

# UNDERGRADUATE CATALOG 2019–2020



**GEORGIAN COURT UNIVERSITY**

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THE MERCY UNIVERSITY OF NEW JERSEY

# ACADEMIC CALENDAR

## Fall 2019 Semester

Classes begin (Main and 7.5wk1 Session)	Monday, August 26 Saturday M.B.A 7.5wk1.: 9/7, 9/14, 9/21, 9/28, 10/5, 10/12, 10/19
Convocation	Thursday, August 29
Labor Day Holiday Break (no classes)	Monday, September 2
Mercy Day Mass	Tuesday, September 24
Columbus Day Holiday Break (no classes)	Monday, October 14–Tuesday, October 15
7.5wk1 Session Ends	Monday, October 21
7.5wk2 Session Begins	Tuesday, October 22 Saturday M.B.A. 7.5wk2: 10/26, 11/2, 11/9, 11/16, 11/23, 12/7, 12/14
Thanksgiving Holiday Break (no classes)	Wednesday, November 27–Sunday, December 1
Study Day (no classes)	Tuesday, December 10
Final Assessments (Main and 7.5wk2 Session)	Wednesday, December 11–Tuesday, December 17
(Snow Date for Final Assessments)	Wednesday, December 18

## Winter 2020 Session

Classes Meet	12/18–12/20, 1/2–1/3, 1/6–1/10, 1/13–1/17
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## Spring 2020 Semester

Classes begin (Main and 7.5wk1 Session)	Tuesday, January 21 Saturday M.B.A. 7.5wk1: 1/25, 2/1, 2/8, 2/15, 2/22, 2/29, 3/14
Mass of the Holy Spirit	Tuesday, February 11
Spring Break (no classes)	Sunday, March 1–Saturday, March 7
7.5wk1 Session Ends	Monday, March 16
7.5wk2 Session Begins	Tuesday, March 17 Saturday M.B.A. 7.5wk2: 3/21, 3/28, 4/4, 4/18, 4/25, 5/2, 5/9
Critical Concerns Week	Monday, March 23–Thursday, March 26
Easter Break (no classes)	Thursday, April 9–Monday, April 13
Follow Monday Class Schedule	Wednesday, April 15
Faculty Development Day/Study Day (no classes)	Tuesday, May 5
Final Assessments (Main and 7.5wk2 Session)	Monday, May 11–Friday, May 15
Baccalaureate Mass, Commencement Ceremony & Reception	Wednesday, May 20

## Summer 2020

Summer 1–6 Week	Tuesday, May 26–Saturday, July 4; Holiday: Saturday, July 4 Saturday M.B.A.: 5/30, 6/6, 6/13, 6/20, 6/27
Summer 1–7 Week	Tuesday, May 19–Saturday, July 4; Holiday: Saturday, July 4
Summer 1–12 Week	Tuesday, May 26–Saturday, August 15; Holiday: Saturday, July 4
Summer 2–6 Week	Monday, July 6–Saturday, August 15 Saturday M.B.A.: 7/11, 7/18, 7/25, 8/1, 8/8, 8/15
Summer 2–7 Week	Monday, July 6–Saturday, August 22

Catalog dates were accurate as of the time of printing. Please verify academic calendar dates by accessing the online academic calendar published under the Academics menu at [georgian.edu](http://georgian.edu).

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# CONTENTS

Academic Calendar

## I: GENERAL INFORMATION . . . . . 1

Mission Statement . . . . .	1
Our Core Values. . . . .	1
Statement on our Special Concern for Women. . . . .	1
Notice of Nondiscrimination Policy. . . . .	2
Undergraduate Study at Georgian Court University. . . . .	2
History . . . . .	2
Historic Highlights. . . . .	3
Accreditations & Memberships . . . . .	6
The Campus . . . . .	7

## II: ADMISSION . . . . . 9

Classification of Undergraduate Students. . . . .	9
Admission of Undergraduate Students for Matriculation . . . . .	9
Secondary School Preparation. . . . .	9
Secondary School Preparation for Nursing Applicants. . . . .	9
Admission Procedures for First-Year Students . . . . .	10
Admission of Adult Students. . . . .	15
Admission Requirements for International Students on F-1 Student Visas . . . . .	15
PACT (Performance Assistance Through Coaching & Tutoring) . . . . .	16
Admission of Transfer Students. . . . .	16
Admission of Students Participating in Dual Degree/ Joint Admission & Program-to-Program Agreements with Community Colleges. . . . .	24
Programs at Brookdale Community College's Hazlet Center. . . . .	25
Programs at Cumberland County College's Vineland Campus. . . . .	25
Programs Offered Online Only . . . . .	26
Admission for a Second Baccalaureate Degree . . . . .	26
Admission of Registered Nurses . . . . .	26
Deferral of Enrollment . . . . .	26
Readmission of Students. . . . .	26
Admission of Nonmatriculating (Nondegree, Noncertificate, Noncertification) Students . . . . .	27
Step Ahead for High School Students. . . . .	28
Nondisclosure . . . . .	28
Notice. . . . .	28

## III: ACADEMIC PROGRAMS . . . . . 29

Undergraduate Student Learning Goals . . . . .	29
Bridge General Education Program: Vision Statement. . . . .	30
Bridge General Education Goals & Learning Outcomes . . . . .	30
Bridge General Education Program: Requirements. . . . .	30
Bridge General Education Program: Categories & Courses . . . . .	31

Writing Requirement . . . . .	34
Writing Program . . . . .	34
Majors, Minors, Concentrations, Certificates & Other Programs . . . . .	35
The University Honors Program . . . . .	39
Preparation for Careers in Engineering, Law, Medicine, Pharmacy & Physical Therapy . . . . .	41
Graduate School at Monmouth University Through GCU–Monmouth University Partnership . . . . .	44

## IV: ACADEMIC POLICIES & PROCEDURES 45

Applicability of Course Policies . . . . .	45
Nondisclosure . . . . .	45
Academic Year. . . . .	45
Academic Advisement . . . . .	45
Course Load . . . . .	45
Class Status . . . . .	45
Holds . . . . .	45
Grading System . . . . .	45
Audit. . . . .	46
Incomplete Work. . . . .	46
Repeating a Course . . . . .	46
Grade Posting . . . . .	46
Grade Appeals. . . . .	46
Dean's List & President's List. . . . .	47
Fall Convocation . . . . .	47
Honors at Graduation. . . . .	48
Graduation Requirements. . . . .	48
Request for Transcript . . . . .	49
Class Attendance . . . . .	49
Course Final Assessment. . . . .	49
Cancellation of Classes . . . . .	49
Students Taking Courses at an Enrollment Location Other than Their Own. . . . .	50
Online, Hybrid & VTC Courses . . . . .	50
Credit-Hour Assignments for Courses . . . . .	50
Transfer of Credit . . . . .	51
Articulation Agreements. . . . .	51
Credit by Testing . . . . .	51
Policy for Credit for Prior Learning for Undergraduate Coursework . . . . .	52
Independent Studies. . . . .	52
Study Abroad . . . . .	52
Academic Early Warning System . . . . .	52
Add/Drop Policy. . . . .	53
Course Withdrawal Policy. . . . .	53
Withdrawal from the University. . . . .	53
Leave of Absence . . . . .	54
Academic Progress . . . . .	54

Academic Probation & Dismissal . . . . .	54
Academic Honesty . . . . .	55
Procedures for Dealing with Academic Dishonesty . . . .	55
Procedures for Student Grievances or Complaints. . . .	56
Access to Records . . . . .	57
Solomon Amendment . . . . .	58

## **V: FINANCIAL INFORMATION . . . . . 59**

Tuition and Fees: 2019–2020 . . . . .	59
Manner of Payment . . . . .	59
Refund Policy . . . . .	60
International Student Policy & Procedures. . . . .	60
International Student Addendum . . . . .	61
Financial Aid Information. . . . .	61
Types of Financial Aid . . . . .	62
Verification Policy . . . . .	63
Returning Students & Renewal Awards . . . . .	63
Federal Title IV Refund Policy. . . . .	63
Military (Tuition Assistance [TA]) Refund Policy. . . .	64
Military (Tuition Assistance [TA]) Return of Unearned TA to the Government Policy . . . . .	64
Federal Financial Aid Programs. . . . .	64
New Jersey State Grant Programs . . . . .	66
Satisfactory Academic Progress Policy . . . . .	67
Remedial Coursework . . . . .	68
Maximum Time Frame . . . . .	69
Appeal Process. . . . .	69
Adjustment of Financial Aid . . . . .	69
Student Responsibilities . . . . .	70
Scholarships & Awards. . . . .	70

## **VI: CAMPUS LIFE . . . . . 75**

Academic Development & Support Center . . . . .	75
Athletic & Recreation Program . . . . .	78
Campus Ministry . . . . .	79
Career Services . . . . .	79
Commuting. . . . .	79
Counseling Center. . . . .	79
Dean of Students . . . . .	80
Global Education Programs . . . . .	80
Health Services . . . . .	80
Math Lounge. . . . .	81
Residence Life . . . . .	81
Student Activities . . . . .	82
Student Organizations . . . . .	82
Student Success . . . . .	83
TRIO–Student Support Services. . . . .	84

## **VII: SCHOOL OF ARTS & SCIENCES . . . . . 85**

Applied Arts & Sciences . . . . .	86
Art & Visual Studies . . . . .	82
Biology . . . . .	89
Chemistry & Biochemistry . . . . .	97
Criminal Justice . . . . .	101
Dance . . . . .	106
English . . . . .	109
Exercise Science, Wellness & Sports. . . . .	117
Health Profession Studies & Health Sciences . . . . .	121
History & Politics. . . . .	123
Integrative Health . . . . .	127
Interdisciplinary Studies . . . . .	128
Interdisciplinary Courses & Earth Sciences Courses . .	129
Mathematics & Computer Information Systems. . . .	131
Music Courses. . . . .	135
Natural Sciences . . . . .	136
Nursing. . . . .	139
Philosophy . . . . .	145
Physical Education. . . . .	147
Physics . . . . .	148
Psychology & Counseling. . . . .	149
Religious Studies . . . . .	155
Social Work. . . . .	158
Sociology & Anthropology . . . . .	163
World Languages & Cultures . . . . .	191

## **VIII: SCHOOL OF BUSINESS & DIGITAL MEDIA. . . . . 171**

Business Administration . . . . .	171
Communication, Graphic Design & Multimedia . . . .	183
Health Information Management . . . . .	185

## **IX: SCHOOL OF EDUCATION . . . . . 192**

## **X: INTERDISCIPLINARY MINORS. . . . . 211**

## **XI: SKILLS DEVELOPMENT PROGRAM . . 214**

## **XII: DIRECTORIES . . . . . 215**

Administration. . . . .	215
Librarians & Teaching Faculty . . . . .	215
Emeritus Faculty . . . . .	220
Associate Faculty in Medical Technology Program . .	222
Athletics Staff. . . . .	222
Special Programs Staff. . . . .	222

# I: GENERAL INFORMATION

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## 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.
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## 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.

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## 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.

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## NOTICE OF NONDISCRIMINATION POLICY

Georgian Court University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by university policy or by state or federal authorities. It is the policy of the university to maintain an academic and work environment free of discrimination, including harassment. It is a violation of this policy to discriminate if the basis of that discriminatory treatment is, in whole or in part, the person's race, creed, religion, color, national origin, nationality, ancestry, age, gender (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, mental or physical disability, military service or veteran status, or any other basis that is protected under applicable law.

Further, the university is committed to creating an environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment in which people are treated with dignity, decency, and respect. Acts of intolerance violate the principles upon which Georgian Court is built and serve to destroy the fabric of the society we share. Such actions not only do untold and unjust harm to the dignity, safety, and well-being of those who experience this pernicious kind of discrimination but also threaten the reputation of the university and impede the realization of the university's educational mission.

Georgian Court University encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of the university to promptly and thoroughly investigate such reports. Retaliation against any individual who reports discrimination or harassment or who participates in an investigation of such reports is prohibited. Inquiries concerning this policy may be directed to the Office of Human Resources, Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ 08701-2697.

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## UNDERGRADUATE STUDY AT GEORGIAN COURT UNIVERSITY

Georgian Court, the only Catholic university serving Central and Southern New Jersey, offers more than 30 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 students who commute, live on campus, or take courses online, GCU offers a comprehensive liberal arts education in the Roman Catholic tradition. The emphasis is on building strong 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 programs encompass undergraduate, graduate and certificate programs offered with flexible and convenient scheduling—on campus, online, and through accelerated and hybrid courses. Undergraduate programs are available at the main campus in Lakewood and select courses of study are offered through GCU@Hazlet and GCU@Cumberland.

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 732-987-2700. Visit GCU at [georgian.edu](http://georgian.edu) or write to Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ, 08701-2697.

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## 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 continued 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 go fully co-ed. This historic move expanded GCU's Mercy education to a more diverse audience and resulted in a Fall 2013 class of 275 entering freshmen.

In 2015, the university transitioned to a new era following the retirement of President Jeffries. The GCU Board of Trustees named Joseph R. Marbach, Ph.D., as her successor, making Dr. Marbach the first man and first layperson to permanently lead GCU as president. He was inaugurated in October 2015 during a week of events and activities reflecting the theme, "Transformation through Catholic Education."

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.

## 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 building "outside the gates"
- 1931 Kingscote acquired
- 1940 Kearney House added, first called the Campus Club, then the Music Center; known now as Lake House
- 1951 Farley Memorial Library constructed to house The Court's growing scholarly collection
- 1961 State of New Jersey approved Georgian Court's teacher education program
- 1961 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 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	2012	Approval of B.A. in Digital Design and B.F.A. in Graphic Design and Multimedia; launch of GCU's 100% online master's program in Holistic Health Studies
1993	Completion of new library and student lounge complex	2013	GCU becomes fully coeducational, opening all classes and student life programs to men, and adds men's track and field (indoor and outdoor), basketball, and soccer
1993	Approval of Master of Arts in Counseling Psychology and school psychologist certification		The GCU-Meridian Health School of Nursing is accredited by the Commission on Collegiate Nursing Education.
1995	Approval of Master of Business Administration		Entering freshman class totals 275 students, outpacing 2009 record of 253 freshmen
1997	Approval of Master of Arts in Theology		The university secures \$8.4 million in state bond funding to upgrade and renovate campus buildings and classrooms
1999	The library named in honor of Sister Mary Joseph Cunningham, former treasurer of the college		
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	2014	GCU-Brookdale Community College Guaranteed Admissions Initiative is announced The International Collaboration Center opens in Farley Center, allowing GCU to conduct asynchronous lectures, projects, and presentations worldwide
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		Faculty and students visit 29 countries through GCU's growing global education program After 14 years as president, Sister Rosemary E. Jeffries announces plans to step down at the end of the 2014–2015 academic year
2006	Completion of expansion of the Court Café	2015	GCU renames the Arts and Science Center, GCU's largest academic building, Jeffries Hall, in honor of President Emerita Rosemary E. Jeffries A new minor in social media marketing begins, and a new postbaccalaureate online certificate in Mercy spirituality is approved for launch
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		GCU wins a Governor's Environmental Excellence Award, recognizing its environmental, academic, and community efforts GCU Lions add men's lacrosse, with competition beginning in 2016
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		<i>Money</i> magazine names GCU among its Best Colleges for Your Money and <i>Washington Monthly</i> magazine adds GCU graduate programs to its list of Best Bangs for the Buck
2011	Launch of M.S. in Homeland Security (now M.A. in Criminal Justice and Human Rights), M.A. in Applied Behavior Analysis, and B.A. in Latino/a and Business Studies (now B.A. in Latino Business Studies)		The GCU Board of Trustees announces Joseph R. Marbach, Ph.D., as GCU's next president, beginning July 1

2016 The GCU School of Business and Digital Media changes its name to reflect new marketplace emphasis on digital technology

The university's new Applied Behavior Analysis Clinic, an outgrowth of the ABA graduate psychology program, launches and offers services to the general public

GCU partners with the K–12 Alliance (KTA) on select graduate education programs, positioning GCU for growth at off-site locations in Monmouth, Union, Essex, and Ocean counties.

GCU is named in the top 10 percent of *The Economist's* value-added college rankings given higher-than-expected median earnings of \$45,700 for GCU graduates in the first decade after college

GCU strengthens its ties to Catholic education by launching the Catholic Schools Initiative; the effort includes additional scholarship funding and book awards for area Catholic high school students

GCU's partnership with Brookdale Community College is expanded, giving students the option of earning undergraduate English, education, and psychology degrees from GCU@Hazlet

Approval of new business majors in finance, management, and marketing

2017 GCU graduates its first fully coeducational undergraduate class with nearly 400 students

The U.S. Department of Education awards \$1.99 million to GCU for "Chart the Course" to improve retention and graduation rates

The university's Catholic partnerships rapidly expand to include Trenton Catholic Academy, Holy Spirit High School, Union Catholic, Donovan Catholic, St. John Vianney, Immaculate Conception, and others

GCU@Hazlet adds business and interdisciplinary studies programs. GCU enters an agreement with Cumberland County College to offer the Bachelor of Social Work (B.S.W.) through GCU@Cumberland

2018 GCU expands its partnerships with schools such as Raritan Valley Community College (RVCC), Middlesex County College, Immaculata High School (Somerville), and Cathedral High School (Manhattan)

GCU is the Greater Toms River Chamber of Commerce's Nonprofit Partner of the Year

GCU@Hazlet announces an R.N. to B.S.N. program, a B.S.W. program for aspiring social workers, and an M.B.A. program

Approval of B.S. in Health Sciences and B.A. in Health Profession Studies

GCU is one of 100 colleges named to Phi Theta Kappa's 2018 Transfer Honor Roll, and is recognized by Abound as one of the nation's top colleges for adult learners

At #39, GCU is in the top 15 percent of regional college and university rankings in *Washington Monthly's* Best Bang for the Buck Colleges, which focuses on institutions that improve social mobility among students

GCU student-athletes take first place among all NCAA Division II teams nationwide in Helper Helper community service competition

Faculty, students, and staff invest 120,704 hours in volunteer activities

2019 Launch of *The Strategic Compass . . . for an Even Better Tomorrow* with four focal points: academic excellence, the student experience, revenue generation and diversification, and operational efficiency

Approval of Psy.D. in School Psychology, the university's first doctoral degree

Approval of M.A. in Higher Education and Student Affairs Administration

His Royal Highness The Prince Edward, Earl of Wessex, plays the historic game of court tennis at GCU. The visit, promoting the Duke of Edinburgh's leadership program for young adults, generates \$4.8 million in media coverage

The Middle States Commission on Higher Education makes its re-accreditation visit, following GCU's comprehensive self-study

Approval of five new undergraduate student learning goals, based on GCU's Bridge General Education program

Launch of Apollo Fountain restoration project with two gifts of \$50,000 each; full plan is created to repair and upgrade the iconic fountain

First students graduate from GCU@Cumberland's B.S.W. program

The GCU Lions rake in five championships for women's lacrosse, women's outdoor track and field, softball, men's lacrosse, and men's outdoor track and field

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## ACCREDITATIONS & 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 Office of the Secretary of 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 Accreditations & Approvals**

#### *Clinical Mental Health Counseling Program*

Accredited by: Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314. The CACREP is a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

#### *Counseling Center*

Accredited by: International Association of Counseling Services, Inc., 101 S. Whiting Street, Suite 211, Alexandria, VA 22304

#### *Nursing Program*

Accredited by: Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036. The CCNE is a specialized accrediting agency recognized by the U.S. Secretary of Education. Also accredited by: New Jersey Board of Nursing, P.O. Box 45010, Newark, NJ 07101

#### *School of Business & Digital Media*

*Business Administration, Finance, Management, Marketing, and M.B.A. programs*

Accredited by: Accreditation Council for Business Schools & Programs, 11520 West 119<sup>th</sup> Street, Overland Park, KS 66213. The ACBSP is a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

#### *School of Education Teacher Education and Administration and Leadership Programs*

Accredited by: Teacher Education Accreditation Council (TEAC), One Dupont Circle, Suite 320, Washington, DC 20036-0110

#### *School Psychology Program*

Approved by: National Association of School Program Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814

#### *Sister Mary Grace Burns Arboretum*

Accredited by: ArbNet Arboretum Accreditation Program, c/o The Morton Arboretum, 4100 Illinois Route 53, Lisle, IL 60532

#### *Social Work Program*

Accredited by: Council on Social Work Education Commission on Accreditation, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3457. The CSWE is a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

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 Office of the Secretary of Higher Education, the office of the appropriate school dean for programs in the School of Business and Digital Media and the School of Education, and the department chair or program directors for other programs. Attempts to resolve complaints regarding GCU should always occur first using processes internal to GCU (see [georgian.edu/heoa](http://georgian.edu/heoa) for links to specific processes). Complaints that cannot be resolved by following those processes can be filed by contacting the appropriate 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 [georgian.edu/heoa](http://georgian.edu/heoa).

### **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 includes colleges and universities serving over 35,000 students in 11 states ([mercyhighered.org](http://mercyhighered.org)). Members include:

Carlow University, Pittsburgh, PA  
College of Saint Mary, Omaha, NE  
Georgian Court University, Lakewood, NJ  
Gwynedd Mercy University, Gwynedd Valley, PA  
Maria College, Albany, NY  
Mercyhurst University, Erie, PA  
Misericordia University, Dallas, PA  
Mount Aloysius College, Cresson, PA  
Mount Mercy University, Cedar Rapids, IA  
Saint Joseph's College of Maine, Standish, ME  
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

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## THE CAMPUS

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 home to the Sister Mary Grace Burns Arboretum and is a National Historic Landmark with 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.

Located just south of Maria Hall is a touch of the Orient: The **Japanese Garden**. This garden features traditional stone lanterns, a 1910 teahouse, several footbridges, a variety of 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 ceremonies, receptions, and other events.

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

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, a computer lab, classrooms, GCU's Applied Behavior Analysis Clinic, and GCU's 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 over 160,000 books, other print materials, more than 780 serial subscriptions, and over one-half million microforms. This modern 44,000-square-foot building provides computer labs, an audiovisual preview room, a multimedia studio, 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, maps, elementary and secondary curriculum materials, courtesy borrowing cards, and the Georgian Court University archives. Access to collections is through the OCLC WorldShare Management Services 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 building also houses the Writing Center, the Office of Career Services, and the Academic Development and Support Center.

**Jeffries Hall** 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 Jeffries Hall 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 Digital Media and the Department of Psychology and Counseling. Farley Center features the International Collaboration Center, which is ideal for meetings, teleconferences, and global presentations.

Other buildings on the campus proper include **Mercedes Hall**, home to several classrooms, and **Mercy Center**, which houses the Office of Student Accounts and the Office of the Registrar.

### 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 students in the Honors Program and visiting faculty.

At the north end of the Raymond Hall Complex is the **McAuley Heritage Center**, formerly the 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. Also, special Masses are sometimes held in **St. Stephen's Chapel** inside the Mansion.

### The Athletic Complex

The **Wellness Center** complex includes an arena, two softball fields, two soccer fields, tennis courts, an eight-lane track surrounding a new lacrosse field, professional-quality dance studios, an exercise science lab, fitness facilities, a garden featuring over 60 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 men's and women's 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. GCU's turf field was constructed in 2015. The project included a 103,917-square-foot conversion of the university's longtime grass field for soccer and lacrosse.

### 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. The Mercy Garden, a community vegetable garden maintained by GCU, is adjacent to Saint Catherine Hall.

**Mercy Hall** is home to members of the University Honors Program. The coed residence, where each room includes a private bath, houses approximately 50 students who can take advantage of a spacious first-floor common area. Mercy Hall connects to the Dorothy Marron University Community Chapel.

### Dining Facilities

The **Dining Hall**, where students, faculty, and staff can gather for a meal, is located in the Raymond Hall Complex, and the **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 Office of Institutional Advancement and the Office of Marketing and Communications. **Hamilton Hall**, located behind Kingscote on Seventh Street, houses classrooms, offices, and the Georgian Court–Hackensack 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 enrollment offices, including the Office of Undergraduate Admissions and the Office of Graduate and Professional Studies (GPS).

The other buildings on Lakewood Avenue include the former **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 that some programs only offer courses during the daytime.

GCU acknowledges that each prospective student is an individual. The university takes a holistic approach to applications for admission. Applications for undergraduate students are accepted on a rolling basis.

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### CLASSIFICATION OF UNDERGRADUATE STUDENTS

**First time in college students** are those who are traditional first-year students, earned college credits in high school, or earned an associate degree while in high school. As such, all students in these categories will be required to complete GEN101 and GEN199.

**Transfer students** are those who accumulated 24 or more transferable credits after high school completion and before matriculating to GCU. Students who have not accumulated 24 transferable credits after completing high school and before matriculating to GCU will be considered first-year (first time in college) 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.

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### ADMISSION OF UNDERGRADUATE STUDENTS FOR MATRICULATION

The Admissions Oversight Committee (AOC), or its designee, determines an applicant's qualifications by considering the secondary school record in addition to SAT and/or ACT test scores. An application essay, letter(s) of recommendation, or resume are encouraged but not required for initial application review. These

supplementary items may be requested by the AOC if an extended review is deemed necessary.

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### 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)

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### 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 1100 (with critical reading score equal to at least 550 and a math score of at least 550), or ACT composite score of 22.

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.

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## ADMISSION PROCEDURES FOR FIRST-YEAR STUDENTS

Visit [georgian.edu/apply](http://georgian.edu/apply) to apply. Georgian Court accepts applications on a rolling basis; applicants are considered for admission as soon as their application files are completed.

1. All applicants are required to submit a nonrefundable application fee of \$40 to the Office of Admissions. GCU does accept the College Board Application Fee Waiver Form (available from school counselors).
2. Official transcripts from secondary and post-secondary institutions must be submitted directly to the Office of Admissions. Transcripts from home-schools should be self-certified for submission.
3. Test score reports (ACT or SAT) must be submitted through official channels directly to the Office of Admissions. The College Board code number for Georgian Court is 2274 and the ACT code number is 2562.
4. An interview with the Office of Admissions staff may be required to complete the application process. Determination of this interview will take place once all required documents are received by the Office of Admissions, which will notify the student if an interview is necessary.
5. A student who receives an offer of admission must signify acceptance by sending a \$250 nonrefundable deposit. The deposit priority deadline is May 1 for the fall semester and January 1 for the spring semester. Residence facilities are available for full-time matriculating students. Payment of the deposit will begin the enrollment procedures.
6. 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 the Office of 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:
  - **MMR (Measles/Mumps/Rubella):** Two doses. First dose given after 1968 and on or after 12 months of age; second dose separated at least 28 days from first dose. Documentation of immunity (copy of lab report) is also acceptable.

- **Hepatitis B:** All students enrolling with 12 or more credits. Three doses of vaccine, or two doses of adult vaccine in adolescents 11–15 years of age. Documentation of immunity (copy of lab report) is also acceptable.
- **Meningococcal Tetravalent:** One dose. Required for resident students only. Booster dose required if given before 16<sup>th</sup> birthday. Meningococcal Meningitis Vaccine must include groups A,C,Y,W-135.
- **Tuberculosis Screening:** A negative PPD/Mantoux, Quantiferon Gold TB Test or Negative Chest X-ray is required for students living on campus and all international students within six months prior to entering school or moving into campus housing.

### 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 ACT Residual Testing

Georgian Court is an official Residual Testing Center for the ACT. Students who cannot test on a national testing date, have the ability to take the ACT test on the GCU campus. The test taken on the GCU campus is only valid for admission to GCU and scores are not released in official form to the student. Candidates should make inquiry for ACT Residual Testing to the Office of Admissions at 732-987-2700 or by e-mail at [admissions@georgian.edu](mailto:admissions@georgian.edu).

## 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 collegeboard.com. Refer to Table II-A for credit awarded for each test.

**TABLE II-A: ADVANCED PLACEMENT CREDITS & GCU EQUIVALENTS**

Examination	Material Covered	Credit	GenEd	Major	Elective	Equiv. Course(s)
Research	One Semester	3			X	
Seminar	One Semester	3			X	
Art History	Full Year	6	VisPerfArts	X	X	AR118–119
Studio Art Drawing	One Portfolio	6	VisPerfArts	X	X	AR111–201
Studio Art 2D Design	One Portfolio	6	VisPerfArts	X	X	AR113–427
Studio Art 3D Design	One Portfolio	6		X	X	
Biology	Full Year	8	NatSci	X	X	BI111
Calculus AB	Full Year	4	Quant. Analysis	X	X	MA115
Calculus BC	Full Year	8	Quant. Analysis	X	X	MA115–116
Chemistry	Full Year	4			X	CH111
Chinese Lang&Culture	Full Year	6	Modern Language		X	
Computer Science A	One Semester	3			X	CS123
Computer Science Prin	One Semester	3			X	
English Lang&Comp	Full Year	6	Academic Writing		X	EN111–112
English Lit&Comp	Full Year	6	Academic Writing		X	EN111–112
Environmental Science	One Semester	4	NatSci		X	BI109
French Lang&Culture	Full Year	6	Modern Language		X	Grade of 3: FR101, 102; Grade of 4: FR102, 201; Grade of 5: FR201, 202
German Lang&Culture	Full Year	6	Modern Language		X	Grade of 3: 6 cr of elementary; Grade of 4: 3 cr of elementary and 3 cr of intermediate; Grade of 5: 6 cr of intermediate
Govt./Politics: Comparative	One Semester	3	Social Science		X	
Govt./Politics: United States	One Semester	3	Social Science		X	PO211
History: European	Full Year	6			X	
History: United States	Full Year	6	History	X	X	HST110-111
History: World	Full Year	6	History	X	X	HST120-121
Human Geography	One Semester	3	Social Science		X	GO285

Examination	Material Covered	Credit	GenEd	Major	Elective	Equiv. Course(s)
Italian Lang&Culture	Full Year	6	Modern Language		X	Grade of 3: ITA101, 102; Grade of 4: ITA102, 201; Grade of 5: ITA201, 202
Japanese Lang&Culture	Full Year	6	Modern Language		X	Grade of 3: 6 cr of elementary; Grade of 4: 3 cr of elementary and 3 cr of intermediate; Grade of 5: 6 cr of intermediate
Latin	Full Year	6	Modern Language		X	Grade of 3: 6 cr of elementary; Grade of 4: 3 cr of elementary and 3 cr of intermediate; Grade of 5: 6 cr of intermediate
Macroeconomics	One Semester	3	Social Science		X	EC181
Microeconomics	One Semester	3	Social Science		X	EC182
Music Theory	Full Year	6			X	
Physics I	Full Year	4	NatSci			PH111
Physics II	Full Year	4	NatSci			PH112
Physics C: Mechanics	One Semester	4	NatSci		X	PH121
Physics C: Electricity & Magnetism	One Semester	4	NatSci	X	X	PH122
Psychology	One Semester	3	Social Science	X	X	PS111
Spanish Language & Culture	Full Year	6	Modern Language	X	X	Grade of 3: Sp105, 106; Grade of 4: SP106, 205; Grade of 5: SP205, 206
Spanish Literature & Culture	Full Year	6	Modern Language	X	X	SP221–222
Statistics	One Semester	3	Quant Analysis		X	MA103

### International Baccalaureate Program & Credit

GCU offers up to 30 credits (sophomore equivalent standing) to all incoming students who have received an International Baccalaureate Program Diploma with a score of 30 or better, with no individual standard level exam scores lower than 5 and/or no higher level exam scores lower than 4. Refer to this table for credit awarded for each exam.

**TABLE II-B: INTERNATIONAL BACCALAUREATE CREDITS & GCU EQUIVALENTS**

IB Subject Area	Course Title	IB Level	Minimum Score	Credits	Major	General Education	Elective	Equivalent Course
Language and Literature	Language A: Literature	Standard	5	0				
	Language A: Literature	Higher	4	3			X	
	Language A: Language & Literature	Standard	5	0				
	Language A: Language & Literature	Higher	4	3			X	
	Literature and Performance	Standard	5	3			X	Upon review of syllabus
Language Acquisition	Classical Languages	Standard	5	3		Modern Language	X	
	Classical Languages	Higher	4	3		Modern Language	X	
	Language B	Standard	5	3	X		X	SP211
	Language B	Higher	4	3	X		X	SP301
	Language ab initio	Standard	5	3	X	Modern Language	X	SP205 or ITA201 or FR201
Individuals and Societies	Business Management	Standard	5	3	X		X	BU213
	Business Management	Higher	4	6	X		X	BU213 & Business Elective
	Economics	Standard	5	3		Social Science	X	EC180
	Economics	Higher	4	6	X	Social Science	X	EC181 & EC182
	Geography	Standard	5	3		Social Science	X	GO281 or GO285
	Geography	Higher	4	3		Social Science	X	GO281 or GO285
	History	Standard	5	3	X	History	X	Route 1: HST120 & HST121 Route 2: HST121
	History	Higher	4	3	X	History	X	Route 1: HST120 & HST121 Route 2: HST121
	Info Tech in a Global Society	Standard	5	3			X	
	Info Tech in a Global Society	Higher	4	3			X	
	Philosophy	Standard	5	3			X	
	Philosophy	Higher	4	3			X	

IB Subject Area	Course Title	IB Level	Minimum Score	Credits	Major	General Education	Elective	Equivalent Course
	Psychology	Standard	5	3	X		X	
	Psychology	Higher	4	3	X		X	
	Social & Cultural Anthro	Standard	5	3		Social Science	X	AN112
	Social & Cultural Anthro	Higher	4	3		Social Science	X	AN112
	World Religions	Standard	5	3			X	
Sciences	Biology	Standard	5	8	X	Nat Sci w/Lab	X	BI111 & BI120
	Biology	Higher	4	8	X	Nat Sci w/Lab	X	BI120 & BI121
	Chemistry	Standard	5	8			X	CH111 & CH112
	Chemistry	Higher	4	8			X	CH113 & CH114
	Computer Science	Standard	5	3			X	
	Computer Science	Higher	4	3			X	
	Design Technology	Standard	5	3			X	
	Design Technology	Higher	4	3			X	
	Environmental Sys & Soc	Standard	5	4	X	Nat Sci w/Lab	X	BI109
	Physics	Standard	5	3			X	
	Physics	Higher	4	3			X	
	Sports, Exercise & Health Sci	Standard	5	3			X	
	Further Mathematics	Higher	4	3			X	
Mathematics	Mathematical Studies	Standard	5	3			X	
	Mathematics	Standard	5	3		Quantitative Analysis	X	MA109, MA110, or MA103
	Mathematics	Higher	4	3	X	Quantitative Analysis	X	MA209, MA210, MA321, or MA331
	Mathematics	Higher	4	3				
Arts	Dance	Standard	5	3			X	
	Dance	Higher	4	3			X	
	Film	Standard	5	3		VisPerfArts	X	
	Film	Higher	4	3		VisPerfArts	X	
	Music	Standard	5	3		VisPerfArts	X	MU109, MU214, or MU215
	Music	Higher	4	3		VisPerfArts	X	MU109, MU214, or MU215

IB Subject Area	Course Title	IB Level	Minimum Score	Credits	Major	General Education	Elective	Equivalent Course
	Theatre	Standard	5	3		VisPerfArts	X	
	Theatre	Higher	4	3		VisPerfArts	X	
	Visual Arts	Standard	5	3	X		X	
	Visual Arts	Higher	4	3	X		X	

## 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.

## ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS ON F-1 STUDENT VISAS

International students who need an I-20 form must present official documents by May 1 for the fall semester and October 1 for the spring semester. 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 or 79 or higher on the Internet-based test; OR International English Language Testing System (IELTS) Academic test score of 6 or higher. Test scores must be from tests taken within the last three years. The submission of a lower than minimum TOEFL score would be considered when accompanied by an SAT score above 1000 or an ACT score above 22.
2. Students who are native citizens of countries whose principal language is English are not required to provide evidence of English language proficiency. A waiver of the requirement to provide evidence of proficiency may be granted to students who present evidence of at least one year of high-school or higher-level education with English as the language of instruction, provided that the student's performance was the equivalent of a GPA of 2.5 or higher and the

English-language education was within the past three years. Students who are not required to provide evidence of English language proficiency must submit their official SAT or ACT scores.

3. 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 wes.org. WES does require a fee for translation. 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;
4. Georgian Court University Financial Support Documentation; and
5. Georgian Court University Student Health Form.
6. Upon acceptance to Georgian Court, students must submit a nonrefundable tuition deposit of USD \$250.00 before issuance of an I-20 form. Applicants must apply for full-time status (12 or more credits per semester).
7. Upon receipt of the I-20 form, students must pay the U.S. immigration SEVIS I-901 fee. For more information on this fee, please go to fmjfee.com. The student must then visit an embassy or consulate to obtain the visa and receive any additional information. Further information can be found at uscis.gov. International students may take only one course online per semester if in the United States on a student visa.

**Georgian Court University is authorized under federal law to enroll nonimmigrant students.**

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## PACT (PERFORMANCE ASSISTANCE THROUGH COACHING & TUTORING)

PACT is a mandatory program of support for first-year students, who are identified for PACT based on their academic credentials prior to entering Georgian Court. PACT is designed to improve students' transition to the university environment through support from their PACT coaches. Students are accepted into the PACT program based on application and supplemental data, such as high school GPA and SAT/ACT scores. Students accepted into PACT are accepted to Georgian Court University on the condition of participation in the PACT program for one academic year.

1. Students accepted under PACT must attend a PACT orientation during regular New Student Orientation. During this time, students will meet their PACT Coaches and schedule their weekly appointment times.
2. Students accepted under PACT have the following mandatory requirements of two hours per week for one academic year (August-May):
  - Students must attend one scheduled hour per week with a professional PACT coach.
  - Students must choose one hour each week from the following: (a) Writing Center, (b) supplemental instruction/peer tutoring, (c) Math Lounge, (d) TRIO–SSS counseling, or e) EOF counseling.
  - Students must attend supplemental workshops and events, as required.

Attendance at sessions will be tracked by PACT coaches, supplemental instruction coordinator, and directors of other support services. Reports of attendance will be sent to the Department of Athletics and Recreation for student-athletes in PACT.

3. Students with an overall GPA below 2.0 will be evaluated by the Academic Standards Committee at the end of each semester. Compliance with PACT contractual requirements will be one of the factors considered in probation and dismissal decisions.

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## ADMISSION OF TRANSFER STUDENTS

Students are welcome to transfer from both two-year and four-year regionally accredited institutions. Candidates for admission from regionally accredited two-year colleges are evaluated using the same criteria used for applicants from four-year institutions. All students must have a cumulative grade point average of 2.0 on a 4.0 scale from their former college(s).

To be considered a transfer student, one must have accumulated 24 or more transferable credits after high school completion and before matriculating to GCU. A student who has not accumulated 24 transferable credits after completing high school and before matriculating to GCU will be considered a first-year student and must follow the requirements outlined in the Admissions Procedures for First-Year Students.

**To receive a Georgian Court degree, a student is expected to complete a minimum of 30 credit hours at Georgian Court and General Education and major 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. A student may transfer a maximum of 90 credits of which no more than 75 may transfer from a regionally accredited two-year institution and no more than 48 credits may count as general electives based on the student's major at the time of enrollment. Credits are accepted from regionally accredited institutions. Credits from non-regionally 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.**

The Transfer of Credit policy in the Academic Policies and Procedures section of the catalog governs courses accepted in transfer. Equivalencies for courses taken at a New Jersey community college are listed at [njtransfer.org](http://njtransfer.org). Refer to Table II-C for General Education courses accepted in transfer.

For transfer students who earn an associate degree from a New Jersey community college with a cumulative G.P.A. of at least 2.0, Georgian Court's **Block Transfer Policy** applies:

1. Transcripts are evaluated such that the community college general education program credits will be transferred in full to satisfy a minimum of 45 (A.A.), 30 (A.S), 20 (other associate degree) credits of the GCU General Education Requirements.
2. Only courses in which a grade of C or higher has been achieved are eligible for transfer.
3. Courses transferred as part of the community college's general education program that have GCU General Education equivalents will be transferred as those equivalent courses. Other general education courses required by the community college will be transferred as General Education electives.
4. Fulfilling the GCU Writing Requirement: Block transfer students who have GCU transfer credit for the equivalent of EN111 and a second qualifying college composition course above the EN111 level at the time they enter GCU will fulfill the GCU Writing Requirement.

**The following policies apply to all transfer students, including those for whom the block transfer policy applies:**

1. Only courses in which a grade of C or higher has been achieved are eligible for transfer.
2. Common Intellectual Experience Courses: All GCU students must either transfer in or take courses in the following four categories:
  - 1) Religious Studies
  - 2) Women's and Gender Studies
  - 3) Ethics
  - 4) Capstone (GEN400)
3. All GCU students must earn a minimum of 42 credits in General Education and complete the experiential learning requirements. Students who have not earned a total of 42 credits in the general education area after completing the four common intellectual experience courses listed above must earn the remaining General Education credits by choosing courses that satisfy General Education categories for which the students did not transfer equivalent courses.
4. General Education courses required for the major program cannot be waived.
5. GCU accepts a total of 30 credits from all testing sources combined. Please read the full Credit by Testing policy in the Academic Policies and Procedures section of the catalog. Refer to Table II-D for CLEP exams accepted in transfer, and Table II-E for DSST (formerly DANTES) exams accepted in transfer. GCU awards up to 16 credits for NYU Language Proficiency Exams (credit is awarded for the 12-point exam and for the 16-point exam).
6. Students who transfer in 75 or more credits with a second qualifying college composition course above the EN111 level at the time they enter GCU will fulfill the GCU Writing Requirement. Students who transfer in 75 or more credits without a second qualifying college composition course above the EN111 level at the time they enter GCU must fulfill the Writing Intensive component of the GCU Writing Requirement or may petition by submitting a portfolio of their writing to the director of the writing program to determine whether or not the Writing Intensive component has been fulfilled.

**Admission Procedures for Transfer Students**

1. Transfer applications should be sent to the Office of Admissions with a nonrefundable \$40 application fee. Students are encouraged to apply

by 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 would have completed fewer than 24 college-level credits prior to matriculating into Georgian Court University must follow the requirements outlined in the Admissions Procedures for First-Year Students. Students with military experience and training should have an official copy of their Joint Services (military) transcript, showing ACE credit recommendations, sent to GCU. Students currently enrolled in courses elsewhere must have a transcript forwarded to the Office of 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 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.
4. All admitted students receive a Preliminary Progress Chart prepared by the Office of Admissions. This chart assists students and academic advisors with course selection. Transferable courses will be designated on the Progress Chart by the letter "T" and the grade earned. The Office of the Registrar reserves the right to make corrections/adjustments to the Progress Chart.
5. 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.
6. A student who receives an offer of admission must acknowledge acceptance by sending a \$250 nonrefundable deposit. The deposit priority deadline is May 1 for the fall semester and

January 1 for the spring semester. 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 advisor(s) or attend an admissions registration event 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 immunization from a physician or a copy of an official school or health department record is required as follows:

- **MMR (Measles/Mumps/Rubella):** Two doses. First dose given after 1968 and on or after 12 months of age; second dose separated at

least 28 days from first dose. Documentation of immunity (copy of lab report) is also acceptable.

- **Hepatitis B:** All students enrolling with 12 or more credits. Three doses of vaccine, or two doses of adult vaccine in adolescents 11–15 years of age. Documentation of immunity (copy of lab report) is also acceptable.
- **Meningococcal Tetravalent:** One dose. Required for resident students only. Booster dose required if given before 16<sup>th</sup> birthday. Meningococcal Meningitis Vaccine must include groups A,C,Y,W-135.
- **Tuberculosis Screening:** A negative PPD/Mantoux, Quantiferon Gold TB Test or Negative Chest X-ray is required for students living on campus and all international students within six months prior to entering school or moving into campus housing.

Note: Students born before 1957 and nonmatriculating students are exempt from these immunization requirements.

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

This table applies to transfer students entering GCU **without** a New Jersey community college associate degree.

Students who have earned a New Jersey community college associate degree should refer to information regarding "block transfer" in the Admission of Transfer Student section of the catalog or on the Admissions/Transfer Students web page at [georgian.edu/admissions/transfer](http://georgian.edu/admissions/transfer).

**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 General Education web page at [georgian.edu/academics/general-education](http://georgian.edu/academics/general-education) and in the GCU undergraduate catalog. Please refer to [njtransfer.org](http://njtransfer.org) for course equivalencies.

General Education Requirements	Transfer Equivalencies. Please consult the Recommended Transfer Programs section on <a href="http://njtransfer.org">njtransfer.org</a> for preferred courses.*
Academic Writing (3 credits) AND 4 writing intensive courses	3-credit non-remedial broad-based English composition course that <ul style="list-style-type: none"> <li>• (Primary) Focuses on academic writing and research</li> <li>• Assigns multiple writing tasks of progressive length and complexity totaling at least 18 to 20 pages</li> <li>• Requires revision of each graded writing assignment</li> <li>• Includes instruction in basic information literacy</li> </ul> Please see separate Writing Requirement catalog section for details on the Writing Requirement and writing intensive courses
Ethics (3 credits)	3-credit course that <ul style="list-style-type: none"> <li>• (Primary) Includes foundational or Philosophical or Christian Theological Ethics or a course that addresses the basic human question "How should I/we live?"</li> </ul>
History (3 credits)	3-credit course that <ul style="list-style-type: none"> <li>• (Primary) Is a 100-level, introductory or broad-based survey course in U.S. or world history</li> <li>• Incorporates primary documents</li> </ul>

<b>General Education Requirements</b>	<b>Transfer Equivalencies.</b> Please consult the Recommended Transfer Programs section on <a href="http://njtransfer.org">njtransfer.org</a> for preferred courses.*
Literature (3 credits)	3-credit course that <ul style="list-style-type: none"> <li>• (Primary) Is an introduction* to or survey* of literature open to students who meet pre- or corequisites</li> <li>• Must be taken with EN111 or equivalent as a pre- or corequisite</li> <li>• Includes literary texts that differ in form and style, as well as reflect diverse human experiences and perspectives. Course may also include other kinds of texts and materials that help to inform the analysis and interpretation of literature</li> </ul>
Natural Science (4 credits)	4-credit laboratory course that <ul style="list-style-type: none"> <li>• (Primary) Is broad based and is an introductory* course in the field for science majors or a survey course for non-science majors</li> <li>• (Primary) Is in the natural sciences (including but not limited to astronomy, biology, geology, chemistry, earth science, environmental science, integrated science, marine science, oceanography, and physics)</li> <li>• (Primary) Includes at least a two-hour lab in addition to the regular lecture section</li> <li>• Does not have a science course as a prerequisite, other than for a second semester sequence. Math prerequisites are allowable.</li> <li>• Includes the study/use of the scientific method and include discussion of critical thinking (which may include discussion of logical fallacies, development of science and technology in history, and philosophy of science)</li> </ul>
Philosophy (3 credits)	3-credit course that <ul style="list-style-type: none"> <li>• (Primary) Is broad based*, surveying philosophy in either its historical or traditional divisions</li> <li>• (Primary) Introduces students to the problems, methods and questions of the philosophical traditions</li> <li>• Requires reading and analysis of primary philosophical texts</li> </ul>
Quantitative Analysis (3–4 credits)	3- to 4-credit course that <ul style="list-style-type: none"> <li>• (Primary) Is a non-remedial broad-based mathematics, computer science and/or statistics course, that may be an introductory* course in the mathematical fields for science/math majors, or a survey* course for non-science/math majors</li> <li>• (Primary) Provides students with skills in mathematics, computer science, statistics, or formal logic that are needed to deal with quantitative information (Computer literacy courses will not fulfill requirement.)</li> <li>• Includes analyzing, interpreting and representing problem situations using numeric, graphic, algebraic, geometric, or computer-based models.</li> </ul>
Religious Studies (3 credits)	3-credit course that <ul style="list-style-type: none"> <li>• (Primary) Is an introductory* course in religious studies that covers significant aspects of the Christian tradition</li> </ul>
Shaping Lives (3 credits)	3-credit course that <ul style="list-style-type: none"> <li>• (Primary) Provides an introduction* to the field of women's studies</li> <li>• (Primary) Examines gender and its effects in social, political, personal, and religious life</li> <li>• Utilizes feminist pedagogy</li> </ul>
Social Sciences: 2 courses (6 credits) in different fields	3-credit courses that <ul style="list-style-type: none"> <li>• (Primary) Provide a broad introduction to a social science field</li> <li>• Demonstrate how social scientists gather and analyze data, whether qualitative or quantitative, to answer questions or make arguments</li> </ul>
Modern Language; Culture; Global Studies (3 credits)	3-credit course that <ul style="list-style-type: none"> <li>• (Primary) Is a 100- to 200-level non-English world language course that is taught primarily in the target language</li> <li>• Must include study of the target language's culture</li> </ul>

<b>General Education Requirements</b>	<b>Transfer Equivalencies.</b> Please consult the Recommended Transfer Programs section on njtransfer.org for preferred courses.*
Visual and Performing Arts (3 credits)	3-credit course that <ul style="list-style-type: none"> <li>• (Primary) Is a history of or survey of an art form or art forms OR</li> <li>• (Primary) Is an introductory level course in artistic performance/production</li> </ul>
Experiential Learning§	Equivalencies will be determined on an individual basis.
GEN101 First-Year Seminar (2 credits)	No equivalency, required for all first time in college students and transfer students with fewer than 12 credits
GEN199 Cornerstone Course (3 credits)	No equivalency, required for all transfers except those to whom the block transfer policy applies or those who enroll at GCU with 45 credits completed
GEN400 Capstone Course (3 credits)	No equivalency, required for all transfers

The "primary" designation in the table indicates the essential criteria that will be used by the Office of the Registrar to determine whether or not a transfer course can be used to fulfill a particular General Education category.

\*"Broad-based", "introductory" or "survey" course means a course that is general in nature, covering many topics, offering an overview of a broadly based field with more breadth than depth.

§ Experiential Learning: 1) GEN400, which includes a service learning project completed, and 2) a service learning project completed in a course other than GEN101, an internship/practicum/field placement, or an approved education abroad experience.

#### TABLE II-D: CREDIT FOR COLLEGE LEVEL EXAMINATION PROGRAM

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.

**Current Policy:** 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. GCU accepts a total of 30 credits from all testing sources combined. Please read full Credit by Testing policy in the Academic Policies and Procedures section of the catalog.

		Min. Score	Cr	Major	Gen Ed	Elective	Equiv. Course
GENERAL	Humanities	50	6		3 cr VisPerfArts	X	
	College Mathematics	50	6		Quant. Analysis	X	MA105 + MA106
	Natural Sciences*	50	6		NatSci w/Lab	X	
	Social Sciences & History	50	6		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	History	X	HST110
	History of U.S. II: 1865 to Present	50	3	X	History	X	HST111
	West. Civ. I: Ancient Near East to 1648	50	3			X	
	West. Civ. II: 1648 to Present	50	3			X	
	Intro to Education Psychology	50	3	X		X	PS225
	Introductory Psychology	50	3	X	SocSci	X	PS111
	Human Growth & Development	50	3	X	SocSci	X	PS221
	Introductory Sociology	50	3	X	SocSci	X	SO101

		Min. Score	Cr	Major	Gen Ed	Elective	Equiv. Course
FOREIGN LANGUAGE	French Language	50–58	6		Modern Language	X	FR101 + 102
	French Language	59	6		Modern Language	X	FR201 + 202
	German Language	50–59	6		Modern Language	X	Elementary
	German Language	60	6		Modern Language	X	Intermediate (6)
	Spanish Language	50–62	6		Modern Language	X	SP105 + 106
	Spanish Language	63	6	X	Modern Language	X	SP205 + 206
COMPOSITION & LITERATURE	American Literature <sup>#</sup>	50	3	X	Literature	X	
	Analyzing & Interpreting Literature	50	3	X		X	
	English Literature <sup>#</sup>	50	3	X	Literature	X	
	College Composition		0				
	College Composition Modular	50	3 or 6			X	
	A maximum of 6 CLEP credits is applicable to an English major. <sup>#</sup> 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		Quant. Analysis	X	MA110
	Calculus	50	3	X	Quant. Analysis	X	MA115
	College Algebra	50	3		Quant. Analysis	X	MA109
	Biology*	50	6	X	NatSci w/Lab	X	BI111
	Chemistry*	50	6		NatSci w/Lab	X	CH111 + CH112
BUSINESS	Info Systems & Computer Applications	50	3			X	
	Principles of Management	50	3	X		X	BU213/BU478/ BU503
	Fin. Accounting or Principles of Accounting	50	3	X		X	AC171
	Introductory Business Law	50	3	X		X	BU211
	Principles of Marketing	50	3	X		X	BU241/BU477/ BU502
	Principles of Macroeconomics	50	3	X	SocSci	X	EC181/EC476/ EC501**
	Principles of Microeconomics	50	3	X	SocSci	X	EC182/EC476/ EC501**
		<i>*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.</i>					

**TABLE II-E: CREDIT FOR DSST (FORMERLY DANTES) EXAMS** Subject standardized tests for which GCU will award credit.

**Current policy: GCU accepts a total of 30 DSST credits toward a degree. Once enrolled at GCU, a student must obtain the approval of the academic advisor and the registrar prior to taking DSST examinations.** Credit will be given only if credit has not already been awarded or earned for the related course content. GCU accepts a total of 30 credits from all testing sources combined. Please read full Credit by Testing policy in the Academic Policies and Procedures section of the catalog.

