal movement style and interpretation, working with complex movement sequences. Prerequisite: DA231 or permission of instructor.

DA341+ Jazz Dance III 2 credits

Advanced study of jazz dance technique, continuing work on strength, dynamics, musicality, endurance, and accuracy. Additional focus on performance and movement interpretation, working with complex movement sequences. Prerequisite: DA241 or permission of instructor.

DA350+ Choreography II 3 credits

Advanced study in the art of making dance. Assignments include working with groups, culminating with students choreographing a work for performance. Prerequisite: DA250.

DA355 Selected Topics 1–3 credits

Advanced exploration of specialized topics as determined by faculty.

DA360 Laban Movement Analysis 3 credits

Introduction to the study of the theories and principals of human movement developed by Rudolph Laban, including his work on Effort/Shape, Space, and Labanotation, a written notation system for movement. Prerequisite: DA250.

DA365 Independent Study 1–3 credits

Supervised work in a chosen field, such as performance, choreography, history, etc.

DA370 Dance Ensemble 1–2 credits

Participation in the department's student performance group, including weekly rehearsals and public performance. Prerequisite: Dance major or minor, and acceptance by audition. May be repeated for credit.

DA400 Senior Capstone 3 credits

Define a philosophy and integrate experience through professional development mentoring, culminating in a thesis.

DA410+ Dance Move Therapy: Working w/Groups 3 credits

Study and experience methods of working with groups. Facilitate techniques and methods from the field of dance/movement therapy, and a personal process while experiencing therapeutic movement forms. Coursework will also include in-class supervision, relevant readings, journal writing, and a culminating paper, which articulates the students emerging clinical interests and preferences.

DA421+ Ballet IV 3 credits

Advanced study of ballet technique, continuing work on strength, dynamics, musicality, endurance, and accuracy. Additional focus on performance and movement interpretation, working with complex movement sequences. Prerequisite: DA321 or permission of instructor.

DA431+ Modern Dance IV 3 credits

Advanced study of modern dance technique, continuing work on strength, full range of movement, dynamics, musicality, endurance, and accuracy. Performance and personal movement style and interpretation will be addressed, working with complex movement sequences. Prerequisite: DA331 or permission of instructor.

DA441+ Jazz Dance IV 2 credits

Advanced study of jazz dance technique, continuing work on strength, dynamics, musicality, endurance, and accuracy. Performance and movement interpretation will be addressed, working with complex movement sequences. Prerequisite: DA341 or permission of instructor.

DA450+ Choreography Project 3 credits

Choreograph your own performance piece and support your work by completing a written statement about the process and final product. Professional development mentoring component included. Prerequisites: DA250 and DA350.

DA470 Dance Ensemble 2 credits

Participation in the department's student performance group, including weekly rehearsals and public performance. Prerequisite: Dance major or minor, and acceptance by audition.

DA471 Internship in Dance 1–3 credits

Off-campus experience in areas such as dance education, performance and choreography, arts administration, dance therapy, and production.

ENGLISH

The English major aims to enrich the student's intellectual life by offering a wide and varied program of British, American and world literature, and of critical and creative writing.

By presenting the best and most influential in ancient through contemporary literature and by encouraging writing talent, English faculty members help students develop a lifelong interest in literature; strengthen independent judgment; cultivate critical and analytical thinking, speaking and writing; and engage in further study and future careers in the field.

Students will demonstrate

- competency in writing critical and/ or creative papers;
- effective oral communication skills on select topics related to British, American, multi-ethnic, and world literature;
- perceptive thinking through formalist analysis and other critical

reading strategies in presentations or papers;

- competency in literary research skills and MLA documentation; a comprehension of the ways literary works may reflect, comment on, and influence their social, historical, and cultural context.

Major Sequence

Beyond basic degree requirements, 39 semester hours of English are required for the Bachelor of Arts (B.A.) degree in English, including

EN300 Gateways to Literary Study (3)

Anglo-Saxon and Medieval Literature (3)

EN312 Anglo-Saxon Literature

EN313 Medieval Literature

EN314 Chaucer

Renaissance Literature (3)

Secondary Education majors must take a semester of Shakespeare.

EN301 Shakespeare I

EN302 Shakespeare II

EN315 16th Century Literature

British Literature (3)

EN316 17th Century Literature

EN317 18th Century Literature

EN318 Romantic Literature

EN319 Victorian Literature

EN325 Modern British Literature

EN326 Contemporary British Literature

American Literature (3)

EN310 American Drama

EN321 American Renaissance

EN322 American Realism

EN323 Modern American Literature

EN324 Contemporary American Literature

EN327 20th Century American Poetry

Multi-ethnic Literature (3)

EN370 Asian-American Literature

EN375 Multi-ethnic Literature

EN376 Native American Literatures

EN418 Writers from the African Diaspora

Senior Seminar (6)

EN429 Coordinating Seminar I

EN430 Coordinating Seminar II

Majors are required to submit a final portfolio and earn a final grade point average of at least 2.5 in the major in order to successfully graduate with an English major.

Teacher of English Certification

The usual English major sequence is followed. In addition, Subject Specific Certification students must take EN416 History, Structure and Phonology of English. For required professional courses in education, please refer to the School of Education section of this catalog.

Department Honors: English

Students who wish to earn departmental honors as English majors must meet the following requirements:

A. To be eligible, the student must have a 3.5 cumulative GPA, and have completed 18–21 credits in English with a minimum of 3.5 GPA.

B. Eligible students will enroll in 300/400 level designated honors courses

in consultation with the department chair. Students will choose a subject for research in collaboration with a faculty mentor. Reading, research and writing will be under the direction of the mentor. The completed Honors Thesis will be presented before the department (students and faculty), and at a public forum such as Academic Excellence Night or a regional meeting.

Minor Sequences

English

Eighteen credit hours are required, including EN300 and two other courses at the 300-level or above taken at Georgian Court. Only courses EN113 and higher will count toward the total number of credits required for the minor.

Writing

Eighteen semester hours are required in writing courses above EN111; EN112: Academic Writing and Research I and II or the equivalent. Courses taken for the minor may not also count toward the major. Half the required courses must be taken at Georgian Court. The following courses are required: EN210 and EN250. Four electives must be chosen from the following courses: EN213, EN215, EN221, EN230, CM215, CM314, CM341.

English majors may not use courses they are counting for their major to fulfill writing minor requirements.

COURSES

EN101 Grammar Intensive I 1 credit

An intensive study of the form and function of English grammar and conventions necessary in academic and professional writing and speaking. Learn concepts of grammar, sentence structure, punctuation, and mechanics to communicate about and strengthen writing and speaking skills. Identify individual areas in need of improvement. Students are placed in this course along with their initial freshman writing placement, or they may take this course during any semester in which they are enrolled in EN106, EN111 or EN112. 1 hour lecture.

EN105;106 Fundamentals of English Composition I & II

3–6 credits

Strengthen academic writing skills, develop critical thinking skills, and improve grammar and sentence-level skills in preparation for success in EN111. These developmental writing courses count toward the degree but do not fulfill the university writing requirement. Prerequisite for EN106: Placement or a grade of C or better in EN105.

EN111*;112* Academic Writing & Research I & II 6 credits

Practice in the process and production of academic writing and research. Emphasis on the major strategies for organizing expository and persuasive writing, the relationship of the writer and audience, and the use of documented supporting evidence. An argument-based research paper is required and completed under supervision. Basic oral presentation skills are introduced and integrated into class activities. These courses fulfill the university writing requirement. Prerequisite for EN111: Placement or a grade of C or better in EN 106; Prerequisite for EN112: a grade of C or better in EN111. Students must earn a grade of C or better in EN111 and EN112 to meet general education requirement.

EN113*,114* American Literature I & II 3–6 credits

Study of cultural trends in American literature from puritanism to transcendentalism to modernism and the post-1945 period; particular emphasis on form and content of major works. Applicable to American Studies minor.

EN115*,116* World Literature I & II 3–6 credits

Gain a broader perspective through the study of great literature, from both Europe and other regions, which was not originally written in English.

EN117* Writing About Humanity: Pre-Renaissance 3 credits
Composition of themes based on lecture-discussions of human life, thought and culture prior to the Renaissance, and of the lasting values thus illustrated. Intended to foster creativity, to develop writing talent and to encourage synthesis of knowledge.

EN118* Writing About Humanity: Post-Renaissance 3 credits
Composition of themes based on lecture-discussions of human life, thought and culture since the Renaissance, and of the lasting values thus illustrated. Intended to foster creativity, to develop writing talent and to encourage synthesis of knowledge.

EN175* British Literature I 3 credits
A survey of British literature from the Anglo-Saxon period to the 18th Century. Explore various literary modes and examine historic, linguistic, and cultural aspects of the various literary periods.

EN176* British Literature II 3 credits
Study of the cultural trends in British literature from the Romantic Period to the present day. Consider first- and second-generation Romanticism, the women's movement, modernism, post-modernism, and post-colonialism and a variety of genres.

EN190*+ Global Literature 3 credits
A reading of contemporary literary texts after 1980 from Africa, Asia, Latin America, and/or the Caribbean. Introduces major international writers and Man Booker Prize winners, as well as lesser known voices in a variety of literary genres. Explore contemporary themes of colonialism, nationalism, gender, diaspora, exile and migration. Prerequisite: one 100-level literature course.

EN210+/CM210 Writing for the Mass Media 3 credits
An introduction to the principles and techniques of writing for various forms and genres of mass media: print, broadcast, electronic, news, advertising, public relations. Includes discussion of readings, analysis of model writing, individual and collaborative writing projects, peer editing, and use of computers and technology. Prerequisite: EN111 or equivalent.

EN213 News Writing & Reporting 3–4 credits
Introduction to contemporary American journalism, combined with practical experience in basic newspaper writing and editing. Course work includes plenary sessions and computer laboratory workshops. (Optional 3-hour laboratory may be taken with the course, in cooperation with staff of college newspaper, for a fourth credit.)

EN215+ Creative Writing 3 credits
An individualized approach to creative writing, including the short story, poetry, the personal essay, and one-act drama. Mutual criticism is stressed. Course work includes plenary sessions and computer laboratory workshops. Prerequisites: EN111 and EN112 or equivalent.

EN217*,218* Women in Literature I & II 3 credits
A comprehensive, chronological survey of the literary tradition regarding women from the Middle Ages to the present. The first semester generally explores the British tradition; the second semester the American tradition. Emphasis on the relationship of women to society, women writers, and the developing tradition of feminist literary criticism. Either course may be taken. Applicable to Women's Studies minor.

EN221+ Argument: Craft & Style 3 credits
Learn to analyze and produce written arguments and speeches. Strengthen critical reading and thinking skills while practicing close analysis, using supporting evidence, and developing logically organized papers that appeal to various audiences for various purposes. Emphasis on strengthening writing style. Pre-requisite: Placement or a grade of C or better in EN112.

EN226+ A Nation in Transition: American Literature & Culture
3 credits

Focusing on the transformative nature of American literature from 1865 to the present day, emphasis will be placed on the innovations and the influences American writers have had on literature including such movements as naturalism, realism, modernism, and post-modernism. Focus on in-depth critical analysis and academic peer-review journal articles. Pre-requisite: Either EN221 with a grade of C or better, or permission from the director of the Honors Program.

EN230+ Writing on the Web 3 credits
Writing about and for the Web. Read what sociologists, psychologists, educators, journalists, authors and others are writing about this topic and compare content, style, and design of print and Web publications. Learn the basics of writing Web text, collaborate on group assignments, and create text for Web pages. Prerequisite: EN111 or equivalent.

EN240* The Short Story 3 credits
Examination of the historical development of the short story. Works of many writers from different countries will be studied, including Poe, Maupassant, Chopin, James, Chekhov, Joyce, O'Connor, Updike, Munro, Walker and Silko.

EN250+ The Power of Grammar 3 credits
Review the key elements of grammar and discover and strengthen the impact of grammatical choices. Analyze and generate a variety of grammatical structures and rhetorical figures, read and discuss journal articles and Web sites related to grammar and writing, and participate in a variety of writing activities to improve writing style. Recommended for English majors who want to teach N-8. Prerequisite: EN111 and EN112, or equivalent, with a grade of C or better.

EN260+ Children's Literature 3 credits
Read, analyze, and share a variety of children's literature across cultures, ethnicities, age ranges, and genres to develop an understanding and appreciation of the literary value of children's literature. Prerequisite: EN111 and EN112 or the equivalent.

EN264+ Young Adult Literature 3 credits
Read, analyze, and share a variety of young adult literature across cultures, ethnicity, age, and genres to develop an understanding and appreciation of the literary value of young adult literature. Pre-requisite: any 100-level English literature course.

EN265 Understanding Poetry 3 credits
Explore poetic theory and practice, including techniques such as metrics and imagery by which poets give form to meaning.

EN299+/CM299 Student Publications Practicum—Editor
1–3 credits
Join the editorial staff of *The Lion's Tale* or *Fountain Spray*. Provide work assignments to student staff member regarding the general operation of the publication, layout and design, editing and proofreading, news coverage, or other items of interest. Planned, supervised, and evaluated by the publication faculty moderator. Minimum of 40 hours for each semester hour of credit. By arrangement. Prerequisites: With approval of faculty moderator. Repeatable up to 3 credits. Pass/Fail.

EN300+ Gateways to Literary Study 3 credits
A foundational course for English majors. Explore research in English and basic literary theory. Emphasis on critical thinking skills. Must earn a grade of C or better to remain an English major. Prerequisites: one 100-level literature course and completion of EN112 with a grade of C or better.

EN301*,302*+ Shakespeare I & II 3–6 credits
Intensive readings of major dramas chosen to epitomize the breadth and depth of Shakespeare as creative genius and as student of humanity. Either course may be taken. English majors only. Prerequisite: one 100-level literature course.

EN310+ American Drama 3 credits

Explore the classics of American dramatic theater from Eugene O'Neill to Anna Deavere Smith. Topics include Expressionism, Realism, Modernism, Black Arts Movement and others. Attending a dramatic performance is a requirement. Prerequisite: one 100-level literature course.

EN312+ Anglo-Saxon Literature 3 credits

A comprehensive survey of major works of Anglo-Saxon poetry and prose, in translation, with attention to Anglo-Saxon poetics. Prerequisite: one 100-level literature course.

EN313+ Medieval Literature 3 credits

Selected readings in Medieval British and Continental literature, both in Middle English and in translation including *The Romance of the Rose* (deMeun, deLorris), Chaucer's *Troilus and Criseyde*, Gottfried Von Strassburg's *Tristan and Iseult*, Christine de Pisan's *City of Ladies*, and others. Prerequisite: one 100-level literature course.

EN314+ Chaucer 3 credits

Background discussion of earliest English literature preceding intensive readings from *The Canterbury Tales*; Middle English memorizations. Open to juniors and senior English majors only. Prerequisite: one 100-level literature course. 3 hours lecture.

EN315* + 16th-Century Literature 3 credits

Study early Tudor and Elizabethan literature, exclusive of Shakespeare, to illuminate the renaissance of all literary genres in England. Prerequisite: one 100-level literature course. 3 hours lecture.

EN316* + 17th-Century Literature 3 credits

Analyze the prose and poetry of the century, with emphasis on Jonson, Donne, Milton, Congreve, Dryden. Prerequisite: one 100-level literature course. 3 hours lecture.

EN317* + 18th-Century Literature 3 credits

Analyze the prose and poetry of the century, with emphasis on Pope, Swift, Addison, Steele, Goldsmith, Sheridan. Prerequisite: one 100-level literature course. 3 hours lecture.

EN318* + Romantic Literature 3 credits

Study selected prose and poems by the major Romantics: Wordsworth, Coleridge, Byron, Shelley, Keats and others. 3 hours lecture, one semester. Prerequisite: one 100-level literature course.

EN319* + Victorian Literature 3 credits

Study the principal poetic works of Tennyson, Browning, Arnold and of significant minor poets. Prerequisite: one 100-level literature course. 3 hours lecture.

EN321+ American Renaissance 3 credits

Explore the literature produced in America during the first half of the 19th century. Consider the social concerns and cultural values of this period and examine the work of several major writers, such as Emerson, Thoreau, Melville, Poe, Hawthorne, Dickinson and Whitman. Prerequisite: one 100-level literature course. 3 hours lecture.

EN322+ American Realism 3 credits

Explore the literature produced in America during the second half of the 19th century. Consider the social concerns and cultural values of this period and examine the work of several major writers, such as Twain, Howells, James, Wharton, Chopin, Crane, Jewett and Norris. 3 hours lecture, one semester. Prerequisite: one 100-level literature course.

EN323+ Modern American Literature 3 credits

Examine the key figures and artistic trends in the poetry and prose produced by Americans during the first half of the 20th century. Readings come from such writers as Pound, Williams, H. D. Stevens, Hughes, Frost, Fitzgerald, Hurston, Hemingway, Stein, Cather, Faulkner and other significant American writers. 3 hours lecture, one semester. Prerequisite:

one 100-level literature course.

EN324+ Contemporary American Literature 3 credits

Analyze the literature produced by America after 1945. Examine the relationship between literature and culture, investigating the cultural, historical, political, and personal contexts surrounding a writer's works and manifested within those works. Explore a variety of literary genres and contend with themes such as identity, individualism, isolation, post-modernism and techno culture. 3 hours lecture, one semester. Prerequisite: one 100-level literature course.

EN325+ Modern British Literature 3 credits

Explore of the literature produced in Great Britain and its colonies from approximately World War I to World War II. Examine the relationship between literature and culture, investigating the cultural, historical, political, and personal contexts surrounding a writer's works and manifested within those works. Explore a variety of literary genres and contend with various issues and trends such as identity crisis, the "death" of God, avantgardism, and colonialism. Prerequisite: one 100-level literature course.

EN326+ Contemporary British Literature 3 credits

A concentrated exploration of the literature produced in Great Britain and its former colonies from approximately World War II to present. Examine the relationship between literature and culture, investigating the cultural, historical, political, and personal contexts surrounding a writer's works and manifested within those works. Prerequisite: one 100-level literature course.

EN327+ 20th-Century American Poetry 3 credits

Study of influential American poets and artistic trends in poetry produced during the 20th century. Readings come from Pound, Williams, H.D., Stevens, Hughes, Ginsberg, O'Hara, Brooks, Plath, and other major poets of the century. Prerequisite: One 100-level literature course.

EN370+ Asian American Literature 3 credits

Study the cultural, historic, sociological, and literary trends in the literature identified broadly as Asian American. Emphasis on the style and content of works by major prose writers, poets and playwrights from early 1900s to today. Prerequisite: one 100-level literature course.

EN375+ Multi-Ethnic Literature of the U.S. 3 credits

Study Multi-Ethnic American literature from the 20th and 21st centuries. Gain a critical framework for reading and interpreting these literary works. Explore a variety of literary genres and address themes of identity, ethnicity, immigration, and assimilation through the writings of Afro-Americans, Latino/as, Native Americans, non-Christian Americans, and immigrants. Prerequisite: one 100-level literature course.

EN376+ Native American Literature & Criticism 3 credits

In this examination of Native American literature, students will gain a historical framework necessary for reading a diverse body of work produced by writers who identify with their American Indian/Native American ancestry. Readings include texts by writers such as Sherman Alexie, Paula Gunn Allen, William Apress, Vine DeLoria, Jr., Louise Erdrich, N.Scott Momaday, Simon Ortiz, Leslie Marmon Silko, Gerald Vizenor, and Zitkala-Ša (Gertrude Bonnin). Prerequisite: one 100-level literature course..

EN405+ Internship 3 credits

Employ practical applications of academic training in a professional setting off-campus. Students are expected to spend a minimum of 10 hours a week in the workplace. Internships are tailored to the student's interests and the institution's specifications. At the discretion of the professor, students prepare a final paper and/or complete a project. Consultation with the professor is essential during initial project development. The final paper/project should reflect in-depth academic and practical applications gleaned from the internship experience. Prerequisite: Senior status, enrollment and valid standing in the English major, and approval of the department chair.

EN411*,412* Art, Music & Literature Since the Renaissance I & II 6 credits

Examine the correlation of the chief figures and movements in art, music, and literature; team-taught by professors from art, music, and English. 3 hours lecture. (See also AR411, 412 and MU411, 412.)

EN413*,414* The Novel I & II 6 credits

A reading of selected British and American novels exemplifying the historical and aesthetic development of the literary form.

EN416 History, Structure and Phonology of English 3 credits

Linguistic history of the English language from its Old English Germanic origin to the language spoken today by approximately 1/7 of the world's population. Specific attention to the sound system and structural patterns of American English.

EN417 Literary Criticism 3 credits

A survey of major movements in the foundation of literary judgment from its beginnings through contemporary schools, including Formalist, Marxist, Deconstructionist, Feminist, and others.

EN418+ Writers from the African Diaspora 3 credits

An overview of African and Caribbean literature in English. Begin with an inquiry into the relationship between culture and its literary productions of the African Diaspora and its postcolonial contexts. Prerequisite: one 100-level literature course.

EN420 Special Studies 3 credits

Study of selected topics not listed among the department's other offerings, either in response to student interest or to determine student interest. Offered as a conventional class or, with the approval of the instructor, as directed independent study. Time and credit to be arranged.

EN425+ Major Writers 3 credits

An in-depth study of the writings of one or two major writers. The writer or writers studied will be selected by the instructor. Prerequisite: one 100-level literature course.

EN429;430+ Coordinating Seminar I & II 6 credits

An overview of all literature written in English; seminar discussion of specific works not covered in other courses. Senior English majors only; Prerequisite: Student must have earned a C or above in EN 300; EN429 must either be taken before EN430 or as a co-requisite of EN430. 2 hours lecture.

ENGLISH FOR NONNATIVE SPEAKERS

The program in English is designed to meet the needs of international students. A prerequisite placement test is administered for all courses. ESL091; 092, ESL201; 202 offered in accord with students' needs. ESL205; 206 offered on application. 200-level ESL courses are applicable to the general education language requirement and general education elective.

ESL091; 092 Intensive Basic English I & II 3–6 credits

Basic English for students with little or no knowledge of English. Main emphasis on aural-oral English. Includes intensive practice of English structure and pronunciation. Course offered in summer, fall and spring sessions if there is sufficient enrollment. 3 hours lecture, 1 hour laboratory. (The credits are applicable to the baccalaureate degree but cannot be counted as part of the credits required for graduation.)

ESL201*;202* Intermediate English for International Students I & II 3–6 credits

Basic language study at a mid-level. Intensive work in language structure, speaking, listening and vocabulary building with more emphasis on reading, writing and pronunciation. 3 hours lecture, one year; 6 credits. Applicable to language cluster requirement for nonnative speakers. Offered if there is sufficient enrollment.

ESL205*;206* Writing English as a Second Language I & II 3–6 credits

For the advanced international student who has mastered listening and speaking skills in English. Intensive individualized college-level work in reading and writing. Emphasis on library and research techniques. 3 hours lecture. Applicable to language cluster requirement for nonnative speakers. Offered if there is sufficient enrollment.

EXERCISE SCIENCE, WELLNESS & SPORTS

The major in exercise science, wellness and sports prepares students to work in the health and fitness industry, evaluate health behaviors and risk factors, motivate others to develop healthy lifestyles, assess fitness, and developing fitness and exercise programs. Graduates of the program will be employed in universities, corporate settings, and commercial and community settings. Students may choose a track in Pre-Physical Therapy and/or a concentration in Coaching Women Athletes. Students who are not Exercise Science, Wellness and Sports majors may earn a minor in Exercise Science, Wellness, and Sports or a minor in Coaching Women Athletes. The exercise science, wellness and sports program will also prepare students for graduate programs in the fields of exercise science, physician's assistant, physical therapy, or athletic training. Students may wish to minor in sports management, business, holistic health, psychology or one of the natural sciences to achieve their career goals.

The Exercise Science, Wellness & Sports program will

- provide students with a scientific foundation for helping others set and achieve exercise, health and fitness goals;
- prepare students for employment in health promotion and wellness settings;
- prepare students for further study in graduate programs; and
- build skills in speaking, writing, critical thinking and evaluation to succeed in the field.

Major Sequence

Students must complete 35 credits in Exercise Science that includes ES111, ES220, ES250, ES255, ES330, ES350, ES390, ES391, ES470, and 6 credits of Exercise Science electives. In addition to the above courses, students must take courses in other disciplines that include BI111 or BI115, BI213, 214, CH111;CH112 or CH113;114 or CH151 {note CH111, 112 or CH113, 114 are preferred}, and PS221, 222 or 323. Students wishing to take PH111;112 or PH121;122 may substitute this for ES255. ES391 may be substituted for ES392 or ES471. Transfer students are required to take a minimum of 14 ES credits at GCU, and a minimum of 23 credits including the interdisciplinary courses required for the major. MA103 is required from the common core math. Note: Prerequisite for CH113 is MA109 or eligibility to take MA110 or MA115 on the college mathematics placement test. Students may choose to complete the requirements for one or more tracks.

Minor Sequence

The Exercise Science, Wellness & Sports minor is intended for students who have an interest in Exercise Science and will take Anatomy and Physiology and General Chemistry as a part of the curriculum for their majors. The course sequence for the minor is ES111, ES330, ES350 and 9 credits of ES electives (20 credits). At least 9 credits must be taken at Georgian Court University.

Pre-physical Therapy Track

In addition to the required courses for the exercise science concentrations, students must take BI115, MA115, PH121, PH122, PS111, PS223 and BI116, BI319 or BI407.

Coaching Women Athletes Minor & Concentration

The 19 credits required in this concentration may be taken along with the major required courses to complete a major in exercise science, wellness and sports. These courses may also be taken by a non-major who wishes to gain expertise in coaching women athletes. Completion of all credits in the track will enable a non-major to earn the minor in Coaching Women Athletes. Required courses are: ES111, ES160, ES211, ES320 or HE310, ES360, ES392, ES310 or PS242.

COURSES

ES111 Foundations of Exercise Science & Wellness 3 credits

Introduction to wellness through investigation of lifestyle and other critical issues in fitness, sports, exercise science and wellness. Changing philosophies and basic concepts are introduced. Offered each fall.

ES160 First Aid & CPR 1 credit

Designed for the citizen responder, get the knowledge and skills necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until professional medical help arrives. American Red Cross First Aid, CPR, and AED certifications will be received upon successful completion of the course. Offered spring.

ES211 Theory of Coaching 3 credits

An overview of current theory and practice in coaching education. Topics include sport pedagogy, physiology, psychology, administration, and risk management. Considers issues common across all levels of performance and competition as well as issues specific to child, youth, and collegiate coaching. Offered every other spring.

ES220 Nutrition in Exercise, Wellness, Sports & Dance 3 credits

Examine the multiple factors influencing food intake, the function of nutrients in health promotion and wellness, and the role of nutrients in optimizing human performance. Review of caloric and nutrient exercise requirements, gender specific needs, weight loss/eating disorders, nutritional ergogenic aids. Offered spring.

ES250+ Kinesiology & Applied Anatomy 3 credits

A study of the functional anatomy and basic biomechanics, focused on musculoskeletal system and its efficiency in various human movements (sports activities) Prerequisite: BI213. Offered spring.

ES255+ Biomechanics 3 credits

An introduction to the facts, concepts, and principles related to the study of human motion. Focus on the influence of mechanical principles on movement. Analyze human movement from quantitative and qualitative perspectives. Required prerequisite: ES250 or permission of the instructor. Recommended prerequisite: PH111. Offered fall.

ES310 Sport and Exercise Psychology 3 credits

An overview of the theories and principles that explain the factors that influence human behavior in sport and physical activity. Focus on helping individuals use psychological principles and skills to achieve optimal mental health and to improve performance; and understanding how participation in sport, exercise, and physical activity affects psychological development, health, and well-being. Prerequisite: PS111. Offered every other spring.

ES315/SO350 Sports in Society 3 credits

An in-depth analysis of the role of sport in society. Explore sport as both affected by sociocultural forces and as affecting the basic institutions of society; family education, politics, religion and the economy. Examine the influence of age, gender, and race. Analyze contemporary controversies. Recommended for students in the behavioral sciences, exercise science, health, and athletics. Prerequisite: SO101 or permission of the instructor. Offered every other spring.

ES320/WS320+ Women in Sports 3 credits

Examination of gender-specific issues surrounding female participation

in sports that includes epidemiology of injuries, psychosocial aspect of female athletes, obstetric/ gynecologic conditions and biomechanics of female body. Offered every other spring.

ES325 Wellness Program Management 3 credits

An introduction to methods of conducting needs assessments on target populations. Learn to create programs with quantifiable goals and outcomes. Consider budgetary, personnel, and facility requirements and learn program marketing, client recruitment strategies, outcomes assessment, and program evaluation. Offered every other fall.

ES326 Wellness Program Practices 3 credits

For prospective health and wellness professionals, learn to use educational programming to help the public affect positive health behavioral changes. Explore how to instruct clients in behavior change techniques to build rudimentary life skills. Emphasis on cultural diversity and sensitivity. Includes one-on-one coaching, seminars, comprehensive program series, educational materials (pamphlets, fliers, etc.), and various forms of technology. Includes methods of knowledge acquisition: visual, auditory, and experiential learning to effectively communicate with a diverse audience.

ES330+ Exercise Physiology 4 credits

Study of human physiological response and adaptations during exercise. Scientific principles will be applied in nutrition, metabolism, and systems such as neurological, cardio-respiratory, endocrine, and musculoskeletal to promote health and fitness in the general population as well as peak performance in athletes. Lecture and Laboratory. Prerequisites: BI213,214; CH111,112 or CH113,114 or CH151. Offered fall.

ES335 Care and Prevention of Athletic Injuries 3 credits

Combination of didactic and practical learning methods of athletic injury recognition, evaluation and first aid care. Emphasis on musculoskeletal system injuries; however other systems will also be discussed. Offered every other fall.

ES340 Health and Weight Management 3 credits

Examine the causes of obesity and the health risks associated with being overweight or obese. Investigate the problems of excessive weight loss and discuss current scientific theories about the best ways to maintain a healthy weight throughout one's life.

ES350+ Exercise Testing and Prescription 4 credits

Provides the practical knowledge and skills in health screening, risk stratification, administering exercise testing, interpreting test results and prescribing exercise to general as well as specific populations. Lecture and Laboratory. Prerequisite: ES330. Offered spring.

ES360 Administrative Aspects of Sport 3 credits

An introduction to the concepts of sports management, including the administrative processes, systems, and styles with application to various aspects such as programs, facilities, budgets, and personnel in informal, intramural, or club sports settings. Offered every other fall.

ES370 Special Topics 1–3 credits

Allows greater depth of study of an area selected by faculty or jointly by student and faculty member.

ES390;391 Internship I & II 6 credits

Supervised individual fieldwork in exercise science, wellness or sports environment. 2 semesters.

ES392 Coaching Internship 3 credits

Supervised individual fieldwork in coaching.

ES425 Strength & Conditioning 3 credits

Apply scientific principles to the development of sports-specific training programs. Topics include: exercise physiology applications, fitness testing, exercise techniques, program design, periodization, training utilizing different energy systems, sports nutrition, and ergogenic aids. Prepare to

take the Certified Strength and Conditioning Specialist exam offered by the National Strength and Conditioning Association. Prerequisite: ES330. Offered every other spring.

ES470 Research Methods in Exercise and Sport 3 credits

An introduction to basic research methods used in exercise and sport science. Learn to conduct and read research, design research tools, and evaluate results. Both quantitative and qualitative research methods are discussed. Prerequisite: Introductory statistics course and ES350 or permission of the program director. Offered every fall.

ES471 Research Project in Exercise Science 3 credits

Conduct a research study. Open to exercise science majors interested in research. May be substituted for a second internship in exercise science. Prerequisite: ES470.

HEALTH INFORMATION MANAGEMENT

The B.S. in Health Information Management provides students with the knowledge, values, and skills for successful careers as health information managers, those members of health care teams who are responsible for management of health information systems consistent with medical, administrative, ethical, and legal requirements. Career opportunities in health information now extend well beyond the health information department and the acute care facility. Professionals with technical expertise, problem solving skills, knowledge of clinical medicine and superior communication skills are needed to ensure quality health care documentation, protect patient confidentiality, and develop and maintain the electronic health record. The need for accurate and up-to-date health records is not confined to health care facilities. These professionals are employed by managed care organizations, insurance companies, law firms, physician offices, consulting firms, software companies and the pharmaceutical industry. For those interested in the more traditional role, health information professionals continue to be employed as department managers in hospital centers. In this position, the major areas of responsibility include: determining health information policies, planning, budgeting, acting as a liaison with other departments, evaluating employee performance, educating staff and ancillary departments to assure quality information, and serving on important committees.

This is a joint-degree program with the University of Medicine and Dentistry of New Jersey (UMDNJ). Upon successful completion of the coursework at Georgian Court University and UMDNJ, the student is awarded the B.S. in Health Information Management degree jointly. UMDNJ's Health Information Management program is fully accredited by the Commission on Accreditation of Health Informatics and Information Management Education Programs (CAHIM). Upon completion of course requirements, the graduate is eligible to apply to the national registry exam. A passing grade on the examination establishes the graduate as a Registered Health Information Administrator (RHIA).

Major Sequence

During the first two years, the student completes the GCU general education requirements, graduation requirements (e.g., physical education, transitioning to GCU course, and service learning experiential learning requirement), and prerequisite courses for UMDNJ. GCU courses required as prerequisites for the UMDNJ portion of the program include BI213, BI214, MA103, MA109, AC171, BU313, and at least 4-6 credits of computer science courses, which may be chosen from among CS105, CS111, CS123, IS122, IS223, IS224, IS320, or a higher level CS or IS course. Students must earn at least a "C" in each of the prerequisite courses and have an overall GPA of at least 2.75 to be eligible for admission to UMDNJ (requirements subject to change). In the fall of the sophomore year, or by the deadline specified by UMDNJ, the student

applies to the UMDNJ's School of Health Related Professions B.S. in Health Information Management program. Admission is competitive and is not guaranteed. All Georgian Court general education requirements and graduation requirements, and the prerequisite courses for the UMDNJ program, must be completed prior to enrolling at UMDNJ, except for Georgian Court University's second experiential learning requirement, which can be fulfilled by three professional practice experiences that are part of the UMDNJ phase of the program. Students admitted to UMDNJ spend the fall and spring semesters of the junior and senior year taking the health information management courses shown below (curriculum subject to change; consult the UMDNJ Web site at <http://shrp.umdj.edu/affiliates/georgiancourt.html> for current curriculum) at UMDNJ's School of Health Related Professions campus in Newark.

Professional Courses to be taken at UMDNJ Credits

1st Fall Semester

BINF3000	Introduction to Health Care (1)
BINF3010	Medical Terminology (3)
BINF3411	Disease Pathology I (3)
BINF3125	Development & Retention (3)
BINF3301	Classification and Reimbursement System (2)
BINF3525	HIM Seminar (1)

1st Spring Semester

BINF3110	Legal Aspects of Health Information (3)
IDST3510	Principles of Scientific Inquiry (3)
BINF3412	Disease Pathology II (3)
BINF3619	Directed Practice (1)
BINF3311	Introduction to Coding (3)

1st Summer Session

IDST4116	Health Care Finance & Budget (3)
BINF4221	Guided Research & Statistics I (3)

2nd Fall Semester

BINF4222	Guided Research & Statistics II (2)
IDST4117	Health Services Management (3)
BINF4310	Performance Improvement (3)
BINF5005	Healthcare Information Systems (3)
HIM	Elective (Track Course) (3 or 4)

2nd Spring Semester

BINF4311	Electronic Health Records (3)
HIM	Elective (Track Course) (2 or 3)
BINF4525	HIM Seminar II (1)
BINF4500	HIM Competency Review (2)
IDST4300	Human Resources Management (3)
BINF4619	Management Affiliation (3)

HISTORY, GEOGRAPHY, POLITICS & LAW

Through the global study of past and present civilizations, the study of history and geography presents students with the collective memory and knowledge of the world. By offering context and perspective, history teaches an appreciation of the past, an understanding of the present, a respect for other cultures and the ability to shape the future. Students will learn to read critically, to think logically, to write effectively and to develop skills for successful research.

As integral parts of a liberal arts education, history and geography provide students with the intellectual background and skills that prepare them for teacher certification, graduate study, law school and careers in education, business, government and nonprofit organizations.

Major Sequence

A maximum of four 100-level courses will be accepted in the major. A maximum of two 200-level courses will be accepted in the major. History majors will be required to take 36 semester hours in history to earn the Bachelor of Arts (B.A.) degree. Majors take HI131*; 132*; HI151*; 152* and, at least 18 credits in 300- and 400-level courses, including the two seminars HI457-458 (6 credits) taken in sequence.

Majors are required to produce a seminar research paper earning a minimum grade of C- and a C- in the course in order to successfully exit the department; and, to earn a final grade point average of at least 2.5 in the major.

A maximum of 18 approved credits for the history major may be accepted in transfer, and nine approved credits for the history minor.

Department Honors

Qualified students may apply for department honors in their junior year or in the Seminar I course. Criteria for selection to Department Honors are through the recommendation of the seminar instructor if the student shows intellectual curiosity, evidence of academic ability, and commitment to the task. Honors students, if successful, will present their research in a public forum

Teacher of Social Studies Certification

The usual history major sequence is followed. For social studies certification, twelve credits must be at the 300- or 400-level (fulfilled by history major requirement). Students must complete courses in American history, European history, world history, government, political science, sociology, geography, economics and anthropology. For required professional courses in education, please refer to the School of Education section in this catalog.

MINOR SEQUENCES

History

Students may earn a minor in history by completing eighteen semester hours with at least 9 credits taken at Georgian Court. At least 6 credits must be earned in courses at the 300- or 400-level. See Interdisciplinary Minors and Special Programs that may be used to supplement the history major's program.

Politics and Law

The requirements for the minor in political science and law, a total of 18 credits are PO211, PO323, PO333, and PO334, plus two of the following: PO221, PO337, PO Internship (PO471, PO472, PO473), HI361, HI375, HI376.

COURSES

History

HI131* Survey of United States History I 3 credits

A survey of political, social, economic, cultural, and diplomatic developments that have shaped the United States from earliest times through Reconstruction. Offered fall.

HI132* Survey of United States History II 3 credits

A survey of political, social, economic, cultural, and diplomatic developments that have shaped the United States from Reconstruction to the present. Offered spring.

HI151* World History I 3 credits

Examine world history from prehistory to 1500. Survey the political, social, economic, cultural, and religious developments of major civilizations and explore the links between and among these civilizations. Offered spring.

HI152* World History II 3 credits

Examine world history from 1500 to the present. Survey the political, social, economic, cultural, and religious developments of major civilizations and explore the links between and among these civilizations. Offered fall.

HI251* Women in America 3 credits

A study of women in American society from colonial times to the present, with emphasis on movements and individuals who furthered women's political, economic, social and intellectual emancipation. Applicable to Women's Studies minor.

HI255 First Ladies 3 credits

Examine the background of women who assumed the position of the First Lady. Explore the various elements of history that helped shape their role and influence, as well as the characteristics of some First Ladies that impacted on the customs and society of their time. Applicable to Women's Studies minor.

HI264* 20th Century Studies: Asia 3 credits

A survey of Asian countries with emphasis on imperialism, decolonization and emergent nations. Applicable to the International Area Studies minor.

HI310* Colonial America 3 credits

Explore the diverse foundations of cultures that transferred to the North American continent. Encounters with the native peoples and introduction of Africans into the mix. Development of the earliest settlements to the eve of the War for Independence when they mold into a uniquely American culture, racially, ethnically and religiously diverse.

HI311* Medieval Europe 3 credits

Study the emergence of a distinctive European civilization that grew out of Judeo-Christian and Graeco-Roman traditions, ideas and institutions.

HI312* Renaissance & Reformation 3 credits

Study the political and cultural developments and changes that emerged in Europe during the fourteenth and fifteenth centuries, concentrating on some of the major personalities that initiated the changes.

HI319* American Peace Movement 3 credits

Examine the ideas, methods, and campaigns of the American peace movement. Topics include peace activists and organizations, opposition to wars, antimilitarism, pacifism, conscientious objection, the antinuclear movement, the women's peace movement, and nonviolent peace & justice activism. 3 hours lecture.

HI320* Age of FDR 3 credits

Examine America during the Great Depression, the New Deal, and World War II. Topics include FDR; the Great Depression and its social impact; the New Deal and its critics; the Roosevelt coalition; the labor movement; radicalism; cultural developments; and WWII (at home and overseas).

HI321* European War, Peace & Revolution, 1914-1945 3 credits

Investigate key developments in Europe between 1914–1945. Topics include the causes, courses, and results of WWI and WWII; political ideology, including liberalism, Marxism, socialism, communism, fascism, Nazism, and pacifism; Soviet Russia (under Lenin and Stalin, Fascist Italy (under Mussolini), Nazi Germany (under Hitler); the Spanish Civil War; and social and cultural developments.

HI330* America Since 1945 3 credits

Explore the social, political, economic, cultural, intellectual, and foreign policy themes in America since 1945. Topics include the postwar liberal consensus and the rise of the new right, McCarthyism, the Beat Generation, the Sixties, the New Left, the counterculture, presidential administrations, Watergate, the Cold War, Vietnam, and social movements—including the civil rights, antiwar, student, and women's movements.

HI331* Czarist Russia & the Soviet Union 3 credits

Survey Czarist Russia and examine the Soviet Union from 1917–1991. Topics include Czarist Russia; Marxism; 1905 Revolution; Bolshevik Revolution; Russian Civil War; achievements and failures of Soviet communism; social, political and cultural developments; and Lenin, Stalin, Khrushchev and Gorbachev.

HI332*+ Mediterranean Encounters 1100–1700 3 credits

Explore the Mediterranean basin as an arena of intercultural exchange among the Catholic, Orthodox and Muslim worlds. Examine the economic, religious, and political boundaries that defined the Mediterranean and focus on those who were able to transgress these boundaries to conduct interaction with those of different faiths and cultures. Topics will include: the Crusades, the culture of Islamic Spain, the Holy Land as shared and contested space, Jews in the Mediterranean, and Ottoman expansion in the Mediterranean.

HI333* The Civil War & Reconstruction 3 credits

Study the war that divided America, its causes, events, main characters, military strategies and tactics, and results. Examine political, social, economic, constitutional and geographic issues. Applicable to American studies minor.

HI334*;335* The History of England I & II 6 credits

A survey of the rise and power of the English nation, I: prehistory to 1688; II: 1688 to the present. The course will concentrate on developments in law, government, the empire and great personalities in English history and their influence on the course of the nation.

HI341* Age of Revolutions 3 credits

Consider major themes in European history during the long 19th century, 1789–1919, during which the modern West came into being. Topics include mass politics and culture, industrialization, romanticism, secularization, imperialism, Darwinism, and modernism. Emphasis on the arguments of both the opponents and the proponents of the great changes that characterized this period. Reading of primary texts allow the historical actors to tell their own stories.

HI344 Women & Gender Issues in Western History 3 credits

Explore a radical, but not polemical, reinterpretation of themes and issues in western history from the perspective of women. Consider gender norms in a variety of cultural and historical settings; the concept of work as it effects women or is performed by women; the impact of social and economic status on women; and the relationship between mainstream history and women's lives. Prepare and present a case study of an individual, analyzing her position, limitations and achievement in a specific content.

HI350* New Jersey Studies 3 credits

A survey of New Jersey from prehistory to the 20th century, discussing political and economic development, technology and transportation, ecology and the roles of important people and events. Part of the materials available on the Web and include bibliographies. Also offered each semester online.

HI352* American Revolution & Aftermath 3 credits

Explore the political, social, economic and psychological background to the American struggle for independence; how that conflict helped to shape the two forms of government Americans chose in the period 1781–1789; the Articles of Confederation and the Constitution; New Jersey's role in this period as "The Cockpit of the Revolution."

HI353 The Gilded Age & Progressive Era (1877–1918) 3 credits

Examine political, social, economic, cultural, and diplomatic-military developments during the Gilded Age and Progressive Era (1877–1918). This half-century—marked by robber barons, reformers, and radicals—witnessed the birth of modern America. Themes include Indian wars and

Jim Crow; industrialization, urbanization, and immigration; the labor movement, Populism, and class conflict; women and minorities; national politics, cultural and intellectual developments; political and social reform movements; and America's rise to world power and empire, including the Spanish-American War, the Philippine-American War, and World War I.

HI354 History of Ireland 3 credits

A history of the Irish people from earliest times to the present. Topics include Irish Celtic culture, the influence of England, fight for freedom, rise of the republic, struggle to reunite with northern Ireland, geography of the island and the literary heritage of Ireland.

HI361* American Foreign Relations Since 1898 3 credits

Examine U.S. foreign relations since 1898. Topics include the American empire and rise to global power, the Spanish American War, World Wars I and II, isolationism and interventionism, the challenge of fascism and communism, the Cold War (including Korea, Cuba, and Vietnam), the response to revolution and nationalism in the Third World, nuclear issues, and interpretations of U.S. foreign policy. 3 hours lecture. Applicable to American studies minor.

HI365 International Studies 1–3 credits

Coursework earned in conjunction with international travel, normally as part of a GCU-sponsored international study trip. Students will complete substantial academic assignments, which will be determined by the instructor. Course fees do not include trip costs offered on application and with approval of department.

HI375* Gandhi & King: Global Nonviolent Social Movements 3 credits

A comparative examination of the ideas and methods of Mohandas Gandhi and Martin L. King, Jr. and their contributions to global nonviolent social movements. Focus on the liberation movements associated with Gandhi and King and their leadership roles in these movements, including the Indian civil rights movement in South Africa, the Indian independence movement, the African American civil rights movement and other peace and justice movements around the world. Readings include memoirs, biographies, documents, songs, photos, and films.

HI376* Vietnam & America 3 credits

Examine American involvement in Vietnam and the history of modern Vietnam. Key themes include Vietnamese history, culture and nationalism; the causes and consequences of the Vietnamese War(s); the anti-war movement; Vietnam Veterans; Vietnam War literature, film, music and art..

HI390 Special Topics in History 3 credits

An advanced course examining a particular period or topic through selected readings, discussion, and lecture.

HI457 History Seminar I 3 credits

Successful completion of HI457 is required before acceptance to HI458. This first part of a two semester course introduces majors to the methods and skills of historians to historiography, and to key issues and topics in the history profession. Students begin their research paper. Intensive reading, discussion, research, and writing.

HI458+ History Seminar II 3 credits

This is a continuation of HI457. Students in HI458 will produce a substantial research paper that serves as the exit exam from the department. Limited to juniors and seniors. 2 hours lecture.

HI471, 472 & 473 Internship in History 3 credits

These courses are offered to history majors who wish to enhance their academic training in private or public institutions (HI471—local institutions; HI472—state institutions; HI473—federal institutions). A substantive project is required, which will be determined by the instructor and the student's immediate supervisor. Limited to seniors and juniors with the approval of

the department. Offered on application.

Geography

The course offerings in the Geography program are designed to provide an overview of the discipline by identifying specific natural and human phenomena distributed on the Earth's surface. This goal is accomplished by recognizing that the map is the essential tool for understanding the spatial relationships of those phenomena. This geographic foundation should enable one to analyze this information within a local, national and global context.

GO281* Introduction to Geography 3 credits

Investigates the variables in basic resources in different parts of the world. A study of the cultural relationships to international economic and population patterns. 3 hours lecture, one semester. Offered each semester. Applicable to International Studies and Latin American Studies minors.

GO283* Economic Geography 3 credits

A systematic approach to understanding economic concepts in a spatial and global perspective. Focus on distribution and economic growth in a world economy in rapid transition. 3 .

GO285* Human Geography 3 credits

Investigate specific ways that humans, as agents of change, have deliberately and accidentally modified the earth's surface. A key component will be to recognize the theoretical aspects of the discipline and apply them in contemporary local, regional and global settings. 3 hours lecture.

GO300 History of Geography 3 credits

Investigation of the historic transition of geographic ideas from the ancient world to the modern period. Emphasis on the European, Asian and United States perspective. 3 hours lecture.

GO325 Historical Geography 3 credits

Using documents and selected readings, discover obvious and subtle landscape changes as visible and historic imprints on the earth's surface. Course content is thematic with local, national and international coverage. 3 hours lecture.

GO350 Geographical Information Systems (GIS) 3 credits

Designed for students and those in the public and private sector to gather and display data in unique and in cartographic formats. GIS provides insights to geographic phenomena that would be difficult to visualize and interpret by other techniques. 3 hours lecture.

Political Science

Political Science courses provide students with the tools needed for a life of social activism and the pursuit of social justice and social welfare, within the framework of a comprehensive education in politics. Students are strongly encouraged to pursue an internship or similar practical political activity.

Politics and Law

The requirements for the minor in political science and law, a total of 18 credits are PO211, PO323, PO333, and PO334, plus two of the following: PO221, PO337, PO Internship (PO471, PO472, PO473), HI361, HI375, HI376.

PO111* Principles of Political Science 3 credits

An introduction to major theories of political science. Examine political institutions, processes and actors in a cross-section of capitalist, post communist and developing countries. Texts and lectures emphasize similarities and differences in the politics and economics of the countries studied. 3 hours lecture.

PO211* American National Government 3 credits

Explore politics as a value allocation process constrained by the institutions and processes of American government. Major topics include the institutions of the federal government, civil liberties and civil rights, and elections. Focus on specific issues and problems at the discretion of the instructor and as the electoral and political cycles warrant. Course credit may be applied to the American Studies minor. 3 hours lecture.

PO221* State & Local Government in America 3 credits

Examine politics at the state and local level, with a focus on New Jersey. Consider general problems of federalism and specific issues drawn from a variety of topics including, but not limited to, law enforcement, taxation, local development/land use and local election campaigns. Course credit may be applied to the American Studies minor. 3 hours lecture.

PO323 Constitutional Law 3 credits

Study the Constitution of the United States of America, including the text itself as well as examination of the Founders' intentions, federalism, and the allocation of powers between state and federal governments, principles of constitutional change by amendment and by judicial interpretation, the doctrine of stare decisis, identification and analysis of constitutional issues, standards of review in constitutional litigation, judicial remedies for constitutional violations, constitutional guarantees of due process and equal protection. Prerequisite: PO211 or permission of the instructor. 3 hours lecture.

PO333 Modern Political Thought 3 credits

A survey of the development of political theory from the Enlightenment through the present. Evolving articulations of liberalism, utilitarianism, Marxism, socialism, anarchism, fascism and conservatism will be discussed. Feminist and environmentalist contributions to contemporary political debate will be explored. Consider the impact of economic and sociological theory on political thought, as well as the incorporation of religious and ethical convictions into political theory. 3 hours lecture.

PO334 International Politics & Diplomacy 3 credits

A study of current issues and conflicts in the global arena and of organizations and methods for the reaching international agreements, resolving international conflicts, and adjudicating international disputes, using the analytical tools and principles of the political scientist. Topics will vary but may include, for example, the Arab-Israeli conflict, Islamic fundamentalism, national debt management, Chinese expansion in Africa, prosecution of war crimes by national or international courts, regulation of regional and global trade, global warming and the environmental costs of industrialization. 3 hours lecture.

PO390 Special Topics in Political Science 3 credits

An advanced course designed to examine a particular topic through selected readings, lectures, class activities and student research. 3 hours lecture.

PO471, 472 & 473 Internship in Political Science I, II & III 3 credits

Offered to all students who are completing the requirements for the political science concentration/ minor. Courses will be individually designed to further the student's academic training in the private or public sectors (PO471—local institutions; PO472—state institutions; PO473—federal institutions). A substantive project(s) is(are) required, which will be determined by the instructor and the student's immediate supervisor. Limited to seniors and second-semester juniors. Prerequisites: Approval of the department. Offered on application.

HOLISTIC HEALTH STUDIES

The holistic health minor and certificate program* were developed as a response to the changing health perspective in Western culture. The courses are designed to provide a profile of the holistic paradigm from

philosophical, historical and methodological viewpoints. These concepts readily support other disciplines such as education, psychology, social work, gerontology, religion, business and biology. For both minor and certificate program, students must complete a minimum of 18 credits in holistic health and 1 credit of PE300 or PE310.

*Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/uploadedFiles/GCU_NonDegree_Programs.pdf

Students who minored in Holistic Health (or undergraduate level certificate) will be placed in the advanced standing as they begin their MA in Holistic Health program at GCU. 3 to 6 credits course waiver (one elective course and or HH515 Stress Management) can be granted based on their academic standing.

COURSES

HE110 Holistic Medical Terminology 2 credits

Define and discuss the basic and most common conventional medical terminology as well as holistic/integrative medicine/CAM terms through case studies and empirical research in relevant fields. Abbreviations and their appropriate usage are represented.

HE210 Holistic Health: Past, Present & Future 3 credits

Examine the past, present, and future of holistic health as it relates to various societal concerns such as obesity, cardiovascular disease, cancer, aging and addictive behaviors. Develop a framework emphasizing the importance of the mind, body and spirit as well as an understanding of disease vs. dis-ease. Explore prevention models and will design a personal plan for achieving good health. 3 hours lecture.

HE220 Eastern Approach to Nutrition & Movement 3 credits

Develop an understanding of the Eastern approach to nutrition and exercise in obtaining overall health, including effects of movement as it relates to the meridians. Investigate how the energetic properties of food can contribute to overall well-being. 3 hours lecture.

HE310/WS315 Holistic Views of Women's Health 3 credits

Examine current women's health issues throughout the life span in the holistic view. Discuss the impact of women's health on family, community, and society. The life-span will be divided into 3 stages: reproductive, pre-reproductive, and post-reproductive with emphasis on various human relations that co-occur with women's integration of mind, body, and spirit. Closely examine current health behaviors and attitudes. 3 hours lecture.

HE320 Alternative Healing Methods 3 credits

The foundation on which students can develop an awareness of the various forms of alternative healing options. Explore the historical background, philosophical basis, and methodology of some of the foremost alternative healing methods available to our society. 3 hours lecture.

HE330 Health, Humor, and Healing 3 credits

Define basic concepts of the mind/body connection, the innate healing potential of humor, ancient and current approaches toward healing, and the relationship between humor and health.

HE335 Stress Management & Health 3 credits

Examine the multidimensional phenomenon of stress, the relationship between the mind and body connection, as well as conditions, attitudes and behaviors that contribute to the stress response. Includes the psychosomatic theory of disease and the mechanisms that link stress and illness. Using a holistic approach for intervention, students will be able to design stress management programs for themselves and others.

HE340 Eastern Views of Holistic Health 3 credits

A comprehensive study of the similarities and differences between Ayurvedic medicine and traditional Chinese medicine. Explore not only the common thread underlying most ancient forms of medicine, but also the

body as an integrated whole in which the physical, mental, emotional and spiritual aspects of life are one.

HE345 Native American Medicine 3 credits

Examine the contributions Native Americans have made in the area of natural healing and explore the historical and philosophical perspective of Native American culture and their beliefs concerning their relationship to the environment and the animal kingdom.

HE350 Special Topics in Holistic Health 1-3 credits

Discussion, lecture, and selected readings in areas of holistic health that are not offered as formal course offerings during the year. Different topics are offered each semester. 3 hours lecture.

HE380 Health & the Environment 3 credits

Inquire into the effects of human social organization and relationship with natural environment on physical, emotional, mental, and spiritual well-being to contextualize individual health issues and seek healing responses to imbalances in social, environmental, and personal health.

HUMANITIES

The humanities major is designed to open up to interested students the rich and challenging world of the liberal arts with its myriad perspectives on the human condition. Exposure to a broad spectrum of related disciplines will help students integrate their knowledge and experience, deepen their understanding of the intellectual and creative achievements of the past, and promote attitudes of curiosity and critical reflection toward expressive forms of culture and civilization. The program is committed to the belief that only through the exchange of ideas can the challenges of life become occasions for understanding. In short, the Humanities major is for individuals who are interested in nothing less than the meaning of being "human."

The program of study leading to a Bachelor of Arts (B.A.) in humanities requires a minimum of 30 credits. Majors will be assigned to an adviser who will provide them with the recommended sequence of courses in his/her area of concentration and with recommended general education courses.

Humanities majors must complete all humanities general education requirements. (Academic Writing & Research I & II, History, Literature, Philosophical Inquiry, Visual & Performing Arts, World Language, Philosophical or Theological Ethics, Religious Studies, and Women & Gender)

Students majoring in humanities are eligible for Dual Elementary Certification K-5 and Teacher of Students with Disabilities Endorsement. Students pursuing teacher certification should refer to the School of Education section of this catalog.

Major Sequence

- One course in exploring the humanities and a final senior seminar in the humanities.
- Eighteen semester hours concentrating in upper-level courses in one of the following disciplines: art history, English, history, music history, religious studies, Spanish
- Six semester hours in courses from any of the disciplines listed above or from classical studies, French, Italian and philosophy. These courses will be selected under advisement to round out the major concentration.
- A full academic year within the program is required prior to enrolling in HU401.

COURSES

HU201 Exploring the Humanities 3 credits

Study the key ideas of the humanities (art, music, literature, theatre, history, religion) with emphasis on experiencing the arts and research in the humanities. Learn to recognize and analyze works in various

disciplines and to understand and appreciate the role that the humanities play in human culture.

HU401+ Seminar in the Humanities 3 credits

A portrait in historical and contemporary perspectives of the rich world of humanities, with its fertile resources for addressing humanity's perennial concerns. Spanning the spectrum of human experience, use a variety of theoretical and artistic approaches. Topics vary from semester to semester and students are expected to actively engage the material, present their own research, and use class meetings as a forum for thoughtful conversation and inquiry. 2 hours lecture. Offered every spring.

HU405 Special Studies 1–3 credits

An in-depth program based on a specific area or an interdisciplinary investigation under the direction of a faculty member. Intended for the advanced student in the humanities program. Offered on application.

INTERDISCIPLINARY & EARTH SCIENCES

The courses described here do not constitute a major by themselves, but may be taken as part of other majors such as Natural Sciences or Physics, or taken as electives to increase the student's knowledge of science. Courses from Biology, Chemistry and Physics listed with an SC number are part of this group of courses. SC111, SC112, and PH/SC334 may be used to fulfill the general education natural science with laboratory requirement. Integrated science courses (SC111 and 112) are recommended for students seeking teacher certification, especially those planning to teach grades K–5 or K–8.

SC105 Current Issues in Environmental Sustainability 3 credits

Learn to think critically and evaluate information about the impact that our current "western" lifestyles and population trends have on the attainment of a sustainable environment. Investigate the goods and services provided to humans by nature and the impacts of our own environmental issues related to sustainability and reflect upon how and to what extent our individual employ, both personally and as a society, including insights gained from the ways in which non-western societies relate to one another and to the environment. Consider the ethical dilemmas we generate as consumers and the value of promoting social justice, respect for rights of humans, non-human organisms and environment, and a commitment to care for others.

SC/CH109 Societal Issues in Chemistry 3 credits

Explore the extraordinary role played by chemistry in a societal context illustrated by examples from everyday life. Topics may include air and water pollution, ozone hole, global warming, energy, plastics, pharmaceuticals and nutrition. Review basic concepts in the field of chemistry. Fulfills the general education distribution core requirements.

SC111*+, Integrated Science I 4 credits

The two-semester course sequence incorporates principles in biology, chemistry, physics, and earth science. Topics in this first semester course include matter, energy, entropy, thermodynamics, electricity, magnetism, atomic and nuclear structure, chemical principles, and reactions. Laboratory experience presents a series of exercises that demonstrate the principles presented in lecture. Prerequisite: MA105 or eligibility to take MA109 on Mathematics Placement Test; 3 hours lecture, 3 hours laboratory.

SC112*+, Integrated Science II 4 credits

The two-semester course sequence incorporates principles in biology, chemistry, physics and earth science. Topics include weather, astronomy, the solar system, the earth, living organisms and their environment, and human biology. Laboratory experience presents a series of exercises that demonstrate the principles presented in lecture. Prerequisite: MA105 or eligibility to take MA109 on Mathematics Placement Test; 3 hours lecture, 3 hours laboratory.

SC115 Science Technology & Society 3 credits

Study the development, application, and principles of modern science. Define what science and technology is, how it is practiced, who practices it, how discoveries are made and accepted, and what the impact of science is on society. Examine important scientific theories and principles as well as modern problems and controversies facing science today.

SC/PH334* Astronomy: Stars, Planets, Galaxies, & the Universe 4 credits

Study of the concepts of astronomy and cosmology. Topics include evolution of our concept of the universe from Ptolemaic beliefs to modern cosmology; space exploration and the instruments through which the wonders of the universe are revealed to us. Laboratory will include telescopic observations. 3 hours lecture, 3 hours laboratory.

SC/PH337 Physics of Meteorology 4 credits

Study the physics of meteorology, the dynamic nature of our atmosphere, the physical processes that shape weather and climate, and the factors that control prediction of the weather. 3 hours lecture, 3 hours laboratory.

SC350 Special Topics in Natural Science: Climate Change 4 credits

Learn to use online data to develop climate in a systems approach. The paradigm of climate systems and sustainability uses critical thinking skills to frame the concepts of climate change and climate variability. Real-time data will assess climate issues over the range of time and human involvement. 3 hours lecture, 3 hours laboratory.

SC393 Coastal Geomorphology 3 credits

Explore the origin, processes, and physiography of the coastal zone. Emphasis on a systems approach to issues facing the coastal zone by applying skills and techniques from other allied sciences. Using local areas as resources, produce a model based on time, structure, and process. Required at the end of the course will be an original manuscript that uses the theme of stewardship for society and the coastal zone. Prerequisites: 2 semesters of science. 3 hours lecture, 3 hours laboratory.

SC405+ Earth Science 4 credits

Explore traditional topics in earth science including minerals and rocks; geologic time and the age and origin of the Earth; plate tectonics; mountains and volcanoes; the Earth's interior; the hydrosphere, atmosphere, and biosphere. Prerequisites: BI112, CH112, PH112, and any two 200/300-level science course required for the B.S. in Natural Sciences. 3 hours lecture, 3 hours laboratory.

SC433 Oceanography 4 credits

Study physical oceanography, including the dynamics of ocean currents, waves, tides and thermoclines; the physical properties of ocean water and effects of geological plate tectonics including volcanic eruptions, coastal dynamics, ocean-atmosphere interactions and ocean stewardship. Prerequisite: 2 semesters of basic science. 3 hours lecture, 3 hours laboratory.

MATHEMATICS & COMPUTER INFORMATION SYSTEMS

Courses in mathematics are designed to give the fundamental training necessary to prepare students to do graduate work in mathematics, to become teachers in the secondary schools or to take advantage of the employment opportunities that exist in industry, business and education. The courses provide all students with some understanding of mathematics and its importance to civilization. In addition students of the sciences are given the mathematical basis essential for their disciplines.

GEORGIAN COURT UNIVERSITY DUAL DEGREE

Students participating in the agreements Georgian Court has with

Burlington County College and Ocean County College should refer to the Admission of Students Participating in Dual Degree Agreement portion of the Admission section at the beginning of this catalog.

MATHEMATICS

Major Sequence (33)

MA115, MA116, MA215, MA216 or MA331, MA311, MA312 and MA401. It is highly recommended that education majors take MA 331. In addition CS123 is required.

Certification as a Teacher Of Mathematics

Students follow the major sequence in mathematics but must also include MA321 and MA400 and are advised to take MA331. For required professional courses in education, please refer to the School of Education section of this catalog.

Minor Sequence

Computer Information Systems

CS123 or equivalent, CS126 and four additional CS courses numbered CS111 and above.

Mathematics

Eighteen credits in mathematics courses at the MA115 level or higher including MA115 and MA116. CS123 can be counted toward the minor.

MA103, MA105, MA106, MA107, MA109, MA110 & MA115
Students intending to enter MA 103, MA105, MA106, MA107, MA109, MA110 or MA115 must take a departmental examination if they do not have the specified course prerequisite. Placement in these courses will be recommended on the basis of the results of this examination.

COURSES

MA103* Making Sense of Data: Statistical Thinking 3 credits

An introduction to the use and misuse of statistics. Types of variables, descriptive statistics. Tabular and visual display of data. Sampling and polling. Elements of probability. Making inferences from samples. Estimation, Hypothesis Testing, Use of computer software to display and analyze data.

MA105* Modern Mathematical Concepts I 3 credits

Elementary mathematical logic, set theory, number systems, elementary number theory. Recommended for prospective elementary school teachers. 3 hours lecture. Prerequisite: departmental placement exam.

MA106* Modern Mathematical Concepts II 3 credits

Algebra-based problem solving, linear and quadratic equations, inequalities, variation, graphs, functions, geometry, measurement, counting methods, statistics, the relation between algebra and geometry. 3 hours lecture. Prerequisite: departmental examination.

MA107* Quantitative Methods 3 credits

Quick review of basic algebra; systems of linear equations, inequalities and linear programming; fractional powers, radical equations; quadratic equations; graphs and algebraic equations; logarithms; time value of money; word problems; simple interest and simple discount. Recommended for business majors. 3 hours lecture, one semester or five-week accelerated course. Prerequisite: departmental placement examination.

MA109* College Algebra 3 credits

An introduction to real-valued functions and their graphs including polynomial, rational, exponential and logarithmic functions; composite and inverse functions; theory of equations; systems of equations and inequalities. Prerequisite: departmental placement examination. A student who has passed MA115 with a grade of "C" or better may not subsequently receive credit for MA109.

MA110*+ Precalculus 3 credits

Plane and analytic geometry—lines translation of axes; functions and graphs (with and without graphing calculators), translation of graphs, analytic trigonometry, exponential functions, inverse functions (including inverse trigonometric functions and logarithmic functions), absolute value inequalities. Prerequisite: MA109 or departmental placement examination. A student who has passed MA115 with a grade of "C" or better may not subsequently receive credit for MA110.

MA115*+ Calculus I 4 credits

Limits and their properties, continuity, derivatives and their applications, integrals, Fundamental Theorem. These will be applied to algebraic, trigonometric, exponential and logarithmic functions. Prerequisite: MA110 with a grade of "C" or better or departmental placement examination.

MA116*+ Calculus II 4 credits

Applications of the definite integral, techniques of integration, infinite sequences and series, tests for convergence, Taylor's Theorem, power series. Prerequisite: MA115 with a grade of "C" or better.

MA209* Linear Algebra 3 credits

Vectors, matrices, linear equations, real vector spaces, determinants, linear transformations and matrix representations, Euclidean spaces, eigenvalues and eigenvectors. 3 hours lecture, one semester. Prerequisite: MA110 with a grade of "C" or better or departmental placement enrollment into MA115.

MA210* Discrete Mathematics 3 credits

Set theory, mathematical logic, logic networks, mathematical induction; relations and functions; combinatorial analysis; graph theory. 3 hours lecture. Prerequisite: MA110 with a grade of "C" or better or departmental placement into MA115.

MA215*+ Calculus III 4 credits

Conic Section, Polar coordinates, vectors and vector-valued functions, surfaces in space, functions of several variables, partial derivatives, gradients, multiple integrals. Prerequisite: MA116 with a grade of "C" or better.

MA216+ Vector Calculus 3 credits

Analytic geometry in three dimensions, spherical and cylindrical coordinate systems, vector fields, implicit functions, line and surface integrals, Green's Theorem, divergence theorem, Stokes' Theorem. Prerequisite: MA215 with a grade of "C" or better.

MA218+ Differential Equations 3 credits

Differential equations of the first order; linear differential equations of higher order; applications to the physical sciences. Systems of linear differential equations, series solutions; the Laplace transform. Prerequisite: MA116, corequisite: MA215 or permission of instructor.

MA301+ Mathematics for Elementary School Teachers I 3 credits

The first course in a two-semester sequence providing an in-depth reconsideration of key mathematical concepts in the K–8 curriculum. Representation and properties of integers. Physical and geometric interpretations of arithmetic operations. Use of manipulatives. Inverse relationships between addition and subtraction, multiplication and division. Arithmetic of signed numbers. Interrelationship between representation of numbers and algorithms of elementary arithmetic. Arithmetic vs. algebra. Problem solving techniques. This course is open only to mathematics majors in the K–5 and K–8 tracks. Prerequisite: MA210 with a grade of "C" or higher.

MA302+ Mathematics for Elementary School Teachers II 3 credits

Second course in a two-semester sequence. In-depth reconsideration of key mathematical concepts in the K–8 curriculum. Interpretation and arithmetic of fractions. Rational and irrational numbers. Exponents of rational and irrational numbers. Decimal representations of rational and irrational numbers. Dimensional units in geometric and physical applications. Rates and ratios. Linear and more general functional

relationships. This course is open only to mathematics majors in the K–5 and K–8 tracks. Prerequisite: MA301 with a grade of “C” or higher.

MA304 Topics in Mathematics 3 credits

A specific topic not offered as a formal course during the given semester. Prerequisite: approval of instructor. 1–3 hours lecture.

MA311; Introduction to Abstract Algebra I 3 credits

Introduction to basic algebraic structures; mappings and operations, permutations, properties of groups, equivalence, congruence, divisibility, direct products, and isomorphisms. 3 hours lecture, one semester. Prerequisite: MA116, MA209, MA210, MA215 with a grade of “C” or better.

MA312;+ Introduction to Abstract Algebra II 3 credits

More algebraic structures; rings, integral domains, fields, polynomials over a field, quotient groups, and rings and homomorphisms. Prerequisite: MA311. 3 hours lecture, one semester. Prerequisite: MA311 with a grade of “C” or better.

MA314+ Mathematical Modeling 3 credits

Basics of mathematical modeling, qualitative analysis and asymptotic behavior of discrete and continuous dynamical systems, stability of equilibria; using symbolic software packages to solve mathematical problems. Prerequisite: MA116.

MA321 Foundations of Geometry 3 credits

An axiomatic treatment and critique of Euclidean geometry. Hilbert’s axioms of connection, order, parallels, congruence and continuity. Extension of Euclidean geometry to affine and projective geometry. 3 hours lecture, one semester. Prerequisite: MA210 with a grade of “C” or better.

MA331;+ Probability & Statistics I 3 credits

Basic probability theory in both discrete and continuous sample spaces, random variables and their distribution functions, expectation and variance, covariance and correlation, and the central limit theorem. Prerequisite: MA116 and MA210 with a grade of “C” or better, or permission of department chair.

MA332;+ Probability & Statistics II 3 credits

Estimation, hypothesis testing, analysis of variance, simple and multiple regression, and the Gauss-Markov theorem. Prerequisite; MA331 with a grade of “C” or better.

MA400+ Mathematics for Secondary School Teachers 3 credits

A capstone course for future secondary school teachers designed to strengthen understanding of secondary school content in the context of the college mathematics curriculum. Emphasis on alternate methods of problem solving, unifying mathematical themes, the historical context of the development of mathematical ideas, the use of technology in teaching mathematics, correct mathematical communication, and methods of making study of mathematics relevant, dynamic and enriching. Prerequisite: MA215, MA311 and MA312.

MA401;+ Introduction to Analysis 3 credits

Real number axioms, sequences, completeness, compactness, continuity, uniform continuity, the derivative, the Riemann integral and sequences of functions. Prerequisite: MA209, MA210 and MA215 with a grade of “C” or better.

MA404+ Complex Analysis 3 credits

The complex plane and the theory of analytic functions; mapping by elementary functions. Complex integration; series; residues and poles; conformal mapping. Prerequisite: MA209, MA210 and MA215 with a grade of “C” or better or permission of instructor. 3 hours lecture. Offered on application.

MA414 Research Problem in Mathematics 3 credits

Students specializing in mathematics may prepare a research paper with the consent of the department. This may be an historical approach to a

known problem, or an original approach to a problem arising from course work. Offered on application.

MA433+ Numerical Analysis 3 credits

Methods of obtaining numerical solutions to various types of mathematical problems. Numerical solutions of systems of linear and nonlinear equations; interpolation; least squares approximations; numerical differentiation and integration; introduction to numerical methods of differential equations. Programs will be assigned illustrating these methods. Prerequisites: MA116, CS123 or permission of instructor.

Computer Information Systems

CS105 Computer Literacy 3 credits

An introduction to computers and computer applications intended for non-Computer Science majors. Explore computer concepts and terminology, computer hardware and software, operating systems, the Internet, Web, computer ethics, and security and privacy. Includes hands-on experience with Microsoft Office 2007 word processing (Word), spreadsheet (Excel), database (Access), presentation graphics (PowerPoint) and communication programs.

CS111 Foundations of Computer Science 3 credits

A survey of fundamental concepts in computer science. Covers a wide variety of topics including algorithms, automata, language translation, digital logic, machine organization, networking basics and introductory software engineering. This course will be ideal for anyone who wants a broad overview of what computer science is about. Many advanced topics will be introduced from an elementary perspective.

CS123; Computer Programming I 4 credits

An introductory course using the computer language C++. Includes general computer concepts, C++ statements, selection structures, looping, functions, arrays, pointers and classes. Students will design and code programs to run on the campus computer network.

CS126;+ Computer Programming II 3 credits

Continues the introduction to programming begun in CS123 with an emphasis on object-oriented design principles and programming language features that support object orientation. C++ or another object-oriented language will be used for projects throughout the course. Also includes coverage of tools for managing large software projects. Prerequisite: CS123.

CS209+ Programming for the Web 3 credits

Programming techniques for the Web: HTML programming, JavaScript, Java applets. The material in this course is both of current interest in the field and an appropriate path to further develop programming design and implementation expertise. Prerequisite: CS123. 2 hours lecture, 2 hours lab.

CS225+ Computer Architecture 3 credits

Digital computer systems, representation of data, CPU architecture, assembly language programming techniques, comparative machine architectures, assemblers, loaders and operating systems. Short programs to be written in assembly language will be assigned. Prerequisite: CS123.

CS227+ Data Structures 3 credits

Arrays, stacks, queues, linked lists, trees, graphs, searching and sorting algorithms, hashing and recursion principles. An object-oriented programming language such as C++ will be used in writing programs illustrating the implementation of the above concepts on the computer. Prerequisite: CS123, CS126 or approval of instructor.

CS231 Introduction to Database Systems 3 credits

Comparison of hierarchical, network and relational data models; the three levels of database architecture; function oriented vs. data-oriented system development; conceptual data modeling—entities, attributes, specialization, relationships, cardinality, keys; the relational model and normalization; using relational algebra to answer queries; database security and system recovery.