		Credits	Major	Gen Ed	Elective	Equiv. Course
<b>ART</b>	Art of the Western World	3	X	X	X	AR118
<b>ANTHROPOLOGY</b>	General Anthropology	3		SocSci	X	
<b>ETHICS</b>	Ethics in America	3			X	
	Ethics in Technology	3			X	
<b>HISTORY</b>	History of Vietnam War	3	X		X	HST331
	Civil War and Reconstruction	3	X		X	HST308
	Introduction to Geography	3		SocSci	X	GO281
	History of the Soviet Union	3	X		X	
<b>PSYCHOLOGY</b>	Lifespan Developmental Psych	3	X		X	PS227
	Fundamentals of Counseling	3	X		X	PS331
	Substance Abuse	3	X		X	
<b>CRIMINAL JUSTICE</b>	Intro. to Law Enforcement	3	X		X	
	Criminal Justice	3	X		X	
<b>CRIMINAL JUSTICE OR HOMELAND SECURITY</b>	Fundamentals of Cybersecurity	3	X		X	Can count as either an undergraduate criminal justice or homeland security elective course
<b>BUSINESS</b>	Business Ethics & Society	3			X	
	Principles of Supervision	3			X	
	Introduction to Business	3			X	BU114
	Personal Finance	3			X	
	Business Mathematics	3	X	Quant. Analysis	X	BU121
	Principles of Finance	3	X		X	BU335/BU479/BU506

		Credits	Major	Gen Ed	Elective	Equiv. Course
	Human Resource Management	3	X		X	BU411
	Organizational Behavior	3	X		X	BU317
	Money and Banking	3	X		X	EC482
	Management Information Systems	3	X		X	IS320
<b>PHYS ED/HEALTH</b>	Health and Human Development	3			X	
<b>SCIENCE</b>	Environmental Science	3			X	BI360/SC360
	Principles of Physical Science I	3			X	
	Introduction to Geology	3			X	
	Astronomy	3			X	
<b>COMPUTING</b>	Computing and Information Technology	3			X	
<b>MATHEMATICS</b>	Fundamentals of College Algebra	3		Quant. Analysis	X	MA109
	Principles of Statistics	3		Quant. Analysis	X	MA103/BU221/BU476/BU501
	Math for Liberal Arts	3		Quant. Analysis	X	Pending Evaluation
<b>ENGLISH</b>	Technical Writing	3			X	
	Principles of Public Speaking	3	X		X	CM105
	Principles of Advanced English Composition	3			X	Pending Evaluation
<b>RELIGIOUS STUDIES</b>	Introduction to World Religions	3	X		X	
<b>EDUCATION</b>	Foundations of Education*	3			X	

\*Cannot be taken for credit if student already has any other credits in education.

# ADMISSION OF STUDENTS PARTICIPATING IN DUAL DEGREE/JOINT ADMISSION & PROGRAM-TO-PROGRAM AGREEMENTS WITH COMMUNITY COLLEGES

Georgian Court University is a full participant in the NJ Transfer initiative ([njtransfer.org](http://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 signed dual degree/joint admission agreements with some community colleges that facilitate transfer to GCU for associate degree holders through benefits such as special tuition discounts, careful guidance in course selection, and recommended community college associate degree pathways to increase the likelihood that students will be able to complete the GCU bachelor's degree program in two years. More details and a listing of the recommended associate degree pathways are available in the GCU Office of Graduate and Professional Studies.

GCU also has some detailed course-by-course, program-to-program articulation agreements with community colleges. These articulation agreements are designed to assist students who wish to transfer into the Georgian

Court University bachelor's degree programs listed in the second column of Table II-F after successfully completing the associate degree programs listed in the first column. Refer to Table II-F for a list of community college program-to-program articulation agreements. 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 Table II-F. The Transfer Curricula are available in the GCU Office of Admissions.

Students participating in a dual degree/joint admission agreement or program-to-program agreement will be guaranteed admission to the GCU program of their choice if they satisfy the GPA and any other special admission requirements as outlined in the GCU catalog. 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 degree has been awarded.

Brookdale Community College, Cumberland County College, Mercer County Community College, Middlesex County College, and Ocean County College students participating in one of these programs 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.

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

Brookdale Community College Degree Program	Georgian Court University Degree Program at Hazlet
A.S. in Business Administration	B.S. in Business Administration
A.A. in Education Program, Elementary option	B.A. in English, Psychology, or Interdisciplinary Studies Major and Teacher Certification: Elementary Education (K–6) with Teacher of Students with Disabilities Endorsement
A.A. in Humanities, Creative Writing or English options	B.A. in English
A.A. in Humanities, Liberal Education option	B.A. in Interdisciplinary Studies
A.A. in Social Sciences; A.S. in Human Services	B.S.W. (Bachelor of Social Work)
A.A. in Social Sciences, Health Science Option; A.A.S. in Radiologic Technology; A.A.S. in Respiratory Care	B.A. in Health Profession Studies
A.A. in Social Sciences, Psychology option	B.A. in Psychology
A.A.S. in Nursing	RN to B.S.N. (Bachelor of Science in Nursing)

<b>Cumberland County College Degree Program</b>	<b>Georgian Court University Degree Program</b>
A.S. in Social Service; A.S. in Social Service, Gerontology option	B.S.W. (Bachelor of Social Work)
<b>Mercer County Community College Degree Program</b>	<b>Georgian Court University Degree Program</b>
A.S. in Exercise Science	B.S. in Exercise Science, Wellness & Sports
<b>Middlesex County College Degree Program</b>	<b>Georgian Court University Degree Program</b>
A.A. in Liberal Arts, General or Psychology options	B.A. in Psychology
<b>Ocean County College Degree Program</b>	<b>Georgian Court University Degree Program</b>
A.A. in Liberal Arts; A.S. in General Studies, Health & Physical Education option	B.S. in Exercise Science, Wellness & Sports
A.A. in Liberal Arts, Psychology option; A.S. in Public Services; A.S. in General Studies, Social Science, Addictions Counseling or Social Science Psychology options	B.A. in Psychology

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## PROGRAMS AT BROOKDALE COMMUNITY COLLEGE'S HAZLET CENTER

Georgian Court University offers some bachelor's degree-completion programs at the Hazlet Center of Brookdale Community College. Georgian Court offers a B.S. in Business Administration, B.A. in English, B.A. in Health Profession Studies, B.A. in Interdisciplinary Studies, B.A. in Psychology, a Bachelor of Social Work (B.S.W.), and B.S.N. (for licensed registered nurses). For students interested in education who meet School of Education admissions requirements, Georgian Court offers a B.A. in English, B.A. in Interdisciplinary Studies, or B.A. in Psychology, each with Elementary Education (K–6) and endorsement as a Teacher of Students with Disabilities. All required Georgian Court courses are available online or in the late afternoon and evening at the Hazlet Center, except for the final reflection course in teacher education programs, which is offered only on the Lakewood campus.

Students should apply to this program by completing the GCU application, and follow the Admissions Procedures for Transfer Students. Visit [georgian.edu/apply](http://georgian.edu/apply) to apply.

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## PROGRAMS AT CUMBERLAND COUNTY COLLEGE'S VINELAND CAMPUS

Georgian Court University offers some bachelor's degree-completion programs at the Cumberland County College Vineland campus. Georgian Court offers a Bachelor of Social Work (B.S.W.) degree program 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 online or on the Cumberland County College campus.

Students should apply to this program by completing the GCU application, and follow the Admissions Procedures for Transfer Students. Visit [georgian.edu/apply](http://georgian.edu/apply) to apply.

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## PROGRAMS OFFERED ONLINE ONLY

Georgian Court University offers some bachelor's degree-completion programs online. Georgian Court offers a B.S. in Business Administration and B.A. in Criminal Justice.

Students should apply to this program by completing the GCU application, and follow the Admissions Procedures for Transfer Students. Students should contact the GCU Office of Admissions at Georgian Court University at 732-987-2700 or [georgian.edu/apply](http://georgian.edu/apply) for further information or to apply.

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## ADMISSION FOR A SECOND BACCALAUREATE DEGREE

Students who hold a baccalaureate degree from GCU 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 GCU.

If the student seeking a second baccalaureate degree holds a bachelor's degree from GCU, the following points apply:

1. The student must earn a minimum of 30 Georgian Court credits beyond the credits previously earned as part of the first bachelor's degree.
2. The student 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, the student may choose to take additional general education credits as part of the credits required for the second degree. The student 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.

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## 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 diploma program may receive up to 60 academic credits for their previous coursework and experience with no accompanying GPA. All previously earned credits are reviewed and evaluated on an individual basis. Students must follow the transfer procedures.

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## DEFERRAL OF ENROLLMENT

An accepted student who chooses to forgo enrollment has the option to defer their acceptance. This option is only applicable for matriculating students looking to defer one semester.

In order to defer enrollment, the student must submit their decision and anticipated start date in writing to the Office of Admissions. The admissions staff will then update the application status to the appropriate start date. Students who choose to take courses at another institution during the deferment period must reapply to Georgian Court University and submit updated transcripts. Students who would like to defer longer than one semester will need to reapply.

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## READMISSION OF STUDENTS

Students who have previously enrolled at Georgian Court University but have not completed their intended degree are welcome to return to the university. Depending on official status prior to departure, time away from the university, and enrollment at other institutions during a break, a student must complete the following steps to be considered for reentry into GCU.

Students who have been granted an official leave of absence, have not taken courses elsewhere, will pursue the same major, **and** have not been separated from the institution for more than two semesters should contact the Office of the Registrar at 732-987-2228 to subsequently complete a reactivation form.

Students who have not been granted an official leave of absence, have taken courses elsewhere, will pursue a different major, **OR** have been separated from the institution for more than two semesters should contact the Office of Admissions at 732-987-2700 to subsequently complete a new application. A nonrefundable

\$40 application fee and official transcripts from college(s) attended during the separation are required.

If a student leaves Georgian Court University and returns within five years into the same program, the student's previous progress chart will be reissued. If the student changes to a new major or returns after five years, a Bridge General Education Program progress chart is issued and the guidelines below apply.

- A student who has all the old General Education requirements completed will have all Bridge General Education requirements waived.
- A student who is missing one to four courses from the old General Education requirements must fulfill the Bridge requirements in religious studies, ethics, women's and gender studies, GEN400, and the Writing Requirement. (The number of courses to be completed will depend upon whether a student has previously completed a GCU course that fulfilled one of these Bridge categories.) Students must also complete the Bridge experiential learning requirement. If the student has taken EN111 and EN112, or EN221, or transferred the equivalent courses, the student will have fulfilled the Writing Requirement. All other General Education courses would be waived unless the course is required for the student's program of study.
- All other returnees are required to fulfill the Bridge General Education requirements and Writing Requirement in accordance with the policy that applies to transfer students. For students with an associate degree from a New Jersey community college, the block transfer policy will apply.

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## 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 postbaccalaureate 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; \$250 tuition deposit in order to register for the chosen courses;
3. 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, 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.

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

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## STEP AHEAD FOR HIGH SCHOOL STUDENTS

Academically high-achieving high school students may take university courses at the Lakewood campus 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. Step Ahead students can take one course per semester (fall, spring, and summer) at the discounted rate. Contact the Office of Admissions at 732-987-2700.

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## 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.

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## NOTICE

Once a student confirms their enrollment with a deposit and/or registration of classes, he/she is considered a student of the university and must follow and be governed by the appropriate policies, regulations, and procedures of the university.

### III: ACADEMIC PROGRAMS

Students are responsible for satisfying all general education and program requirements. General education requirements are determined by the student's date of matriculation.

Requirements for a major, minor, certificate, track, or concentration are determined by the date on which the program was declared by the student. For students who enter GCU with a selected program or programs, the date of matriculation will be taken as the date of declaration. For a program that has specific admission requirements that the student must satisfy, the date on which the student was admitted into the program will be taken as the date of declaration.

If changes are made to the general education requirements or to the requirements of a program, and if those changes would be advantageous, the student may petition the director of the program to be allowed to satisfy the new requirements.

Students in a program that must satisfy external accreditation/certification requirements may have to follow program requirements different from those in effect at the date of declaration.

Students who stop attending Georgian Court and then apply for readmission are subject to the policy for general education requirements for returning students under the Bridge General Education Program. If a student leaves Georgian Court University and returns within five years into the same program, the student's previous progress chart will be reissued and the original date of declaration will be observed. If the student reapplies under a new major or returns after five years, the readmission date will be taken as the date of declaration.

**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.

### UNDERGRADUATE STUDENT LEARNING GOALS

Georgian Court University offers curricular and cocurricular learning experiences designed to help students achieve the university's Undergraduate Student Learning Goals (USLG):

#### **GOAL 1: Foundational Knowledge of Human Cultures and the Physical and Natural World**

Learning Outcome:

- a. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences, and social sciences.

#### **GOAL 2: Intellectual and Practical Skills**

Learning Outcomes: Students will demonstrate competence in

- a. Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information
- b. Written and oral communication
- c. Quantitative literacy
- d. Information literacy
- e. Teamwork and problem solving

#### **GOAL 3: Personal and Social Responsibility**

Learning Outcomes: Students will demonstrate

- a. Ethical reasoning
- b. Global awareness and respect for diverse cultural perspectives
- c. Knowledge of the university's mission and Mercy charism
- d. Civic knowledge—local/global

#### **GOAL 4: Integrative Learning**

Learning Outcome:

- a. Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.

#### **GOAL 5: Mastery of a Defined Body of Knowledge at a Baccalaureate Level**

Learning Outcome:

- a. Students will attain their program's objectives and complete their major requirements.

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## BRIDGE GENERAL EDUCATION PROGRAM: VISION STATEMENT

The BRIDGE General Education Program at Georgian Court University offers students a coherent and integrated learning experience in the Catholic intellectual tradition. This program aims to cultivate passion for intellectual growth and to foster informed, responsible, and creative citizenship for a complex 21<sup>st</sup>-century world. Students who complete the BRIDGE will sharpen the intellectual and practical skills essential to their chosen field of study and necessary to their pursuit of personal, professional, civic and social goals. In addition, completion of the BRIDGE program enables students to discover pathways to lifelong learning and to envision a future shaped by their engagement with the university's mission and Mercy charism.

The BRIDGE program encourages students to develop self-knowledge within a broader understanding of others and the world. It emphasizes the importance of critical inquiry that leads to knowledge across fields of study and provides a means for students to think critically and creatively, connecting and building upon what they learn in their general education courses. Students examine conditions necessary for peace, justice, and sustainability, as well as the ways mercy and justice are integral for how we confront the present and vision the future.

The cornerstone of the BRIDGE program is The Self in the Big Universe, an introductory course that invites students to examine their particular sense of self and place within their local situations, as well as within the broader scope of the universe. This course provides students with a framework for learning by demonstrating the interconnectedness of all life, fostering respect for creation and the integrity of life systems. Students will also choose from a variety of courses that explore a range of key content areas in quantitative analysis, philosophy, literature, history, modern languages, religious studies, the natural and social sciences, the visual and performing arts, and ethics. To enhance thinking and learning and to sharpen written communication skills, some of these courses will be writing intensive. Students also take Shaping Lives: Women and Gender, a course rooted in GCU's special concern for women designed to further the understanding by women and men of key gender issues. The Bridge program culminates with Visioning a Future: Justice, Compassion, and Service, a capstone course that asks students to synthesize their learning experiences and envision their roles in shaping a just, compassionate world.

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## BRIDGE GENERAL EDUCATION PROGRAM GOALS & LEARNING OUTCOMES

### **GOAL 1: Foundational Knowledge of Human Cultures and the Physical and Natural World**

Learning Outcome:

- a. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences and social sciences.

### **GOAL 2: Intellectual and Practical Skills**

Learning Outcomes: Students will demonstrate competence in

- a. Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information
- b. Written and oral communication
- c. Quantitative literacy
- d. Information literacy
- e. Teamwork and problem solving

### **GOAL 3: Personal and Social Responsibility**

Learning Outcomes: Students will demonstrate

- a. Ethical reasoning
- b. Global awareness and respect for diverse cultural perspectives
- c. Knowledge of the university's mission and Mercy charism
- d. Civic knowledge—local/global

### **GOAL 4: Integrative Learning**

Learning Outcome:

- a. Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.

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## BRIDGE GENERAL EDUCATION PROGRAM: REQUIREMENTS

### **The BRIDGE General Education Program (48–49 credits):**

- I. First Year Seminar: Pathway to the Bridge (GEN101\*, 2 credits)
- II. Academic Writing (3 credits) –EN111, its equivalent, or another approved course
- III. Quantitative Analysis (3–4 credits)
- IV. Cornerstone Course: Discovering the Self in the Big Universe (GEN199\*\*, 3 credits)
- V. 11 courses in the following Content Knowledge Areas (34 credits):
  - 1) History (3 credits)

- 2) Literature (3 credits)
- 3) Philosophy (3 credits)
- 4) Social Sciences (6 credits): 2 courses from different Social Science disciplines
- 5) Modern Language; Culture; Global Studies (3 credits)
- 6) Natural Sciences (4 credits)
- 7) Visual and Performing Arts (3 credits)
- 8) Religious Studies (3 credits)
- 9) Women's and Gender Studies (3 credits)
- 10) Ethics (3 credits)
- VI. Capstone Course: Visioning the Future: Justice, Compassion, and Service (GEN400—3 credits)
- VII. Experiential Learning: 1) GEN400, which includes a service learning project, and 2) a service learning project completed in a course other than GEN101 or GEN400, an internship/practicum/field placement, an approved education abroad experience, or an approved research experience.

\*Students transferring to GCU with 12 or more credits will be waived from GEN101.

\*\*Students entering GCU with 45 or more credits will be waived from GEN199.

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## BRIDGE GENERAL EDUCATION PROGRAM: CATEGORIES & COURSES

### **First-Year Seminar (2 Credits):**

GEN101 Pathway to the Bridge

### **\*\*\*Cornerstone (3 credits):**

GEN 199 Discovering the Self in the Big Universe

### **\*\*\*Academic Writing (3 credits):**

EN111 Academic Writing & Research I

EN221 Honors Argument: Rhetoric & Research

### **\*\*\*Quantitative Analysis (3-4 credits):**

BI203 Data Collection & Analysis in the Sciences

BU121 Quantitative Business Concepts

BU221 Business Statistics & Probability

CS123 Computer Programming I

MA103 Making Sense of Data: Statistical Thinking

MA105 Modern Math Concepts I

MA106 Modern Math Concepts II

MA107 Quantitative Methods

MA109 College Algebra

MA110 Precalculus

MA115 Calculus

MA209 Linear Algebra

MA210 Discrete Mathematics

### **\*\*\*History (3 credits):**

HST110 U.S. History Survey I

HST111 U.S. History Survey II

HST120 World History Survey I

HST121 World History Survey II

### **\*\*\*Literature (3 credits):**

EN113 Voices from the Wilderness: American Literature to 1865

EN114 The American Imagination: American Literature Since 1865

EN115 World Literature I

EN116 World Literature II

EN175 British Literature I from the Anglo-Saxon Period to 1785: Songs & Stories of Passion & Adventure

EN176 British Literature II Since 1785: Songs & Stories of Innocence & Experience

EN190 Topics in Contemporary Postcolonial Literature

EN226 Honors A Nation in Transition: American Literature & Culture

### **\*\*\*Philosophy (3 credits):**

PL245 Philosophical Inquiry

### **\*\*\*Visual and Performing Arts (3 credits):**

AR111 Drawing I

AR113 Visual Thinking & Design

AR118 Western Art

AR119 Non-Western Art

AR214 Mixed Media

AR220 Modern Art

AR313 Painting I

AR315 Sculpture I

AR317 Prints, Multiples & Editions I

AR422 Creative Photography I

DA201 History of Dance

MU109 Music Appreciation

MU214 Music of the Americas

MU215 World Music

### **\*\*\*Modern Language; Culture; Global Studies (3 credits):**

ITA101 Elementary Italian I

ITA102 Elementary Italian II

ITA201 Intermediate Italian I

ITA211 Italian Conversation and Composition I

FR101 Elementary French I

FR102 Elementary French II

FR201 Intermediate French I

SP101 Elementary Spanish I

SP102 Elementary Spanish II

SP105 Beginning Everyday Spanish I

SP106 Beginning Everyday Spanish II

SP107 Spanish for Specialized Work Settings

SP205 Intermediate Everyday Spanish I

WLC215 World Language & Culture Experience Abroad

**Natural Sciences (4 credits):**

BI109 Environmental Biology

BI111 Life: Human Biology

BI121 Biological Unity: Cellular Organization,  
Energetics & FunctionBI219 Microbiology (nursing and health profession  
studies majors only)

CH108 Environmental Chemistry

PH111 How Things Work: Physics in Everyday Life I

PH112 How Things Work: Physics in Everyday Life II

PH115 College Physics I

PH116 College Physics II

PH121 University Physics I

PH122 University Physics II

PH/SC334 Astronomy: Stars, Planets, Galaxies &  
the Universe

SC111 Integrated Science I

SC112 Integrated Science II

SC165 The Science of Art: Art, Biology, Chemistry—  
Explore Our World: Three Disciplines, One  
Unified Learning**\*\*\*Social Sciences (6 credits—two courses from  
different social science disciplines):**

AN111 Physical Anthropology &amp; Archaeology

AN112 Cultural Anthropology

EC180 Contemporary Economics

EC181 Principles of Macroeconomics

EC182 Principles of Microeconomics

GO281 Introduction to Geography

GO285 Human Geography

PO211 American National Government

PO221 State &amp; Local Government in America

PS111 Introduction to Psychology

PS113 Foundations of Psychology

PS221 Child &amp; Adolescent Development

SO101 Principles of Sociology

SO/AN304 Globalization &amp; Sustainability

**\*\*\*Religious Studies (3 credits):**

RS208 Discovering the Bible

RS213 Women &amp; the Bible

RS220 Christian Tradition

RS260 Christianity in Dialogue

**\*\*\*Ethics (3 credits):**

BU319 Business &amp; Professional Ethics

PL300 Philosophical Ethics

RS334 Theological Ethics

**\*\*\*Women's and Gender Studies (3 credits):**

WS311 Shaping Lives: Women &amp; Gender

**\*\*\*Capstone (3 credits):**GEN400 Visioning a Future: Justice,  
Compassion & Service**\*\*\*GS150, GS250, or GS350 (see course descriptions  
below) may satisfy the general education requirement  
in this category.****Experiential Learning**

Two experiences must be successfully completed:

1) GEN400, which includes a service learning project,  
and 2) a service learning project completed in a course  
other than GEN101 or GEN400, an internship/practicum/  
field placement, an approved education abroad  
experience, or an approved research experience.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, BI401,  
BI402, BI404, BI405, BU445, BU451, CH345, CJ333,  
CM299, CM405, CM445, DA471, ED4213, ED4301,  
EN299, EN405, ES390, ES391, ES392, GD429, GD435,  
HRP404, HST410, MA415, NU496, PH448, PO471,  
PO472, PO473, PS450, SUS410, SW390, SW496,  
SW497, or a Rutgers University clinical/practicum course  
in one of GCU's joint degree programs with Rutgers  
University will have satisfied one of the two experiential  
learning requirements (the internship/field  
placement/practicum type of option). Students  
considering a credit-bearing or noncredit-bearing  
internship are encouraged to take INT450/BU450,  
Internship and Career Preparation, a 1-credit course,  
prior to seeking an internship. Students completing  
AR437, GS150, GS250, GS300, GS350, RS403, SP215,  
WLC210, WLC215, and follow-up paperwork for the  
Office of Global Education Programs will have satisfied  
one of the two experiential learning requirements (the  
education abroad option). Students who need more  
information about other approved education abroad  
experiences may contact the director of global education  
programs. Students completing CH449, CH450, CJ410,  
MA414, PH370, PH371, PH470, PH471, PS460, PS461,  
or PS463 will have satisfied one of the two experiential  
learning requirements (the research experience option).**GEN101 Pathway to the Bridge 2 credits**Students will develop the knowledge, skills, and values  
necessary for success at Georgian Court University. They  
will gain an understanding of the university's mission,  
charism, and heritage. Through a collaborative project,  
students will execute and reflect on the practices  
associated with a successful college experience.  
Enrollment restricted to all first time in college students  
and transfer students who transfer fewer than 12 credits.**GEN199 Discovering the Self in the Big  
Universe 3 credits**A cornerstone general education course that asks  
students to explore the Mercy core values of respect and  
integrity within the framework of commonality, diversity,  
and symbiosis. Students analyze their identity by  
investigating the oneness of humanity and the rich  
complexity of diverse cultures. Students consider, from

multiple disciplines, how all of humanity is a part of a much larger story of the universe. It examines the origin and the composition of the universe and humanity's response to its complexity and fragility, beauty and wonder. In this writing intensive course, students develop questions about what it means to be creative, responsible human beings in today's integrally connected global society and dynamic universe. The course is designed to be taken in the spring of the first time in college year or, in the case of transfer students, in the first semester at GCU. EN221 or EN111 is a prerequisite or corequisite.

**GEN400 Visioning a Future: Justice, Compassion & Service** 3 credits

In light of GCU Mercy core values, this writing intensive capstone course invites students to reflect and analyze how their General Education Program has impacted their understanding of themselves in the world, as well as how their world view has developed. Course readings, service learning, and speakers encourage students to consider key questions of the time. Students contribute toward envisioning the future and humankind's responsibility in helping to shape that future. This involves questions that have emerged from the General Education Program such as how do we contribute to a more compassionate and just world for humankind and the Earth itself? How do we think about just, healthy, and sustainable ways of living and working on this planet? Prerequisites: Senior status or approval from the director of the General Education Program; GEN199.

**GS150 General Education Abroad I** 3 credits

This general education course will be offered in conjunction with a faculty-led education abroad experience. The course's learning goals and objectives and the activities designed to meet them depend on the nature of the specific general education requirement and the education abroad experience. The course will meet before and after the education abroad experience in addition to during the experience. Students will be asked to apply what they learned to the trip and complete academic assignments as aligned with the learning outcomes of the specific general education category designated for the course. Students spend approximately 12.5 hours in formal instruction and have approximately 25 hours of learning activities outside of class per credit. Course will be offered upon approval of the director of the General Education Program.

**GS250 General Education Abroad II** 3 credits

This course satisfies a 200-level general education requirement and will be offered in conjunction with a faculty-led education abroad experience. The course's learning goals and objectives and the activities designed to meet them depend on the nature of the specific general education requirement and the education abroad experience. The course will meet before and after the education abroad experience in addition to during the experience. Students will be asked to apply what they learned to the trip and complete academic assignments as aligned with the learning outcomes of the specific general education category designated for the course. Students spend approximately 12.5 hours in formal instruction and have approximately 25 hours of learning activities outside of class per credit. Course will be offered upon approval of the director of the General Education Program.

**GS350 General Education Abroad III** 3 credits

This course satisfies a 300-level or higher general education requirement and will be offered in conjunction with a faculty-led education abroad experience. The course's learning goals and objectives and the activities designed to meet them depend on the nature of the specific general education requirement and the education abroad experience. The course will meet before and after the education abroad experience in addition to during the experience. Students will be asked to apply what they learned to the trip and complete academic assignments as aligned with the learning outcomes of the specific general education category designated for the course. Students spend approximately 12.5 hours in formal instruction and have approximately 25 hours of learning activities outside of class per credit. Course will be offered upon approval of the director of the General Education Program.

**WS311 Shaping Lives: Women & Gender** 3 credits

This interdisciplinary course considers 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. Prerequisite: Junior or senior status.

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## WRITING REQUIREMENT

Students will fulfill the Georgian Court University Writing Requirement by completing a combination of College Composition courses and Writing Intensive courses offered in a variety of disciplines. Options for fulfilling this requirement are detailed below.

**College Composition** courses are offered by the Department of English and focus in depth on writing process, research, academic writing conventions, rhetorical skills, audience awareness, and other core elements of writing. College Composition courses include EN111 or EN221 (honors placement only), or their equivalents.

Some students may not be placed directly in EN111 and will be required to take EN105 and/or EN106. While these are credit-bearing courses, they do not count toward the Georgian Court University Writing Requirement.

**Writing Intensive (WI)** courses are offered in a number of different disciplines, reflecting the value of writing and communication skills across areas. Faculty teach content knowledge in the discipline while also providing instruction in writing and the writing process as they relate to the discipline. Students write extensively in the content area. In Writing Intensive courses, students not only learn the subject, but they also strengthen the writing and critical thinking skills that are so important for their academic courses and their future careers.

All sections of both GEN199 and GEN400 are WI courses. Other WI courses may fulfill general education, major, or minor requirements, or may be taken as general electives. Either EN111 or EN221 must be taken as a pre- or corequisite for all WI courses.

Course sections designated as WI will appear on the schedule for registration with the letter "WI." For example, if EN114-04 is being offered as a Writing Intensive, it will be listed as EN114-04 WI: The American Imagination: American Literature Since 1865.

### Fulfilling the Georgian Court University Writing Requirement

Students will complete one College Composition course and earn a grade of C or better, **PLUS** complete a minimum of **four** Writing Intensive courses.

As noted above, both GEN199 and GEN400 are WI courses, and most WI courses also fulfill other requirements in general education or in the student's major or minor program.

### Advanced College Composition Courses

For students who take or transfer in a second qualifying College Composition course above the EN111 level, the second College Composition course will count as one WI course. Students entering GCU with an associate degree from a New Jersey community college or with 75 or more credits should see the Admission of Transfer

Students section of the catalog for information about fulfilling the GCU Writing Requirement.

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## WRITING PROGRAM

The mission of the GCU Writing Program is to build a community of writers who value the benefits of writing for thinking, learning, communicating, and publishing in academic courses, in careers, and in life.

The GCU Writing Program meets the following institutional student learning goals

- Communicate effectively in written and spoken English
- Apply critical thinking, problem-solving and research skills

### GCU Writing Program Goals

Through first-year writing courses, a Writing Intensive program, and the Writing Center, the GCU Writing Program

- provides students with the knowledge and skills they need to explore topics, research, draft, and produce writing assignments that meet learning goals and outcomes for developmental and first-year writing courses and that help prepare them for writing in other academic courses and for their careers;
- provides faculty with strategies and resources for integrating writing for thinking, learning, communicating, and publishing into their general education, major, and elective and graduate courses; and
- provides all members of the GCU community with support as they create and produce written and spoken work for courses and careers.

### The Writing Center

Conveniently located on the first floor of the library, the Writing Center is a free service open to any member of the GCU community. The center is open Monday through Saturday during the fall and spring semesters with limited availability during winter and summer sessions.

Appointments are typically scheduled in advance, but walk-ins are welcome. Visit [georgian.edu/writing-center](http://georgian.edu/writing-center) to book a face-to-face or virtual appointment. Sessions are booked for an hour or half hour. Contact [writingcenter@georgian.edu](mailto:writingcenter@georgian.edu) or 732-987-2362 for further assistance. Please bring a copy of your assignment and any associated drafts.

### Lifelong Learning

The mission of the Writing Center is to enrich the lives of our students by reinforcing their reading, writing, and critical thinking skills. Because effective writing is a foundational skill for college life and beyond, the center provides one-on-one consultation between tutors and writers. Students are also encouraged to visit with non-academic writing projects. All tutoring focuses on writing skills in the English language.

## Personalized Instruction

The Writing Center provides customized and personalized tutoring for individual students, according to their unique needs. Students are welcome to visit as often as they wish. The center also provides assistance with preparing for the Praxis Core. English language learners are also welcome and can visit to practice their skills. Finally, the Writing Center collaborates with faculty, so tutors visit classrooms to offer workshops on various aspects of writing.

## Comprehensive Process

Our experienced peer and professional tutors assist students at all stages of the writing process, from selecting a topic to crafting an effective argument. Tutors offer instruction on grammar, punctuation, and mechanics. They also help students organize their ideas, integrate research sources, and revise their papers. Finally, tutors help students learn stylesheets such as APA, CMS, and MLA.

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## MAJORS, MINORS, CONCENTRATIONS, CERTIFICATES & OTHER PROGRAMS

A **major** is a coherent program of focused study in a discipline, and requires at least 30 credits. Students who enter Georgian Court with a declared major will be assigned to a faculty advisor of that major for academic advisement. Students who enter Georgian Court without a declared major field will be advised by a designated faculty advisor. Students must declare a major by their fourth semester. With departmental approval, students who can so arrange their schedules may elect a second major. Please see the Graduation Requirements section of the catalog for information on how multiple majors are recognized at graduation on transcripts. Students seeking teacher certification must select a liberal arts major in addition to completing the School of Education's requirements for teacher certification.

The specific requirements for each major are listed under the respective disciplines. Several disciplines identify fields of concentration for study within the major field. 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, which usually require 18 to 24 credits,** provide the opportunity for degree-seeking 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. Georgian Court University is not obligated to offer the courses necessary for the completion

of minors. **Certificate programs, which usually require 15 to 24 credits, provide the opportunity for degree or non-degree students to develop an area of interest by taking a related group of courses.** Students enrolled in a certificate program must keep in close communication with the appropriate faculty advisor. **In some cases, the same curriculum is available as either a minor or certificate. In those cases, degree students will earn the minor and non-degree students will earn the certificate. Georgian Court University is not obligated to offer the courses necessary for the completion of Georgian Court University certificates.**

**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. Tracks are listed in the individual department/major sections of the catalog and are not in the list of program options below.

Unless specifically stated otherwise, at least half of the credits required for a major, minor, certificate or certification program must be earned at GCU. Some programs require that more than half of the credits be earned at GCU.

To change majors or make other changes to an academic program, students must complete a Change of Academic Program Form, available online from the Registrar web page menu. Students wishing to add a program must request entry to the new program from the department chairperson.

\*Indicates major also offered in the evening in Lakewood.

## 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:

(Not all available in the evening) Accounting; art; biology; business administration; chemistry; criminal justice; digital communication; English; exercise science, wellness and sports; graphic design; history; integrative health; mathematics; multimedia; psychology; religious studies; social work; Spanish

## **Art**

### **Bachelor of Arts**

Majors: Visual Art\*

Minor: Studio Art

Certification: Teacher of Art Certification

### **Bachelor of Fine Arts**

Major: Art & Visual Studies

Concentration: Studio Arts

## **Biology**

### **Bachelor of Science**

Majors: Biology

Clinical Laboratory Sciences with a minor in biology (joint degree program with Rutgers University)

Medical Imaging Sciences with a minor in biology (joint degree program with Rutgers University)

Minor: Biology

Clinical Laboratory Sciences Concentrations:

Cytotechnology (Program in this form discontinued by Rutgers University; bachelor's degree option will probably be replaced by a 3+2 combined bachelor's to master's program. Students interested in cytotechnology cannot currently choose this concentration.)

Medical Laboratory Science

Medical Imaging Sciences Specialties:

Cardiac Sonography

Diagnostic Medical Sonography

Vascular Sonography

Other Programs:

Medical Laboratory Science 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 & Biochemistry**

### **Bachelor of Science**

Majors: Chemistry, Biochemistry

Certification: Teacher of Chemistry Certification

Teacher of Physical Science Certification

Minor: Chemistry

### **Bachelor of Arts**

Major: Chemistry

Certification: Teacher of Chemistry Certification

Teacher of Physical Science Certification

## **Computer Information Systems**

### **Bachelor of Arts**

Major: Computer Information Systems

Minor: Computer Information Systems

## **Criminal Justice**

### **Bachelor of Arts**

Major: Criminal Justice

Minors: Criminal Justice, Cyber Crime, Global Justice & Society, Law Enforcement & Corrections

Concentrations: Cyber Crime, Global Justice & Society, Law Enforcement & Corrections

Other Program: B.A./M.A. Bachelor of Arts in Criminal Justice plus Advanced Admission to the Master of Arts in Criminal Justice and Human Rights program

## **Dance**

### **Bachelor of Arts**

Major: Dance

Minors: Dance, Dance Therapy

## **English**

### **Bachelor of Arts**

Major: English

Minors: English, Writing

Concentration: Writing

Certification: Teacher of English Certification

Special Program: English for Nonnative Speakers

## **Exercise Science, Wellness & Sports**

### **Bachelor of Science**

Major: Exercise Science, Wellness & Sports

Minors: Coaching; Exercise Science, Wellness & Sports

Concentrations: Coaching, Exercise Science, Health & Physical Education

Certificate: Coaching

Certification: Teacher of Health & Physical Education

## **Health Profession Studies**

### **Bachelor of Arts**

Major: Health Profession Studies

## **Health Sciences**

### **Bachelor of Science**

Major: Health Sciences

## **History & Politics**

Bachelor of Arts  
Major: History\*  
Minors: History, The USA & the World  
Certification: Teacher of Social Studies Certification

## **Integrative Health**

Minor: Integrative Health  
Certificate: Integrative Health

## **Interdisciplinary Courses & Earth Sciences**

Courses Offered

## **Interdisciplinary Studies**

Bachelor of Arts  
Major: Interdisciplinary Studies\*

## **Mathematics**

Bachelor of Arts  
Major: Mathematics  
Minor: Mathematics  
Certification: Teacher of Mathematics Certification

## **Music**

Courses Offered

## **Natural Sciences**

Bachelor of Science  
Major: Natural Sciences

## **Nursing**

Bachelor of Science (Generic, or RN to B.S.N.)  
Major: Nursing  
Other Program: Partnership with Seton Hall University's  
College of Nursing for accelerated second  
bachelor's degree: Bachelor of Science in  
Nursing on GCU's campus (courses taught and  
degree awarded by Seton Hall University)

## **Philosophy**

Courses Offered

## **Physical Education**

Courses Offered

## **Physics & Earth Science**

Courses Offered

## **Psychology**

Bachelor of Arts  
Major: Psychology\*  
Minor: Psychology

Bachelor of Science  
Major: Psychiatric Rehabilitation & Psychology (joint  
degree program with Rutgers University)

## **Religious Studies**

Bachelor of Arts  
Major: Religious Studies  
Minor: Religious Studies  
Certificates: Pastoral Ministry

## **Social Work**

Bachelor of Social Work  
Major: Social Work\*  
Minors: Gerontology, Social Work

## **Sociology & Anthropology**

Minor: Anthropology

## **World Languages & Cultures**

Bachelor of Arts  
Majors: Spanish, Latino Business Studies  
Minors: Spanish, Latina/o and Caribbean Studies  
Certification: Teacher of Spanish Certification  
Certificate: Certificate in International Business

## **SCHOOL OF BUSINESS AND DIGITAL MEDIA**

### **Business Administration, Accounting, and Economics**

Bachelor of Arts  
Major: Latino Business Studies

Bachelor of Science  
Majors: Accounting, Business Administration\*,  
Finance, Management, Marketing  
Minors: Accounting, Business Administration,  
Economics, Finance, Management,  
Marketing, Social Media Marketing, Sports  
Management  
Concentrations: Health Care Administration, Sports  
Management  
Certificate: Certificate in International Business  
Other Programs: B.S./M.B.A. Bachelor of Science in  
Business Administration or Accounting plus  
Advanced Admission to the Master of  
Business Administration degree program

Communication

Bachelor of Arts  
Major: Digital Communication  
Minor: Digital Communication  
Concentrations: Journalism & Strategic  
Communication, Visual Communication &  
Media Studies

Graphic Design and Multimedia

Bachelor of Arts  
Major: Digital Design  
Minor: Graphic Design

Bachelor of Fine Arts  
Major: Graphic Design & Multimedia  
Concentrations: Graphic Design, Multimedia

Health Information Management

Bachelor of Science  
Major: Health Information Management (joint degree  
program with Rutgers University)

SCHOOL OF EDUCATION [SEE TABLE III-A]

INTERDISCIPLINARY MINORS

Interdisciplinary Minors: American Studies;  
International Area Studies; Latina/o &  
Caribbean Studies; Politics, Law & History;  
Social Media Marketing; Sustainability;  
Women’s Studies

SKILLS DEVELOPMENT PROGRAM

Courses offered

TABLE III-A: SCHOOL OF EDUCATION

Certification Programs	Options for Majors	NJ Certification
Early Childhood Education (P–3)	Biology, Chemistry, English, History, Interdisciplinary Studies, Mathematics, Natural Sciences, Psychology, Spanish, Visual Art	Early Childhood Education (P–3) with Teacher of Students with Disabilities Endorsement
Elementary Education (K–6)	Biology, Chemistry, English, History, Interdisciplinary Studies, Mathematics, Natural Sciences, Psychology, Spanish, Visual Art	Elementary Education (K–6) with Teacher of Students with Disabilities Endorsement
Specific Subject	Biology, Business Administration, Chemistry, English, History, Mathematics, Spanish, Visual Art	Teacher of (Art, Biology, Business, Chemistry, English, Social Studies, Mathematics, or Spanish) with Teacher of Students with Disabilities Endorsement
English as a Second Language	Biology, Chemistry, English, History, Interdisciplinary Studies, Mathematics, Natural Sciences, Psychology, Spanish, Visual Art	English as a Second Language with Teacher of Students with Disabilities Endorsement

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## THE UNIVERSITY HONORS PROGRAM

The University Honors Program at Georgian Court is dedicated to offering outstanding students the opportunity to engage in academic experiences, inside and outside the classroom, that are challenging and distinctive. The program is grounded in course offerings that help students to engage material in more depth than they might otherwise. Class sizes are kept small, and material is chosen to engage honors students broadly and deeply and encourage them to ask questions, make connections, and entertain new perspectives, all while being challenged intellectually. Students are able to work closely with their professors, and to become part of a community of honors students who challenge and support one another academically and foster one another's intellectual growth. This sense of community is enhanced not only in the classroom, but through extracurricular activities and the option for students to live in special honors housing.

Most courses in the University Honors Program fulfill general education requirements, so University Honors students do not have to take additional required courses to complete the program. Students also have the option of completing Honors by Contract, independent research projects in an area of interest for the student completed with a faculty mentor, to fulfill honors requirements. Honors by Contract projects may take many forms, though they must conform to the requirements as noted on the contracts.

*Note: Information in this section refers to the University Honors Program. Students interested in the Psychology Scholars Program should review information about that program in this catalog. Students are welcome to join both the University Honors Program and Psychology Scholars Program. Qualified students interested in departmental honors should seek advice from their department chairperson. Departmental honors may not be available in all departments and is not associated with the University Honors Program.*

### Goals and Objectives of the Program

The goals and objectives of individual honors courses align with those of the General Education Bridge Program as required, and Honors by Contract projects should deepen the student's engagement with the goals of the program and course in which they are completed. The University Honors Program also has two additional goals: to create a learning community that challenges and supports students academically and intellectually, and to give all students an opportunity to engage in rigorous learning opportunities grounded in academic and/or field research that are self-directed, but with guidance from faculty mentors.

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

- faculty members chosen for their excellence as teaching-scholars;
- dedicated honors classes focused on in-depth learning and intellectual challenge;
- a student community made up of committed high achievers;
- opportunities to pursue rigorous scholarly assignments and independent research;
- close faculty mentoring;
- priority registration and academic advisement;
- assistance with funding to present at regional and national conferences; and
- special recognition at Commencement ceremonies.

**In addition to the enhanced academic opportunities listed above, University Honors Program students may also:**

- develop and take part in special cocurricular and cultural activities that invigorate the social, aesthetic, and spiritual dimensions of their university experience;
- live in honors housing (as available); and
- take advantage of opportunities for service trips, both domestic and international.

### WHAT IS REQUIRED TO GRADUATE WITH UNIVERSITY HONORS?

#### Academic Requirements

To continue in the University 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 are also required to make consistent progress toward fulfilling the requirements of the program. Failure to meet these requirements may result in students being placed on Honors Program Probation or being dismissed from the program. See Honors Program Probation/Dismissal from Program below.

#### Curricular Requirements

In addition to maintaining the academic requirements listed above, students must also complete the required curriculum/course requirements in order to graduate with honors. These curricular requirements vary according to when the student entered the program.

Transfer students who have participated in an honors program at their previous institution **may** qualify for some honors course credits at GCU. Contact the director of the University Honors Program for information.

## Students Starting at GCU Fall 2016 or Later

**Students entering the program the first semester of their freshman year** must complete the following honors courses (total of eight honors courses):

- Honors EN221 Argument: Rhetoric, and Research (must earn a grade of C or better)
- Honors GEN199 Discovering the Self in the Big Universe
- Honors GEN400 Visioning a Future: Justice, Compassion, and Service
- Any **five** additional honors courses, which may be a combination of designated honors classes and Honors by Contract

### **Additional Requirement for Students Entering the University Honors Program Fall 2018 or Later**

- All students are **required** to complete at least one Honors by Contract experience, with the exception of students who are also Psychology Scholars. This applies to transfer students and students who begin at GCU and is required regardless of the number of credits a student has when entering the program.

**Students entering the program after the completion of the first semester of their freshman year, including transfer students with fewer than 30 credits**, must complete the following honors courses (total of seven honors courses):

- Honors EN221 Argument: Rhetoric and Research
- Honors GEN199 Discovering the Self in the Big Universe
- Honors GEN400 Visioning a Future: Justice, Compassion, and Service
- Any **four** additional honors courses, which may be a combination of designated honors classes and Honors by Contract

**Students entering the program after the completion of their freshman year, including transfer students with 30 or more credits**, must complete the following honors courses (total of six honors courses):

- Honors EN221 Argument: Rhetoric and Research
- Honors GEN400 Visioning a Future: Justice, Compassion, and Service
- If the student has **not taken GEN199** at the time he or she enters the program, she or he is **required to take an honors** version of the class. If he or she has taken a non-honors version of the class before entering the University Honors Program, or if the student is not required to take GEN199, then this requirement is waived.
- Any **three** (or **four if GEN199 is not taken as honors**) additional honors courses, which may be a combination of designated honors classes and Honors by Contract
- For students who entered the program in Fall 2018 or later, at least one Honors by Contract experience is required.

## Students Starting at GCU Before Fall 2016

**Students entering the program the first semester of their freshman year** must complete the following honors courses (total of eight honors courses):

- Honors EN221 Argument: Rhetoric and Research (must earn a grade of C or better)
- Any **seven** additional honors courses, which may be a combination of designated honors classes and Honors by Contract

**Students entering the program the second semester of their freshman year, including transfer students with fewer than 30 credits**, must complete the following honors courses (total of seven honors courses):

- Honors EN221 Argument: Rhetoric and Research
- Any **six** additional honors courses, which may be a combination of designated honors classes and Honors by Contract

**Students entering the program after the completion of their freshman year, including transfer students with 30 or more credits**, must complete the following honors courses (total of six honors courses):

- Honors EN221 Argument: Rhetoric and Research
- Any **five** additional honors courses, which may be a combination of designated honors classes and Honors by Contract.

## Cocurricular Requirements

As active members of the Honors Program, students are required to attend program meetings and to participate in university-sponsored cocurricular activities and events designated by the director of the University Honors Program.

## WHAT IS REQUIRED FOR ADMISSION TO THE HONORS PROGRAM?

### **Students Entering the Program as First-Time College Students (based on high school performance)**

Potential University Honors Program students will be identified and recruited by admissions counselors on the basis of their academic excellence in high school college preparatory courses and their standardized test scores. Consideration will also be given to students' course selection with preference for students who take honors and advanced placement classes. Admission to the University Honors Program will be by invitation of the director upon review of candidates' records. See above requirements for details about what is required to graduate with honors after being admitted to the program.

### **Current GCU Students (Non-Transfer) Entering the Program**

Current GCU students who have a GPA of at least 3.7 at GCU may apply for admission to the University Honors Program by submitting an application to the director of the University Honors Program. Meeting the GPA requirement does not guarantee admission to the program. Contact the director for information about how to apply. Please note: Students will not be admitted to the

program in the middle of a semester and instead will be directed to apply after their grades are reported for the current semester. However, students should contact the director for information as soon as they know they are interested in applying. See above requirements for details about what is required to graduate with honors after being admitted to the program.

### **Transfer Students**

Transfer students who have a GPA of at least 3.6 from their previous institution may apply for admission to the University Honors Program by submitting an application to the director of the University Honors Program. Meeting the GPA requirement does not guarantee admission to the program. Contact the director for information about how to apply. Preference will be given to students who were honors students at their previous institution. See above requirements for details about what is required to graduate with honors after being admitted to the program.

### **HONORS PROGRAM PROBATION/DISMISSAL FROM PROGRAM**

Students who do not maintain the required GPA may continue in the University Honors Program on Honors Program Probation for at least one semester. Failure to meet the GPA standards may result in dismissal from the program after this probationary semester. If after one semester on probation the student has improved but has not met the GPA requirements, he or she may petition the director of the University Honors Program for an additional semester on probation. This additional semester will be granted at the director's discretion. Consideration will be given to how close the student is to the required GPA, how much the student's GPA has improved, and if the student has a sound plan for continued improvement.

Students are also required to make consistent progress toward fulfilling the requirements of the program. The program is designed to be completed if students take one honors course per semester. Students are not required to follow this pattern. However, if students fall behind this pacing, they may be asked to submit a plan explaining how they plan to complete the program on time. If a student falls two or more semesters behind (for example, if a student has taken only two honors courses after four semesters at GCU), that student may be placed on probation and may be removed from the program if significant progress has not been made to get back on track after one semester on probation. Honors probation does not affect the student's standing in the university.

Students may also be dismissed from the program if they take one of the courses they are required to take as honors students, such as GEN400, as a non-honors class. Students who have difficulty scheduling required classes as honors should contact the director.

Students who are dismissed from the program will lose all privileges associated with the University Honors Program,

including scholarships, access to honors housing, and priority registration.

No student will graduate with honors who has not completed the required number of honors courses and who does not meet the GPA requirements at the time of graduation, even if the student has never been on probation and has not previously been dismissed from the program.

### **COCURRICULAR & 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.

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## **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 advisor. Students can then tailor their program to meet their needs and work with their advisor 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 collaboration, serving the interests of others, and promoting justice ([americanbar.org/groups/legal\\_education/resources/pre\\_law](http://americanbar.org/groups/legal_education/resources/pre_law)). The ABA also recommends entering with broad understandings of history, political thought, social interaction, and cultural diversity as well as basic mathematical and financial skills. Georgian Court's general education courses in ethics, history, philosophy, quantitative analysis, social science, and writing (among other courses) develop many of these skills and values. An internship, public service, or work experience in law will also enhance a student's application to law school. Curricular paths that are appropriate for students interested in a career in law include the Politics, Law, and History minor (see Section X: Interdisciplinary Minors) and the minor in Criminal Justice (see Section VII: School of Arts & Sciences). Each minor is 18 credits.

## 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 composition (e.g., EN111, EN112) and/or other English courses; pre-calculus (MA110), calculus (MA115), and/or statistics (MA103, BI203); two semesters of biology (BI121, BI204); two semesters of physics (PH115 and PH116 or PH121 and PH122); general chemistry (CH113, CH114); organic chemistry (CH223, CH224); one semester of biochemistry (BI437/CH311) and at least one or two semesters of behavioral sciences and humanities. One year of human anatomy and physiology (BI213, BI214) is likely to be helpful or expected. 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. Students should consult with a pre-med advisor for further information about med school requirements and preparation.

## Seven-Year Bachelor's Degree Plus M.D. or D.V.M. Degree Program with Saint George's University

Saint George's University Limited (SGU) and Georgian Court University (GCU) offer qualified students the opportunity to pursue a career in medicine or veterinary medicine at St. George's University in Grenada, following successful completion of three years of pre-medicine or pre-veterinary medicine coursework at GCU, allowing the students to obtain the B.A. or B.S./M.D. or B.A. or B.S./D.V.M. degree.

After successfully completing three (3) years of undergraduate study at GCU, including 90 credits comprising all the requirements for graduation in the major with the exception of general elective credits and credits in the major field that the GCU faculty in that major field will allow to be transferred from SGU, qualified students who meet the standards of admission at SGU will proceed to Grenada and enter the first year of the SGU School of Medicine or SGU School of Veterinary Medicine.

Upon successful completion of the first year of medicine or veterinary medicine at SGU, qualified students who began their course of study at GCU and who have earned a C or higher in at least 30 credits of coursework at SGU will have fulfilled the requirements for a Bachelor of Arts or Bachelor of Science from Georgian Court University. Qualified students who meet the standards of promotion at SGU will then be eligible to complete the remaining three (3) years of study at SGU, leading to the M.D. or D.V.M. degree.

The qualified medical students will then be eligible to complete the first two (2) years of medical study in Grenada, and the final two (2) years of this combined program in clinical rotations at affiliated hospitals in the United States and/or the United Kingdom. Qualified veterinary students will be eligible to complete the first three (3) years of veterinary study in Grenada and their final clinical year at affiliated veterinary schools in the United States, United Kingdom, Canada, Australia, or Ireland.

For more details about this program, contact the GCU Office of Admissions.

## 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: BI121, BI204, BI213, BI214 and BI219; statistics (BI203, MA103, SO201, or PS430); CH113, CH114, CH223, and CH224; MA115 and MA116; PH115 and PH116 or PH121 and PH122; EN111 and another writing or literature course; economics (EC180, EC181, or EC182); PS111/PS113; and some general courses in sociology, philosophy, history, the arts, and religious studies. Visit [aacp.org](http://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 the 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, CH114, CH223, CH224; BI121, BI203, BI204, BI213, BI214, BI219; MA115; PH115 or PH121 ; either SO101, PS111, or PS113; CM105; either EC180, EC181, or EC182, and satisfactory completion of the GCU Writing Requirement. The University of the Sciences agreed to admit up to three GCU students into each year's Pharm.D. class, provided the students meet University of the Sciences admissions requirements and declare their intent to apply to University of the Sciences through the GCU partnership agreement no later than October 15. For more information, contact your academic advisor or Dr. Michael Gross.