CS235+ Electronics for Scientists 4 credits

See description under PH235. 3 hours lecture, 3 hours lab.

CS306+ Topics in Computer Science 3 credits

A specific topic not offered as a formal course during the given academic semester. Prerequisites: approval of instructor. Offered on application.

CS324+ Algorithmic Analysis 3 credits

Review of basic data structures. Graphs: terminology and properties. Study of algorithms: analysis of complexity for internal and external sorting, shortest path, spanning tree, cut points, connected components. Introduction to NP completeness; approximation algorithms and parallel algorithms. Programs to be assigned using C++ or equivalent. Prerequisites: MA116, MA213, CS227.

CS326+ Survey of Computer Networks & Telecommunications 3 credits

Network architectures, topologies and protocols, operation of bridges, routers and gateways, network performance analysis, privacy, security, reliability, configuration of LAN and WAN networks, communication standards, and intranet and internet. Prerequisite: CS225 or instructor permission.

CS327+ Principles & Practices of Computer Network Administration 3 credits

Combines practical experience with technical understanding. Overview of TCP/IP, protocols, routing, setup, creating and administering accounts, managing resources, printing environment, server architecture, installations, configurations, security. Hands-on experience with system administration of Windows NT and Linux. Prerequisite: CS326. 2 hours lecture; 2 hours lab.

CS331+ Organization of Programming Languages & Compilers 3 credits

Interaction between language design, compiler design and run-time organization. Topics include syntactic and lexical analysis, parsing, dataflow analysis, memory management, register allocation and code generation. Prerequisite: CS225. 2 hours lecture, 2 hours laboratory.

CS401+ Mathematical Principles of Computer Graphics 3 credits

Introduction to concepts, tools and techniques of computer graphics, scaling, translation, and rotation transformations, windowing and clipping, three-dimensional techniques, light and color, hidden lines and surfaces. Prerequisite: CS123 and MA214, or permission of instructor.

CS410+ Operating Systems 3 credits

Basis concepts of operating systems, process management, concurrence, communications, memory management and protection, file systems. Prerequisite: CS225.

CS433+ Numerical Analysis 3 credits

See description under MA433.

MUSIC

Music is all around us, and is vital to the cultures of people throughout the world. The Music Program at Georgian Court University services the students and community through its performance ensembles, applied music lessons, and general education classes. The study of music is approached as an artistic and intellectual achievement within the framework of a liberal arts curriculum.

Minor Sequence in Experiential Music

The Minor in Experiential Music includes five credits in Applied Music, two semesters of a performance ensemble which may be waived fully or in part by two additional credits of Applied Music; MU109; and Music electives. The sum of the preceeding must add up to a minimum of 18

credits. Minors are to attend at least two campus music performances as audience members. (Applied Music means private music lessons.)

MU101, MU201, MU301, MU401 Applied Music 2 credits

Private lessons in piano, voice, flute, recorder, clarinet, classical guitar, saxophone, organ, violin, viola, cello, double bass, percussion, trumpet, jazz piano, popular guitar or jazz wind instrument instruction. One hour.

MU102, MU202, MU302, MU402 Applied Music 1 credit

One-half hour per week, per semester.

MU103, MU203, MU303, MU403 Court Singers 1 credit

The study and performance of popular and classical choral music. Participation in this course enables the student to develop vocal skills and ensemble singing in a fun and relaxed environment. Each semester concludes with a concert.

MU104, MU204, MU304, MU404 Instrumental Ensemble 1 credit

Instrumental ensembles are Concert Band, Jazz Band, String Orchestra, Guitar, and Flute Ensemble. The study and performance of wind, string, and brass literature from medium to advanced difficulty. 1 credit per year of membership.

MU105, MU205, MU305, MU405 Chorale 1 credit

A performing ensemble of mixed voices of advanced vocal students. Repertoire is drawn from music intended for an intimate chamber-size group, challenging in all aspects of vocal musicianship. By audition. 1 credit per year of membership.

MU108 Fundamentals of Musicianship 1 credit

Fundamentals of Musicianship will introduce the student to the fundamental music elements of melody, harmony and rhythm. Practice is provided in writing, reading and performing skills based on fundamental music elements. 2 laboratory hours.

MU109* Survey of Music History 3 credits

A study of music, its materials, and forms in a variety of periods and styles, lectures, collateral readings and directed listening. 3 class hours.

MU110;111 Aural Activities I A-B 2 credits

Sight singing exercises on diatonic melodies; melodic, harmonic and rhythmic dictation based on sight singing materials. 2 laboratory hours, one year. Prerequisite: MU108 or pass Entrance Theory Exam.

MU112;113 Harmony I A-B 4 credits

Chorale style part-writing involving primary chords, chords of the seventh, secondary chords and their inversion; correlated analysis, utilization of music notation composition software. 2 class hours, one year. Prerequisite: MU108 or pass Entrance Theory Exam.

MU120, MU220, MU320, MU420 Gospel Singers 1 credit

A performing ensemble dedicated to gospel and other choral songs in the African American tradition. Each semester includes the performance of a concert. 1 credit per year of membership.

MU210;211+ Aural Activities II A-B 2 credits

Sight singing exercises on chromatic melodies including modes and modulation; melodic, harmonic and rhythmic dictation based on sight singing materials. Prerequisite: MU110;111. 2 laboratory hours, one year.

MU212;213+ Harmony II A-B 4 credits

Part-writing involving chromatic harmony and advanced modulation; correlated analysis. Prerequisite: MU112; 113. 2 class hours, one year.

MU214* Music in the United States 3 credits

The place of music in the cultural history of the United States from the Pilgrims to the present; focus on particular composers and the compositional schools of the 20th century. 3 class hours, one semester. Applicable to the American Studies minor.

MU215* World Music 3 credits

An introduction to the traditional music of several different cultures, including Africa, North and South America, Eastern Europe, India, Indonesia and Japan. 3 class hours.

MU216* Symphonic Music 3 credits

A study of orchestral music from the inception of the orchestra to the present through guided listening; use of specific works as the basis for discussion of musical elements. 3 class hours.

MU219* Jazz Survey 3 credits

Jazz Survey concentrates on the evolution of jazz from its roots to the present day. Famous names in jazz and musical style traits of different periods are discussed and illustrated using representative selections of music. 3 class hours.

MU221* Broadway & Before: Music of the Stage 3 credits

Study of the history of Broadway musicals in addition to the genres that led up to the production of the Broadway musical, including operetta, minstrelsy, variety shows, opera, and the oratorio. 3 class hours.

MU222 Music of Latin America and the Caribbean 3 credits

An introduction to the music of Latin America and the Caribbean including the countries of Mexico, Cuba, Puerto Rico, Jamaica, Trinidad, Columbia, Venezuela, Brazil, and Argentina. This course can be used for the Latina/o and Caribbean Studies minor. 3 class hours.

MU270, MU271, MU272, MU273: Instrumental Techniques: Strings, Woodwinds, Brass, Percussion 1 credit

Fundamental principles and techniques of playing string, woodwind, brass and percussion instruments; study of literature that is appropriate for beginning class instruction. Prerequisites: MU108 or pass Entrance Theory Exam. 2 laboratory hours.

MU312+ Theory of 20th-Century Music 2 credits

The study of post-tonal harmony and ear training; new concepts of rhythm, timbre and structure; analysis of works by leading contemporary composers; small composition and performance projects. Prerequisites: MU210;211 and MU212;213. 2 hours.

MU331+ Form & Analysis 2 credits

A study of musical forms with emphasis on structural and harmonic analysis of instrumental literature. Prerequisites: MU109, MU212;213 and MU332. 2 hours.

MU332+ Counterpoint 2 credits

A study of the five species in two and three parts in strict style; writing and analysis are included. Prerequisites: MU212;213. 2 hours.

MU340+ Music History: Baroque & Classical 3 credits

The emergence of musical styles from Monteverdi through Beethoven; lectures, collateral readings, illustrations with recordings, and class participation. Prerequisite: MU109, MU110;MU112. 3 hours.

MU341+ Music History: Romantic & Contemporary 3 credits

Music in the Romantic and contemporary eras; study of the leading trends in music since 1800; lectures, collateral readings, illustrations with recordings, analysis of forms and techniques. Prerequisite: MU109, MU110;111. 3 hours.

MU342+ Selected Topics 3 credits

The study of a selected topic of music of interest to the students. Prerequisite: Permission of department chair. 3 hours lecture. Offered on application.

MU353 Piano Ensemble 1 credit

Reading and performing four-hand compositions for one or two pianos. One hour. Offered on application to upper-level piano students.

MU373+ Conducting 3 credits

Basic skills in conducting ensembles; study of rehearsal techniques,

balance and blend. Prerequisites: MU109, MU210;211 and MU212;213, or permission of department chair. 3 hours.

MU374+ Elementary School Music Methods & Materials 3 credits

Materials and procedures for teaching music in the elementary school; observations and discussion periods included. Prerequisites: MU109, MU210;211 and MU212;213, or permission of department chair. 3 hours.

MU375+ Secondary School Music Methods & Materials 3 credits

Materials and procedures for teaching music at the secondary level; programs and performances, administration, related arts and the music program; observations and discussion periods included. Prerequisites: MU210;211 and MU212;213, or permission of department chair. 3 hours.

MU411*, 412* Art, Music & Literature Since the Renaissance I & II 3–6 credits

See description under EN411,412. 3 hours, one year.

MU441+ Music History: Medieval & Renaissance 3 credits

Study and analysis of Christian chant; the development of monody and polyphony through the Renaissance; lectures, collateral readings, illustrations with recordings, and class participation. Prerequisites: MU212/13. 3 hours.

MU450+ Senior Recital 0 credits

The senior recital represents the culmination the applied major instrument or voice. Prerequisites: The first semester of MU401.

MU451+ Piano Proficiency Examination 0 credits

The student will accomplish the level of piano proficiency necessary for success as a public school music teacher.

MU467+ Independent Study TBA

An intensive study of a particular period, composer or music education topic selected by the student with the consent of a department member. Open only to senior music majors. Offered on application.

NATURAL SCIENCES

The major in natural sciences prepares students for employment as teachers and/or scientists in industrial laboratories and for further study in the sciences. Students take courses in biology, chemistry, physics, earth science and mathematics. The laboratory work will build skills for planning and carrying out laboratory experiments in science and provide students with an intellectual foundation that will help them understand recent advances in science and technology.

Although any student may choose natural sciences as a major, the program is ideally suited for students interested in pursuing a career as a K–8 Science teacher. Empowered by knowledge from mathematics and all the branches of the natural sciences, students can serve their community as successful science teachers and be able to be leaders for science education in their schools.

Major Sequence

A minimum of 40 credits in the natural sciences is required for the B.S. degree in Natural Sciences. The required science courses are BI111, BI112, CH111, CH112, PH111, PH112, CH211, SC405, one course from group I (BI315, BI324, BI325 or BI340) and one from group II (PH334, PH337, SC393 or SC433), two courses from group III (MA103, MA109, MA110) and one course from group IV (MA115, CS111 or BI203).

A student must earn a GPA of 2.5 or better after completing 24 of the required credits to continue the program.

Elementary Education Certification

Students working toward Dual Elementary Certification K–5 and Teacher of Students with Disabilities Endorsement with a major in natural

sciences please refer to the School of Education section of this catalog for required professional courses in education. In order to qualify for Dual Elementary Certification K–8 Subject Matter Specialization (science) and Teacher of Students with Disabilities Endorsement, students must pass the appropriate PRAXIS II Middle School Subject Content Knowledge exam, in addition to the PRAXIS II Elementary Education Content Knowledge exam. Students are encouraged to discuss the K–8 Subject Matter Specialization (science) option and other K–8 Subject Matter Specialization options with their academic adviser in the School of Education.

TRANSFER REGULATIONS

Students must complete a minimum of 24 credits in the natural sciences program at Georgian Court, including SC405.

COURSES

BI111* Life: Human Biology 4 credits

Study the anatomy and physiology of the human body. Understand and appreciate the elegant molecular mechanisms that underlie human genetics and reproduction and learn the essential facts of the structure and function of the eleven organ systems that comprise the human body. 3 hours lecture, 3 hours laboratory.

BI112* Life: Evolution, Organisms, Ecology 3 credits

Learn the story of life on Earth. Understand biogeography and learn what is known about the origin and evolution of the organisms living on Earth today. Emphasis on understanding the major principles of the science of ecology and environmental science to develop a deepened appreciation for the interdependence and inter-relatedness of all living organisms. 3 hours lecture, 3 hours laboratory.

CH111* The World of Chemistry 4 credits

An introduction for non-science majors and natural science majors that emphasizes the principles of chemistry, specifically the comprehensive laws that help explain how matter behaves through inquiry based learning. Explore the way in which molecules interact and how that explains the nature of substances. 3 hours lecture, 3 hours laboratory.

CH112*+ Chemistry in Your Life 4 credits

An introduction for non-science majors and natural science majors that emphasizes the principles of chemistry, specifically the comprehensive laws that help explain how matter behaves through inquiry based learning. Explore the relationship between molecular structure within the body and their physiological functions. Second part of a two-semester sequence. 3 hours lecture, 3 hours laboratory. Prerequisite CH111.

CS111 Foundations of Computer Science 3 credits

A survey of fundamental concepts in computer science, including algorithms, automata, language translation, digital logic, machine organization, networking basics, and introductory software engineering. May not be taken for credit toward CS or CIS major if the student already has upper-division CS credit. Ideal for anyone who wants a broad overview of computer science. Many advanced topics will be introduced from an elementary perspective.

PH111*, 112* How Things Work: Physics in Everyday Life I & II 4–8 credits

An introduction to the basic laws of physics experienced in our everyday environment and in this world of technology. 3 hours lecture, 3 hours laboratory, one year.

BI203+ Data Collection & Analysis in the Natural Sciences 3 credits

A practical overview of scientific investigation with emphasis on a unified process of experimental design, hypothesis testing, and data analysis. A variety of descriptive measures and statistical techniques,

both parametric and nonparametric, are presented from the standpoint of their appropriateness to the context of the data. Proficiency in the use of computer software for data analysis and display is a major goal of the course and is emphasized throughout. Prerequisites: Completion of any of the following courses: PH112, PH122, CH112, CH114, BI111 and 112, or BI116. 3 hours lecture. Offered fall.

BI315+ Environmental Biology 4 credits

A study of human effects on the environment and on the functioning of the Earth's ecosystems. Topics are taught from a biological perspective and include pollution, world population, agriculture, biodiversity, energy, climate changes, genetically modified organisms and use of natural resources. Prerequisites: BI111 and 112 or BI115 and 116, and CH111;112, CH113;114, or permission of chairperson. 3 hours lecture, 3 hours laboratory or field work. Offered as needed.

BI324+ Botany 4 credits

A study of the morphology, physiology, evolution and taxonomy of plants. Fungi and autotrophic protists and prokaryotes are introduced. Prerequisites: BI111 and 112 or BI115 and 116. 3 hours lecture, 3 hours laboratory or field work. Offered spring.

BI325+ Zoology 4 credits

An overview of the animal-like protists and Kingdom *Animalia*. The phylogenetic relationships among these organisms will be used as a foundation from which to study animal structure and physiology. Prerequisites: BI111 and 112 or BI115 and 116. 3 hours lecture, 3 hours laboratory. Offered fall.

BI340+ Principles of Ecology 4 credits

Study the interactions between organisms and their environment at the individual, population, community and ecosystem levels. Prerequisites: BI111 and 112 or BI115 and 116, and CH111;112, CH113;114, or permission of chairperson. Prerequisite or corequisite BI203, 3 hours lecture, 3 hours laboratory or field work. Offered spring.

CH211*+ Chemistry of the Elements 4 credits

An in-depth study of the Table of Elements and the atomic, ionic and molecular nature of materials. Emphasis on understanding the relationship between composition/structure of matter and its physical and chemical properties. Explore the most widely accepted theories on the origins and natural states of matter, and the bonding models used to explain and anticipate material properties. Address the many numerous, important commercial chemicals and industrial processes. Laboratory presents a series of exercises that demonstrate the chemical principles presented in lecture. Recommended for those planning to teach the physical sciences, but may be taken by non-science majors as well. Prerequisites: CH111 or CH114; Pre/ Co-requisite CH112; 3 hours lecture, 3 hours laboratory.

MA109* College Algebra 3 credits

An introduction to real-valued functions and their graphs including polynomial, rational, exponential and logarithmic functions; composite and inverse functions; theory of equations; systems of equations and inequalities. Prerequisite: departmental placement examination. A student who has passed MA115 with a grade of "C" or better may not subsequently receive credit for MA109. 3 hours lecture.

MA110*+ Precalculus 3 credits

Plane and analytic geometry—lines, conic sections, translation of axes; functions and graphs (with and without graphing calculators), translation of graphs, analytic trigonometry, exponential functions, inverse functions (including inverse trigonometric functions and logarithmic functions), absolute value inequalities. Prerequisite: MA109 or departmental placement examination. A student who has passed MA115 with a "C" or better may not subsequently receive credit for MA110. 3 hours lecture.

MA115+ Calculus I 4 credits

Limits and their properties, continuity, derivatives and their applications, integrals, Fundamental Theorem. These will be applied to algebraic, trigonometric, inverse trigonometric, exponential and logarithmic functions. Prerequisite: MA110 with a grade of "C" or better or departmental placement examination.

PH334* Astronomy: Stars, Planets, Galaxies & the Universe

4 credits

A study of the concepts of astronomy and cosmology. Topics include evolution of our concept of the universe from Ptolemaic beliefs to modern cosmology; space exploration and the instruments through which the wonders of the universe are revealed to us. Laboratory will include telescopic observations. 3 hours lecture, 3 hours laboratory.

PH337 Physics of Meteorology 4 credits

A study of the physics of meteorology and dynamic nature of our atmosphere, the physical processes that shape weather and climate and the factors that control prediction of the weather. 3 hours lecture, 3 hours laboratory, one semester. Offered once every two years or upon request.

SC393 Coastal Geomorphology 3 credits

Origin, processes and physiography of the coastal zone. Learn to use a systems approach to issues facing the coastal zone by applying skills and techniques from other allied sciences. Local areas will serve as resources for the course in which one of the final goals will be a model based on time, structure, and process. An original manuscript on the theme of stewardship for society and the coastal zone is required 3 hours lecture/lab. Prerequisite: 2 semesters of science.

SC405+ Earth Science 4 credits

Traditional topics in earth science including minerals and rocks; geologic time and the age and origin of the Earth; plate tectonics; mountains and volcanoes; the Earth's interior; the hydrosphere, atmosphere, and biosphere. Prerequisites: BI112, CH112, PH112, and any two 200/300 level science courses required for the BS in Natural Sciences. 3 hours lecture, 3 hours laboratory.

SC433 Oceanography 4 credits

A study of physical oceanography, including the dynamics of ocean currents, waves, tides and thermoclines; the physical properties of ocean water and effects of geological plate tectonics including volcanic eruptions, coastal dynamics, ocean-atmosphere interactions and ocean stewardship. Pre-requisite: 2 semesters of a basic science. 3 hours lecture, 3 hours laboratory.

NURSING

The nursing program prepares graduates to be professional nurses who work in collaboration with other members of the healthcare team to provide holistic patient-centered care. Nursing practice encompasses all levels of care across the continuum and throughout the lifespan for all members of the global human community.

Through participation in the teaching-learning process, graduates of the program will be able to integrate scientific evidence with the healthcare needs and values of patients, families, groups and communities through application of the nursing process. The purposes of the program are to prepare students to

- enter the profession as novice practitioners of nursing;
- participate in the advancement of the profession; and
- engage in life long learning.

Organizing Framework

The nursing curriculum complements the mission, vision, and core values of

the university and prepares students to become competent, effective, and caring practitioners of the profession of nursing. Evidence-based care is the organizing framework for the program. The curriculum is based on nursing theories and research as they apply to the performance of evidence-based practice, which is the synthesis by nurses of scientific evidence and patient characteristics and preferences formulated into a plan for delivery and evaluation of care. Theories and research from other disciplines, such as from the biomedical, behavioral, and social sciences, are integrated into the curriculum where appropriate. The generic B.S.N. curriculum is designed with course sequencing from basic nursing skills to the synthesis of knowledge and evidence required of the professional nurse generalist. The program is conducted in partnership with Meridian Health.

Objectives

The nursing program prepares graduates to

- use critical thinking to integrate knowledge from the humanities, social and natural sciences, and the discipline of nursing to inform practice and to provide care to individuals, families, groups, and communities;
- utilize interdisciplinary and intradisciplinary communication, collaboration, and leadership skills to produce positive working relationships in the delivery of and advocacy for evidence-based, patient-centered care.
- Integrate scientific evidence, practice guidelines, professional standards, and patient preference into the planning, delivery and evaluation of patient care;
- use information technology and other emerging technologies in a fiscally responsible manner to provide and evaluate patient care across the continuum of care;
- analyze economic, legal, and political factors and local, national, and global trends in health policy and regulation to influence care delivery and the deployment of resources;
- engage in health promotion, disease prevention, and population-focused interventions to impact the health status of individuals and populations;
- assume a leadership role within one's scope of professional nursing practice and apply leadership concepts, skills, and decisionmaking in delivering, evaluating, and improving safe and quality patient care;
- promote the image of nursing by modeling professional behavior, practicing self-renewal, engaging in lifelong learning, and supporting professional nursing organizations;
- demonstrate professional, moral, ethical, and legal conduct within a context of rendering compassionate nursing care; and
- use the nursing process to provide safe, quality, evidence-based nursing care across the life span and the continuum of care to individuals, families, groups, and communities.

Accreditation

The nursing program, which began in Fall 2008, has provisional accreditation from the New Jersey Board of Nursing, P.O. Box 45010, Newark, NJ, 07101. Phone: 973.504.6430.

Students must follow the policies in the Bachelor of Science in Nursing Program Student Handbook. A full description of each policy is in the student handbook. A summary of main points is provided below.

Admission to the B.S.N. Program

To be admitted to the B.S.N. program as freshman nursing majors, students must meet general admission criteria/regulations for Georgian Court University as well as specific grade, SAT/ACT score, high school course, and English/mathematics placement requirements. They must also have appropriate psychomotor, cognitive, and sensory capabilities

to function in the professional nursing role. They must be able to tolerate physically demanding and stressful situations.

Transfer students who have an overall GPA of 3.0 or higher may be admitted as nursing majors on a space-available basis.

Course Progression

The nursing curriculum is designed to progress logically from simple to more complex material and builds continuously on knowledge and skills from previous courses. All nursing courses must, therefore, be taken in sequence so that the student achieves increasing levels of professional competency. A minimum grade of C is required in all of the natural sciences and mathematics courses (BI213, BI214, BI319, CH151, MA103) and all nursing courses for progression to the next courses in the sequence. A student may earn less than a C or withdraw in only one nursing (NU prefix) course only one time to remain in the program. To remain in the program, a student who earns less than a C in a nursing course must repeat the course and must earn a grade of C or higher in the first repeat of the course. If a student withdraws from a nursing course, the course may be taken only one additional time and the student must achieve a grade of C or higher. The prerequisite requirements listed for each nursing course (courses with a NU prefix) must be successfully completed prior to enrollment in the nursing course. The student must maintain a 2.75 overall GPA to remain in the B.S.N. program. To graduate from Georgian Court University with a B.S.N., the student's overall GPA must be 2.75 or higher and the GPA in the major (NU courses) must be 2.50 or higher.

Other Requirements:

Prior to enrolling in the first clinical course (NU271 Evidence-Based Nursing Care of the Adult I), the student must pass a Basic Life Support for Healthcare Providers course, pass a health examination, meet all the health requirements of the program, procure professional liability protection insurance in the amounts specified by the clinical placement site, and undergo a criminal background investigation.

Major Sequence

A minimum of 64 credits including NU111, 211, 221, 265, 271, 280, 321, 330, 343, 355, 371, 380, 421, 425, 430, 471, 496 and Nursing (NU) electives. Also required: BI213, BI214, BI319, CH151, MA103, and PS111.

Seton Hall University's Accelerated B.S.N. Program for Holders of Bachelor's Degree

Seton Hall University's College of Nursing and Georgian Court University have entered into a partnership with several South Jersey healthcare systems to offer Seton Hall University's accelerated Bachelor of Science in Nursing (B.S.N.) Program on the campus of Georgian Court University. College graduates who aspire to careers as professional nurses may be eligible for this program. Applicants must possess a bachelor's degree in a field other than nursing with a cumulative grade point average of at least 3.0 and complete prerequisite courses (which are offered at Georgian Court) prior to starting the nursing program. The prerequisite courses (a total of 25 credits) may be accepted from the student's first bachelor's degree or may be taken at Georgian Court or at another regionally accredited institution. They are Human Anatomy and Physiology I & II (8 credits; BI213 and BI214), Chemistry (must include some organic and biochemistry) (4 credits; CH151), Microbiology (4 credits; BI319), Developmental Psychology (3 credits); Healthcare Ethics (3 credits; PL 154), Statistics (3 credits; BI203, S0201, or PS340). To apply to the program, the student must apply to Seton Hall University. Further information and an application packet may be obtained by calling Seton Hall University at 732.987.2621 (visit www.nursing.shu.edu). To take

the prerequisite courses at Georgian Court, students may contact the Georgian Court Office of Admissions. All of the nursing courses in the accelerated B.S.N. program are taught by Seton Hall University faculty members, and the degree in the accelerated B.S.N. program is awarded solely by Seton Hall University.

B.S.N. COURSES

NU111 Introduction to Professional Nursing 2 credits

This course presents a basic introduction to professional nursing practice and is a prerequisite for all other nursing courses. The course presents a broad overview of the non-clinical aspects of the nursing experience such as the philosophy of the Nursing Program; the history of nursing; settings in which nursing is practiced; nursing and healthcare regulatory agencies; nursing classification systems; career options within the nursing profession; and technology as it relates to nursing. The course also introduces participants to the steps in the nursing process and the basic processes, such as evidence-based practice, quality assurance, and performance improvements that are inherent in knowledge translation into practice. Prerequisite: admission into the B.S.N. program as a nursing major, or permission of the department chairperson. 2 hours lecture.

NU211+ Foundations of Professional Nursing Practice 3 credits

In this course, the student will examine nursing and other pertinent theories and conceptual frameworks, and the relationship between theory and practice will be explored. The student will have the opportunity to consider legal, ethical, cultural, political, and economic influences that impact professional nursing practice. Professional regulations and practice standards will be identified and discussed. An overview of evidence-based patient- and family-centered care, and the nursing competencies needed to practice safely and effectively are reviewed. Students are introduced to the nursing process as it relates to evidence-based decision making in health and illness as well as concepts in therapeutic, intra- and interdisciplinary communication. Prerequisites: Nursing major status; BI213,214; NU111.

NU221+ Introduction to Patient Care across the Lifespan 4 credits

In this course, the student is introduced to the fundamental knowledge and clinical skills needed to practice as a professional nurse. Adult and child health history, assessment and physical examination are presented and demonstrated. The learner is guided in differentiating between wellness and illness through conducting thorough and systematic physical, psychosocial, and cultural assessments of individuals across the lifespan. Application of the nursing process in beginning clinical practice will be highlighted. Skills relative to the practice of nursing are practiced in the clinical laboratory through simulated experiences and in selected settings. Students will perform health histories, practice basic assessment skills and therapeutic communication techniques, and perform review of systems in the simulation laboratory. Prerequisites: Nursing major status; BI213, 214; NU111. 2 hours lecture, 6 hours clinical.

NU265+ Nutrition in Health & Illness 2 credits

In this course, the learner will explore the science of nutrition and diet therapy as they apply to health and illness needs of individuals and groups across the lifespan. The central role of nursing in promoting good nutritional habits and health will be discussed, and the importance of collaboration with the interdisciplinary team will be highlighted. The role of the essential nutrients in maintaining health and preventing disease will be studied. Diet modifications and holistic health concepts will be examined and evaluated. Students learn to apply the nursing process to integrate nutrition into nursing care. Prerequisites: BI213; CH151; NU111. 2 hours lecture.

NU271+ Evidenced-Based Nursing Care of the Adult I 6 credits

This course prepares the learner to use the nursing process to plan, implement, and evaluate effective, collaborative, and culturally appropriate

evidence-based plans of care that meet the bio/psycho/social needs of adult patients. The course builds on previous foundations of nursing practice with a focus on integrating pathophysiologic and pharmacologic concepts with the principles of the nursing process, health promotion, risk reduction, clinical decision making, and collaborative management of care for adults experiencing mild to moderate health alterations. Theoretical foundations are reinforced as the nursing process is applied to adult patients within the context of evidence-based patient- and family-centered care. The clinical experience focuses on the application of pathophysiologic and pharmacologic knowledge within the context of professional nursing practice in the nursing care of adult patients. As such, the clinical experience is based in settings that allow focus on the application of the clinical reasoning process, nursing diagnoses, patient outcomes, and nursing interventions in the care of patients across the adult lifespan and continuum of care. The clinical sites also support students' developing responsibility for collaboration with other members of the interdisciplinary team. Prerequisites: BI213, 214; CH151; NU111,211,221. 3 hours lecture, 9 hours clinical.

NU280+ Pharmacotherapeutics I, NU330+ Pharmacotherapeutics II, NU380+ Pharmacotherapeutics III, NU430+ Pharmacotherapeutics IV

This series of pharmacology courses, taken concurrently with clinical courses, is designed to enhance the knowledge and skills necessary for the student learner to safely and effectively administer and evaluate pharmacological therapies in patients. The course will supplement the drug-specific information that is threaded through each of the clinical courses and will emphasize basic and advanced principles of pharmacotherapy as it relates to patient care across the lifespan. Students will learn to use the nursing process in medication administration. Case studies and clinical simulations will be heavily utilized to promote patient safety as it relates to drug therapy.

NU280+ Pharmacotherapeutics I 1 credit

Prerequisites: BI213, 214, 319; CH151; NU111, 211, 221, 265, 271, 330. Co-requisite: NU271. 1 hour lecture.

NU330+ Pharmacotherapeutics II 1 credit

Prerequisites: BI213, 214, 319; NU111, 211, 221, 265, 271, 280. Co-requisite: NU321. 1 hour lecture.

NU380+ Pharmacotherapeutics III 1 credit

Prerequisites: BI213, 214, 319; CH151; NU111, 211, 221, 265, 271, 330. Co-requisite: NU 371. 1 hour lecture.

NU430+ Pharmacotherapeutics IV 1 credit

Prerequisites: BI213, 214, 319; CH151; NU 111,211, 221, 265, 271, 280, 330, 380. Co-requisites: NU421, 425. 1 hour lecture.

NU321+ Evidence-Based Nursing Care of Childbearing & Childrearing Families 8 credits

This course prepares the learner to provide family-centered, evidence-based nursing care using concepts associated with the unique responses of families during the childbearing and childrearing cycle, including normal and high-risk pregnancies and the unique responses of neonates, children, adolescents, and their families to acute and chronic illness. Students will learn to integrate family, cultural, and developmental theories into evidence-based nursing practice with childbearing and childrearing families in a variety of settings. Students will learn to provide effective, collaborative, and culturally appropriate, family-centered care while they continue to develop in their roles of clinical practitioner, patient educator, and patient advocate while focusing on health promotion, risk reduction, and illness and disease management in contemporary society. The clinical experience focuses on the application of family and developmental theory to the diagnosis, intervention, and outcomes management in the care of childbearing and childrearing families. As such, the clinical experience is

based in a variety of settings, allowing focus on the application of the clinical reasoning process, including formulation of nursing diagnoses, delivery of nursing interventions, and evaluation of patient outcomes in the care of childbearing and childrearing families across the continuum of health. The clinical sites also support students' developing responsibility for collaboration with other members of the interdisciplinary team. Prerequisites: BI213, 214, 319; CH151; NU111, 211, 265, 271, 280 3 hours lecture, 15 hours clinical.

NU343+ Evidence for Professional Nursing Practice 3 credits

This course presents in-depth exploration of material that was introduced in the NU111 Introduction to Professional Nursing and NU211 Foundations of Professional Nursing Practice related to knowledge translation into practice; particularly the processes and relationships among research, evidence-based practice, quality assurance, and performance improvement. Using the ACE Star model as a foundation, the course presents the knowledge translation process and offers the learner guided experience in such key knowledge translation activities as formulating PICO questions; performing literature searches; evaluating research studies and systematic reviews; and assessing clinical guidelines for applicability in clinical nursing practice. Prerequisites: MA103; NU111, 211, 221, 265, 271, 280.

NU355+ Issues in Evidence-Based Nursing Care of the Older Adult 2 credits

This course gives further foundation to students to provide patient-centered, evidenced-based nursing care using concepts related to the unique physiological, developmental, and psychosocial aspects of the older adult. Students will have the opportunity to consider fundamental aging and developmental theories, normal changes of aging and health deviations, and cultural influences for their impact on delivering evidence-based nursing practice to older adults. Students also will discuss appropriate strategies in providing effective, collaborative, and culturally appropriate patient-centered care that focus on health promotion, risk reduction, and illness and disease management. The course provides the opportunity for observations and field experiences based in a variety of older adult settings, allowing students to observe clinical reasoning processes, nursing diagnoses, patient outcomes, and nursing interventions in the care of older adults across the continuum of health and within multidisciplinary settings. Prerequisites: BI213, 214, 319; CH151; NU111, 211, 221, 271, 280, 321, 330. 2 hours lecture.

NU371+ Evidenced-Based Nursing Care of the Adult II 8 credits

This course continues preparation of the learner to use the nursing process to plan, implement, and evaluate effective, collaborative, and culturally appropriate evidence-based plans of care that meet the bio/psycho/social needs for adult patients with multisystem dysfunctions. The course builds on previous foundations of nursing practice of the adult patient and continues the focus of integrating pathophysiologic and pharmacologic concepts with the principles of nursing process, health promotion, risk reduction, clinical decision making and collaborative management of care for adults experiencing acute and chronic multisystem dysfunctions across the continuum of care. Theoretical foundations are reinforced as the nursing process is applied to adult patients within the context of evidence-based patient- and family-centered care. The clinical experience allows the learner the opportunity to apply pathophysiologic and pharmacologic principles within the context of professional nursing practice in the nursing care of adult patients with emergent and/or major alterations in health. As such, the clinical experience is based in settings that allow focus on the application of the clinical reasoning process, nursing diagnoses, patient outcomes, and nursing interventions in the care of patients across the adult lifespan with multisystem dysfunctions. The clinical sites also support students' developing responsibility for collaboration with other members of the interdisciplinary team. Prerequisite: BI213, 214, 319; CH151; NU111, 211, 221, 265, 271,

280, 321, 330; 343. 3 hours lecture, 15 hours clinical.

NU421+ Evidence-Based Nursing Practice in the Community

6 credits

This course prepares the learner to apply principles of evidence-based care to promote and preserve health and prevent illness in families, groups, and populations in the community setting in the face of changing social, economic, political, and environmental realities. The course will allow students to integrate concepts and theories from epidemiology and public health nursing as well as knowledge gained from previous learning as applied to the health of populations and communities. The learner also will evaluate the influence of cultural diversity, economics, health policy, and ethics as they impact community health nursing practice. Concepts and principles of disaster planning are incorporated so that the student can gain a broad perspective on the nurse's role in supporting emergency preparedness and response. The clinical component focuses on the assessment of the health care needs of the community as client, and on the planning and implementation of strategies to promote and maintain health and wellness for communities and populations in a variety of settings. The learner will conduct an in-depth community assessment employing basic epidemiological principles and data collection strategies and will utilize the nursing process to plan and implement strategies for health promotion and disease prevention. Prerequisite: BI213, 214, 319; CH151; NU111, 211, 221, 271, 280, 321, 330, 343, 355, 371, 380. 3 hours lecture, 9 hours clinical.

NU425+ Evidence-Based Behavioral Health

6 credits

This course prepares the learner to integrate previous knowledge from the biophysical and psychosocial sciences, theories of human development and personality, and theories of human behavior with the art of the purposeful use of self to provide evidence-based nursing care to patients with behavioral health issues and their families in a variety of settings. Students will learn to provide effective, collaborative, and culturally appropriate psychiatric nursing care as they continue to develop in their roles of clinical practitioner, patient educator, and patient advocate, with a specific focus on health promotion, risk reduction, and the nursing management of psychiatric illness in contemporary society. The clinical experience focuses on the application of communication, developmental, and behavioral theory to the nursing diagnosis, intervention, and outcomes management in the care of psychiatric patients. To support these clinical foci, clinical experience is based in a variety of settings, including community-based self-help groups, providing learning opportunities in the application of clinical reasoning processes in the care of the patient with behavioral health needs across the continuum. The clinical sites also support students' developing responsibility for collaboration with other members of the interdisciplinary team. Prerequisite: BI213, 214, 319; CH151; NU111, 211, 221, 271, 280, 321, 330, 343, 355, 371, 380. 3 hours lecture, 9 hours clinical.

NU471+ Evidence-Based Leadership & Management in Nursing

3 credits

This course gives students the foundation upon which to build their professional leadership skills. The course focuses on management principles, leadership concepts and theories, executive decision-making processes, and use of financial concepts and principles. Principles related to public policy development and healthcare economics also are explored. Students utilize critical thinking skills to analyze contemporary global, national, and local trends in nursing and health care and begin to develop the skills necessary to thrive in a turbulent healthcare environment. Students are given the opportunity to examine management principles as these relate to roles that are inherent in nursing management and administration positions through a capstone change project paper and presentation. This course gives students the opportunity to explore various leadership roles and styles through both observational and participatory experiences. Prerequisites: BI213, 214, 319; CH151; NU111, 211, 221, 271, 280, 321, 330, 343, 355, 371, 380, 421,

425, 430. 2 hours lecture, 3 hours clinical.

NU496+ Transition Into Professional Nursing Practice

5 credits

The generic nursing curriculum culminates in this course and provides students with the opportunity to integrate knowledge from all previous courses in the humanities, social and natural sciences, and nursing to provide evidence-based, patient- and family-centered nursing care to patients with complex healthcare issues across the adult lifespan. The didactic portion of this course will be devoted to group work in which reflective practice through writing is introduced and exercised, culminating in a capstone presentation of a reflective practice scenario. As a final transition into professional nursing practice, the clinical component of this course allows students the opportunity to choose their practicum from a variety of adult acute care settings and to practice under realistic shift and patient-load conditions with the guidance of registered professional nurse preceptors. Focus will be on the delivery of effective, collaborative, and culturally appropriate patient- and family- centered nursing care to several patients who require complex healthcare. Emphasis also will be on demonstration of delegation skills; high-level priority-setting; and planning for continuum of care, including discharge planning and interdisciplinary referral. This intensive eight-week course also includes opportunity for students to conduct reflective practice through guided group discussion sessions. This course is taken in sequence during the semester with the seven-week Nursing Management and Leadership course. Prerequisites: BI213, 214, 319; CH151; NU111, 211, 221, 271, 280, 321, 330, 343, 355, 371, 380, 421, 425, 430. 1 hour lecture, 12 hours clinical.

PHILOSOPHY

Philosophy has a unique place among the liberal arts for the ways in which it fosters the intellectual and moral growth of the student. In the adage of William James, "philosophy ought to make a difference" in the way we understand and live our lives. In particular, the discipline of philosophical thinking elevates the mind by instilling a spirit of wonder and criticism, and serves to illumine and reflect upon the meaning of life itself. To fulfill this promise the Philosophy Department combines two fundamental courses with a variety of electives allowing students to pursue topics tailored to their interests and fields of specialization.

COURSES

PL107* Logic

3 credits

Study the basic principles of reasoning and argument analysis. Beginning with informal logic, explore the various functions of language and the forms of discourse. Learn to identify and expose informal fallacies. Define the notion of argument and discern inductive from deductive reasoning. Consider the formal notion of validity and study the immediate inference, the categorical syllogism, and the fundamentals of propositional logic and natural deduction.

PL130* Philosophy of the Arts

3 credits

Examine the many ways that human values are revealed and clarified in the various arts. Beginning with the contrast between art as creative process and as aesthetic product, consider various philosophical definitions and theories of art and aesthetic value, types of art criticism, and the ideas of artistic form, subject matter, content, and medium and explore the spatial arts of painting, sculpture and architecture; and the temporal arts of literature, drama and film. Investigate the relationship between art and artist to the abiding values in human experience.

PL140* Existentialism

3 credits

Engage in a critical appraisal of the common denominators of the Existentialist movement through an intensive study of the relevant literature, especially the writings of Kierkegaard, Heidegger, Sartre, Camus, de Beauvoir, Marcel, Jaspers, Unamuno and Ortega y Gasset. 3 hours lecture.

PL160* American Philosophy 3 credits

Study American thought from colonial times to the present. Emphasis on the classical period of its development and the leading ideas of Royce, Peirce, James, and Dewey. Explore the impact of the European philosophical tradition on America. 3 hours lecture, one semester. Applicable to American Studies minor. Offered on application.

PL180* Philosophy of Feminism 3 credits

Examine the major theoretical statements of contemporary feminism. Analyze writings selected for their philosophical importance as well as their popular appeal. Investigate the logical and ethical frameworks underlying the liberal and radical models of feminist ideology and examine the major criticisms confronting each. Discuss feminist antecedents in the history of philosophy and their influence on contemporary feminism. Readings from the works of Plato, Mill, Friedan, Millett, Brownmiller, Firestone, Tong, Hoff- Sommers, Farrell, MacKinnon, Gilligan and Paglia. 3 hours lecture, one semester. Applicable to Women's Studies minor. Offered on application.

PL245+ Philosophical Inquiry 3 credits

What is Philosophy? This question seems like any other, yet we are forced to admit that it has no answer, and that perhaps it can never be definitively answered. It is an inescapable fact that all thinking emerges out of a world not of its own making. Like the dawn that follows dusk, philosophy understands reality only after the event. Trace the history of philosophy as a sustained reflection on that paradox. Read and critically discuss some of the major tests, arguments, and figures that have shaped the self-understanding of the world in which we live. Representative figures may include Plato, Aristotle, Epicurus, Epictetus, St. Augustine, St. Anselm, Aquinas, Descartes, Hume, Kant, Hegel, Nietzsche, James, Wittgenstein and Kuhn. 3 hours lecture, one semester. Prerequisite: Students must achieve a minimum of "C" in EN111 & EN112 before enrolling in PL245.

PL260 Society and Power 3 credits

When Socrates was sentenced to death in ancient Athens, philosophy became a form of inquiry threatened by the power that a society can wield. Because it lays bare the entrenched resistances to critical dialogue and understanding, philosophical reflection is an inherently political act. Power is exposed in the space for thinking created by the search for truth. If societies knew how to govern themselves effectively and justly—this is the uncertainty that this course will take up and examine. In the process we will ask questions such as: What are the forms of social organization? What is the role and function of the individual person as a citizen? What is the "social existence" we carve out of our natural environment? Depending on the configuration of subjects, readings may include: ancient Greek philosophy (Plato, Aristotle), natural law theology (St. Thomas Aquinas), readings from the Renaissance and Early Modern periods (e.g., Machiavelli, Hobbes, Locke, Rousseau), selections from Kant, utilitarianism, labor and social history (Marx & Engels), social theorists like Weber and Marcuse, selections from Rawls, Berlin, Walzer, and on power from Foucault.

PL261 Skepticism and Belief 3 credits

What does it mean to believe? One of the lasting paradoxes of human experience is the persistence of belief in a reality (whether mythical, mystical, or religious) that transcends the horizons of a finite world. The believer may reject the everyday world, but he or she does not reject the perceptual, sensory reality of objects and events. Take up the challenge posed to the phenomenon of belief by the philosophies of reason (rationalism) and doubt (skepticism). What these philosophies have in common is a critique of the naïve commitment to physical, perceptual reality—the very reality left untroubled by the believer. There is thus a tension in the mind of the believer: What is left of belief in the wake of the philosophical assault on the world given in sensory

experience? Depending on the configuration of subjects, readings may include selections from ancient Greek philosophy and mythology, the writings of theologians and mystics, selection from the philosophies of the Renaissance and Early Modern periods, pragmatism, psychoanalysis and modern existentialism.

PL290 Social and Political Philosophy 3 credits

Review a historical survey of the major political philosophers of the Western tradition from Plato to Rawls by way of exposition and analysis of primary readings representing classical Greece, the Renaissance, the social contract tradition, Marxism, and liberalism. Authors include Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx and Rawls.

PL300+* Philosophical Ethics 3 credits

Inspired by Socrates' dictum that "the unexamined life is not worth living," this course will engage students in a critical discussion of major philosophical themes central to the morally good life: the relation between ethical reasoning and the world's major religious traditions; the importance of character and the moral personality; the nature of virtue and its relation to happiness; ethical criteria for moral actions; and relation of ethics to politics, the role of the individual in society. Readings will include selections from ethical literature of both East and West as represented by such thinkers as Confucius, LaoTzu, Plato, Aristotle, Aquinas, Kant, Kierkegaard, Mill, Nietzsche, Sartre, Camus, Rawls, and MacIntyre. Prerequisite: PL110.

PL354* Bioethics 3 credits

Examine the moral dimension of medical practice and research. Lectures and group discussions apply various ethical traditions to actual and hypothetical cases. Topics include decision making at the end of life: abating life sustaining treatments, euthanasia, and physician assisted suicide; patient's rights and professional's duties; assisted means of reproduction; and human subjects in medical research.

PHYSICAL EDUCATION

The physical education provides lifetime activities that will further enhance the development of the total person physically, mentally, socially and emotionally. The primary focus of the program revolves around activities related to physical fitness, recreation, and stress reduction.

Students may apply four credits in physical education toward their degree; however, one semester is required of all students. The physical education requirement may also be fulfilled by participation in the intercollegiate athletic program. Although students may repeat a favorite course, no student, matriculated or non-matriculated, may repeat the same course more than four times.

Except for the online course, most physical education classes will meet twice a week, 1.5 hours for 7.5 weeks

PE106 Fitness Walking 1 credit

Learn a lifelong aerobic activity that not only helps weight loss and maintenance but also develops agility, heightens awareness, and increases the efficiency of the heart and lungs.

PE110 Tennis 1 credit

For the beginning tennis player. Covers basic skills, strategy, and knowledge of tennis rules and regulations.

PE200 Lifetime Fitness Online Program 1 credit

Participate in select activities related to aerobic conditioning and weight training. Working with the instructor, design a program to meet individual fitness objectives. 2.5 class hours per week, 7.5 weeks.

PE206 Nordic Pole Walking 1 credit

Introduce walking poles into the fitness walking program for a total body

workout. Use of the poles increases the effectiveness of the cardiovascular system, tones and strengthens the core muscles in the upper body, burns more calories, and improves balance and posture.

PE230 Volleyball 1 credit

Beginning or recreational volleyball players learn the necessary skills used to play recreational volleyball. Application of team strategy and individual skills will be included.

PE300 Tai Chi 1 credit

Tai Chi, an excellent exercise for physical and mental health is meditation in movement and emphasizes the coordination of mind and body. It's fluid and continuous movements stress balance, controlled breathing, and relaxation.

PE305 Yoga 1 credit

Learn to unite the body, mind, and spirit for holistic wellness. The beginning and intermediate yoga postures covered enhance flexibility and balance, increase muscle strength and tone, exercise the spine, release toxins by stimulating the lymphatic system, and increase self confidence and overall energy.

PE310 Chi Kung for Stress Reduction 1 credit

Through a combination of meditation and gentle movements, Chi Kung not only balances the yin and yang energies in the body, but it also brings together the mind, body and spirit for stress reduction. Practice these gentle exercises to remove the energy blocks in the meridians.

PE315 Pilates 1 credit

Pilates is an excellent way to connect the mind and body through a series of controlled movements. It focuses on balance, flexibility and relaxation.

PE350 Special Topics in Physical Education 1 credit

Special topics not listed in the regular department's offerings will be offered in response to student interest or to determine student interest.

PHYSICS

Learn the ways of nature through study of the natural sciences. The Department of Physics' philosophy holds that an understanding of the major principles of physics leads to a better understanding of our world and a greater responsibility to it, that women should be represented equally with men in all aspects of scientific research, technology, and teaching; and that an understanding of physics assists in the confrontation of many of the environmental issues facing human civilization. Additionally, the department encourages students to pursue undergraduate research projects with a faculty member.

PH111*, 112* How Things Work: Physics in Everyday Life I & II 8 credits

An introduction to the basic laws of physics experienced in our everyday environment and in this world of technology. 3 hours lecture, 3 hours laboratory, one year.

PH114* Aeronautics & Space Exploration w/NASA 4 credits

A study of Newton's laws and fluid mechanics as applied to aeronautics, rocketry, satellites, astronomy, in a hands-on, workshop atmosphere. Recommended for prospective elementary school teachers. 3 hours lecture, 3 hours laboratory.

PH121*; 122*+ General Physics I & II 8 credits

Fundamental concepts and methods of classical physics, including Newtonian mechanics, electricity, magnetism, thermodynamics, sound and light waves, with an introduction to contemporary physics. Prerequisite or co-requisite: MA115. 3 hours lecture, 3 hours laboratory, one year.

PH221+ Vibrations & Waves 4 credits

Oscillating systems, wave propagation and properties; acoustics, interference, diffraction and Fourier Series. Prerequisites or co-requisite:

PH121;122, MA116. 3 hours lecture, 3 hours laboratory.

PH227+ Modern Physics I 4 credits

Modern developments in physics, including atomic and nuclear physics; Einstein's relativity and quantum physics. Prerequisites: PH121;122. 3 hours lecture, 3 hours laboratory.

PH228 Modern Physics II: Applications in Modern Physics 4 credits

Continuation of PH227. Covers current major areas of research: quantum physics, condensed matter/solid state physics, nuclear physics, high energy physics, astrophysics, and medical physics. Prerequisite: PH227 3 hours lecture, 3 hours laboratory

PH235+ Electronics for Scientists 4 credits

Direct and alternating circuits, diodes and other semiconducting devices; transistors and integrated circuits. Analog functions, digital logic, number systems and codes and counters. Prerequisites: PH121, PH122 or permission of instructor. 3 hours lecture, 3 hours laboratory.

PH310+ Mathematical Physics 4 credits

Gain the mathematical tools necessary for higher-level coursework in physics. Topics include matrices, eigenvalues, eigenvectors, vector calculus, series solutions, differential equations and complex analysis. Each topic will include applications in physics. Prerequisites: MA215, PH122.

PH320;321+ Electricity and Magnetism I & II 8 credits

An in-depth study of electrostatic, electric and magnetic fields and electromagnetic induction. Prerequisites: PH121;122, MA215. 3 hours lecture, 3 hours laboratory, two semesters.

PH322+ Optics 4 credits

Fundamental concepts of optics including numerous applications to everyday modern existence. Topics include geometrical optics, electromagnetic theory, propagation of light, polarization, holography, Fourier optics, coherence theory, interference, diffraction and lasers. Prerequisites: MA215, PH121;122.

PH334* Astronomy: Stars, Planets, Galaxies & the Universe 4 credits

Study of the concepts of astronomy and cosmology. Topics include evolution of our concept of the universe from Ptolemaic beliefs to modern cosmology; space exploration and the instruments through which the wonders of the universe are revealed to us. Laboratory will include telescopic observations. 3 hours lecture, 3 hours laboratory.

PH337 Physics of Meteorology 4 credits

Study the physics of meteorology, the dynamic nature of our atmosphere, the physical processes that shape weather and climate, and the factors that control prediction of the weather. 3 hours lecture, 3 hours laboratory.

PH350+ Mechanics 3 credits

Central forces through the development of Kepler's Laws; the study of systems particles; Euler's equations; Lagrangian Mechanics, its application to small oscillations and coupled oscillators. Prerequisite: MA215.

PH360+ Solid State/Condensed Matter Physics & Nanotechnology 3 credits

Study crystal structure and behavior of electrons in crystals including metals, semiconductors and insulators. Techniques for studying crystals as well as technological applications in the field of crystallography including nanotechnology. Students will have access to Georgian Court's research-grade x-ray diffraction and x-ray fluorescence laboratory. Prerequisites: PH121;122.

PH370, PH371 Research Project 1-4 credits per semester

Research project in physics with a physics faculty member. Research areas include x-ray diffraction, x-ray fluorescence spectrometry, optical properties of solids, holography and solid state (condensed matter) physics. One to four semesters. Only 8 credits applied to the major. PH370, 371 taken as a junior;

PH470,471 taken as a senior. Open to all science majors.

PH400+ Thermodynamics 3 credits

Concepts of temperature, work, specific heat, compressibility and entropy. The laws of thermodynamics generating functions (internal energy, enthalpy Helmholtz function and Gibbs function), together with Maxwell's relations. Prerequisites: PH310.

PH421+ Experimental Physics 4 credits

Experience with real-world apparatus such as lasers, high field magnets, detectors, radioactive sources, vacuum equipment and sophisticated electronics. Students will have access to Georgian Court's research-grade x-ray diffraction and x-ray fluorescence laboratory. Prerequisites: 2 years of physics study. 2 hours lecture, 4 hours laboratory.

PH422+ Quantum Mechanics 4 credits

Provides an introduction to the fascinating world of quantum mechanics including Schroedinger's equation, eigenfunctions, eigenvalues, Hermitian operators, time development, conservation theorems, parity, matrix mechanics, spin wave functions, perturbation theory, bound and unbound states. Prerequisites: PH121;122, PH310.

PH448 Intern/Externship Program 1–4 credits

Students have the opportunity to work in an industrial or research laboratory atmosphere under the direction of a selected scientist. Credit will be determined by the length of the experience.

PH450 Independent Study TBA

A directed analysis of a current problem in physics or a related field, or of an interdisciplinary problem related to society.

PH470,PH471 Research Project

See description for PH370 and PH371. Taken in senior year.

PSYCHOLOGY

PSYCHOLOGY

An important part of liberal arts education involves understanding oneself, one's own behavior and the actions of others. The psychology program is designed to reflect all areas of human behavior and mental functioning. An introduction to techniques for investigating and understanding human behavior both within and outside the normal range of coping is provided in various courses.

In addition, internship courses and research courses provide the student with an opportunity to apply classroom learning along with valuable training for employment or graduate school.

Major Sequence

At a minimum, all psychology majors are required to complete 36 semester hours of credit in psychology. As part of these 36 hours, students must take a series of core courses. These are PS111, PS114, PS300, PS455 and either PS360 or PS432.

In addition, Georgian Court psychology majors must choose either the graduate or general track of study toward their Bachelor of Arts. The graduate track is recommended for any psychology major interested in pursuing graduate training in psychology, and particularly for those interested in pursuing a doctorate in psychology.

In addition to the core courses (PS111, PS114, PS300, PS360/432 and PS455), the graduate track requires that students take PS223, PS250, PS270, PS341, PS430 and PS431. Two semesters of mathematics are also required. In addition, PS440 or PS460 and PS461 are recommended. PS450/451 are strongly encouraged for all psychology majors who are not also pursuing certification in education.

The general track is recommended for any psychology major not intending to pursue additional training in psychology beyond the bachelor's degree.

In addition to the core courses (PS111, PS114, PS300, PS360/432 and PS455), the general track requires that students take PS235 and PS410. PS315 and PS450/451 are strongly encouraged for all psychology majors who are not also pursuing certification in education.

As preparation for employment and/or graduate studies, Georgian Court psychology majors have the option of selecting one of four areas: (1) Mental Health and Human Services, (2) Human Development, (3) Business and Industry, or (4) Applied Behavior Analysis. Selection of these course sequences does not affect the courses required for graduation; the four areas have different recommended courses, as described below:

Mental Health & Human Services

This area is recommended for students pursuing employment in a mental health or human services setting. It is also recommended for students interested in pursuing graduate study in fields such as counseling and clinical psychology. In addition to the core courses listed above, this course sequence recommends PS223, PS235, PS270, PS331, and PS425. Students selecting this area are strongly encouraged to take PS433 and PS450/451. Students who intend to enter doctoral programs in psychology are strongly encouraged to take PS440 or PS460/461.

Human Development

This area is recommended for students pursuing certification in education or employment involving human growth and development. It is also recommended for students interested in pursuing graduate study in fields such as developmental psychology and child psychology. In addition to the core courses listed above, this course sequence recommends PS221 or PS222, PS225, PS270 and PS433. Students selecting this area are also encouraged to take PS423. Students who intend to enter doctoral programs in psychology are strongly encouraged to take PS440 or PS460/461.

Business & Industry

This area is recommended for students interested in applying psychological principles to the workplace, such as in human resource development. It is also recommended for students interested in pursuing graduate study in industrial/organizational psychology. In addition to the core courses listed above, this course sequence recommends PS250, PS315, PS330, BU313, and BU411. Students selecting this area are strongly encouraged to take PS450/451. Students who intend to enter doctoral programs in psychology are strongly encouraged to take PS440 or PS460/461.

Applied Behavior Analysis

This area is recommended for students interested in pursuing a career in applied behavior analysis. In addition to the core courses listed above, this course sequence recommends PS221, PS423, PS432, PS435, PS436, PS437, PS453, and PS454. Students who wish to sit for the BACB examination for certification as a Board Certified Assistant Behavior Analyst must take PS435, PS436, PS437, PS453, and PS454. Students who intend to enter doctoral programs in psychology are strongly encouraged to take PS440 or PS460/461.

Students who do not elect to pursue one of the above areas may instead pursue a comprehensive program of study in psychology. In addition to the core courses listed above, it is recommended that students select a series of courses that will allow them full exposure to the major areas of study within psychology. Students will select these courses in consultation with their advisor.

Elementary & Career Certification

Students working toward certification in elementary education (K-5) with psychology as a dual major may choose either track, and are encouraged to select either the Human Development or Applied Behavior Analysis area. Certification students are encouraged to take SC111;112 Integrated Science for the science requirement. For the required professional courses in education, please refer to the School of Education section of this catalog.

Minor Sequence

Eighteen credits must be completed in psychology, including PS111 and PS114. At least 9 credits must be completed at Georgian Court, and at least 6 credits must be earned in courses at the 300- or 400-level.

PSYCHOLOGY & PSYCHIATRIC REHABILITATION (B.S. DEGREE)

This joint degree, double-major program consists of 75–84 credits of general education and psychology credits (including the full psychology major) taken at Georgian Court University in the first five semesters, followed by 45 credits in psychiatric rehabilitation courses taken at the University of Medicine and Dentistry of New Jersey (Scotch Plains or Stratford campuses) during the last three semesters. According to the United States Psychiatric Rehabilitation Association, psychiatric rehabilitation professionals promote recovery, full community integration and improved quality of life for persons who have been diagnosed with any mental health condition that seriously impairs their ability to lead meaningful lives. Students who graduate from this joint degree program are able to work in the fields of psychology and psychiatric rehabilitation. They are eligible to take the examination to become a Certified Psychiatric Rehabilitation Practitioner. They are also prepared for graduate study in psychiatric rehabilitation, rehabilitation counseling and psychology. During the first five semesters of study, the student completes the Georgian Court University general education requirements, graduation requirements (e.g., physical education, transitioning to Georgian Court University course, and service learning experiential learning requirement), and the Georgian Court University psychology major. Students must have an overall GPA of at least 2.5 and a psychology GPA of at least 3.0 to be eligible for admission to UMDNJ (requirements subject to change). In the spring of the sophomore year, or by no later than October 1 of the junior year, the student applies to the UMDNJ's School of Health Related Professions B.S. in Psychiatric Rehabilitation program. Admission to the UMDNJ program is competitive and is not guaranteed. All Georgian Court general education requirements, graduation requirements, and the psychology major, must be completed prior to enrolling at UMDNJ, except for Georgian Court University's second experiential learning requirement, which can be fulfilled by practica that are part of the UMDNJ phase of the program. Students admitted to UMDNJ spend the spring of the junior year and the fall and spring semesters of the senior year taking UMDNJ courses at UMDNJ's Scotch Plains campus.

Major Sequence

The GCU Psychology major for students in this program can be taken in either the graduate track or the general track. The graduate track includes PS111, PS114, PS223, PS270, PS300, PS341, PS433, PS430, PS431, and PS455. In addition, students must choose one of PS360 or PS432 and one of PS250, PS221, PS222, or PS323. The general track includes PS111, PS114, PS223, PS235, PS270, PS300, PS341, PS410, PS455, a choice of either PS360 or PS432, a choice of either PS250, PS221, PS222, or PS323, and one elective in psychology.

The UMDNJ Psychiatric Rehabilitation major includes (all 3-credit courses unless otherwise indicated; curriculum subject to change. Consult <http://shrp.umdj.edu> for current curriculum and course descriptions):

Required Courses (33):

PSRT1101	Introduction to the Principles of Psychosocial Rehabilitation
PSRT1102	Communication Techniques for Interviewing & Counseling
PSRT1103	Introduction to Group Dynamics and Process
PSRT1204	Clinical Principles in Psychosocial Rehabilitation & Treatment
PSRT2121	Community Resource Management
PSRT2231	Emerging Topics in Psychosocial Rehabilitation & Treatment
PSRT4119	Practicum in Psychiatric Rehabilitation I (6 credits)
PSRT4129	Practicum in Psychiatric Rehabilitation II (6 credits)
PSRT4121	Case Management Approaches

Four Electives (12) chosen from among:

PSRT4015	Wellness and Recovery
PSRT4201	Vocational Rehabilitation Approaches
PSRT4231	Independent Living Rehabilitation Approaches
PSRT4251	Substance Abuse & Mental Illness
PSRT4261	Developmental Disabilities
PSRT4271	The Role of Families in Psychiatric Rehabilitation
PSRT4280	Research in Psychiatric Rehabilitation

Departmental Honors: Psychology

To be eligible the student must be enrolled in the graduate track;

- Have a 3.5 GPA in psychology courses, have a 3.4 overall GPA; and
- Have taken at least three psychology courses at the 300 level and above (one of the three must be PS341).

To remain in the honors program, the student must receive "B+" or better in PS431;

- Attend at least one conference (state or national) in their senior year or before; and
- Take PS460;461; or perform an independent research project under the supervision of a faculty member,
- Research will be submitted to a conference or journal.

TRANSFER REGULATIONS

Students must complete a minimum of 21 credits in the Psychology Program at Georgian Court including PS455.

COURSES

PS111* Introduction to Psychology 3 credits

A survey on the mind and behavior, including development, learning, memory, intelligence, personality, interpersonal attraction, biological psychology, and psychopathology. A prerequisite to many of the advanced psychology courses.

PS114*+ Issues in Psychology 3 credits

Explore select classic and current controversial issues in greater depth. Emphasis on critical analysis and writing skills. Required for all psychology majors. Prerequisite: PS111 or equivalent.

PS221* Child & Early Adolescent Development 3 credits

Study the psychological, social and cognitive development of the child and young adolescent. Consider the major theoretical approaches to psychological and social growth are compared, and topics of recent interest to researchers in developmental psychology.

PS222* Adolescent Development 3 credits

Examine the physical, psychological, social, and cognitive development of the adolescent and discuss stresses involved in coping with changes.

PS223+ Psychopathology 3 credits

Behavior pathology and current thinking with regard to its causation and

treatment. Prerequisites: PS111.

PS324 Adult Development 3 credits

The “crises” and growth processes of adulthood; comparisons of men’s and women’s life cycles and factors influencing development.

PS225+ Educational Psychology 3 credits

Study the application of the principles of psychology to an educational setting, focusing especially on human learning and development and on principles by which learning can be enhanced. Emphasis on individual differences and learning modality. Prerequisite: PS111.

PS231+ Positive Psychology in Theory, Practice & Life 3 credits

Use an integrated active learning approach—combination of didactic, experiential, film, online, and field work—to explore the exciting world of Positive Psychology. Learn all of what is best about being human. Areas such as gratitude, hope, humor, strength, optimism, bravery, excitement, appreciation of beauty, leadership, and love are considered from a multifaceted framework. Prerequisite: PS111.

PS235*;*236* Dynamics of the Group I & II 6 credits

“Learn by doing” the dynamics of group interaction and the roles assumed by different members. Two semesters. PS235 is prerequisite for PS236.

PS242* Psychology of Women 3 credits

Examine the impact of innate and socialized sex differences on self-image, self-esteem, achievement, the family; sex-role stereotyping effects and make cross-cultural comparisons. Applicable to Women’s Studies minor.

PS250*+ Social Psychology 3 credits

A study of factors affecting human interaction from dyadic to large group membership. Multicultural and gender differences are stressed. Prerequisite: PS111.

PS270 Theories of Personality 3 credits

Consider the theories, structure and principles involved in the development of personality and the application of theory to behavior. Prerequisite: PS114.

PS300+ Multicultural Psychology 3 credits

The social-psychological study of human behavior as a result of living in a given culture by examining social behavior across different cultures. Topics include acculturation, comparison of personality, perceptual and cognitive development in different societies, sex roles, and special issues in multicultural research. Prerequisite: PS111. 3 hours lecture, one semester. Some sections require viewing of foreign language and subtitled films.

PS315+ Introduction to Career Psychology 3 credits

Theories and practices of career psychology; career decision making processes; exploration of careers in psychology and related fields (intended for sophomore or first semester junior-level students). Prerequisites: PS111 and major in psychology.

PS320+ Forensic Psychology 3 credits

A critical examination of the relationships between the legal system and psychological theory, research and practice. Topics include civil commitment, the rights of mental patients, standards of legal competence, psychological testimony, predictions of dangerousness, insanity defense, child custody disputes, criminal profiling, hypnosis and lie detection, police investigative techniques, role of the forensic psychologist, witness identification, jury selection, child sexual abuse, ethical issues and death penalty cases. Prerequisite PS111 or CJ212.

PS321+ Criminal Profiling 3 credits

An introduction to the manner and methods of criminal profiling. Topics include the history of criminal profiling, victim selection, crime scene characteristics, victim/offender risk, disorganized/organized offenders, offender signature and modus operandi. Examine recent and past serial crimes to demonstrate the profiling process and review videos

of interviews with profilers and convicted offenders. Prepare a formal criminal profile for the final exam, using mock victim and crime scene data. Prerequisite: PS111 or major in Criminal Justice.

PS330*+ Industrial Organizational Psychology 3 credits

Study the application of psychological principles, techniques and research to business and industry. Prerequisite: PS111.

PS331+ Basic Counseling 3 credits

Review the fundamentals of interviewing and contemporary methods and techniques of counseling. Prerequisite: PS270.

PS340+ Sensation & Perception 3 credits

Consider the ways in which information presented to the senses is organized and interpreted to form perceptions of the world and ourselves. Uses CD-ROM presentations. Prerequisite: PS111.

PS341*+ Biological Psychology 3 credits

Study the relationship between the brain and behavior in sleep and dreaming, emotional control, memory, psychopathology and brain dysfunction. Prerequisite: PS111.

PS345+ Topics in Psychology 3 credits

Selected topics of recent interest to researchers in various areas of psychology. Topics vary from year to year. Open to juniors and seniors or by permission of instructor. The course may be repeated when different topics are offered. Offered upon application.

PS350+ Persuasion, Propaganda & Media 3 credits

Explore major psychological theories of persuasion and compliance gaining, factors affecting persuasiveness of communication including characteristics of the communicator, the message and the recipient; analysis of media messages, advertising techniques including theoretical perspectives. Prerequisite: PS111.

PS360+ Cognitive Psychology 3 credits

Explore the structure and processes in human attention and memory including imagery, language, reasoning, concept formation, problem solving, decision making, metacognition. Prerequisite: PS111.

PS410+ Applied Statistics & Research Methods 3 credits

An introductory course in statistics and research design intended to develop students as informed and critical consumers of psychological research. Prerequisite: PS114.

PS423+ Psychology of the Exceptional Child 3 credits

Examine the etiology and characteristics of behavioral, physical, and psychological maladaptations and/or exceptionalities in childhood adolescence. Review prevention, treatment and therapeutic interventions. Prerequisites: PS225 and either PS221 or PS222. (See ED423).

PS425+ Clinical Methods 3 credits

An introduction to clinical evaluation and diagnostic testing in the fields of personality, psychopathology, intelligence and aptitude; designed to provide exposure to the clinical tools available but in no way qualifies a student to use these tools. Open to junior and senior psychology majors. Prerequisites: PS270.

PS430 Statistics for the Behavioral Sciences 3 credits

Statistical methods of data analysis relevant to research in the behavioral sciences with emphasis on inferential methods..

PS431+ Experimental Psychology 4 credits

Applied use of the scientific method in laboratory research. Laboratory provides “hands-on” research experience with SPSS to analyze data. Prerequisites: PS114, PS430. 3 hours lecture, 3 hours laboratory.

PS432+ Psychology of Learning 3 credits

Study the major processes and theories of learning from the simplest level to complex processing of information. Prerequisite: PS114..

PS433+ Behavior Modification 3 credits

An introductory course in the application of principles of learning and behavior in applied settings with primary emphasis on mental health institutions and schools. Ethical considerations and the use and efficacy of behavioral intervention techniques will be studied. Prerequisite: PS111.

PS435+ Introduction to Applied Behavior Analysis 3 credits

Explore applied behavior analysis, focusing on history, ethics and major therapeutic techniques, including an examination of their theoretical and research underpinnings. Prerequisite: PS432.

PS436+ Principles of Applied Behavior Analysis I 3 credits

The course will focus the assessment of behavior to determine status and outcome, the selection of appropriate interventions, and their evaluation. Attention will be given to the measurement and interpretation of behavioral data in decision making. Prerequisite: PS435.

PS437+ Principles of Applied Behavior Analysis II 3 credits

Explore the procedures to develop and modify behaviors. Emphasis on the development of behaviors for severe and pervasive developmental disorders. Prerequisite: PS436.

PS440+ Supervised Research in Psychology 1–3 credits

Under the supervision of a faculty member, work on the faculty member's research project. Prerequisite: permission of the instructor. Offered on application. Repeatable up to 6 credits.

PS450; 451 Internship in Psychology I & II 6 credits

Open to psychology majors only. Practical in-the-field experience in an ongoing project, school or human services institution. Prerequisites: PS331 with a minimum credit of B.

PS453; 454+ Practicum of Applied Behavior Analysis I & II 6 credits

A year-long practicum in Applied Behavior Analysis. Students will apply their knowledge in the design, implementation and evaluation of ABA programs. A minimum of 475 supervised hours will be completed in an appropriate educational field placement each semester. Students will be supervised by field based supervisors and university faculty. Prerequisite or Co-requisite: PS437.

PS455+ Senior Seminar 3 credits

A seminar on the composition of critical literature reviews. Students write a critical review of a body of published empirical research on a topic of their selection and present it in the last weeks of the seminar class. Prerequisite: PS410 or PS431. 2 hours lecture.

PS460; 461+ Research in Psychology I & II 4 credits

Students work under the supervision of a faculty member to develop and conduct an independent research project. Prerequisites: PS431 and permission of instructor. Offered on application.

PS462 Independent Study 1–3 credits

Allows the majoring student to pursue further study in an area of interest or to obtain additional practical field experience; contingent upon approval of the department chairperson. Restricted to psychology major with at least junior status. Offered on application.

PS463+ Research in Psychology III 2 credits

Open to graduate track majors to provide further research experience. Prerequisites: PS460;461 and approval of the chairperson. Offered on application.

RELIGIOUS STUDIES

The study of religion is an important part of the liberal arts curriculum, in that it explores the way people have understood themselves, their world, and reality.

The religious studies student is expected to reflect upon the great ideas of religious traditions in an academic fashion as well as achieve a sympathetic understanding of their importance and viability as perhaps the deepest part of human experience. In so doing, the study of religion can become the appreciation of the whole human person and the forces that have so profoundly influenced civilizations.

The religious studies major will take 30 credits in religious studies courses. In the early part of the curriculum students will build a strong foundation in the field of religious studies and the history of religions, with a particular focus on the traditions and sacred texts of Christianity. In the upper-level courses, students will be able to explore in more depth Christian theological traditions and pastoral studies according to their own interests and in conversation with their advisors.

Major Sequence

Students majoring in religious studies are required to take 30 hours of credit for a Bachelor of Arts (B.A.) degree. At least nine credits must be at the 300- or 400-level. Required of all majors are RS208, RS220, RS334, and RS401. The other six courses are chosen from any of the department course offerings. Religious studies majors may use up to two courses within the major to fulfill general education requirements.

Minor Sequence

Students minoring in religious studies are required to take 18 semester hours of credit in religious studies courses, six credits of which must be at the 300- or 400-level.

Transfer Students

Students who graduate from Georgian Court with a B.A. in Religious Studies must complete RS401 and a minimum of 18 credits, including RS401, in the Department of Religious Studies at Georgian Court. Students who transfer into the department may have 12 credits accepted from another institution, provided the courses are above the 100 level.

Humanities Majors

Humanities majors with a concentration in religious studies are required to take 18 credits in religious studies courses, six credits of which must be at the 300- or 400-level.

Certificate Programs For Pastoral Leaders

Religious Education Certificate Program

Candidates in the undergraduate Religious Education Track are required to complete 18 credits in Religious Education and 6 credits in Catechical Studies for a total of 24 credits (for information on the required courses, contact the department). Upon completion of these 24 credits the candidate will earn an Undergraduate Certificate in Religious Education from Georgian Court University.

Pastoral Ministry Certificate Program

Candidates in the Undergraduate Pastoral Ministry Track are required to complete 18 credits in Religious Studies and 6 credits in Pastoral Studies for a total of 24 credits (for information on the required courses, contact the department). Upon completion the of these 24 credits the candidate will earn an Undergraduate Certificate in Pastoral Ministry from Georgian Court University.

Parish Business Management Certificate Program

Candidates in the Undergraduate Parish Business Management Track are required to complete 12 credits in Religious Studies and 12 credits in Business Administration for a total of 24 credits (for information on the required courses, contact the department). Upon completion of these

24 credits the candidate will earn an Undergraduate Certificate in Parish Business Management from Georgian Court University.

Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/uploadedFiles/GCU_NonDegree_Programs.pdf

Georgian Court University and Institute for Lay Ecclesial Ministry (ILEM) of the Diocese of Trenton

Georgian Court University, in cooperation with the Diocese of Trenton, provides the academic component of the Institute for Lay Ecclesial Ministry (ILEM). The Diocesan Institute requires 24 credit hours of undergraduate or 30 credit hours of graduate level courses in religious studies/theology. The core curriculum requirements for lay ecclesial ministers have been established by the United States Conference of Catholic Bishops and are reflected in the academic curriculum offered at Georgian Court University for the participants of the Institute. Upon successful completion of the three-year program comprised of theological education, spiritual formation and pastoral skills development, candidates will receive a Certificate of Completion from the Diocese of Trenton and will be commissioned for service in the diocese by the Bishop of Trenton. Special scholarship funding for tuition will be given to participants. Further information may be obtained by contacting the Diocese of Trenton Office of Parish Life, Associate Director for Lay Ecclesial Ministry at 609.406.7400, ext. 5634 or online at dsass@dioceseoftrenton.org

COURSES

RS140* Religions in America 3 credits

A historical, doctrinal, and sociological presentation of the major religious denominations of America as seen in ecumenical perspective. Applicable to American Studies minor.

RS201* Women & Religion 3 credits

Examine the impact of religion on woman and gain an understanding of what the history of religious thought has done to her self-identity, her development, her "place" in secular and religious society. Determine whether there is a liberating message in the religious tradition to enrich the women's movement. Applicable to Women's Studies minor.

RS208* Discovering the Bible 3 credits

An overview of significant themes of the bible. Examine the historical, literary and theological formation of selected biblical texts and their impact on both the ancient communities and the world today. The class will include a summary of Israel's geographical, cultural and political history and its association with other ancient Near Eastern nations. It will also provide a study of chosen New Testament texts that will afford an understanding of the growth and challenges of early Christian communities..

RS212* The Gospels of Mark, Matthew & Luke 3 credits

Examine the person and work of Jesus Christ as seen by the early Christian community and found in the Gospel writings of Mark, Matthew and Luke.

RS213* Women & the Bible 3 credits

Investigate selected passages from the Bible that affect or pertain to women. Study these texts and traditions from the viewpoint of feminist biblical scholarship. Explore the methodology of feminist hermeneutics and theological traditions about women, and study narratives, speeches, dialogues, and prayers about or by women in the Bible. Applicable to Women's Studies minor.

RS220* Christian Tradition 3 credits

An introductory course allowing students to survey and update their understanding of Christianity's basic beliefs and insights. Drawing upon contemporary theological research, the central truths of the Christian experience are explained and analyzed.

RS235+ Journeys in Spirituality 1 credit

Experience a particular dimension of spirituality, rather than studying it from a distance. Learn from the inside-out through active participation. While there will be academic assignments, emphasis is on experience. This course may be repeated if the topic is different. Prerequisite: RS208 or RS220. 1 hour lecture.

RS236* Social Justice 3 credits

Examine both official Catholic social teaching (CST) and non-official Catholic social thought and action from the late 19th century to the present. Emphasis is placed on the ways in which the Catholic social-justice tradition has developed in response to social praxis within the wider church as well as to secular currents of thought, social movements and world events.

RS240* A Survey of Eastern Religious Thought 3 credits

An examination of the major themes in the dominant traditions of the Asian cultural sphere (Hinduism, Buddhism, Chinese religions). A study of the diversity of historical religious traditions aims at developing a fuller appreciation of the sacred dimension in human experience. Applicable to International Area Studies minor.

RS245 Comparative Monotheism: Judaism, Christianity & Islam 3 credits

A comparative study of the three "sibling" religions of Judaism, Christianity, and Islam. Explore the history and development of each tradition from the ancient through the modern period. Focus on the concept of God, worship and ritual, ethics, and theories of religion and the political order.

RS290 Selected Topics in Religious Studies 3 credits

Explore various areas in religious studies. The topic will be studied for the entire semester. This course may be repeated by students as different topics are presented.

RS311* The Gospel of John 3 credits

Study Johannine theological tradition as manifested in the fourth Gospel. The principal Johannine texts are examined in their historical context as witnesses of the Christian faith. Relevancy to contemporary Christian life is also indicated.

RS320* The Christian Community within the Roman Catholic Tradition 3 credits

Provides a biblical, historical and doctrinal investigation of the nature and life of the Christian community with a special emphasis upon the Roman Catholic tradition.

RS323 The Sacraments 3 credits

Study the religious questions surrounding the notions of signs and symbols as expressions for the experience of the Transcendent. Explore the way in which signs can effectively render present to the individual what they signify. Focus on the study: the Sacraments of the Catholic tradition..

RS325+ Theology of Creation 3 credits

Explore different conceptions of nature/creation, the human place/role in the universe, and what it means to care for God's good creation. Case studies illustrate both environmental issues/problems and relationships between theology, science, ethics, and public policy. Alternative proposals for constructing more just, sustainable communities are studied and critically evaluated. Prerequisite: RS208 or RS220.

RS334* Theological Ethics 3 credits

This course is predicated on the notion that there is an identifiably "Christian way of life." In conversation with the richly variegated Christian tradition, we will explore what it means to say that Christianity is an ethos—that is, the complete, purposeful way of life of a particular community of persons—centered on displaying the first and most basic of

Christian confessions, that "Jesus is Lord." Prerequisite: RS208, RS220, or PL110 or equivalent.

RS401+ Seminar in Religious Thought 3 credits

Intensive study in a particular area of theological thought (i.e., Scripture, theology, moral theology, etc.) selected by participating students in consultation with department faculty members. Open to senior majors and other qualified students. 2 hours lecture. Offered on application.

RS402 Independent Study TBA

An intensive study of a particular area, theme or concern of religious studies selected by the student with the consent of a department member. Offered on application.

RS403 Foreign Study: Biblical TBA

A unique opportunity to go beyond the study of Scripture in the printed word. Visit biblical sites, archeological excavations, and museums that feature ancient treasures. Interact with the citizens of the land to develop a greater awareness of other cultures, traditions, and religions.

RS404 New Testament Selections 3 credits

An in-depth examination of selected themes in the New Testament. Explore the influences of Judaism, Hellenism and other contemporary factors on the development of New Testament texts. Examine selected texts for their contribution to the early Christian Church and their relationship to each other.

RS405 Faith Seeking Understanding: Beginning Theological Study 3 credits

An introduction to theology: the human quest to understand, interpret and express religious faith. Read various classical and contemporary theologians and become familiar with research tools and techniques related to the study of theology..

RS406 Hebrew Bible Selections 3 credits

An in-depth examination of selected themes, from pre-exilic Hebrew scripture, in light of literary and historical formation of the texts. Include an overview of Israel's history; the cultural, political, and religious circumstances that influence the authors; and an overall presentation of a God who creates, protects and loves the world as well as the response of the community. Selected themes include an in depth review of the materials in Genesis and Exodus, as well as a look at a sections of the Book of Judges, 1 Samuel and 2 Samuel, 1 Kings, Amos, Micah, Isaiah, Jeremiah, and Psalms.

RS431 Christology 3 credits

Examine the historical development of Christology, the doctrine of Christ. Trace Christian thought and teaching concerning the nature of Jesus Christ from biblical times to the present day emphasizing Church teaching, philosophical refinements, Reformation influences and modern controversies.

RS450 Christian Formation & Sacramental Preparation 3 credits

Explore Christian Formation: the subjects of this ministry, the appropriate subject matter of Christian formation and sacramental preparation, and approaches to the practice of Christian formation within the context of official catechetical documents and the works of theologians, social scientists, and educators.

RS451 Counseling: Pastoral Applications 3 credits

Explore the relationship of theology and psychology as it relates to the professional development of persons engaged in pastoral counseling on the parish level. Gain a theological foundation and psychological insights to assist people working in the various forms of counseling that take place outside the therapeutic field.

RS452 Canon Law: Introduction to Pastoral Perspectives 3 credits

Explore the nature, purpose, and function of Church law, using practical

applications of pastoral significance in the modern Church. Focus on the role of law in the Church from viewpoints of ecclesiology, theology, and social justice, as well as to the role of basic canonical principles in the life of members of the Catholic Church.

RS456 Theology of Pastoral Ministry 3 credits

Explore the historical, philosophical, and pastoral approaches to the basis of ministry. Examine the sources for each within Scripture and the Church's tradition. Consider the practice of the believing community in the formation of the ministerial and pastoral activities in Christianity. Examine the intellectual frameworks which have shaped various theologies of ministry, both Catholic and Reformed.

SOCIAL WORK

The social work curriculum is designed to provide a solid foundation in theory and practice of social work that enables the student to competently assume the role of an entry-level generalist social work professional. This is accomplished through courses offering a sound theoretical base, combined with the optimum amount of field related experience on the baccalaureate level. The curriculum builds upon, and is integrated with, the basic university liberal arts requirements, in the humanities, social, behavioral, and biological sciences.

The student who successfully completes the Bachelor of Social Work (B.S.W.) Program will acquire the specialized knowledge and skills to effectively practice generalist social work and be educated and encouraged to identify and affirm the ethics and values of the profession. This includes an appreciation for the value, dignity and individuality of all human beings and a conviction regarding the equality of all people, regardless of gender, race, creed, ethnicity, sexual orientation, age or disability. These values would also include a desire to promote social and economic justice with a will to translate these values into action. The Social Work Program is most rigorous and requires a strong sense of commitment on the part of the student.

The student must take Accuplacer Sentence Skills Test and Writeplacer Plus prior to entering Junior Field Practicum.

Acceptance to GCU does not guarantee acceptance as a social work major. The student will be accepted as a social work major after completion of SW203 with a minimum grade of "C". The student Policy and Procedures Manual clearly outlines the acceptance process to be followed by each student.

The B.S.W. Program is accredited by the Council on Social Work Education, Commission on Accreditation. Students graduating from the program are eligible for state certification upon application.

Major Sequence

In fulfilling general liberal arts requirements of GCU, the B.S.W. student is required to take AR115 or MU109 or MU214. Spanish is required to fulfill the language requirement, however another language can be substituted with the approval of the department chairperson. Other required courses include SO 101, BI111, EN111, EN113 or EN114, HI131, HI132, MA103 or SO201(please note that if students take SO201 they must still take a Math, MA 105 is recommended) , PL245, PO211 or PO221, PS111, RS 208 or RS 220, WS311, and PL300 or RS 334.

All of these courses provide a liberal arts foundation on which to build the social work curriculum, inclusive of field experience. The major course requirements are as follows: SW203, SW211, SW253, SW295, SW305, SW306, SW310, SW313, SW323, SW361, SW390, SW414, SW440, SW496, and SW497. The student must also choose two social work electives from SO/SW251, SW213, SW220, SW240, SW265, SW311,

SW416, SW466 or any gerontology selections.

Students must complete 54 credits in the department. The director of social work will make the final determination as to particular course selections that must be completed at Georgian Court.

Social Work Minor

The Minor in Social Work will provide students with a theoretical understanding of the strength in diversity, and the dynamics of oppression and discrimination in all areas of life. The student will gain knowledge of the change agents needed to turn a concern for social justice into action, both locally and globally.

The Social Work minor is composed of 18 credits derived from five core courses and one elective:

Core Courses

- SW203 Introduction to Social Welfare
- SW253 Majority/Minority Relations
- SW305/06 Human Behavior & the Social Environment I & II
- SW323 Social Policy

Electives

- SW213 Special Topics
- SW251 Family Systems
- SW220 Human-Animal Bond
- SW240 Addictions
- SW265 Child Welfare
- SW311 Seminar in Social Problems
- SW361 Mental Health (Required for social work majors)
- SW416 Organizing for Social Justice
Any Gerontology offering (GP)

Gerontology Minor

The Minor in Gerontology is designed to enhance the knowledge and skill development of professionals, paraprofessionals, and students who are involved in the field of aging or who are planning careers with an emphasis in gerontology. Students must complete GP207 and 15 additional credits. HE330 and HE335 may be taken as part of the minor.

GEORGIAN COURT UNIVERSITY DUAL DEGREE

Students participating in the dual degree agreements Georgian Court with Burlington County College and Ocean County College should refer to the Admission of Students Participating in Dual Degree Agreement portion of the Admission section at the beginning of this catalog.

COURSES

SW203+ Introduction to Social Welfare 3 credits

Study the social welfare matrix, beginning with an historical perspective and tracing social service development to present-day systems, as well as the history of the social work profession. Focus on the means through which the individual, family, group, organization and community problems and/or needs are identified, referred to and met by the social welfare system. Emphasis on foundation of professional values and ethics. Lectures in conjunction with 40 hours of required volunteer service. Prerequisites: SO101, may be taken concurrently. Offered fall.

SW213+ Selected Topics in Social Work 3 credits

Study a pertinent area or problem in social work generally not covered by the outlined curriculum. The topic is announced prior to the semester the class is offered and may be: Child Welfare, Spirituality and Social Work, The Spiritual Use of Self, Addictions, Forensic Social Work, Human-Animal Bond, Grant Writing and the Non-Profit Agencies, Natural Disaster and Human Violence: A Social Work Response, Administration and Management in

Social Services, Human Sexuality. Prerequisites designated by instructor.

SW220 Human-Animal Bond 3 credits

Learn to understand and appreciate the relationship between *Homo sapiens* and the animal kingdom. Explore the relationship between cruelty to animals and subsequent violence towards people, as well as the relationship between the development of child protection agencies and the ASPCA (American Society of Prevention of Cruelty to Animals). Explore controversial issues of animal intelligence, animal consciousness, animal emotions, and animal rights. Investigate the domestication of animals and their use as pets, therapeutic agents, and "workers" within the debatable context of the biblical concept of "dominion." Consider pet therapy and grieving the loss of pets and review the unique capabilities of several species and the manner in which said capabilities have benefited the human race. Finally, analyze the place of animals in the larger context of ecology and the sustainability of our planet.

SW240 Addictions 3 credits

Examine the world of chemical addictions and behavioral addictions. Investigate possible causes of addictive behaviors, symptoms, and treatment options including therapeutic and pharmaceutical treatments. Prerequisites designated by instructor.

SW251 Family Systems 3 credits

An analysis of the family as a functional system within the larger society. Focus on North American society and integrate comparative systems of global content. Explore majority and minority approaches to family life, sexuality, dissolution, blended families, gay and lesbian families, courting and mate selection, and marriage and family life in the middle and later years. Emphasis on the role of women—past and present—and minorities. Develop beginning skills for understanding generalist practice with families. Emphasis on Systems Theory and Family Systems theory.

SW253 Majority-Minority Relations 3 credits

Explores the history of majority/minority group dynamics nationally and internationally. Examine the power dynamics that influence outcomes for these groups (from the individual as well as the societal perspective). Emphasis on factors that contribute to and constitute being at risk, how group membership includes or excludes access to resources, understanding of distributive justice, human and civil rights, and global interconnections of oppression with a focus on Latina/o and Caribbean Islanders. Learn practical application of appropriate interventions based on cultural competence in the workplace. Offered each spring.

SW265 Child Welfare 3 credits

Comprehensive social work-focused introduction to child abuse and neglect; the identification of child maltreatment and domestic violence is necessary for all social workers but especially for those who will work in child protective services. Family dynamics, an introduction to interventions, child welfare history, child welfare competencies, multiculturalism and social policy issues will be covered. This is a required course for all BCWEP recipients. Prerequisite: SW203.

SW295+ Communication Skills in Social Work 3 credits

Learn the basic skills necessary to communicate as a generalist social work professional with individuals, families, groups, organizations and communities such as nonverbal communication, active listening, responding, questioning, written communication, data collection, making referrals, project planning, negotiating, documentation, and offering legislative testimony. Prerequisites: SO101, SW295 can be taken concurrently with SW203. Offered fall.

SW305+ Human Behavior & Social Environment I 3 credits

Study individuals from conception through infancy, early and middle childhood, adolescence, young adulthood, middle adulthood, and older age as they develop and have membership in families, groups, organizations,

and communities. Examine the impact of biological, social, psychological, and cultural systems as they affect and are affected by human behavior. Prerequisites: SW203, SO101, PS111, and 4 semesters of general education requirements. Offered fall.

SW306+ Human Behavior & Social Environment II 3 credits

Study individuals from conception through infancy, early and middle childhood, adolescence, young adulthood, middle adulthood, and older age as they develop and have membership in families, groups, organizations, and communities. Examine the impact of biological, social, psychological, and cultural systems as they affect and are affected by human behavior. Prerequisites: SW203, SO101, PS111, and 4 semesters of General Education Requirements. Offered spring.

SW310+ Methods of Social Work Research 3 credits

Examine the research methodology and scientific, analytical approach to gaining knowledge. Learn evidence-based practice and employ critical thinking skills when analyzing research and practice. The use of computers and statistical packages is demonstrated. Qualitative methods, quantitative methods, secondary data research, program evaluation, and single systems design are all focused upon. Prerequisites: SW203, MA103 or SO201 may be taken concurrently. 3 hours lecture and lab. Offered spring.

SW311+ Seminar in Social Problems 3 credits

Analyze major social problems within a theoretical framework and practical application in the social work setting. Presentation of the relevant theory and research on perennial and contemporary social issues. The subject matter of the course is flexible and reflects current themes. Prerequisite: SO101, or permission of instructor, 2 hours lecture.

SW313+; Social Work Practice I 3 credits

Gain the knowledge, values, and skills of the profession with a focus on service delivery and accountability to individuals and families. Focus on the planned change process using empirically based interventions, its value to increase practice effectiveness, and the methods for promoting social and economic justice (analyzing, advocating, and offering leadership for policy and services) by emphasizing the client systems' strengths and resources using social systems theory; the integration of human behavior, the social environment, and social welfare policy; and issues of diversity, disability, and populations at risk as they translate to generalist social work practice. Prerequisites: SW203, SW295, SW305, and SW306. May be taken concurrently with SW253. Offered spring.

SW323+ Social Policy 3 credits

An introduction to the subject of social welfare development using an historical approach to illustrate the various forces: economic, social, cultural, philosophical, technological, etc., which have affected the evolution of policies and provisions in the realm of social welfare. The focus is upon the political process in responding to need with the overriding theme of striving for social justice locally and globally. Prerequisite: SW203. Offered fall.

SW361+ Mental Health 3 credits

An introduction to the variation in definitions of mental disorders as a result of intrasocietal differences and cross-cultural distribution of health and illness. Emphasis on patterns and consequences of oppression and discrimination, with special consideration of the ecological distribution of mental disorders, remedial opportunities, intrasocietal differences in the incidence of illness, and the seeking and response to intervention. Builds on the student's understanding of human development and the social environment. Prerequisites: SO101, SW305, SW306 or permission of the instructor. Offered fall.

SW390+ Junior Field Education 3 credits

Gain 125 hours of supervised experience in a social service agency performing all duties and responsibilities of the entry-level generalist

social worker working with various systems (individuals, families, groups, organizations and communities) and preparation for professional responsibility in SW496, SW497 Senior Field Education. A weekly integration seminar is held in conjunction with SW390 to integrate class work with field experience and to develop beginning social work skills. Prerequisites: SW203, SW253; SW295; SW305, SW306 may be taken concurrently with SW313; and SW253 must have taken the Accuplacer at least once; must have viewed " Safety Video "; have an overall cumulative grade point average of 2.5. Offered spring

SW414+ Social Work Practice II 3 credits

A continuation of SW313, focus on the integration of theory and practice to learn to intervene in a knowledgeable professional manner with families, groups, organizations, and communities. Generalist skills will be developed to contribute to group interaction, motivation and overall development. Emphasis on cultural competence and ethics. Learn to understand the need to engage in the evaluation of social work practice with individuals, families, groups, organizations and communities. Prerequisite: SW313. Offered fall.

SW416+ Organizing for Social Justice 3 credits

A practical supervised experience working with various types of groups within the community. Learn community organization skills and participate in a service learning component. Prerequisites: SW414 or permission of the instructor.

SW440+ Advanced Policy & Social Work Practice 3 credits

Gain a theoretical base of knowledge to understand the role of the professional social worker as an advocate and change agent working toward the goal of social justice. Learn to apply concept of advocacy is to individual and family work, agency policy, community organization, and legislative considerations. Appropriate skills are taught to empower the student to translate theoretical knowledge into social work practice. Prerequisites: SW323. Offered spring.

SW466+ Independent Study in Social Work 3 credits

Intensive study of a particular area of social work selected by the student with approval of the department chairperson and the social work faculty. This course is intended for the advanced student who has demonstrated high achievement in previous work. Offered upon application.

SW496+ - Senior Field Education in Social Work 6 credits

Work in a social work setting on a part-time basis (200 hours total), performing all duties and responsibilities of the entry-level generalist social worker. A weekly integration seminar is held in conjunction with field placement to discuss practical experience and to develop advanced social work knowledge, values, and skills. Open to seniors only and fulfills senior capstone experience. Prerequisites: SW390. Successful completion of the Accuplacer and Writeplacer Plus (passing grade 80, passing grade 6); and 3.0 average in major courses. Offered fall.

SW497+ - Advanced Senior Field Education in Social Work 6 credits

(Continuation of SW496) Work in a social work setting on a part time basis (200 hours total), performing all duties and responsibilities of the entry-level generalist social worker. A weekly integration seminar is held in conjunction with the field placement to discuss practical experience and to develop advanced social work knowledge, values, and skills. Open to seniors only and fulfills senior capstone experience. Prerequisites: 3.0 average in major courses.

Gerontology

GP207 Psycho-Social Aspects of Aging 3credits

Learn to deal with the well-being of older persons and gain an understanding of the roles and status of older people in our society.

Explore theories of aging as well as the psychosocial, ecological, and political implications of current theories. Examine the various issues that affect the elderly psychologically and socially with regard to the individual, family, community, and society. Examination of specific problems facing the current aging population will also be examined.

GP310 Counseling Older Adults and Their Families 3 credits
Presentation of the older adult in the context of family. Communication and counseling skills will be emphasized, along with family structure and processes, and evaluation of individual and family counseling techniques..

GP316 Physiology of Development and Aging 3 credits
Examine the aging process through the course of later life. Structural, functional and biochemical changes will be examined along with physiological theories of aging. Focus on the important biological and physiological changes that occur during senescence.

GP335 Dealing with Death & Dying – Part I 3 credits
Analysis of issues and challenges posed by factual and attitudinal relationships between aging and mortality. Specific problems that confront the elderly and the helping practitioner in dealing with death and dying will be explored. Among the topics to be studied are the experience of death and treatment of the dying; survivors and the bereavement process; and ethical issues.

GP336 Dealing with Death & Dying – Part II 3 credits
Examine the effects of death and dying on the individual, families of the individual, the community, and society. Among the topics to be studied are the experience of death and treatment of dying, the psychological stages of death, nursing homes, cultural aspects of dealing with death, the hospice concept and medical ethics.

SOCIOLOGY, ANTHROPOLOGY, & PRE-LAW

Sociology and anthropology aid in the understanding of human life in all of its manifestations. The basic tenet of the department is that a person is by nature a social creature and that any total understanding of human behavior and experience must include the social and cultural milieu. The offerings of the department are thus geared to show

- The socio-cultural environment of humans
- How a person adapts and adjusts to this environment
- How humans interact with one another and become a part of social life and
- The social structures and systems that are constructed to perpetuate this social life.

Therefore, individuals are seen not only in their personal or historical dimensions, but also as they actually exist, inextricably bound to others and their surroundings.

Minor Sequences And Pre-Law

The requirements for the Sociology minor are a minimum of 18 credits including SO101, AN112, SO301, SO367, and 2 department electives.

The requirements for the Anthropology minor are AN111, AN112, and four anthropology electives.

Pre-Law students are required to take AC171, CMT 105, CJ 211, PO 211, and PO 323; plus two electives chosen from: PO351, PO221, SO325, SO371, CJ231, CJ212. CJ351, CJ335, BU311 and BU316. Pre-law students should choose the general education courses PL 254, EN 221, and SO 101 to satisfy their general education requirements. The core skills and values essential to preparation for law school are described by the Pre-Law Committee of the American Bar Association Section of Legal Education and Admissions to the Bar at www.abanet.org/legaled/prelaw/prep.html.

COURSES

Sociology

SO101* Principles of Sociology 3 credits
An introduction to the study of society emphasizing the basic social structure and processes of group living. Includes analysis of culture, socialization, control and deviance, organizations, power, stratification and social change. A prerequisite for advanced courses in sociology and should be taken in freshman or sophomore year by those planning advanced work in the discipline. Required for all sociology majors.

SO201+ Social Statistics 3 credits
Review basic statistical methods used in social science research, including descriptive and inferential statistics, ordering, sampling and probability, central tendency and dispersion, and tests for significance and scaling. Required for sociology majors. Prerequisites: SO101 or permission of instructor.

SO202+ Methods of Sociological Research 3 credits
Covers the basic methodological tools of sociology. Includes observation, questionnaire and interview construction, case studies and other methodology. Laboratory assignments are included. This course is required for sociology majors. Prerequisites: SO101 or permission of instructor.

SO225+ Selected Topics in Sociology 3 credits
An in-depth exploration of various areas of sociology based on student interest. One topic will be explored intensively for the total course content. The course may be repeated for the majoring student when different topics are offered. Prerequisite: SO101.

SO251* +/SW251 Family Systems 3 credits
A sociological analysis of the family and family life in the United States. Review the social history of the family and compare cultures. The values, practices, and life choices of individuals are presented as they relate to ethnicity, social class, gender, and other sociological factors. Contemporary problems and approaches will be discussed. Pre/co-requisite: SO101 or permission of instructor.

SO301+ Sociological Theory 3 credits
A survey of sociological thought from classical theorists—Comte, Spencer, Durheim, Weber, Marx, Mead and Cooley; the schools their ideas inspired—Structural Functionalism, Conflict and Symbolic Interactionism; to the present day theorists, post modernists and neo-Marxists, grappling with the challenges posed by globalization, McDonaldization and consumerism. Prerequisite: SO101. Offered fall.

SO304*/AN304* Globalization & Sustainability 3 credits
Examine how traditional models of development, embraced by all nations of the world, inspire patterns of production and consumption that stand in the way of building a just, sustainable, and peaceful world. Consider the fundamental principles that the human community should pursue to attain a sustainable global society founded on economic justice, respect for nature and universal human rights. Required for Sustainability minor. .

SO306 The Black Experience in America 3 credits
Gain a comprehensive understanding of the various forces-economic, political, social, legal and cultural—that have gone into the shaping of the Black experience in the United States of America.

SO307 Society & Change in Latin America 3 credits
Focus on the economic, social, and political forces that are fundamental for any analysis of Latin America, primarily its colonial and neo-colonial experience in relation to Europe and the United States. Begin with a brief overview of pre-Columbian societies and conclude with the establishment of ALBA or Bolivarian Alliance for the Peoples of Our America (Alianza Bolivariana para los Pueblos de Nuestra América, or ALBA) and the socio-political movements that set the stage for the inception of this organization.

SO325+ Crime & Delinquency 3 credits

Crime and delinquency as a social phenomenon. The nature and extent of crime and delinquency in the United States, a review of the most popular theories of crime causation and the social factors that influence its existence from early biological theories to modern social-cultural theories, specific factors of gender, race, social class, etc., are discussed in detail. Prerequisite: SO101 or permission of instructor.

SO346*+ Sociology of Education 3 credits

Examine education in American society, including the emergence of education as a separate social institution, relationships of the school and society, the social roles of teachers and administrators, and the school as a social system and a focus of socialization. Prerequisite: SO101 or permission of the instructor. Required for all sociology/education majors.

SO350/ES315 Sports & Society 3 credits

An in-depth analysis of the role of sport in society. Examine sport as both affected by sociocultural forces and as affecting the basic institutions of society; family education, politics, religion and the economy. Explore the influence of age, gender, and race, as well as contemporary controversies. Recommended for students in the behavioral sciences, exercise science, health and athletics. Prerequisite: SO101 or permission of the instructor.

SO367* Intergroup Relations 3 credits

Explore how race, class, and gender have shaped American society. Investigate exclusion and inclusion, unity and diversity, which have been debated since the earliest days of this society. Analyze the forces that have created and sustained the groups that comprise American society.

SO371*+ Deviance 3 credits

An analysis of the concept of deviance both as a theoretical topic and a practical device in American society. Specific patterns of deviance will be discussed in detail, i.e., organized crime, political deviance, gambling, terrorism, suicide, sexual deviance. Prerequisites: SO101 or permission of the instructor. Required for all majors. Offered fall.

SO460+ Independent Study in Sociology 1–3 credits

Intensive study in a particular area of sociology selected by the student with approval of the department chairperson. This course is intended for the advanced student who has demonstrated high achievement in previous work. Offered on application.

SO475 Internship in Sociology 1–3 credits

Students must participate in an internship related to their area of interest. A substantive project is required. The goals and objectives may vary from project to project, but must be specified in writing and placed in the student's file with appropriate signatures by the first week of the semester. The organization or cooperating agency must be approved by a supervising faculty member in the Department of sociology. Periodic reports of student progress and meetings with faculty supervisor must be documented in the student file. At the discretion of the supervising professor, students prepare a final paper and/or project, and/or complete a multimedia portfolio of accomplishment, and/or file a letter written by the internship site supervisor. The final product should reflect the practical and professional applications of the student's academic coursework in sociology. Limited to juniors and seniors with department approval. Participants will be expected to perform 35 hours of work for every credit hour of internship credit. 120 hours for 3 credits. Prerequisites SO201, SO202.

SO498+ Coordinating Seminar 3 credits

A synthesis of major themes concerning sociology and society including an analytical and problem perspective. Extensive independent student research; seminar paper required. This course serves as the senior experience for majors and may be taken junior/senior year. 2 hours.

Anthropology**AN111* Physical Anthropology & Archaeology** 3 credits

An introduction to the field of physical anthropology. Begins with a historical overview of evolutionary theory and its impact. The human skeleton, primate behavior, the fossil record and contemporary debates within physical anthropology are explored. Examine the politics of race and popular culture as they pertain to physical anthropology. Offered fall.

AN112* Cultural Anthropology 3 credits

An introduction to cultural anthropology that looks at the history of anthropology as a discipline and the methods anthropologists use to study culture. Review the global range of the kinship and family structures, art, religion, political organization and economics of cultures around the world. No prerequisite. Required for all majors.

AN220+ Selected Topics in Anthropology 3 credits

An in-depth exploration of various areas of sociology. Specific areas will be based on student interest. May be repeated for credit when different topics are offered. Prerequisites: SO101 or AN111 or AN112. Offered on request or permission of instructor.

AN244*+ City, Suburb & Society 3 credits

Cities in cross-cultural perspective; an introduction to the field of urban anthropology. Students explore the impact of urbanization and suburbanization on the individual, the family and the community. Students critically examine urban renewal and redevelopment efforts. The history of the suburb is covered, as is new research that looks at the impact of the built environment and the politics of space. Prerequisite: AN112 or permission of instructor. Offered spring.

AN304*/SO304* Globalization & Sustainability 3 credits

Consider how traditional models of development, embraced by all nations of the world, inspire patterns of production and consumption that stand in the way of building a just, sustainable and peaceful world. Review the fundamental principles that the human community should pursue to attain a sustainable global society founded on economic justice, respect for nature and universal human rights.

AN312* Native Cultures of North America 3 credits

An historical and contemporary analysis of Native Americans in North America. Anthropological in orientation with an emphasis on the culture and social organization of Indian groups. No prerequisite, although some background (SO101, AN111 or AN112), may be helpful. Offered fall.

AN370 Women & Work 3 credits

Examine the meaning of paid work in women's lives. Specific topics include sexual segregation and stratification in the workplace, power and leadership; sexuality at work; gender discrimination; sexual harassment; work-family issues; and stress and health.

AN440+ Seminar in Anthropological Theory 3 credits

A survey of the history and current status of anthropological theory. Recommended for anthropology minors and/or in the graduate track for anthropology. Prerequisites: SO101 or AN111 or AN112 or permission of the instructor. 2 hours. Offered on application.

AN467+ Independent Study in Anthropology 1–3 credits

Intensive study of a particular area in anthropology selected by the student with approval of the department chairperson and the anthropology faculty. This course is intended for the advanced student who has demonstrated high achievement in previous work. Offered on application.

AN471+ Internship in Anthropology 1–3 credits

Specifically for students completing internships in NGO's outside the United States or in indigenous communities in North America. Goals and objectives may vary from project to project, but must be specified at the time of registration. A minimum of 60 hours of work at the site is

required. The organization must be approved by the supervising faculty member in Georgian Court's anthropology program. Documentation of satisfactory performance from the students program supervisor, a journal, and a presentation and/or paper due no later than one semester after the student returns are also required. Offered on application.

WORLD LANGUAGES & CULTURES

The various languages included in the curriculum are given as an integral part of a liberal arts education to help students attain their full potential. Courses are structured in accordance with the following objectives:

- To develop the ability to communicate orally and in writing with people using other languages
- To teach the students to read the target language with comprehension, so that they may be informed on modern publications and research
- To cultivate the students' verbal self-expression and to develop their awareness of the functioning of their own language
- To increase the students' culture through their direct study of literature and civilization, and
- To give the students a better understanding of other peoples' ways of life

SPANISH

Major Sequence

33 semester hours of courses given in Spanish, above the 100 level are required for the Bachelor of Arts degree.

300 Level: (6 credits minimum)

- SP312 Modern Hispanic Cinema
- SP322 Spanish for Careers in Business
- SP345 Advanced Language Study I
- SP346 Advanced Language Study II
- SP350 Hispanic women in Life and Literature

Civilization and Culture (3 credits minimum)

- SP415 Spanish Civilization
- SP418 Contemporary Latin American Culture
- SP419 Latin America: Past & Present

Literature and Literary Analysis (3 credits minimum)

- SP405 Survey of Spanish Literature I
- SP406 Survey of Spanish Literature II
- SP425 Mosaics of Hispanic American Literature I
- SP426 Mosaics of Hispanic American Literature II

Capstone Course (3 credits)

- SP450 Literary Seminar

Transfer students should have a minimum of 15 credits of the required 33 credits from Georgian Court. Prior approval by the student's major adviser must be obtained in order to take any of the major requirements at another institution.

Majors may use only one course within the major to fulfill the language requirement in the core curriculum.

Latin, French and Italian are not offered as majors.

Teacher of Language Certification

A state-approved program leading to a teaching certificate is offered in Spanish. For certification, 30 credits are required in language, conversation, composition, phonology, literature, civilization and SP361 with a minimum of 12 credits in 300-and 400-level courses.

Also required are the PRAXIS II test, Spanish Content Knowledge (0191), minimum score: 159 and an Oral Proficiency Interview (OPI), minimum score: Advanced Low.

Minor Sequences

Due to the increasing global nature of our world, students are encouraged to consider either a modern language minor in French or Spanish or an interdisciplinary minor in Latina/o and Caribbean Studies.

The Minor in French or Spanish requires 18 credits taken at the 100 level or above in the target language.

LATINO/A AND BUSINESS STUDIES

The B.A. in Latino/a and Business Studies prepares students for careers in businesses whose clients or employees are from Spanish-speaking cultures, particularly those in the Americas. The program provides students with the opportunity to become proficient in the Spanish language and cultures which speak it while acquiring a strong foundation in business and experience working in a Spanish business environment either through a study abroad or internship experience. With this preparation students can matriculate directly into GCU's M.B.A. program.

The program prepares students to

- enter graduate programs in Spanish, business or international/global business;
- work in/start a business that employs Spanish-speakers from diverse cultural backgrounds; and
- work for/start a business that caters to Spanish-speaking clients or operates in a Spanish-speaking culture.

Students will learn the principles of finance, management, marketing, economics, financial accounting and statistics as they relate to a business setting and be able to apply their knowledge of business in a practical setting through an internship or study abroad experience. Students will communicate professionally in Spanish orally and in writing, read and understand Spanish business terminology, identify common themes, and distinguish similarities and differences between the countries and cultures that comprise the Spanish-speaking Americas, and comprehend the historical, political and social contexts of the past and present Latino populations in the U.S. and in Latin America.

The program includes 36 credits in business, including 21 credits of foundational courses, and either one semester of 15 credits in Latin America or a 15-credit concentration at GCU, chosen from among management, marketing, finance, and sports management. Each 15-credit concentration includes 3 credits of internship. Students are expected to have an internship placement that enables them to apply what was learned in both Spanish and business courses. The Spanish component of the program will be 33 credits at the 300 level or higher, including a course on Spanish for careers in business. Specifically, the requirements are:

21 credits at GCU in Business:

- BU114 Intro to Business
- AC476 Financial Accounting
- EC476 Economic Survey
- BU476 Statistical Analysis
- BU477 Marketing Fundamentals
- BU478 Principles of Management
- BU479 Principles of Finance

Plus 15 credits in Latin America or a 15 credit concentration in management, marketing, finance or sports management at GCU.

33 credits at GCU in Spanish

- SP310 Hispanic/Latino Presence in the United States

- SP312 Modern Hispanic Cinema
- SP322 Spanish for Careers in Business
- SP345 Advanced Language Study I
- SP346 Advanced Language Study II
- SP350 Hispanic Women in Life & Literature

Civilization and Culture

- SP418 Contemporary Latin American Culture
- SP419 Latin America: Past & Present

Literature and Literary Analysis

- SP425 Mosaics of Hispanic American Literature I
- SP426 Mosaics of Hispanic American Literature II

Capstone Course

- SP450 Literary Seminar

Students who are not prepared for language study at the 300-level will need to take courses at the 100 or 200 level, as appropriate.