Georgian Court University also has a similar, special dual-degree program with the University of Saint Joseph in Hartford, Connecticut. 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 six years after graduation from high school. Eligible students may spend the first three years at GCU and then matriculate to the University of Saint Joseph for the three calendar years of the professional phase 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 the University of Saint Joseph, students will then receive the bachelor's degree from GCU. The Pharm.D. degree from the University of Saint Joseph will be awarded after successful completion of all degree requirements in the professional curriculum of the Doctor of Pharmacy program at the University of Saint Joseph. Specific prerequisites for the University of Saint Joseph Pharm.D. program are located on the University of Saint Joseph

website. GCU offers all the prerequisite courses. The University of Saint Joseph has agreed to admit up to two GCU students into each year's Pharm.D. class, provided the students have completed the first three years in the dual-degree program, met University of Saint Joseph admissions requirements, are otherwise competitive with other applicants competing for admission to the Pharm.D. program, and apply to the University of Saint Joseph through the GCU partnership agreement no later than October 15. For more information, contact your academic advisor or Dr. Michael Gross.

### **Pre-Physical Therapy**

Most Doctor of Physical Therapy (D.P.T.) programs require completion of the bachelor's degree prior to enrollment in what is usually a three-year D.P.T. program, although some programs have 3+3 arrangements in which a student takes three years of bachelor's level coursework before entering the D.P.T. program. Requirements vary from institution to institution, but typical requirements for admission include the following GCU courses: BI121, BI204, BI213, BI214; statistics (BI203, MA103, SO201, or PS430); CH113, CH114, MA115 and MA116; PH115 and PH116 or PH121 and PH122; EN111 and another writing or literature course; and psychology (PS111/113, and either PS221 or PS224). Visit [www.apta.org](http://www.apta.org), select Careers & Education, then select About PT/PTA Careers for more information, including requirements of specific D.P.T. 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 the 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, B.A. or B.S. in Chemistry, or B.S. in Health Sciences 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, CH114; BI121, BI203, BI204, BI213, BI214; MA115 (or, MA110 and either MA109, MA209, or MA210); PH115 and PH116 ; PS111 or PS113; SO101; 6 additional credits of

social science coursework of which at least 3 credits is in psychology; EN111 or EN221; and one additional English course. HRP200 is recommended. The University of the Sciences has agreed to admit up to two GCU students into each year's D.P.T. class, provided the students meet University of the Sciences admissions requirements and declare their intent to apply to the University of the Sciences through the GCU partnership agreement no later than one year prior to the summer start date of the D.P.T. program at USciences. For more information, contact your academic advisor or Dr. Michael Gross.

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## GRADUATE SCHOOL AT MONMOUTH UNIVERSITY THROUGH GCU— MONMOUTH UNIVERSITY PARTNERSHIP

Georgian Court University has a partnership with Monmouth University designed to create pathways for eligible GCU students to pursue select graduate studies at Monmouth. The programs are wide ranging, and include master's degrees in areas like social work, athletic training, English, history, and more.

### **Advantages offered to GCU applicants to the participating programs at Monmouth University include**

- opportunities to enter many programs with credit, reducing time to completion;
- graduate assistantship opportunities;
- graduate scholarships available for nearly all programs; and
- an application fee waiver and admission requirement waivers by program.

Visit [monmouth.edu/graduate/graduate-partnership-gcu-to-mu](http://monmouth.edu/graduate/graduate-partnership-gcu-to-mu) for full details and program requirements,

## IV: ACADEMIC POLICIES & PROCEDURES

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### APPLICABILITY OF COURSE POLICIES

Unless otherwise indicated, all policies apply to all courses regardless of mode of delivery, location in which the course is taken, or when during the academic year the course is taken.

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### 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 a previously granted offer of admission which may result in dismissal from the institution.

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### 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.

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### ACADEMIC ADVISEMENT

The department chair, 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 advising fellows and Student Success Center are 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 [georgian.edu](http://georgian.edu).

Georgian Court University changed its General Education, graduation, and transfer credit policies and requirements effective Fall 2007, Fall 2011, and Fall 2016. Students who were previously enrolled at Georgian Court University and plan to return, should consult the catalog in their year of enrollment for all General Education, graduation, and transfer credit policies and requirements.

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### 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 school dean and, for more than 21 credits, the associate provost for academic program development. Students will be required to pay for excess credits on a per-credit basis.

The maximum course load for part-time students is 11 credit hours per semester.

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### CLASS STATUS

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

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### HOLDS

Georgian Court University reserves the right to place a "hold" on student activities due to an outstanding obligation to the university or noncompliance with Georgian Court University policies. Activities that may be barred include, but are not limited to, registration and receipt of transcripts. Outstanding obligations or noncompliance include, but are not limited to, unpaid monies, unreturned or damaged books and equipment, parking fines, non-submission of health form, and nonfulfillment of matriculation requirements.

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### 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.
- WE Indicates that a student withdrew from a course with extenuating circumstances.
- 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

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## 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 take the course for credit at a later date.

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## 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 Incomplete 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 six weeks after the end of the term and is referenced on the Office of the Registrar's web pages and Request for Extension form.

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## 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 chair of the student's major.

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## 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.

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## 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 chair. This written appeal should reach the department chair no later than 10 working days after the student has conferred with the faculty member. The department chair 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 chair shall be sent to the student within 10 working days of the receipt of the appeal. The department chair'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 10 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 chair. This written appeal should reach the department chair no later than 10 working days after the student has conferred with the faculty member. The department chair shall attempt to resolve the issue between the student and the faculty member.
3. If the issue cannot be resolved satisfactorily within 10 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 10 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 chair, and school dean. 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 10 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, school dean, department chair, and registrar within 10 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 [georgian.edu](http://georgian.edu).

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## DEAN'S LIST & PRESIDENT'S LIST

**Dean's List:** In recognition of high academic achievement, a Dean's List designation is indicated on student transcripts each fall and spring semester. The Dean's List is composed of students with a term grade point average of 3.6000 to 3.8999 earned during the term if the student carried at least 12 credit hours of letter-graded courses. Students with incomplete grade(s) at the end of the semester are not eligible for the Dean's List.

**President's List:** In recognition of highest academic achievement, a President's List designation is indicated on student transcripts each fall and spring semester. The President's List is composed of students with a term grade point average of 3.9000 or higher earned during the term if the student carried at least 12 credit hours of letter graded courses. Students with incomplete grade(s) at the end of the semester are not eligible for the President's List.

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## FALL CONVOCATION

At the beginning of the fall semester, a program is held to open the academic year. During the event, some academic awards from academic disciplines, organizations, and/or individuals are presented. In addition, a recipient of the following award is recognized:

**St. Catherine Medal:** Kappa Gamma Pi, the National Catholic College Graduate Honor Society, offers the St. Catherine 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, administration and/or peers, on the basis of leadership and service to Georgian Court.

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## 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 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. The administration selects students for membership from among the seniors graduating with scholastic distinction, outstanding service, and leadership.

**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:** 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.) Students in a Georgian Court degree-completion program at Brookdale's Hazlet location or at Cumberland County College's campus must earn at least 48 credits at Georgian Court University in courses graded A–F 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.

**Academic Excellence Award:** This award is presented to a member of the senior class who has attained the highest grade point average for four years.

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## 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.). Students who are enrolled in more than one bachelor's degree program simultaneously will earn one bachelor's degree. Their transcript will list all programs of study that they have completed at the time of graduation. The degree designation (B.A., B.F.A., B.S., B.S.N., or

B.S.W.) will be based on the student's first major. The student will receive one diploma, their name will be listed once in the Commencement program, and the student will be recognized at Commencement only one time. Students who have earned one baccalaureate degree already may return for a second baccalaureate degree (see Admission for a Second Baccalaureate Degree policy). 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 total 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 are required to take a minimum of 30 credit hours and at least half of their major and minor credits 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 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. With limited exceptions, only students who have completed all requirements for graduation (including all coursework 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.

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## REQUEST FOR TRANSCRIPT

Transcript requests can be made online or 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. Both the online request form and the paper Transcript Request form are available on the Office of the Registrar's web page at [georgian.edu](http://georgian.edu).

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## CLASS ATTENDANCE

Georgian Court University values the education of the total student and recognizes that learning takes place both inside and outside the classroom.

Students are expected to attend all their scheduled classes. Policies for maximum course absences will be stated in the course outline. Students should notify their instructors if illness or personal circumstances prevent them from attending class, especially if an assignment or test is scheduled for that day. It is at the discretion of the instructor to determine if students will be permitted to make up specific assignments, including tests, according to the instructor's stated policy. Students are responsible for any course content missed due to absences.

Students who are absent from multiple classes for more than a week should provide the dean of students with appropriate documentation and the dean of students will authenticate that absence. Students should also discuss

such absences with their instructors. Students missing an occasional class do not require authentication.

Students whose participation in an intercollegiate sport, the dance program, education abroad, or other sanctioned GCU activity that will require them to miss classes during the semester should present an official schedule to the instructor at the beginning of the semester and keep the instructor informed about changes or additions to that schedule. Students and their instructors should discuss the implications of missing those classes and how to make up all work, including assignments and exams, in accordance with the instructor's policies.

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

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## 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.

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## CANCELLATION OF CLASSES

### **By an Instructor**

On occasion, an instructor may need to cancel class. The instructor will notify the dean, who will have notices posted in various locations on campus, including the room in which the class meets. Commuting students in each course should arrange a "telephone chain" at the beginning of each semester and inform the instructor of the names of the first two students to contact in the event of a cancellation. Those students will then be responsible for notifying other students. Every effort will be made to contact students before they travel to campus.

### **By the University**

Every effort will be made to make cancellation announcements at least two hours before class is scheduled to begin.

Connect-Ed is an emergency notification system that sends time-sensitive notifications to students, faculty, and staff within minutes in case of an emergency or other important announcements. You may receive notices by voicemail, e-mail, and/or text message. Weather-related delays and cancellations will also be announced on the website at [georgian.edu](http://georgian.edu), and by recorded phone message at 732-987-2555. Information about

cancellations will also be supplied to radio stations NJ101.5, WOBM 92.7, Lite Rock 96.9, The Point 94.3, The Hawk 105.7, SoJo 104.9, Cat Country 107.3, and Magic 98.3, and to television stations News12 New Jersey News (Cablevision 12, Comcast 62, and Optimum 612), NBC4, and Fox 5 Good Day New York.

For classes not held at the GCU main campus in Lakewood, GCU classes will comply with the cancellation/closure decision of the location at which the classes are held.

## STUDENTS TAKING COURSES AT AN ENROLLMENT LOCATION OTHER THAN THEIR OWN

Students enrolled at a location other than the Lakewood campus must take all required courses offered through their enrollment location at that location. Exceptions will be made only for extenuating circumstances (e.g., student failed a course at the student’s location and to catch up with the student’s cohort, student needs to take the same course in Lakewood in the summer). Approval for any exceptions will follow the process outlined below.

### Regarding Situations Not Covered Above:

For all courses except GEN199, GEN400, and the courses that satisfy the religious studies, ethics, women and gender General Education requirements, students who want to take a course based at a location that is not their location and that is closed to students from their location can enroll in the course with the approval of their academic advisor. Before giving approval, the academic advisor should ensure that the student will not be taking a seat needed by students who are in the program at the other location. The academic advisor should ask the Office of the Registrar in writing (preferably through e-mail) to enroll the student in the course at the other location, and copy the student and the student’s department chair in the e-mail. For GEN199, GEN400, and the courses that satisfy the religious studies, ethics, women and gender General Education requirements, the academic advisor should e-mail the student’s request to the associate provost for academic program development (or designee), who will make a decision about the request after considering the enrollment needs of the students at that location. If the student’s request is granted, the associate provost or designee will ask the Office of the Registrar office in writing (preferably through e-mail) to enroll the student in the course at the other location, and copy the student in the e-mail.

### Tuition & Fees

Students who enroll in a course that is associated with a different location than their enrollment location will be billed according to their enrollment location.

## ONLINE, HYBRID & 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. Courses may be taught asynchronously or synchronously. For synchronous courses, the day and time will be listed on the course schedule.

**Hybrid:** The course is taught 60% or less online using the university’s course management system to deliver Internet-based interactive instruction and 40% or more with the instructor in the same room as the students. The percentage that is taught online may vary from course to course. Students are required to come to the classroom for the face-to-face sessions. The days of the week and times that face-to-face sessions are held are listed on the course schedule and/or course outline and in the learning management system.

**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.

**Face-To-Face:** The course is taught 100% face to face with the instructor in the same room as the students all of the time.

On the university’s course schedule, OL refers to online courses, HY to hybrid courses, and VTC to video teleconference courses.

All courses adhere to the university’s “credit-hour assignments for courses” policy.

## 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 (50 minutes) of classroom or direct faculty instruction and a minimum of two hours (100 minutes) of out-of-class student work each week for approximately 15 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. New course proposals are accompanied by sample syllabi/course outlines that show the amount of work, intended learning outcomes, and how achievement of the

learning outcomes will be assessed. 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. This policy applies to all courses, regardless of mode of delivery.

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## 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. Students with military experience and training should have an official copy of their Joint Services (military) transcript, showing ACE credit recommendations, sent to GCU. Courses from all sources 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.), mode of delivery, 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 [georgian.edu](http://georgian.edu).

Students may transfer a maximum of 90 credits of which no more than 75 credits may transfer from a regionally accredited two-year institution and no more than 48 credits may be counted as general electives based on students' major at the time of enrollment. Credits accepted in transfer become part of students' permanent record. As such, they cannot be replaced by new transfer courses. To fulfill general education requirements, once students 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 (e.g., students may transfer credits in a language not offered by Georgian Court University).

Final determination of the acceptance or denial of transfer credit is made by the department chair or program director of the field of study for courses in the field of study, by the director of general education for general education courses, and by the Office of the Provost for general electives.

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## 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, Monmouth University, New Seminary (Lakewood, New Jersey and Brooklyn, New York), New York Chiropractic College, Ocean County College, Ocean County Vocational Technical School Performing Arts Academy, Ocean County Vocational Technical School Academy of Law and Public Safety, Passaic County Community College, Raritan Valley Community College, Rutgers University, Saint George's University, Salem Community College, Seton Hall University, Sussex County Community College, Union County College, University of the Sciences in Philadelphia, University of Saint Joseph, and Warren County Community College.

To generate a student's progress chart, which shows the use of transferred credits, the transfer of credit policy is applied using applicable articulation agreements. NJ Transfer ([njtransfer.org](http://njtransfer.org)) shows articulation of courses between New Jersey community colleges and Georgian Court University. Progress charts for other commonly used articulation agreements are provided at [georgian.edu/academics/registrar/progress-charts](http://georgian.edu/academics/registrar/progress-charts). Articulation agreements are available from the Office of Admissions or the Office of the Provost.

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## 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 [georgian.edu](http://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 II-D]**

A student who achieves a successful score on any approved general area examination or on any subject examinations may be able to receive college credit. 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.

**Other Credit by Testing Options [TABLE II-E]**

Students may consider other means of college credit such as DSST (formerly DANTES), Excelsior College Examinations, TECEP examinations, ACE College Credit Recommendations Service, and NYU Language Proficiency exams (12-point exam; GCU will award up to 6 credits). Students who wish to take a challenge examination for a specific course should contact the department chair for consideration (see Policy for Credit for Prior Learning for Undergraduate Coursework).

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## 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 coursework has been earned. Students cannot attempt to earn challenge examination/portfolio prior learning credits during their semester of graduation. The department chair 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 chair and the dean approve.

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

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## 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 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.

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## 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 director of global education programs, who should be the first point of contact, and the faculty advisor.

The director of global education programs 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 should visit the Office of Global Education Programs online at [georgian.edu/global](http://georgian.edu/global) for more information.

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. Students may use State of New Jersey forms of financial aid for some study abroad programs.

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## ACADEMIC EARLY WARNING SYSTEM

The Academic Early Warning System is designed to identify and assist students who may be experiencing challenges to their academic success. The goal of this 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 or he will be contacted

by a member of the Office of Student Success, who will work with her or him to help identify and remedy any barriers to her or his success.

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## 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.

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## COURSE WITHDRAWAL POLICY

The course withdrawal policy that applies to undergraduates is the policy in the Undergraduate Catalog, and the course withdrawal policy that applies to graduate students is the policy in the Graduate Catalog, regardless of whether the course in question is an undergraduate course or graduate course.

A student who withdraws from a course between the end of the add/drop period and the end of the 10<sup>th</sup> week of the main session of either the fall or spring semester will receive a grade of W for that course.

For terms other than the main session of the fall and spring semester, a student will receive a W if he or she withdraws between the end of the add/drop period and the point at which the term is approximately two-thirds complete.

The Office of the Registrar will determine and post the exact dates for withdrawal deadlines for all terms. Students will not be permitted to withdraw from a course with a W after this deadline.

In rare, extraordinary circumstances, students may petition for a withdrawal with extenuating circumstances, which will be recorded as a WE. This request must be approved by the provost. A WE should be granted only in circumstances of documentable hardship, such as long-term, serious illness.

Grades of W and WE are not used to calculate a student's grade point average, but will appear on the student's transcript.

A student who simply stops attending a course has not officially withdrawn and will receive a grade computed on the basis of all work completed and not completed at the end of the semester, including work assigned after the student stopped attending.

### How to Withdraw

A student wishing to withdraw from a class must obtain the signature of the chair of the student's major department, or his or her assigned academic advisor, or the dean of the student's major school. Athletes and F1-international students must also obtain the signature of the designated school official.

## Limitations on Withdrawals

A student may not receive a W in more than two courses in one semester/term, or more than six courses total over the course of his or her time at Georgian Court. Grades of WE are not counted in these totals.

## Withdrawing from the University/Leave of Absence/Involuntary Withdrawal

Please see other sections of the Undergraduate Catalog or Student Handbook for policies regarding withdrawing from the university, leaves of absence, and involuntary withdrawal.

Note: Students entering Georgian Court in Fall 2015 or later are subject to all provisions of the Withdrawal Policy. Students entering prior to Fall 2015 are limited to a total of six grades of W from the start of the Fall 2015 semester—grades of W received prior to Fall 2015 will not be counted in the total. These students are subject to all other provisions of the Withdrawal Policy.

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## 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 wish to withdraw from the university must submit a Request for Official Withdrawal from the University form to the director of student advocacy and success (Jeffries Hall, Room 101). The student 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 the Office of 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 she or he first enrolled at GCU provided she or he re-enrolls within five academic years after withdrawal. Under certain circumstances such as discontinuance of programs or courses or 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.

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## LEAVE OF ABSENCE

Students may apply for an official leave of absence for up to two consecutive main academic terms. The Request for Leave of Absence form will need to be completed. A leave of absence permits a student to maintain her or his recorded curriculum at the university. The student will be allowed to follow degree major requirements as outlined on her or his current progress chart if she or he 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.

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## 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 coursework. The Academic Standards Committee reviews a junior or senior who fails to maintain a 2.0 cumulative or term grade point average; a sophomore, 1.9; a freshman, 1.8.

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## ACADEMIC PROBATION & DISMISSAL

Students who are not in good academic standing at the university, or who are in danger of slipping below this level, may be subject to academic probation, academic dismissal, or other actions in an effort to ensure that all enrolled students meet the academic standards required by Georgian Court. Cases related to academic standing, academic probation, dismissal, and related issues are reviewed by the student success officer and the Academic Standards Committee.

### Definitions

**Minimum Acceptable GPA by Class Level** – 1.8 freshman, 1.9 sophomore, and 2.0 junior and senior

**Cumulative GPA** – the student's grade point average overall, an average of grades for classes taken across all terms as a GCU student.

**Term GPA** – the student's grade point average for all qualifying courses taken in a single semester or term.

**Term** – a period in which all classes are scheduled to begin and end within a set time frame. Examples at GCU include but are not limited to fall and spring semesters, winter sessions, 7.5-week sessions, and summer sessions. At GCU, "session" and "term" are used synonymously for purposes of academic standing.

**Semester** – the main fall or main spring term, approximately 15 weeks long.

### Guidelines

#### Academic Warning

Any student whose cumulative or term GPA falls below 2.0 who is not placed on academic probation or strict academic probation, or who is not dismissed from the university, may receive an official academic warning notice.

#### Academic Probation

Students on academic probation continue as fully enrolled students at Georgian Court University, but are limited to 16 credits per term while on academic probation. In addition, students are required to meet monthly with academic support staff and participate in designated workshops.

A student may be placed on academic probation if his or her cumulative GPA or term GPA falls below the minimum acceptable for his or her class.

A student who is on academic probation and has shown improvement, but who has not yet reached the minimum acceptable GPA for his or her class—either term or cumulative—may remain on academic probation. A student who has been on academic probation for at least one semester and who has failed to show improvement, or whose cumulative or term GPA has fallen, may be placed on strict academic probation. See "Strict Academic Probation" below.

Note: A student who has been on academic probation, or some combination of academic probation and strict academic probation, for two or more semesters may be subject to academic dismissal. See "Academic Dismissal" below.

#### Strict Academic Probation

Students on strict academic probation continue as fully enrolled students at Georgian Court University, but are limited to 13 credits per term while on strict academic probation. In addition, students are required to meet twice monthly with academic support staff and participate in designated workshops.

A student whose cumulative GPA is below 1.7 or term GPA is below 1.5 may be placed on strict academic probation. A student who is on strict academic probation but who has not yet reached the minimum acceptable GPA for his or her class—either term or cumulative—may remain on strict academic probation for additional semesters, or, if that student has shown some improvement, may be placed on academic probation instead.

A student may also be placed on strict academic probation if he or she has been on academic probation for at least one semester and has failed to show improvement, or if his or her cumulative or term GPA has fallen. See "Academic Probation" above.

Note: As noted above, a student who has been on academic probation, or some combination of academic

probation and strict academic probation, for two or more semesters may be subject to academic dismissal. See “Academic Dismissal” below.

### Academic Dismissal

A student may be dismissed from the university if her or his cumulative GPA falls below 1.0, or if the student earns a term GPA of 0 during a semester in which he or she has taken at least 6 credits. In some cases where circumstances may warrant it, such as where there is evidence of past academic success or academic improvement, the committee may opt instead to place a student who meets these criteria on strict academic probation.

A student may also be dismissed if he or she has spent two semesters on academic probation or strict academic probation, or some combination of these, and the student has not shown improvement, or if a student has spent three semesters on academic probation or strict academic probation, or some combination of these, and has shown improvement but has not achieved the minimal acceptable cumulative GPA for his or her class.

Students have the option to appeal.

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## ACADEMIC HONESTY

This policy may be changed only by action of the Faculty Assembly. 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. Georgian Court expects the highest standards of integrity from its students in their academic pursuits.

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, or any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies shall apply:

1. Cheating is using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Examples of cheating include, but are not limited to, copying homework, copying someone else's test, or using an unauthorized “cheat sheet.”
2. Fabrication is the falsification of any information or citation in any academic exercise, including,

but not limited to, making up a source, giving an incorrect citation, or misquoting a source. Fabrication includes falsification of information on any application for any academic program.

3. Plagiarism is representation of the work of another as one's own in any academic exercise. Plagiarism includes failing to give a citation when using work from any other person or source. Work may include, but is not limited to, words, ideas, data, and/or images.
4. 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, but are not limited to, fabricating excuses for behavior such as missing classes, postponing tests, or handing in late papers; or turning in a paper for one class that was originally written for another class.
5. Abuse of resources is damaging any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes, but is not limited to, hiding library materials; removing non-circulating material from the library; failing to return library materials when requested; or hiding or stealing another person's textbook, notes, or academic resources.
6. Forgery of academic documents is the unauthorized changing or construction of any academic documents such as transcripts, grade books, or work submitted for a course.
7. Sabotage is the damaging or impeding of another's academic work. Examples include but are not limited to ruining another's lab work, damaging another's electronic data, or destroying another's term paper.
8. Aiding and abetting academic dishonesty is facilitating any act defined above.

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## PROCEDURES FOR DEALING WITH ACADEMIC DISHONESTY

Any faculty member who perceives or is informed of academic dishonesty initiates the process by first informing the student and attempting to set up a meeting to discuss the evidence and significance of the alleged infraction. If the instructor determines that a penalty (e.g., lowered grade for assignment, 0 for assignment) should be exacted, the incident must be reported to the dean of the

school in which the violation occurred. The instructor and the student sign a form describing the alleged infraction, verifying that the meeting took place, and specifying the penalty that the instructor exacted. Within ten (10) working days of the meeting with the student, the instructor shall submit the signed form, along with the evidence, to his or her school dean, who shall record the names of the student and instructor, the semester and the course, and the penalty that was exacted. The instructor shall also send a copy of the form to the instructor's department chair and the chair or program director of the student's major(s). The school dean shall file documentation in the Office of the Provost. Electronic files are accessible only to individuals authorized by the provost. These records are accessible to deans of all schools.

If the instructor and student are not able to meet, the instructor shall complete the form; the instructor shall inform the student by GCU e-mail about the penalty exacted, if any, and indicate that the infraction has been reported to the school dean. When recording the infraction, the school dean shall consult the confidential records to determine if the student charged with violating the Academic Honesty Policy has been charged with academic dishonesty on one or more prior occasions. If the dean judges that the combined evidence of current and previous infractions warrants, the school dean may exact an institutional penalty such as a plan of academic tutoring and support, suspension, or dismissal. Within ten (10) working days, the school dean shall inform the student by GCU e-mail of any institutional penalty.

If the student does not appeal the charge or the penalty suggested by the instructor and, if applicable, the dean, no further action is necessary. The school dean maintains the records and the evidence until seven years after the student leaves the institution.

### Appeals

A student has the right to appeal a charge of dishonesty or the severity of a penalty through an academic integrity panel.

To initiate an appeal, the student must submit a letter of appeal to the dean of students within ten (10) working days of being informed by the instructor or the school dean. The dean of students shall convene the academic integrity panel. Members of the academic integrity panel are chosen from a pool of volunteers who are willing to serve on the committee on an ad hoc basis, based on availability and lack of connection with the case. The panel shall consist of one full-time faculty member from each school, one student from each school, and one at-large full-time faculty member selected by the other panel members. The at-large faculty member shall serve as chair of the panel and votes only if there is a tie. The students and faculty members on the panel are selected from those who regularly take or teach undergraduate or graduate courses, consistent with the accused student's status.

The chair of the panel shall set the time and place of the meeting, which should normally occur within fifteen (15) working days from the date the dean of students receives the written appeal from the student. The panel shall examine the evidence. In the hearing, the student may be accompanied by an advisor of their choice and may call witnesses but no legal counsel, since this is an academic matter. The advisor may not participate in the hearing. If the meeting is to appeal an instructor's accusation or penalty, the instructor has the option to appear before the panel to explain evidence presented. The instructor may also opt not to attend. The instructor shall have no vote. If the meeting is to appeal an institutional penalty exacted or recommended by a school dean, that dean has the option to appear before the panel to explain evidence presented. The dean may also opt not to attend. The dean shall have no vote.

Hearings shall be recorded or transcribed and kept in the Office of the Dean of Students. A copy of such material shall be available to the student. The chair of the panel shall report the panel's recommendation to sustain or reject the student's appeal with explanation by GCU e-mail and in writing to the provost within two (2) working days. The provost's decision is final and shall be issued within ten (10) working days to the student, with copies sent to the school dean, department chair, faculty member, dean of students, and chair of the panel.

### Sanctions

When a student is found in violation of the university's Academic Dishonesty Policy, one or a combination of the following sanctions may be imposed.

- Reduction of grade on the assignment
- Zero on the assignment
- Course grade of F
- Verbal and/or written warning
- Educational remediation
- Counseling remediation
- Probation
- Suspension from the university
- Dismissal from the university

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## PROCEDURES FOR STUDENT GRIEVANCES OR COMPLAINTS

The official university policy for student grievances or complaints is listed in the Student Handbook, available online at [georgian.edu/publications](http://georgian.edu/publications). The guidance offered below is related to how the grievance is managed by the university systems and by key offices and functions.

## Stakeholders

Academic Standards Committee	Provost Council
Title IX Task Force	Office of Student Accounts
Office of Financial Aid	Office of the Registrar
Office of Security	Office of Residence Life
Office of Student Life	Faculty Advisors & Department Chairs

## Guidance

A student makes a complaint to an office or university official about any number of matters. The university official will refer the student to the appropriate policy for the type of matter and ask the student to follow the policy. In matters where the university official is unclear on the appropriate policy, the student will be referred to the director of student advocacy and success. As a general reference, students should be referred to the office/person that manages the area of complaint (financial aid issue to the director of financial aid, grading issue to the instructor, etc.).

Student grievances submitted anonymously will be addressed by the appropriate official; however, the ability to resolve the matter completely may be obstructed by the limited information shared by the student.

### Phase 1: Grievance Record

The university attempts to maintain a record of the number and type of grievances reported by students. After each semester, office managers will collect a list of grievances and outcomes reported through the semester and submit them to the director of student advocacy and success. The list will be collected and annotated into a bi-annual report for the purpose of looking for systemic complaints and grievances that can be addressed. This report of all grievances (not including student names or identifiers) will be reviewed each semester by the Provost Council for consideration of process and policy improvements and changes. The report includes type of grievance, area of concern, the governing regulation/policy, and general outcome.

### Phase 2: Adjustment of Policy or Procedure

When there is policy or procedure identified as needing review due to a student grievance, the director of student advocacy and success and the provost, in collaboration, will suggest that a review of the policy or procedure be conducted by the appropriate committee. For example, an academic policy for grading and/or degree earning will be submitted to the Academic Standards Committee, a policy related to residence life would be referred to the Office of the Dean of Students, and a policy for gender-based discrimination would be referred to the Title IX Task Force.

## 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 security 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.

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## 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.

## V: FINANCIAL INFORMATION

### TUITION AND FEES: 2019–2020

#### Tuition

Full-time (12–18 credits) .....	\$16,025 per semester
Full-time Nursing .....	\$17,155 per semester
Part-time (11 credits or less) .....	\$732 per credit
Part-time Nursing .....	\$808 per credit
Auditing .....	1/3 of tuition
GCU@Hazlet.....	\$550 per credit
GCU@Cumberland .....	\$550 per credit
Course Ahead/Step Ahead .....	\$240
Challenge Exam .....	25% of tuition
Portfolio Assessment.....	50% of tuition

#### General Fee (per semester)

FT Comprehensive Fee.....	\$730
PT Comprehensive Fee .....	\$365

#### Residence and Board (per semester)

7-day Meal Plan Plus Double Occupancy Room .....	\$5,600
Single Room (additional charge) .....	\$1,400

#### Special Fees

Class Dues .....	\$27 per year
Returned Check Fee .....	\$55
Graduation Fee .....	\$165
Late Graduation Application Fee.....	\$55
Late Registration Fee .....	\$27
Change of Schedule Fee .....	\$17
Student Activity Fee .....	\$50 per semester
Parking Fee (full year) .....	\$193 + tax
Parking Fee (half year).....	\$96 + tax
Transcript Fee .....	\$12 per request
TLC Program (assistance program) .....	\$1,800 per semester
Orientation: Full-Time First-Years or Transfers Full year .....	\$176
Spring only .....	\$88

A deposit of \$250 is required for all students. This is applied to the semester bill and is nonrefundable.

**The charges listed will be in effect for the 2019–2020 academic year. Georgian Court University reserves the right to change its schedule of tuition, fees, and refund policies at any time.**

### MANNER OF PAYMENT

Payment can be made with the Office of Student Accounts and via Self Service online with a credit card. Visa, MasterCard, Discover, and American Express are accepted. Credit card payments are charged a processing fee by third-party vendor. Payments in the form of cash, check, or money order can be made at the Office of Student Accounts located in Mercy Center on the main campus. Computers are available in the office to assist students with online payments. All checks should be made payable to Georgian Court University.

Before the beginning of each semester, students will receive a statement from the university setting forth a payment due date. Any charges unpaid after the due date listed will result in a hold on the student's account and a late fee of \$55 assessed. If there are any outstanding balances due to the university, the student will not be allowed to register, obtain transcripts, or receive a diploma until financially cleared with the Office of Student Accounts.

Delinquent accounts will be sent to a collection agency for which all collection and legal fees will be added to the outstanding balance for which the student is responsible.

#### 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 visit [afford.com](http://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 Office of Student Accounts prior to registration. If payment is not made within five 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 must be submitted at the beginning of the semester.

#### Due Date for Payments

Bills will be available online beginning mid-July for fall term and mid-December for spring term. Accounts must be settled between the student and the university three 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)

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= 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 nonpayment.

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## REFUND POLICY

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

Within the 1<sup>st</sup> week of classes: Add/drop period—  
no charge

Within the 2<sup>nd</sup> week of classes: Add/drop period—  
no charge

Within the 3<sup>rd</sup> week of classes: 25% of tuition plus all  
fees charged

Within the 4<sup>th</sup> week of classes: 50% of tuition plus all  
fees charged

Within the 5<sup>th</sup> week of classes: 75% of tuition + all  
fees charged

After the 5<sup>th</sup> week of classes: 100% of tuition + all  
fees charged

General fees and 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.

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## INTERNATIONAL STUDENT POLICY & PROCEDURES

### International Admissions Deadline for Applications

Fall Semester: May 1 • Spring Semester: October 1

### Admission Requirements

See Admissions section of catalog.

### Deadline for payments for new students and returning students:

1. A tuition deposit of \$250 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 U.S. 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). U.S. 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.

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## INTERNATIONAL STUDENT ADDENDUM

### 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 six 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 U.S. dollar amounts.
3. Award letter from an organization providing a scholarship.

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## FINANCIAL AID INFORMATION

Please visit [georgian.edu](http://georgian.edu) for the most up-to-date financial aid information.

Office of Financial Aid

900 Lakewood Avenue, Lake House

(T) 732-987-2258 • (F) 732-987-2023 •

[financialaid@georgian.edu](mailto:financialaid@georgian.edu)

Monday–Friday 8:30 AM to 4:30 PM

Extended Hours Tuesdays 4:30 PM to 7:00 PM

Note: Summer hours may differ.

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 his or 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 October 1, 2019, as possible. The application may be accessed online at [fafsa.ed.gov](https://fafsa.ed.gov). The university's priority financial aid application deadline is April 15, 2019.

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.

Priority Dates & Deadlines 2019–2020		
	New Students	Returning Students
FAFSA Priority Date	January 15, 2019	January 15, 2019
Tax Transcripts/ Required Paperwork	April 15, 2019	April 15, 2019
HESAA	September 15, 2019	April 15, 2019

Priority Dates & Deadlines 2020–2021		
	New Students	Returning Students
FAFSA Priority Date	January 15, 2020	January 15, 2020
Tax Transcripts/ Required Paperwork	April 1, 2020	April 1, 2020
HESAA	September 15, 2020	April 15, 2020

## 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 and, in some cases, financial need. These awards do not have to be repaid and are most often renewable. 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 \$6,195 for the 2019–2020 award year. 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.

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## 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 Tax transcripts, and the Federal Tax 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.

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## 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 October 1 as possible. The application may be accessed online at [fafsa.ed.gov](https://fafsa.ed.gov). The university's priority financial aid application deadline is January 15. Returning students renewing their TAG award must complete their Renewal FAFSA before April 15 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.

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## 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.

Order of return of Title IV funds

1. Unsubsidized Direct Loans (other than Direct PLUS Loans)
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Direct PLUS Loans
5. Federal Pell Grants for which a return of funds is required
6. FSEOG for which a return of funds is required
7. TEACH Grants for which a return of funds is required
8. Iraq and Afghanistan Service Grant, for which a return of funds is required

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

MILITARY (TUITION ASSISTANCE [TA])  
REFUND POLICY

Up to the 60% point in each period of enrollment, a pro rata schedule is used to determine the amount of funds the student has earned at the time of withdrawal. Georgian Court University refunds the actual percentage of unearned aid up to the date of withdrawal. After the 60% point in the period of enrollment, a student has earned 100% of the aid funds awarded for that period and all aid funds will remain on the student's account. In instances when a service member stops attending due to a military service obligation, Georgian Court University will work with the affected service member to identify solutions that will not result in student debt for the returned portion.

MILITARY (TUITION ASSISTANCE [TA])  
RETURN OF UNEARNED TA TO THE  
GOVERNMENT POLICY

Within the first week of classes:	100% returned
Within the second week of classes:	100% returned
Within the third week of classes:	75% returned
Within the fourth week of classes:	50% returned
Within the fifth week of classes:	25% returned
After the fifth week of classes:	0% returned

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. Pell Grants are considered the foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added. The maximum Pell grant for a full time student for 2019–2020 is \$6,195.

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. The minimum FSEOG amount is \$100; however, it may be prorated if enrolled for less than an academic year.

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 prorated based on enrollment. GCU freshmen are not eligible to apply for a TEACH Grant.

As required by the Budget Control Act of 2011 (the sequester law), any TEACH Grant that is first disbursed on or after October 1, 2017, and before October 1, 2018, must be reduced by 6.6 percent from the award amount for which a recipient would otherwise have been eligible; and any TEACH Grant that is first disbursed on or after October 1, 2018, and before October 1, 2019, must be reduced by 6.2 percent from the award amount for which a recipient would otherwise have been eligible.

**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 75<sup>th</sup> 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 website: [studentloans.gov](http://studentloans.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 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. 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:**

- For the 2019–2020 academic year: \$5,500 if you are a first-year student enrolled in a program of study that is at least a full academic year.
- \$6,500 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:

**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 2019–2020 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).
- \$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 these 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 all other financial aid you receive. For example, 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 2018–2019 academic year, the New Jersey Tuition Aid Grant (TAG) ranges from \$2,074 to \$12,938 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. 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 January 15. Renewal students must file by April 15 of the award year. New applicants must file by September 15 of the award year. The spring-only award deadline is February 15.

### **EDUCATIONAL OPPORTUNITY FUND (EOF)**

The Educational Opportunity Fund (EOF) program is a state-funded initiative that is designed to support students from economically and/or educationally underserved populations across the state. The EOF program provides eligible students with academic, social, and financial support as they navigate through the educational experience. Students at Georgian Court University (and other private institutions) receive a \$2,600 state grant, in addition to the other elements of support that are offered to our participants. The grant is renewed, based upon continued eligibility.

#### **Eligible Students**

To be considered for EOF, a student must meet the following criteria:

- be a New Jersey resident for at least 12 consecutive months—immediately prior to enrollment;
- be accepted as a full-time student to the university;
- meet the academic criteria, as determined by the institution;
- have completed the FAFSA; and
- exhibit a financial need, based on the state's criteria for eligibility.

Applicants must complete the EOF Questionnaire and submit their (or their parent/guardian's) 1040 and IRS tax transcripts in order to be considered. Transfer students who received EOF at their previous institution should submit a Program Transfer Form as well; it should be signed by their last EOF director and counselor.

For more information, please contact the EOF office at 732-987-2355 or the EOF recruiter/counselor at 732-987-2767.

### **STUDENT TUITION ASSISTANCE REWARD SCHOLARSHIP II (NJ STARS II)**

The NJ STARS II program provides successful NJ STARS students at New Jersey county colleges with funding to transfer to a New Jersey four-year college/university to earn a bachelor's degree.

The NJ STARS II award will be based on tuition only, except for Tuition Aid Grant (TAG) recipients who will receive NJ STARS II awards based on tuition and approved mandatory fees. The amount of the award will be determined after all other state and federal grants and scholarships are applied to these charges, not to exceed \$1,250 per semester for the 2019–2020 academic year.

#### **Eligible Students**

- Students must be NJ STARS recipients or non-funded (tuition and approved fees fully covered by other state and/or federal aid) during the semester of county college graduation.
- NJ STARS students must have graduated from a New Jersey county college with an associate's degree and a GPA of 3.25 or higher.
- Family income (including taxable and untaxed income) must be less than \$250,000.
- Students must be admitted to a New Jersey four-year institution that participates in the TAG program. Note: NJ STARS eligibility does not guarantee admission to a New Jersey four-year college or university.
- Students must begin NJ STARS II program participation no later than the second semester immediately following county college graduation.
- Students must be enrolled in a full-time course of study (minimum 12 college-level credits) each semester.
- Students must apply for all forms of state and federal need-based grants and merit scholarships and submit any requested documentation to complete or verify application data within established state deadlines.

### **Renewal Eligibility**

- Students must attain a minimum cumulative GPA of 3.25 at the start of the third semester of study at the New Jersey four-year institution to maintain eligibility for the third and fourth semesters. Summer courses are included in determining the GPA.
- Students must maintain continuous full-time enrollment as NJ STARS II recipients unless on a medical leave, approved by the four-year college or university, due to the illness of the student, a member of the student's immediate family, or a family emergency. The only other exception to continuous full-time enrollment applies to NJ STARS II students called to partial or full mobilization for state or federal active duty as a member of the National Guard or a Reserve component of the Armed Forces of the United States.
- Students may receive an NJ STARS II award for up to four semesters, excluding summer sessions.

### **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 a Distinguished Scholar 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. The current annual award is \$1,000.

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## **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 Georgian 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 mail. Students failing to achieve satisfactory status following their warning semester are placed on financial aid suspension and notified by 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 freshman, 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:

	Undergraduate		Graduate	
Semester	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		
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.

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## 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.

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## 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 bachelor's degree	66%

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## APPEAL PROCESS

### Financial Aid Suspension Notification

The GCU Office of Financial Aid 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 by 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 Office of 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 Office of Financial Aid within 14 days from the day you receive your Satisfactory Progress letter or by the end of the current semester, whichever 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 14 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 Warning:** Student has one semester to regain satisfactory academic progress (SAP).

**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:** The Office of Financial Aid will communicate the committee's decision to the student via regular and/or e-mail.

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## 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.

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## 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 Brunch.

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.

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## SCHOLARSHIPS & AWARDS

Georgian Court University and its students are fortunate to benefit from the generosity of many individuals and organizations. Scholarships and awards are funded through generous gifts from donors. Eligibility is determined on the basis of academic performance, and, in some cases,

financial need. Visit [georgian.edu/scholarships](http://georgian.edu/scholarships) for more information or to apply for a donor-funded scholarship.

**Note:** Dates and funding amounts are subject to change without notice. A scholarship may be substituted with other institutional funds; this will not change the total amount awarded.

### The 1908 Society Endowed Scholarship

An award available to a full-time sophomore or higher undergraduate or second year or higher graduate student with a minimum GPA of 2.8 and proven financial need.

### Albert Machuta Endowed Scholarship

A merit based award in the amount of \$3,000–\$4,000 available to an incoming freshman with proven financial need.

### Allison Sobieski Beaudoin Scholarship

A merit based award in the amount of \$1,500–\$2,000 available to an incoming freshman with proven financial need. It is preferred that the recipient be of Polish descent.

### Amy Joseph Habib '60 Endowed Scholarship

An award in the amount of \$4,500 available to a student(s) living regionally but outside of three hours traveling distance from the university, including Washington, D.C.; Maryland; Massachusetts; and Virginia, and the following counties in New York: Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, Wyoming, and Monroe.

### Anne E. Davis-Smith Endowed Scholarship

An award in the amount of \$4,000 each available to students in good academic standing.

### Anne White Mullane Scholarship

A one-time award in the amount of \$2,500 which will be applied toward senior year is available to a female student completing her junior year majoring in a foreign language. The recipient must have a strong academic record, excellent leadership skills, and at least moderate financial need.

### Buckelew Family Endowed Scholarship

An award in the amount of \$2,500–\$3,000 available to a student in good academic standing with proven financial need.

### Carol Mastronardi Mastoloni Endowed Scholarship

An award in the amount of \$1,000–\$2,500 each available to undergraduate students in good academic standing seeking certification in Education along with a major in another area. Preferably the student shall have a proven financial need.

### Carolyn Theresa Hassmiller Memorial Scholarship

An award in the amount of \$2,000–\$2,500 available to a female student, preferably one who plays on the basketball team of Georgian Court University.

### Catherine Anne Comiskey Class of 1969 Endowed Scholarship

An award in the amount of \$4,000–\$4,500 available to an undergraduate student with a minimum GPA of 3.00 and with proven financial need.

**Charlotte W. Newcombe Endowed Scholarship  
(separate application required)**

An award in the amount of \$3,000–\$5,000 each available to female students who are at least 25 years of age, are enrolled full- or part-time in a baccalaureate/second baccalaureate/or postbaccalaureate program, and have attained junior status. Academic achievement based on GPA may also be considered.

**Class of 1960 Endowed Scholarship**

An award in the amount \$4,000–\$5,000 available to a full-time undergraduate student with a minimum GPA of 3.00 and with proven financial need. Preference will be given to resident students.

**Class of 1966 Endowed Scholarship**

An award in the amount of \$6,000–\$7,000 available to a full-time undergraduate student with a GPA of at least 3.50 who has completed 24 college credits and/or has attained sophomore status or higher with proven financial need.

**Class of 1968 Endowed Scholarship in Honor of Sister Mary Arthur Beal**

An award in the amount of \$2,000–\$2,500 available to an undergraduate student(s) with a minimum GPA of 3.00. The funds may be used for tuition and required fees, books, or international scholarship covering travel or service project fees.

**Claudia McCormack-Sibree Endowed Scholarship**

An award in the amount of \$1,500–\$2,000 annually and renewable for four years available to a full-time undergraduate student with a minimum GPA of 3.00 majoring in art, music, or history.

**Croddick Family Endowed Scholarship**

An award in the amount of \$5,000–\$6,000 available to a full-time undergraduate student with a minimum GPA of 3.00 and with proven financial need.

**Cynthia Fava Palermo Scholarship**

An award in the amount of \$5,000–\$6,000 available to full-time incoming freshman majoring in art. The recipients must have a GPA of 3.0 with proven financial need.

**Daisey-Coakley Endowed Scholarship**

An award available in the amount of \$5,000–\$6,000 to a full-time undergraduate student with a minimum GPA of 3.00 majoring in biology, physics, chemistry, biochemistry, computer science, or mathematics.

**David J. Davis Jr. Endowed Scholarship**

A merit-based award in the amount of \$3,000–\$3,500 each available to students majoring in business.

**Delores Parron Undergraduate Scholarship**

An award available to incoming freshman, minority, and female graduates of accredited High Schools who are in the top 10% of their high school class. Recipients should have a minimum combined SAT score of 1,000.

**Dorothy Jamin Marron Class of 1936 Endowed Scholarship**

Awards in the amount of \$4,000–\$10,000 each available to undergraduate students with a minimum GPA of 3.00 and proven financial need.

**Douglas C. King Endowed Scholarship**

An award in the amount of \$2,500–\$3,500 available to a full-time undergraduate Criminal Justice major with proven financial need, who is in good academic standing.

**Dr. Francis Gimble Nursing Scholarship**

An award in the amount of \$2,000–\$2,500 available to a full-time student with a minimum GPA of 3.25 majoring in nursing with proven financial need.

**Dr. Gloria E. Fried Memorial Endowed Scholarship**

An award in the amount of \$3,500–\$4,000 available to an undergraduate student majoring in nursing, social work, or holistic health. The recipient must have a minimum GPA of 3.5 and proven financial need.

**Dr. Leon Kotin Memorial Scholarship Fund**

An award in the amount of \$1,500 available to a full-time junior student majoring in mathematics. The recipient should be entering their senior year to be considered. The student must show improvements in math from their freshman to junior year.

**Dr. Richard Hader Memorial Nursing Scholarship**

An award in the amount of \$1,500 available to a full-time nursing student with a minimum GPA of 3.00 with proven financial need.

**Education Excellence Scholarship**

An award in the amount of \$1,000 available to a student who is majoring in education with a minimum GPA of 3.00 and who is a member of Phi Delta Kappa.

**Eleanor M. Weisbrod Endowed Scholarship**

An award (up to full tuition) available to female, full-time, resident, Catholic students with proven financial need who are majoring in mathematics. The recipients shall have a minimum cumulative GPA of 3.00.

**Eugenia M. Palmegiano, Ph.D., '60 Endowed Scholarship for History**

A merit-based award in the amount of \$2,000–\$2,500 given to a student with a minimum GPA of 3.50 with proven financial need. The scholarship will be given to a student with a declared major in the field of history who is entering their senior year and is intending to pursue graduate study in the field of history.

**Ellen Mullane Gallagher Scholarship**

**(separate application required; information available by contacting [advancement@georgian.edu](mailto:advancement@georgian.edu))**

An award in the amount of \$10,000 available to a female, incoming freshman planning to live on campus. She must major in special education or seek certification in education, along with a major in another area. Student recipient must possess ambition with leadership skills and have proven financial need. The recipient must have a GPA of 3.50.

**Gail Judge Class of 1957 Memorial Scholarship**

An award in the amount of \$4,000–\$5,000 available to a full-time, undergraduate student majoring in English with great potential in writing. The recipient must have a minimum GPA of 3.00.

### **Georgiana Shea Huisking Class of 1938 Endowed Scholarship**

An award in the amount of \$5,000–\$5,500 available to an undergraduate student with proven financial need.

### **Gertrude Turner Mahon Class of 1935 Scholarship**

An award in the amount \$2,000–\$2,500 each available to students in good academic standing with proven financial need.

### **Harry and Jean M. Ruffer Endowed Scholarship**

An award in the amount of \$2,000 available to all students.

### **Henry B. King Scholarship**

An award \$1,500–\$2,000 available to an undergraduate student in the School of Business and Digital Media. The recipient should be in good academic standing with proven financial need.

### **Hirair and Anna Hovnanian Foundation Scholarship**

An award in the amount of \$2,500–\$3,000 each available to three full-time, preferably of Armenian descent. The recipients must have a GPA of 2.50 with proven financial need.

### **Independent College Fund of New Jersey Scholarships (separate applications required)**

The Independent College Fund of New Jersey is accepting applications for the scholarships on a regular basis. Please visit [njcolleges.org/icfnj/about-icfnj/icfnj-student-scholarship-information](http://njcolleges.org/icfnj/about-icfnj/icfnj-student-scholarship-information) for more information on currently available scholarships. Some of the scholarships that have been awarded through the Independent College Fund of New Jersey include:

- BD Scholarship for Students Pursuing Careers in Healthcare

- C.R. Bard Foundation Nursing Scholarship

- Birdsall Services Group Scholarship for Engineering and Environmental Science

- Johnson & Johnson Discover Nursing Scholarship

- Novo Nordisk Scholars Program for students pursuing a career in the health care industry

- PNC Barry Gilman Humanitarian Scholarship

- Schering Plough Undergraduate Research (SPUR)

### **John and Marion Reynolds Memorial Scholarship Fund**

An award in the amount of \$7,000–\$8,000 each available to worthy young female students who would normally be unable to obtain a university education without financial assistance.

### **Joseph and Helen Weisbrod Endowed Scholarship**

An award in the amount of \$3,000–\$10,000 each, available to undergraduate students in the field of education in good academic standing with proven financial need.

### **Joseph and Mary Carr Scholarship for a Mature Woman Student**

An award in the amount of \$2,500 available to a full-time female student majoring in education in her junior year. Recipient must have maintained a minimum 3.25 GPA. The recipient should be married and over 30 years of age with a child or children.

### **Joseph T. McGovern Endowed Scholarship**

An award in the amount of \$2,000–\$3,000 available to a student with proven financial need.

### **Josephine Anna Bennett Endowed Scholarship**

An award available in the amount of \$2,000–\$9,000 each available to a full-time female undergraduate student who is the daughter of immigrant parents or a foreign student with temporary or permanent residency in the United States. Recipients should be a resident students with proven financial need who could not attend the university without the scholarship. Recipients should be a first generational college student who is community service oriented and with a GPA of 3.00.

### **Linda S. James Endowed Grant**

An award in the amount of \$500 available to full-time undergraduate student(s) majoring in psychology.

### **Marguerite McCarty Fund**

An award in the amount of \$2,500–\$3,000 available to an undergraduate or graduate student majoring in art.

### **Mary Casey Nebus Ph.D. Grant**

#### **(Letter of recommendation required)**

An award in the amount of \$300 each available to female students, who are entering their junior or senior year or a graduate program; must be a STEM or nursing students. The recipients must have a GPA of at least 3.40 for at least three years or 3.50 during their fourth year. They must be 30 years of age and demonstrate leadership and character abilities, while demonstrating community service.

### **Mary E. O'Brien Endowed Scholarship**

An award in the amount of \$4,000–\$5,000 each available to students in good academic standing majoring in art.

### **Mary Gundrum Class of 1925 Endowed Scholarship**

An award in the amount of \$3,000–\$3,500 each, available to a full-time undergraduate students with a minimum GPA of 3.00 and proven financial need.

### **Mary Jane Kenny Annual Scholarship Fund**

An award in the amount of \$2,500–\$3,000 each, available to full-time students with a minimum GPA of 3.00 and proven financial need. Preference may be given to students who are involved in extracurricular activities and clubs, including clubs on campus. The scholarship is renewable as long as the student continues to meet all the established criteria.

### **Mary Loretto Snite Dillon Scholarship**

An award in the amount of \$7,000–\$8,000 each, available to part-time transfer students of high academic standing 25 years or older carrying less than 12 credits per semester and attending classes in the evening. Recipients should have proven financial need. The recipients should be nontraditional students, meaning they are not entering GCU immediately after high school.

### **Maryann Greco Zarrelli Memorial Scholarship**

An award in the amount of \$500 available to a student in good academic standing with proven financial need who is majoring in a foreign language.

**Military Veterans Scholarship Fund**

An award in the amount of \$3,000–\$3,500 given to an undergraduate student who is a veteran, honorably discharged from the armed services, in possession of an official certified DD214. Special preference will be granted to a veteran wounded during their service.

**Monmouth-Ocean Development Council Education Foundation Scholarship**

An award in the amount of \$500–\$1,000 available to a full-time student who is a resident of Monmouth or Ocean County. The recipient must have attended high school in Ocean County or Monmouth County and have a minimum GPA of 3.00.

**Monsignor Casimir H. Ladzinski Scholarship**

An award in the amount of \$1,000 available to one Catholic man and one Catholic woman from the Diocese of Trenton. Recipients must have a minimum GPA of 3.00.

**Moriah Uriel Jennings '16 Annual Scholarship**

An award available to a student studying within the sciences with a minimum GPA of 2.50 and proven financial need, with preference given to a student-athlete.

**Mother Marie Anna Callahan '12 Endowed Scholarship**

An award in the amount of \$2,000–\$3,000 available to full-time undergraduate students with a minimum cumulative GPA of 3.0 and who have demonstrated financial need.

**Mother Teresa Scholarship**

An award in the amount of \$1,000 available to a female continuing or transfer student who is 25 years or older and entering her senior year at Georgian Court University. Recipient should be pursuing a degree in nursing, social work or education have a GPA of 3.50 and proven financial need.

**Nai-hsuan Chang and Kwan Ting Shen Scholarship**

Awards in the amounts of \$1,000–\$1,500 available each, to full-time undergraduate students in good academic standing and with proven financial need. One award will be available to a student majoring in art; one to a student majoring in biology, physics, chemistry, or biochemistry. Recipient shall maintain a minimum 3.00 GPA.

**Nettie and Abraham Levine Award**

Awards of \$550 renewable annually available to two undergraduate students who are the first generation in his or her family to attend college. Recipients should be majoring in psychology and have proven financial need.

**NJ Association of Public Accountants Endowed Scholarship**

An award in the amount of \$2,500–\$3,000 available to a full-time undergraduate student majoring in accounting. Recipient shall have a minimum GPA of 3.00 and proven financial need.

**OceanFirst Foundation Scholarship (separate application required)**

This scholarship is available to incoming full-time freshman, graduating from a high school within the OceanFirst Bank market area. The recipient must currently reside in the OceanFirst Bank market area and

have a minimum cumulative GPA of 3.00 at the time of application for admission and must provide a copy of their high school transcript.

**Ocean County Women's Association Nursing Scholarship**

An award in the amount of \$7,000–\$8,000 is available to a female undergraduate student re-entering postsecondary education after a period of time off who is at least 23 years old. Recipient should be an undergraduate student enrolled in the nursing program who is a resident of Ocean County with a GPA of 2.0 or greater. Preference will be given to a student with financial need.

**Ocean County Women's Association General Scholarship**

An award in the amount of \$8,000–\$9,000 available to a full-time undergraduate female student who is a resident of Ocean County. The recipient must be re-entering postsecondary education (nursing excluded) after a period of time off who is at least 23 years old. Therefore, the recipient will need to be a nontraditional student, meaning he or she is not entering GCU immediately after high school. Preference will be given to a student with financial need.

**Patricia Ann Warfel Memorial Scholarship**

An award in the amount of \$3,500–\$4,000 available to a student pursuing a degree in nursing who is currently working or volunteering with children or adults dealing with emotional and/or behavioral issues. Recipient should have proven financial need and a minimum GPA of 3.00.

**Patrick J. Gavan Endowed Scholarship**

An award in the amount of \$5,000–\$5,500 available to an incoming freshman student with proven financial need and a minimum GPA of 3.00.

**Paul DeLaurentis Perpetual Scholarship**

An award in the amount of \$2,000–\$5,000 available to a student with proven financial need.

**Pearl O. Wilson Memorial Scholarship**

An award in the amount of \$1,000 available to a full-time student with a minimum GPA of 3.00 with proven financial need. Recipient must demonstrate strong Christian values and commitment to helping in their communities.

**Pedro Canabal Endowed Scholarship**

An award in the amount of \$1,000–\$1,500 available to a full-time undergraduate student seeking certification in ESL along with a major in another area. The recipient should have a minimum GPA of 3.00 and demonstrate proven financial need.

**Peter DeLaurentis Perpetual Scholarship**

An award in the amount of \$2,000–\$5,000 available to a student with proven financial need.

**Rose M. Ortiz Lopez Endowed Scholarship**

An award in the amount of \$1,500–\$2,000 available to a female undergraduate student of Hispanic/Latino or Portuguese descent with proven financial need. Recipient must have a minimum GPA of 2.00. Funds can be applied toward tuition, fees, books, or room and board.

**Sister Edwarda Barry Scholarship**

An award in the amount of \$1,000–\$1,500 available to a new student of GCU majoring in social work or religious studies, with an emphasis on experiential learning through global travel. The recipient must have a GPA of 3.50.

**Sister Eileen Loehfelm '74 Endowed Scholarship**

An award in the amount of \$1,000–\$5,000 each available to full-time undergraduate students with a minimum GPA of 3.00 with proven financial need.

**Sister Maria Cordis Scholarship**

An award in the amount of \$2,000 available to a full-time senior student majoring in English. Recipient must demonstrate high achievement in his or her English courses.

**Sister Mary Joseph Cunningham Memorial Scholarship**

An award in the amount of \$4,000–\$4,500 available to a student with proven financial need.

**Sister Mary Phyllis Breimayer Scholarship**

An award available in the amount of \$1,000–\$1,500 to a full-time student majoring in art with a minimum GPA of 3.25.

**Sister Rosemary E. Jeffries, Ph.D., '72 Scholarship**

An award in the amount of \$1,500–\$3,000 available to students who demonstrate financial need, and are able to articulate their commitment to the Georgian Court University Mercy core values of respect, integrity, service, justice, and compassion.

**Sister Rosemary E. Jeffries, Ph.D., '72 International Studies Scholarship**

An award in the amount of \$1,500–\$2,000 available to a student who demonstrates financial need, is able to articulate their commitment to the Georgian Court University Mercy core values of respect, integrity, service, justice and compassion, and who is participating in an international studies program, travel, or service project at GCU.

**Sisters of Mercy Endowed Scholarship**

An award in the amount of \$2,000–\$2,500 available to a full-time undergraduate student who demonstrates a commitment to the Mercy core values of respect, integrity, justice, compassion, and service; has an interest in global education or international studies; and is active in service learning. The recipient must have a minimum GPA of 3.00 with proven financial need.

**Sr. Barbara Williams Scholarship**

An award in the amount of \$1,000 available to a student in their senior year who requires great financial aid in order to graduate on time.

**Sr. Mary Stephanie Sloyan Endowed Scholarship**

An award available in the amount of \$2,000–\$2,500 to a full-time undergraduate student with a cumulative GPA of 3.0, who graduated from a Catholic high school.

**Sr. Patricia Burns Scholarship**

An award in the amount of \$200–\$400 each available to two students who are majoring in biology, pre-med, chemistry, biochemistry, computer science, math, or art. The recipients must have a GPA of 2.5 with proven financial need.

**Suzanne Sharkey Valla Endowed Scholarship**

An award in the amount of \$2,500–\$3,500 available to a full-time undergraduate student with a minimum GPA of 3.00 with proven financial need. Funds can be applied toward tuition, fees, books, or room and board.

**Thebault Family Endowed Scholarship**

An award in the amount of \$3,000–\$3,500 available to a full-time undergraduate student with a minimum GPA of 2.50 who is an out-of-state resident (Non-NJ). Preference will be given to students who are pursuing a degree in music and art.

**Therese Campagna Scholarship**

An award available to a student with a minimum GPA of 3.0.

**Thomas J. O'Brien Endowed Scholarship**

An award in the amount of \$4,000–\$4,500 each, available to students majoring in art who are in good academic standing.

**Thomas McGeary and Michele Pruyn Memorial Scholarship**

An award available to an undergraduate student, majoring in biology with a focus on environment or sustainability and a minimum GPA of 2.50. Preference will be given to students with proven financial need.

**Velez Family Scholarship**

An award in the amount of \$1,000 available to a full-time, undergraduate student in good academic standing majoring in education. Preference will be given to students majoring in science education and those with demonstrated financial need.

**Veronica Gordon Spohn Class of 1966 Perpetual Endowed Scholarship**

Awards in the amount of \$2,500 each available to junior or senior students majoring in science (preferably chemistry or science education) who demonstrates leadership abilities and good character. Recipients should maintain a minimum GPA of 3.00.

**Walter and Louise Sutcliffe Undergraduate Nursing Scholarships**

Awards in the amount of \$2,000 each available to first-year undergraduate students entering the Georgian Court–Hackensack Meridian *Health* School of Nursing.

**William Randolph Hearst Endowed Scholarship**

Awards in the amount of \$2,500–\$3,000 each available to economically disadvantaged students who intend to permanently reside in the United States after completion of their studies.

### ACADEMIC DEVELOPMENT & SUPPORT CENTER

The Academic Development and Support Center (ADSC) is located on the lower level of the Sister Mary Joseph Cunningham Library and provides a variety of services that assist undergraduate students in succeeding at the college level. These include disability services, testing accommodations, The Learning Connection (TLC) program, peer tutoring and supplemental instruction, and Performance Assistance through Coaching and Tutoring (PACT).

The ADSC can be reached at 732-987-2363.

#### I. Disability Services

Georgian Court provides accommodations to students with documented disabilities (physical, psychological, learning, ASD, etc.) in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students must contact the ADSC to schedule appointments for accommodation requests or to discuss matters of concern. (See section on Disability Services for documentation guidelines and procedures for requesting accommodations.)

#### II. Testing Accommodations

Students who receive testing accommodations may request to take exams in the ADSC (please call for procedure and scheduling of exams).

#### III. The Learning Connection (TLC) Program

TLC is a fee-based, formally structured program for students who desire support beyond their ADA accommodations. It is designed to assist undergraduate students with learning disabilities or other conditions that may impact their academic performance. The goal of TLC is to optimize academic, personal, and life skills for persistence to graduation. The Learning Connection program is committed to working with students in a confidential and nurturing environment, while fostering independence and self-advocacy.

TLC offers:

- two hours weekly of professional one-on-one scheduled tutoring/coaching sessions with an academic development specialist;
- coaching in organizational, time management, and study skills, as well as testing strategies;
- personal and transitional support;

- evaluation of student progress through tracking of grades and assignments; and
- workshops and events for socialization purposes.

To enroll in TLC:

- students must first be accepted to Georgian Court University;
- students must submit documentation of a learning disability or other condition that impacts academic performance; and
- an interview with the director is required.

**Georgian Court University does not discriminate on the basis of race, gender, age, religion, national origin, sexual orientation, or disability in any of its programs or activities. Services are provided in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).**

#### IV. Performance Assistance through Coaching & Tutoring (PACT)

PACT is a mandatory program of support for first-year students, who are identified for PACT based on their academic credentials prior to entering Georgian Court. PACT is designed to improve students' transition to the university environment through support from their PACT coaches.

1. Students accepted under PACT must attend a PACT orientation during regular New Student Orientation. During this time, students will meet their PACT coaches and schedule their weekly appointment times.
2. Students accepted under PACT have the following mandatory requirements of two hours per week for one academic year (August–May):
  - Students must attend one scheduled hour per week with a professional PACT coach.
  - Students must choose one hour each week from the following: (a) Writing Center, (b) supplemental instruction/peer tutoring, (c) Math Lounge, (d) TRIO–SSS counseling, or (e) EOF counseling.
  - Students must attend supplemental workshops and events, as required.

**\*\*Attendance at sessions will be tracked by PACT coaches, the supplemental instruction coordinator, and directors of other support services. Reports of attendance will be sent to the Department of Athletics and Recreation for student-athletes in PACT.**
3. Students with an overall GPA below 2.0 will be evaluated by the Academic Standards Committee at the end of each semester. Compliance with PACT contractual requirements will be one of the factors considered in probation and dismissal decisions.

## V. Peer Tutoring and Supplemental Instruction

Peer tutoring and supplemental instruction are academic supports provided by students who have taken a course and have obtained a B+ or higher in the course for which they will be peer tutors or supplemental instructors (SI). They must have achieved 30 college credits and have a cumulative GPA of at least 3.0. The SI will attend all course lectures and offer two weekly group tutoring sessions to accommodate students in the course.

For peer tutoring/supplemental instruction information, please call 732-987-2787/2788.

## DISABILITY SERVICES

As defined by Section 504 and the ADA, an individual with a disability is a person who has a physical or mental impairment that substantially limits a major life activity, including learning. Academic accommodations are implemented to provide equal access to college programs and services. Students must contact the ADSC to schedule appointments for accommodation requests or to discuss matters of concern. For further information, please call 732-987-2363.

### Procedure for Requesting Accommodations

- Students must make an appointment to meet with the disabilities officer (DO) each semester to fill out forms to discuss the functional limitations of the disability in the academic setting and the requested accommodations. This should be done before the semester begins or the first week of classes.
- Documentation must be presented to the DO that supports the accommodations requested (see documentation guidelines below).
- Approved accommodations are kept in the student's file, and the student delivers copies to his or her faculty members. If the course is online, then the DO will scan and send the accommodation letter to the professor.
- After accommodations have been granted, the DO recommends that the student and faculty member privately discuss the limiting effects of the student's disability and how it may impact elements of the course.
- Accommodations are divided into those needed for the classroom and for testing.
- Note-takers depend on availability; otherwise, the most appropriate alternative will be provided.

### Documentation Guidelines

Accommodations are based on supportive documentation and must be current (within the past three years). The following guidelines are the documentation requirements for various types of disabilities. Please present these requirements to the certifying professional so your documentation is appropriate.

## I. Documentation for Sensory, Physical & Psychological Disabilities

Supportive documentation of a disability is used to determine eligibility for disability services and accommodations, which must be provided by an appropriately certified professional who is knowledgeable about **you and your condition**. Such professionals include physicians, educational psychologists, therapists, mobility specialists, and rehabilitation counselors.

**Documentation must include the following components, and must be current (generally within the past three years):**

- **Diagnosis:** A current medical diagnosis, including appropriate medical reports, relevant medical history, and clinical summary.
- **Current treatment:** Identification of treatment, medications, assistive devices, or other services currently prescribed or in use.
- **Evaluation of:** Identification of the substantial limitation on a major life activity presented by the disability, and a description of the current functional impact (limitation) of the disability in a college setting. The assessment should validate the need for services based on the impact of the student's disability and level of functioning in an educational setting.
- **Specific recommendations:** Suggested accommodations and/or academic adjustments, with an explanation supporting the need for each accommodation to achieve equal access.
- **Past use of disability services:** Description of the accommodations and services used in the past.

**\*\*Documentation for psychological disabilities must be current within six months of the accommodation request. Please request the Disability Verification Form for Students with Psychological Disabilities from the ADSC to be filled out by the certifying professional.**

## II. Substantiation of a Learning Disability

### Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of specific learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Trained and certified and/or licensed psychologists, learning disabilities specialists (LDT-Cs), and educational therapists are typically involved in the process of assessment. Experience in working with an adolescent or adult population is preferred. It is not considered appropriate for professionals to evaluate members of their families.

## Documentation

- A. Documentation should validate the need for services based on the individual's current level of functioning in a postsecondary educational setting. A comprehensive assessment battery and the resulting diagnostic report should include background information; a diagnostic interview; and assessment of aptitude, academic achievement, and information processing, as well as a diagnosis. An IEP from high school must be accompanied by a psychological evaluation and an educational evaluation no more than three years old.
- B. There must be clear and specific evidence and identification of a learning disability. Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability. The diagnostician is expected to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as "suggests" or "is indicative of." **(Please provide this information to your diagnostician.)** If the data indicate that a learning disability is not present, the evaluator should state this in the report.
- C. A well-written clinical diagnostic summary based on the comprehensive evaluation process as defined is a necessary component of the report. The clinical summary should include:
  - a written summary of background information about the student's educational, medical, and family histories that relate to the learning disability;
  - demonstration that the evaluator has ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and cultural or language differences;
  - indication of how patterns in the student's cognitive ability, achievement, and information processing reflect the presence of a learning disability;
  - indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it affects the individual (functional limitations) at the postsecondary level in the learning context for which the accommodations are being requested;
  - indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated; and
  - an addendum of scores.

The report should be printed on letterhead, signed, and dated; the signature of the evaluator should include his or her credentials.

## Recommendations for Accommodations

- A. The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended.
- B. A description of any accommodation and/or auxiliary aid that has been used at the secondary or postsecondary level should be discussed. Include information about the specific conditions under which the accommodation was used (e.g., standardized testing, final exams) and whether or not it benefited the student. If no accommodations have been previously provided, a detailed explanation as to why none has been used and the rationale for the student's current need for accommodation(s) must be provided.
- C. Accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation does not in and of itself warrant the provision of a similar accommodation at the postsecondary level.
- D. Before your third year of enrollment at GCU, you may be required to provide updated documentation to support accommodations.

## III. Substantiating ADD or ADHD

Documentation for attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) must be from an appropriate professional with comprehensive training in differential diagnosis, as well as direct experience working with adolescents and adults with ADD/ADHD. The evaluator may not be a relative. Professionals considered qualified to evaluate and diagnose ADD/ADHD include clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors, such as neurologists.

The diagnostic report should be typed and submitted on official letterhead with name, title, professional credentials, address, and phone/fax numbers of the evaluator. The documentation must include each of the following:

- a specific diagnosis of ADD or ADHD based on DSM-IV diagnostic criteria, date of the current diagnostic evaluation, and the date of the original diagnosis.
- evidence and assessment of current functional impairment (presenting symptoms and how they cause impairment).
- relevant developmental, medical and medication history, a thorough academic history, and a review of prior psycho-educational test reports.
- a summary of relevant assessment data that supports or refutes a diagnosis of ADD/ADHD. The diagnostic assessment must consist of more than a self-report.

Possible data sources include results from the Continuous Performance Test, the T.O.V.A., Trail Making Test, or a neuropsychological evaluation. Assessments such as checklists and rating scales should not be used as the sole criterion for a diagnosis of ADD/ADHD.

- evidence of alternative diagnoses or explanations being ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological, and/or personality disorders that may confound the ADD/ADHD diagnosis.
- neurological or psycho-educational assessment may be necessary in order to determine the current impact of the disorder on the individual's ability to function in an academic setting and to establish eligibility for classroom accommodations, including alternative testing, note-takers, etc. Such data should include subtest and standard scores.
- an indication of whether or not the student was evaluated while on medication and how the prescribed treatment reduces the level or degree of impairment.
- a clinical summary that (a) indicates the substantial limitation to a major life activity posed by the disability, (b) describes the extent to which these limitations would impact the student in an academic setting, (c) suggests how the specific effects of the disability may be accommodated, and (d) states how the effects of the ADD/ADHD are mediated by the recommended accommodations.

#### IV. Service Animals

According to Titles II and III of the ADA, public colleges and private colleges that are "places of public accommodation" must modify their policies and practices to accommodate the use of a service animal by a person with a disability. The Department of Justice, which enforces Titles II and III of the ADA, defines a service animal as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability" (28 C.F.R. 35.104). Emotional support animals are not included within the definition of service animal. Section 504 also requires recipients of federal funds to permit "dog guides" in campus buildings (34 C.F.R. 104.44(b)). Emotional support animals may be requested through Disability Services (please contact the ADSC for appropriate forms and documentation policies and procedures).

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## ATHLETIC & RECREATION PROGRAM

### Athletics

Located in the Wellness Center, the Georgian Court University intercollegiate athletics program seeks to develop individuals of integrity and character who exhibit a passion for excellence in academics and athletics and are leaders among their peers and in their communities.

Our goal is to:

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

Georgian Court offers historically competitive intercollegiate competition in these NCAA Division II sports: men's and women's basketball, cross-country, lacrosse, soccer, indoor and outdoor track and field, and women's softball and volleyball. The athletics program is a member of the National Collegiate Athletic Association (NCAA) Division II and the Central Atlantic Collegiate Conference (CACC). Georgian Court Athletics competes in the university's Wellness Center and surrounding fields and courts. Admission to all athletic contests is free with a current GCU ID card.

### Recreation & Intramurals

The GCU recreation and intramurals program seeks to promote good mental and physical health, as well as improved personal wellness and social interactions throughout the GCU community by encompassing a variety of activities for participation. 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 have included intramural bowling, KanJam, soccer, and basketball. Noncompetitive activities have included diverse opportunities for wellness workouts in sessions that may include Zumba, yoga, cardio boot camp, hip-hop dancing, martial arts/self-defense, open swim, water aerobics, and court tennis. 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.

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## CAMPUS MINISTRY

The Office of Campus Ministry is located on the first floor of Mercy Hall. The office supports the spiritual growth of all members of the university community. Our vision of ministry calls us to:

- **Gather** a vibrant faith community for worship, prayer, and reflection.
- **Celebrate** the Catholic Christian faith of our sponsors, the Sisters of Mercy.
- **Cultivate** faith-filled leaders who have the capacity to change the world for the better.
- **Animate** the GCU community to live our Mercy identity through compassionate service and advocacy of justice.

Campus ministry's staff is dedicated to serving the entire academic community including students, faculty, and staff as well as GCU offices, departments, and other campus organizations. The office collaboratively plans and coordinates a wide range of spiritual programs such as retreats, interfaith experiences, service projects, social justice programs, and social activities. All faiths are welcome and encouraged to participate. The chaplain and campus ministers are available to confidentially discuss personal, religious, and moral concerns.

The Office of Campus Ministry also provides for the sacramental life of the community. Mass is celebrated Monday through Thursday at 12:00 PM and on Sunday evenings at 5:00 PM when classes are in session. Provision is made for the Sacrament of Reconciliation, the RCIA (Rite of Christian Initiation for Adults), and Confirmation. The office coordinates arrangements for the weddings of students and alumni desiring use of the chapel.

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## CAREER SERVICES

The Office of Career Services, located in the Sister Mary Joseph Cunningham Library, 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 their academic and professional goals as well as design and implement action plans to achieve those goals. Focusing on building students professional qualifications through experiential learning, graduate school advisement and career counseling, the office provides a wide range of services to help students.

Services include:

- student employment
- one-on-one career counseling;
- internship and experiential learning assistance;
- career assessment tools;
- résumé assistance;

- interview tips and tools;
- an online job posting system, GCU CareerLink;
- job fairs;
- the Career Services Blackboard Organization, with useful job search resources; and
- a variety of career workshops, networking events, and opportunities to meet with employers.

Students are encouraged to meet with a career services representative to discuss their needs.

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## COMMUTING

Commuting students are an integral part of the Georgian Court community. They have the use of the library/student lounge complex; fitness center; the Lion's Den; the Health Center; the Counseling Center; the Office of Career Services; the Office of Campus Ministry; the Office of Student Activities; and the Academic Development and Support Center, among others. 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.

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## COUNSELING CENTER

The college experience often represents a time of transition for traditional and nontraditional students. These transitions can be both exciting and challenging for many reasons. The Counseling Center, located on the second floor of the Casino, offers a wide variety of services that are free of charge to students. These services are geared toward facilitating adjustment and personal growth in an effort to enrich the students' college experience, enhance students' relationships with self and others, and encourage persistence in students' academic endeavors. The Counseling Center provides confidential individual and group therapy; performs screenings for depression and anxiety; and offers workshops focused on a variety of topics, including stress management, test anxiety, procrastination, and healthy relationships. The Counseling Center is accredited by the International Association of Counseling Services.

The Counseling Center also sponsors the Veterans Resource Project. The Veterans Resource Project is committed to providing high quality leadership and support for veterans and service members on campus. Our mission is to facilitate the academic, social, intellectual, and psychological growth of GCU veteran students, service members and their dependents. The Veterans Lounge, located on the first floor of the Casino, is open to all veteran students as a place to study, relax, and network with other veterans.

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## DEAN OF STUDENTS

The dean of students (Casino, Room 206) serves as an advocate for the GCU student, ensuring that the student voice is heard. As a key liaison between the students and university administration, the dean of students works to develop open lines of communication and a healthy collegial environment among students and the administrative staff. Serving as the chief judicial officer as it relates to student issues, the dean of students also develops and facilitates the Student Code of Conduct, the Sexual and Gender Misconduct Policy, and other policies and procedures that govern student conduct. The dean of students is also the chief student affairs officer at GCU, managing the following offices: Counseling Services, Health Services, Residence Life, Student Life, Student Activities, and Leadership and Engagement. The Division of Student Affairs creates a campus environment where the GCU student is fully engaged both inside and outside of the classroom.

Students are encouraged to stop by the Office of the Dean of Students when they have questions and are not sure where to find the answers. In the Office of the Dean of Students, the student experience is valued above all else. We are here to serve.

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## GLOBAL EDUCATION PROGRAMS

Under the direction of the provost, the Office of Global Education Programs advances the university's mission to educate and empower our students in diverse local and global communities by opening up the world of international learning. The Office of Global Education provides students with academic and experiential international learning and service opportunities, designed to deepen intercultural understanding, increase multicultural competence, and create community across borders.

Global education programs are designed to help students develop a deeper understanding of other cultures and their own values and culture, become aware of critical concerns that affect the world, participate in the dialogue on global issues, appreciate diversity, heighten critical thinking skills, become civically engaged, and become self-directed scholars and global citizens. The Office of Global Education Programs strives to achieve its goals through diverse programs and initiatives.

These include:

- approved study abroad programs (semester, summer, and January options);
- faculty-led, short-term study abroad programs;
- service-learning and internship opportunities abroad; and
- global awareness events on campus.

All interested students are invited to participate in either a short-term study or service experience abroad (one, two, or three weeks) or a summer, a semester, or a year abroad in an approved program after applying and discussing their options with the director of global education programs.

The director of global education programs provides direction for selecting culturally rich and academically sound international experiences, and initiates the university approval process for study and service abroad programs. Visit [georgian.edu/global](http://georgian.edu/global) for more information.

Enrollment in a study abroad program approved for credit by GCU may be considered enrollment at GCU for the purpose of applying for assistance under Title IV, HEA programs. Students may use State of New Jersey forms of financial aid for some study abroad programs.

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## HEALTH SERVICES

Confidential medical care is provided to all Georgian Court students with special attention to those problems frequently encountered in a college-age population. Health education and disease prevention is promoted through health counseling, screenings, and wellness programs that are presented throughout the year.

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.

Georgian Court University does not offer a student health insurance plan. The federal health insurance exchanges continue to allow all families and Individuals to compare coverages and related costs among a variety of insurance companies. The Patient Protection and Affordability Care Act (PPACA) also requires employer plans to continue to provide dependent coverage to their employee's dependents until the age of 26. Medicaid eligibility has been expanded in many states including New Jersey. Students NEED to determine if they are eligible for dependent coverage under their parent's health insurance plan and/or access the health Insurance exchange in their state. Students are encouraged to visit [healthcare.gov](http://healthcare.gov) to learn about health insurance options. However, the debate over the future of PPACA and U.S. health care reform continues. Therefore, it is advisable to contact the Office of Health Services if you have any questions regarding health insurance at 732-987-2756.

Students with health insurance are required to have their insurance cards readily available in case of sickness or emergency. If you are a member of an HMO, please check prior to your arrival on campus for a physician within your provider network. Medicaid insurance outside the state of New Jersey can only be utilized in emergency situations.

All full-time **international students** are required to show proof of health insurance coverage usable in the United States. If you have questions regarding health insurance, please contact the Office of Health Services to discuss options that may be available.

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. **Failure to comply will result in a health hold** on your account and the inability to access grades or register for future classes. **Resident students will not be allowed to move into residence halls without immunization compliance.**

Students entering GCU for the fall semester must submit a health form and immunizations by **JULY 15**.

Students entering GCU for the spring semester must submit a health form and immunizations by **JANUARY 15**.

The Office of 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 in the Casino, second floor. Elevator access is available at the rear entrance. There are no fees associated for services in the Health Center. Fees for services outside of the Health Center including transportation costs are the responsibility of the student.

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## MATH LOUNGE

The Math Lounge is the mathematics-specific tutoring center for all students with varying needs. We offer professional and peer tutoring for levels starting from the Skills Development level to the highest level of mathematics at GCU. The lounge is equipped with three professional tutors and varying amounts of peer tutors with multiple math course tutoring abilities along with some science and computer science experience. Each tutor is required to meet certain standards for employment to be eligible to tutor for sessions as minimal as 20 minutes ranging to a maximum of one hour. The Math Lounge also has updated mathematical technology to assist in the learning experience including computer software, graphing calculators, and visual assist boards ideal for group learning. Texts from the various levels of mathematics are also available at the lounge for reference along with other items for supplemental learning of various mathematical concepts. Students who utilize the Math Lounge can make

appointments or come by as a walk-in. For scheduling the tutor of your choice (you can see the tutors' credentials), a student can go to [georgian.mywconline.com](http://georgian.mywconline.com).

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## RESIDENCE LIFE

**Mission:** The Office of Residence Life supports student success through facilitation of a transformative, co-curricular experience by providing a safe living environment where students can focus on cultivating inclusive communities and lifelong friendships.

**Our Philosophy:** Residence life at GCU is about "creating a home away from home" for our students. The Office of Residence Life is committed to providing a safe and secure community conducive to personal growth, character development, and social interaction. Recognizing the potential for learning outside of the classroom, the Office of Residence Life draws on the Mercy core values (respect, integrity, compassion, justice, and service) for shaping and fostering a positive living and learning environment, which is 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 and inclusive living and learning environment.

Residence facilities are available for all full-time undergraduate matriculating students (registered for at least 12 credits per semester). 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, in which residents live with others based upon 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 the Office of Residence Life. In the spring, returning students participate in a housing selection process, whereby students must sign a housing contract and pay the required housing deposit to secure a room. 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 students, 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 Gatekeeper's Lodge.

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 Office of Student Accounts 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, twice a day—lunch/brunch and dinner. Additionally, breakfast, lunch, dinner, and late-night meals are provided in the Court Café, Monday through Friday, as well as late-night meals on Saturday. All resident students have a seven-day meal plan, which is included in the cost of housing. For further information about residency, contact the Office of Residence Life at 732-987-2533.



## 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 Office of Student Life, a full program of social, cultural, and recreational activities is planned in conjunction with students, classes, clubs, and campus organizations and implemented to enhance the classroom experience. Activities include trips, Broadway shows, sporting events, and other social and educational activities.



## STUDENT ORGANIZATIONS

### Campus Activities Board (CAB)

The Campus Activities Board works to ensure that students enjoy campus life outside the classroom by bringing both entertainment and extracurricular educational opportunities to campus. The board is responsible for providing programs that enhance social interaction, awareness to diversity, and service to community. CAB promotes and supports student development, both individually and collectively, while embodying the Mercy core values. The CAB executive board is made up of the president, vice president, treasurer, and secretary.

### Student Government Association

Full-time, undergraduate matriculating students are eligible to be members of the Student Government Association (SGA). The SGA administers programs that foster the desire for excellence in every phase of student development. All students are encouraged to attend SGA open meetings to voice their concerns and offer suggestions for the continuous enhancement of campus life.

### Clubs

- Active Minds
- Bake for a Cause
- Black Student Union (BSU)
- Business Club
- Clionaes History Club
- Council for Exceptional Children
- Criminal Justice Club
- GCU Dance Alliance
- Global Lions
- Habitat for Humanity
- Holistic Health Club
- LGBTQ at GCU
- LASO (Latin American Student Organization)
- Lambda Phi Chi (Young Lions Brotherhood)
- Mathematical Association of America (Student Chapter)
- Nursing Club
- Omega Epsilon Rho Service Sorority
- Pre-Health Club
- Psychology Club (Psi Chi)
- Relay for Life
- Salt and Light
- Social Work Club
- Student New Jersey Education Association (SNJEA)
- Task Force for Diversity and Inclusion
- Theatre Club

### Academic Honor Societies

- Alpha Phi Sigma (Pi Beta Gamma Chapter): National Criminal Justice Honor Society
- Alpha Sigma Lambda (Kappa Zeta Chapter): National Nontraditional Students Honor Society

Beta Beta Beta (Chi Gamma Chapter): National Biological Honor Society

Chi Alpha Epsilon (Delta Eta Chapter): National Honor Society (for participants in state and national opportunity programs)

Chi Alpha Sigma (Iota Chapter): National Athletics Honor Society

Delta Mu Delta (Epsilon Zeta Chapter): National Business Administration Honor Society

Gamma Sigma Epsilon (Sigma Alpha Chapter): National Chemistry Honor Society

Kappa Delta Pi (Tau Gamma Chapter): International Honor Society in Education

Kappa Omicron Nu (Nu Alpha Epsilon Chapter): Human Sciences Honor Society

Kappa Gamma Pi: National Catholic Honor Society (awarded at graduation)

Lambda Pi Eta (Omega Nu Chapter): National Communication Association Honor Society

Omicron Delta Kappa (GCU Circle [Chapter]): National Leadership Honor Society

Phi Alpha (Zeta Nu Chapter): National Social Work Honor Society

Phi Alpha Theta (Alpha Delta Zeta Chapter): National History Honor Society

Phi Eta Sigma (GCU Chapter): Freshman Honor Society

Pi Mu Epsilon (New Jersey Eta Chapter): National Mathematics Honor Society

Psi Chi (GCU Chapter): International Honor Society in Psychology

Sigma Delta Pi (Epsilon Lambda Chapter): National Spanish Honor Society

Sigma Pi Sigma (GCU Chapter): National Physics Honor Society

Sigma Tau Delta (Sigma Mu Chapter): International English Honor Society

Sigma Theta Tau (Psi Psi Chapter): International Honor Society of Nursing

Sigma Zeta (Gamma Theta Chapter): National Science and Mathematics Honor Society

Theta Alpha Kappa (Sigma Chapter): National Religious Studies/Theology Honor Society

### Special Interest Organizations

Emerging Leaders

MCS—Mercy Collegiate Society

SAAC—Student-Athlete Advisory Committee

WILD—Women in Leadership Development

### Student Publications

*The Fountain Spray* (literary magazine)

*The Lion's Tale* (student newspaper)

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## STUDENT SUCCESS

The Office of Student Success provides strategies for students to fulfill their degree through the timely delivery of interventions and resources. Information is delivered to students through workshops, Student Success Blackboard Organization, e-mail, and individual appointment.

Students should seek the assistance of a student success specialist to:

- navigate the university's offices, policies, and procedures, including course registration, academic course placements, how to use Self-Service for course registration, financial aid, and student accounts;
- prepare and plan courses for degree completion in conjunction with faculty advisors;
- understand how to study, their learning style, time management, the course syllabus, and how to manage and complete course assignments, presentations, and research papers; and
- connect to other resources, such as the Writing Center, peer tutoring, the math lounge, reference librarians, the Office of Information Technology, and academic advising.

The Office of Student Success manages the university Academic Early Warning System and the Student Advocacy Team. Undergraduate students placed on academic probation are coached by university staff coordinated through the Office of Student Success.

Additionally, the Office for Student Success identifies and provides students with the tools needed for optimum success. The office provides holistic support of the student through the Angel Fund and conducts outreach to students who are having the following challenges:

- difficulty navigating university processes and procedures,
- feeling overwhelmed by a family emergency,
- social adjustments/college transitions, and/or
- a decline in academic performance due to prolonged absence in the classroom.

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## TRIO–STUDENT SUPPORT SERVICES

TRIO–Student Support Services (SSS) aspires to meet the needs of eligible students who have the potential to successfully overcome the challenges of higher education. Our focus is to ensure that program participants have a realistic chance of degree attainment and admission into graduate and professional degree programs. To accomplish these objectives, TRIO–SSS provides services that foster academic achievement and personal success, which corresponds with GCU’s mission and Mercy core values.

We provide:

- tutoring;
- academic and graduate school counseling;
- financial literacy training;
- study skills workshops;
- a computer lab; and
- advocacy, mentoring, and coaching.

To qualify, students need to:

- be a citizen or national of the United States or meet the residency requirements for federal financial aid,
- be enrolled at GCU, and
- have a need for academic support.

Students must also satisfy one or more of the following eligibility requirements:

- be a first-generation college student, or
- meet federal income guidelines, or
- have a physical or learning disability.

To apply, download the application at [georgian.edu/ssb](http://georgian.edu/ssb) and mail it in or apply in person at the TRIO–SSS office. We are on the second floor of the Casino—use the side door across from the library, turn right, and go up the stairs. For more information, contact us at 732-987-2610 or [sss@georgian.edu](mailto:sss@georgian.edu).

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WRITING CENTER (SEE WRITING  
PROGRAM IN III. ACADEMIC PROGRAMS  
SECTION OF CATALOG)

## 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 and men 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 in 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.

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## 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 coursework 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.

### Program Student Learning Outcomes

Upon completion of the Applied Arts and Sciences degree program, students should be able to:

- Demonstrate acquisition of skills, knowledge or abilities needed to advance in their chosen profession, enter into graduate programs, or change careers.

### 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
- art
- biology
- business administration
- chemistry
- criminal justice
- dance
- digital communication
- English
- exercise science, wellness, and sports
- graphic design
- history
- integrative health
- mathematics
- multimedia
- psychology
- religious studies
- social work
- 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 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 & VISUAL STUDIES

Students interested in studying art may earn a Bachelor of Fine Arts (B.F.A.) degree in Art & Visual Studies or a Bachelor of Arts (B.A.) degree in Visual Art.

The major in art provides students, through a well-balanced program of theory and practice, an opportunity to develop as artists while preparing them to be practicing artists in the future.

Studio courses offer students the opportunity to pursue their creativity in a variety of media while developing skills. The ability to develop strong conceptual concepts and to express them creatively is emphasized within the context of an artistic practice. An interdisciplinary approach to art making is encouraged.

Through a range of art history courses, students acquire knowledge of both western and non-western art movements, critically analyze individual works, and understand the uniquely integrative nature of multicultural art study.

Students seeking certification to teach art should work towards a Bachelor of Arts (B.A.) degree in Visual Art. Students must also satisfy all School of Education requirements and meet all New Jersey state requirements. For required professional courses in education, please refer to the School of Education section of this catalog.

### Program Student Learning Outcomes

Upon successful completion of the program of studies for Art & Visual Studies, the student will receive a B.F.A. in Art & Visual Studies and will have given evidence of the following outcomes and goals:

- Students will identify the conceptual approach and analyze the creative process used by a variety of visual artists through in class discussions and exams.
- Students will apply the critical thinking skills that are based on visual clues with increasing skills of perception, accuracy, and detail through assignments and in class presentations.
- Students will create visual artwork that shows progressive skill in the processes and principles of art and design evaluated within the student's portfolio on a progressive basis.
- Students will identify significant artists and periods of art history from a global perspective and will conduct academic research to develop a mastery of selected artists and/or art periods.

## 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 rooted in the Georgian Court core requirements. The B.F.A. in Art & Visual Studies is a 72 credit hour program with an interdisciplinary approach to art.

The program starts with a strong foundation program and culminates with a capstone exhibition seminar. The foundation courses allow students to develop strong technical skills in a variety of media and gain an understanding of the principles of art, design and visual thinking. In light of the fact that artists have always and are continuing to push boundaries and cross artistic disciplines, the program offers students a wide range of courses to pursue their creative interest.

The strong interdisciplinary approach to art making prepares students for professional artistic practice after graduation or graduate school.

The interdisciplinary nature of the B.F.A. in Visual Studies makes it ideal for students seeking to transfer into the program. Thirty-nine of the required B.F.A. credits must be taken at Georgian Court.

### B.F.A. in Art & Visual Studies 72 Credits

Required Courses: AR111, AR113, AR118, AR119, AR201, AR440, AR499.

Studio Art Electives: 24 credits 200-400 level.

Visual & Performing Arts Electives: 15 credits. Choose from any Art, Communication, Dance, Graphic Design or Music courses. General Education courses can be used to fulfill this requirement.

Liberal Arts & Sciences Electives: 6 credits 200–400 level in the same discipline, 6 credits 200–400 level in any discipline. All courses in the humanities, natural sciences, social sciences, world cultures, and women's studies not being used to fulfill major or General Education requirements can be used to fulfill this requirement.

## BACHELOR OF ARTS

### Major Sequences

**Visual Art** A minimum of 36 credits is required. Required courses: AR111, AR113, AR118, AR119, AR201, AR499.

Studio Art Electives: 12 credits 200-400 level.

Major Electives: 6 credits. Choose from any Art, Communication, Dance, Graphic Design, or Music courses. General Education courses can be used to fulfill this requirement.

Teacher of Art Certification with Teacher of Students with Disabilities: See requirements for the Bachelor of Arts (B.A.) degree in Visual Art, 36 credits. For required

professional courses in education, please refer to the School of Education section of this catalog.

Art with Dual Ed (K–6) & Teacher of Students with Disabilities: See requirements for the Bachelor of Arts (B.A.) degree in Visual Art, 36 credits. For required professional courses in education, please refer to the School of Education section of this catalog.

### Minor Sequence

#### Studio Art

A minimum of 18 credits is required for the minor. Students must receive a grade of C or better in all courses applied to the minor. Required courses: AR111, AR201 and 12 credits of Studio Art Electives

## COURSES

### AR111 Drawing I 3 credits

Through the process of experimenting with a variety of drawing techniques and materials students will develop their drawing skills through observational drawing. Emphasis will be on student creativity. Studio Course. Prerequisite: none.

### AR113 Visual Thinking & Design 3 credits

An investigation of the formal principles of design and visual communication as used in the studio by visual artists. Visual perception is developed through hands-on projects in both traditional and digital media: two dimensional, three dimensional, and color will be covered. Through the process of thinking through a series of visual problems students will develop the skills and vocabulary needed to assess their work and gain a better understanding of the role of design in the creative process. Studio Course. Prerequisite: none.

### AR118 Western Art History 3 credits

Survey of European and American art form from ancient times through the contemporary scene. Mandatory museum visit.

### AR119 Non-Western Art History 3 credits

Survey of art in India, China, Japan, the Americas, Africa, and the Islamic world from ancient times to the contemporary scene. Mandatory museum visit.

### AR201 Drawing II 3 credits

The course is designed to provide students with an opportunity to further pursue their interest in drawing. Students will continue to experiment with variety of techniques and materials in order to develop a contemporary understanding of the language and elements of contemporary drawing. The course permits for exploration based on the artistic interest of the individual. Studio Course. Prerequisite: AR111.

**AR213 Figure Drawing 3 credits**

Using a variety of drawing techniques and materials students will investigate the human figure through observational drawing. Emphasis will be on creativity as well as expressive and accurate representations of the human form. Studio Course. Prerequisite: AR111.

**AR214 Mixed Media 3 credits**

This course will explore the use of various media: watercolor, ink, paint, and various materials used by contemporary studio artists. The focus will be on creative expression, experimentation and research and not on traditional methods of material use. Students will develop work based on their creative interest developed through the investigation of both contemporary and historic work. Studio Course. Prerequisite: none.

**AR220 Modern Art 3 credits**

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

**AR222 Women in Film 3 credits**

An exploration of foreign and American cinema, focusing on the most recent twenty-five years of film-making; with emphasis on political, religious, cultural and social issues. Applicable to the Women's Studies Minor (WS222).

**AR310 Women, Art & Society 3 credits**

Historical survey of images of women and by women in Western art. The emphasis will be placed on the political, cultural and social context in which art is created. 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.

**AR313 Painting I 3 credits**

The course is designed to provide students with an opportunity to pursue their interest in painting. Students will experiment with the materials and techniques used by artists in order to develop an understanding of contemporary painting. Emphasis will be on student creativity and materials handling. Studio Course. Prerequisite: none.

**AR314 Painting II 3 credits**

The course is designed to provide students with an opportunity to further pursue their interest in painting as an artistic medium. Through the process of creative experimentation students will develop a contemporary understanding of the language and elements of contemporary painting. The course permits for exploration based on the artistic interest of the individual. Studio Course. Prerequisite: AR313.

**AR315 Sculpture I 3 credits**

This course will introduce students to the various approaches to sculpture as used in a contemporary artistic practice. The student will become familiar with the language and elements of sculpture and with the various types of sculpture and the technical methods and processes. The course allows for exploration and experimentation based on the artistic interest of the individual. Studio Course. Prerequisite: none.

**AR316 Sculpture II 3 credits**

The course is designed to provide advanced students with an opportunity to pursue their interest in an area of the sculptural process. The student will develop a contemporary understanding of the language and elements of contemporary sculpture. The course allows for exploration and experimentation based on the artistic interest of the individual. Studio Course. Prerequisite: AR315.

**AR317 Prints, Multiples & Editions I 3 credits**

The course is designed to introduce students to how artists create prints, multiples and editions. Students will experiment with variety of techniques and materials in the print shop. The course allows for exploration and experimentation based on the artistic interest of the individual. Studio Course. Prerequisite: none.

**AR318 Prints, Multiples & Editions II 3 credits**

The course is designed to allow students to continue to pursue their interest in prints, multiples and editions. The student will develop a contemporary understanding of the role prints, multiples and editions play in an artistic practice. The course allows for exploration and experimentation based on the artistic interest of the individual. Studio Course. Prerequisite: AR317.

**AR323 Spirits, Magic & Art 3 credits**

The traditional "primal" arts of Africa, North America, and Oceania. Examination of the relationship of religion, mythology, ritual, and art. Emphasis on the function of art, the role of the artist, the impact of colonization on the arts of traditional societies.

**AR422 Creative Photography I 3 credits**

This studio course is designed for visual artists, designers, media artists, and those interested in using digital cameras as a tool in their creative practice. Projects are designed to emphasize creativity and the development of personal visual content. Students will be expected to communicate the conceptual and aesthetic basis for their work. Topics and discussions will include contemporary art photography and the history of photography. Studio Course. Prerequisite: none.

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

An Independent Study in Art History may under certain circumstances be arranged with the permission of a professor and the department chair. The student will work on an Art History research project with the guidance of the professor the student has chosen to work with. A minimum of one weekly meeting with adviser is required. On approval of application.

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

Advanced courses in studio art may be arranged upon request. The courses may be taken to work in a specific area of study: photography, painting, drawing, etc. Students must have the appropriate prerequisites and permission of the professor and department chair. Students will be expected to communicate the conceptual and aesthetic basis for their work. The students meet with a regularly scheduled course in that area. Repeatable in other areas of studio art.

**AR433 Independent Study in Studio 3 credits**

An Independent Study in studio art may under certain circumstances be arranged with the permission of a professor and the department chair. The student will work on a project or projects in an area of studio art with the guidance of the professor the student has chosen to work with. A minimum of one weekly meeting with adviser is required. 3 credits. On approval of application.

**AR437 Study Abroad 1 credit**

In order to expand the global awareness of students the Art Department offers opportunities to study abroad when possible. The location selected for each trip will be relevant to students with an interest in Visual Art and Art History. Each trip has a unique focus and itinerary offering students a wide range of cultural experiences. Students seeking to fulfill an Experiential Learning requirement with this course should see their adviser. 1 credit. Offered on application. Signature of department chair required.

**AR440 Contemporary Art Seminar 3 credits**

This seminar class introduces students to contemporary artists along with the production and criticism of the work they create. The course will cover art, new media, and design exhibitions in museums, galleries, and biennales and alternative spaces as well as current activity in the global art world. The course focuses on class discussions of work in all media, required readings, and first-hand encounters with art and exhibitions to gain an understanding of contemporary art. Permission of the instructor. 3 hours lecture.

**AR499 Senior Exhibition Seminar 3 credits**

Students will mount an exhibition of works selected from their studio practice developed during the course and while at Georgian Court University. Students will become familiar with professional practices in the field through such activities as developing a written and digital resume, documenting work, writing an artist statement, and when possible visiting studios and galleries, and meeting with professional artists. Prerequisites: each student must be a senior eligible to graduate in the spring the course is taken or the following fall. The student's advisor must verify graduation eligibility.

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## 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. Those interested in the Medical Laboratory Science program at Jersey Shore University Medical Center or Monmouth Medical Center can pursue the Medical Laboratory Science Track in either the 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 Clinical Laboratory Sciences or Medical Imaging Sciences, each with a minor in biology. These are joint degree programs with Rutgers University. Application for admittance to one of the seven Rutgers University professional career programs below occurs during the third year of pre-professional coursework at GCU. Upon completion of the Rutgers University 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. Vascular Sonography (use of ultrasound and other techniques to detect diseases and abnormalities such as aneurysms of the blood vessels)
4. Cytotechnology (examination of cells removed from all areas of the body to determine if cancer or benign disease is present) or

5. 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 New Jersey colleges and universities, GCU is a member of the New Jersey Marine Sciences Consortium (NJMSC), 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. GCU considers the courses 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.

### Program Student Learning Outcomes

Upon successful completion of the program of studies for biology, the student will receive a B.S. or B.A. in Biology and will have given evidence of the following outcomes and goals:

- Students will be introduced to basic concepts in introductory common courses and then develop biology in areas related to molecular/cell biology and/or environmental and organismal biology. Students will be tested through in-class exams on content knowledge and will produce various essays on assigned topics to develop theoretical applications.
- Students will develop appropriate laboratory and/or field skills for the biology professional, including proper formulation of testable hypotheses, effective use of sampling tools and instrumentation, precise and accurate data collection, and effective analysis and interpretation of results.
- Students will demonstrate the ability to read, understand, and critically review papers within the primary scientific literature.
- Students will demonstrate the ability to organize and evaluate biological information and present it clearly in written and oral form, using appropriate formal scientific formats.

- Students will demonstrate an appreciation for the ethical and social dimensions of science, including appreciation of the importance of ethical conduct in science. Students will develop knowledge of contemporary social and ethical issues related to biology and the professional responsibilities of a biologist. Students will demonstrate a strong appreciation for the diversity of living organisms and the potential impacts of human actions on the environment.

### Major Sequence

Biology Course Requirements (except for Medical Laboratory Science Track): A minimum of 40 credits including BI120, BI121, BI201, BI203, BI204, either BI305 or BI310, and BI444 are required for the Bachelor of Science (B.S.) degree; a minimum of 30 credits including BI120, BI121, BI201, BI204, either BI305 or BI310, and either BI443 or BI444 are required for the Bachelor of Arts (B.A.) degree. Requirements for the Pre-Med Track within the B.S. in Biology degree: BI310, BI437/CH311, and any microbiology course. Requirements for Medical Laboratory Science Track: A minimum of 40 credits including BI121, BI201, BI204, BI213, BI214, BI219, BI401, BI402, BI427 (or BI428), BI437, and BI444 are required for the B.S. degree; a minimum of 40 credits including BI121, BI201, BI204, BI213, BI214, BI219, BI401, BI402, BI427 (or BI428), BI437, and either BI443 or BI444 are required for the B.A. degree. For the B.S. degree in all tracks, a minimum of 12 credits of biology coursework must be taken at the 300 or 400 level. For the B.A. degree, a minimum of 9 credits of biology coursework must be taken at the 300 or 400 level.

It is recommended that students who have completed General Biology I, II, at another institution, take BI320 Cell Biology in place of BI121 to satisfy their cell biology requirement.

For the B.S. degree required courses in related fields include MA110 (Students preparing for professional careers that require calculus, are strongly advised to also take MA115 and MA116), CH113, CH114, CH223, CH224, and either PH115 and PH116, or PH121 and PH122. Students electing for PH121 must take MA115. For the Medical Laboratory Science Track, either BI203, MA103, or SO201 is also required. For the Pre-Med Track, either PS111 or PS113, and SO101 are required.

For the B.A. degree, required courses in related fields include MA109, CH113, CH114, CH223, CH224, and either PH111 and PH112, or PH115 and PH116, or PH121 and PH122. Students electing for PH115 must take MA110. Students electing for PH121 must take MA115. Students preparing for professional careers or graduate school are strongly advised to take PH121 and PH122. For the Medical Laboratory Science Track, the physics option is PH111 and PH112, or PH115 and PH116.

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. A Georgian Court biology GPA of 2.50 is required for graduation.

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 and BI214. 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 23 biology credits is required with a maximum of 12 credits of 100-level biology courses counting toward the total. At least 11 of the 23 biology credits must be earned at Georgian Court. A minimum GPA of 2.0 in biology courses is required. Also required are 4 credits of chemistry.

### **Departmental Honors: Biology**

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

- Minimum biology GPA of 3.5;

- Completion of at least 8 elective credits of biology course work at the 300 or 400 level, excluding BI404, BI405, BI425, BI446, and BI447; and

- 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.

### **MEDICAL IMAGING SCIENCES & CLINICAL LABORATORY SCIENCES MAJORS WITH A MINOR IN BIOLOGY**

These are joint degree programs with the Rutgers University School of Health 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 typically adds up to a total of 85 or more GCU credits depending on the student's choice of program. In the fall of the junior year (consult with advisor and Rutgers University website for deadline date), the student applies to the Rutgers University's School of Health Professions. For Medical Imaging Sciences, the student chooses one of the following specialties: cardiac sonography, diagnostic medical sonography, or vascular sonography. 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 Rutgers University, the student earns a Bachelor of Science in Clinical Laboratory Sciences with a minor in biology, or a Bachelor of Science in Medical Imaging Sciences, jointly awarded by GCU and Rutgers University. GCU does not guarantee acceptance into any Rutgers University program. Rutgers University generally expects applicants to have earned no grade lower than a C in the required science courses (for the Medical Imaging Science programs, applicants must earn a grade no lower than B- in BI213 and BI214) and to have a minimum GPA of at least 2.85 (requirements subject to change). Meeting or exceeding the minimum GPA does not guarantee acceptance into the Rutgers University program. Some Rutgers University courses are taught online.

### **Major Sequences**

#### **Medical Imaging Sciences Major with a Minor in Biology (Requirements for All Specializations)**

Biology: 23 credits: BI121, BI204, BI213, BI214, one of the following biology courses: BI219 Microbiology, BI275 Pathophysiology (recommended for students in the Medical Imaging Sciences major), BI320 Cell Biology, BI322 Molecular Genetics, BI407 Neurobiology, BI427 Immunology (or the 3-credit course BI428 Fundamentals of Immunology), BI437 Biochemistry I, BI490 Developmental Biology (BI322 is strongly recommended), and a 4-credit biology elective (one of the eight courses in the previous list is recommended), Chemistry: CH113, CH114, and CH223. Mathematics or Computer Science: MA109, and one of the following: MA110, MA115, CS105, or CS111. Physics: PH111 and PH112, or PH115 and PH116, 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 Rutgers University portion of the program.