Minor Sequence

The Minor in Latina/o and Caribbean Studies includes courses from a variety of disciplines, such as sociology, art, music, philosophy, criminal justice, English, French, Spanish, and social work. We require that a minimum of 1/3 of the material covered in the course directly represent the Latina/o and/or Caribbean people. The program is 18 credits, 6 of which must be in Spanish, French or a combination of Spanish and French. The other 12 credits must be selected from the list of courses below. No more than 6 of the 18 credits may count simultaneously towards the LCS minor and another program or GCU requirement. Courses should be chosen in consultation with the student's advisor.

Latina/o and Caribbean Studies:

- AR310 Women, Art & Society
- CJ351 Comparative Criminal Justice Systems
- CJ355 Political Crimes & Terrorism
- EN190 Global Literature
- EN375 Multi-Ethnic Literature of the US
- EN418 Writers from the African Diaspora (incl. the Caribbean)
- FR211/12 Writing & Speaking French
- FR213/14 Aspects of French and Francophone Literature I & II
- FR315/16 French & Francophone Civilization I and II
 - HI344 Women & Gender Issues in Western History
 - HI361 American Foreign Relations Since 1898
 - HI390 Special Topics in History (when appropriate)
- MU215 Music of Other Cultures
- PL130 Philosophy of the Arts
- SO225 Latin American & Social Change
- SP212 Cultural Identity & Diversity in the Hispanic World
- SP310 Hispanic/Latino Presence
- SP312 Modern Hispanic Cinema
- SP350 Hispanic Women in Life & Literature
- SP418 Contemporary Latin American Culture
- SP450 Literary Seminar
- SW253 Majority-Minority Relations

COURSES

Chinese

CN110 & 111 Chinese Culture I & II 3–6 credits

Introductory courses designed for those who are interested in learning about Chinese language, culture, history, thought and literature from the beginning to the 21st century. Develop an understanding of pre-modern

and contemporary Chinese philosophical thought, culture, society, politics, and economy through secondary readings and translation of original Chinese documents. Learn the basic syntactic structures and grammar of the Chinese language and obtain basic skills to be independent and confident learners of Chinese. Prerequisites: None. CN111 counts towards the World Perspectives requirement.

French

FR101*; 102* Elementary French I & II 3–6 credits

Practice in understanding and using the language. Task-based Web activities supplement class instruction. One year.

FR201*, 202*+ Intermediate French I & II 3–6 credits

A new look at French basics using text, film and Web resources to develop pronunciation, listening and reading comprehension skills. Prerequisite: FR102 or qualifying test. 3 One year.

FR211*, 212*+ Writing & Speaking French I & II 3–6 credits

Intermediate language for communication. Speaking: fall semester; writing: spring semester. Prerequisite: FR101 or qualifying test. One year.

FR213*, 214*+ Aspects of French & Francophone

Literature I & II 6 credits

Writings from the Middle Ages through the 20th century selected for intermediate level. The prose and verse of the best French and Francophone authors. Prerequisites: FR101 or qualifying test. One year. Texts read in French or in translation.

FR312 Cinema from France & the Francophone World 3 credits

Learn how to study film and the most important contributions of French-speaking filmmakers from a diverse historical panorama and from all over the world. Filmmakers may include Yamina Benguigi, Mehdi Charef, Claire Denis, Jean-Luc Godard, Alain Resnais, Jean Renoir, Coline Serrau, Ousmane Sembène, Bertrand Tavernier, Jean-Marie Teno, Moufida Tlatli and François Truffaut. Explore how aesthetics, literature, philosophy, history, politics, world wars, decolonization, and contemporary issues such as immigration, exile, and globalization inform and challenge the way in which audiences understand or “read” a film. Course taught in English. No prerequisite.

FR315, 316+ French & Francophone Civilization I & II 6 credits

France and the Francophone world then and now: history, arts, sciences, people, culture, industry and geography. One year. Applicable to International Areas Studies minor. Texts read in French or translation.

Italian

ITA101*; 102* Elementary Italian I & II 6 credits

Conversational Italian for beginning students. Stress on using Italian in realistic situations with emphasis on listening and understanding, speaking, reading and writing. Cultural content and linguistic aspects also covered. One year.

ITA201*, 202*+ Intermediate Italian I & II 6 credits

Reinforcement of grammatical elements introduced in the first year. Emphasis on more difficult aspects of structure. Stress on students' ability to ask and answer questions and speak on given topics with correct pronunciation and sentence structure. Focus on realistic aspects of the language and lifestyle of the people. One year.

IT211; 212*+ Italian Conversation & Composition I & II 6 credits

Guided discussion on prepared and extemporaneous themes; emphasis on pronunciation, oral expression and audio comprehension. Directed and free composition. Prerequisite: IT202 or the equivalent. One year.

ITA401 Special Studies TBA

Specialized topics in advanced composition, structure, language, literature, culture and civilization, or careers. Directed by a member of the

department and approved by the chairperson. Offered on application.

Latina/o and Caribbean Studies

LC301 Bridging Cultures in the Caribbean 3 credits

How do Caribbean cultures define themselves within the global community? Explore cultural and literary bridges and compare and contrast the rich diversity of French and Caribbean authors. Includes one text originally written in English from the Anglophone Caribbean. Through the genres of fiction, drama, and travel writing, investigate central issues of ethnic and religious identity, linguistic hybridity, women's rights, (neo) colonization, slave trades, and emancipator discourses and liberation struggles. Taught in English (unless otherwise requested by students) and texts in French and Spanish may be read in English translation or the original language.

Mediterranean Studies

MS211 Arabic Spain 3 credits

Explore the cultures and art history of Spain or Al Andalus from 711 to 1492. Emphasis on Arab and Jewish architecture, religion, philosophy, literature, music, and poetry. Learn about the Inquisition and the ramifications of the fateful year 1492 when Catholic King Ferdinand and Queen Isabella expelled Jews from Spain, and Columbus embarked on his voyage that would result in the colonization of the Americas. The principles of the Arabic language such as the pronunciation of its sounds, the writing of its letters, its influences on Spanish, various greetings, common phrases, vocabulary, and exposure to calligraphy are included, as are basic greetings in Hebrew. No prerequisite. Interactive lectures and multimedia language resources. Taught in English.

Spanish

SP101*; 102* Elementary Spanish I & II Online 6 credits

Development of listening, speaking, reading and writing skills in an online format. Introduction to selected aspects of Hispanic culture. 6 hours lecture, one semester; 6 credits. Please Note: due to the online format, this course is recommended to those students who do not wish to develop a speaking proficiency. Students who have credit for SP101; 102 may not register for SP105;106.

SP105*; 106* Beginning Everyday Spanish I & II 6 credits

Conversational Spanish for beginning students. Develop listening, speaking, reading, and writing skills using a communicative approach. Stress on the acquisition of a practical working vocabulary and simple sentence structure. Discussion themes related to typical daily situations. Use of technology to support language acquisition. 3 hours lecture, one year; 6 credits. SP106 is a course for continuing students and for those who place into it based on their placement exam results. Students who start in SP106 must continue in SP205 in order to complete their language requirement..

SP107 Spanish for Specialized Work Settings 3 credits

Conversational Spanish for beginning students in professional settings such as the medical field, pastoral ministry and supervisory personnel in business. Emphasis placed on the acquisition of a practical working vocabulary within a specific work environment. Offered on application.

SP205*; 206*+ Intermediate Everyday Spanish I & II 6 credits

Conversational Spanish for students with previous background. Discussion themes related to everyday situations, lifestyles of Spanish-speaking countries. Introductory readings, cultural and literary. Use of technology to support language acquisition. Prerequisite for SP205: SP102, or SP106 or placement test. Prerequisite for SP206: SP205 or placement test. One year.

SP211*+ Spanish Conversation & Composition 3 credits

Intensive practice in conversational skills, designed to improve students'

ability to speak Spanish at an advanced level. Through the debating of contemporary sociocultural aspects of the Hispanic world using news articles, short stories, plays, feature and documentary films, and popular lyrics and songs, students will discuss contemporary topics with the goal of acquiring good communications skills. Focus on developing the students' writing ability in Spanish. Prerequisite SP206 or placement test. Offered fall.

SP212*+ Cultural Identity & Diversity in the Hispanic World

3 credits

Explore the most important issues in contemporary Latino and Spanish cultures through the study of literature, film, art and history. Discussion topics related to identity, gender, social justice, religion, and transnational migration in order to understand the forces of tradition and change that have shaped contemporary Hispanic society. Given in Spanish. Prerequisite SP206 or SP211 or permission of the instructor. Offered spring.

SP215+ Field Study: Abroad or Hispanic Areas of the United States 1-2 credits

Hispanic culture and civilization taught in a Spanish-speaking area. Lectures and site visits concentrate on socioeconomic institutions of the particular country with emphasis on historical background and architecture of the area. Special attention will be given to local dialect. Assignments include newspaper reading and maintenance of a diary. Prerequisite: SP101 or SP105. One week, 1 credit/two weeks, 2 credits. Offered upon application.

SP221*; 222*+ Hispanic Literature & Culture I & II 6 credits

Introduction to critical reasoning and interpretation based representative works from Spanish and Latin American Literatures. Skills-building course that familiarizes students with the lexicon of Spanish literary criticism and trains them to be active readers of Hispanic literature. Reading and analysis of selections from the four basic literary genres: narrative, poetry, drama, and essay. Taught in Spanish. Prerequisite SP211 or SP212 or equivalent or permission of the instructor. One year.

SP301*; 302*+ Structures of Spanish I & II 6 credits

Study of vocabulary and idioms with special stress upon points of syntax peculiar to the Spanish language. Translation into Spanish. Analysis of phonic theory. Directed and free composition. Prerequisite: SP211;212 or the equivalent. One year.

SP310 Hispanic/Latino Presence in the United States 3-4 credits

A cross-disciplinary study of Hispanic/Latino presence in the United States, encompassing selected historical, sociological, religious, political, educational and artistic aspects of that presence. An optional field study component at selected sites within the United States that reflect this heritage. Readings and projects in Spanish for Spanish majors, minors and heritage-speakers, and in English for other students. Taught in English. 1 credit for field study (SP215).

SP312*+ Modern Hispanic Cinema 3 credits

"Read" films as texts that mirror modern Hispanic society. Analyze, discuss, and write about award-winning films produced in Spanish (some may be dubbed in English) from several countries. Readings in Spanish and English. Screenings include historical, artistic and women's films. Taught in Spanish. Prerequisite: SP221 or permission of the instructor.

SP320+ Spanish for Social Services and Education 3 credits

Analyze career-related case studies that focus on individual, family, and community concerns. Read and discuss current issues. Visit agencies or schools that serve the Hispanic community. Prerequisite SP211/12 or equivalent.

SP322+ Spanish for Careers in Business 3 credits

Introduction to the terminology and procedures in the Spanish-speaking world; emphasis on developing students' oral and written proficiencies. Emphasis on cultural factors that impact on various transactions, especially

with Latin America. Visit to an international company. Guest lectures from specialists in the field. Prerequisite: SP212 or the equivalent.

SP345;346+ Advanced Language Study I & II 6 credits

Consolidation of Spanish language skills to enable students to develop an advanced level of proficiency. Attention to all linguistic skills (listening, reading, speaking and writing) with an emphasis on both oral and written communication. Topics covered focus on the peoples and cultures of Spanish-speaking countries. Prerequisite SP212. One year.

SP350+ Hispanic Women in Life & Literature 3 credits

Studies the image of Hispanic women as presented in literature and society by male and female writers. Comparison and contrast of roles of women in Spain, Latin America and the United States. Readings in Spanish. Prerequisite for Spanish majors: SP221/22 or equivalent. Applicable to Women's Studies minors with Spanish background.

SP351/451 Special Studies TBA

Specialized topics in advanced language study, literature, culture, civilization, careers or internship. Directed by member of department and approved by the chair. Offered upon application at the discretion of the department.

SP361+ Current Trends in World Language Education–Spanish

3 credits

Spanish language and culture in the 21st century: an eclectic approach toward proficiency in the communicative classroom. Study and experience of various methodologies and strategies that encourage communication, cultural understanding and tolerance as well as furthering the teacher's own proficiency according to the ACTFL (American Council on Teaching of Foreign Languages). Proficiency Guidelines. Hands-on experiences including total physical response, total physical response story-telling, cooperative learning and other proficiency-based activities. Overview of holidays celebrated in the Hispanic community as well as culturally based games, songs and folk arts. Prerequisite: SP211 Spanish Conversation and Composition or equivalent.

SP405; 406+ Survey of Spanish Literature I & II 6 credits

Representative authors of Spanish literature. Reading of selected texts. Presentations and written papers will be required. Prerequisites: Two courses from this list: SP312, SP345, SP346, SP350 prior to or with permission from the instructor.

SP415+ Spanish Civilization 3 credits

Study of physical environment of Spain; development of the Spanish nation. Interpretation of modern Spain; institutions, economy, people and culture. Prerequisites: Two courses from this list: SP312, SP345, SP346, SP350 prior to or with permission from the instructor.

SP418+ Latin America: Past & Present 3 credits

A historical approach to the countries and cultures of Latin America. A detailed chronological study of Latin American countries from the great indigenous cultures to the present-day. Emphasis on the history, economics, politics, arts and ideologies that have shaped each country's unique identity. Prerequisite: SP221 or SP222 and SP345; or SP418 or with permission of the instructor.

SP419+ Contemporary Latin American Culture 3 credits

A thematic approach to the cultures of Latin America. Emphasis on the societal factors that have contributed to the identity of today's Latin America and how it has evolved throughout the Post-Colonial Period. SP221 or SP222 and SP345 or SP346; or SP350 or equivalent or with permission of the instructor.

SP425+ Mosaics of Hispanic American Literature I 3 credits

An introduction to literary movements and literary analysis from indigenous works to contemporary literature. Emphasis on the application of technical terms to analyze short stories, poetry, essays, novels, and

theatrical works. Prerequisite: SP221 or SP222 and SP345 or SP346; or SP418 or SP419 or equivalent or with permission of the instructor..

SP426+ Mosaics of Hispanic American Literature II 3 credits

Focus on analyzing and interpreting literary texts to understand narrative strategies through reading, writing and thinking critically. Special emphasis on the writing process in order to aid the students' development of a clear, concise and focused writing style. Several authors will be read, including: Borges, Rulfo, Cortázar, García Márquez, and Fuentes. Prerequisite: SP425 or permission of the instructor. 3 hours lecture, one semester.

SP450 Literary Seminar 3 credits

Senior seminar focused on specific works that represent a thematic approach to the study of literature. Oral presentations and written papers will be required. Prerequisite: another 400-level course taken prior to or concurrently.

SP351/451 Special Studies TBA

Specialized topics in advanced language study, literature, culture, civilization or careers or internship. Directed by a member of the department and approved by the chair. Offered upon application at the discretion of the department.

VIII: SCHOOL OF BUSINESS

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The mission of the School of Business is to provide undergraduate and graduate students a meaningful learning experience through a viable curriculum, effective teaching and individual advisement. The School of Business aims to augment a sense of values by examining the role of ethical behavior in the marketplace while preparing students for successful careers and graduate study.

The School of Business offers two undergraduate degrees: the Bachelor of Science in Business Administration and the Bachelor of Science in Accounting. Associated with the B.S. in Business Administration are concentrations in Finance, Management, Marketing, and Sports Management. Also available is a third, interdisciplinary undergraduate degree: the Bachelor of Arts in Latino/a and Business Studies.

Students who are not majoring in Business Administration or Accounting may choose to minor in Management, Marketing, Accounting, Business Administration, or Sports Management.

Students also have the opportunity to earn a GCU Certificate in International Business

When reviewing academic programs and courses, please note the following standard conventions in use throughout the catalog:

- A number in parentheses [i.e. (3), (12), (36)] refers to number of credits.
- Courses are typically 3 hours lecture format unless otherwise noted.
- Courses are typically one semester unless otherwise noted.
- Courses are typically offered once per year (fall or spring) or every semester unless otherwise noted.

BUSINESS ADMINISTRATION

Major Sequence

To earn a Bachelor of Science in Business Administration, students must successfully complete:

- 60 credits in General Education (Presented in the Academic Programs section of the Undergraduate Catalog; includes EC181 Macroeconomics and EC182 Microeconomics and electives)
- 45 credits in Business Core Courses (outlined below; can be higher if a more extensive internship is elected)
- A 15-credit concentration

Business Core Courses

AC171	Principles of Accounting I (3)
AC172	Principles of Accounting II (3)
EC181	Principles of Macroeconomics (3)
EC182	Principles of Microeconomics (3)
IS224	Computing and Information Systems in Business (3)
BU121	Quantitative Business Concepts (3)
BU221	Business Statistics & Probability (3)
BU241	Principles of Marketing (3)
BU242	Managerial Communications (3)
BU311	Business Law (3)
BU313	Management Theory & Organizational Behavior (3)
IS320	Management Information System (3)
BU335	Financial Management I (3)
BU411	Human Resources Management (3)
BU491	Business Strategies & Policy (3)

Business Electives *300+ level AC, BU, EC or IS* (6)

Concentrations

All students in the B.S. in Business Administration program must choose from one of the four areas of concentration: Finance, Management, Marketing, or Sports Management. Concentrations must be declared by the time the student has achieved Junior status.

Finance Concentration

BU434	Investment Analysis (3)
EC382	International Finance & Economics (3)
EC482	Financial Markets & Institutions (3)
AC471	Federal Taxation I or BU321 E-commerce (3)
BU450*	Internship Preparation (1)
BU451*	Internship (2+)

*A finance student is required to identify and search for internship opportunities in finance.

Management Concentration

BU316	Law Governing Employment Relationships (3)
BU317	Organizational Behavior (3)
BU321	E-commerce (3)
BU417	Production & Operations Management (3)
BU450*	Internship Preparation (1)
BU451*	Internship (2+)

*A management student is required to identify and search for internship opportunities in management.

Marketing Concentration

BU321	E-commerce or BU343 Sales and Sales Management (3)
BU341	Consumer Behavior (3)
BU342	Principles of Advertising and Public Relations (3)
BU442	Research Skills in Marketing (3)
BU450*	Internship Preparation (1)
BU451*	Internship (2+)

*A marketing student is required to identify and search for internship opportunities in marketing.

Sports Management Concentration

BU371/	Principles of Sports Management (3)
ES325***	Wellness Program Management (3)
BU372	Sports Law (3)
BU373	Sports Marketing (3)
EC384	Economics of Sports (3)
BU450*	Internship Preparation (1)
BU451*	Internship (2+)

*A sports management student is required to identify and search for internship opportunities in sports management.

**SO350/ES315 Sports in Society can be substituted for any of the courses in the Sports Management Concentration.

***ES325 Wellness Program Management is cross-listed with BU371

Minor Sequences

The **Minor in Business Administration** requires 18 credits from:

AC476	Financial Accounting (3)
EC476	Economic Survey (3)
BU476	Statistical Analysis (3)
BU477	Marketing Fundamentals (3)
BU478	Principles of Management (3)
BU479	Principles of Finance (3)

The **Minor in Management** requires 18 credits from:

BU242	Managerial Communications (3)
BU313	Management Theory and Organizational Behavior (3)
BU317	Organizational Behavior (3)

- BU321 E-Commerce (3)
- BU411 Human Resource Management (3)
- BU417 Production & Operations Management (3)

The **Minor in Marketing** requires 18 credits from:

- BU241 Principles of Marketing (3)
- BU242 Managerial Communications (3)
- BU321 E-commerce (3)
- BU341 Consumer Behavior (3)
- BU342 Principles of Advertising (3)
- BU442 Research Skills in Marketing (3)

The **Minor in Sports Management** requires 18 credits from:

- BU313 Management Theory and Organizational Behavior (3)
- BU371/
- ES325* Principles of Sports Management (3)
- BU372 Sports Law (3)
- BU373 Sports Marketing (3)
- BU374/
- ES360** Athletic Administration & International Sport
- EC384 Economics of Sports (3)

SO350/ES315 Sports in Society can be substituted for any of the courses in the Sports Management Concentration.

*BU371/ES325 Wellness Program Management is cross-listed with BU371.

**BU374/ES360 Administrative Aspects of Sport is cross-listed with BU374

Certificate in International Business*

This interdisciplinary program encompasses business, international studies, foreign languages and recommended general education courses. The requirements are.

- AC171 Principles of Accounting I (3)
- BU241 Principles of Marketing (3)
- BU313 Management Theory & Organizational Behavior (3)
- EC181 Principles of Macroeconomics (3)
- EC382 International Finance & Economics (3)
- BU321 Electronic Commerce (3)

Proficiency in a foreign language as determined by the language department or nine credits above the intermediate level.

*Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/uploadedFiles/GCU_NonDegree_Programs.pdf

ACCOUNTING

To earn a Bachelor of Science in Accounting, students must successfully complete:

- General Education (presented in the Academic Programs section of the *Undergraduate Catalog*)—includes EC181 Macroeconomics and EC182 Microeconomics and electives (57+)
- Required business courses (33)
- Required accounting major courses (27)

Candidates for the Bachelor of Science in Accounting must complete the following business and accounting courses:

Business Core Courses

- AC171 Principles of Accounting I (3)
- AC172 Principles of Accounting II (3)
- EC181 Principles of Macroeconomics (3)
- EC182 Principles of Microeconomics (3)
- IS224 Computing & Information Systems in Business (3)
- BU121 Quantitative Business Concepts (3)

- BU221 Business Statistics & Probability (3)
- BU241 Principles of Marketing (3)
- BU311 Business Law (3)
- BU313 Management Theory & Organizational Behavior (3)
- BU335 Financial Management I (3)
- BU491 Business Strategies & Policy (3)
- BU450 Internship Prep (1)
- BU451 Internship (2+)

Accounting Major Courses

- AC271 Managerial Accounting (3)
- AC272 Intermediate Accounting I (3)
- AC273 Intermediate Accounting II (3)
- AC371 Accounting Information Systems (3)
- AC372 Cost Accounting & Budgetary Control (3)
- AC373 Auditing, Attestation & Corporate Governance (3)
- AC471 Federal Taxation I (3)
- AC472 Federal Taxation II (3)
- AC473 Government & Not-for-Profit Accounting (3)

Minor Sequence

The **Minor in Accounting** requires 18 credits from:

- AC171 Principles of Accounting I (3)
- AC172 Principles of Accounting II (3)
- AC272 Intermediate Accounting I (3)
- AC273 Intermediate Accounting II (3)
- AC471 Federal Taxation I (3)

Select one of the following:

- AC371 Accounting Information System (3)
- AC472 Federal Taxation II (3)
- AC473 Governmental & Not-for-Profit Accounting (3)

LATINO/A AND BUSINESS STUDIES

The B.A. in Latino/a and Business Studies prepares students for careers in businesses whose clients or employees are from Spanish-speaking cultures, particularly those in the Americas. The program provides students with the opportunity to become proficient in the Spanish language and cultures which speak it while acquiring a strong foundation in business and experience working in a Spanish business environment either through a study abroad or internship experience. With this preparation students can matriculate directly into GCU's M.B.A. program.

The program prepares students to

- enter graduate programs in Spanish, business or international/global business;
- work in/start a business that employs Spanish-speakers from diverse cultural backgrounds; and
- work for/start a business that caters to Spanish-speaking clients or operates in a Spanish-speaking culture.

Students will learn the principles of finance, management, marketing, economics, financial accounting and statistics as they relate to a business setting and be able to apply their knowledge of business in a practical setting through an internship or study abroad experience. Students will communicate professionally in Spanish orally and in writing, read and understand Spanish business terminology, identify common themes, and distinguish similarities and differences between the countries and cultures that comprise the Spanish-speaking Americas, and comprehend the historical, political and social contexts of the past and present Latino populations in the U.S. and in Latin America.

The program includes 36 credits in business, including 21 credits of foundational courses, and either one semester of 15 credits in Latin America or a 15-credit concentration at GCU, chosen from among management,

marketing, finance, and sports management. Each 15-credit concentration includes 3 credits of internship. Students are expected to have an internship placement that enables them to apply what was learned in both Spanish and business courses. The Spanish component of the program will be 33 credits at the 300 level or higher, including a course on Spanish for careers in business. Specifically, the requirements are:

21 credits at GCU in Business:

- BU114 Intro to Business
- AC476 Financial Accounting
- EC476 Economic Survey
- BU476 Statistical Analysis
- BU477 Marketing Fundamentals
- BU478 Principles of Management
- BU479 Principles of Finance

Plus 15 credits in Latin America or a 15 credit concentration in management, marketing, finance or sports management at GCU.

33 credits at GCU in Spanish

- SP310 Hispanic/Latino Presence in the United States
- SP312 Modern Hispanic Cinema
- SP322 Spanish for Careers in Business
- SP345 Advanced Language Study I
- SP346 Advanced Language Study II
- SP350 Hispanic Women in Life & Literature

Civilization and Culture

- SP418 Contemporary Latin American Culture
- SP419 Latin America: Past and Present

Literature and Literary Analysis

- SP425 Mosaics of Hispanic American Literature I
- SP426 Mosaics of Hispanic American Literature II

Capstone Course

- SP450 Literary Seminar

Students who are not prepared for language study at the 300 level will need to take courses at the 100 or 200 level, as appropriate.

B.S./M.B.A.: ADVANCED ADMISSION TO THE MASTER OF BUSINESS ADMINISTRATION PROGRAM

The School of Business offers select students majoring in Business Administration or Accounting the opportunity to apply for admission to the M.B.A. program after completing 75 credits and at least $\frac{3}{4}$ of the required major courses. For acceptance, students must

- Complete an application, which may be obtained from the Office of the Dean of the School of Business,
- Have an overall GPA of 3.5 or higher and 3.5 in the major program.
- Have an undergraduate grade of "B" or better in AC171, AC172, EC181, EC182, BU221, BU241, BU313, and BU335
- Provide two letters of recommendation from SOB faculty attesting to the ability of the student to succeed in the program.
- Interview with the M.B.A. program director

Students meeting these criteria will be accepted into the M.B.A. program without taking the GMAT and may begin taking M.B.A. courses upon completing 90 undergraduate credits.

Students admitted to the B.S./M.B.A. program are permitted to take up to four graduate M.B.A. 600 level courses (limited to 12 credits) prior to the completion of their undergraduate degree. M.B.A. courses will count toward the M.B.A. degree requirements.

The B.S./M.B.A. program requires students to complete all undergraduate

and graduate degree requirements.

REQUIREMENTS FOR A NEW JERSEY CPA LICENSE

Georgian Court maintains its curricula to be consistent with current educational requirements for many professional licenses and certifications in business and accounting. Details of these requirements may be obtained from the body issuing the license or certification. The New Jersey State Board of Accountancy should be consulted for the requirements for a New Jersey license as a Certified Public Accountant (CPA).

GENERAL REQUIREMENTS

- A minimum overall grade point average (GPA) of 2.3 and a minimum major GPA of 2.45 is required to remain in the Business Administration or Accounting Program beyond the end of the sophomore year.
- A GPA of 2.5 for all major courses required for graduation. An overall cumulative GPA of 2.0 is also required. Courses in the concentration or the minor may be included in the major cumulative GPA.
- Students transferring to Georgian Court University from another college must complete at least 50 percent of the major or minor program at Georgian Court University. On rare occasions, the chairperson of the undergraduate Business Programs, with approval of the dean, may waive, substitute, or allow a student to take a CLEP or DANTE exam to meet certain degree requirements. Conditions under which a course can be waived include proven experience that assists a career choice or licensure in a professional field.
- Only grades of "C" or higher will be accepted in transfer to the School of Business.

GEORGIAN COURT UNIVERSITY DUAL DEGREE

Students participating in the dual degree agreements Georgian Court has with Burlington County College and Ocean County College should refer to the Admissions of Students Participating in Dual Degree Agreement portion of the Admissions section at the beginning of this catalog.

SCHEDULING CONSTRAINTS

While courses are available to all students in the School of Business, a few courses within programs may be offered only in the evening when both day and evening students can take them. Students should be aware that the School of Business reserves the right to cancel any course scheduled for a semester if there are insufficient numbers of students registered for the course. Should this happen, students will contact the department chair for further advisement.

COURSES

Accounting

AC171; Principles of Accounting I 3 credits

Study the theory and procedures of accounting, including transaction recording; accrual accounting and the matching concept; financial statement preparation; inventories and merchandising company accounting; cost of good sold, and accounting for cash, receivables and fixed assets.

AC172;+ Principles of Accounting II 3 credits

Accounting for corporations and partnerships, including current liabilities, payroll, bonds, stocks, and the statement of cash flow. Review managerial accounting, the need for cost accounting systems, and job order accounting and process costing and how they differ. Includes cost volume profit and break even analysis, presentation of budgets, performance reports and variances, and managerial accounting. Prerequisite: AC171

AC271+ Managerial Accounting for Business 3 credits

An introduction to accounting concepts, cost concepts, systems and procedures directed toward gathering and use of data for management control. Learn cost control, development and use of budgets and standard cost analysis. Review problems relating to variable costs, allocations and distribution of overhead and establishment of cost standards. Focus on preparation of financial reports necessary for managerial decisions. Strongly recommended to students wishing to pursue graduate study in business. Prerequisites: AC171; AC172.

AC272;+ Intermediate Accounting I 3 credits

An analysis and research of accounting theory applicable to the form and content of general-purpose corporate financial statements. Review the elements of cash, trading securities, receivables, inventory, fixed assets, and related measurement of income. Includes U.S. GAAP as expressed in the Accounting Standards Codification, promulgated by FASB, and IFRS, promulgated by the International Accounting Standards Board (IASB). Prerequisites AC 171 and AC 172.

AC273;+ Intermediate Accounting II 3 credits

Continuation of AC 272. Emphasis is on the elements of intangible assets, current liabilities, long-term investments and debt, deferred tax, stockholders' equity, and the statement of cash flows. Includes U.S. GAAP as expressed in the Accounting Standards Codification, promulgated by FASB, and IFRS, promulgated by the international Accounting Standards Board (IASB). Prerequisites AC 272.

AC371+ Accounting Information Systems 3 credits

An introduction to the purpose, structures, functions and operations of and research in automated accounting systems. Supplements other accounting courses by relating the interaction of computerized and financial accounting systems to management reporting and decision-making. Uses computer-assisted accounting procedures similar to those currently used in business and industry. Prerequisites: AC171; AC172; IS224 or any introductory computer course.

AC372+ Cost Accounting & Budgetary Control 3 credits

Explore the accountant's role within an organization, including the uses and terms of cost accounting, cost-volume-profit analysis, job costing, activity-based costing, preparation of the master budget, flexible budgeting, variance analysis, standards costs, determining cost behavior using linear regression and strategic, product line cost analysis, and related research. Prerequisites: IS224, AC272, BU313.

AC373+ Auditing, Attestations & Corporate Governance 3 credits

Application of generally accepted auditing standards (GAAS) and the requirements of the Public Companies Accounting Oversight Board (PCAOB) procedures used by the independent certified public accountant to render an opinion on financial statements. Field and case research pedagogies are employed. The topics of professional ethics and legal liability are also presented. Prerequisites: AC272; AC273. 3 credits

AC471;+ Federal Taxation I 3 credits

The study and research of the federal income taxation as applied to individuals. Review the concepts required to determine an individual's tax liability, which consists of: filing status, exemptions, gross income, exclusions, deductions and credits. Prerequisites AC 171 and AC 172.

AC472;+ Federal Taxation II 3 credits

The study and research of the federal income taxation of corporations and partnerships and their shareholders and partners. Review the tax issues and consequences of: formation, current and liquidating distributions, and the determination of taxable or flow-through income. Prerequisite AC 471.

AC473+ Governmental and Not-for-Profit Accounting 3 credits

Examine the accounting and reporting of governmental and not-for-profit organizations, including general, special revenue, propriety, fiduciary funds, private universities, and healthcare organizations. Prerequisites

AC272; AC273.

AC476 Financial Accounting 3 credits

Learn basic accounting theory and practice with emphasis on the concepts underlying income determination and preparation of the statements of financial position. Includes transaction analysis, revenue and expense recognition, accounting for merchandising, manufacturing, cost operations, depreciation, inventories, statement analysis, stockholders' equity, transactions, fund statement and capital budgeting. Not open to undergraduate students with majors in the School of Business.

Business Administration

BU114 Introduction to Business and Personal Finance 3 credits

Examine the responsibilities of business as part of our society and explore the importance of personal financial literacy. Review the management and marketing process, leadership, human resource management, the functions of financial institutions, and careers in business. Also includes personal financial issues such as credit card traps, loans, planning, and long-term investing.

BU121 Quantitative Business Concepts 3 credits

A foundation course in quantitative problem solving as it applies to the business environment. Explore the types of problem solving found in business. 3 hours lecture.

BU134 Personal Financial Planning 3 credits

Review common financial issues at various life stages. Includes daily and long term personal financial planning, credit management, credit scores, credit card and other debt, interest and time value of money, personal incomes taxes, bank rates for student loans, personal loans, mortgages and deposits, personal investments, automobile and health insurances.

BU221 Business Statistics and Probability 3 credits

An introduction to two critical concepts used in business statistical analysis: descriptive and inferential statistics. Descriptive statistics covers the collection and organization of data into the format that provides useful information to businesses, such as tables, charts and graphs. Inferential statistics uses samples and their properties to estimate the parameters of a population, such as in polling activities. Gain a full understanding of the use and calculation of averages, means, medians, modes, variances, standard deviations and other data characteristics that indicate data location and variability. Covers probability and probability distributions, including the binomial and the normal distributions. May include analysis of variance and regression analysis. MS Excel is extensively used.

BU241+ Principles of Marketing 3 credits

Consideration of the functions involved in the process of transferring goods from the producer to the consumer; the various channels of distribution; the methods and the cost of marketing; the role of advertising and sales promotion. The structure, functions and behavior of distribution systems including relationships in marketing networks among manufacturers, retailers, consumers, specialized marketing firms and governmental agencies.

BU242 Managerial Communications 3 credits

A study of the verbal, nonverbal, and written communication in business. Examine the critical role of communications in the management of organizations and the marketing of products or services. Emphasis on the major concepts and theories of communication, including group, intergroup, and organization variables involved in effective communications in organizations.

BU311 Business Law 3 credits

An introduction to the legal environment and the ethical and social responsibilities of business and individuals. Includes disputes resolution,

common law, statutory and administrative law, constitutional law, torts, negligence, and extensive coverage of contract law.

BU313+ Management Theory & Organizational Behavior 3 credits

Study management theories as they apply to organizations and develop the skills essential to effective management. Technology is integrated into this course and consideration is given to the ethical and global issues, along with the social, legal, and environmental viewpoints that help shape management decision making.

BU314+ Entrepreneurship 3 credits

Examine the development and management of an entrepreneurial venture, from evaluating the new idea and developing the business plan to finding alternative methods of financing and managing for results. Consider pricing strategies, management control, resource utilization, and financial management. Prerequisite: BU313.

BU316+ The Law Governing Employment Relationship 3 credits

Study current trends in employment and labor law as they relate to day-to-day business operation. Focus on the rights of both employer and employee under present federal law as well as the labor union and relevant federal laws. Prerequisite: BU311.

BU317+ Organizational Behavior 3 credits

Examine current theories and fundamental concepts as they relate to individual and group behavior within organizations. Explore a behavioral approach to management with emphasis on organizational environment, individual dimension, leadership, group and inter-group dimensions, motivation/reward system/performance, a global corporate culture, diversity in the workforce, and negotiations. Gain an understanding of the nature and need for organizations and develop skills essential to effective management. Prerequisite: BU313.

BU318 Women's Leadership Styles 3 credits

Study great women leaders. Focus on identifying the differences by which women process leadership and consider leadership models in a variety of situations through role-play exercises and case studies.

BU319 Business & Professional Ethics 3 credits

Study ethical behavior in business and establish a philosophical foundation of moral reasoning and ethical judgment. Examine moral theories and approaches to business ethics and learn to apply theories through a conceptual construct in the analysis and discussion of selected case studies and current corporate issues. Gain a general ethical underpinning of professional conduct and prepare to understand the codes and rules of your profession through a team approach to problem-solving, active class participation, and regular written assignments.

BU321 Electronic Commerce 3 credits

Examine the strategic use of the internet to conduct business. Review the business structures used in e-commerce, such as business-to-business and business-to-consumer sites. Examine technological building blocks, social issues, and business considerations to understand the myriad ways that the Web can be used to enhance marketing, increase sales, and streamline operations for business.

BU323+ Business Quantitative Analysis 3 credits

A continuation of business statistics and probability with a more in-depth look at the various methods of analysis. Examine simple and multiple regression analysis with business applications. Learn to use Type I and Type II errors combined with hypothesis testing techniques to solve probability problems. Recommended elective for students who plan to enter an M.B.A. program. Prerequisite: BU221.

BU335+ Financial Management I 3 credits

Managing the finances of an organization. Includes financial statement analysis using ratios and cash flow planning; time value of money; the

risk-return relationship; and valuation theory as applied to bonds and stocks, capital budgeting, and risk in capital budgeting. Prerequisites: 6 credits of accounting and EC182.