#### **Clinical Laboratory Sciences Major with a Minor in Biology for Rutgers University Cytotechnology Program**

Program in this form was discontinued by Rutgers University in 2017. It will probably be replaced by a 3+2 combined bachelor's to master's program. Students interested in cytotechnology cannot currently choose a cytotechnology degree pathway but may wish to ensure that they complete

the previous cytotechnology course requirements while at GCU so they are prepared for a cytotechnology degree pathway in the future. The pre-2017 requirements for entry into the Rutgers University cytotechnology program were: Biology: BI121, BI204, BI213, BI214, BI219, BI427 (or BI428), and BI437. Chemistry: CH113, CH114, CH223, and CH224. Mathematics: MA110. Statistics: BI203, MA103, or SO201. A histology course is required but may be taken at Rutgers University in the summer prior to beginning studies in the cytotechnology program. Recommended elective: BI320. Recommended electives for students planning to seek an advanced degree in science: MA115, MA116, PH121, and PH122.

### **Clinical Laboratory Sciences Major with a Minor in Biology for Rutgers University Medical Laboratory Science (Medical Technology) Program**

Biology: BI121, BI204, BI213, BI214, BI219, BI427 (or BI428), and BI437. Chemistry: CH113, CH114, CH223, and CH224. Mathematics: MA110. Statistics: BI203, MA103, or SO201. Recommended electives for students planning to seek an advanced degree in science: MA115, MA116, PH121, and PH122.

### **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 advisor 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, BI214, BI437, BI438. Also recommended: BI219, BI407, BI427.

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

### **MEDICAL LABORATORY SCIENCE AT JERSEY SHORE UNIVERSITY MEDICAL CENTER & MONMOUTH MEDICAL CENTER**

Students follow the designated Medical Laboratory Science Track 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.A. or 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.A. or B.S. in biology from Georgian Court. Students must have a minimum cumulative GPA of 2.8. 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 pre-chiropractic 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 pre-chiropractic 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.

### **PHARMACY AND PHYSICAL THERAPY: GEORGIAN COURT UNIVERSITY AND UNIVERSITY OF THE SCIENCES (PHILADELPHIA) OR UNIVERSITY OF SAINT JOSEPH (CONNECTICUT) DUAL-DEGREE PROGRAMS**

Students can earn a bachelor's degree in biology from GCU and a doctoral degree from the University of the Sciences (Philadelphia) in pharmacy or physical therapy, or from the University of Saint Joseph (Connecticut) in pharmacy, in seven years after high school. For details

about eligibility and coursework requirements, refer to "Preparation for Careers in Engineering, Law, Medicine, Pharmacy, and Physical Therapy" in this catalog.

## **SEVEN-YEAR BACHELOR'S DEGREE PLUS M.D. or D.V.M. DEGREE PROGRAM WITH SAINT GEORGE'S UNIVERSITY**

Students can earn a bachelor's degree in biology from GCU and an M.D. or D.V.M. degree from Saint George's University (Grenada), in seven years after high school. For details about eligibility and coursework requirements, refer to "Preparation for Careers in Engineering, Law, Medicine, Pharmacy and Physical Therapy" in this catalog.

### **COURSES**

#### **BI109 Environmental Biology 4 credits**

Environmental Biology is a course concerned with the past, present, and future of life on earth, from the beginning of the universe through human civilization. Emphasis will be placed on understanding the major principles of the science of ecology and the environment, and students will gain a deepened appreciation for the interdependence and interrelatedness of all living organisms. This knowledge will be used to assess current and future issues arising from human use and degradation of natural resources. The principles of sustainability will be woven through the analysis of earth's support systems and current environmental issues to provide a path forward for future generations. 3 hours lecture, 3 hours laboratory.

#### **BI111 Life: Human Biology 4 credits**

Life: Human Biology provides students an overview of the anatomy and physiology of the human body. Students will 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. Students may not take BI111 (or equivalent transfer courses) for biology major credit after completing more than 8 credits of biology courses. Students may not take BI111 (or equivalent transfer course) for credit after completion of BI213 Human Anatomy and Physiology I or BI214 Human Anatomy and Physiology II. 3 hours lecture, 3 hours laboratory. Offered each year.

#### **BI120 Biological Diversity: Life, Origin & Phylogeny 4 credits**

This course will focus on life itself, unified and diverse, interactive and evolving as it is experienced through life forms in the Sister Mary Grace Burns Arboretum at Georgian Court University. With the tools of science, students will observe and collect organisms for study; become familiar with the characteristics common to all life;

discover the ways in which diverse species have responded to the challenges of surviving and reproducing on a rocky/watery planet. Attention will be given to history, geology, and continually changing Earth as life's source and substance, and life's role in shaping the planet and its own future. Readings, multimedia presentations, and online resources will supplement the required text. Questions arising from activities will fuel class discussion and lead to original investigations. Creative as well as standard laboratory projects will aid in the assessment of learning. This course is intended for biology majors. BI112 may be substituted for BI120 at the discretion of the chair of the Department of Biology. 3 hours lecture, 3 hours laboratory.

#### **BI121 Biological Unity: Cellular Organization, Energetics & Function 4 credits**

This course will focus on the characteristics shared by all living organisms. Topics include tissue structure and organization, the structure and function of biological molecules, cell organization, and cellular energies. Laboratory exercises are designed to require the application of 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 many biology courses. Designed for biology majors and minors; cannot be taken for credit if BI115 has already been taken for credit. 3 hours lecture, 3 hours laboratory.

#### **BI201 Biological Literature 1 credit**

This course introduces the biology major to the main reference books, journals and indexes used in biological research. It also prepares the student to do independent research projects using computer-based literature searches. Prerequisites: Eight credits of biology courses. Offered each fall.

#### **BI203 Data Collection & Analysis in the 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 non-parametric, 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, BI112, or BI121. Offered each fall.

**BI204 Biological Continuity & Change:****Genetics & Evolution** 4 credits

This course is intended for students majoring in biology or other natural science. Topics include chromosome structure, meiosis and cell cycle, fundamental concepts in classic Mendelian genetics, gene regulation, population genetics, and evolution. Theories on the origin of life will also be introduced. Designed for biology majors and minors; cannot be taken for credit if BI116 has already been taken for credit. Prerequisite BI121. 3 hours lecture, 3 hours laboratory.

**BI213, 214 Human Anatomy & Physiology I & II** 8 credits

A study of the organ systems of the human body. Topics include musculoskeletal, neuroendocrine, cardiovascular, digestive, respiratory, renal and reproductive systems, and includes dissection and use of prosected models. Designed for premedical, nursing, exercise science, pre-nursing, allied health and medical technology students. 3 hours lecture, 3 hours laboratory, one year. Offered each year. BI214 has a prerequisite of BI213.

**BI219 Microbiology** 4 credits

A study of the morphology, classification, growth, physiology, biochemistry and genetics of microorganisms. Microbe-host interactions as well as basic principles of applied microbiology are also studied. Prerequisites: Two semesters of biology and one semester of chemistry or permission of chairperson. 3 hours lecture, 3 hours laboratory. Offered each year.

**BI275/NU275/ES275 Pathophysiology** 3 credits

This course introduces the students to basic concepts in pathophysiology as applied in current nursing practice. It builds on previous foundations in the biological sciences and focuses on the integration of pathophysiological with the principles of the nursing process. It introduces students to pathophysiological disturbances to normal body functions emphasizing differences in etiology, epidemiology, pathophysiology, clinical manifestations and treatments in individuals across the lifespan. The student will analyze objective and subjective manifestations of common health problems resulting from environmental, genetic and stress related conditions. Diagnostic testing, interventions and pharmacological treatments and related nursing implications are discussed as they relate to specific health problems. Prerequisites: BI213, BI214, and either NU111 or permission of the Nursing department chair. 3 hours lecture.

**BI276 Marine Biology** 4 credits

This course is designed for the student majoring in biology, marine studies, or ecology. Through classroom and laboratory experiences, the student will be able to identify the environmental parameters of marine habitats and their

effect on the distribution of marine flora and fauna. Students will collect and identify numerous representatives of local marine forms, both in the laboratory and in field settings. The student will also demonstrate proficiency in the utilization of various types of equipment used to complete such tasks and demonstrate knowledge of the anatomy, physiology, and behavior of marine organisms. Prerequisite: BI109, BI112, or BI120.

**BI305 Biological Interactions: Cell, Organism & Ecological Communication & Coordination** 4 credits

Biological systems are characterized by interactions at all levels of organization from molecular to global scales. This course will provide students with the opportunity to build on and integrate the knowledge they have gained in previous science courses by researching a variety of interactions within and between cells, organisms, and ecosystems. It also emphasizes inquiry-based, collaborative learning and development of real-world problem-solving skills. Designed for biology majors and minors and for students in the Natural Sciences. Prerequisites: Either BI112 or BI120 and one or more of the following: BI111, BI121, or BI204. 3 hours lecture, 3 hours laboratory.

**BI310 Ecology & Health** 3 credits

Humans are the dominant species on Earth, and their rapidly growing population is changing the biosphere in ways that are profound and often have unknown or unexpected consequences. The study of ecology is key to understanding the multiple feedbacks through which our activities affect both human health and the health of all living things on this planet. In this course, the fundamental principles of ecology, from population to ecosystem and biosphere levels, will be examined through the lens of human health and health care needs and issues. Topics studied will include factors affecting population growth and carrying capacity, competition, mutualism, predator prey dynamics, ecosystem processes, and biosphere level connections. Prerequisites: BI109, BI112, or BI120, and at least one other 3-to 4-credit course.

**BI320 Cell Biology** 4 credits

This course aims to provide the student an understanding of the molecular biology of the eukaryotic cell and promote 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: BI121, BI204, CH113, and CH114, or permission of chairperson. 3 hours lecture, 3 hours laboratory. 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 BI112, or BI120 and BI121. 3 hours lecture, 3 hours laboratory or field work. Offered as needed.

**BI325 Invertebrate Zoology 4 credits**

Invertebrates make up over 95% of all animal life on our planet, with over 2 million species having been described and placed in more than 33 phyla. They are food for humans and other animals, they cause disease, they pollinate most of the plants we need and use, they affect global climate, some are important with respect to medicine, etc. All people, but especially biologists, need to have a good working knowledge of invertebrates. This course is intended to provide students with an overview of the animal-like protists and of the Invertebrate Phyla within Kingdom Animalia, with a heavy focus on the latter. The evolutionary and phylogenetic relationships between these organisms will be used as a foundation from which to study animal structure and physiology. The goal of this course is both to introduce students to the diversity of life on this planet and to stimulate an appreciation of invertebrates and their remarkable evolutionary innovations. Prerequisites: BI109 and BI111, or BI120 and BI121. 3 hours lecture, 3 hours laboratory. Offered as needed.

**BI327 Special Topics in Biology 3–4 credits**

A course that addresses 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 BI112, or BI120 and BI121. 2 hours lecture, 4 hours laboratory. Offered as needed.

**BI340 Principles of Ecology 4 credits**

A study of the interactions between organisms and their environment at the individual, population, community and ecosystem levels. Prerequisites: BI111 and BI112 or BI120 and BI121, and either CH111 and CH112 or CH113 and CH114, or permission of chairperson. Prerequisite or corequisite: BI203. 3 hours lecture, 3 hours laboratory or field work. Offered as needed.

**BI360/SC360 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 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. Prerequisite: BI109 or BI120.

**BI361 Tropical Ecology 3 credits**

This course will provide students with a broad overview of both terrestrial and aquatic tropical ecosystems. Students will gain insight into basic ecological concepts and will learn about a variety of tropical biomes and the numerous complex ecological interactions found in these areas. A number of case studies will also be used to investigate the specific applications of general ecological concepts in the context of tropical ecosystems. May be taken without the accompanying lab, BI362, which includes a travel abroad component. However, taking BI362 concurrently with this lecture is strongly recommended. Prerequisites: A minimum of 8 credits of biology, including either BI109, BI112, or BI120.

**BI362 Tropical Ecology Laboratory 1 credit**

This laboratory accompanies BI361 Tropical Ecology Lecture and must be taken concurrent with that course. Students will experience a tropical ecosystem first hand during a travel abroad experience. In addition to multiple opportunities to connect the learning in lecture with real-life examples, students will carry out an original research project testing a hypothesis relating to concepts learned in the associated lecture. Prerequisites: A minimum of 8 credits of biology, including either BI109, BI112, or BI120. Corequisite: BI361.

**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. One year; 32 credits. BI402 has a prerequisite of BI401.

**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 each semester. Limited to seniors. Permission of chairperson required. BI405 has a prerequisite of BI404.

**BI407 Neurobiology** 4 credits

An investigation of the structure and function of the central nervous system and the major sensory systems. Emphasis will be placed 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: BI121, BI204, CH113, and CH114, or permission of chairperson. 3 hours lecture, 3 hours laboratory. Offered as needed.

**BI411 Tissue Culture** 3 credits

This course will provide students with experience in both plant and animal tissue culture technologies, including aseptic technique, use of tissue culture equipment, and typical cell culture assays. Focus will be on students learning how to grow, maintain, and characterize healthy mammalian cell cultures. Prerequisites: BI121 and BI204, or permission of instructor. 1 hour lecture and 4 hours lab per week. Offered as needed.

**BI422 Advanced Molecular Genetics** 4 credits

A study of concepts in advanced molecular genetics including mapping and sequencing genomes, RNA synthesis and processing, RNA interference, and molecular phylogenetics. Laboratory exercises will complement class topics and include 3 multiweek projects emphasizing critical reasoning and the scientific method. Prerequisites: BI121 and BI204. 3 hours lecture, 3 hours lab. Offered as needed.

**BI425 Independent Study** 1–2 credits

This course gives the student the opportunity to 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 chairperson required. Offered upon application.

**BI427 Immunology** 4 credits

A study of 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 will emphasize application and analysis of concepts covered in lectures and readings. Prerequisites: BI121 and BI204, or permission of chairperson. Students may not take BI427 for credit after completing BI428. Offered as needed.

**BI428 Fundamentals of Immunology** 3 credits

A study of 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. Prerequisites: BI121 and BI204, or permission of chairperson. Students may not take BI428 for credit after completing BI427. 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

A study of the interrelationships of aquatic plants and animals in marine, estuarine and freshwater ecosystems, with an emphasis on invertebrate organisms, habitats, and niche. Laboratory and field work will include collecting and identifying organisms and the study of physical and chemical features of various bodies of water. Prerequisites: BI111 and BI112, or BI120 and BI121. 3 hours lecture, 3 hours laboratory or field work. Offered as needed.

**BI443 Capstone Experience for the B.A. in Biology** 2 credits

This course provides students in the B.A. in Biology a unifying, culminating experience in their major field. Students are challenged to use and extend intellectual skills and knowledge of biology acquired throughout their undergraduate training to research and develop a deep knowledge of a topic of their choice, and to prepare both a review paper and an oral presentation on that subject. Students will also learn how to interpret the reported outcomes of various common statistical tests and reporting methods in science. Prerequisite: Completion of 21 biology credits (including BI201). 2 hours lecture.

**BI444 Capstone Experience in Biology** 2 credits

This course provides advanced students a unifying, culminating experience in biology. Students are challenged to 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. 2 hours lecture. Offered each spring.

**BI446, 447 Research Problem in Biology I & II** 1–6 credits

One or two semesters; 1–3 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. BI447 has a prerequisite of BI446.

**BI450 Animal Behavior 4 credits**

This course will introduce students to the ways that the evolutionary forces of natural selection and sexual selection have shaped the behaviors of animals. Major topics considered include foraging behavior, learning and cognition, communication, anti-predator behavior, parental care and reproductive tactics, mating systems, and social behavior. Using case studies, field trips, and assorted media, students will both learn and apply a variety of methods used to understand the behavior of organisms across m and beyond. Prerequisites: A minimum of 12 credits of biology, including BI109, BI112, or BI120. Recommended: BI203 and/or BI305.

**BI490 Developmental Biology 4 credits**

This course provides advanced instruction in the study of modern developmental biology. It requires that the interested student have a strong foundation in genetics, cell and molecular biology, and organismal biology. 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, this course will offer students opportunity to gain familiarity with modern analysis of developmental processes, and an understanding of the mechanisms that underlie animal development. Prerequisite: BI121 and BI204. Offered as needed.

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

For curriculum at Rutgers University’s School of Health Professions for the Clinical Laboratory Sciences and Medical Imaging Sciences majors, see the Rutgers University website at <http://shrp.rutgers.edu/affiliates/georgiancourt.html>

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## 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.

**Program Student Learning Outcomes****Chemistry and Biochemistry**

Upon successful completion of the program of studies for Chemistry or Biochemistry the student will receive a B.S. or B.A. in Chemistry or a B.S. in Biochemistry and will have given evidence of the following outcomes and goals:

- Students will demonstrate knowledge and application of fundamental concepts and the theories of chemistry in five key areas of chemistry, including physical, organic, inorganic, analytical chemistry, and biochemistry through course exams, American Chemical Society standardized subject exams, and the Major Field Test in Chemistry.
- Students will be given the opportunity to develop skills related to effective communication, including both technical writing and oral presentations.
- Students will be given the opportunity to develop laboratory skills needed to confidently function in a laboratory environment, including proper use of basic scientific instrumentation and equipment such as balances, chemical glassware, pH meters, and UV-VIS spectrometers necessary to collect experimental data to evaluate substances and monitor chemical reactions. Students will demonstrate understanding of the safe handling and disposal of chemicals and hazardous materials.
- Students will be given the opportunity to enhance their problem solving skills via real and scenario-based scientific data analysis and interpretation. Upon successful completion of this program, students will be prepared to evaluate experimental data, identify, and clearly state predictions that logically flow from a hypothesis and able to propose how such predictions could be tested and/or validated.

**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 coursework 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.

### **K–12 Teacher of Chemistry Certification**

Students fulfill requirements for the baccalaureate degree in chemistry (B.A. or B.S.) and complete the required professional courses in education. Please refer to the School of Education section of the catalog for details. Students must also pass the PRAXIS II subject tests in Chemistry and General Science.

### **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.

### **PHARMACY AND PHYSICAL THERAPY: GEORGIAN COURT UNIVERSITY AND UNIVERSITY OF THE SCIENCES (PHILADELPHIA) OR UNIVERSITY OF SAINT JOSEPH (CONNECTICUT) DUAL-DEGREE PROGRAMS**

Students can earn a bachelor's degree in chemistry or biochemistry from GCU and a doctoral degree from the University of the Sciences (Philadelphia) in pharmacy or physical therapy, or from the University of Saint Joseph (Connecticut) in pharmacy, in seven years after high school. For details about eligibility and coursework

requirements, refer to "Preparation for Careers in Engineering, Law, Medicine, Pharmacy, and Physical Therapy" in this catalog.

### **Major Sequence**

#### **Chemistry**

B.S. degree: a minimum of 42 hours of credit is required including CH113, CH114, CH223, CH224, CH241, CH304, CH331, CH332, CH334, CH402, CH420 and CH411 or 413 or 416. Also required are PH121, PH122, MA115, and MA116. MA215 is strongly recommended.

#### **Biochemistry**

B.S. degree: a minimum of 42 hours of credit is required including CH113, CH114, CH223, CH224, CH241, CH304, CH311, CH312, CH331, CH332, CH416 and CH420. Also required are BI121, BI204, and any one of the following advanced biology courses: BI219, BI320, or BI422. Also required are PH121, PH122, MA115, and MA116. 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, CH114, CH223, CH224, CH241, CH304, CH331 or CH311, CH332, and CH420. Also required are PH121, PH122, MA115, and MA116.

### **PRE-MEDICAL, PRE-DENTISTRY, PRE-VETERINARY, OR PRE-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.

### **Minor Sequence**

#### **Chemistry**

A minimum of 23 hours of credit is required including CH113, CH114, CH223, and CH224. At least 11 of these hours must be earned at Georgian Court.

### **COURSES**

#### **CH108 Environmental Chemistry 4 credits**

An introductory course that fulfills the general education science requirements. The extraordinary role played by chemistry is illustrated by studying environmental topics. Topics include pollution, ozone hole, global warming, energy crisis, water purification, acid rain, and nuclear energy. Basic concepts in the field of chemistry will also be discussed. 3 hours lecture, 3 hour laboratory.

**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. The major theme explores 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**

Second part of a two semester sequence. 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. The major theme explores the relations between molecular structure within the body and their physiological functions. Offered in the spring semester. 3 hours lecture, 3 hours laboratory. Prerequisite: CH111.

**CH113 General Chemistry I 4 credits**

The first course of the two semester sequence (CH113, CH114), provides 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. Offered in the fall semester. 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), this course introduces the 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. Offered in the spring semester. Prerequisite: CH113. 3 hours lecture, 3 hours laboratory, 1 hour recitation.

**CH151 Chemistry for the Health Sciences 4 credits**

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. The laboratory

work will include 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 3 credits**

An in-depth study of the Periodic Table of Elements and the atomic, ionic and molecular nature of materials. Emphasis will be placed on understanding the relationship between composition/structure of matter and its physical and chemical properties. The lecture introduces 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. The course is recommended for those planning to teach in the physical sciences, but may be taken by non-science majors as well. Prerequisite: CH113. 3 hours lecture.

**CH223 Organic Chemistry I 4 credits**

The first of a two-semester sequence (CH223, CH224), this course provides an introduction to 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 will include simple organic synthetic reactions, purification and identification of organic compounds with emphasis on the use of instrumentation. Offered each fall. Prerequisite: CH114. 3 hours lecture, 3 hours laboratory.

**CH224 Organic Chemistry II 4 credits**

Building on the introduction to the chemistry of carbon compounds (CH223), this course focuses on the 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 will include organic synthesis and isolation of a natural product, with emphasis on the use of instrumentation (GC-MS, UV-VIS, and IR). Offered each spring. Prerequisite: CH223. 3 hours lecture, 3 hours laboratory.

**CH241 Quantitative Analysis 4 credits**

Applications of the principles of chemical equilibrium to the theory and techniques of titrimetric, gravimetric and electrogravimetric procedures. Discussion of sample preparation, method validation and 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**

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**

Introduction to 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 hours lecture. Usually offered online.

**CH311 Biochemistry I 4 credits**

The first course of a two semester sequence (CH311, CH312), this course provides an introduction to 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. Offered each fall. Prerequisites: CH224. 3 hours lecture, 3 hours laboratory.

**CH312 Biochemistry II 4 credits**

Building on the introduction to the chemistry of biological macromolecules (CH311), this course focuses on 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. Offered each spring. Prerequisite: BI121 and CH311. 3 hours lecture, 3 hours laboratory.

**CH331 Quantum Chemistry 4 credits**

Principles of quantum chemistry including the following topics: 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**

Principles of physical chemistry including thermodynamics and chemical equilibrium and reaction kinetics and electrochemistry. Prerequisites: CH224, CH241, MA116; Pre/corequisite: PH122. 3 hours lecture, 3 hours laboratory, 1 hour recitation.

**CH334 Inorganic Chemistry 4 credits**

In depth study of 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/corequisite: CH223. 3 hours lecture, 4 hours laboratory.

**CH345 Externship Program 1–4 credits**

Provides the students with an industrial or advanced academic research experience. Students 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**

Provides the students an opportunity to 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 has to be submitted. Assessment for this course is pass/fail. This course is open to junior and senior chemistry and biochemistry majors. CH449 has a prerequisite of CH350. CH450 has a prerequisite of CH449.

\*Students majoring in chemistry or biochemistry who are in the University Honors Program may choose independent research work with a professor (Honors Program coursework 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**

The objective of this laboratory course is the development of advanced synthetic and analytical techniques. The course is intended as a capstone experience for students primarily interested in entering the job market upon graduation. Students interested in graduate studies or research are strongly advised to choose Research in Chemistry as an alternative to this course. Prerequisites: CH332 and CH334. 4 hours laboratory.

**CH402 Instrumental Analysis 4 credits**

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 the modern instruments and techniques used in chemistry today. Prerequisite: CH241, Pre/corequisite CH332. 3 hours lecture, 4 hours laboratory.

**CH411 Advanced Organic Chemistry 3 credits**

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/corequisite: CH332.

**CH413 Advanced Inorganic Chemistry 3 credits**

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/corequisite 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**

This course is a capstone experience for majors in chemistry or biochemistry that requires the students to unify the knowledge and skills learned in all other courses. The course instruction focuses on planning, obtaining and organizing technical information from primary and secondary journals to develop a review article on a chosen topic. Skills needed to be an effective speaker will also be discussed. The students will 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/corequisite CH332. 1 hour lecture

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## CRIMINAL JUSTICE

The B.A. in Criminal Justice from Georgian Court University is a multidisciplinary degree designed to maximize student preparation for a rapidly expanding field of professional opportunities and research.

Students who pursue a major in Criminal Justice at GCU will find that our faculty members are passionate about their areas of scholarship and professional experiences in

the field. We aim to instill in our students the ability to think critically about criminal justice systems and a desire to act with extraordinary integrity and professionalism. Our curriculum is designed with social justice and the development of concrete and translatable skills in mind. Such skills include the ability to communicate effectively verbally and in writing, to understand strategies and tools of effective problem solving, and to evaluate the impact of diversity on criminal justice systems.

Graduates of our criminal justice program will be equipped for careers in local, state or federal government agencies; law; consulting, security, research, international agencies, social services, corrections, and nonprofit organizations.

**Program Student Learning Outcomes**

Upon successful completion of studies for Criminal Justice, the student will receive a B.A. in Criminal Justice and will have given evidence of the following outcomes and goals.

- Students will demonstrate knowledge across required content areas (Academy of Criminal Justice Sciences standards, B.5): administration of justice, corrections, criminological theory, law adjudication, law enforcement, and research methods through course exams and papers, and in a self-designed major field test to be taken both in their first year and their last year.
- Students will demonstrate an ability to present information in regards to criminological and/or legal questions in course presentations evaluated by common rubric and an ability to effectively collaborate with others in a presentation of internship experiences.
- Students will identify and apply ethical decision making as it applies across criminal justice theory, research, practice and policy. Competency in socially responsible and equitable behavior will be evidenced in case studies evaluated by common rubric.

**Major Sequence**

A minimum of 42 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 3-credit internship.

Core requirements include 14 courses, required of all majors: CJ111, either CJ167 or AN112, CJ200/SO200, either CJ210 or CJ212, CJ213, CJ325, CJ331, CJ435, CJ495, PS320, SO101, SO201, and two CJ 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 a 15<sup>th</sup> course, CJ333.

Students are required to take the following general education course: MA103. World Language is required; Spanish is strongly recommended. Another language may be substituted with the approval of the student's advisor.

### **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.

### **Concentrations in Criminal Justice**

Criminal justice majors who would like to focus on courses specific to their career or academic interests may elect to do a concentration in one of three areas: Cyber Crime, Global Justice & Society, or Law Enforcement & Corrections. Students wanting to add a concentration take courses as listed in the groups below; two of the courses in the concentration may count toward the electives required for the major. Concentrations are an elective part of their major. Students may request to take alternate courses (e.g. in other departments, special topics courses) relevant to the concentration upon department chair and advisor approval. Note: Several Special Topics courses that are regularly offered will also count toward these concentrations.

#### **Cyber Crime (take all courses)**

- CJ301 Contemporary Crime Analysis & Geographic Information Systems
- CJ302 Cyber Crime
- CS123 Computer Programming I
- IS320 Management Information Systems
- IS422 Enterprise Cybersecurity

#### **Global Justice & Society (take four courses)**

- CJ313 U.S. Constitutional Law
- CJ351 Comparative Criminal Justice Systems
- CJ355 Political Crimes & Terrorism
- CJ365 International Human Rights Law
- CJ375 Global Justice & Law
- CJ398 Selected Topics in Criminal Justice: Torture
- SO304 Globalization & Sustainability
- PO211 American National Government
- SW253 Human Rights & Social Justice

### **Law Enforcement & Corrections (take four courses)**

- CJ221 Introduction to Forensic Science
- CJ231 Juvenile Justice
- CJ343 Criminal Investigation
- IH335 Integrative Stress Management & Health
- PO221 State & Local Government in America
- PO211 American National Government
- PS321 Criminal Profiling

### **Minor Requirements**

- Criminal Justice Minor (18 credits): SO101, CJ111, CJ200/SO200, either CJ210, CJ212 or CJ213, and any two 300-level CJ, AN, or SO electives.
- Cyber Crime Minor (19 credits): CJ200, CJ301, CJ302, CS123, IS320, and IS422.
- Global Justice & Society Minor (18 credits): CJ111, CJ213, any three 300-level Global Justice and Society courses (chosen from the list above), and any other Global Justice and Society course.
- Law Enforcement & Corrections Minor (18 credits): CJ111, either CJ210 or CJ212, any two 300-level Law Enforcement and Corrections courses (chosen from the list above), and any other two Law Enforcement and Corrections courses.

### **Politics, Law & History**

See description and requirements in catalog Section X: Interdisciplinary Minors.

### **B.A. IN CRIMINAL JUSTICE/M.A. IN CRIMINAL JUSTICE AND HUMAN RIGHTS—ADVANCED ADMISSION TO THE MASTER OF ARTS IN CRIMINAL JUSTICE AND HUMAN RIGHTS**

The Department of Criminal Justice, Anthropology, Sociology, and Human Rights offers select undergraduate students majoring in criminal justice at Georgian Court University the opportunity to apply for admission to the traditional M.A. in Criminal Justice and Human Rights program after completing 44 credits and at least four required criminal justice courses. For acceptance, students must:

- complete a Graduate Application;
- have an overall GPA of 3.0 or higher and 3.2 in the major program;
- provide one letter of recommendation from a Department of Criminal Justice, Anthropology, Sociology, and Human Rights faculty member attesting to the ability of the student to succeed in the program; and
- complete an interview with the M.A. program director.

Students meeting the above criteria will be accepted into the M.A. program and may take as many as four M.A. courses (12 credits) upon completing 60 undergraduate credits; that is, while they are still undergraduate students. While acceptance into the M.A. is assured, that acceptance is deferred until the undergraduate degree is conferred. The B.A./M.A. program requires students to complete all the undergraduate and graduate degree requirements.

## **COURSES**

### **Criminal Justice**

#### **CJ110 Writing in Criminal Justice** 1 credit

This course develops the fundamental skills necessary to write academic essays, reports, and papers in the field of criminal justice and the social sciences. It familiarizes students with the importance of writing clearly and concisely. This course is designed to assist students in learning how to interpret and paraphrase the ideas, concepts, and findings of authors' works and how to properly cite using APA style. It also familiarizes students with the different types of plagiarism and instructs students how to write ethically.

#### **CJ111 The Criminal Justice System** 3 credits

An in-depth analysis from the initial police-citizen contact to the final resolution of the encounter. Specific areas to be covered include stop and search, the arrest process, processing of the offender, bail, interrogation, arraignment, plea-bargaining, trial, and post-conviction activity. The course will concentrate on the social aspects of both the people and the procedures involved. Offered as needed.

#### **CJ167 Intergroup Relations** 3 credits

Explores how race, class, and gender have shaped American society. A broad and informed investigation about exclusion and inclusion, unity and diversity, which have been debated since the earliest days of this society. An analysis of the forces that have created and sustained the groups that comprise American society.

#### **CJ200/SO200 Theories of Crime** 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: CJ111 and SO101, or permission of instructor.

#### **CJ210 Introduction to Law Enforcement** 3 credits

An introduction to law enforcement practices in the United States. Specific areas covered are an analysis of the

police and their roles and functions. Included are the roles of crime prevention, order maintenance, service, law enforcer, and community policing. Emphasis is placed on the role of law enforcement personnel in the community as a social phenomenon. Prerequisite: CJ111, SO101, or permission of instructor.

#### **CJ212 Introduction to Corrections** 3 credits

An analysis of the correctional processing of criminals in the United States. Areas covered include the philosophy of punishment, the early history of corrections, a history of corrections in America, types of correctional facilities, alternative correctional procedures, including probation and community correction programs. Prerequisite: CJ111, SO101 or permission of instructor. Offered as needed.

#### **CJ213 Criminal Law & Practice** 3 credits

An in-depth examination of criminal law and its practice in the United States. The course will cover purposes of criminal law and principles that govern the criminal law, sources of law, elements of crime, and several offenses and defenses. Prerequisite: CJ111 or permission of instructor. Offered as needed.

#### **CJ221 Introduction to Forensic Science** 3 credits

An introduction to the rapidly growing field of forensic investigation in the criminal justice system. It will cover many aspects of forensic evidence collection and analysis with some hands-on applications. The course offers basic forensic techniques as practiced in law enforcement and related agencies. An advanced course in forensics with laboratory analysis is offered periodically. Prerequisites: CJ111, CJ213.

#### **CJ231 Juvenile Justice** 3 credits

An introduction to the field of juvenile justice from its historical roots to present-day activities and operation. The philosophical and legal differences from the adult criminal justice system will be explored and analyzed from a behavioral perspective. An examination of the organization and dynamics of the system as well as the role of professionals in allied organizations will be considered. An emphasis will be placed on alternative solutions to juvenile misbehavior and future trends in the system. Prerequisite: CJ111.

#### **CJ233 Internship Exploration in Criminal Justice** 1 credit

CJ233 Internship Exploration is a course which will initiate the Criminal Justice Internship. The student will emerge from CJ233 Internship Exploration with a personal priority listing for an internship. The student will have acquired the contact and application information. In addition, the student will have begun to develop the tools (a letter of introduction, a résumé, a portfolio, interview training, "My Ten Points," and more) for an internship. The same tools

will continue to be improved for the career search. During this course, students will be critiqued by the director of criminal justice internships and learn from each other (e.g., other students' experiences and advice). Recommended for sophomores. Prerequisites: Open to criminal justice majors and minors only. Permission from instructor required.

### **CJ301 Contemporary Crime Analysis & Geographic Information Systems** 3 credits

This course will introduce the student to the historical evolution of crime analysis in the criminal justice system and the use of mapping and geography. Explore the use of geographic information systems (GIS) in crime analysis including cyber security, predictive policing, deployment of resources, and offender management. Learn to use GIS software (ESRI ArcINFO) to create and use maps, compile geographic data, analyze mapped information, and query spatial data. Prerequisite: CS123.

### **CJ302 Cyber Crime** 3 credits

This course is designed to provide upper-level (junior or senior) students with specialized knowledge regarding the use of computers, information technology, and/or virtual realities to further criminal and/or deviant objectives. Students will learn about the evolution of information technology and its relationship to criminal enterprise, focusing on major data crimes with an emphasis on social media, personal financial information, and medical data. Governmental responses to cyber crime (e.g., laws, policies) and operational countermeasures will be discussed. Junior or senior status.

### **CJ313 U.S. Constitutional Law** 3 credits

This course considers the role of the U.S. Constitution within the U.S. legal system, with a particular emphasis on its relationship to criminal justice. We cover history, legal skills, and principles that govern constitutional law and then focus on Equal Protection under the U.S. Constitution. The course explores interpretation and evaluation of the First, Second, Fourth, Fifth, Sixth, and Eighth Amendments. In regard to each of these, we seek a firm understanding of constitutional law and relevant theory in addition to comprehension of the social context of the law. Topical issues and contemporary debates will be covered throughout the semester with a focus on knowledge, application, and evaluation of the law. Prerequisites: CJ111 and CJ213, or permission of instructor.

### **CJ325 Gender & Crime** 3 credits

The role of gender in the criminal justice system is explored. The course will focus on women as victims, offenders, and in career roles in the system itself. An analysis of the changing roles of men and women in

society, new legal and cultural perspectives, and contemporary gender issues in the context of crime and justice will also be examined. Prerequisite: CJ111.

### **CJ331 Research Methods in Criminal Justice** 3 credits

An introduction to methodology employed in social science research with emphasis on techniques appropriate to the field of criminal justice. The course will include the selection of research questions, hypotheses and definitions, research design, the gathering and analysis of data, drawing conclusions and presentation of findings. Students will write a full research proposal to demonstrate learned skills. Prerequisites: SO201 and CJ200.

### **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: permission of internship coordinator.

### **CJ343 Criminal Investigation** 3 credits

This course explores the nature and process of criminal investigation. It will include a theoretical framework as well as the practical application of techniques employed to conduct a competent investigation. 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 will be explored. The organization of investigative findings, court preparation and testifying in criminal trials will be examined. The public information role of investigators will also be discussed. Prerequisite: CJ213.

### **CJ351 Comparative Criminal Justice Systems** 3 credits

An analysis of criminal justice systems cross-culturally. Global and International aspects are involved. The course will examine the legal basis, organizational structure and application of criminal justice practices in various parts of the world. Topical areas will begin with systems somewhat comparable to ours, i.e., Canada, Ireland, Great Britain, and Western Europe. The course also includes selected examination of criminal justice tradition and practices in authoritarian, third world and emerging nations. The role of culture and custom, political and religious ideologies is included. Prerequisite: CJ111 or permission of instructor. Restricted to only juniors and seniors.

**CJ353 Victimology 3 credits**

An examination of the criminal justice system as it deals with the victim. Included is an analysis of the types of victimization, unwilling and willing participants and the offender as victim. Also to be explored is the concept of group victimization; the larger society and subcultures. The social, legal and psychological impact of victimization, victim's rights and services, compensation and techniques of victim avoidance will be examined. The role of the victim in the criminal justice process; impact statements, participation in plea-bargaining and sentencing will be discussed. Prerequisites: CJ200/SO200.

**CJ355 Political Crimes & Terrorism 3 credits**

This course will analyze the concepts of political criminality and terrorism. It will cover both the international and domestic activities of those who use terror as a political weapon. Included will be an examination of radical terrorist groups from both left and right. State-sponsored terrorism, death squads, citizen subjugation and genocide will also be explored. Homegrown activities within our society are included with a goal toward developing strategies for prevention and control. Prerequisites: CJ200/SO200.

**CJ365 International Human Rights Law 3 credits**

This course explores the substance of international human rights in addition to theoretical and political considerations relevant to the subject. Students cover the concept of human rights and ethical issues related to use of human rights law, the structure of international and regional human rights protection and systems, sources of international human rights, and application at the international and domestic levels. Intended for juniors and seniors.

**CJ375 Global Justice & Law 3 credits**

This course covers global efforts to provide accountability for human rights abuses through various mechanisms (including courts and truth commissions), particularly after a country has experienced conflict or authoritarian rule. The course introduces fundamental themes of global justice and the relatively new field of transitional justice, addressing central debates surrounding efforts to end impunity, recognize the suffering of victims of conflict, and confront the past as a means to avoid repetition. Complex conceptual questions will be raised related to the themes of justice, truth, victimization, reparation, forgiveness, and reconciliation. Intended for juniors and seniors.

**CJ398 Selected Topics in Criminal Justice 1–3 credits**

This course will offer in-depth analysis of various aspects of criminal justice. Different topical areas will be selected each time offered. Prerequisite: CJ111 or permission of instructor. One semester. Offered as needed.

**CJ401 Sex Crimes 3 credits**

This course will cover a wide range of deviant sexual behaviors and sex crimes, including voyeurism, exhibitionism, rape, child sexual abuse, and others. This course will cover the typology of and analysis of sex crimes, and the typology of sex offenders. This course will also explore the history, myths, and current practices the criminal justice system employs to address sex offenses and sex offenders, and attempted treatments. Intended for juniors and seniors. Prerequisites: CJ212 and CJ200, or permission from instructor.

**CJ404 Gun Crime 3 credits**

This course will cover existing research on guns, crime, and gun control in the United States. Students will examine existing knowledge on related issues such as gun ownership, the supply of guns, mass shootings, suicide, justifiable homicides, domestic violence, and accidental firearm death. Students will explore evidence-based solutions to the issue of firearm violence. Intended for juniors and seniors. Prerequisite: CJ331 or permission from instructor.

**CJ410 Independent Research in Criminal Justice 1–3 credits**

Students work under the supervision of a faculty member to assist in faculty research or students will develop and conduct an independent research project under the supervision of a faculty member. Prerequisites: CJ331 and permission of instructor. Offered on application. Students may register and receive 1–3 credits more than once; may not exceed a total of 6 credits.

**CJ435 Ethical Issues in Criminal Justice 3 credits**

An analysis of ethical and moral issues in the criminal justice system. The roots of philosophical policy; evolution and modification; influences of economic, cultural, and political factors; and some major dilemmas in today's world. The ethical decisions affecting law enforcement, corrections, and criminal processing will be discussed. 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. Prerequisite: CJ331.

**CJ495 Senior Seminar in Criminal Justice 3 credits**

This course fulfills the college requirement for a senior experience. The course will cover a variety of topics initiated by the instructor and/or the students into areas that may not have been presented in other courses. Extensive, independent senior level student research; research paper required class presentation. Prerequisite: CJ331 or permission of instructor. Offered as needed.

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## 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.

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.

### Program Student Learning Outcomes

Upon successful completion of the program of studies for

Dance, the student will receive a B.A. in Dance and will have given evidence of the following outcomes and goals:

- Students will demonstrate accomplished techniques in various modalities of dance and mastery in personal performance forms.
- Students will develop skills to support leadership in the world of dance evoking the wisdom of the body imagination and creative thinking.
- Students will plan performances and choreographic experiences that involve effective communication, teamwork, and coaching of others toward their personal vision in choreography.
- Students will demonstrate competency in academic research that will benefit the profession, its history, and its current social and political issues.

### 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 (1)
- DA117 Lighting Design for Dance (1)
- DA150 Dance Improvisation (2)
- DA201 History of Dance (3)
- DA202 Music for Dance (3)
- DA250 Choreography I (3)
- ES220 Introduction to Nutrition (3)
- DA280 Kinesiology and Experiential Anatomy (3)
- DA360 Laban Movement Analysis (3)
- DA400 Senior Capstone (3) or
- DA450 Senior Choreographic Project (3)
- DA471 Internship (1)

### 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 DA331 Modern Dance III. Students must also complete DA350 Choreography II, and two consecutive semesters of Dance Ensemble (DA370 or DA470).

NOTE: Dance majors in the performance track are required to take Ballet and Modern Technique every semester either for credit or dance audit.

### 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.

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 will supplement majors such as Dance, Music, Education, Psychology, Education, Special Education, and anyone interested in movement used as a therapeutic intervention. This is an interdisciplinary minor offering courses from dance and psychology. It consists of 23 credits: 12 credits from psychology and 11 from dance.

- PS111 Introduction to Psychology (3) or PS113 Foundations of Psychology (3)
- PS221 Child and Adolescent Development (3)
- PS223 Psychopathology (3) (Prerequisite: PS111 or PS113)
- PS270 Theories of Personality (3) (Prerequisite: PS114)
- DA310 Introduction to Dance Therapy (3)
- DA410 Dance Therapy (3)
- DA150 Dance Improvisation (2)
- DA360 Laban Movement Analysis (3)

## COURSES

### DA100 Dance Essentials & Wellness 3 credits

Introduction to dance including exploration of career options and issues, covering recent history and theory as well as aesthetics of dance forms; ballet and theater

terminology, dance psychology, basic music analysis, wellness and injury prevention will also be covered.

Offered fall.

### DA110 Entry to Dance as Art 3 credits

This introductory course is designed to experience and appreciate dance as a creative, intellectual, educational, cultural, somatic experience and technical discipline. The course will include individual and group projects that will focus on self-expression, observation, movement analysis, experiential activities, readings and discussion. There is no formal dance training required for this course.

### DA116 Technical Applications for the Stage 1 credit

Introduction to the workings and management of the theater, with a primary focus on backstage operations, equipment, and safety. Topics include rigging, lighting and electrical, sound, scenery basics, and stage and theater management. Offered spring.

### DA117 Lighting Design for Dance 1 credit

The basics of designing for the theater, with emphasis on design for dance. The majority of the course will focus on lighting, but will also include 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 first session, DA117 meets second session.

### DA121 Ballet I 2 credits

Fundamentals of ballet technique, with emphasis on placement and alignment of the body, and turnout. Class will include 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. The course will increase the student's 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. Course will include movement exploration, spatial and time studies, solo and group work developing trust and cooperation as well as self-confidence and mental flexibility.

**DA201 History of Dance 3 credits**

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. Offered each fall.

**DA280 Kinesiology & Experiential Anatomy 3 credits**

This course is directed to dance majors and 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 of the course will be on the design and biomechanics of joints relevant to dancers. Bony landmarks; ligaments; muscle mechanics, including origins and insertions; neural innervations; and motor learning will all be addressed. 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. Throughout the course, students will be introduced to variety of theories on somatic practice, whose purpose 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 will help

to 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 will 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**

This course is designed to be an introduction to the field of dance/movement therapy within an historical and practical context. How dance/movement therapists have worked and how is it applicable to today will be addressed. Marian Chase, Blanche Evans, Trudi Schoop, Mary Whitehouse and others are experientially explored. Body-mind interconnectedness, creative expression, self-awareness and nonverbal communication will be examined. Course work will also include practice labs, relevant readings, and a culminating paper which articulates the student's experience and emerging understanding and interest of the material. Prerequisite: PS111 or PS113.

**DA321 Ballet III 3 credits**

Advanced level of study of ballet technique, continuing work on strength, dynamics, musicality, endurance, and accuracy. Additionally, performance and movement interpretation will be addressed, working with complex movement sequences. Prerequisite: DA221 or permission of instructor.

**DA331 Modern Dance III 3 credits**

Advanced level of 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: DA231 or permission of instructor.

**DA341 Jazz Dance III 2 credits**

Advanced level of 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: DA241 or permission of instructor.

**DA350 Choreography II 3 credits**

Advanced course in the art of making dance. Assignments will include work with groups, culminating with students choreographing a work for performance. Prerequisite: DA250. Offered spring.

**DA355 Selected Topics 1–3 credits**

An advanced course to explore specialization topics in depth, 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 each semester for credit.

**DA372 Practicum in Dance 0 credits**

Participation and practice in the department performance ensembles, including weekly rehearsals and public performance. Could be repeated each semester, restricted to three sections per semester or less. Prerequisite: Dance major or minor and acceptance by audition.

**DA400 Capstone Project 3 credits**

Dance majors may produce a capstone project to summarize their learning experience in dance. Students will develop a research project to integrate their experiences and define their own rationale. Professional development mentoring will be a component. Prerequisite: Permission of instructor.

**DA410 Dance Move Therapy: Working****w/Groups 3 credits**

In this course methods of working with groups will be studied and experienced. Students can expect to facilitate techniques and methods from the field of dance/movement therapy, and to explore their own 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 level of study of ballet technique, continuing work on strength, dynamics, musicality, endurance, and accuracy. Additionally, performance and movement interpretation will be addressed, working with complex movement sequences. Prerequisite: DA321 or permission of instructor.

**DA431 Modern Dance IV 3 credits**

Advanced level of 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 level of 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**

Students will choreograph their own performance piece, and support their work by completing a written statement about the process and final product. Professional development mentoring will be a component. 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.

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## ENGLISH

The English major aims to enrich the student's intellectual life by offering a wide and varied program that includes English, American, and world literature, as well as critical, creative, and professional writing.

By presenting the best of both ancient and modern literature and by encouraging writing talent, the English faculty helps students develop a lifelong interest in literature and the power of the word; strengthen independent judgment; cultivate perceptive thinking, speaking, and writing; and prepare for further study and future careers in a variety of fields.

Students will demonstrate

- competency in critical and/ or creative written work;
- 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 research skills and MLA documentation;
- a comprehension of the ways texts may reflect,

comment on, and influence their social, historical, and cultural context.

### Program Student Learning Outcomes

Upon successful completion of the program of studies for English, the student will receive a B.A. in English and will have given evidence of the following outcomes and goals:

- Students will regularly submit critical literary analysis and/or creative essays in required English program courses.
- Students will give oral presentations based on course readings, assigned research, and critical analysis protocols in required English program courses.
- Students will develop perceptive thinking, critical reading strategies, and/or awareness of historical context through research and assignments in required English program courses.

### 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 Heroes, Myths, and Monsters

EN313 Medieval Literature

EN314 Chaucer: Bawds & Churls

### Renaissance Literature (3)

EN301 Shakespeare I: Of Kings & Lovers

EN302 Shakespeare II: Deception & Betrayal

EN315 Shakespeare & the Theater of Violence & Obsession

### British Literature (3)

EN316 17<sup>th</sup>-Century Literature

EN317 18<sup>th</sup>-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 Make It New: Modern American Poetry

### Multi-Ethnic Literature (3)

EN370 Pacific Crossings: Asian-American Literature

EN375 Natives & Strangers: Multi-Ethnic Literature of the U.S.

EN376 We Are Made of Words: Native American Literature & Criticism

EN418 African Diaspora

### Senior Seminar (6)

EN429 Bookends: A Global Literature Seminar

EN430 Senior Seminar

### Electives (15)

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.

### Writing Concentration

This concentration offers students the opportunity to sharpen their writing skills in a variety of scholarly, creative, and professional genres. Students learn about the practical requirements of writing with different technologies and for different media, while exploring their creativity in collaboration with faculty and peers. Since this track prepares students for jobs in a variety of fields, including advertising, publishing, editing, and marketing, an internship experience (EN299 or EN405) is required. The concentration also offers a strong foundation for students planning to pursue an M.F.A. in creative writing.

### English Major Course Requirements (24); see above

### Additional requirements for the Writing Concentration (10–12 credits):

#### Required:

EN405 Internship (3) or EN299 Student Practicum (1)

#### Choose three courses:

EN210 Writing for the Mass Media

EN213 News Writing & Reporting

EN215 Creative Writing

EN221 Argument: Rhetoric & Research

EN222 Digital News Editing

EN225 Topics in Writing

EN230 Writing on the Web

EN250 The Power of Grammar

EN341 Public Relations Writing

EN416 History, Structure & Phonology of English

### English Electives (3–5 courses):

Electives may be chosen from any of the EN offerings, EN113 or higher.

Students who minor in writing cannot choose the writing concentration.

## Teacher of English Certification

The usual English major sequence is followed. English majors seeking NJ teacher certification are encouraged to consider the following English electives for the major: EN250, EN260, EN264, and EN416 when offered. For required professional courses in education, please refer to the School of Education section of this catalog.

## Departmental 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. At least half the required courses must be taken at Georgian Court. The following courses are required: EN230/CM230 and EN250. Four electives must be chosen from the following courses: EN210/CM210, EN213/CM213, EN215, EN221, EN222/CM222, EN225, EN299/CM299, EN420 (with advisor approval), EN341/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. Students will learn concepts of grammar, sentence structure, punctuation and mechanics in order to communicate about and strengthen their writing and speaking skills. They will also identify individual areas in need of improvement. 1 hour lecture.

## EN105,106 Essentials of Academic

### Writing I & II 3–6 credits

Support in developing efficient writing skills, critical reading/thinking skills, strong sentence-level skills, and basics in MLA documentation style, in preparation for success in EN111. These developmental writing courses count towards the degree but do not fulfill the university writing requirement. Prerequisite for EN105: Placement only. Prerequisite for EN106: Placement or a grade of C or better in EN105. Students may not take EN105 or EN106 (or equivalent transfer courses) for credit after passing, with a grade of C or better, any higher level writing courses, including EN111, EN112, or EN221.

### EN111 Academic Writing & Research I 3 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. This course fulfills the university writing requirement. Offered yearly.

Prerequisite: Placement or a grade of C or better in EN106. Students must earn a grade of C or better to meet general education requirement.

### EN112 Academic Writing & Research II 3 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. Offered yearly.

Prerequisite: A grade of C or better in EN111.

### EN113 Voices from the Wilderness: American Literature to 1865 3 credits

A study of literature written in North America before the Civil War that traces diverse expressions of American storytelling. Through a variety of literary texts, students will explore the early formation of American literature as rooted in Native American creation stories and engage topics of Puritanism, deism, slavery, and Transcendentalism. Writers that may be covered include Anne Bradstreet, Mary Rowlandson, Phyllis Wheatley, Frederick Douglass, Nathaniel Hawthorne, Edgar Allan Poe, and Walt Whitman. Students also will examine the role of the artist in a continually changing American society. Texts may be drawn from poetry, fiction, and drama, as well as sermons, journals, and

autobiographies. Prerequisite: EN111 or equivalent or EN221.

**EN114 The American Imagination: American Literature Since 1865 3 credits**

A study of literature written in the United States after the Civil War that traces diverse expressions of American storytelling. Through a variety of literary texts, students will explore a nation struggling to unify after the war and engage topics of racism, sexism, and classism. Students also will learn about key literary movements, including realism, modernism, and postmodernism. Writers that may be covered include Mark Twain, Sarah Orne Jewett, Charles Chesnutt, F. Scott Fitzgerald, Langston Hughes, Zora Neale Hurston, Louise Erdrich, Sandra Cisneros, and Junot Díaz. Students also will examine the role of the artist in a continually changing American society. Texts may be drawn from poetry, fiction, graphic narrative, and drama, as well as essays, autobiographies, and film. Prerequisite: EN111 or equivalent or EN221.

**EN115,116 World Literature I & II 3–6 credits**

A broadening of perspective through the study of great literature, both European and from other regions, which was not originally written in English. One year, 3 credits each semester. Prerequisite: EN111 or equivalent or EN221.

**EN150 Career Paths for English Majors 1 credit**

In this course, students will be exposed to the limitless career available to English majors. Each week, two different guest speakers from a wide range of industries will discuss how they translated their education into career success. Representatives from publishing, marketing, sales, law, business, and the helping professions will speak to the class about their career journeys, as well as discuss what they look for when hiring candidates today. Students will be asked to think about their own career aspirations and design a career action plan to help them achieve their goals.

**EN175 British Literature I from the Anglo-Saxon Period to 1785: Songs & Stories of Passion & Adventure 3 credits**

Enter the magical yet treacherous world of monsters, knights and ladies, and medieval pilgrims in such works as *Beowulf*, *Sir Gawain and the Green Knight*, *The Canterbury Tales*, and *The Faerie Queene*. Explore the passions of obsessive love, lust, and hate encompassed in such works as the sonnets of William Shakespeare, Sir Philip Sidney, and Mary Wroth. Meet Satan and Sin and their son, Death, in the greatest English epic, John Milton's *Paradise Lost*. And finally, experience the 18<sup>th</sup>-century's caustic satire and amusing parody in such works as Jonathan Swift's "A Modest Proposal," William Hogarth's

*Marriage A-la-Mode*, and Alexander Pope's *Rape of the Lock*. Prerequisite: EN111 or equivalent or EN221.

**EN176 British Literature II Since 1785: Songs & Stories of Innocence and Experience 3 credits**

An introduction to some of the most influential works of literature from Great Britain, its colonies, and former colonies since the late 18<sup>th</sup> century. The course will explore such topics as industrialization, social class, evolving gender roles, war, memory, and humanity's dual nature. Students will learn about major literary periods and movements, such as romanticism, Victorianism, modernism, and postmodernism. Writers covered may include William Blake, Mary Shelley, Christina Rossetti, Oscar Wilde, James Joyce, Rebecca West, Virginia Woolf, Derek Walcott, Salman Rushdie, and Zadie Smith. Students will also examine the importance of storytelling as a defining part of the human experience while studying works of poetry, fiction, drama, and film. Prerequisite: EN111 or equivalent or EN221.

**EN190 Topics in Contemporary Postcolonial Literature 3 credits**

A diverse reading of contemporary literary texts after 1980 from countries colonized by European nations, i.e., nations in Africa, Asia, the Caribbean, Latin America, and/or the literature about/from refugees. This course introduces students to major international writers whose writings we will read in English or in translation. These ordinary and extraordinary human experiences are expressed in a variety of literary genres such as poetry, essays, graphic novels, film, and fiction. Contemporary topics of race, sexuality, war, colonialism, nationalism, gender, diaspora, exile and/or migration will be explored. Prerequisite: EN111 or equivalent or EN221.

**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. Course 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 or EN221.

**EN213/CM213 News Writing & Reporting 3 credits**

Introduction to contemporary American journalism, combined with practical experience in basic newspaper writing and editing. Prerequisite: EN111 or equivalent or EN221.

**EN215 Creative Writing 3 credits**

An individualized approach to the student's creative writing in a workshop environment. Students explored genres such as the short story, poetry, nonfiction, screenwriting, or drama. Prerequisites: EN111 or equivalent or EN221.

**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. Prerequisite: EN111 or equivalent or EN221, and any 100-level English literature course.

**EN221 Honors Argument: Rhetoric & Research 3 credits**

Learn to analyze and produce arguments. 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 and research skills. Prerequisite: Placement in University Honors Program (in lieu of general education writing requirement). Honors students must earn a grade of C or better in EN221 to meet General Education requirement.

**EN222/CM222 Digital News Editing 3 credits**

Training in phases of editing and preparing newspaper copy and the writing of headlines. 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.

**EN225 Topics in Writing 3 credits**

Study of selected topics not listed among the department's other offerings. Offered as a conventional class or, with the approval of the instructor, as directed independent study. Prerequisite: EN111 with grade of C or better or EN221 Honors with grade of C or better.

**EN226 Honors A Nation in Transition: American Literature & Culture 3 credits**

This course focuses on the transformative nature of American literature during several consecutive time periods marked by recognized artistic and literary movements in the United States. Emphasis will be placed on the innovations and the influences American writers have had on literature and culture and may include such movements as romanticism, transcendentalism, naturalism, realism, modernism, and/or post-modernism.

Individual sections of the course may be organized around a specific theme, issue, or idea at the instructor's discretion. Prerequisite: Either EN221 with a grade of C or better, or permission from the instructor. EN226 replaces EN114. Students may not take both for credit.

**EN230/CM230 Writing on the Web 3 credits**

This course focuses on the topics of writing about and writing for the World Wide Web. Students will read what sociologists, psychologists, educators, journalists, authors and others are writing about this topic. Students will compare content, style and design of print and web publications. They will learn the basics of writing web text, collaborate on group assignments and create text for web pages. Prerequisite: EN111 or equivalent or EN221.

**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**

This course reviews key elements of grammar and provides students with opportunities to discover and strengthen the impact of grammatical choices on their writing. Students will participate in a variety of writing activities to analyze professional writers' grammatical choices and to improve their own writing style. Recommended for English majors who plan to teach K-12. Prerequisite: EN111 or equivalent or EN221, with a grade of C or better.

**EN260 Once Upon a Time: Exploring Children's Literature 3 credits**

Students will read, analyze, and share a wide variety of children's literature across cultures, ethnicities, age ranges, and genres. Through discussions and activities, they will develop an understanding and appreciation of the literary value of children's literature. Recommended for English majors who want to teach K-12 and all P-3 teacher certification applicants. Prerequisite: One 100-level English literature course.

**EN264 Journeys in Young Adult Literature 3 credits**

Students will explore themes of journey and discovery as they read and analyze award-winning young adult texts, focusing on the literary and stylistic elements that make them so successful and enduring. Prerequisite: One 100-level English literature course.

**EN265 Understanding Poetry 3 credits**

Exploration of poetic theory and practice, including techniques such as metrics and imagery by which poets give form to meaning.

**EN272 Behind the Curtains: Classical to Contemporary World Drama** 3 credits

In this course, students will develop the skills for understanding, appreciating, and reviewing dramatic works and performances. Students will be introduced to the necessary literary terms needed to discuss and analyze world drama from around the globe and across various historical eras. Texts covered will range from tragedies of ancient Greece, the theatre of the absurd, and contemporary adaptations. Prerequisite: EN111 or equivalent or EN221 and/or one 100-level literature course.

**EN291/SP331 Label Me Latin: Negotiating Self & Nation in Latinx Literature** 3 credits

This course is an interdisciplinary introduction to the study of Latina/o/x/s in the United States. We examine U.S.-based arguments supporting and contesting the use of “Latino/a” and “Hispanic” as ethnic-racial-classist terms uniting all of the diverse U.S. Latin@ communities. We examine the ways in which U.S. Latina/o/x/s have constructed identities within the dominant as well as counter cultural registers. From a queer studies perspective, we examine how the work of queer and feminist Latinx cultural theorists questions and challenges how they are portrayed by the mainstream. Written assignments in Spanish for Spanish majors/minors, Latino Caribbean Studies minors, and in English for other students. Taught in English. Prerequisite: EN111 or equivalent or EN221.

**EN299/CM299 Student Publications Practicum—Editor** 1–3 credits

Students enrolled in Student Publications Practicum are editorial staff members of *The Lion's Tale* or *Fountain Spray*. Students will provide work assignments to student staff members. Assignments may include the general operation of the publication, layout and design, editing and proofreading, news coverage or other items of interest. The experience will be supervised by the publication faculty moderator in designing and evaluating the student's experience. Minimum of 40 hours for each semester hour of credit. By arrangement 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, focusing on research in English and basic literary theory. Critical thinking skills in literature are emphasized. Students must earn a grade of C or better to remain an English major. Prerequisites: One 100-level literature course and completion, with a C or better, of EN111 or equivalent or EN221.

**EN301 Shakespeare I: Of Kings & Lovers** 3 credits

Enter the charming, yet unsettling, chaotic world of love and imagination, as Shakespeare interweaves subplots and explores the supernatural. Watch as Shakespeare uses stock characters to create his most famous and lovable comedic characters and uses foils to unfold political and familial betrayal. The capacity for human violence, barely controlled, is explored along with such issues as the battle between the sexes, Fortune, human sexuality, the strict adherence to law, barbarism, and father/son relationships. Prerequisite: One 100-level literature course.

**EN302 Shakespeare II: Deception & Betrayal** 3 credits

From tragic flaw to comic relief, EN302 encompasses Shakespeare's use of stock characters, dumb shows, the play-within-the-play, the occult, and the conventions of revenge tragedy. The course will focus on such issues as racism, homoeroticism, pseudo-marriage, stereotypes, female sexuality, melancholia, and the machinations of political intrigue, as Shakespeare reveals, in both broad sweeps and intimate encounters, the vicissitudes of the human condition. Prerequisite: One 100-level literature course.

**EN310 American Drama** 3 credits

An exploration of 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 Heroes, Myths & Monsters** 3 credits

Exploring the fundamentals and innovations of early English literature, EN312 focuses on such genres as narrative poetry, street pageant theater, miracle and morality plays, the interlude, Breton lais, mysticism, and alliterative verse, etc. Works such as *Beowulf*, *Sir Gawain and the Green Knight*, *Piers Plowman*, *Brut*, *Everyman*, *The Book of Margery Kempe*, and *The Canterbury Tales*, etc., will be read within the context of the Anglo-Saxon and Middle English periods' literary, cultural, intellectual, and political frameworks. Prerequisite: One 100-level literature course.

**EN313 Medieval Literature** 3 credits

Selected readings in British and Continental literature in translation may include epic and troubadour lyric poetry. Along with a consideration of the social concerns and cultural values, the course may examine the work of several major writers, such as Boccaccio, Chaucer, Dante, de Meun, de Lorris, Christine de Pisan, Marie de France, and others. Prerequisite: One 100-level literature course.

**EN314 Chaucer: Bawds & Churls 3 credits**

Focusing on *The Canterbury Tales* and the humor of Chaucer derived from his genius for satire and parody, this course explores such medieval issues as aristocratic and church corruption, marriage, women's rights, dream theory, astrology, and the preciseness of the Oxford calculators. Through the use of such genres as Arthurian tales, chivalric romances, mock sermons, fabliaux, mock epics, beast fables, exemplums, and the *au bade*, Chaucer's social comedy sets up a dialectic between classes, exposing the hypocrisy of medieval society and its institutions. Prerequisite: One 100-level literature course.

**EN315 Shakespeare & the Theater of Violence & Obsession 3 credits**

EN315 situates Shakespeare's work within the context of his contemporaries and the religious, political, and cultural milieu of the period. Exploring firsthand accounts of beheadings and heretical burnings at the stake, Queen Elizabeth I's political speeches, the obsession based sonnet sequences, and Edmund Spenser's *The Faerie Queene* (Britomart, Knight of Chastity), Shakespeare's plays will be read within the context of the early modern period's social and cultural complex. Prerequisite: One 100-level literature course.

**EN316 17<sup>th</sup>-Century Literature 3 credits**

Reading and critical discussion of the prose and poetry of the century, with emphasis on Jonson, Donne, Milton, Congreve, Dryden. Prerequisite: One 100-level literature course.

**EN317 18<sup>th</sup>-Century Literature 3 credits**

Reading and critical discussion of the prose and poetry of the century, with emphasis on Pope, Swift, Addison, Steele, Goldsmith, Sheridan. Prerequisite: One 100-level literature course.

**EN318 Romantic Literature 3 credits**

A study of selected poetry by the major Romantics: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and others. One semester; Prerequisite: One 100-level literature course.

**EN319 Victorian Literature 3 credits**

A concentrated exploration of major works of British literature from approximately 1830 to 1901. Topics covered may include working conditions and social justice, race and empire, the "woman question," evolution, spiritualism, and aestheticism. Along with a consideration of the social concerns and cultural values of this period, the course examines the work of several major writers, such as Tennyson, the Brownings, Dickens, Thackeray, the Brontes, Eliot, Stevenson, Wilde, and Hardy. Prerequisite: One 100-level literature course.

**EN321 American Renaissance 3 credits**

An exploration of the literature produced in America during the first half of the 19<sup>th</sup> century. Consideration of the social concerns and cultural values of this period. Examination of the work of several major writers, such as Emerson, Thoreau, Melville, Poe, Hawthorne, Dickinson, and Whitman. Prerequisite: One 100-level literature course.

**EN322 American Realism 3 credits**

An exploration of the literature produced in America during the second half of the 19<sup>th</sup> century. Along with a consideration of the social concerns and cultural values of this period, the course examines the work of several major writers, such as Twain, Howells, James, Wharton, Chopin, Crane, Jewett, and Norris. Prerequisite: One 100-level literature course.

**EN323 Modern American Literature 3 credits**

An examination of the key figures and artistic trends in the poetry and prose produced by Americans during the first half of the 20<sup>th</sup> 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. Prerequisite: One 100-level literature course.

**EN324 Contemporary American Literature 3 credits**

A concentrated exploration of the literature produced by America after 1945. The course examines the relationship between literature and culture, investigating the cultural, historical, political, and personal contexts surrounding a writer's works and manifested within those works. Employing a variety of literary genres, this course contends with themes such as identity, individualism, isolation, postmodernism, and techno culture. Prerequisite: One 100-level literature course.

**EN325 Modern British Literature 3 credits**

A concentrated exploration of the literature produced in Great Britain and its colonies from approximately World War I to World War II. The course examines the relationship between literature and culture, investigating the cultural, historical, political, and personal contexts surrounding a writer's works and manifested within those works. Employing a variety of literary genres, this course contends with various issues and trends such as identity crisis, the "death" of God, avant-gardism, 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. The course examines 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 Make It New: Modern American Poetry** 3 credits

Study of influential American poets and artistic trends in poetry produced during the 20<sup>th</sup> 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.

**EN341/CM341 Public Relations Writing** 3 credits

This course provides an overview of the principles of basic strategic communication decision-making and applies these strategies and practices to the production of actual, effective communication messages for multiple audiences in a variety of formats. Writing assignments may include mission statements, fact sheets, backgrounders, press releases, feature stories, pitch letters, brochures, newsletters, and web messages. Prerequisite: EN111 or EN221.

**EN370 Pacific Crossings: Asian American Literature** 3 credits

A study of the cultural, historical, sociological, as well as literary trends in the literature identified broadly as Asian American. Particular 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 Natives & Strangers: Multi-Ethnic Literature of the U.S.** 3 credits

A study of multi-ethnic American literature from the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will gain a critical framework for reading and interpreting these literary works, which may include a variety of genres such as autobiography, fiction, poetry, and folktales. Prerequisite: One 100-level literature course.

**EN376 We Are Made of Words: 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-Sa (Gertrude Bonnin). Prerequisite: One 100-level literature course.

**EN405 Internship** 3 credits

Students work in a professional setting off campus where they are exposed to practical applications of their academic training. 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 and must be approved by the department chair 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 English major, and approval of department chair.

**EN413 The Novel I** 3 credits

A reading of selected British and American novels exemplifying the historical and aesthetic development of the literary form. Works by authors such as Austen, Conrad, Achebe, Fitzgerald, and others. 3 hours lecture.

**EN414 The Novel II: Novel to Film** 3 credits

A study of the novel as the most enduring and popular form of literature whose universal themes and compelling characters have resonated with readers and scholars across generations and historical epochs, transforming into new genres and media, including film, television serialization, graphic novels, and social media phenomena. 3 hours lecture.

**EN416 History, Structure & 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, Queer Theory, and others.

**EN418 African Diaspora** 3 credits

Course allows for the study of topics in literature from African-American, West African, and/or the Caribbean traditions. Topics may include, but are not limited to: Caliban's legacy, postcolonial perspectives, Négritude, the Harlem Renaissance, and studies in a particular genre. Prerequisite: One 100-level literature course.

**EN420 Special Studies** 1–3 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 Bookends: A Global Literature Seminar 3 credits**

An in-depth study of major works from world literary traditions, which includes no more than one text from England or the United States; texts are selected at the instructor's discretion and may offer a thematic or genre-based approach to literature from around the globe. Students lead discussions in seminar format. Intensive reading, discussion, research, and writing. Senior English majors. Students must have earned a C or above in EN300. EN429 must be taken before EN430 or as a corequisite for EN430. 2 hours lecture.

**EN430 Senior Seminar 3 credits**

An in-depth study of a discrete scholarly topic, a literary movement, or the works of a major author or two, as determined by the professor. Intensive reading, discussion, research, and writing. EN430 requires a substantial culminating research project and presentation. Senior English majors. Students must have earned a C or above in EN300. EN429 must be taken before EN430 or as a corequisite for 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.

**ESL091, 092 Intensive Basic English I & II 3–6 credits**

Basic English for students who need to strengthen spoken English skills. 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. (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. One year, 3 credits per semester. 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. Applicable to language cluster requirement for nonnative speakers. Offered if there is sufficient enrollment.

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## 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. 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. The exercise science, wellness and sports program will also prepare students for graduate programs in the fields of exercise science, physician's assistant, occupational therapy, physical therapy, or athletic training. Students may wish to minor in sports management, business, integrative 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.

**Program Student Learning Outcomes**

Upon successful completion of the program of studies for Exercise Science, Wellness & Sports, the student will receive a B.S. in Exercise Science, Wellness & Sports and will have given evidence of the following outcomes and goals:

- Students will recall and apply the major concepts of exercise science, especially in the areas of functional anatomy, physiological responses to exercise, and the principles of nutrition, through standardized testing and in-class exams.

- Within lab demonstrations, class assignments and case studies, students will apply skills related to conducting exercise tests and prescribing exercise programs, including, but not limited to, stratifying the population according to risk, choosing an appropriate test based on health status, conducting fitness tests, and prescribing exercise programs for both healthy and diseased populations.
- Students will communicate effectively in both written and oral formats, alone and in teams, and demonstrate academic research skills as applied to exercise science through assigned writing and research-based assignments and in-class presentations.
- Students will reflect upon and apply professional standards and ethics in exercise science professions through personal integration, case studies, and internship opportunities.

## Major Sequence

Students choose one of two concentrations: Exercise Science, or Health and Physical Education.

### Exercise Science

Students must complete 36 credits in exercise science, including ES100, 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, including BI111 or BI121, BI203, BI213, BI214, CH151 or both CH113 and CH114, and MA109 (evidence of algebra proficiency may replace MA109). Students wishing to take PH111 and PH112, or PH115 and PH116, or PH121 and PH122, may substitute these 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. Students may choose to complete the requirements for one or more tracks.

### Health & Physical Education

Students must complete 33 credits in exercise science, including ES111, ES160, ES220, ES250, ES330, ES340, ES350, HPE260, HPE355, and 6 PE (1 credit) courses that include at least one single, dual, and team activity. In addition to the above courses, students must take courses in other disciplines, including BI213, BI214, CH151, PS221, PS225, and PS245. 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. Students seeking teacher certification also complete the teacher certification courses as shown in the School of Education section of the catalog.

### 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-Occupational Therapy Track

In addition to the required courses for the exercise science major, students must take PS111/PS113, SO101, PS223, and PS227.

### Pre-Physical Therapy Track

In addition to the required courses for the exercise science concentration in the major, students must take MA115, PH115 and PH116 or both PH121 and PH122, PS111 or PS113, PS223 and BI204, BI219, or BI407. The chemistry requirement must be fulfilled by CH113 and CH114 and the biology requirement by BI121.

### Pre-Physical Therapy Track, University of the Sciences (Philadelphia)

USciences shall annually accept at least two GCU students who successfully meet all criteria for admission to the D.P.T. program. USciences will determine which students who meet the criteria for admission are accepted into its D.P.T. program. In addition to the required courses for the exercise science concentration in the major, students must take BI203, BI204, MA115 (or, MA110 and either MA109, MA209, or MA210), PH115 and PH116, PS111 or PS113, SO101, 6 additional credits of social science coursework of which at least 3 credits is in psychology, EN111 or EN221, and one additional English course. The chemistry requirement must be fulfilled by CH113;114 and the biology requirement by BI121. HRP200 is recommended. Students must declare their intent to apply to the University of the Sciences through the GCU partnership agreement no later than one year prior to the summer start date of the D.P.T. program at USciences. For more information, talk to your academic advisor.

### Pre-Physician's Assistant Track

In addition to the required courses for the exercise science major, students must take BI204, BI219, CH113, CH114, CH223, HRP200, and PS111/PS113.

### Coaching Minor & Concentration Coaching Certificate

The 19 credits required in this minor/concentration/certificate 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 athletes. Completion of all credits in the track will enable a non-major to earn the minor in Coaching. Required courses are: ES111, ES160, ES211, either ES320 or IH310, ES360, ES392, and either ES310 or PS242.

## COURSES

### **ES100 Exploration of Exercise Science** 1 credit

In this course students will be exposed to a wide array of career options in the field of exercise science. This course will include guest speakers from careers such as physical therapy, sport medicine physician, coaching, sport nutritionist, employee wellness director, and researcher will speak to the class about their careers and the preparation needed for their careers. Students will be asked to think about their own career aspirations and the challenges they will have to overcome in order to meet their goals. Offered each spring.

### **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 semester.

### **ES160 First Aid & CPR** 1 credit

This course is designed to provide the citizen responder with 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 each 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. This course addresses issues common across all levels of performance and competition as well as issues specific to child, youth, and collegiate coaching. Offered alternating spring semesters.

### **ES220 Introduction to Nutrition** 3 credits

In this course students will discover how the body uses food by learning various functions of each key nutrient. An overview of digestion, absorption, and metabolism is provided. Food sources of the key nutrients and recommended intakes are explored in depth. The student's own diet is evaluated, using a computerized diet analysis. Eating disorders and gender/age-specific needs are also discussed. Offered each semester.

### **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 each semester.

### **ES255 Biomechanics** 3 credits

An introduction to the facts, concepts, and principles related to the study of human motion. The focus of the course will be the influence of mechanical principles on movement. The analysis of human movement will be approached from quantitative and qualitative perspectives. Required prerequisite: MA109, ES250, or permission of the instructor. Offered each semester.

### **ES275/NU275/BI275 Pathophysiology** 3 credits

This course introduces the students to basic concepts in pathophysiology as applied in current nursing practice. It builds on previous foundations in the biological sciences and focuses on the integration of pathophysiological with the principles of the nursing process. It introduces students to pathophysiological disturbances to normal body functions emphasizing differences in etiology, epidemiology, pathophysiology, clinical manifestations and treatments in individuals across the lifespan. The student will analyze objective and subjective manifestations of common health problems resulting from environmental, genetic and stress related conditions. Diagnostic testing, interventions and pharmacological treatments and related nursing implications are discussed as they relate to specific health problems. Prerequisites: BI213, BI214; and either NU111 or permission of the Nursing Department Chair. 3 hours lecture

### **ES310 Sport & Exercise Psychology** 3 credits

An overview of the theories and principles that explain factors which influence human behavior in sport and physical activity. Sport and exercise psychology focuses primarily on: (1) Helping individuals use psychological principles and skills to achieve optimal mental health and to improve performance. (2) Understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being. Offered alternating spring semesters.

### **ES315 Sports in Society** 3 credits

An in-depth analysis of the role of sport in society. This course examines sport as both affected by sociocultural forces and as affecting the basic institutions of society; family education, politics, religion and the economy. The influence of age gender and race will be explored as well. Discussion of contemporary controversies will be included. The course is recommended for students in the behavioral sciences, exercise science, health and athletics. Prerequisite: SO101 or permission of the instructor.

### **ES320/WS320 Gender in Sports** 3 credits

Examination of gender-specific issues surrounding participation in sports that includes epidemiology of injuries, psychosocial aspect of athletes, physiological

conditions, and biomechanics of the body. Offered alternating spring semesters.

**ES325 Wellness Program Management** 3 credits

An introduction to methods of conducting needs assessments of target populations. Working with their intended audience, students will learn to create programs with quantifiable goals and outcomes. Included in the program design will be considerations of budgetary, personnel, and facility requirements. Program marketing, client recruitment strategies, plus outcomes assessment and program evaluation will be examined and discussed. Offered alternating fall semesters.

**ES326 Wellness Program Practices** 3 credits

This class is designed to teach the prospective health promotion/wellness professional ways in which to help the public affect positive health behavioral changes. The student will learn how to develop and implement educational programming about current health issues. Students will also learn how to instruct clients in behavior change techniques and they will acquire rudimentary life coaching skills. Attention will also be paid to cultural diversity issues and sensitivities. These techniques will include one on one coaching, seminars, comprehensive program series, educational materials (pamphlets, fliers, etc.) and various forms of information technology. Emphasis will be placed on methods of knowledge acquisition: visual, auditory, and experiential learning in order 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 & systems such as neurological, cardio-respiratory, endocrine and musculoskeletal, to promote health and fitness of the general population as well as peak performance in athletes. Lecture and Laboratory. Prerequisites: BI213,214; CH111,112 or CH113,114 or CH151. Offered each 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 will be placed on musculoskeletal system injuries; however other systems will also be discussed. Offered alternating fall semesters.

**ES340 Health & Weight Management** 3 credits

Obesity is a worldwide epidemic and weight loss has become an American obsession and multibillion dollar industry. The class will examine the causes of obesity and the health risks associated with being overweight or obese. For women excessive weight loss can also be a problem. We will 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 or permission of advisor. Offered each spring.

**ES360 Administrative Aspects of Sport** 3 credits

Students will be introduced to the concepts of sports management, including the administrative processes, systems and styles with application to various sports environments, including program, facility, fiscal, and personnel management in informal, intramural, or club sports settings. Offered alternating fall semesters.

**ES370 Special Topics** 1–3 credits

Allows greater depth of study of an area selected by faculty or jointly by student and faculty member.

**ES371 Exercise Science Research Experience** 1–3 credits

This course gives exercise science major students the opportunity to gain research experience by helping a faculty member implement his or her project. Under faculty supervision, students may assist in reviewing the literature, designing a study, meeting the ethical obligations of human subject research, recruiting and interacting with research participants, using specific pieces of research equipment, and processing data. There may also be opportunities to present findings at a conference or publish study results in a journal. If the course is taken for 1 or 2 credits, the course may be repeated for additional credit up to a maximum of 3 credits. Prerequisite: ES111.

**ES390 Internship I** 3 credits

Supervised individual fieldwork in exercise science, wellness or sports environment. 3-credit internship is equivalent to 120 hours in the field. Prerequisites: 60 academic credits completed and a minimum of 12 credits in exercise science.

**ES391 Internship II** 3 credits

Supervised individual fieldwork in exercise science, wellness or sports environment. 3-credit internship is equivalent to 120 hours in the field. Prerequisite: ES390.

**ES392 Coaching Internship** 3 credits

Supervised individual fieldwork in coaching. 3-credit internship is equivalent to 120 hours in the field.

**ES425 Strength & Conditioning 3 credits**

This course will apply scientific principles into the development of sports-specific training programs. Topics to be covered include: exercise physiology applications, fitness testing, exercise techniques, program design, periodization, training utilizing different energy systems, sports nutrition, and ergogenic aids. This course will prepare the student to take the Certified Strength and Conditioning Specialist exam offered by the National Strength and Conditioning Association. Prerequisite: ES330. Offered alternating spring semesters.

**ES470 Research Methods in Exercise & Sport 3 credits**

This course provides an introduction to basic research methods and techniques used in exercise and sport science. Students will learn how 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. Offered each 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.

**HPE260 Motor Development & Learning 3 credits**

This course provides foundational knowledge of lifespan motor development and learning. Based on this foundation, teaching strategies for all ages including early childhood will be discussed. Prerequisite: ES111.

**HPE355 Methods of Secondary Health & Physical Education 3 credits**

Students will learn methods of teaching secondary health and physical education, including characteristics of secondary school student assessment, grading, teaching lifetime activities, and effective teaching techniques in the classroom, gym, and outdoors. Students will gain teaching experiences through peer teaching and observation in schools outside the university. Prerequisite: HPE260.

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## HEALTH PROFESSION STUDIES & HEALTH SCIENCES

The B.A. in Health Profession Studies and the B.S. in Health Sciences programs are designed to prepare students for a variety of careers in the health care industry by providing them with the following skills and information:

- knowledge of the human body including anatomy, physiology, functions, and chemistry;

- communication, interpersonal skills, and professionalism;
- knowledge of the business and legal parameters related to the health care professions; and
- professional development through the use of academic research and experiential learning.

Both programs are based on a core set of courses with choices of many elective courses so that students can construct a curriculum designed to prepare them for their future career or graduate study.

The B.A. in Health Profession Studies program is intended to prepare students for many possible jobs, including those in the following areas: patient/hospital intake, patient care assistant, patient care coordinator, hospital or doctor office manager, patient advocate, rehabilitation aide, health advocate, patient navigator, community support staff, activity leader in long-term care facility, and hospice. Employment opportunities can be found with many types of employers, including hospitals, dental offices, laboratories, health clinics, rehabilitation centers, nursing homes, hospice homes, community and public agencies, and large health care organizations.

The B.S. in Health Sciences program is intended for students interested in professional careers in health care requiring certification and/or training beyond a bachelor's degree. Graduates of this program would be prepared for many possible careers with additional certification/professional training, such as medical imaging specialist, clinical laboratory scientist, genetic counselor, physical therapist, occupational therapist, doctor (M.D. or D.O.), physician assistant, dentist, optometrist, or podiatrist. Prerequisites for these programs are met by the B.S. in Health Sciences major requirements and appropriate courses from the elective options.

Occupational/technical credits from a health-related A.A.S. program may transfer as general electives for transfer students majoring in GCU's Health Sciences or Health Profession Studies programs.

**Program Student Learning Outcomes**

Upon successful completion of the program of study, the student will receive a B.A. in Health Profession Studies or B.S. in Health Sciences and will have given evidence of the following outcomes and goals:

- Students will use and apply the knowledge related to the health care professions: (a) scientific: human anatomy and physiology; (b) health care systems, insurance products, and legal parameters of the health care profession; and (c) social systems and clinical processes.
- Students will demonstrate effective communication evidenced through development of academic and scientific research, team collaboration, and oral presentations as well as an ability to communicate with diverse populations.

- Students will apply career-based skills and personal preferences through internships, clinical experiences, and/or capstone requirements along with external evaluation of these experiences.
- Students will show personal integration of Mercy core values and the ethics and standards of the profession through service learning and application of ethics and the standards of the profession.

## Major Sequence

### B.A. in Health Profession Studies

Required courses (42 credits): HRP111, HRP200, HRP351/NU351, HRP404, HRP444, BI213, BI214, MA103 or BI203, PL354, PS111, PS232 or SW310 or ES470, SO101, SP105 or SP107, SW295 or BU242.

Elective courses (12 credits from at least two disciplines): AC171, BI111, BI219, CH151, CM250, CM251, CS105, ES111, ES220, GP207, GP316, IH210, IH305, IH320, IH325, IH337, IH365, IH405, IS224, NU111, NU211, NU350, PS221, PS224, PS281, PS282, SW240.

### B.S. in Health Sciences

Required courses (69 credits): HRP111, HRP200, HRP351/NU351, HRP404, HRP444, BI121, BI204, BI213, BI214, CH113, CH114, MA103 or BI203, MA110, PH115, PH116, PL354, PS111, PS232 or SW310 or ES470, SO101, SP105 or SP107, SW295 or BU242. Elective courses (12 credits): BI111, BI219, BI275/NU275/ES275, BI437/CH311, BI438/CH312, CH223, CH224, ES220, GP316, IH210, IH320, PS221, PS224, PS281, PS282, SW203, SW240.

## PHYSICAL THERAPY: GEORGIAN COURT UNIVERSITY AND UNIVERSITY OF THE SCIENCES (PHILADELPHIA) DUAL-DEGREE PROGRAM

Students can earn a bachelor's degree in Health Sciences from GCU and a doctoral degree from the University of the Sciences (Philadelphia) in physical therapy in seven years after high school. For details about eligibility and coursework requirements, refer to "Preparation for Careers in Engineering, Law, Medicine, Pharmacy, and Physical Therapy" in this catalog.

## COURSES

### HRP111 Introduction to Health Science 3 credits

This course is designed to introduce students to the many career options in health sciences. The course will also include basic concepts required by any health professional including history, literacy, ethics, interpersonal skills, and professionalism. Students will explore health career paths in government, private, and nonprofit settings.

### HRP200 Medical Terminology 3 credits

This course will provide students with the necessary skills to understand the complex terminology commonly used within health care professions where precise

communication is imperative. Students will gain familiarity with Greek and Latin root words as well as prefixes and suffixes, and will learn to correctly assemble and define medical terms. Students will also learn to use and apply medical language in a variety of real-world medical contexts. Students will also learn proper pronunciation of complex medical terms. Prerequisite: BI213.

### HRP51/NU351 Health Policy 3 credits

This course will delve into the core elements that define health policy. It will describe factors such as the health care delivery systems (public/nonprofits versus private/for-profits), access to care, health care financing, quality of care issues, and social issues such as gender and culture and their impact on health and health care. The dynamics of the policymaking process at different levels (federal, state, and local) will be explored, along with policy analysis and how policy influences health care decisions. The complexities and challenges of health care reform will be identified.

### HRP404 Internship in Health Care 3 credits

This course provides the student with 125 hours of supervised experience in a health care setting performing all duties and responsibilities of the entry-level health care worker. A weekly two-hour seminar is held in conjunction to integrate classwork with field experience.

Prerequisites: Students must have completed HRP111, Research Methods, and Communication Skills courses with a C or better in each. Students must also have at least a 2.5 GPA in all required courses for the major and at least junior status in the major.

### HRP444 Capstone in Health Science 1 credit

This course provides advanced students a unifying, culminating experience in health science. Students are challenged to use and extend intellectual skills and knowledge of health science acquired throughout the undergraduate program. Prerequisites: Completion of HRP404 Internship with a C or better and at least a 2.5 GPA in all required courses for major.

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## HISTORY & POLITICS

Through the global study of past and present civilizations, the study of history, geography, and politics 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 conduct research.

As integral parts of a liberal arts education, history, geography, and politics 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.

### History Program Student Learning Outcomes

Upon successful completion of the program of studies for History, the student will receive a B.A. in History and will have given evidence of the following outcomes and goals:

- Through coursework in all history courses, students will use historical evidence to craft and sustain a persuasive historical argument.
- Through coursework in all history courses, students will communicate effectively in both oral presentations and written assignments.
- Students will submit a capstone seminar paper that demonstrates the ability to research, write, and document a research paper/assignment based on primary and secondary sources.
- In select history electives, students will demonstrate, in an oral presentation and/or a written essay, understanding of how a person of Mercy might react to a particular historical event or dilemma.

### 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 HST110, HST111, HST120, HST121, and at least 18 credits in 300- and 400-level courses (excluding internships), including HST300 Historian's Craft and HST475 History Seminar. History majors (but not others) must complete HST300 with a C- or higher, prior to or concurrent with enrollment in 200-/300-/400-level history courses.

To successfully exit the department, majors are required to earn a minimum grade of C- on the HST475 research paper, a minimum grade of C- in HST475, and a minimum final grade point average of 2.5 in the major.

A maximum of 18 approved credits for the history major may be accepted in transfer, and 9 approved credits for the history minor.

### Departmental Honors: History

Qualified students may apply for departmental honors in their junior year or in the Seminar I course. Criteria for selection to departmental 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

Students fulfill requirements for the B.A. degree in History. For social studies certification, students may be required to complete additional courses in 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 earn a minor in history by completing 18 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 (excluding internships). See Interdisciplinary Minors and Special Programs that may be used to supplement the history major's program.

### Politics, Law and History

See description and requirements in catalog Section X: Interdisciplinary Minors.

### The USA and the World

In an increasingly global and interconnected world, the USA and the World minor offers students the opportunity to learn about the U.S. role and American encounters in the world. The program emphasizes modern and transnational history and examines America within a global context. Pedagogically, the program emphasizes interactive teaching and discussion rather than lectures—and will sharpen students' writing, research, speaking, and critical thinking skills. The minor will prepare students for graduate school and global citizenship and for professional careers in international business, international agencies, NGOs, diplomacy, homeland security, military service, law, government, public service, and teaching.

A minimum of 18 credits is required for the USA and the World minor. At least half of the required courses must be taken at Georgian Court University; 12 credit hours must be earned in 300-/400-level courses. History majors seeking the USA and the World minor may count HST120 or HST121, HST300, and HST475 (but not other history courses) toward the minor and major. For more information or approval of a course that is not currently listed, contact Dr. Scott H. Bennett, chair, Department of History, Geography, and Political Science.

The required courses are HST300, and 15 credits of electives chosen from among HST120 or HST121, HST321, HST330, HST331, HST332, HST343, HST410 (with approval and if served in an international institution, agency, or office), and HST475.

## COURSES

### History

#### **HST110 U.S. History Survey 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 each fall.

#### **HST111 U.S. History Survey 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 each spring.

#### **HST120 World History Survey I** 3 credits

This course will examine world history from prehistory to 1500. It will survey the political, social, economic, cultural, and religious developments of major civilizations and explore the links between and among these civilizations. Offered each fall.

#### **HST121 World History Survey II** 3 credits

This course will examine world history from 1500 to the present. It will survey the political, social, economic, cultural, and religious developments of major civilizations and explore the links between and among these civilizations. Offered each spring.

#### **HST210 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. Prerequisite or corequisite: HST300 or permission of the instructor.

#### **HST220 Modern Asian History** 3 credits

A survey of Asian countries with emphasis on imperialism, de-colonization and emergent nations. Applicable to the International Area Studies minor. Prerequisite or corequisite: HST300, or permission of the instructor.

#### **HST230 African History from Lucy to Mandela** 3 credits

This course covers African history from the beginnings of modern humans to the late-20<sup>th</sup> century. Major themes will include religion, trade, colonialism, resistance, and independence. Prerequisite or corequisite: HST300 or permission of the instructor.

#### **HST300 Historian's Craft** 3 credits

Designed for history majors and minors, this course introduces majors and minors to the historians' methods

and skills, to historiography, and to key issues in the history profession. Intensive reading, discussion, research, and writing. To pass this course and meet the corequisite/prerequisite requirement for history electives and HST475, students must earn a C- or better in HST300 and on the research paper in HST300. Offered each semester.

#### **HST304 American Revolution & Aftermath** 3 credits

This course explores the causes, course, consequences, and aftermath of the American Revolution, including the U.S. Constitution and early Republic. Social, political, ideological, economic, military, and constitutional themes will be explored. Prerequisite or corequisite: HST300 or permission of the instructor.

#### **HST308 Civil War & Reconstruction** 3 credits

This course explores the causes, course, and consequences of the American Civil War & Reconstruction Era, from 1820 to 1877. Social, political, cultural, economic, and military themes will be explored. Prerequisite or corequisite: HST300 or permission of the instructor.

#### **HST312 Roosevelt to Roosevelt: U.S. Politics & Society, 1890s–1945** 3 credits

This course examines political, social, cultural, and economic developments in U.S. history from the 1890s to 1945—from Theodore Roosevelt to Franklin Roosevelt. Topics include the 1890s, Progressive Era, 1920s Jazz Age, Great Depression, New Deal, reform movements, and home fronts during both world wars. Prerequisite or corequisite: HST300 or permission of instructor.

#### **HST316 America Since 1945** 3 credits

This course will examine 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. Prerequisite or corequisite: HST300 or permission of the instructor.

#### **HST320 Rebels, Radicals & Reformers in U.S. History** 3 credits

This course will use biography to explore the theme of social justice, social reform, and social activism in U.S. history. We will read and discuss biographies, autobiographies, memoirs, and oral histories. We will learn about rebels, reformers, and radicals; their ideas, strategies, and activism; and their efforts to establish peace, freedom, justice, and equality in America. And we will place these biographies within the broad social,

political and economic justice movements in which they participated. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST321 Gandhi & King: Global Nonviolent Activism** 3 credits

This course offers a comparative examination of the ideas, methods, and activism of Mohandas Gandhi and Martin L. King Jr., along with their contributions to global nonviolent social movements. It focuses on the liberation movements associated with Gandhi and King and their leadership roles in the Indian civil rights movement in South Africa, the Indian independence movement, and the African American civil rights movement, as well as other nonviolent peace, justice, and resistance movements around the world. Readings include memoirs, biographies, documents, songs, photos, and films. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST330 America & the World: U.S. Foreign Relations Since 1898** 3 credits

Examine U.S. foreign relations from the Spanish-American War to the 9/11 wars in Iraq and Afghanistan. Topics include American empire and global power, diplomacy and peace, intervention and regime change, the Cold War, the CIA and covert action, and interpretations of U.S. foreign policy. Applicable to American Studies minor. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST331 Vietnam & America** 3 credits

This course examines 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. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST332 U.S. & 9/11 Wars & Era** 3 credits

This course will explore the United States and the 9/11 wars era and experience it through primary documents, secondary sources, and film. It will survey the political, social, and cultural history of the Middle East from Muhammad to the present and the U.S. role in the region's modern history. It will examine the 9/11 attack and America's 9/11 wars in Afghanistan, in Iraq, on the War on Terror. It will consider military, political, constitutional, social, and ethical issues, including surveillance, torture, Abu Ghraib, rendition, Guantanamo, drone warfare, and the impact on American Muslims. Prerequisite or corequisite: HST300 or permission of instructor.

**HST340 Mediterranean Encounters 1100–1700** 3 credits

This course will examine the Mediterranean basin as an arena of intercultural exchange among the Catholic, Orthodox and Muslim worlds, as well as 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. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST343 Atlantic World 1400–1850** 3 credits

This course follows the rise of the Atlantic world from 1400-1850. Central themes include culture, labor and production, trade and exchange, and empire.

**HST346 Comparative Empires** 3 credits

This course, with reference to a series of historical case studies, examines the imperial experiences in world history. The approach taken is a comparative one, highlighting similarities and contrasts between various historical empires. Among the case studies the course will examine are the Roman Empire, the Ottoman Empire, the Mongol Empire, the British Empire, Ming China, and the Soviet Empire. The final week of the course will raise the question whether the current American hegemony constitutes an empire, and what historical lessons might be applied to these present-day realities. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST350 Colonial Latin America** 3 credits

This course surveys the histories of Latin American peoples from early Iberian colonialism to roughly 1830. Central themes include labor and production, gender, trade and exchange, religion, and politics. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST351 Modern Latin America** 3 credits

This course surveys the histories of people of Latin America from the Independence Wars to the present. Central themes include labor, law, gender, race, nationalism, and political change. Prerequisite or corerequisite: HST300 or permission of instructor.

**HST352 History of Mexico** 3 credits

This course surveys the histories of people of Mexico from the pre-Columbian period to the present. Central themes include labor, law, gender, race, nationalism, religion, and art. Prerequisite or corequisite: HST300 or permission of instructor.

**HST365 Renaissance & Reformation 3 credits**

A study of the political and cultural developments and changes that emerged in Europe during the 14<sup>th</sup> and 15<sup>th</sup> centuries, concentrating on some of the major personalities that initiated the changes. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST369 European History, 1789–1914 3 credits**

This course examines major themes and transformations in European politics, society, and culture from the French Revolution to World War I. Topics include the French Revolution, Napoleonic Europe, industrialization, nationalism, romanticism, democratization, secularization, imperialism, social thought, and modernism. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST374 Europe Since 1914 3 credits**

This course examines political, social, cultural, and economic developments in European history since 1914. Topics include the First World War, political ideologies, the Russian Revolution and Soviet Russia, fascist Italy and Nazi Germany, the Second World War and holocaust, Cold War divisions and dissidents, politics and society, the Sixties, and the 1989 revolutions and collapse of communism. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST390 Special Topics in History 3 credits**

An advanced course designed to examine a particular period or topic through selected readings, discussion, and lecture. Prerequisite or corequisite: HST300 or permission of the instructor.

**HST393 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 as determined by the instructor. Course fees do not include trip costs. Offered on application and with approval of department.

**HST410 Internship in History 3 credits**

Offered to history majors who wish to enhance their academic training in private or public institutions. A substantial project is required. Limited to seniors and juniors with the approval of the department. Offered on application.

**HST475 History Seminar 3 credits**

Students in HST475 will research and write a substantial research paper that serves as the capstone course and exit exam from the department. Prerequisite: HST300. Limited to juniors and seniors. Offered each spring semester. 2 clock hours.

**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. Applicable to International Studies and Latin American Studies minors.

**GO285 Human Geography 3 credits**

The course is designed to 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.

**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.

**PO211 American National Government 3 credits**

Course materials present 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. Particular focus is directed toward 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.

**PO221 State & Local Government in America 3 credits**

This course examines politics at the state and local level, with a focus on New Jersey. The course covers 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.

**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.

### **PO471, 472 & 473 Internship in Political Science I, II & III 3 credits**

These courses are offered to all students who are completing the requirements for the political science concentration/ minor. The 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. A maximum of 9 credits will be granted for one internship. Prerequisites: Approval of the department. Offered on application.

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## **INTEGRATIVE HEALTH**

The integrative health minor and integrative health 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 integrative 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 integrative health and 1 credit of PE300 or PE310.

Students who minored in Integrative Health (or undergraduate level certificate) will be placed in the advanced standing as they begin their M.A. in Holistic Health Studies 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**

#### **IH110 Integrative Medical Terminology 2 credits**

Basic and most common conventional medical terminology as well as holistic/integrative medicine/CAM terms are defined and discussed through case study samples and empirical research in relevant fields. Abbreviations and their appropriate usage are represented.

#### **IH210 Integrative Self-Care Planning 3 credits**

This course will examine the past present future of health and healing. Learners will practice perspective taking (first, second, and third person) to gain a more integrative view of contemporary health concerns, such as obesity, cardiovascular disease, cancer, and aging, and addictive behaviors. Learners will develop a framework emphasizing the importance of balance and integration of

mind, body and spirit, as well as an understanding of disease vs. dis-ease. Learners will explore prevention models and design a personal care plan for achieving optimum health and well-being.

#### **IH220 Integrative Approach to Nutrition & Movement 3 credits**

Contrasting with the current ADA's nutritional guidelines utilizing macro and micro nutrients, 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.

#### **IH305 Foundations of Health & Wellness Coaching 3 credits**

Examine the history, theories, and emergent profession of Health and Wellness Coaching in the U.S. Diverse theories and techniques of behavior changes, wellness coaching competencies, coaching relationship skills, and self-discovery tools will be discussed. Professionalism, ethos, and educational training and career preparation for Health and Wellness Coaching are also discussed. Prerequisite: IH210.

#### **IH310/WS315 Integrative Women's Health 3 credits**

This course examines current women's health issues throughout the life span in the integrative/holistic view. Discuss the impact of women's health on family, community, and society. The life-span will be divided into three 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. Encourage learners to closely examine their current health behaviors and attitudes.

#### **IH320 Integrative Healing Methods 3 credits**

Provides the foundation on which students can develop an awareness of the various forms of integrative healing options. Students will cover the historical background, the philosophical basis and the methodology of some of the foremost integrative healing methods available to our society.

#### **IH325 Integrative Nutrition 3 credits**

Examine holistic and integrative influence of nutrition on individual's health and well-being. Research-based dietary/nutrition therapies are explored for most common chronic diseases, such as cardiovascular diseases, cancer, diabetes, obesity, as well as for special populations, such as women and children. While research-based nutritional therapy information helps improve coaching practice directly, this course emphasizes the importance of knowing how and when to refer clients to health care professionals in health and wellness coaching practice.

**IH330 Health, Humor & Healing 3 credits**

Designed to 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.

**IH335 Integrative Stress Management & Health 3 credits**

An examination of 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 an integrative/holistic approach for intervention, students will be able to design stress management programs for themselves and others.

**IH337 Integrative Lifestyle Modifications 3 credits**

This course examines the multidisciplinary theoretical bases and applied coaching practice of facilitating lifestyle modifications, distinguishing coaching from counseling, educating, and consulting. Coaching competencies in facilitating changes and learning are demonstrated, modeled, and practiced with the use of case studies and role playing. Prerequisite: IH110.

**IH340 Integrative Health: East & West 3 credits**

A comprehensive study of the similarities and differences between Ayurvedic medicine and Traditional Chinese medicine. In the context of the current Western living environment, students will not only explore the common thread underlying most ancient forms of medicine but they will also study the body as an integrated whole in which the physical, mental, emotional and spiritual aspects of life are one.

**IH345 Native American Medicine 3 credits**

Course will 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.

**IH350 Special Topics in Integrative Health 1–3 credits**

Course will include discussion, lecture and selected readings in areas of integrative health that are not offered as formal course offerings during the year. Different topics offered each semester.

**IH365 Health & Wellness Coaching Practice 3 credits**

Build upon the theoretical foundations and conceptual framework of Health and Wellness Coaching gained through IH305, this course focuses on practicing skills necessary for Health and Wellness Coaching. Learners will use this course to prepare themselves to have their field experience (IH405). Emphasis is placed on ethical practice, effective communication with the client and

health care professionals, Health and Wellness Coach competency. A Health Coaching competency list will be used to practice and self-assess each skill during the course. Prerequisite: IH305.

**IH380 Health & the Environment 3 credits**

By inquiring into the effects of human social organization and relationship with natural environment on physical, emotional, mental, and spiritual well-being, this course will contextualize individual health issues and seek healing responses to imbalances in social, environmental, and personal health.

**IH405 Field Experience in Health & Wellness Coaching 3 credits**

Learners will spend a total of 100 hours with a coaching mentor in order to observe and apply Health and Wellness Coaching skills in various settings. An online discussion forum will be utilized for peer discussions as well as communication with the instructor of one's progress. Prerequisites: IH305, IH365.

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## INTERDISCIPLINARY STUDIES

The interdisciplinary studies major is designed to open up to interested students the rich and challenging world of the liberal arts with its myriad perspectives. 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.

The program of study leading to a Bachelor of Arts (B.A.) in Interdisciplinary Studies requires a minimum of 30 credits. Majors will be assigned to an advisor who will provide them with the recommended sequence of courses in his or her area of concentration and with recommended general education courses.

Except for transfer students for whom the block transfer policy applies, interdisciplinary studies majors must complete all general education requirements.

Students also interested in pursuing teacher certification (Early Childhood Education [P–3] and Teacher of Students with Disabilities Endorsement, or Elementary Certification [K–6] and Teacher of Students with Disabilities Endorsement) should refer to the School of Education section of this catalog.

## Program Student Learning Outcomes

Upon successful completion of the program of studies for Interdisciplinary Studies, the student will receive a B.A. in Interdisciplinary Studies and will have given evidence of the following outcomes and goals:

- The analysis of human experience from multiple disciplinary perspectives as evidenced by student portfolio.
- Application of research methods and tools from at least one discipline within a capstone project.
- Writing and speaking proficiently in informal (classroom) and formal (presentations) settings.
- Application of the skills of the interdisciplinary studies major to a profession through completion of career modules and directed internship opportunities.

## Major Sequence

- One course in exploring the interdisciplinary studies and a final senior seminar in interdisciplinary studies.
- 18 semester hours in courses at the 200 level or above in one of the following disciplines: American studies, business (including accounting, economics, and information systems), criminal justice, English, history, integrative health, religious studies, Spanish.
- 6 semester hours in courses at the 200 level or above from any of the disciplines listed above or from world languages and cultures 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 IN401.

## COURSES

### IN201 Exploring Interdisciplinary Studies 3 credits

A study of key ideas of interdisciplinary studies with an emphasis on writing research essays in the disciplines. Students will explore their area of concentration as it relates to career. The course will enable students to recognize and analyze works in various disciplines; and to understand and appreciate the role that the humanities play in human culture. This course can be substituted for a research course from the area of concentration.

### IN401 Seminar in Interdisciplinary Studies 3 credits

The seminar ranges across the spectrum of human experience, utilizes a variety of theoretical and artistic approaches, and its topics vary from semester to semester. Student are expected to actively engage the material, to present their own research, and to use the class meetings as a forum for thoughtful conversation and their inquiry. Students will write an extended research paper in the area of their concentration and present it to the class. This course may be substituted with a seminar

from the area of concentration. Offered on an as-needed basis.

### HU405 Special Studies 1–3 credits

An in-depth program of study based on a specific area of interest or an interdisciplinary investigation under the direction of a faculty member. Intended for the advanced student in the humanities program. Offered on application.

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## INTERDISCIPLINARY COURSES & EARTH SCIENCES COURSES

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 taken as electives to increase the student's knowledge. 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–6 or K–8.

### CH108 Environmental Chemistry 4 credits

An introductory course that fulfills the general education science requirements. The extraordinary role played by chemistry is illustrated by studying environmental topics. Topics include pollution, ozone hole, global warming, energy crisis, water purification, acid rain, and nuclear energy. Basic concepts in the field of chemistry will also be discussed. 3 hours lecture, 3 hour laboratory.

### GS150, GS250, GS350: See Bridge General Education Program section of catalog

### GS300 Faculty-Led Education Abroad 1–3 credits

This course may be offered in conjunction with a faculty-led education abroad experience. The course's learning goals and objectives and the activities designed to meet them depend on the nature of the education abroad experience. The course may meet before and after the education abroad experience in addition to during the experience. Students spend approximately 12.5 hours in formal instruction and have approximately 25 hours of learning activities outside of class per credit. With the approval of the department chair, the course may be used for credit in the major.

### INT450 Internship & Career 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. This course covers exploring career

options and developing resumes and cover letters, interview skills, and job search strategies—including use of technology. Open to all undergraduates with junior or senior status. For School of Business students, the course prepares students for successful completion of a for-credit internship, BU451.

**INT452 Career/Life Management Skills: Meet Your Future Self** 1 credit

This experiential course designed to meet twice a week will provide students with the career/life management skills needed to thrive at home, school and work. Students will be introduced to concepts of contemplative living to establish long and short-term goals. Specifically, they will develop skills in reflection, self-awareness, communication, time management and financial planning, integrating an understanding of the Hidden Rules of Class and the Mercy core values. This will enable them to understand the impact today's behaviors will have on their long-term desired outcomes.

**INT453 Professional Development & Disability** 2 credits

This course prepares students with disabilities and those interested in supporting the employment of people with disabilities in the principles and practices related to career management strategies. Students will learn about disability-related employment history, messaging, legal requirements, policies, and best practices. They will gain experience with career exploration approaches designed to increase a job seeker's self-confidence, choices, and knowledge of career options, explore accommodation strategies in the workplace, and discuss disability disclosure strategies. Broader workplace skills necessary for career success are also covered.