BU336+ Financial Management II 3 credits

Extends the coverage in Financial Management I. Includes the cost of capital, leverage and capital structure, dividend policy, working capital management, derivative securities, mergers/acquisitions, bankruptcy, and international financial management. Prerequisites: BU335.

BU341+ Consumer Behavior 3 credits

An introduction to consumer behavior examining the development of research theory while analyzing consumers through demographic, geographic, and psychographic characteristics. Explore the major determinants of consumer behavior, consumer decision process, and its impact on economic activity. Prerequisite: BU241.

BU342+ Principles of Advertising & Public Relations 3 credits

Study professional advertising and public relations techniques while considering social, legal, technological and ethical variables of the industry. Emphasis on problems related to determining total advertising and public relation individual budgets, choice of suitable media, the requisites of effective promotional messages, and types of advertising and public relations research. Prerequisite: BU241.

BU343+ Sales & Sales Management 3 credits

Investigate the principles of successful selling; sales techniques and tools; sales personality; behavioral styles and demographic diversity of the consumer; legal and ethical responsibilities of the sales person; and the role and responsibilities of the sales manager. Prerequisite: BU241.

BU361+ Introduction to Travel & Tourism Management 3 credits

Examine the nature, history, and organization of the travel and tourism industry. Explore its growth, impacts, and benefits; domestic and international tourism; social, economic, and environmental factors; and professional tour management and hospitality. Prerequisite: BU241.

BU371 Principles of Sports Management 3 credits

An analysis of effective management strategies and the body of knowledge associated with pursuing a career in sports management. Emphasis on fundamental sports management principles, key skills, and current issues. Discover sports management career opportunities and sports principles such as leadership style, communication, and motivation. Prerequisite: BU313.

BU372 Sports Law 3 credits

A survey of the legal issues associated with what is commonly referred to as sports law. Examine laws affecting a range of sports-related activities, including contract law; standard form contracts; restraint of trade; competition law; and internal regulation, including discipline, natural justice and rights of athletes, civil and criminal liability arising from participation in and management of sport; the internationalization of sports law; and dispute resolution.

BU373 Sports Marketing 3 credits

Learn to apply principles of promotion and marketing to college/high school athletics, professional sports, corporate fitness clubs, and resorts. Includes strategic marketing, sports consumers and research in sports marketing, electronic media, and legal aspects. Prerequisite: BU241.

BU374 Athletic Administration & International Sport 3 credits

An introduction to the management of amateur athletics, including organizational structures of intercollegiate athletic departments, conferences, and the NCAA. Analyze the organization and management of international sport, including the European "club" structure and Olympic movements as the global sport industry expands.

BU411+ Human Resource Management 3 credits

Examine the effectiveness of personnel policies and practices. Emphasis on recruitment, selection, allocation, and development of human resources. Further explore the ethical, legal, and political issues that affect contemporary human resource practices and begin to understand human resource management of culturally diverse populations as a responsibility of all managers. Prerequisite: BU313.

BU412+ Compensation & Benefits 3 credits

Examine major concepts, theories, and functions of compensation development. Explore internal, external, and individual equity; job evaluation methods and wage surveys; laws that regulate compensation; trends in variable compensation approaches; employee benefits and related issues in indirect compensation; and compensation benefit issues. Prerequisites: BU313; BU411.

BU413+ Seminar in Business Administration 3 credits

Consider current management topics through intensive reading and discussions. Analyze and submit a research paper and present an oral report. Offered upon request. Prerequisites: senior status and completion of core business courses.

BU414+ The Global Business Environment 3 credits

Study management styles and marketing activity within selected international business communities. Includes ethical business practices, global issues, world ecology programs, and the impact of technology on global business activities. Prerequisites: BU241; BU313; senior status.

BU416 Special Studies in Management 3 credits

Study a specific topic not offered as a formal business course; may be taken only with the permission of the department chair.

BU417+ Production & Operations Management 3 credits

Explore theories of effective manufacturing and operating facilities management. Examine current issues and theories in production, including inventory control, production planning, equipment replacement, quality assurance methods, and distribution. Recommended for students who plan to pursue an M.B.A. Prerequisites: BU221; BU313; IS224.

BU434+ Investment Analysis 3 credits

Explore securities markets, online investing, return and risk, statistical portfolio management, security information analysis, valuation theory as applied to common stocks and fixed income securities, mutual fund investing, and personal portfolio management. Prerequisite: BU335.

BU441+ Public Relations 3 credits

Examine the nature and function of public relations, including its growing role in organizational communications, how its used to build relationships between the organization and its many publics, and its importance in guiding management to achieve organizational goals. Emphasis on methods of influencing public opinion to build harmonious relationships. Prerequisite: BU241.

BU442+ Research Skills for Management & Marketing 3 credits

Investigate the function of marketing research management and methodologies, including problem identification, establishing management and marketing objectives, developing the research plan, choosing the proper sample, legal and ethical parameters, demographic diversities, design of data-gathering instruments, data analysis, the development of conclusions and recommendations, and preparing the report. Prerequisites: BU221; BU241; BU313.

BU450 Internship Preparation 1 credit

Learn the fundamentals necessary to establish and complete a successful internship experience. Prepare to participate in an internship related to an area of interest or present employment. Junior status in a School of Business major is required. Students in the School of Business who

wish to take an internship for academic credit must complete BU450 as a prerequisite prior to establishing an internship. An instructor will be assigned by the department to assist in identifying learning objectives and establishing the number of credits to be awarded upon successful completion. The instructor will also notify the registrar that the student has satisfied one experiential learning requirement. When taking BU450 only to satisfy the experiential learning component, students must complete an experiential component. At the discretion of the instructor, this component may be designed around the student's present employment. In the absence of employment, the instructor will assist in securing a suitable site. Upon satisfactory completion of the experiential component, the instructor will notify the registrar that the student has satisfied one experiential learning requirement.

BU451 Internship 2–6 credits

An internship requires the completion of 35–45 hours of qualifying work (including supporting interactive and written activities) per credit earned over one semester as approved by the internship faculty advisor. Internships are only available to students who are deemed to be in good standing by the Office of the Associate Provost for Academic Support and Student Life Programs. An internship may be undertaken during the fall, spring or summer semesters. Prerequisite: BU450.

BU454 Career/Life Experience 3–12 credits

An option for the adult student employed in a supervisory or professional capacity. A student may earn 3–12 credits for prior learning in supervisory or professional employment situations. The student must be employed for a minimum of three years for the minimum 3 credits and is expected to document knowledge gained through this experience through a portfolio. Subject to department approval. The number of credits awarded depends on the depth, breadth, and length of managerial experience. This course requirement is in lieu of BU451 and BU452. Offered only with the permission of the department chair.

BU455+ Independent Study in Business Administration

1–3 credits

For senior majors whose academic records indicate the ability to complete independent research. Develop research and analytical skills through intensive study and investigation of a selected or general business problem, embodying the results in a report. Permission of department chair required. One semester.

BU476 Statistical Analysis 3 credits

A rigorous treatment of modern statistical methods with reference to their application in business research and decision making. Includes descriptive statistics, discrete and continuous probability distributions, theory of estimation, hypotheses testing, variance analysis, regression and correlation analysis. Computer statistical packages are used. Not open to undergraduate students with majors in the School of Business.

BU477 Marketing Fundamentals 3 credits

Identify and analyze marketing problems in business and public institutions. Weigh the effects of environment, competition, society, the economy, and the media on marketing objectives and strategies. Emphasis on the total marketing package, including market segmentation, promotion, advertising, pricing, packaging, and distribution. Not open to undergraduate students with majors in the School of Business.

BU478 Principles of Management 3 credits

An integrated analysis of the development of management thought, theories, and functions. Review contemporary American management thought against the economic, social, political, ethical, and global climate. Not open to undergraduate students with majors in the School of Business.

BU479 Principles of Finance 3 credits

Examine how a firm makes financial decisions and develops policies

for managing assets. Includes asset management, working capital management, short- and long-term financing, capital budgeting, dividend policy, and financial decisions under conditions of risk and uncertainty. Case problems provide practical application. Not open to undergraduate students with majors in the School of Business.

BU491+ Business Strategies & Policy 3 credits

The capstone course in business, which is taken in the final semester. Uses case-study and business-simulation methods to examine key areas of management, accounting, marketing, economics, law, and finance. Explore the ethical, global, environmental, and technological issues that shape business decision making and policy development. Prerequisites: completion of business core courses and senior status.

Economics

EC180* Contemporary Economics 3 credits

Survey the basic issues of international economics and micro/macro-economics. Explore the concept of optimal decision making to achieve the highest level of well-being given limited and scarce resources. Learn why consumers buy different products and how firms determine how much to produce of each product under different levels of competition. Study why people get paid different salaries/wages, why poverty exists in a nation of abundance, and how a country's economy changes over time. Discuss sustainability topics, such as water, air, and pollution from an economic perspective and explore the concept of money and fiscal policy. EC180 does not fulfill the business and accounting major requirement of EC181 and EC182.

EC181* Principles of Macroeconomics 3 credits

Investigate the concept of people making correct or optimal decisions to achieve the highest level of well-being given limited and scarce resources through the use of supply-and-demand analysis. Focus on the theories behind national income accounting, how and why a country's economy grows or declines over time, and why a country sometimes experiences periods of high unemployment and/or high rates of inflation. Examine the role business and government can play in causing and eliminating economic instability in our economy. Discuss the basics behind international trade and finance. Required of all business administration and accounting majors.

EC182* Principles of Microeconomics 3 credits

Examine rational decision making by individuals, households, and firms under different levels of competition, regulations, and policy constraints. Investigate why consumers buy different products and how firms determine how much to produce of each product under different levels of competition. Examine why people get paid different wages and salaries, poverty, the distribution of income in our society, and externalities such as pollution. Required of all business administration and accounting majors.

EC382+ International Finance & Economics 3 credits

Study the international aspect of economic life, including the theory of international trade; exchange rates, markets and financial institutions; balance of payments; international investments; global environmental economic issues; international commercial treaties and agreements; and the position of the United States in the world economy. Prerequisites: EC181; EC182. Applicable to International Studies and Latin American Studies minors, the Certificate in International Management, and the Concentration in International Business.

EC383+ Labor Economics 3 credits

Analyze the economics of employment and the use of human effort in the production of goods and services, including the structure, policies, and problems of labor organizations; collective bargaining practices and problems; regulation of labor by government; wage determination; unemployment; social security; and the functioning of culturally diverse

United States labor markets. Prerequisites: EC181; EC182.

EC384 Economics of Sports 3 credits

Learn to apply economic concepts to sports and management of sports franchises. Includes sports organization, financing teams, player compensation, labor economics, labor relations, team policies, organization and structure of sports franchises as profit-maximizing entities, competition within the industry, college sports, and costs and benefits of a franchise to a city.

EC476 Economic Survey 3 credits

Survey economic thought from aggregate levels of income, output and employment, and prices to the role of the Federal Reserve and the impact of government spending, taxation, and economic legislation. Examine supply and demand, elasticity, monopoly power, and externalized and resource markets. Not open to undergraduate students with majors in the School of Business.

EC481+ Comparative Economic Systems 3 credits

Study the essential economic features of capitalism, socialism, and communism, and their strategies. Prerequisites: EC181; EC182. Applicable to International Studies and Latin American Studies minors and to the Certificate in International Management.

EC482+ Financial Markets & Institutions 3 credits

Explore the role of financial markets and institutions in the economy, the structure and determination of interest rates, the Federal Reserve Board and monetary policy, debts securities markets, equity markets, futures and options markets, and commercial banking. Prerequisites: EC181; EC182.

EC483+ Special Study in Economics 1–3 credits

Intensive study of a particular topic in economics selected by the student with the approval of the department. Open to seniors only. Credit to a maximum of three, dependent upon nature and depth of intended research. Prerequisites: EC181; EC182.

Information Systems Management

IS122 Introduction to Computers & Information Systems

3 credits

Gain a working knowledge of three important software applications in the most current management environment, including hands-on experience in word processing, spreadsheet, and database software, and an introduction to making presentations.

IS223+ Fundamentals of Information Systems & Systems Analysis

3 credits

Study information systems, concentrating on systems analysis and development life cycle. Explore the theory of the information systems discipline and the organizational role of information systems, systems theory, decision-making, and quality. Examine computing, telecommunications systems, and the concepts of organization and information system growth and reengineering. Learn to apply these theories toward building effective organizational information systems. Prerequisites: IS224 or MS Word, Excel, Access, and PowerPoint experience.

IS224+ Computing & Information Systems in Business 3 credits

Explore spreadsheet and database software and learn their applications in business. Learn to use MS Excel for calculating, presenting data in tables and cross-tabulations, and creating charts and graphs. Examine the difference between spreadsheets and databases, and how they are designed and used as key components in all information systems. Prerequisites: Basic proficiency in MS Word, Excel, and PowerPoint.

IS320+ Management Information Systems 3 credits

Study management and organization structures with emphasis on information system requirements. Consider a variety of information systems as they relate to business and to specific organizations. Discuss

the MIS requirements of small and large organizations, including both manual and automated systems with emphasis on computer-based information systems. Prerequisites: BU313, IS224.

IS428+ Project Management and Practice *3 credits*

Capstone course for students in the information systems program. Operating as a team, design and implement an information system, including project management, management of the IS function, and systems integration. Consider the factors necessary for successful management of system development or enhancement projects. Discuss both technical and behavioral aspects of project management, with focus on management of development for business-level systems. Prerequisites: BU313, IS224..

IX: SCHOOL OF EDUCATION

Mission

The School of Education is a values-driven graduate and undergraduate learning community that inspires intentional excellence and prepares caring, competent, and qualified educators for service in P–12 schools as teachers, educational service providers, and administrators.

Our academic programs integrate theory and best practice. They provide educators the knowledge and skill base to enable all P–12 students to achieve academic and personal goals according to their potential and to live, work, and succeed in an ever-changing and increasingly diverse, global, and technology-mediated society.

Our scholarship, service, and collaborative efforts seek to improve teaching and learning.

Faculty Commitments

The faculty of the School of Education

- Recognize that each student has the capacity for significant personal and professional growth.
- Accept responsibility to nurture students' desires and abilities to become exemplary and leading practitioners in the field of education.
- Appreciate the multicultural dimensions of an ever-changing society and a celebration of its diversity.
- Appreciate, understand and value community partnerships for professional development and service.
- Implement a theory-into-practice framework through technology-enriched, field-based experiences.
- Engage in the scholarship of discovery, integration, application, and teaching within an environment that .
- Encourages creativity, leadership and diversity.
- Are committed to continuous School of Education improvement and faculty development.

Preparing to become a Teacher at Georgian Court

Teaching is one of the most personally satisfying professions. Where else can you open eyes and minds to the wonders of the world, continually enrich your own knowledge, and help children and young adults develop the knowledge and skills they need to succeed in life? Teaching is also a challenging profession. The fast pace and knowledge demands of 21st century life, changing demographics, and teachers' increasing accountability for results make choosing a teacher preparation program even more important to a teacher's long-term career success.

Georgian Court's undergraduate teacher education programs are designed to equip aspiring teachers with everything they need to become caring, competent and qualified teachers. Our programs integrate four key components:

- acquiring content knowledge
- focusing on the student
- creating effective learning environments
- becoming a professional

Individuals who want to pursue teaching as a career at Georgian Court begin by building a foundation with courses in a rigorous general education core curriculum (See Core Curriculum in the front section of this catalog) and by developing expertise in a content area through a major approved for teacher preparation.

For those planning to become early childhood educators in grades preschool to three (P–3) or elementary teachers for grades kindergarten through five (K–5), the majors include: art, biology, chemistry, English, history, humanities, mathematics, natural sciences, psychology, or Spanish.

Elementary education (K–5) teacher candidates may also prepare to teach a specific subject in middle school (grades five through eight) by taking a minimum of 15 credits in English language arts literacy, mathematics, science, social studies, or Spanish. Most teacher candidates meet the 15-credit requirement within their content area major coursework.

For those planning to become high school or K-12 teachers of a specific subject, the majors include: art, biology, chemistry, English, history, mathematics, or Spanish.

The first step toward becoming a teacher candidate at GCU is admission to the university and taking required courses in the core curriculum and in an education-appropriate major. During freshman year at Georgian Court, students are advised primarily by faculty members in their liberal arts or science major. However, it is important that they attend a teacher education information session freshman year to understand the state certification requirements and GCU requirements that affect course selection and timely progress toward graduation and certification.

During the first semester of sophomore year, students planning on a career in education complete a Pre-Education application process that includes an in-person interview, submission of test score as evidence of basic skills achievement, medical screening needed to do field work in schools, review of academic progress (number of credits, general education requirements and GPA) and preliminary education program advising. Students who meet the School of Education's criteria, will become Pre-Education students and will be assigned education advisors.

Pre-Education students are permitted to take a limited number of introductory courses in the teacher education program including one that includes 60 hours of structured experiences in a school. The introductory courses provide a philosophical and theoretical foundation for the rest of the education courses and develop Pre-Education students' technology skills. Lastly, Pre-Education students who are successful in the introductory courses are admitted to the School of Education as Teacher Candidates and are eligible to take more advanced education courses.

After the introductory courses, the teacher education programs concentrate on developing teacher candidates' professional knowledge and skills and provide practice in planning instruction and working with children during a 90-hour field experience associated with ED 4213 Co-Planning and Co-Teaching for Inclusive Education.

Achieving a passing score on required Praxis II examinations and successful completion of both introductory and professional content courses, including the field experiences, are among the criteria used to determine candidates' readiness for student teaching. Candidates who have not passed their required Praxis II exams by the date due will not be permitted to student teach. They will have one year from the date the passing scores were due to submit passing scores and qualify for student teaching. If passing scores have not been submitted within the year, the candidate will be released from the program.

Student teaching is the last course taken in the program. It is a full-time 15-week experience in which teacher candidates gradually assume the responsibility for teaching. Placements for field experience and student teaching are made by the Director of Field Experience in collaboration with school district administrators to assure an appropriate match between the candidate and setting and to give the teacher candidate experience working with a range of students.

Inclusive Design for Professional Education

Preparing candidates to teach or work effectively with "all students" is a common element of schools of education mission statements. At Georgian Court University, we take this statement seriously. According to the New Jersey Department of Education, as of October 2011, 14.8 percent of

the state's nearly 1.4 million enrolled students have been identified as students with disabilities who are eligible to receive special educational services. More than 92 percent—about 185,000—of these students aged 6 to 21 receive some or all of their education in inclusive classrooms along with their non-disabled peers. Teachers may or may not have additional professional support in the classroom and some students may receive supplemental services outside the classroom. Teachers, education specialists, and school leaders who are prepared for meeting diverse students' needs in inclusive settings are more likely to be successful and truly able to teach and support all of their students.

GCU's teacher preparation programs are designed for this context. We believe that all students have a right to quality education; that all students are capable of learning, and that all students learn best in classrooms that reflect the social, ethnic, racial, religious, and ability dimensions represented in our society. As a result, all of GCU's teacher education programs integrate the knowledge and skills needed for teaching in general education and special education. Consequently, all of GCU's pre-service teacher education programs lead to eligibility for regular instructional certificates (such as Early Childhood Teacher, Elementary Teacher or Teacher of Mathematics) and endorsement as a Teacher of Students with Disabilities

This dual certification (in some cases triple certification) also gives GCU graduates flexibility in accepting teaching positions: They meet the "highly qualified" criteria to teach in regular education, inclusive classrooms, and in special education settings.

GCU's teacher education programs are aligned with the New Jersey Professional Standards for Teachers. By the time they have completed their programs, GCU teacher candidates are able to present evidence in an electronic portfolio that they have achieved all standards. One of the criteria for certification eligibility is achieving a passing score on the Praxis II exams, the state's mandated certification tests in the disciplines reflected in the certification. We are proud that Georgian Court University program completers meet this statewide standard. See table below

Year	Number of Completers	Pass Rate
2005–06	310	98.70%
2006–07	323	99.38%
2007–08	310	99.03%
2008–09	310	95.80%
2009–10	286	99.65%

Note: Regulations regarding teacher certification are subject to change by the NJ Department of Education at any time. Please check the Department's Web site for the latest information regarding Praxis II examination requirements and passing scores. The Spanish exam is not available on all test dates or at all sites.

Admission Requirements for Teacher Education

To be admitted as a Pre-Education student to a teacher education program in the School of Education, students must first be admitted to Georgian Court and be in good academic standing. In addition, the applicant must submit evidence of:

- Passing scores on Accuplacer or Praxis I reading, writing, and mathematics exams, or equivalent exams;
- Recent (within 3 years) Mantoux test for tuberculosis screening (Note: School districts may require retesting within 6 months of field or student teaching placements.);
- Completion (or nearing completion of) 60 credits in the arts and sciences, including a substantial portion of the core curriculum, initial courses in an education-relevant major, and specific courses required

- for individual certifications (See program descriptions below);
- An earned cumulative grade point average of at least 2.75; a GPA of 3.0 in the professional program is required for student teaching;
- Acceptable oral language skills as determined in an in-person interview with the School of Education admissions coordinator and/or program coordinator;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required; and
- Acceptable written language skills as demonstrated in a writing sample that is completed in conjunction with the interview.

Undergraduate Teacher Education Programs

The School of Education offers four undergraduate teacher education programs, each leading to a certificate of eligibility with advanced standing and endorsement as a Teacher of Students with Disabilities:

- Inclusive Early Childhood Education (P–3) and Teacher of Students with Disabilities
- Elementary Education K–5 and Teacher of Students with Disabilities
- Elementary Education K–5 and Teacher of a Specific Subject Grades 5–8 and Teacher of Students with Disabilities
- Teacher of a Specific Subject Grades K–12 and Teacher of Students with Disabilities

When reviewing academic programs and courses, please note the following standard conventions in use throughout the catalog:

- A number in parentheses [i.e. (3), (12), (36)] refers to number of credits.
- Courses are typically 3 hours lecture format unless otherwise noted.
- Courses are typically one semester unless otherwise noted.
- Courses are typically offered once per year (fall or spring) or every semester unless otherwise noted.

INCLUSIVE EARLY CHILDHOOD EDUCATION (P–3) & TEACHER OF STUDENTS WITH DISABILITIES

This program prepares teachers to provide instruction in all subjects in regular, inclusive, and special education settings from preschool through grade three. Candidates may earn a Bachelor of Arts or Science degree—depending on the content major pursued—eligibility for NJ certification as an Early Childhood P–3 Teacher, and endorsement as a Teacher of Students with Disabilities in grades Preschool–3.

Requirements

- Passing scores on the Accuplacer or Praxis I tests of basic skills in reading, writing, and mathematics;
 - Satisfactory results on oral and written English screening; if applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is required;
 - A minimum of 60 credits in liberal arts and sciences which includes the GCU or equivalent core curriculum;
 - Completion of prerequisite courses (most completed as part of core);
- Behavioral/Social Sciences:** child development (3) and educational psychology (3);
- Core Teaching Content:** children's literature (3), US history (3), EN112 or higher (3) mathematics (6), science (6–8), art (3), and geography (3);
- Progress toward a major in: art, biology, chemistry, English, history, humanities, mathematics, , natural science, , psychology, or Spanish;
 - Cumulative GPA of at least 2.75 (for admission; a GPA of 3.0 in the professional program is required for approval for student teaching;
 - Satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required);

- Negative results on recent (within 3 years) Mantoux test for tuberculosis;
- Completion of the 39-credit Inclusive Early Childhood Education component;
- Passing score on the Praxis II examination in Early Childhood Content (0022 or 5022 for the electronic version); note: for fall student teaching passing scores must be submitted by July 15, for spring student teaching they must be submitted by December 15;
- Passing score on the GCU Physiology and Hygiene test;
- Evidence of satisfactory completion of a GCU-approved training program on Harassment, Intimidation and Bullying (HIB);
- Satisfactory ratings in student teaching including recommendation for certification; and
- Satisfactory rating on candidate's professional portfolio demonstrating how candidate meets NJ Professional Teaching Standards.

Professional Education Courses (39)*†

ED3100	Instructional Technology for Inclusive Education
EE3301	Growth, Development and Learning in Inclusive Early Childhood Education
EE3302	Inclusive Early Childhood Curriculum and Assessment (includes 60-hour field experience)
ED3110	Foundations of Inclusive Education
ED3201	Assessment & Instructional Design for Students with Special Needs
EE3303	Language and Literacy Development in Inclusive Early Childhood Education
EE3304	Mathematics, Science and Technology in Inclusive Early Childhood Education
EE3305	Family, Community and the Young Child
ED4213	Co-Planning & Co-Teaching for Inclusive Education (includes 90-hour field experience)
EE3306	EC Student Teaching (7/8 weeks student teaching totaling 15 weeks full-time student teaching (12 credits)

***Praxis Exams** Early Childhood Teacher candidates are required to pass the applicable Praxis II examination Early Childhood Content 0022 or 5022 for the electronic version prior to approval for student teaching. For fall student teaching passing scores must be submitted by July 15; for spring student teaching they must be submitted by December 15.

†Physiology & Hygiene NJ Department of Education regulations require all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.

Harassment, Intimidation & Bullying(HIB) NJ Department of Education regulations require training related to harassment, intimidation and bullying. Candidates must provide evidence of successful completion of a GCU-approved HIB training program.

ELEMENTARY EDUCATION K-5 & TEACHER OF STUDENTS WITH DISABILITIES

This program prepares teachers to provide instruction in all subjects in regular, inclusive, and/or special education settings in kindergarten through grade five. Candidates may earn a Bachelor of Arts or Science degree, eligibility for NJ certification in Elementary Education K-5, and Teacher of Students with Disabilities.

Requirements include

- Passing scores on the Accuplacer or Praxis I tests of basic skills in reading, writing, and mathematics;

- Satisfactory results on oral and written English screening; if applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is required;
- A minimum of 60 credits in liberal arts and sciences which includes the GCU or equivalent core curriculum;
- Completion of prerequisite courses (most completed as part of core curriculum);
- **Behavioral/Social Sciences:** child development (3) and educational psychology (3);
- **Teaching Content:** American literature (3), World literature (3), US history (3), EN112 or higher (3), mathematics (6), science (6-8 SC111/112 are recommended), and geography (3);
- Progress toward a 30-credit major in art, biology, chemistry, English, history, humanities, mathematics, natural science, psychology, or Spanish;
- Cumulative GPA of at least 2.75 (for admission; a GPA of 3.0 in the professional program is required for approval for student teaching);
- Satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required);
- Negative results on recent (within 3 years) Mantoux test for tuberculosis;
- Completion of the 39-credit Elementary Education component;
- Passing score on the Praxis II examination in Elementary Education (0014 or 5014 for the electronic version); note: for fall student teaching passing scores must be submitted by July 15, for spring student teaching they must be submitted by December 15;
- Passing score on the GCU Physiology and Hygiene test;
- Evidence of satisfactory completion of a GCU-approved training program on Harassment, Intimidation and Bullying (HIB);
- Satisfactory ratings in student teaching including recommendation for certification; and
- Satisfactory rating on candidate's professional portfolio demonstrating how candidate meets NJ Professional Teaching Standards

Professional Education Courses (39)*†

ED3105	Introduction to Inclusive Education (includes 60-hour field experience)
ED3110	Foundations of Inclusive Education
ED3100	Instructional Technology for Inclusive Education
ED4202	Instructional Design for Inclusive Social Studies Education
ED3201	Assessment and Instructional Design for Students with Special Needs
ED3205	Instruction in Literacy for Inclusive Elementary Education I
ED3220	Mathematics and Science Instruction for Inclusive Education
ED3206	Instruction in Literacy for Inclusive Elementary Education II
ED4213	Co-Planning and Co-Teaching for Inclusive Education (includes 90-hour field experience)
ED4301	Student Teaching (15 weeks student teaching, 12 credits)

***Praxis Exams** Elementary Teacher candidates are required to pass the applicable Praxis II exam prior to student teaching: Elementary 0014 or 5014 for the electronic version. For fall student teaching passing scores must be submitted by July 15; for spring student teaching they must be submitted by December 15.

†Physiology & Hygiene NJ Department of Education regulations require all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.

Harassment, Intimidation & Bullying(HIB) NJ Department

of Education regulations require training related to harassment, intimidation and bullying. Candidates must provide evidence of successful completion of a GCU-approved HIB training program.

ELEMENTARY EDUCATION K-5 & SPECIFIC SUBJECT GRADES 5-8 & TEACHER OF STUDENTS WITH DISABILITIES

This program prepares teachers to provide instruction in all subjects in regular, inclusive, and/or special education settings in kindergarten through grade five. In addition, completers with the requisite content courses and a passing score on the related middle school Praxis II exam will be eligible for endorsement to teach English language arts literacy, social studies, mathematics, science, or Spanish in the middle grades 5-8. Candidates may elect only one middle school content area. The program leads to a Bachelor of Arts or Bachelor of Science degree and eligibility for NJ certification in Elementary Education K-5, Teacher of a Specific Subject Grades 5-8, and Teacher of Students with Disabilities.

Requirements

- Passing scores on the Accuplacer or Praxis I tests of basic skills in reading, writing, and mathematics;
- Satisfactory results on oral and written English screening; if applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is required;
- A minimum of 60 credits in liberal arts and sciences which includes the GCU or equivalent core curriculum;
- Completion of prerequisite courses (most completed as part of core curriculum);

Behavioral/Social Sciences: child and adolescent development (PS221 Child and Adolescent Development fulfills both requirements) (3) and, educational psychology (3). *Note: if a child development course was not taken at Georgian Court and does not address adolescent development, then a course in adolescent development will also be required.*

General Content: American literature (3), World literature (3), US history (3), EN112 or higher (3), mathematics (6 cr.), science (6-8 SC111/112 are recommended), and geography (3 cr);

- Progress toward a 30-credit major in: art, biology, chemistry, English, history, humanities, mathematics, natural science, psychology, or Spanish;
- A 15-credit concentration in one of the following content areas (some courses may be counted as general education courses): English language arts literacy, social studies, mathematics, science, or Spanish. NJ certification requirements specify that 9 of the credits for Spanish be in the Spanish language (not culture) and 3 credits in second language acquisition and methodologies. The GCU course SP361 Current Trends in World Language Education is acceptable for this purpose;
- Cumulative GPA of at least 2.75 for admission; a GPA of 3.0 in the professional program is required for approval for student teaching;
- Satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required);
- Negative results on recent (within 3 years) Mantoux test for tuberculosis;
- Completion of the 39-credit Elementary Education component;
- Passing score on the Praxis II examination in Elementary Education (0014 or 5014 for the electronic version) and the appropriate Middle School Praxis II examination in English language arts literacy, social studies, mathematics, science, or Spanish. *Note: for fall student teaching passing scores on both exams must be submitted by July 15, for spring student teaching they must be submitted by December 15; to be eligible for recommendation for the middle school endorsement*

you must submit evidence of a passing score on the middle school Praxis II exam by March 1 in advance of their fall 90 hours placement or October 1 in advance of their spring 90 hours placement.

- Passing score on the GCU Physiology and Hygiene test;
- Evidence of satisfactory completion of a GCU-approved training program on Harassment, Intimidation and Bullying (HIB);
- Satisfactory ratings in student teaching including recommendation for certification; and
- Satisfactory rating on candidate's professional portfolio demonstrating how candidate meets NJ Professional Teaching Standards.

Professional Education Courses (39)*†

ED3105	Introduction to Inclusive Education (includes 60 hr. field experience)
ED3110	Foundations of Inclusive Education
ED3100	Instructional Technology for Inclusive Education
ED4202	Instructional Design for Inclusive Social Studies Education
ED3201	Assessment & Instructional Design for Students with Special Needs
ED3205	Instruction in Literacy for Inclusive Elementary Education I
ED3220	Mathematics & Science Instruction for Inclusive Education
ED3206	Instruction in Literacy for Inclusive Elementary Education II
ED4213	Co-Planning & Co-Teaching for Inclusive Education (includes 90 hr. field experience)
ED4301	Student Teaching (15 weeks student teaching) (12)

***Praxis Exams** Elementary Teacher candidates are required to pass the applicable Praxis II exams prior to student teaching: Elementary 0014 or 5014 for the electronic version and one of the following: Middle School English Language Arts 0049 or 5049 for the electronic version; Middle School Social Studies 0089 or 5089 for the electronic version; Middle School Mathematics 0069; Middle School Science 0439; or Spanish 5195 (electronic version only; See Praxis II Web site for dates and locations).

†**Physiology & Hygiene** NJ Department of Education regulations require all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.

Harassment, Intimidation & Bullying(HIB) NJ Department of Education regulations require training related to harassment, intimidation and bullying. Candidates must provide evidence of successful completion of a GCU-approved HIB training program.

TEACHER OF A SPECIFIC SUBJECT K-12 & TEACHER OF STUDENTS WITH DISABILITIES

This program prepares teachers to provide instruction in a single subject area in regular, inclusive, and/or special education settings kindergarten through grade twelve. Most graduates become secondary school teachers of art, biology, chemistry, English, history, mathematics, or Spanish. It leads to a Bachelor of Arts or Bachelor of Science degree and eligibility for NJ certification in Teacher of a Specific Subject [art, biology, chemistry, English, social studies, mathematics, physical science, or Spanish] and Teacher of Students with Disabilities.

Requirements

- Passing scores on the Accuplacer or Praxis I tests of basic skills in reading, writing, and mathematics;
- Satisfactory results on oral and written English screening; if applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is required;
- A minimum of 60 credits in liberal arts and sciences which includes the GCU or equivalent core curriculum;

- Completion of prerequisite courses (most completed as part of core curriculum);
- **Behavioral/Social Sciences:** adolescent development (3) and educational psychology (3)
- **General Content:** EN112 (3), mathematics (3–4), science (3–4);
- A liberal arts major in the area of anticipated certification including not less than 12 credits at the 300 and 400 level. *Note: social studies requires 15 credits in history within the 30 credit major. NJ certification requirements specify that applicants for certification as K–12 Teachers of Spanish have 3 credits in second language acquisition and methodologies. SP361: Current Trends in World Language Education is acceptable for this purpose.*
- Cumulative GPA of at least 2.75 for admission; a GPA of 3.0 in the professional program is required for approval for student teaching;
- Satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required);
- Negative results on recent (within 3 years) Mantoux test for tuberculosis;
- Completion of the 39-credit Specific Subject Education component;
- Passing score on the appropriate Praxis II examination; *Note: for fall student teaching passing scores must be submitted by July 15, for spring student teaching they must be submitted by December 15.*
- Passing score on the GCU Physiology and, Hygiene test;
- Evidence of satisfactory completion of a GCU-approved training program on Harassment, Intimidation and Bullying (HIB);
- Satisfactory ratings in student teaching including recommendation for certification; and
- Satisfactory rating on candidate's professional portfolio demonstrating how candidate meets NJ Professional Teaching Standards.

Professional Education Courses (39)

ED3105	Introduction to Inclusive Education (includes 60 hr. field experience)
ED3110	Foundations of Inclusive Education
ED3100	Instructional Technology for Inclusive Education
ED4205	Instructional Design for Inclusive Secondary Education
ED3201	Assessment & Instructional Design for Students with Special Needs
ED3215	Secondary Subject Instruction in Inclusive Education
ED3210	Instruction in Literacy for Inclusive Secondary Education I
ED3211	Instruction in Literacy for Inclusive Secondary Education II
ED4213	Co-Planning & Co-Teaching for Inclusive Education (includes 90 hr. field experience)
ED4301	Student Teaching (15 weeks student teaching) (12)

***Praxis Exams** *Specific Subject Teacher candidates are required to pass the applicable Praxis II exams prior to student teaching: Art 0134; biology 0435 (general science) and 0235 (biology content), English 0041, social studies 0081, mathematics 0061, physical science 0435 (general science) and 0245 (chemistry) and 0265 (physics), or Spanish 5195 (electronic version only; See Praxis II Web site for dates and special locations). For fall student teaching passing scores must be submitted by July 15; for spring student teaching they must be submitted by December 15.*

***Physiology & Hygiene** *NJ Department of Education regulations require all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.*

Harassment, Intimidation & Bullying(HIB) *NJ Department of Education regulations require training related to harassment, intimidation and bullying. Candidates must provide evidence of successful completion of a GCU-approved HIB training program.*

FIELD EXPERIENCE & STUDENT TEACHING

Georgian Court's teacher education programs provide the teacher candidate ample opportunity to develop not only theoretical knowledge about teaching and learning in general, inclusive, and special education, but the practical skills needed to plan instruction for a diverse group of students, manage classroom behaviors, work with other school professionals, understand the culture of schools, and interact positively with parents and other caregivers. The programs include a 60-hour and a 90-hour field experience and a 15-week full-time student teaching placement in an inclusive setting.

The 60-hour field experience occurs early in the program as a requirement in EE3302 Inclusive Early Childhood Curriculum and Assessment for Early Childhood candidates and in ED3105 Introduction to Inclusive Education for all Elementary K–5 or Specific Subject K–12 candidates. One of its chief goals is to give pre-education students the opportunity to observe teachers and students, and link theoretical knowledge to practice. Pre-Education students must see their education advisers and get an Approval for a Restricted Course form signed and submit it with their completed 60-hour Field Placement applications to the Director of Field Experience (Room 104, Raymond Hall) by June 1st for fall placements or by December 1st for spring placements. The Restricted Course form is approved if Pre-Education students have met the criteria for progress in their programs and have been admitted to the School of Education as Pre-Education students.