**SC111 Integrated Science I** 4 credits

Two-semester sequence incorporates principles in biology, chemistry, physics and earth science. Topics 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. Offered in the fall. 3 hours lecture, 3 hours laboratory.

**SC112 Integrated Science II** 4 credits

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. Offered in the spring. 3 hours lecture, 3 hours laboratory.

**SC115 Science Technology & Society** 3 credits

Study the development, application, and principles of modern science. It will describe 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. Important scientific theories and principles will be examined as well as modern problems and controversies facing science today, drawn from many fields of science.

**SC165 The Science of Art: Art, Biology, Chemistry—Explore Our World: Three Disciplines, One Unified Learning** 3 credits

This course explores how art, biology, and chemistry mutually illuminate the exploration and beauty of our surroundings. The course will cover examples, from various countries and time periods, of how humans have accomplished such exploration. The students will be encouraged to make their own personal connections between these ways of learning based on their backgrounds and cultural heritage.

**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 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.

**SC350 Special Topics in Natural Science: Climate Change** 4 credits

This introductory semester course uses online delivered data to develop climate in a systems approach. The paradigm of climate systems and sustainability will use 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.

**SC360/BI360 Current Issues in Environmental Sustainability** 3 credits

This course focuses on the development of skills that will enable students 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. We will 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. We will 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 action and care for others. Prerequisite: BI109 or BI120.

**SC393 Coastal Geomorphology** 3 credits

An introductory course that stresses the origin, processes and physiography of the coastal zone. Emphasis will be placed on 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. 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

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: BI109, 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 of physical oceanography, including dynamics of ocean currents, waves, tides, and thermoclines; physical properties of ocean water; and effects of geological plate tectonics, including volcanic eruptions, coastal dynamics, ocean-atmosphere interactions, and stewardship. Prerequisite: Two semesters of basic science. 3 hours lecture, 3 hours laboratory.

**SUS400 Transitioning to a Sustainable Society** 3 credits

The purpose of this interdisciplinary, advanced topic course in sustainability is to assist students in the process of integrating the material from the core courses in the minor into a unified whole. Through reading and discussion of seminal and contemporary texts, students will examine and analyze the contemporary debate on if and how our globalized society can transition from conventional operating systems which experts say have us on a crash course for extinction, toward modes of living and being which prioritize human need, well-being and planetary biophysical boundaries, and ideally, result

in sustainable prosperity for more than just a small percentage of wealthy and powerful groups. This course will also challenge students to look at how interdisciplinary sustainability issues manifest within their chosen disciplines. The course is meant to provide students with the intellectual tools they need to examine current events and problems, as well as suggested "fixes" for those problems, through a systems thinking lens, and with an enlightened and percipient view of future impacts. It is also meant to counter the "doom and gloom" feelings that are inevitably conjured up in environmental and sustainability courses, with a hopeful view of the potential for social change and a viable way forward, of which they should feel better prepared to be a part of after completing this course. Prerequisites: Completion of at least 12 credits of the Required Courses in Sustainability Minor, including BI360.

**SUS410 Internship in Sustainability** 2–3 credits

The sustainability internship is a 90-hour (2 credit) or 120-hour (3 credit) sustainability-based/career-oriented work experience performed outside the university. It is arranged and developed by the individual student in conjunction with the sustainability director. The purpose of the internship program is to encourage students to gain firsthand experience in a specific sustainability-based career, or provide students opportunities to satisfy personal learning objectives that require facilities outside the university. Prerequisite: Completion of 12 credits in the minor.

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## 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.

Courses in computer information systems provide practical hands-on experience with programming projects, database design and network management, experience with team-oriented projects, and the intellectual basis for understanding networks and database systems.

## MATHEMATICS

Students intending to enter MA103, 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.

### Program Student Learning Outcomes

Upon successful completion of the program of studies for Mathematics, the student will receive a B.A. in Mathematics and will have given evidence of the following outcomes and goals:

- Students will perform, understand, and apply the properties of mathematical operations through assignments, and testing in the program's core coursework.
- Students will produce solutions of real-world and theoretical problems in precise and logical fashion and identify key mathematical structures through assignments, presentations, and testing in the program's core coursework.
- Students will communicate effectively orally and in writing and develop skills for productive teamwork through assignments/projects, presentations, and testing in the program's core coursework.
- Students will use computer-aided technology to visualize mathematical graphs and functions, support problem solving with accuracy, be facile with technology usage and functions, and be discriminate in the use of programming and applications, as evidenced in assignments, presentations, and testing in the program's core coursework.

### Major Sequence

A minimum of 33 credits are required including MA115, MA116, MA209, MA210, MA215, MA216 or MA331, MA311, MA312, and MA401. It is highly recommended that education majors take MA331. In addition, CS123 is required. A minimum GPA of 2.0 in the major is required to graduate.

### 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

#### Mathematics

Eighteen credits in mathematics courses at the MA115 level or higher including MA115 and MA116. CS123 can be counted toward the minor.

## COURSES

### MA103 Making Sense of Data: Statistical Thinking 3 credits

A broad 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. Prerequisite: Placement.

**MA105 Modern Mathematical Concepts I 3 credits**  
Elementary mathematical logic, set theory, number systems, elementary number theory. Recommended for prospective elementary school teachers. Prerequisite: Placement.

**MA106 Modern Mathematical Concepts II 3 credits**  
Material covered will be selected from the following topics: Algebra-based problem solving, linear and quadratic equations, inequalities, variation, graphs, functions, geometry, measurement, counting methods, statistics, the relation between algebra and geometry. Prerequisite: Placement.

**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. Prerequisite: Placement.

**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: Placement. 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 placement. 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 placement. 5 hours lecture.

**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.

5 hours lecture.

**MA209 Linear Algebra 3 credits**

Vectors, matrices, linear equations, real vector spaces, determinants, linear transformations and matrix representations, Euclidean spaces, eigenvalues and eigenvectors. Prerequisite: MA110 with a grade of C or better; or placement.

**MA210 Discrete Mathematics 3 credits**

Set theory, mathematical logic, logic networks, mathematical induction; relations and functions; combinatorial analysis; graph theory. Prerequisite: MA110 with a grade of C or better; or placement.

**MA215 Calculus III 4 credits**

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. 5 hours lecture.

**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 with a grade of C or better.

**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 better.

**MA302 Mathematics for Elementary****School Teachers II 3 credits**

The second course in a two-semester sequence providing an 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 better.

**MA304 Topics in Mathematics 1–4 credits**

A specific topic not offered as a formal course during the given semester. Prerequisite: approval of instructor.

**MA311 Introduction to Abstract Algebra I 3 credits**

An introduction to basic algebraic structures; mappings and operations, permutations, properties of groups, equivalence, congruence, divisibility, direct products and isomorphisms. Prerequisite: MA209, MA210, MA215 with a grade of C or better. 4 hours lecture.

**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 with a grade of C or better. 4 hours lecture.

**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. Prerequisite: MA209 and 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.

**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. 4 hours lecture.

### **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. Offered on application.

### **MA414 Research Problem in Mathematics** 1–4 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.

### **MA415 Internship/Externship Program** 1–4 credits

Students have the opportunity to work in an industrial or advanced academic research atmosphere. Credit will be determined by the length of the experience, with a minimum of 40 hours per credit. Prerequisites: MA215 and junior or senior status.

### **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**

### **Major Sequence**

A minimum of 30 semester hours of computer science and information systems courses are required for the Bachelor of Arts in Computer Information Systems, including CS123, CS126, CS227, CS231, CS450, IS224, and IS320. CS225, CS326, CS327, and IS422 may be used as electives for this major.

### **Minor Sequence**

#### **Computer Information Systems**

CS123 or equivalent, CS126 and four additional CS courses numbered CS111 and above.

### **COURSES**

#### **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, the 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, MA210, 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 administrating 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 MA209, 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.

**CS450 Applications Project 3 credits**

A faculty-directed, hands-on experience for advanced CS and CIS students. The nature of each project will be determined by current student and faculty interests. Some possible projects involve relational database design, web programming, or network design. This course provides an open-ended mechanism by which students may gain practical, team-oriented experience at an advanced level prior to graduation. Prerequisite: any CS course level 200 and above.

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## MUSIC COURSES

The Department of Art & Visual Studies offers several music courses in order that students have the opportunity to gain an appreciation of music and its role in culture as part of their liberal arts curriculum. When faculty are available Applied Music courses are offered in piano, voice and guitar. Applied music courses are offered for personal enrichment and may be taken by all students.

**MU101 Applied Music 2 credits**

Private lessons in piano, voice, popular guitar and classical guitar when faculty are available. Guitar students must have their own instrument. This course will not fulfill general education requirements. Repeatable for credit. One hour per week, 14 lessons per semester.

**MU109 Music Appreciation 3 credits**

A lecture and discussion-based course designed to develop the critical thinking skills needed to appreciate and enjoy music. Students will learn to identify and understand the development of major styles and periods through listening and readings.

**MU214 Music of the Americas 3 credits**

A lecture and discussion-based course designed to develop an appreciation and enjoyment of music created throughout the history of the Americas. The course will introduce students to music ranging from indigenous cultures to the multitude of musical styles that have come to influence contemporary music. Students will develop an appreciation for this broad range of music through listening and readings.

**MU215 World Music 3 credits**

A lecture and discussion-based course designed to develop an appreciation and enjoyment of world music. The course will introduce students to a wide range music from various cultures worldwide. Students will develop a global awareness of and appreciation for this music through listening and readings.

**MU467 Independent Study 3 credits**

An Independent Study in music may under certain circumstances be arranged with the permission of a professor and the department chair. The student will work on a project in an area of music with the guidance of the professor the student has chosen to work with. A minimum of one weekly meeting with adviser is required. On approval of application.

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## 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.

**Program Student Learning Outcomes**

See Biology and Chemistry Student Learning Outcomes.

**Major Sequence**

A minimum of 39 credits in the natural sciences is required for the B.S. degree in Natural Sciences. The required science courses are BI109, BI111, CH113, CH151 or CH114, PH111 or PH115, PH112 or PH116, CH211, SC405; one from group I (BI305, BI310, BI324, BI325 or BI340); and one from group II (PH334, PH337, SC393 or SC433). The required math courses are one from group III (MA103, BI203 or MA331) and two from group IV (MA109, MA110, MA115, MA116, CS111, CS123, MA209, MA210). The first math course to be taken from group IV will be determined by the student's score on the mathematics placement test. The choice of the other math course from group IV should be made based on the recommendation of the academic advisor.

A student must earn a GPA of 2.5 or better after completing 24 of the required credits to continue the program.

**Early Childhood or Elementary Education Certification**

Students also interested in pursuing teacher certification (Early Childhood Education [P–3] and Teacher of Students with Disabilities Endorsement, or Elementary Certification [K–6] and Teacher of Students with Disabilities Endorsement) should refer to the School of Education section of this catalog.

**TRANSFER REGULATIONS**

Students must complete a minimum of 24 credits in the natural sciences program at Georgian Court, including SC405.

**COURSES****BI109 Environmental Biology 4 credits**

Environmental Biology is a course concerned with the past, present, and future of life on earth, from the beginning of the universe through human civilization. Emphasis will be placed on understanding the major principles of the science of ecology and the environment, and students will gain a deepened appreciation for the interdependence and interrelatedness of all living organisms. This knowledge will be used to assess current and future issues arising from human use and degradation of natural resources. The principles of sustainability will be woven through the analysis of earth's

support systems and current environmental issues to provide a path forward for future generations. 3 hours lecture, 3 hours laboratory.

**BI111 Life: Human Biology** 4 credits

Life: Human Biology provides students an overview of the anatomy and physiology of the human body. Students will 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. Students may not take BI111 (or equivalent transfer courses) for biology major credit after completing more than 8 credits of biology courses. Students may not take BI111 (or equivalent transfer course) for credit after completion of BI213 Human Anatomy and Physiology I or BI214 Human Anatomy and Physiology II. 3 hours lecture, 3 hours laboratory. Offered each year.

**BI203 Data Collection & Analysis in the 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, BI112, or BI121. Offered each fall.

**BI305 Biological Interactions: Cell, Organism & Ecological Communication & Coordination** 4 credits

Biological systems are characterized by interactions at all levels of organization from molecular to global scales. This course will provide students with the opportunity to build on and integrate the knowledge they have gained in previous science courses by researching a variety of interactions within and between cells, organisms, and ecosystems. It also emphasizes inquiry-based, collaborative learning and development of real-world problem-solving skills. Designed for biology majors and minors and for students in the natural sciences. Prerequisites: Either BI112 or BI120 and one or more of the following: BI111, BI121, or BI204. 3 hours lecture, 3 hours laboratory.

**BI310 Ecology & Health** 3 credits

Humans are the dominant species on Earth and their rapidly growing population is changing the biosphere in ways that are profound and often have unknown or unexpected consequences. The study of ecology is key to understanding the multiple feedbacks through which our

activities affect both human health and the health of all living things on this planet. In this course, the fundamental principles of ecology, from population to ecosystem and biosphere levels, will be examined through the lens of human health and health care needs and issues. Topics studied will include factors affecting population growth and carrying capacity, competition, mutualism, predator prey dynamics, ecosystem processes, and biosphere level connections. Prerequisites: BI109, BI112, or BI120, and at least one other 3-to 4-credit course.

**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 BI112, or BI120 and BI121. 3 hours lecture, 3 hours laboratory or field work. Offered as needed.

**BI325 Invertebrate Zoology** 4 credits

Invertebrates make up over 95% of all animal life on our planet, with over 2 million species having been described and placed in more than 33 phyla. They are food for humans and other animals, they cause disease, they pollinate most of the plants we need and use, they affect global climate, some are important with respect to medicine, etc. All people, but especially biologists, need to have a good working knowledge of invertebrates. This course is intended to provide students with an overview of the animal-like protists and of the Invertebrate Phyla within Kingdom Animalia, with a heavy focus on the latter. The evolutionary and phylogenetic relationships between these organisms will be used as a foundation from which to study animal structure and physiology. The goal of this course is both to introduce students to the diversity of life on this planet and to stimulate an appreciation of invertebrates and their remarkable evolutionary innovations. Prerequisites: BI109 and BI111, or BI120 and BI121. 3 hours lecture, 3 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 BI112 or BI120 and BI121, and either CH111 and CH112, or CH113 and CH114, or permission of chairperson. Prerequisite or corequisite: BI203. 3 hours lecture, 3 hours laboratory or field work. Offered as needed.

**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. The major theme explores 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

Second part of a two semester sequence. 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. The major theme explores the relations between molecular structure within the body and their physiological functions. Prerequisite CH111. 3 hours lecture, 3 hours laboratory. Typically offered each spring.

**CH211 Chemistry of the Elements** 3 credits

An in-depth study of the Periodic Table of Elements and the atomic, ionic, and molecular nature of materials. Emphasis will be placed on understanding the relationship between composition/structure of matter and its physical and chemical properties. The lecture introduces 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 many important commercial chemicals and industrial processes. The course is recommended for those planning to teach in the physical sciences, but may be taken by non-science majors as well. Prerequisite: CH113. 3 hours lecture.

**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.

**MA103 Making Sense of Data: Statistical Thinking** 3 credits

A broad 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. Prerequisite: Placement.

**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: Placement. 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, 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 placement. A student who has passed MA115 with a 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, inverse trigonometric, exponential and logarithmic functions. Prerequisite: MA110 with a grade of C or better or placement. 5 hours lecture

**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. 5 hours lecture.

**MA209\* Linear Algebra** 3 credits

Vectors, matrices, linear equations, real vector spaces, determinants, linear transformations and matrix representations, Euclidean spaces, eigenvalues and eigenvectors. Prerequisite: MA110 with a grade of C or better; or placement.

**MA210 Discrete Mathematics** 3 credits

Set theory, mathematical logic, logic networks, mathematical induction; relations and functions; combinatorial analysis; graph theory. Prerequisite: MA110 with a grade of C or better; or placement.

**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.

**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. Two semesters, can be taken out of order.

**PH115, 116 College 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. Trig-based course. Prerequisite: MA110 or math placement or permission of math chairperson. PH115 is a prerequisite for PH116. 3 hours lecture, 3 hours laboratory, one year.

**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. Prerequisite: two 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; BI109, 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**

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. Prerequisite: two semesters of a basic science. 3 hours lecture, 3 hours laboratory.

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## 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 lifelong 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 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 Hackensack Meridian *Health*.

**Program Student Learning Outcomes**

Upon successful completion of the program of studies for Nursing, the student will receive a B.S.N. in Nursing and will have given evidence of the following outcomes and goals:

- Use critical thinking and clinical synthesis 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, profession standards, and patient preference into the planning, delivery, and evaluation of patient care.
- Use information and other emerging technologies in a fiscally responsible manner to provide and evaluate patient care across the continuum.
- 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 decision-making in delivering, evaluating, and improving safe and quality patient care.
- Promote the image of nursing by modeling professional behaviors, 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.
- Use the nursing process to provide safe, quality, evidence-based nursing care across the lifespan and the continuum.

## Accreditation

The nursing program, which began in Fall 2008, was accredited in 2012 and re-accredited in 2017 by the Commission on Collegiate Nursing Education (CCNE) (<https://directory.ccnecommunity.org/reports/accprog.asp>).

The program is also accredited by the New Jersey Board of Nursing, P.O. Box 45010, Newark, NJ, 07101. Phone: 973-504-6430.

## B.S.N. Program for Students Who Are Not Registered Nurses

### 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 as well as a

nursing pre-entrance examination, which may be waived at the discretion of the nursing admission committee. 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 must have minimum 3.0 GPA and have earned a grade of C+ or better in all sciences (e.g., Anatomy and Physiology, Chemistry, Microbiology), and required mathematics taken. A grade of C+ or better must be earned in any nursing courses taken at other institutions prior to admission to GCU.

## 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 students achieve increasing levels of professional competency. A minimum grade of C+ is required in all of the natural sciences and mathematics courses (BI213, BI214, BI219, CH151, MA103) and all nursing courses for progression to the next courses in the sequence. Students may earn less than a C+ in or withdraw from only one nursing (NU prefix) course only one time to remain in the program. 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 3.00 overall GPA to remain in the B.S.N. program. To graduate from Georgian Court University with a B.S.N., the student must meet the following requirements: (a) the overall GPA must be 3.00 or higher with no nursing courses below the grade of a C+; and (b) the nursing GPA must be 3.00 or higher. The nursing GPA is derived from the final course grade received in all nursing (NU prefix) courses and is calculated using the same GPA formula that is used by the university for the overall GPA.

## Other Requirements

Prior to entering the first clinical nursing courses, students 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 67 credits including NU111, NU211, NU221, NU271, NU275, NU280, NU322, NU325, NU343, NU371, NU380, NU421, NU423, NU455, NU471, NU472, and NU496. Also required: BI213, BI214, BI219, CH151, MA103, and PS111/113.

## **R.N. to B.S.N. Program**

The RN to B.S.N. track permits licensed registered nurses prepared at the diploma or associate degree level to achieve a B.S.N. in Nursing. Registered nurses are required to complete a minimum of 30 credits in the major and can select either a clinical or population health focus.

### **Major Sequence**

A minimum of 30 nursing credits including NU221, NU275, NU311, NU343, NU421, NU455, and NU471, plus at least 8 credits from among the following electives: NU350, NU351, NU470 (clinical focus), or NU470 (population health focus). Also required: MA103.

## **B.S.N. COURSES**

### **NU111 Introduction to Professional Nursing 3 credits**

This course presents a basic introduction to professional nursing 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; hallmarks of a profession; nursing theory, history and educational paths; determinants of the scope of nursing practice; health promotion and models of health and illness; theories of stress, coping, grief and loss; professional and therapeutic communication; cultural diversity; and health care law and ethics. Prerequisite: admission into the B.S.N. program as a nursing major, or permission of the department chairperson and BI213. 3 hours lecture.

### **NU211 Foundations of Professional Nursing Practice 4 credits**

In this course, the students will utilize effective communication principles, nursing process; critical thinking, clients' rights, nursing standards and the value of evidence-based practice provide a foundation for further study. Students learn the varied roles necessary for professional practice. Clinical practice issues integrate asepsis, client safety and documentation and health promotion, disease prevention strategies and health education. Selected clinical skills, introduction to pharmacology, and medical terminology are course components. Prerequisites: Nursing major status; BI213, BI214, and NU111. 3 hours lecture, 3 hours clinical.

### **NU221 Health Assessment 3 credits**

In this course, the student is introduced to the fundamental knowledge and clinical skills needed to practice as a professional nurse. Health history, introduction to pharmacology, 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, BI214, and NU111. 2 hours lecture, 3 hours clinical.

### **NU271 Evidence-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: CH151, NU211, and NU221. 3 hours lecture, 9 hours clinical.

### **NU275/ES275/BI275 Pathophysiology 3 credits**

This course introduces the students to basic concepts in pathophysiology as applied in current nursing practice. It builds on previous foundations in the biological sciences and focuses on the integration of pathophysiological with the principles of the nursing process. It introduces students to pathophysiological disturbances to normal body functions emphasizing differences in etiology, epidemiology, pathophysiology, clinical manifestations and treatments in individuals across the lifespan. The student will analyze objective and subjective manifestations of common health problems resulting from

environmental, genetic and stress related conditions. Diagnostic testing, interventions and pharmacological treatments and related nursing implications are discussed as they relate to specific health problems. Prerequisites: BI213 and BI214; and either NU111 or permission of the nursing chair. 3 hours lecture.

#### **NU280 Pharmacotherapeutics I** 2 credits

This first course in the pharmacology series, taken concurrently with Evidenced-Based Nursing Care of the Adult I clinical course, 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. Prerequisite: NU221. Corequisite: NU271. 2 hours lecture.

#### **NU311 Introduction to Baccalaureate Nursing: Issues & Trends** 2 credits

The course presents a broad overview of the role of the baccalaureate nurse in today's health care environment. Topics include nursing theory, history, and educational paths; determinants of the scope of nursing practice and top-of-license issues; population health concepts including determinants of health, health promotion, and disease prevention; cultural diversity; information and technology; and health care law and ethics. The student will analyze contemporary and emerging nursing and health care issues and trends that impact professional practice. Prerequisite: Admission to RN to B.S.N. program.

#### **NU322 Evidence-Based Nursing Care of Childbearing Families** 4 credits

This course prepares the learner to provide family-centered, evidence-based nursing care using concepts associated with the unique responses of families during childbearing, including normal and high risk pregnancies, as well as the unique responses of neonates 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 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 as they continue to develop their knowledge related to 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, related pharmacology, and outcomes management in the care of childbearing 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 families across the continuum of health. The clinical sites also support students' developing responsibility for collaboration with other members of the interdisciplinary team. Prerequisites or corequisites: NU271 and NU280. 2 hours lecture, 6 hours clinical.

#### **NU325 Evidence-Based Behavioral Health** 5 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. Prerequisites: NU271 and NU280. 3 hours lecture, 6 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, NU271, and NU280.

**NU350 Health Advocacy 3 credits**

This course will focus on personal and community health advocacy. Being healthy involves making decisions that are right for each individual and being part of a community that promotes healthy behaviors. Advocating for individual health requires that the student has the confidence, basic understanding of advocacy, resources, and skills to make proper health decisions. This course will foster student health advocacy as skills are taught while students grapple with personal and social questions that affect their overall health and the health of others. This course will also put student health promotion into the hands of the students. They will be required to create a health initiative. These initiatives can be used to foster a healthier Georgian Court University community.

**NU351/HRP351 Health Policy 3 credits**

This course will delve into the core elements that define health policy. It will describe factors such as the health care delivery systems (public/nonprofits versus private/for-profits), access to care, health care financing, quality of care issues, and social issues such as gender and culture and their impact on health and health care. The dynamics of the policy-making process at different levels (federal, state, and local) will be explored, along with policy analysis and how policy influences health care decisions. The complexities and challenges of health care reform will be identified.

**NU371 Evidence-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. Prerequisites: NU271, NU280, and NU322. 3 hours lecture, 15 hours clinical.

**NU380 Pharmacotherapeutics II 2 credits**

This second course in the pharmacology series, taken concurrently with Evidenced-Based Nursing Care of the Adult II clinical course 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. Prerequisites: NU271 and NU280. Corequisite: NU371.

**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. Prerequisites: NU371 and NU380. 3 hours lecture, 9 hours clinical.

**NU423 Evidence-Based Nursing Care of Childrearing Families** 4 credits

This course prepares the learner to provide family-centered, evidence-based nursing care using concepts associated with the unique responses of families during childrearing, including the unique responses of infants, young and school-aged 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 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 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 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: NU371 and NU380. 2 hours lecture, 6 hours clinical.

**NU455 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: NU371 and NU380. 2 hours lecture.

**NU470 Special Topics in Nursing** 1–4 credits

An advanced course designed to examine a particular topic in nursing through selected readings, lectures, class activities and/or student research. Student may repeat the course for additional credit when different topics are offered. Prerequisites: NU325 and NU421.

**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: NU421, NU423, and NU455. 2 hours lecture, 3 hours clinical.

**NU472 Senior Seminar for Professional Nursing Practice** 3 credits

An advanced course designed to allow for students to apply the learned concepts in the field and provide students with the opportunity to reflect on clinical experiences and help bridge the academia to practice gap. The course focuses on preparing the graduate nurse for professional licensure and practice. The course allows students to explore the concepts of delegation, prioritization, and collaboration with other healthcare disciplines in the delivery of quality healthcare in a variety of commonly-occurring patient scenarios throughout the continuum of care. Requirements for RN licensure will be reviewed, including Board of Nursing variations by state, the need for background investigations, licensure exam requirements, and initial and ongoing licensure requirements. A structured NCLEX RN review will be provided to assist students with the licensure examination. Students will prepare for entry into professional practice with an emphasis on preparing for the first nursing

position after graduation and on orchestrating a nursing career path. Content on résumé preparation, portfolio development, residency programs and the need for lifelong learning will be presented. Prerequisites: NU421, NU423, and NU455. 3 hours lecture.

#### **NU496 Transition into Clinical Nursing Practice** 6 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: NU421, NU423, and NU455. 2 hours lecture, 12 hours clinical.

#### **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; BI219), Developmental Psychology (3 credits); Healthcare Ethics (3 credits; PL354), 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 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.

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## 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 program 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

An introduction to the basic principles of reasoning and argument analysis. Beginning with informal logic, attention is directed to the various functions of language and the forms of discourse; the informal fallacies are exposed and identified. The notion of argument is defined and the distinction made between inductive and deductive reasoning. Discussion of the formal notion of validity leads into study of immediate inference, the categorical syllogism and the fundamentals of propositional logic and natural deduction.

#### **PL130 Philosophy of the Arts** 3 credits

A comprehensive overview of 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, discussion moves to 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. In terms of these concepts, the various arts are

then discussed: the spatial arts of painting, sculpture and architecture; and the temporal arts of literature, drama and film. Throughout, the aim is to understand the relationship of art and artist to the abiding values in human experience.

**PL140 Existentialism** 3 credits

A critical appraisal of the common denominators of the Existentialist movement by an intensive study of the relevant literature, especially the writings of Kierkegaard, Heidegger, Sartre, Camus, de Beauvoir, Marcel, Jaspers, Unamuno, and Ortega y Gasset.

**PL160 American Philosophy** 3 credits

A study of American thought from colonial times to the present, with emphasis on the classical period of its development. The leading ideas of Royce, Peirce, James, and Dewey are examined, and the impact on America of the European philosophical tradition assessed. Applicable to American Studies minor. Offered on application.

**PL180 Philosophy of Feminism** 3 credits

An in-depth examination of the major theoretical statements of contemporary feminism. Writings have been selected for their philosophical importance as well as their popular appeal. The course analyzes the logical and ethical frameworks underlying the liberal and radical models of feminist ideology and examines the major criticisms confronting each. Feminist antecedents in the history of philosophy are discussed and their influences on contemporary feminism are assessed. Readings from the works of Plato, Mill, Friedan, Millett, Brownmiller, Firestone, Tong, Hoff-Sommers, Farrell, MacKinnon, Gilligan, and Paglia. 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. This course traces the history of philosophy as a sustained reflection on that paradox. In this course we will read and critically discuss some of the major texts, 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. Prerequisite: Students must achieve a grade of C or better in EN111 or in EN221 before enrolling in PL245.

**PL260 Society & 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 like the following: 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 & 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. In this course we will 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 & Political Philosophy** 3 credits

PL290 will provide students 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 read 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, Lao Tzu, Plato, Aristotle, Aquinas, Kant, Kierkegaard, Mill, Nietzsche, Sartre, Camus, Rawls, and MacIntyre. Prerequisite: 3 credits as required to meet the current General Education requirements in either philosophy or religious studies. PL245 strongly recommended.

**PL354 Bioethics** 3 credits

An examination of 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.

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## PHYSICAL EDUCATION

The physical education program 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 4 credits in physical education toward their degree. Exception: Students pursuing the health and physical education concentration in the exercise science, wellness, and sports major may count 6 credits of physical education toward the 120 credits required for the degree. Team sport courses offered as part of the intercollegiate athletic program are considered physical education credits. Although students may repeat a favorite course for credit, no student, matriculated or non-matriculated, may earn credit for the same course more than four times.

Except for the online course, most physical education classes will meet twice a week, for a total of 2.5 hours per week for 7.5 weeks.

## COURSES

**PE106 Fitness Walking** 1 credit

Provides students with a lifelong aerobic activity that will not only help weight loss and maintenance but will also develop agility, heighten awareness and increase the efficiency of the heart and lungs.

**PE110 Tennis** 1 credit

The course is designed for the beginning tennis player. The course content will cover the basic skills, strategy and knowledge of tennis rules and regulations.

**PE200 Lifetime Fitness Online Program** 1 credit

This course enables students to select activities related to aerobic conditioning and weight training. The exercise program is designed by the student and instructor to meet individual fitness objectives of the student. 2.5 class hours per week, 7.5 weeks.

**PE206 Nordic Pole Walking** 1 credit

This course introduces 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

The course is designed to teach the beginning or recreational volleyball player 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. Its fluid and continuous movements stress balance, controlled breathing, and relaxation.

**PE305 Yoga** 1 credit

Students will learn how 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. Students practicing these gentle exercises will be able 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.

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## PHYSICS

Learn the ways of nature through study of the natural sciences. The department's 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.

**COURSES****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. Two semesters, can be taken out of order.

**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.

**PH115, 116 College 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. Trig-based course. Prerequisite: MA110 or math placement or permission of math chairperson. PH115 is a prerequisite for PH116. 3 hours lecture, 3 hours laboratory, one year.

**PH121, 122 University 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:

MA115. PH121 is a prerequisite for PH122. 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 corequisite: PH121, PH122, and 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 and PH122. 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 and PH122, or permission of instructor. 3 hours lecture, 3 hours laboratory.

**PH310 Mathematical Physics 4 credits**

A course intended to give the mathematical tools necessary for higher-level course work 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 and 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, PH122, and MA215. 3 hours lecture, 3 hours laboratory, one year. PH321 has a prerequisite of PH320.

**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, and PH122.

**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 outdoor/telescopic observations, weather permitting. 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.

**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 of 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 GCU's research-grade x-ray diffraction and x-ray fluorescence laboratory. Prerequisites: PH121 and PH122.

**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, 1–4 credits per semester. Only 8 credits applied to the major. PH370, PH371 taken as a junior; PH470, PH471 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, PH122, 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.

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## PSYCHOLOGY & COUNSELING

### PSYCHOLOGY

The mission of the Department of Psychology and Counseling is to prepare undergraduate and graduate students for employment and/or further academic study, and to furnish them with the tools for a lifetime of continued learning. The department is committed to providing graduates of all programs with a comprehensive body of knowledge in their chosen discipline, emphasizing scientific literacy and an understanding of the importance of evidence-based practice. The department is founded on the ethical principles of our professional organizations and on the Mercy core values of justice, respect, integrity, service, and compassion. The department is committed to developing in our graduates an understanding of self and others, a commitment to social justice, and an understanding of the diversity that defines our social world.

The mission of the undergraduate program in psychology is to inspire academic excellence in students by promoting knowledge of the theories and content of psychology, scientific inquiry, learning and critical thinking in preparation for employment and/or graduate study. In addition, the program endorses the development of understanding of self and others, a sense of values, an appreciation of diversity, and a commitment to ethical principles.

An important part of liberal arts education involves understanding oneself, one's own behavior and the actions of others. The undergraduate 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.

### **Program Student Learning Outcomes**

Upon successful completion of the program of studies for the Psychology major, the student will earn a B.A. in Psychology and will have given evidence of the following program outcomes:

- Comprehend the fundamental knowledge and major concepts, theoretical perspectives, and empirical findings in the field of psychology as evidenced by in-class testing and the results of the Major Field Test in Psychology.
- Demonstrate scientific reasoning ability and apply behavioral science research methodology as evidenced by program coursework.
- Identify and apply ethically responsible behaviors within the field of psychology, consistent with the Mercy core values, as evidenced by program coursework.
- Effectively communicate as a professional in written and oral formats as evidenced by academic research, classroom presentations, and evaluations from field-based supervisors within program coursework.

### **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 30 or 31 credits of core courses. These are PS111 or PS113, PS214, PS223 or PS245, PS221 or PS224 or PS227, PS232, PS332 or PS360, PS334, PS341, PS430, and one of the following capstone courses: PS431, PS450, PS456, or PS455.

As preparation for employment, graduate studies, or pursuing areas of interest, Georgian Court psychology majors have the option of selecting one of five areas: (1) Mental Health and Human Services, (2) Human Development, (3) Business and Industry, (4) Applied Behavior Analysis, or (5) Addictions Counseling. 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 PS235, PS270, PS331, and PS425. Students selecting this area are strongly encouraged to take PS333 and PS450. 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, PS225, PS270 and PS333. Students selecting this area are strongly encouraged to take PS245. 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 PS315, PS330, BU213, and BU411. Students selecting this area are strongly encouraged to take PS450. 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, PS332, and PS333.

#### **Addictions Counseling**

This area is recommended for students pursuing employment in addictions counseling. 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 PS281, PS282, PS270, PS331, PS380, and PS456. Students who complete this sequence of courses are eligible to apply for the Clinical Alcohol and Drug Counselor (CADC) license once they have completed the requirements for supervised experience required by the Division of Consumer Affairs of New Jersey. Students who plan on entering doctoral programs are strongly encouraged to take PS440 or PS460/461.

#### **Minor Sequence**

Eighteen credits must be completed in psychology, including (1) either PS111 or PS113 and (2) PS214. 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.

## **PSYCHIATRIC REHABILITATION & PSYCHOLOGY (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 Rutgers School of Health Professions (SHP: 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 SHP (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 SHP B.S. in Psychiatric Rehabilitation program. Admission to the SHP 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 SHP, except for Georgian Court University's second experiential learning requirement, which can be fulfilled by practica that are part of the SHP phase of the program.

### **Major Sequence**

The GCU Psychology major for students in this program includes PS111 or PS113, PS214, PS221 or PS224 or PS227, PS223, PS232, PS270, PS332 or PS360, PS333, PS334, PS341, PS430, and PS431.

The SHP Psychiatric Rehabilitation major includes (all 3-credit courses unless otherwise indicated; curriculum subject to change. For current curriculum and course descriptions, consult <http://shp.rutgers.edu/dept/psyr/programs/bachelors.html>).

### **Required Courses (33 credits):**

PSRT1101 Introduction to the Principles of Psychosocial Rehabilitation

PSRT1102 Communication Techniques for Interviewing & Counseling  
PSRT1103 Introduction to Group Dynamics & 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 credits) chosen from among:**

PSRT4015 Wellness & Recovery  
PSRT4040 Aging and Psychiatric Rehabilitation  
PSRT4201 Vocational Rehabilitation Approaches  
PSRT4202 Supported Education  
PSRT4203 Supported Employment  
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

Other elective courses may be offered.

### **Psychology Scholars Program**

The Psychology Scholars Program (PSP) offers students an integrated program of intensive and personal instruction for students whose goal is to pursue a career in psychology or counseling. From the time the Psychology Scholars enter the university as freshman or transfer students they work in a small cohort of highly qualified students, developing the skills of research and practice that are necessary for success in the field. Close contact with faculty members of the department and throughout the university enriches the students' learning through interesting and challenging curricular and extracurricular experiences.

Incoming first-year students are invited to join the Psychology Scholars Program on the basis of their application credentials. Transfer students and those currently students at Georgian Court University are invited to apply after they have earned at least 30 credits and no more than 60 credits. Students applying for admission to the PSP program must have maintained a 3.5 overall GPA and a 3.6 GPA in no fewer than four psychology courses.

In the PSP, students who enter as first-year students complete the regular requirements for the psychology major.

- Register as graduate track psychology students
- Take the four University Honors courses that are

offered in the first two years (EN221, EN226, and other honors-level General Education courses)

- They take honors-designated sections of the following required courses for psychology majors:
  - PS113 Foundations of Psychology
  - PS223 Psychopathology
  - PS332 Psychology of Learning or PS360 Cognitive Psychology
  - PS334 Social Psychology
  - PS341 Biological Psychology
  - PS430 Research Methods & Statistics for the Behavioral Sciences
  - PS431 Experimental Psychology
  - PS455 Senior Seminar
- In addition, students in the PSP must complete either
  - An internship course
  - PS440 Supervised Research in Psychology or
  - PS460 Research in Psychology I

Students who are simultaneously enrolled in the PSP and the University Honors program must also complete three courses in the University Honors Program:

- EN221
- GEN199
- GEN400

Students who transfer into the PSP or enter after the first year:

- Complete the regular requirements for the psychology major;
- Take any of the honors-designated PS courses for which they have not already taken an equivalent; if they are unable to take at least five honors-designated PS courses, they are not eligible for the program. Transfer students do not typically take PS113, but a student who transfers in with very few psychology credits may be advised to do so.
- Complete the internship or research course requirement for the PSP.

Students may substitute a 300- or 400-level psychology course as honors by contract for a regularly offered PSP course by permission of the program director.

Continuation in the program requires maintenance of honors standing in the PSP. In order to maintain membership in the PSP, students must maintain a GPA of 3.2 or obtain the permission of the program director.

Students who successfully complete the PSP are guaranteed admission to their choice of the GCU Psychology and Counseling M.A. programs, pending an application and a successful interview. In order to retain the automatic admission to the graduate program (conditional upon interview), the student must complete the following:

- Graduation overall GPA 3.5, Psychology GPA 3.6
- No semester GPA below 3.0
- No more than two course grades below B-

## TRANSFER REGULATIONS

Students must complete a minimum of 21 credits in the Psychology program at Georgian Court including one of the capstone courses (PS431 or PS450 or PS456 or PS455).

## COURSES

### **PS111 Introduction to Psychology** 3 credits

A survey course on the mind and behavior, including development, learning, memory, intelligence, personality, interpersonal attraction, biological psychology, and psychopathology. This course is a prerequisite to many of the advanced psychology courses.

### **PS113 Foundations of Psychology** 3 credits

The course is intended to be an appropriate university-level foundational course for psychology. Focus will include in-depth discussions of methodology, development, learning, memory, intelligence, personality, emotions, violence, and abnormality. Assignments will allow students to demonstrate critical thinking skills with regard to interpreting research findings and writing analytically based papers. The course is a prerequisite to many of the advanced psychology courses. May be taken for credit by students who already have credit for PS111. Prerequisite: Membership in the University Honors Program or the Psychology Scholars Program or permission of the instructor.

### **PS214 Intermediate Issues in Psychology** 3 credits

Exploration of selected areas of psychology with emphasis on classic and current controversial issues. Critical analysis and writing skills will be emphasized. PS214 is required for all psychology majors and minors. Prerequisite: PS111, PS113.

### **PS221 Child & Adolescent Development** 3 credits

Focuses on physical, social, and cognitive development, including the prenatal and perinatal period through childhood and adolescence. The major theoretical approaches to physical, social, and cognitive growth are compared, and topics of recent interest to researchers in developmental psychology are discussed.

### **PS223 Psychopathology** 3 credits

Behavior pathology and current thinking with regard to its causation and treatment. Prerequisites: PS111 or PS113.

### **PS224 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, PS113, or PS221.

**PS227 Lifespan Development** 3 credits

An exploration of the physical, social-emotional, and cognitive development from birth through late adulthood. The major theoretical approaches to physical, social, and cognitive growth are compared, and topics of recent interest to researchers in developmental psychology are discussed.

**PS231 Positive Psychology in Theory, Practice & Life** 3 credits

This course uses an integrated active learning approach to the teaching and learning about Positive Psychology. A combination of didactic, experiential, film, online, and field work, are used to explore this exciting area. Students will 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 or PS113.

**PS232 Introduction to Statistics for the Behavioral Sciences** 3 credits

An introductory course covering research ethics, probability, descriptive and basic inferential statistics, and hypothesis testing. Prerequisite or corequisite: PS214.

**PS235,236 Dynamics of the Group I & II** 6 credits

Students “learn by doing” the dynamics of group interaction and the roles assumed by different members. One year, 3 credits each semester. PS235 is a prerequisite for PS236.

**PS242 Psychology of Women** 3 credits

Impact of innate and socialized sex differences on self-image, self-esteem, achievement, the family; sex-role stereotyping effects and cross-cultural comparisons. Applicable to Women's Studies minor.

**PS245 Psychology of the Exceptional Child** 3 credits

Focuses on the etiology and characteristics of behavioral, physical, and psychological maladaptations and/or exceptionalities in childhood adolescence. Prevention, treatment, and therapeutic interventions are examined. Prerequisite: PS221 or PS227. Note: Students admitted to the School of Education should take this course concurrently with ED2999 when possible.

**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: PS111 or PS113.

**PS281 Introduction to Addictions & Recovery** 3 credits

This course provides an overview of the nature of addiction and recovery, addiction treatment and prevention, and the

pharmacological and physiological effects of drugs and alcohol. The course is fundamental to the study of addictions counseling. Prerequisite: PS111 or PS113.

**PS282 Foundations of Addictions Treatment** 3 credits

This course provides an overview of addiction treatment with emphasis on empirically supported intervention and treatments. Students will review and practice various approaches and will become familiar with the legal and ethical issues relevant to treatment. Prerequisite: PS111 or PS113.

**PS300 Multicultural Psychology** 3 credits

The social-psychological study of human behavior as a result of living in a given culture, through an examination of 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 or PS113. 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 or PS113, 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, PS113, CJ210, or CJ212.

**PS321 Criminal Profiling** 3 credits

An introduction to the manner and methods of criminal profiling. Topics to be covered are the history of criminal profiling, victim selection, crime scene characteristics, victim/offender risk, disorganized/organized offenders, offender signature and modus operandi. Recent and past serial crimes will be discussed in class to demonstrate the profiling process. Videos of interviews with profilers and convicted offenders will be part of the class. Students will prepare a formal criminal profile for the final exam, using mock victim and crime scene data. Prerequisite: PS111, PS113, 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 or PS113.

**PS331 Basic Counseling 3 credits**

Review the fundamentals of interviewing and contemporary methods and techniques of counseling.

Prerequisite: PS270.

**PS332 Psychology of Learning 3 credits**

Study the major processes and theories of learning from the simplest level to complex processing of information.

Prerequisite: PS214.

**PS333 Introduction to Applied Behavior****Analysis 3 credits**

An introductory course in Applied Behavior Analysis focusing on history, ethics, and major therapeutic techniques, including an examination of their theoretical and research underpinnings. Prerequisite: PS111 or PS113; Prerequisite or corequisite: PS214.

**PS334 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 or PS113.

**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 or PS113.

**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 or PS113.

**PS345 Topics in Psychology 1–3 credits**

Selected topics 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**

Exploration of 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 or PS113.

**PS360 Cognitive Psychology 3 credits**

Exploration of the structure and processes in human attention and memory including imagery, language,

reasoning, concept formation, problem solving, decision making, metacognition. Prerequisite: PS111 or PS113.

**PS370 Lifespan Development****(Crosslisted with CMH5400) 3 credits**

An exploration of normative developmental processes from birth through late adulthood, including social, emotional, physical, and cognitive perspectives.

Prerequisites: Permission of the instructor.

**PS375 School Psychology: Scope & Practice 3 credits**

Introduction to school psychology, including the many roles and functions school psychologists perform: assessment, counseling, consultation, and crisis intervention. The class sequence will follow the 10 Domains of School Psychology Graduate Education and Practice promoted by the National Association of School Psychologists (NASP).

Prerequisites: PS225 or permission of instructor.

**PS380 Professional Issues of Addiction Counseling****3 credits**

This seminar course reviews issues of relevance to the treatment of addictions and provides an opportunity for students to critically examine those issues from the perspective of behavioral science. Prerequisites: Either PS281 or PS282 or permission of the instructor.

**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: PS214.

**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: PS111 or PS113.

**PS430 Research Methods & Statistics for the****Behavioral Sciences 3 credits**

An overview of research methods for behavioral sciences, as well as of advanced statistical methods of data analysis, with emphasis on the informed consumption of primary research in psychology. Prerequisite: PS232.

**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: PS214 and PS430. 3 hours lecture, 3 hours laboratory.

**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 or PS113.

**PS440 Supervised Research in Psychology** 1–3 credits

Students work under the supervision of a faculty member to work on the faculty member's research project.

Prerequisite: permission of the instructor. Offered on application. Repeatable up to 6 credits.

**PS450 Internship in Psychology** 3 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- or instructor permission. Repeatable up to 6 credits.

**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, PS430, or PS431. 2 hours lecture.

**PS456 Internship in Psychology:**

**Addictions Treatment** 3 credits

This experiential course is an opportunity for reflective practice, applying the theory and skills of addiction counseling and/or prevention with the supervision of a practitioner and a faculty member. Students are required to secure placement as an internship site prior to the first class. Course may be taken twice. Prerequisites: PS281 and PS282, and a grade of B- or better in PS331 or permission of the instructor. Repeatable up to 6 credits.

**PS460 Research in Psychology I** 3 credits

Students work under the supervision of a faculty member to develop and conduct an original, independent research project. Prerequisites: PS431 and permission of instructor. Offered on application.

**PS461 Research in Psychology II** 1–3 credits

Students work under the supervision of a faculty member to develop and conduct an original, independent research project. Prerequisites: PS460 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 majors with at least junior status. Offered on application.

**PS463 Research in Psychology III** 1–3 credits

Opportunity for students who have completed PS461 to undergo further research experience. Prerequisites: PS461 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.

### Program Student Learning Outcomes

Upon successful completion of the program of studies for Theology, the student will receive a B.A. in Religious Studies and will have given evidence of the following outcomes and goals:

- Knowledge of the principal methods used in theological study, and an in-depth study of the Catholic Theological Tradition within the areas of biblical, theological, and pastoral studies.
- Competency in exegesis: reading and interpreting primary theological texts through course assignments, directed research, and theological reflection.
- Skill and ability to communicate theological knowledge concerning pastoral situations through case study and theological reflection on current praxis.

### 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 9 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, 6 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.

## Interdisciplinary Studies Major

Interdisciplinary Studies majors with a concentration in religious studies are required to take 18 credits in religious studies courses, 6 credits of which must be at the 300 or 400 level.

## Certificate Program for Pastoral Leaders

### 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 of these 24 credits, the candidate will earn an Undergraduate Certificate in Pastoral Ministry from Georgian Court University.

## COURSES

### RS201 Women & Religion 3 credits

This course will examine the status of women as defined by traditional religion and as reconstructed by feminist theological work. Students will explore the roles of women within the following major religions of the world: Hinduism, Buddhism, Judaism, Christianity, and Islam, as well as within new religious movements, including Wicca.

### RS208 Discovering the Bible 3 credits

This course offers students an overview of significant themes of the bible. It will 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.

### RS213 Women & the Bible 3 credits

In this course, the student will investigate selected passages from the Bible that affect or pertain to women. The student will study these texts and traditions from the viewpoint of feminist biblical scholarship. The study will include an introduction to the methodology of feminist hermeneutics, theological traditions about women, as well as a careful study of chosen 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

This course invites the student to enter into an experience of a particular dimension of spirituality, rather than studying it from a distance. Thus, the student will be asked to actively participate in the topic so as to learn from the inside-out. While there will be academic assignments, there will be an emphasis on experiencing the topic. This course may be repeated if the topic is different. Prerequisite: RS208 or RS220. 1 hour lecture.

### RS260 Christianity in Dialogue 3 credits

This course will provide an introduction to the Christian tradition with references to its relation, engagement, and dialogue with other major world religious traditions. We will begin with a treatment of ancient Judaism and the story of Christianity, followed by an exploration of Rabbinical Judaism, Islam, Hinduism and Buddhism. We will learn about the central tenets, history, and practices of these religious traditions with references to interfaith movement.

### RS290 Topics in Religious Studies 3 credits

This course offers the student an opportunity to 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

A study of 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 Theology of Church 3 credits

This course provides a biblical, historical, and theological understanding of the nature and life of the Christian community. It will focus on the Roman Catholic Church, its origins, development, and contemporary life. The course pays particular attention to the Second Vatican Council as a watershed moment in the life of the church and to subsequent theological interpretations and movements within the church.

### RS323 Sacramental Theology 3 credits

Study of religious questions surrounding the notions of signs and symbols as expressions for the experience of the Transcendent. Exploration of the way in which signs can effectively render present to the individual what they signify. Focus of the study: Sacramental theology in the Catholic Tradition.

**RS325 Theology of Creation 3 credits**

An exploration of 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 explore both particular 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 explores the major sources, methods and insights of Christian theological and social ethics. The study will focus on foundational sources and questions in Christian ethics and examine the moral significance of major theological claims and themes. Particular attention is given to Roman Catholic thought. It will show how these foundational theological themes and teachings guide ethical understanding for living an integrated just moral life with bearing on contemporary moral issues. Prerequisite: 3 credits as required to meet the current General Education requirements in either philosophy or religious studies.

**RS336 Social Justice 3 credits**

In this course, we examine both official Catholic social teaching (CST) and non-official Catholic social thought and action from the late 19<sup>th</sup> 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.

**RS340 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.

**RS345 Comparative Monotheism: Judaism, Christianity & Islam 3 credits**

This course will study comparatively the three "sibling" religions of Judaism, Christianity, and Islam. Students will explore the history and development of each tradition from the ancient through the modern period. In the latter part of the course, focus will be on the comparative study of major elements of these traditions such as the concept of God, worship and ritual, ethics, and theories of religion and the political order.

**RS401 Seminar in Religious Thought 3 credits**

Intensive study in a particular area of theological thought (i.e., Scripture, theology, ethics, etc.) selected by

participating students in consultation with department faculty members. Open to majors, minors, and other qualified students.

**RS402 Independent Study 1–3 credits**

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 1–3 credits**

A course designed to offer the student a unique opportunity to go beyond the study of Scripture in the printed word. The student will visit biblical sites, archeological excavations and museums that feature ancient treasures. Further, exposure to the citizens of the land presents an occasion for the student to develop a greater awareness of other cultures, traditions and religions. Time and credit to be arranged.

**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 Sources & Methods in Theology 3 credits**

This course provides an advanced study of scholarly approaches to theological texts, current concepts in the literature, methods used by various schools of thought, and proper tools for research.

**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. Includes 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 sections of the Book of Judges, 1 Samuel and 2 Samuel, 1 Kings, Amos, Micah, Isaiah, Jeremiah, and Psalms.

**RS431 Christology 3 credits**

This course traces Christian thought and teachings concerning the nature and identity of Jesus Christ from the biblical period, through the formation of Christian doctrine in the early councils, to subsequent interpretations of Jesus through the present day.

**RS450 Christian Formation & Sacramental Preparation 3 credits**

A consideration of what helps or hinders religious development and the responsibility of Church to foster

growth in faith. An examination of the various theological, philosophical, and educational models that inform the foundations of religious formation. Criteria for evaluating appropriate models of religious formation will be discussed.

#### **RS451 Counseling: Pastoral Applications** 3 credits

This course will explore the relationship of theology and psychology as they relate to the professional development of persons engaged in pastoral counseling on the parish level. The course aims to give 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 and pastoral applications in the Church. Special attention will be given to the role of basic canonical principles in the lives of members of the Catholic Church.

#### **RS456 Theology of Pastoral Ministry** 3 credits

This course explores the historical, philosophical and pastoral approaches to the basis of ministry. We will look at the sources for each of these within Scripture and the Church's tradition. The practice of the believing community will play an important part in our examination of the formation of the ministerial and pastoral activities in Christianity. We will examine the intellectual frameworks which have shaped various theologies of ministry, both Catholic and Reformed.

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## 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. Any professor who finds the student's writing to be inadequate will inform the student that a referral to the Writing Center will be made. The student must attend appropriate sessions at the Writing Center and provide the Social Work Department Chair with evidence of having completed recommended writing sessions.

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 SW101 and SW203 with a grade of C or better. The student Policy and Procedures Manual clearly outlines the acceptance process to be followed by each student. The Field Manual and Policy and Procedures Manual may be found at [georgian.edu/academics/undergraduate/social-work/](http://georgian.edu/academics/undergraduate/social-work/).

The B.S.W. program is accredited by the Council on Social Work Education (CSWE). Students graduating from the program are granted state certification upon application to the State Board of Social Work Examiners.

Additionally, students who conclude their B.S.W. studies with a 3.0 average in major courses are eligible for advanced standing recommendation into graduate Master of Social Work (M.S.W) programs.