Typical assignments in the 60-hour experience include working with an individual or small group of children, assisting the teacher with routine classroom tasks, reading to children, and assisting students with in-class assignments. At the end of the field experience, cooperating teachers submit signed logs of the Pre-Education students' hours in the field as well as evaluation forms and recommendations. Faculty members who teach EE3302 Inclusive Early Childhood Curriculum and Assessment or ED3105 Introduction to Inclusive Education include this input in determining grades for the course. Pre-Education students' academic records are reviewed by their education advisers after the course is completed and, if all criteria are met, they will complete Change of Major forms to officially change students' status from Pre-Education students to that of Teacher Candidates. This allows candidates to move forward in their programs and take the more advanced professional courses. *Note: Teacher Education transfer students should apply for 60-hours in their first semester at GCU, so they will be able to complete this experience in their second semester.*

The 90-hour field experience is a requirement in ED4213 Co-Planning and Co-Teaching for Inclusive Education and occurs near the end of program and is the last pedagogical (methods) course to be completed before student teaching. The application for fall 90-hour placements is due by March 1 and for spring 90-hour placements by October 1. *Note: candidates who intend to pursue a middle school endorsement will need to submit evidence of their passing score on the relevant Praxis II exam for their middle school content area at the time of application for 90-hours field experience.*

The 90-hours experience allows teacher candidates to integrate all they have learned in their course work in the preparation and teaching of at least eight lessons. A GCU clinical supervisor and a carefully selected cooperating teacher work with the candidates to support their preparation for student teaching responsibilities. The first part of the field experience is used by teacher candidates to develop their expertise and gain some confidence in their teaching abilities. The GCU clinical supervisor observes candidates' teaching after the fifth lesson. After the observation, the clinical supervisor, candidate and cooperating teacher confer and identify areas of strength and areas needing attention during

the final days of the field experience.

The evaluation of the 90-hour experience is based on the log of hours verified by the cooperating teacher, an early teaching observation and final report by the cooperating teacher, and the assessment of teaching made by the clinical supervisor. This evaluation includes a recommendation regarding readiness for student teaching. If at the point the teaching evaluation is done the cooperating teacher and clinical supervisor identify significant weaknesses, they work with the candidate to troubleshoot the issues and a second clinical supervisor is assigned to evaluate a subsequent lesson taught by the candidate. The criteria for the grade for ED4213 includes but is not limited to coursework, the input from the cooperating teacher, the log of hours, and the clinical supervisor's evaluation of the candidate's teaching.

A fifteen-week full-time student teaching placement is the final component of the teacher education programs. Because time is needed to set up appropriate placements for field experience and student teaching (approximately 800 placements are needed each year), the application for student teaching is made at the same time as the application for the 90-hour field experience. Both applications are due by March 1st for fall 90-hour placements and the following spring student teaching and by October 1st for spring 90-hour placements and the following fall student teaching. Although the application is made "early", final decisions regarding placements are not made until after grades, Praxis II results, and recommendations are submitted at the end of the semester before student teaching.

To be approved for student teaching, candidates must have an earned cumulative grade point average of at least 3.0 in their SOE courses, passed the requisite Praxis II exams, passed the GCU P&H test, successfully completed an approved HIB training program and completed all other prerequisite and program courses. During student teaching, the teacher candidate is supported by the cooperating teacher and a GCU clinical supervisor. The clinical supervisor visits the candidate eight times on alternate weeks during the 15-week placement period. The first visit serves as an orientation and review of the placement during which the clinical supervisor meets with the candidate, the cooperating teacher and principal and reviews Georgian Court's requirements and policies and establishes accord regarding expectations. During the remaining seven visits the clinical supervisor observes the candidate's teaching and confers with the candidate and cooperating teacher. This clinical triad develops a strong relationship focused on developing the pedagogical and professional skills of the candidate. Student teaching is evaluated seven times by the clinical supervisor and generally documents the candidate's development and improvement over time. In addition, the cooperating teacher evaluates the candidate's teaching three times: the first lesson taught, for immediate feedback and to alert the candidate of areas of strengths and weaknesses; at the mid-point, to show whether improvement has been noted and to check for areas of concern; and finally at the end of the experience, to document professional competencies.

Concurrent with student teaching, candidates are required to attend the student teaching seminar on alternate weeks. Seminar topics include but are not limited to: class management, district policies, safety, relations with parents, emerging issues, school law, school culture, sharing of experiences and best practices, certification processes, and job search skills. The first two sessions of the seminar provide an orientation and deal with procedures; artifacts; portfolio development; the roles of the cooperating teacher, clinical supervisor and candidate; lesson plans; transitioning to full-time teaching responsibilities; and other topics, as needed by the cohort of candidates.

Student teaching is an intensive and critical professional experience. For this reason, School of Education policy prohibits student teachers from

taking other courses during student teaching and strongly recommends that student teachers not engage in other on- or off-campus employment during the 15-week experience. If extenuating circumstances make taking a course or working more than 15 hours per week necessary, a waiver of this policy must be requested in writing to the Dean of the School of Education.

E-PORTFOLIOS

Georgian Court's teacher education program courses and experiences were designed to enable candidates to meet the NJ Professional Teaching Standards. Each course includes one or more performance assessment or artifact of knowledge, skill, or dispositions that link to the standards. As candidates progress through their program, these artifacts are archived in an electronic or e-portfolio and monitored by program faculty members. The e-portfolio also includes reflections, journal entries and other self-assessments that contribute to a candidate's professional development, reflective practice, and habit of lifelong learning. By the end of the program, candidates have amassed a substantial body of evidence that they have met Georgian Court's and the state's standards for beginning teachers

TRANSFERRING TO A TEACHER EDUCATION PROGRAM

Georgian Court has agreements with community colleges in New Jersey that result in students' eligibility to be admitted as a Pre-Education student if they completed the approved Transfer Curriculum and can show evidence of passing basic skills tests in reading, writing, and mathematics (Praxis I or Accuplacer); have had a recent Mantoux test, and earned a minimum cumulative GPA of 2.75. Copies of the Transfer Curriculum are available from admissions personnel at either institution. Transfer students must meet all program criteria for completing a teacher preparation program including the general studies and content subject prerequisites.

For transfer candidates preparing for early childhood education certification, general education prerequisites include: 60 credits in the liberal arts and sciences which include the GCU or equivalent core curriculum; and these content courses: child development (3), educational psychology (3), children's literature (3), US history (3), composition (6), mathematics (6), science (6–8), art (3) and geography (3).

For candidates preparing for elementary education certification, general education prerequisites include: 60 credits in the liberal arts and sciences which include the GCU or equivalent core curriculum; and these content courses: child development (3 cr.) (child and adolescent development are required for 5–8 endorsements), educational psychology (3), American literature (3), world literature (3), US history (3), geography (3), composition (6), mathematics (6 cr.), and science (6–8).

For transfer candidates preparing to teach a specific subject in grades K–12, the general education prerequisites include: 60 credits in the liberal arts and sciences which include the GCU or equivalent core curriculum; and adolescent development (3) and educational psychology (3). In addition, K–12 teacher candidates must have a minimum of a 30-credit major in the field they plan to teach with at least 12 credits at the 300-400 level. For social studies candidates, at least 15 credits are required in history. NJ certification requirements for Spanish K–12 specify that 3 credits be in second language acquisition and methodologies. SP361: Current Trends in World Language Education is acceptable for this purpose.

Transfer candidates who completed an introductory course in teacher education at a community college or other institution of higher education are required to take ED3182 Field Experience I, a one-credit version of

RECOMMENDED COURSE SEQUENCES

Class Standing	Early Childhood Program	Elementary Program	K-12 Program
	Inclusive Early Childhood P-3 w/ TSWD	Elementary K-5 w/TSWD Elementary K-5 w/Specific Subject and TSWD	Specific Subject K-12 w/TSWD
1st Semester Sophomore	Apply for Pre-Education status; interview w/SOE admissions coordinator	Apply for Pre-Education status; interview w/SOE admissions coordinator	Apply for Pre-Education status; interview w/SOE admissions coordinator
2nd Semester Sophomore	As Pre-Education student, register for introductory courses and take outstanding prerequisite courses	As Pre-Education student, register for introductory courses and take outstanding prerequisite courses	As Pre-Education student, register for introductory courses and take outstanding prerequisite courses
1st Semester Junior	ED3100 Instructional Technology for Inclusive Education EE3301 Growth, Development & Learning in Inclusive Early Childhood Education EE3302 Inclusive Early Childhood Curriculum & Assessment ED3110 Foundations of Inclusive Education	ED3105 Introduction to Inclusive Education ED3100 Instructional Technology for Inclusive Education ED3110 Foundations of Inclusive Education ED4202 Instructional Design for Inclusive Social Studies Education	ED3105 Introduction to Inclusive Education ED3100 Instructional Technology for Inclusive Education ED3110 Foundations of Inclusive Education ED4205 Instructional Design for Inclusive Secondary Education
	TAKE PRAXIS II EXAMS	TAKE PRAXIS II EXAMS	TAKE PRAXIS II EXAMS
2nd Semester Junior	ED3201 Assessment & Instructional Design for Students with Special Needs EE3303 Language & Literacy Development in Inclusive Early Childhood Education EE3304 Mathematics, Science & Technology in Inclusive Early Childhood Education	ED3201 Assessment & Instructional Design for Students with Special Needs ED3205 Instruction In Literacy for Inclusive Elem. Education I ED3220 Mathematics & Science Instruction for Inclusive Education	ED3201 Assessment & Instructional Design for Students with Special Needs ED3210 Instruction in Literacy for Inclusive Secondary Education I ED3215 Secondary Subject Instruction in Inclusive Education
1st Semester Senior	EE3305 Family, Community & the Young Child ED4213 Co-Planning & Co- Teaching for Inclusive Education	ED3206 Instruction In Literacy for Inclusive Elem. Education II ED4213 Co-Planning and Co- Teaching for Inclusive Education	ED3211 Instruction in Literacy for Inclusive Secondary Education ED4213 Co-Planning & Co- Teaching for Inclusive Education
2nd Semester Senior	EE3306 Student Teaching (full-time no other courses permitted)	ED4301 Student Teaching 9full-time no other courses permitted0	ED4301 Student Teaching 9full- time no other courses permitted0

ED3105 Introduction to Inclusive Education to complete the required 60-hour field experience and develop artifacts required in the Georgian Court teacher education program. They meet with a faculty member, as needed, for mentoring and to complete the assignments. To apply for this course, students must see their education advisers and get an Approval for a Restricted Course form signed and submit it to the director of field experience (Room 104, Raymond Hall) by June 1st for fall placements or by December 1st for spring placements. Candidates transferring to the early childhood department are required to take a similar one-credit field course and should contact their adviser as soon as possible for direction regarding this pre-requisite. *Note: state regulations limit the number of credits in professional education courses that can be transferred to six*

CERTIFICATION

The School of Education facilitates certification application processing for program completers. Near the end of the teacher preparation programs, faculty and staff provide step-by-step guidance for completing certification applications. Applications are submitted to the State of New Jersey

through the School. The state sets the fees for processing licenses. Note: According to state regulations, to be recommended by GCU candidates must apply for certification within one year of completing their GCU programs.

TEACHER EDUCATION COURSES

ED3100 Instructional Technology for Inclusive Education 3 credits

Learn to use technology as a tool for teaching and learning. Develop a framework for technology skills development. Using a problem solving approach to technology integration, incorporate word processing, spreadsheets, electronic presentations, Internet and Web design, desktop publishing, e-portfolios, and digital imaging in classroom instruction. Emphasis on research-based use of technology to approach content subjects and meet the needs of diverse K-12 students. ISTE NETS and CEC content standards form the core of this course; NJPST standards for instructional planning, special needs, and communication are addressed; and the use of adaptive technologies will be considered.

ED3105 Introduction to Inclusive Education 3 credits

This course introduces candidates to the teaching profession, to tools of instruction, and to general, inclusive, and special education models. Students will examine teaching as a profession, the characteristics of diverse learners, classroom management practices, and instructional planning for diverse learners. Emphasis is placed on educating students with and without disabilities in the inclusive setting. Field Experience I (60 hours clinical observation) is required. Applications for 60-hours field experience are due by June 1 for fall placements and by December 1 for spring placements.

ED3182 Field Experience (for transfer students only) 1 credit

Designed for transfer students who completed some introductory courses in education at another institution, this course is a 60-hour field experience in an inclusive setting. Examine teaching as a profession, the characteristics of diverse learners, classroom management practices, and instructional planning for diverse learners and develop artifacts required in the Georgian Court teacher education program. Meet with a faculty member, as needed, for mentoring and to complete the assignments. Applications for 60-hours field experience are due by June 1 for fall placements and by December 1 for spring placements.

ED3110 Foundations of Inclusive Education 3 credits

Study the philosophical, historical, social, and legal foundations of special and general education. Perspectives include progressivism, humanism, themes of care, effective schools, education for the whole child, and constructivism. Develop an understanding of the historical evolution of key educational ideas is developed. Examine Piaget's stages of cognitive development, the provisions of NCLB, and the legal context of inclusive education.

ED3201 Assessment & Instructional Design for Students with Special Needs 3 credits

Investigate instructional design for exceptional students and the use of assessment data to inform instruction. Examine basic issues in measurement, including formal and informal assessment, technical issues (bias, reliability, and validity), strengths and limitations, test interpretation, and test accommodations. Review referral processes and nondiscriminatory assessment and study characteristics of students with disabilities, from birth through adolescence, with emphasis on curriculum planning, instructional and behavioral strategies, assistive technology, and transition planning. An inclusive perspective is stressed. Prerequisites: ED3100, ED3105, ED3110, ED4202 or ED4205

ED3205 Instruction in Literacy for Inclusive Elementary Education I 3 credits

Review the complexity of language learning, from children's innate capacities to the social, cognitive and linguistic supports in the environment. Study literacy, reading, comprehension, writing, literature, listening, speaking, vocabulary development, grammar, handwriting, spelling, and mixed media. Literacy is related to a constructivist framework and attention is given to beginning literacy skills. Learn to adapt literacy instruction and assessment to accommodate the special learning needs of all students and become familiar with the code of ethics established by the International Reading Association, and literacy related standards in the NJPST and NJCCC. The first of a two-part course. Prerequisites: ED3100, ED3105, ED3110, ED4202.

ED3206 Instruction in Literacy for Inclusive Elementary Education II 3 credits

Building on knowledge gained about reading, comprehension, writing, literature, listening, speaking, vocabulary development, grammar, handwriting, spelling, and mixed media, study methods of assessment for reading and literacy skills including reading achievement tests and informal reading inventories. Review remediation strategies designed to

help children with specific learning disabilities and children's literature. The second part of a two-part course. Prerequisites: ED3100, ED3105, ED3110, ED3201, ED3205, ED4202.

ED3210 Instruction in Literacy for Inclusive Secondary Education I 3 credits

Investigate literacy integration, literacy skills for specific content areas, and the development of critical thinking skills within content area instruction with emphasis on applying this knowledge to teach all learners, including those with special and diverse needs. Explore differentiation of instruction and assessment based on multiple intelligences and use elements of cognitive learning to understand the basic process for teaching critical thinking skills. Examine elements involved in planning for effective instruction in literacy at the secondary level to reinforce direct instruction models. Covers both theoretical and practical approaches to the teaching of diverse learners, including children with disabilities and those with limited English proficiency. Practice creating instructional activities related to the achievement of the NJ Core Curriculum Content Standards. The first of a two-part course. Prerequisite: ED3100, ED3105, ED3110 and ED4205

ED3211 Instruction in Literacy for Inclusive Secondary Education II 3 credits

Review current research, theory, assessment techniques, teaching strategies, and the use of technology to work with learners experiencing difficulties in the basic literacy skills of reading, writing, and spelling. Covers effective literacy integration strategies for specific content subjects to support achievement of the NJ Core Curriculum Content Standards and incorporates theoretical and practical approaches for teaching diverse learners, including children with disabilities and those with limited English proficiency, and highlights the importance of collaborative learning communities that welcome diversity. Consider the commitment to develop learning communities that respect individual differences and engage in productive, ongoing work with students' family members and caregivers. The second part of a two-part course. Prerequisite: ED3100, ED3105, ED3110, ED3201, ED3210, ED4205.

ED3215 Secondary Subject Instruction in Inclusive Education 3 credits

This course introduces the secondary teacher education candidate to standardized and functional assessment, curriculum planning, learning environments, modifications for students with disabilities, and theories of learning and their application to the teaching process in an inclusive setting in the secondary school. Emphasis on the integration of curriculum areas and critical and creative thinking skills, problem solving, questioning techniques, and process skills in the secondary school. Includes Bruner's model of discovery learning and Bandura's theory concerning people's conceptions about themselves and the nature of things. Candidates create instructional activities that assist diverse learners in the achievement of the NJCCCS and increase their commitment to develop learning communities that respect individual differences and to engage in productive, ongoing work with family members and caregivers. Prerequisites: ED3100, ED3105, ED3110 and ED4205

ED3220 Mathematics & Science Instruction for Inclusive Education 3 credits

Examine elementary science and mathematics instruction and the NJCCCS standards for science and mathematics. Using contemporary research in student motivation, multiple intelligences, cognition, and comprehension of mathematical and scientific processes (e.g., the work of Midgett, Trafton and Stephen Bloom in math instruction, Dunn and C. Hunter in science instruction), explore strategies for differentiated instruction. Create instructional activities with adaptations for diverse learners and practice modifying instruction and materials for students with disabilities. Prerequisites: ED3100, ED3105, ED3110 and ED4202

EE3301 Growth, Development, and Learning in Inclusive Early Childhood Education 3 credits

Building on major theories and themes from human development and educational psychology, study the cognitive, linguistic, social, emotional, and physical development of the individual child in early childhood from three to eight years of age. Through this child-centeredness, learn to value and nurture each child while using research-based best practices to create an inclusive preschool climate that respects and celebrates diversity and fosters equity for all children including those with limited language proficiency and those identified as having special needs. Review contemporary research on multiple intelligences, learning styles, brain function and development, appropriate models of classroom management, and the role of discovery and play in early learning for implications for curriculum and instructional practices in inclusive settings.

EE3302 Inclusive Early Childhood Curriculum & Assessment 3 credits

Explore the teaching profession and general, inclusive, and special education models for early childhood education. Consider teachers' roles and ethical practice standards and begin to articulate personal views from the vantage of an early childhood educator. Emphasis on the importance of developmentally appropriate practices in curriculum and assessment for P-3 students and introduces constructivist, interdisciplinary and universal design approaches for developing curricula based on the NJ Preschool Early Learning Standards and the NJ Core Content Curriculum. Study issues related to the use of play and discovery, classroom design, guiding individual and group behavior, creating safe and supportive classroom environments, sources for curriculum resources, the use of structures and scheduling, planning appropriate multidimensional formative and summative assessments, engaging parent/caregiver support for curriculum goals, and the use of technology. Review and practice principles of culturally responsive teaching. Requires a field experience of 60 hours for pre-service candidates or 10 hours for in-service teachers. Applications for 60-hours field experience are due by June 1 for fall placements and by December 1 for spring placements.

EE3303 Language & Literacy Development in Inclusive Early Childhood Education 3 credits

Examine the integrated nature of English language arts literacy development to develop understanding of how the various language arts (reading, writing, speaking, listening, and viewing) affect and are affected by the emerging cognitive, linguistic, and intellectual needs of young children. Drawing on contemporary research in language acquisition and literacy development, the language and literacy standards of the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children, and the International Reading Association (IRA), gain the knowledge and skills needed for candidates to support children's language acquisition and use, and to plan and implement effective language and reading instruction for all early childhood students including those who have limited standard English proficiency or special educational needs. Consider the broad theme of literacy, including technological literacy, as well as factors related to the child, home, school and community that support or delay language and literacy readiness and development. Study research-based techniques for integrating language and literacy instruction throughout the inclusive curriculum. Prerequisites: EE3301, EE3302.

EE3304 Mathematics, Science & Technology in Inclusive Early Childhood Education 3 credits

Use an understanding of age-stage development as a foundation for planning and implementing developmentally appropriate experiences in mathematics and science for young children from three to eight years of age. National standards established by the National Association for the Education of Young Children (NAEYC), the Council for Exceptional

Children, the National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA) and the New Jersey Core Curriculum Content Standards inform instructional goals. Emphasis on integrated content, developing concepts through play and discovery, the use of concrete representational forms, recognizing patterns and relationships, building mathematical and scientific reasoning skills, a taxonomy of mathematics and science concepts, and the interplay among children's experiences, their ability to express what is seen and experienced, and the development of conceptual understanding. Investigate the role of technology as a tool that supports children's recognition of patterns and relationships and the development of spatial and logical thinking. Prerequisites: EE3301, EE3302.

EE3305 Family, Community & the Young Child 3 credits

Investigate the special needs of children from three to eight years of age as well as the contributing factors and characteristics of young children at risk. Learn to identify and link resources in the community to child and family needs. Explore diversity in family and caregiver units and the impact on development and learning of children's homes, communities, health and cultural experiences is studied. Using family/community-centered approach, develop an understanding of the social, historical, political, legal and philosophical constructs that resonate in current day education of young children, including those with limited English proficiency or who have special educational needs. Consider teacher-child interactions and the advocacy role of the Inclusive Early Childhood teacher. Prerequisites: EE3301, EE3302, EE3303, EE3304.

EE3306 Early Childhood Student Teaching 12 credits

Student teaching is the capstone course required of all teacher candidates. Demonstrate the integration of content knowledge, an understanding of students, the ability to create effective instructional environments, and the achievement of professional knowledge and attributes. Student teaching is a full-time 15-week experience that may be divided between a 7-week and 8-week placement in early childhood and regular education settings, at least one of which is an inclusive classroom. Receive support and evaluation from an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with student teaching, attend biweekly student teaching seminars. Develop a portfolio that demonstrates achievement of New Jersey Professional Standards for Teachers and a teaching approach guided by the New Jersey Core Curriculum Content Standards. Prerequisite: ED4213. Applications for student teaching are due by March 1 for fall placements and by October 1 for spring placements.

ED4202 Instructional Design for Inclusive Social Studies Education 3 credits

Explore standardized and functional assessment to measure elementary students' learning; implement the K-5 curriculum; modify instruction; create positive behavioral supports; and collaborate with parents, professionals, and community partners. Develop a unit in social studies demonstrating effective lesson planning, NJCCC-related instructional objectives and questions, as well as appropriate affective and psychomotor lesson elements. Relate instructional designs for diverse students to the NJ Professional Standards for Teachers.

ED4205 Instructional Design for Inclusive Secondary Education 3 credits

This course introduces the K-12 subject teacher candidate to models of instructional design that connect effective teaching practices to learning theory and result in lesson and unit plans that use a variety of active teaching strategies for individual, cooperative groups, and whole group learning. After exploring the relative qualities and benefits of several models, collaborate to design and present a curriculum unit addressing an instructional target from the NJCCCS. The models include consideration of technology integration, universal design characteristics and differentiation

for students in an inclusive setting. Consider multiple assessment strategies linked to instructional goals from traditional quizzes and tests to authentic performances of learned skills.

ED4213 Co-Planning & Co-Teaching for Inclusive Education

3 credits

Apply knowledge, skills, and attitudes for promoting learning by planning and managing instruction during a 90-hour field experience in an inclusive classroom. The field experience serves as a bridge from theory to professional practice. The field experience also provides the opportunity to learn to establish the partnerships between the general education teacher and the inclusion teacher, as well as among other school personnel, children's family and caregivers, and community-based service providers to create effective learning environments for diverse learners. Prerequisite: ED3100, ED3105, ED3110, ED3201, ED3205 or ED3210, ED3220 or ED3215, ED3206 or ED3211, ED4202 or ED4205. Applications for 90-hour field experience are due by March 1st for fall placements and by October 1st for spring placements.

ED4301 Student Teaching *12 credits*

Student teaching is the capstone course required for all teacher candidates. Demonstrate the integration of content knowledge, an understanding of students, the ability to create effective instructional environments, and the achievement of professional knowledge and attributes. Student teaching is a full-time 15-week experience in an inclusive setting. Receive support and evaluation from an in-class cooperating teacher and a GCU clinical supervisor. Attend biweekly student teaching seminars and develop a portfolio that demonstrates the achievement of New Jersey Professional Standards for Teachers and that a teaching approach guided by the New Jersey Core Curriculum Content Standards. Prerequisites: ED3100, ED3105, ED3110, ED3201, ED3205 or ED3210, ED3220 or ED3215, ED3206 or ED3211, ED4202 or ED4205 and ED4213. Applications for student teaching are due by March 1 for fall placements and by October 1 for spring placements.

ESL CERTIFICATION COURSES

BE3101 Foundations of Dual Language Education *3 credits*

Acquire knowledge of the philosophical, historical, cultural, and societal factors that impact the education of English language learners in the U.S. Identify components of dual language programs and discuss the provision of instruction in the New Jersey Core Curriculum Content Standards. Demonstrate commitment and competence related to the New Jersey Professional Standards for Teachers as they apply to English language learners.

BE3102 Theory & Practice of Teaching the English Language

Learner *3 credits*

Investigate instructional strategies and techniques to assist children with limited English proficiency progress in the New Jersey Core Curriculum Content Standards. Observe bilingual/ESL classes and demonstrate lessons in the university classroom. Demonstrate commitment to and competence in New Jersey Professional Standards for Teachers as they apply to English language learners.

BE3103 Language & Culture *3 credits*

Develop an understanding of the developmental process involved in second language acquisition. Emphasis on the linguistics (phonology, morphology and syntax) and the impact of culture on the development of a second language. Demonstrate commitment to and competence in New Jersey Professional Standards for Teachers as they apply to English language learners.

BE3203 Elements of Teaching English as a Second Language

3 credits

Study materials and methods for teaching students with limited English

proficiency to help them achieve the New Jersey Core Curriculum Content Standards. Learn to develop appropriate lesson and unit plans, including instructional and evaluation methods and demonstrate the values and commitment for diversity and student learning outcomes. Demonstrate commitment to and competence in New Jersey Professional Standards for Teachers as they apply to English language learners.

BE3204 Developing Literacy Skills for the Second Language Learner *3 credits*

Explore the development of reading, writing, and speaking skills for non-native English speakers. Learn to apply instructional and assessment strategies and techniques, as well as to develop appropriate materials to assist non-native English speakers to progress in the New Jersey Core Curriculum Content Standards. Demonstrate commitment to and competence in New Jersey Professional Standards for Teachers as they apply to English language learners.

X: INTERDISCIPLINARY MINORS & SPECIAL PROGRAMS

By combining courses from various disciplines, students may develop minor areas of interest.

AMERICAN STUDIES

A minimum of 18 hours including the following courses is required:

AR414	American Art
EN113,114	American Literature I, II
MU214	Music in the United States
PL160	American Philosophy
RS140	Religions in America

Any elective in American history or American political science. Courses in the minor may also be used to meet applicable requirements in general education or in the student's major(s) or other minor(s). The American Studies advisor is Dr. Mary Chinery.

INTERNATIONAL AREA STUDIES

Information in this area is of a highly specialized nature, depending largely upon the student's major field. It is strongly recommended that the student contact the area studies adviser so that an individualized course of study may be implemented as early as possible.

General Requirements:

A minimum of 18 credits above the 111/12 level, within a minimum of three different disciplines as listed below. Possible courses are given as examples only. Specific courses are to be decided by the student and the adviser together. Courses in the minor may also be used to meet applicable requirements in general education or in the student's major(s) or other minor(s).

Foreign language proficiency will be determined by successful completion (minimum "C") of a 300-level course taught in the target language.

A senior project is to be completed on a subject related to the program studied, under the direction of one or more faculty members cooperating in the program.

Economics

EC382+	International Finance and Economics
EC481+	Comparative Economic Systems

History

HI151	World History I
HI152	World History II
HI264	Twentieth-Century Studies: Asia
HI332	Mediterranean Encounters
HI390	Special Topics in History

Language

SP350+	Hispanic Women in Life and Literature
SP415+	Spanish Civilization
SP418+	Latin America: Past and Present
SP419+	Contemporary Latin American Culture

Religious Studies

RS240	A Survey of Eastern Religious Thought
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The International Area Studies advisor is Dr. Michael F. Gross.

LATINA/O AND CARIBBEAN STUDIES

Students pursuing the minor in Latina/o and Caribbean Studies choose

courses from a variety of disciplines, such as sociology, art, music, philosophy, criminal justice, English, French, Spanish, and social work. For a full description of the requirements and curriculum, see the World Languages and Cultures section of the catalog. For more information about the Latina/o and Caribbean Studies minor, contact Dr. Araceli Hernandez-Laroche or Dr. Kathryn Quinn-Sanchez.

SUSTAINABILITY

Recognizing severe imminent threats to various forms of life on this planet, the program in sustainability is intended to disseminate and develop the new knowledge, new skills, and new values necessary to sustain ecological systems for future generations. Students will gain a basic understanding of the impact of human activity, culture and social policy on the organic and nonorganic systems of the earth.

Students who complete the program should be able to:

1. Describe the natural systems of which humans are a part, the social systems humans create, and the interactions between these systems
2. Define problems based on available evidence, discern fact from opinion, be able to evaluate the quality of evidence for and against any hypothesis, and appreciate the nature and implication of the uncertainties involved in many issues pertaining to sustainability.
3. Critically evaluate sustainable and holistic social policies
4. Demonstrate commitment to the creation of a more sustainable and holistic approach to social policy at all levels of professional and community endeavor
5. Explain the historical and contemporary relationships between the earth's resources and the social, cultural, political, and economic aspects of human activity
6. Participate in and lead organizations devoted to sustainability
7. Develop a personal, critical, and historically informed analysis of the cultural, theological, political, and economic institutions and ideas which have necessitated the need for activism, research, new fields of inquiry, and social change
8. Apply intellectual and leadership skills acquired in the individualized Sustainability program to a publicly disseminated research project or practical application in the real world as part of service learning, Honors thesis, or internship

Program Requirements: (21 credits for the minor, and completion of an approved Statistics course; courses in the program may also be used to meet applicable requirements in general education or in the student's major(s) or other minor(s)):

Core Courses in the Minor (12)

Science and Society (3): BI/SC105, CH/SC109 or SC115

Sociology (3): AN/SO304

Economics (3): EC180

Integrative Seminar in Sustainability (3) with option to complete Honor's Thesis in Sustainability: ST460.

Electives in the Minor (9–12): Choose from among AN244, BI340, CH111, CH112, EC382, GO283, GO285, SC350, SC393, SC433. At least one course must be chosen from among BI340, CH111, CH112 and SC350.

Service Learning or Internship: This requirement may be met through carrying out a sustainability-related service learning project associated with any of the courses within the core of the minor, or through carrying out a sustainability-related internship in the student's major, coordinated with that major's internship supervisor and the director of the sustainability minor.

Also required for the Minor: Statistics (3): BI203, MA103, MA330, PS430 or SO201

Honors Program in Sustainability: Minors with a cumulative GPA of 3.6 or higher through the fall semester of their junior year will be eligible to do an Honor's Thesis as part of the Integrative Seminar in Sustainability course. Successful completion and defense of the Honor's Thesis will result in the conferring of Sustainability Minor with Honors.

For more information, contact Dr. Louise Wootton.

WOMEN'S STUDIES PROGRAM

The various courses offered in the Women's Studies Program examine the status and roles of women, past and present, stressing women's special contributions to culture and society, and as agents of social change. The Women's Studies minor enhances preparedness in such careers as business management, counseling, education, health care, law, psychology, sociology, social work and others.

A minimum of 18 hours is required. These may be chosen from:

WS/AN370	Women & Work
WS/RS201	Women & Religion
WS/RS213	Women & the Bible
WS/EN217	Women in Literature I
WS/EN218	Women in Literature II
WS/AR222	Women in Film
WS/CJ225	Women & Crime
WS/PS242	Psychology of Women
WS/HI251	Women in America
WS/HI255	First Ladies
WS315/HE310	Holistic Views of Women's Health
WS320/ES320	Women in Sports
WS/HI344	Women and Gender Issues in Western History
WS280	Selected Topics in Women's Studies
WS311	Shaping Lives: Women and Gender
WS/SP350 +	Hispanic Women in Life and Literature
WS/AR310	Women, Art and Society
WS/BU316 +	The Law Governing the Employment Relationship
WS/BU318	Women's Leadership Styles
WS/PL180	Philosophy of Feminism

Special topics courses related to women. Courses in the minor may also be used to meet applicable requirements in general education or in the student's major(s) or other minor(s).

Please consult the academic department's section for course descriptions and any prerequisites.

For more information, contact Dr. Cynthia Ninivaggi or Dr. Linda James.

GRADUATION REQUIREMENTS

FY101 First-Year Seminar 3 credits

A dynamic and interactive introduction to the total university experience, First-Year Seminar introduces the knowledge, values, and skills necessary to transition into a demanding academic environment and to assimilate into the culture of the Georgian Court community. Develop an appreciation for the interconnectedness of the liberal arts foundation with the many disciplines offered at the university. 3 hours lecture. Enrollment restricted to first year freshmen.

FY201 Transfer Seminar 1 credit

Required for all transfer students prior to completion of the first 15 Georgian Court University credits, this course introduces the GCU mission, environment, and resources. Offered both in classroom and online. Enrollment restricted to transfer students. Transfer students who do not complete the course within the first 15 GCU credits are not exempt from completing the course.

WS311 Shaping Lives: Women & Gender 3 credits

Examine gender as both a critical field of inquiry and as a social construct that influences experiences, relationships, and outcomes of women in society. The course is organized around three main themes: (1) foundations for understanding women and gender; (2) the six institutions that impact and are impacted by women (e.g., work, education, politics); and (3) leadership and activism. Emphasis on the intersection of gender, race, ethnicity, and social class. 3 hours.

Experiential Learning

Two experiences must be successfully completed: one must be a designated course that has a service learning component (other than First Year Seminar); the second must be an internship/practicum/field placement, a designated study abroad (for credit) or travel abroad (not for credit) experience, or another course with a service learning component. Sections of courses offering a service learning option will be identified on each semester's course schedule and/or on the Office of the Registrar's Web page. Students completing a noncredit internship or AN471, AR425, AR426, BI401, BI402, BI404, BI405, BU451, CH345, CJ333, CM370, CM405, DA471, ED4213, ED4301, EN405, ES390, ES391, ES392, GP490, GP491, HI471, HI472, HI473, NU496, PH448, PO471, PO472, PO473, PS450, PS451, PS453, PS454, SO475, SW390, SW496, SW497, or a UMDNJ clinical/practicum course in one of GCU's joint degree programs with UMDNJ will have satisfied one of the two experiential learning requirements (the internship/field placement/practicum type of option). Students completing AR437, RS403, SP215 (if done outside the U.S.) and follow-up paperwork in the Associate Provost for Academic Program Development's Office will have satisfied one of the two experiential learning requirements (the study abroad/travel abroad option). Students who need more information about other approved study abroad or travel abroad experiences may contact Dr. Michael Gross.

Skills Development Program

The Skills Development Program is designed for those students who need to strengthen skills to perform successfully and learn effectively in their general education and major coursework. Students may register for at least one of these courses at the suggestion of or with the approval of their academic adviser. The credits earned in these courses are applicable to the baccalaureate degree but cannot be counted as part of the credits required for graduation.

SD111/12 College Reading Skills I & II 6 credits

Prescribes and implements a program designed to help students strengthen reading skills. The program includes individual diagnosis and review of skills weaknesses; group work; and supervised laboratory experience in the areas of comprehension, critical reading, vocabulary enrichment, and increased reading speed. Prerequisite for SD112: Satisfactory completion of SD111, or placement into by examination.

SD114 College English Skills 3 credits

For students whose placement test scores indicate need for developmental instruction in communication skills. Course stresses basic sentence and paragraph development, and emphasizes techniques for improving oral expression. Satisfactory completion will prepare the student for EN105.

SD116 Basic Skills in Mathematics I 3 credits

Enables students to develop skills in basic mathematics through small group lecture and supervised practice. Also covers properties of whole numbers, principles of integers (signed numbers) and an introduction to algebraic principles. Satisfactory completion of this course will prepare a student to take SD117 or MA103.

SD117+ Basic Skills in Mathematics II 3 credits

Enables students to develop skills in basic mathematics through small group lecture and supervised practice. Continues SD116 in basic algebra. Prerequisite: SD116 or placement test. Satisfactory completion of this

course will prepare a student to take SD118, MA105 and/or MA106..

SD118+ Basic Skills in Mathematics III *3 credits*

Enables students to gain a better understanding of negative and fractional exponents, nth roots, inequalities, absolute value and intervals, the quadratic formula, basic analytic geometry, functions and the applications of the above topics. Prerequisite: SD117 or placement test. Satisfactory completion of this course will prepare a student to take MA109..

XI: APPENDICES

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B.A., Trenton State College
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B.A., Trenton State College
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Ph.D., University of Illinois at Chicago
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B.S., Lock Haven State College
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B.S.N., University of Pennsylvania School of Nursing
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M.A., Santa Clara University
M.A., Institute of Transpersonal Psychology
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