### **Program Student Learning Outcomes**

Upon successful completion of the program of studies for Social Work, the student will receive a B.S.W. in Social Work and will have given evidence of the following outcomes and goals:

- Students will integrate the history, purpose, and philosophy of social work in the study of the profession and its practice through course exams, student-led class discussions, and assigned research.
- Students will observe and practice the clinical skills necessary for the social work profession through three semesters of internship experiences.
- Students will use evidence-based social work practice with individuals, families, groups, organizations, and communities in local and global settings and will receive appropriate feedback regarding their skill development as practitioners and as leaders in service delivery.
- Students will be guided toward the lifelong learning and commitment necessary for current credentialing and licensure, advanced M.S.W. study, advocacy for issues of social justice in social work practice, and academic research and service opportunities as inspired and guided by the Mercy core values and Critical Concerns.

## CSWE 2015 Educational Policy and Accreditation Standards

### The nine Social Work Competencies are listed below.

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

### Major Sequence

The B.S.W. student is required to take SO101, BI111, EN111 or EN221, MA103, PS111 or PS113, and either SP101/102, SP105/106, or one semester of intermediate Spanish. Spanish is required to fulfill the language requirement, however another language can be substituted with the approval of the department chairperson.

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: SW101, SW203, SW253, SW295, SW305, SW306, SW310, SW313, SW323, SW361, SW390, SW414, SW440, SW496, and SW497. The student must also choose two social work electives from SW213, SW220, SW240, SW251, SW265, SW466 or any gerontology selection.

Students must complete 57 credits in the department. BI111 must be taken before, or during the junior year. Those students who are interested in applying for the Baccalaureate Child Welfare Education Program (BCWEP) must take SW265 Child Welfare class as one of their social work electives. SW265 Child Welfare must be taken prior to or concurrently when applying for the BCWEP grant.

### 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

- SW101 Foundations of the Social Work Profession
- SW203 Introduction to Social Welfare
- SW253 Human Rights & Social Justice
- SW305/06 Human Behavior & the Social Environment I & II

### Electives

- SW213 Selected Topics in Social Work
- SW220 Human-Animal Bond
- SW240 Addictions
- SW251 Family Systems
- SW265 Child Welfare
- SW361 Mental Health (Required for social work majors)  
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. IH330 and IH335 may be taken as part of the minor.

## COURSES

### SW101 Foundations of the Social Work Profession 3 credits

This course will serve as an introduction to the profession of social work. Students will learn about the historical underpinnings of the profession as well as the myriad social systems that influence contemporary social work practice. This foundation course will familiarize students with the social, political, and economic factors that impact policy development. Students will begin to connect policy with practice and will develop an understanding that policy initiatives shape practice behavior. Upon completion of this course, students will begin to identify as a professional social worker and will be knowledgeable of the values, ethics, and principles embraced by the vocation. Students will develop the perception of social worker as an agent of change wherein our professional responsibility is grounded in advocacy for human rights and social justice for marginalized and oppressed people and communities.

### SW203 Introduction to Social Welfare 3 credits

The study of 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. Focuses on 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.

Prerequisite: SW101 or HRP111. Prerequisite or corequisite: SO101 or permission of the instructor.

### **SW213 Selected Topics in Social Work** 3 credits

This course gives the student the opportunity for intensive study of 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. Topics include: Spirituality of Self, Grant Writing, Forensic Social Work, Religion and Spirituality, Disaster Response, Spanish for Specialized Work Settings. Prerequisites designated by instructor.

### **SW220 Human-Animal Bond** 3 credits

The Human-Animal Bond is designed to help the student understand and appreciate the relationship between Homo sapiens and the animal kingdom. This course explores 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). Controversial issues of animal intelligence, animal consciousness, animal emotions, and animal rights are explored. The domestication of animals and their use as pets, therapeutic agents, and "workers" is highlighted within the debatable context of the biblical concept of "dominion." Within this arena, pet therapy and grieving the loss of pets are discussed. This course examines the unique capabilities of several species and in some instances addresses the manner in which said capabilities have benefited the human race. Finally, the course addresses 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 with emphasis on the biological, social, psychological, and environmental aspects. 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. It will concentrate on North American society and integrate comparative systems of global content. Areas included: 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. Special attention will be devoted to the role of women both past and present as well as a focus on minorities. Develop beginning skills for understanding

generalist practice with families. Emphasis will be given to Systems Theory and Family Systems theory.

### **SW253 Human Rights & Social Justice** 3 credits

SW253 is designed to provide a knowledge base in social and economic justice and the forces of oppression; the course explores how diversity characterizes and shapes the human experience and impacts the formation of identity. Areas of diversity include age, class, color, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. Content areas will focus on assisting the student to recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or enhance privilege and power. A history of the Universal Declaration of Human Rights and Gil's analysis of social action will be considered as the basis for a way to turn a concern for social justice into action. The student will gain knowledge about theories of justice and strategies to promote human and civil rights by reading/viewing historical practices of non-violent movements that have advanced social and economic justice. As a way of teaching how individuals may incorporate social justice practice into organizations, institutions, and society to ensure basic human rights, each student will be asked to complete a social action project as a way to understand how to turn a concern for social justice into action. This may be utilized as a Service Learning Component. Please see the instructor for additional information if you are interested in the Service Learning Component.

### **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: SW101 and SW203; may be taken concurrently with 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. Prerequisite: SW101; may be taken concurrently with SW101 or both SO101 and HRP111.

**SW305 Human Behavior & Social Environment I 3 credits**

Focuses on 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. The impact of biological, social, psychological and cultural systems will be explored as they affect and are affected by human behavior. Prerequisites: SO101, PS111/113, and BI111; SW305 may be taken concurrently with BI111. Offered each fall.

**SW306 Human Behavior & Social Environment II 3 credits**

This course focuses on 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. The impact of biological, social, psychological and cultural systems will be explored as they affect and are affected by human behavior. Prerequisites: SO101, PS111/113, and BI111. Offered each spring.

**SW310 Methods of Social Work Research 3 credits**

This course examines research methodology and the scientific, analytical approach to gaining knowledge. Evidence based practice is examined and students are taught to 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: SW101 and SW203; may be taken concurrently with SW203 or all of the following: SO101, PS111, and HRP111. 3 hours lecture and lab. Offered each spring.

**SW313 Social Work Practice I 3 credits**

This course will focus on the integration of theory and practice involved with intervention in groups, organizations, and communities. Generalist skills will be developed to contribute to group interaction, motivation, and overall development in the process of working with policy and program implementation, coordination of volunteers, fundraising, grant-writing, legislative testimony, marketing, working with community stakeholders and advisory boards, and needs assessments of program/agencies. Cultural competence and ethics will be integrated throughout the course. Prerequisites: SW101, SW203, SW253, and SW295; SW203 and SW253 may be taken concurrently with SW313. Must be taken concurrently with SW390. Offered each 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.—that 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 over-riding theme of striving for social justice locally and globally. Prerequisite: SW203. Must be taken concurrently with SW414 and SW496. Offered each fall.

**SW361 Mental Health 3 credits**

This course is designed to introduce the student to the variation in definitions of mental disorders as a result of intrasocietal differences and cross-cultural distribution of health and illness. Patterns and consequences of oppression and discrimination will be emphasized with special reference to ecological distribution of mental disorders, remedial opportunities, intrasocietal differences in the incidence of illness, and the seeking and response to intervention. This course builds on the student's understanding of human development and the social environment. Prerequisites: SW101, SW305, and SW306 or permission of the instructor; may be taken concurrently with SW101 and SW305. Offered each fall.

**SW390 Macro Junior Field Education 3 credits**

This course provides the student with 125 hours of supervised experience in a social service agency performing all duties and responsibilities of the entry level generalist social worker with various systems (groups, organizations, and communities) and preparation for professional responsibility in SW496, SW497, Senior Field Education. A weekly two hour Integration Seminar is held in conjunction with SW390 to integrate classwork with field experience and to develop beginning social work skills. Prerequisites: SW101, SW203, SW253, SW295, SW305, and SW306; must be taken concurrently with SW313; and may be taken concurrently with SW203, SW253, and SW306. Any professor who finds the student's writing to be inadequate will inform the student that a referral to the Writing Center will be made. The student must attend appropriate sessions at the Writing Center and provide the Social Work Department Chair with evidence of having completed recommended writing sessions. The student must have an overall cumulative grade point average of 2.5. Offered each spring.

**SW414 Social Work Practice II 3 credits**

A continuation of SW313, the focus on the course will be the advancement of the knowledge, skills, and value of service delivery and accountability to individuals, families, and groups. 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) will be integrated throughout the

course as will the client systems' strengths and resources using social systems theory. HBSE, P.I.E., social welfare policy, disability, and diversity will be included as they translate to generalist social work practice. Prerequisite: SW313. Must be taken concurrently with SW323 and SW496. Offered each fall.

**SW440 Advanced Policy & Social Work Practice** 3 credits

This is a course designed to offer the student a theoretical base of knowledge to understand the role of the professional social worker as an advocate and change agent working towards the goal of social justice. The concept of advocacy is applied to individual and family work, agency policy, community organization and legislative considerations. Students will integrate group dynamic theory and apply this practice into group facilitation. Appropriate social work skills are taught to empower the student to translate theoretical knowledge into social work practice. Prerequisites: SW323. Must be taken concurrently with SW497. Offered each 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 with permission of instructor.

**SW496 Senior Field Education in Social Work** 6 credits

Provides the student with the opportunity to 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 two hour integration seminar is held in conjunction with the field placement to discuss practical experience and to develop advanced social work knowledge, values, and skills. The course is open to seniors only and fulfills senior capstone experience. Prerequisites: SW390. Any professor who finds the student's writing to be inadequate will inform the student that a referral to the Writing Center will be made. The student must attend appropriate sessions at the Writing Center and provide the Department of Social Work chair with evidence of having completed recommended writing sessions. A 2.5 average in major courses must have been achieved. Must be taken concurrently with SW323 and SW414. Offered each fall.

**SW497 Advanced Senior Field Education in Social Work** 6 credits

A continuation of SW496, SW497 provides the student with the opportunity to 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 two-hour integration seminar is held in conjunction with the field placement to discuss practical experience and to develop advanced social work knowledge, values, and skills. The course is open to seniors only and fulfills senior capstone experience. Prerequisites: 2.5 average in major courses and successful completion of SW496. Must be taken concurrently with SW440. Offered each spring.

**Gerontology**

**GP207 Psycho-Social Aspects of Aging** 3 credits

This course is designed to deal with the well-being of older persons and will provide students with an understanding of the roles and status of older people in our society. Theories of aging will be discussed along with the psychosocial, ecological and political implications of current theories. The course will 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 & 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 & Aging** 3 credits

This course will examine the aging process through the course of later life. Structural, functional and biochemical changes will be examined along with physiological theories of aging. Class will 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

This course will 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.

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## SOCIOLOGY & ANTHROPOLOGY

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 Sequence in Anthropology

The requirements for the anthropology minor are AN111, AN112, and four anthropology electives.

## COURSES

### Sociology

#### **SO101 Principles of Sociology** 3 credits

An introduction to the study of society; emphasizes the basic social structure and processes of group living. Included are analysis of culture, socialization, control and deviance, organizations, power, stratification and social change. This course is a prerequisite for advanced courses in sociology and should be taken in freshman or sophomore year by those planning advanced work in the discipline.

#### **SO200/CJ200 Theories of Crime** 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. Prerequisites: CJ111 and SO101, or permission of instructor.

#### **SO201 Social Statistics** 3 credits

An introductory course in statistical methods of data analysis relevant to the social sciences, intended to develop students as informed and critical consumers of social science research with an emphasis on application to criminological and sociological issues. Prerequisites: MA103 and SO200.

#### **SO304/AN304 Globalization & Sustainability** 3 credits

This course addresses 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. It addresses 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.

#### **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.

### Anthropology

#### **AN111 Physical Anthropology & Archaeology** 3 credits

An introduction to the field of physical anthropology. The course 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. The course also examines the politics of race and popular culture as they pertain to physical anthropology.

#### **AN112 Cultural Anthropology** 3 credits

An introduction to cultural anthropology. The course looks at the history of anthropology as a discipline and the methods anthropologists use to study culture. Students are introduced to the global range of the kinship and family structures, art, religion, political organization and economics of cultures around the world.

#### **AN220 Selected Topics in Anthropology** 3 credits

Gives the student the opportunity to explore the various areas of anthropology in depth. Specific areas of analysis will be based on student interest. The course 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 in the course, and new research that looks at the impact of the built environment and the politics of space is also examined. Prerequisite: AN112 or permission of instructor.

**AN304/SO304 Globalization & Sustainability 3 credits**

This course addresses 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. It addresses 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.

**AN312 Native Cultures of North America 3 credits**

An historical and contemporary analysis of Native Americans in North America. This course is 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.

**AN370 Women & Work 3 credits**

This course will examine the meaning of paid work in women's lives. Specific topics examined will 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. This course is 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 lecture. 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**

This course is designed specifically for students completing internships in NGOs outside the United States, or in indigenous communities in North America. The goals and objectives of the course/internship 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.

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## 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****Program Student Learning Outcomes**

Upon successful completion of the program of studies for Spanish, the student will receive a B.A. in Spanish and will have given evidence of the following outcomes and goals:

- Perform literary analysis in the target language with appropriate bibliography and MLA citations.
- Create written discourse at an advanced low level on the ACTFL scale.
- Demonstrate cultural competency in Latin American, Spanish, or Latino/a cultures.
- Identify, analyze, and critique social, political, and economic hierarchies grounded in race, ethnicity, gender, sexuality, class, and nationality.

**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 & Literature

**Civilization and Culture (3 credits minimum)**

- SP415 Spanish Civilization
- SP418 Latin America: Past & Present
- SP419 Contemporary Latin American Culture

**Literature & 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 advisor 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, an Oral Proficiency Interview (OPI), minimum score: Advanced Low and the edTPA, a teaching portfolio that includes the demonstration of the successful application of language acquisition pedagogy along with best teaching practices.

**Minor Sequences**

Due to the increasingly global nature of our world, students are encouraged to consider either a modern language minor in Spanish or an interdisciplinary minor in Latina/o and Caribbean Studies.

The minor in Spanish requires 18 credits taken at the 200 level or above in the target language.

**LATINO BUSINESS STUDIES**

The B.A. in Latino 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.

**Program Student Learning Outcomes**

Upon completion of the Latino Business Studies degree program, students should be able to:

- Demonstrate academic excellence in the major fields of Spanish and Business.
- Speak and write in Spanish at an advanced level of proficiency.
- Demonstrate cultural competency in Spanish-speaking countries.
- Understand the current business environment in both the United States and a Spanish-speaking culture
- Identify ethical business behavior.

The program includes 33 credits in business, including 18 credits of foundational courses, plus 15 business credits approved by the chair of the Department of Business, Accounting, and Economics. Students are encouraged to complete some or all of these 15 credits at approved study abroad locations in Spanish-speaking countries. 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:

**33 credits in Business:**

- AC476 Survey of Accounting (or both AC171 Principles of Financial Accounting and AC172 Principles of Managerial Accounting) (3)
- EC476 Economic Survey (or both EC181 Principles of Macroeconomics and EC182 Principles of Microeconomics) (3)
- BU476 Statistical Analysis (or BU221 Business Statistics & Probability) (3)
- BU477 Marketing Fundamentals (or BU241 Principles of Marketing) (3)
- BU478 Principles of Management (or BU213 Management Theory & Organizational Behavior) (3)
- BU479 Principles of Finance (or BU335 Financial Management I) (3)

Plus 15 business credits approved by the chair of the Department of Business, Accounting, and Economics.

Students are encouraged to complete some or all of these 15 credits at approved study abroad locations in Spanish-speaking countries.

### 33 credits at GCU in Spanish

- SP310 Spanish Around the World (3)
- SP312 Modern Hispanic Cinema (3)
- SP322 Spanish for Careers in Business (3)
- SP345 Advanced Language Study I (3)
- SP346 Advanced Language Study II (3)
- SP350 Hispanic Women in Life & Literature (3)

### Civilization and Culture

- SP418 Latin America: Past & Present (3)
- SP419 Contemporary Latin American Culture (3)

### Literature and Literary Analysis

- SP425 Mosaics of Hispanic American Literature I (3)
- SP426 Mosaics of Hispanic American Literature II (3)

### Capstone Course

- SP450 Literary Seminar (3)

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 Topics in Postcolonial Literature
- EN375 Natives & Strangers: Multi-Ethnic Literature of the U.S.
- EN418 African Diaspora
- HST330 America & the World: U.S. Foreign Relations Since 1898
- HST343 Atlantic World 1400–1850
- HST350 Colonial Latin America
- HST351 Modern Latin America
- HST352 History of Mexico
- HST390 Special Topics in History (when appropriate)

- MU215 World Music
- PL130 Philosophy of the Arts
- SP212 Cultural Identity & Diversity in the Hispanic World
- SP310 Spanish Around the World
- SP312 Modern Hispanic Cinema
- SP350 Hispanic Women in Life & Literature
- SP419 Contemporary Latin American Culture
- SP450 Literary Seminar
- SW253 Human Rights and Social Justice

## COURSES

### Chinese

#### CN110 & 111 Chinese Culture I & II 3–6 credits

These are introductory level courses designed for those who are interested in learning about Chinese language, culture, history, thought and literature from the beginning to the 21<sup>st</sup> century. The course intends to develop the student's understanding of pre-modern and contemporary Chinese philosophical thought, culture, society, politics and economy through secondary readings and translation of original Chinese documents. It also provides students with opportunities to learn the basic syntactic structures and grammar of the Chinese language and obtain basic skills to be independent and confident learners of Chinese. 1 hour lecture, 1 hour laboratory resources. 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. FR102 has FR101 as a prerequisite.

#### 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 for FR201: FR102 or qualifying test. One year. FR202 has FR201 as a prerequisite.

### 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. ITA102 has ITA101 as a prerequisite.

#### 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. ITA202 has ITA201 as a prerequisite.

**ITA211, 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 for ITA211: ITA202 or the equivalent. One year. ITA212 has ITA211 as a prerequisite.

**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 and SP102 may not register for SP105 and SP106.

**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. 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, but not limited to the medical field, pastoral ministry, social work, 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 or permission of the chair. Offered each fall.

**SP212 Cultural Identity & Diversity in the Hispanic World** 3 credits

Exploration of 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 each 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 on 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 for SP221: SP211 or SP212 or equivalent or permission of the instructor. One year. SP222 has SP221 or permission of the instructor as a prerequisite.

**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 for SP301: SP211 and SP212, or the equivalent or permission of the chair. One year. Prerequisite for SP302: SP301 or permission of the department chair.

**SP310 Spanish Around the World** 3 credits

A cross-disciplinary study of Spanish around the world, encompassing selected historical, sociological, religious, political, educational, and artistic aspects of the language. Readings and projects in Spanish for Spanish majors, minors, and heritage speakers, and in English for other students. Taught in English or Spanish, depending on enrollment.

**SP312 Modern Hispanic Cinema** 3 credits

Films will be “read” as texts that mirror modern Hispanic society. Analysis, discussion and writing 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 & Education** 3 credits

Analysis of career-related case studies that focus on individual, family and community concerns. Reading and discussion on current issues in these fields. Visits to agencies or schools that serve the Hispanic community. Prerequisite: SP211 and SP212, or equivalent or permission of the chair.

**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. Special focus 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 or permission of the chair.

**EN291/SP331 Label Me Latin: Negotiating Self & Nation in Latinx Literature** 3 credits

This course is an interdisciplinary introduction to the study of Latina/o/x/s in the United States. We examine U.S.-based arguments supporting and contesting the use of “Latino/a” and “Hispanic” as ethnic-racial-classist terms uniting all of the diverse U.S. Latin@ communities. We examine the ways in which U.S. Latina/o/x/s have constructed identities within the dominant as well as counter cultural registers. From a queer studies perspective, we examine how the work of queer and feminist Latinx cultural theorists questions and challenges how they are portrayed by the mainstream. Written assignments in Spanish for Spanish majors/minors, Latino Caribbean Studies minors, and in English for other students. Taught in English. Prerequisite: EN111 or equivalent or EN221.

**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 for SP345: SP212 or permission of the chair. One year. Prerequisite for SP346: SP345 or permission of the department chair.

**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 and SP222 or equivalent or permission of the chair. 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 21<sup>st</sup> 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 or permission of the chair.

**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 for SP405: Two courses from this list: SP312, SP345, SP346, SP350 prior to or with permission from the instructor. Prerequisite for SP406: SP405 or permission of 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. 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.

**WLC210 World Language and Culture Abroad** 1–6 credits

Offered either in English or in the target language. Ask instructor before enrolling. This course is designed to offer students a unique opportunity to study abroad concentrating on world cultures and languages around the globe. Students will travel abroad to experience the language and culture of the country first hand. Each trip is supplemented by class lectures that can take place on campus, in the U.S. before departing or during the trip, or both. Ask instructor before enrolling. The topics discussed during class lectures may cover language grammar, information about the particular country visited, such as history, art, music, religion, architecture, education, and cross-cultural communication. Particular attention will be

paid to different aspects of the culture and the basics and specifics of the language. Students will apply what they learned to the trip and complete academic assignments as determined by the instructor. Each week of stay (approximately 15 hours of classroom instruction, local field work, excursions, and visits) will award 1 credit. This class cannot be taken for more than 6 credits. This course does NOT satisfy the Modern Language; Culture; Global Studies General Education requirement.

Prerequisites: Permission from instructor. Fees for travel will apply. Applicable to the International Area Studies minor, as well as Experiential Learning requirement.

### **WLC215 World Language & Culture**

#### **Experience Abroad**    *3 credits*

Offered in the target language. This course is designed to offer students a unique opportunity to study abroad concentrating on world cultures and languages around the globe. Students will travel abroad to experience the language and culture of the country first-hand. Each trip is supplemented with at least a week of class lectures that can take place either on campus, in the U.S., before departing or during the trip, or both. Ask instructor before enrolling. The topics discussed during class lectures may cover language grammar, information about the particular country visited such as history, art, music, religion, architecture, education, and cross-cultural communication. Particular attention will be given to different aspects of the culture and the basics and specifics of the language. Students will apply what they learned to the trip and complete academic assignments as determined by the instructor. This course satisfies the Modern Language; Culture; Global Studies General Education requirement. Prerequisites: Permission from instructor. Fees for travel will apply. Applicable to the International Area Studies minor, as well as Experiential Learning requirement.

## VIII: SCHOOL OF BUSINESS & DIGITAL MEDIA

The School of Business and Digital Media consists of two departments: Business Administration and Communication, Graphic Design, and Multimedia.

The mission of the School of Business and Digital Media is to provide undergraduate and graduate students a meaningful learning experience through a viable curriculum, effective teaching and individual advisement. The School of Business and Digital Media 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.

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### BUSINESS ADMINISTRATION

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Department of Business Administration offers five undergraduate degrees:

- Bachelor of Science in Business Administration
- Bachelor of Science in Accounting
- Bachelor of Science in Finance
- Bachelor of Science in Management
- Bachelor of Science in Marketing

Also available is a sixth, interdisciplinary undergraduate degree: the Bachelor of Arts in Latino Business Studies. Students may only double major in two majors offered by the Department of Business Administration if they take 30 unique credits for each major. These credits must be approved by the program coordinator and department chair.

The Department of Business Administration also offers minors in Accounting, Business Administration, Economics, Finance, Management, Marketing, Social Media Marketing, and Sports Management. Students also have the opportunity to earn a GCU Certificate in International Business. Students majoring in a business discipline may minor in another business discipline by taking 15 unique credits in the new discipline. These credits must be approved by the program coordinator and department chair.

**When reviewing 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.

### Program Student Learning Outcomes

Upon successful completion of one of the six business degree programs, students will have given evidence of the following outcomes and goals:

- Effective oral and written business communication skills
- Overall understanding of business concepts including accounting, economics, finance, management, and marketing
- Proficient participation in collaborative activities and teamwork
- Ability to articulate ethical business behavior
- Career goals through internship and reflection
- Competence in using data and technology as a business tool

### ACCOUNTING

#### Major Sequence

To earn a Bachelor of Science in Accounting, students must successfully complete 120 credits which include 66 credits in accounting, business, and economics coursework as follows:

#### Business Core Courses

- AC171 Principles of Financial Accounting (3)
- AC172 Principles of Managerial Accounting (3)
- EC181\* Principles of Macroeconomics (3)
- EC182\* Principles of Microeconomics (3)
- IS224 Introduction to Business Analytics (3)
- BU121\*† Quantitative Business Concepts (3)
- BU211 Business Law (3)
- BU213 Management Theory & Organizational Behavior (3)
- BU221 Business Statistics & Probability (3)
- BU241 Principles of Marketing (3)
- BU335 Financial Management I (3)
- BU491 Business Strategies & Policy (3)
- BU450 Internship & Career Preparation (1)
- BU451 Internship (2+)

\*Course may also satisfy a General Education requirement.

†BU121 may be waived if the student has achieved a B or better in MA107, MA109, MA110, or MA115.

#### Accounting Major Courses

- AC272 Intermediate Accounting I (3)
- AC273 Intermediate Accounting II (3)
- BU319\* Business & Professional Ethics (3)
- AC371 Accounting Information Systems (3)

- AC372 Cost Accounting & Budgetary Control (3)
- AC471 Individual Federal Taxation (3)
- AC472 Entity Federal Taxation (3)
- AC473 Fund & Advanced Accounting (3)
- AC478 Auditing with Data Analytics (3)

\*Course may also satisfy a General Education requirement.

### Minor Sequence

The **Minor in Accounting** requires 18 credits from:

- AC171 Principles of Financial Accounting (3)
- AC172 Principles of Managerial Accounting (3)
- AC272 Intermediate Accounting I (3)
- AC273 Intermediate Accounting II (3)
- AC471 Individual Federal Taxation (3)

Select one of the following:

- AC371 Accounting Information Systems (3)
- AC472 Entity Federal Taxation (3)
- AC473 Fund & Advanced Accounting (3)

## BUSINESS ADMINISTRATION

### Major Sequence

To earn a Bachelor of Science in Business Administration, students must successfully complete 120 credits which include 48 credits in accounting, business, and economics coursework as follows:

- AC171 Principles of Financial Accounting (3)
- AC172 Principles of Managerial Accounting (3)
- EC181\* Principles of Macroeconomics (3)
- EC182\* Principles of Microeconomics (3)
- IS224 Introduction to Business Analytics (3)
- BU121\*† Quantitative Business Concepts (3)
- BU211 Business Law (3)
- BU213 Management Theory & Organizational Behavior (3)
- BU221 Business Statistics & Probability (3)
- BU241 Principles of Marketing (3)
- BU242 Managerial Communications (3)
- IS320 Management Information Systems (3)
- BU335 Financial Management I (3)
- BU411 Human Resource Management (3)
- BU450 Internship & Career Preparation (1)
- BU451 Internship (2+)
- BU491 Business Strategies & Policy (3)

\*Course may also satisfy a General Education requirement.

†BU121 may be waived if the student has achieved a B or better in MA107, MA109, MA110, or MA115.

### Optional Concentrations

Students in the B.S. in Business Administration program may choose to complete a concentration in Health Care Administration or Sports Management; each consists of 12 credits as follows:

### Health Care Administration Concentration

- HRP111 Introduction to Health Science (3)
- BU381 Health Care Management (3)
- BU383 Health Care Information Systems & Analytics (3)
- BU482 Health Care Financial Management (3)

### Sports Management Concentration

- BU371 Principles of Sports Management (3) or ES325 Wellness Program Management
  - BU373 Sports Marketing (3)
  - BU375 The Business of Sports in Society (3)
  - BU376 Special Events Management (3)
- ES315 Sports in Society can be substituted for any of the courses in the Sports Management Concentration.

### Minor Sequences

The **Minor in Business Administration** requires 18 to 24 credits from:

- AC476 Survey of Accounting (3) or both AC171 Principles of Financial Accounting (3) and AC172 Principles of Managerial Accounting (3)
- BU476 Statistical Analysis (3) or BU221 Business Statistics & Probability (3)
- BU477 Marketing Fundamentals (3) or BU241 Principles of Marketing (3)
- BU478 Principles of Management (3) or BU213 Management Theory & Organizational Behavior (3)
- BU479 Principles of Finance (3) or BU335 Financial Management I (3)
- EC476 Economic Survey (3) or both EC181 Principles of Macroeconomics (3) and EC182 Principles of Microeconomics

The **Minor in Sports Management** requires 18 credits from:

- BU213 Management Theory & Organizational Behavior (3)
- BU241 Principles of Marketing (3)
- BU371 Principles of Sports Management (3) or ES325 Wellness Program Management (3)
- BU373 Sports Marketing (3)
- BU375 The Business of Sports in Society (3)
- BU376 Special Events Management (3)
- ES315 Sports in Society

## FINANCE

### Major Sequence

To earn a Bachelor of Science in Finance, students must successfully complete 120 credits which include 60 credits in accounting, business, and economics coursework as follows:

#### Business Core Courses

- AC171 Principles of Financial Accounting (3)
- AC172 Principles of Managerial Accounting (3)
- EC181\* Principles of Macroeconomics (3)
- EC182\* Principles of Microeconomics (3)
- IS224 Introduction to Business Analytics (3)
- BU121\*† Quantitative Business Concepts (3)
- BU211 Business Law (3)
- BU213 Management Theory & Organizational Behavior (3)
- BU221 Business Statistics & Probability (3)
- BU241 Principles of Marketing (3)
- BU242 Managerial Communications (3)
- IS320 Management Information Systems (3)
- BU335 Financial Management I (3)
- BU450 Internship & Career Preparation (1)
- BU451° Internship (2+)
- BU491 Business Strategies & Policy (3)

\*Course may also satisfy a General Education requirement.

†BU121 may be waived if the student has achieved a B or better in MA107, MA109, MA110, or MA115.

°A Finance student is required to identify and search for internship opportunities in Finance.

#### Required Finance Courses

- BU434 Investment Analysis (3)
- EC382 International Finance & Economics (3)
- EC482 Financial Markets & Institutions (3)

#### Elective Finance Courses

Students must choose two from:

- AC471 Individual Federal Taxation (3)
- AC472 Entity Federal Taxation (3)
- BU319\* Business & Professional Ethics (3)
- BU321 Electronic Commerce (3)
- BU336 Financial Management II (3)
- EC383 Labor Economics (3)
- EC481 Comparative Economic Systems (3)

\*Course may also satisfy a General Education requirement.

### Minor Sequence

The **Minor in Finance** requires 18 credits from:

- AC476 Survey of Accounting (3), or both AC171 Principles of Financial Accounting (3) and AC172 Principles of Managerial Accounting (3)

- EC476 Economic Survey (3), or EC180 Contemporary Economics (3), or both EC181 Principles of Macroeconomics (3) and EC182 Principles of Microeconomics (3)

- BU335 Financial Management I (3)
- BU434 Investment Analysis (3)
- EC482 Financial Markets & Institutions (3)

Select one of the following:

- AC471 Individual Federal Taxation (3)
- BU319 Business & Professional Ethics (3)
- BU336 Financial Management II (3)
- EC382 International Finance & Economics
- EC383 Labor Economics (3)
- EC481 Comparative Economic Systems (3)

## MANAGEMENT

### Major Sequence

To earn a Bachelor of Science in Management, students must successfully complete 120 credits which include 60 credits in accounting, business, and economics coursework as follows:

#### Business Core Courses

- AC171 Principles of Financial Accounting (3)
- AC172 Principles of Managerial Accounting (3)
- EC181\* Principles of Macroeconomics (3)
- EC182\* Principles of Microeconomics (3)
- IS224 Introduction to Business Analytics (3)
- BU121\*† Quantitative Business Concepts (3)
- BU211 Business Law (3)
- BU213 Management Theory & Organizational Behavior (3)
- BU221 Business Statistics & Probability (3)
- BU241 Principles of Marketing (3)
- BU242 Managerial Communications (3)
- IS320 Management Information Systems (3)
- BU335 Financial Management I (3)
- BU450 Internship & Career Preparation (1)
- BU451° Internship (2+)
- BU491 Business Strategies & Policy (3)

\*Course may also satisfy a General Education requirement.

†BU121 may be waived if the student has achieved a B or better in MA107, MA109, MA110, or MA115.

°A Management student is required to identify and search for internship opportunities in Management.

#### Required Management Courses

- BU317 Organizational Behavior (3)
- BU417 Production & Operations Management (3)
- BU428 Project Management—Planning & Control (3)

## Elective Management Courses

Students must choose two from:

- BU314 Entrepreneurship (3)
- BU318 Women's Leadership Styles (3)
- BU319\* Business & Professional Ethics (3)
- BU321 Electronic Commerce (3)
- BU371 Principles of Sports Management (3)
- BU376 Special Events Management (3)
- BU411 Human Resource Management (3)
- BU413 Seminar in Business Administration (3)
- BU414 The Global Business Environment (3)
- BU442 Research Skills for Management & Marketing (3)
- IS422 Enterprise Cybersecurity (3)

\*Course may also satisfy a General Education requirement.

## Minor Sequences

The **Minor in Management** requires 18 credits from:

- BU213 Management Theory & Organizational Behavior (3)
- BU242 Managerial Communications (3)
- BU317 Organizational Behavior (3)
- BU321 Electronic Commerce (3)
- BU411 Human Resource Management (3)
- BU417 Production & Operations Management (3)

## MARKETING

### Major Sequence

To earn a Bachelor of Science in Marketing, students must successfully complete 120 credits which include 60 credits in accounting, business, and economics coursework as follows:

### Business Core Courses

- AC171 Principles of Financial Accounting (3)
- AC172 Principles of Managerial Accounting (3)
- EC181\* Principles of Macroeconomics (3)
- EC182\* Principles of Microeconomics (3)
- IS224 Introduction to Business Analytics (3)
- BU121\*† Quantitative Business Concepts (3)
- BU211 Business Law (3)
- BU213 Management Theory & Organizational Behavior (3)
- BU221 Business Statistics & Probability (3)
- BU241 Principles of Marketing (3)
- BU242 Managerial Communications (3)
- IS320 Management Information Systems (3)
- BU335 Financial Management I (3)
- BU450 Internship & Career Preparation (1)
- BU451° Internship (2+)
- BU491 Business Strategies & Policy (3)

\*Course may also satisfy a General Education requirement.

†BU121 may be waived if the student has achieved a B or better in MA107, MA109, MA110, or MA115.

°A Marketing student is required to identify and search for internship opportunities in Marketing.

## Required Marketing Courses

- BU341 Consumer Behavior (3)
- BU342 Principles of Advertising & Public Relations (3)
- BU442 Research Skills for Management & Marketing (3)

## Elective Marketing Courses

Students must choose two from:

- BU321 Electronic Commerce (3)
- BU343 Sales & Sales Management (3)
- BU346 Social Media Marketing (3)
- BU373 Sports Marketing (3)
- BU414 The Global Business Environment (3)
- BU441 Public Relations (3)

## Minor Sequences

The **Minor in Marketing** requires 18 credits from:

- BU241 Principles of Marketing (3)
- BU341 Consumer Behavior (3)
- BU442 Research Skills for Management & Marketing (3)

Select three of the following:

- BU321 Electronic Commerce (3)
- BU342 Principles of Advertising & Public Relations (3)
- BU346 Social Media Marketing (3)
- BU373 Sports Marketing (3)
- BU441 Public Relations (3)

The **Minor in Economics** requires 18 credits from:

- EC180 Contemporary Economics (3)
- EC382 International Finance & Economics (3)
- EC383 Labor Economics (3)
- EC481 Comparative Economic Systems (3)
- EC482 Financial Markets & Institutions (3)
- EC483 Special Study in Economics (3)

## Social Media Marketing

This 18-credit minor challenges students to take an in-depth look at today's constantly evolving world of social media and how theories can be applied to target and attract online communities and spread messaging to a new group of customers. The minor combines social media theories and practice with traditional marketing strategies to provide students with knowledge and skills for today's new user-driven marketplace while also teaching students the essential skills of writing for online media, e-commerce, communications, and graphic design.

## Minor Sequence

The minor has 12 credits of required courses and 6 credits of elective courses.

### Required Courses (12 credits)\*

- BU241 Principles of Marketing (3)
- BU321 Electronic Commerce (3)
- BU346 Social Media Marketing (3)
- CM225 Transmedia Storytelling (3)

### Elective Courses (6 credits minimum)

- EN230 Writing on the Web (3)
- EN250 The Power of Grammar (3)
- BU441 Public Relations\*\* (3)
- CM110 Communication Revolutions (3)
- CM220 Public Relations\*\* (3)
- CM341 Public Relations Writing (3)
- GD113 Computer Graphics (3)
- GD322 Web Design I (3)
- GD422 Web Design 2 (3)
- BU450/451 or CM370 or EN405 Internship—taken only after completing other minor requirements.

\*If a required course for the minor is also a required course for the student's major, a replacement course for that required course must be selected from the elective course list.

\*\*Student may take EITHER BU441 OR CM220 but not both.

## Certificate in International Business

This interdisciplinary program encompasses business, international studies, foreign languages and recommended General Education courses. The requirements are:

- Completion of a study abroad or faculty-led travel experience and a reflection paper or digital story on the impact of the experience on the student
- Proficiency in a foreign language as determined by the Department of World Languages and Cultures or 9 credits above the intermediate level
- EC180 Contemporary Economics or EC181 Principles of Macroeconomics
- EC382 International Finance & Economics
- BU213 Management Theory & Organizational Behavior
- BU414 The Global Business Environment
- A non-business 200+ level course in an international subject from world languages and cultures, art, history, geography, English, music, sociology, anthropology, or others selected in conjunction with the Department of Business Administration chair.

## LATINO BUSINESS STUDIES

The B.A. in Latino 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.

### Program Student Learning Outcomes

Upon completion of the Latino Business Studies degree program, students should be able to:

- Demonstrate academic excellence in the major fields of Spanish and Business.
- Speak and write in Spanish at an advanced level of proficiency.
- Demonstrate cultural competency in Spanish-speaking countries.
- Understand the current business environment in both the United States and a Spanish-speaking culture
- Identify ethical business behavior.

## Major Sequence

The program includes 33 credits in business, including 18 credits of foundational courses plus 15 business credits approved by the chair of the Department of Business Administration. Students are encouraged to complete some or all of these 15 credits at approved study abroad locations in Spanish-speaking countries. 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:

### 33 credits in Business

- AC476 Survey of Accounting (or both AC171 Principles of Financial Accounting and AC172 Principles of Managerial Accounting) (3)
- EC476 Economic Survey (or both EC181 Principles of Macroeconomics and EC182 Principles of Microeconomics) (3)
- BU476 Statistical Analysis (or BU221 Business Statistics & Probability) (3)
- BU477 Marketing Fundamentals (or BU241 Principles of Marketing) (3)
- BU478 Principles of Management (or BU213 Management Theory & Organizational Behavior) (3)
- BU479 Principles of Finance (or BU335 Financial Management I) (3)

Plus 15 business credits approved by the chair of the Department of Business Administration. Students are encouraged to complete some or all of these 15 credits at approved study abroad locations in Spanish-speaking countries.

### 33 credits at GCU in Spanish

- SP310 Spanish Around the World (3)
- SP312 Modern Hispanic Cinema (3)
- SP322 Spanish for Careers in Business (3)
- SP345 Advanced Language Study I (3)
- SP346 Advanced Language Study II (3)
- SP350 Hispanic Women in Life & Literature (3)

### Civilization & Culture

- SP418 Latin America: Past & Present (3)
- SP419 Contemporary Latin American Culture (3)

### Literature and Literary Analysis

- SP425 Mosaics of Hispanic American Literature I (3)
- SP426 Mosaics of Hispanic American Literature II (3)

### Capstone Course

- SP450 Literary Seminar (3)

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 Department of Business Administration offers select students majoring in Accounting, Business Administration, Finance, Management, or Marketing at Georgian Court University the opportunity to apply for admission to the traditional M.B.A. program after completing 75 credits and at least three-fourths of the required business and accounting courses. For

acceptance, students:

- Complete a Graduate Application.
- Have an overall GPA of 3.5 or higher and 3.5 in the major program\*.
- Provide one letter of recommendation from the Department of Business Administration faculty attesting to the ability of the student to succeed in the program.
- Complete an interview with the M.B.A. program director.
- Complete the Required Core Competency courses or the matching undergraduate courses with a grade in each course of B (3.0) or higher.

Students meeting the above criteria will be accepted into the M.B.A. program without taking the GMAT and may take as many as four M.B.A. courses (12 credits) upon completing 90 undergraduate credits; that is, while they are still undergraduate students. While acceptance into the M.B.A. program is assured, that acceptance is deferred until the undergraduate degree is conferred. The M.B.A. course selected while still an undergraduate student should be taken after the appropriate undergraduate course is completed. The B.S./M.B.A. program requires students to complete all the undergraduate and graduate degree requirements.

\*The M.B.A. director may allow for a lower GPA when a student has shown dramatic improvements in their sophomore and junior years or if they have significant course credits due to transfer or change of major.

### 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). The CPA exam requirement of 150 credits can also be accommodated for motivated students who take a full load of 18 credits per semester and 6 credits in a summer. Note that this is not a requirement of the accounting major.

### GENERAL REQUIREMENTS

- A minimum overall grade point average (GPA) of 2.3 and a minimum major GPA of 2.3 is required to remain in the Business Administration or Accounting programs beyond the end of the sophomore year.
- A GPA of 2.5 for all major courses is 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 chair of the Department of Business Administration, with approval

of the dean, may waive, substitute, or allow a student to take a CLEP or DANTES 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 Department of Business Administration.

## **SCHEDULING CONSTRAINTS**

While courses are available to all students in the Department of Business Administration, 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 Department of Business Administration 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 Financial Accounting 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 goods sold; and accounting for cash, receivables, and fixed assets.

#### **AC172 Principles of Managerial Accounting 3 credits**

Study and apply managerial accounting processes and applications, the need for cost accounting systems, and job order accounting and process costing and how they differ. Includes cost volume profit, break-even analysis, presentation of budgets, performance reports and variances, and management accounting reporting. Prerequisite: AC171.

#### **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 AC171 and AC172.

#### **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 AC272.

#### **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: AC171 and AC172.

#### **AC471 Individual Federal Taxation 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 AC171 and AC172.

#### **AC472 Entity Federal Taxation 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: AC471.

#### **AC473 Fund & Advanced Accounting 3 credits**

An examination of the accounting used by governmental and not-for-profit organizations as well as advanced accounting topics. The course covers governmental funds, government budgets and encumbrance accounting as well as other related GASB and GAAP accounting and reporting. Included in the course is not-for-profit accounting with a focus on service organizations, charities, health care, religious organizations, and similar organizations. Advanced accounting topics include a focus on business combinations and consolidations, as well as other relevant advanced topics in accounting, including IFRS. Prerequisites: AC272 and AC273.

**AC476 Survey of 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 in the accounting, business administration, management, marketing, and finance majors.

**AC478 Auditing with Data Analytics 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, and data analytic software are employed. The topics of professional ethics and legal liability are also presented. Prerequisites: AC272 and AC273.

**Business Administration****BU114 Introduction to Business & 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 income taxes, bank rates for student loans, personal loans, mortgages and deposits, personal investments, automobile and health insurances.

**BU211 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.

**BU213 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.

**BU221 Business Statistics & 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.

**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.

**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: BU213.

**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**

The course is a study of ethical behavior in business, and establishes the philosophical foundation of moral reasoning and ethical judgment. It examines moral theories and approaches to business ethics, and applies a conceptual construct in the analysis and discussion of selected case studies and current corporate issues. It provides students with the general ethical underpinning of professional conduct, and prepares them to understand the codes and rules of their own profession. Emphasis will be placed on a team approach to problem-solving, as well as active class participation and regular written assignments. Prerequisites: 3 credits as required to meet the current General Education requirements in either philosophy or religious studies.

**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.

**BU325 Sustainable Business: Theories, Practices & Strategy 3 credits**

This course is to provide an introduction to the theory, practice and strategy of sustainable business including the environmental, economic and equity impacts. The study will include the roles of senior management, local businesses, multinational corporations, NGOs, sovereign rights through governments, and corporate social responsibility in the process of sustainability. Prerequisite: EC180, EC181, or EC182.

**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: AC171, AC172, and BU213 (which may be taken concurrently).

**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. Prerequisite: 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.

**BU346 Social Media Marketing** 3 credits

Social media represents one of the most significant changes in consumer media behavior in history, resulting in fundamental shifts in the way marketers communicate and interact with consumers. This course provides an introduction to the social media marketing process and the associated platforms entailing websites, blogs, and mobile applications. Students will obtain the practical knowledge and insights required to establish objectives and strategies, properly select the social media platforms to engage consumers and monitor and measure the results of these efforts. An emphasis will also be placed on effective online written skills and addressing ethical issues of social media marketing. 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: BU213.

**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.

**BU375 The Business of Sports in Society** 3 credits

The course will help students understand the connection between sports and society. Particular attention will be placed upon the value to which sports now occupies in culture and business. Students will be asked to analyze gender, economic, political and other issues as they relate to sports, considering both participants and spectators. Additionally, students will be asked to contemplate various professional roles that accompany the world of sports.

**BU376 Special Events Management** 3 credits

An introduction to the multi-faceted skill of event management. Students will learn how to develop a concept based on event goals, determine feasibility, budget, and risks to be managed, and create a plan for operations, logistics, staffing, and security. Finally, they will learn how to develop a strategy for promoting the event through a variety of techniques.

**BU381 Health Care Management** 3 credits

This course is designed for students to understand the managerial skills needed in the health care field. Topics of study within the health care field include leadership, management of motivation, human resource management, organizational behavior, managing cultural disparities and proficiencies, information technology used by health care managers, and strategic planning. Prerequisite: BU213.

**BU383 Health Care Information Systems & Analytics** 3 credits

Information systems in the health care industry including coding and billing systems from third-party payers, electronic medical records with concerns for privacy and security, and data analytics that allow for population health management. The case method of analysis is used. Prerequisites: HRP111 and IS224.

**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: BU213.

**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: BU213; 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. Prerequisite: BU213.

**BU428 Project Management–Planning & Control** 3 credits

Projects are the main mechanism by which organizations achieve their strategic goals, launch new initiatives or achieve customer objectives. Projects are often complex, done just once, and limited in resources. This course will give students the tools necessary to create a realistic project plan including schedules, communications and stakeholder management strategies, scope and risk management and budgets. Using these plans, they will also learn how to evaluate and control a project as it moves along to completion. Students will be exposed to project management tools and software and understand the topics needed for project management certification. Prerequisites: BU213 and 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 it's 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 and BU241.

**BU445 Summer Internship** 1 credit

Student works on an Internship in their chosen field of work within the business disciplines. The professional setting must meet the guidelines of the associated internship requirement BU451 and be approved by the program director prior to class. It can be taken alone or in combination with BU451 in the fall semester. Offered only in Summer Session.

**BU450/INT450 Internship & Career 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. This course covers exploring career options and developing résumés and cover letters, interview skills, and job search strategies—including the use of technology. Open to all undergraduates with junior or senior status. For School of Business and Digital Media students, the course prepares students for successful completion of a for-credit internship, BU451.

**BU451 Internship** 1–6 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. 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. 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 in the accounting, business administration, management, marketing, and finance majors.

**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 in the accounting, business administration, management, marketing and finance majors

**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 in the accounting, business administration, management, marketing, and finance majors.

**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 in the accounting, business administration, management, marketing, and finance majors.

**BU482 Health Care Financial Management** 3 credits

Understand health care finance including revenue and expenditures from a reimbursement, financial, and accounting sense to allow for financial planning, service costing, and management control. Includes capital budgets and financing decisions. The case method of analysis is used. Prerequisite: BU335.

**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/ macroeconomics. 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 EC181 and EC182 requirement of the accounting, business administration, management, marketing, and finance majors.

**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.

**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.

**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. Prerequisite: EC180, EC181, EC182, or EC476.

**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 U.S. labor markets. Prerequisite: EC180, EC181, EC182, or EC476.

**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 in the accounting, business administration, management, marketing, and finance majors.

**EC481 Comparative Economic Systems** 3 credits

This course will provide the student with an understanding of Comparative Economic Systems. The main trends in economic thought from its beginnings to the present will be discussed. A critical survey of the theory and the use of macroeconomic and microeconomic models and their policy implications are analyzed in terms of economic planning, research allocation, capital formation, foreign trade, industry and market structure. Prerequisite: EC180, EC181, EC182, or EC476.

**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. Prerequisite: EC180, EC181, EC182, or EC476.

**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. Prerequisite: EC180, EC181, EC182, or EC476.

**Information Systems Management**

**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 re-engineering. Learn to apply these theories toward building effective organizational information systems. Prerequisites: IS224 or MS Word, Excel, Access, and PowerPoint experience.

**IS224 Introduction to Business Analytics** 3 credits

Explore spreadsheet and data analysis tools and learn their applications in business. Learn to use MS Excel and data analysis software for calculating, presenting data in tables and cross-tabulations, and creating charts and graphs. Examine spreadsheets and data visualizations and understand how they are designed and used as key components in business. 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: BU213 and IS224.

**IS422 Enterprise Cybersecurity** 3 credits

This course will provide students with an introduction to cybersecurity and the current threats to enterprises. It focuses on building awareness for how best to defend an enterprise's information systems and networks as well as policies and procedures that should be in place to react to and manage a cyberattack or data breach. Prerequisite: IS320.

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## COMMUNICATION, GRAPHIC DESIGN & MULTIMEDIA

**B.A. IN DIGITAL COMMUNICATION**

Digital Communication is an interdisciplinary program emphasizing the use of communication technologies to create and disseminate strategic messages across media platforms. The major prepares communication professionals and entrepreneurs for work in the converging and ever changing media environments of public relations, marketing, social media management, and digital journalism.

The program is grounded in communication theory and balances learning with hands-on creation of media. Students receive foundational skills in face-to-face and digital presentations, writing, research, and video production. These skills provide a solid conceptual and practical understanding of how communication theories and research enable professionals to create dynamic messages with high impact.

The major seeks to:

- Build skills in writing, speaking, critical thinking, digital media technology, and visual literacy
- Provide students with theoretical and technical foundations that will guide future practice as the tools of digital communication evolve
- Develop an ethical and socially responsible understanding of communication and its impact
- Provide students with research and inquiry skills required to critically evaluate media messages

### Program Student Learning Outcomes

Upon successful completion of the program of studies for Digital Communication, the student will receive B.A. in Digital Communication and will have given evidence of the following outcomes and goals.

- Access, analyze, evaluate, and produce media content with the ability to adapt to new and emerging technologies.
- Gain specialized knowledge and skills in one of the following areas: digital production, digital journalism, or visual communication.
- Act ethically and with social awareness within the profession of communication.
- Conduct academic research and develop skills to critique media content.
- Communicate effectively and use collaboration to be a contributing member of the profession and teams.

### Major Sequence (42 credits)

Students who major in Digital Communication begin with foundation classes in media production, public speaking, and digital storytelling. Students learn how and why visual, written, and auditory communication must be adapted to effectively reach intended audiences.

Upper-level coursework allows students to develop depth strength in one of three content areas: digital production, digital journalism, or visual communication. The capstone project provides students the opportunity to develop a strategic digital campaign for an organization or individual in the community.

### Core Courses (27 credits)

- CM100 Fundamentals of Communication (3)
- CM101 Introduction to Mass Communication (3)
- CM105 Public Speaking (3)

- CM217 Media Production (3)
- CM305 Media Law & Ethics (3)
- CM310 Interpersonal Communication in a Digital Age (3)
- CM401 Communication Theory & Research (3)
- CM405 Digital Communication Internship (3)
- CM465 Digital Communication Professional Practices (3)

### Concentration (15 credits)

Students will choose one of two concentrations:

Journalism and Strategic Communication or Visual Communication & Media Studies. This affords students flexibility to choose coursework in their area of interest and allows them to develop their strengths in production, digital storytelling, or visual thinking. Digital Journalism and Strategic Communication courses develop digital storytelling skills for use in journalism, public relations, and marketing. Visual Communication and Media Studies courses provide students opportunities to learn how to think critically and creatively.

### Journalism & Strategic Communication Concentration (15 credits chosen from among the following)

- CM210/EN210 Writing for the Mass Media (3)
- CM213/EN213 News Writing & Reporting (3)
- CM220 Introduction to Public Relations (3)
- CM222/EN222 Digital News Editing (3)
- CM230/EN230 Writing on the Web (3)
- CM252 Organizational Communication (3)
- CM308 Special Events (3)
- CM341/EN341 Public Relations Writing (3)
- CM403 Digital Journalism (3)

### Visual Communication & Media Studies Concentration (15 credits chosen from among the following)

- CM113 Visual Communication (3)
- CM210/EN210 Writing for the Mass Media (3)
- CM213/EN213 News Writing and Reporting (3)
- CM225 Transmedia Storytelling (3)
- CM230/EN230 Writing on the Web (3)
- CM251 Intercultural Communication (3)
- CM302 Mass Media & Social Issues (3)

May select one art course from among the following:  
AR111, AR113, or AR422 (3)

### Minor Sequence

Students wishing to minor in Digital Communication must complete a minimum of 18 credits, with at least 9 credits taken at GCU. Minors are required to take the following courses:

- CM105 Public Speaking (3)
- CM113 Visual Communication (3)
- CM217 Media Production (3)
- CM305 Media Law & Ethics (3)

## COURSES

### **CM100 Fundamentals of Communication** 3 credits

An introduction to the fundamental concepts in human communication, providing a theory-based overview of the communication studies discipline. This course imparts a foundation for further study, promoting strategies for becoming better communicators in everyday life and in the workplace.

### **CM101 Introduction to Mass Communication** 3 credits

A survey course covering the history and development of mass media, including newspapers, magazines, books, music, radio, television, internet, as well as advertising and public relations. The course will also address legal and ethical issues, and the impact of media on society. Students will read, discuss, research, and write about various aspects of mass media.

### **CM105 Public Speaking** 3 credits

Students will learn the fundamentals of public speaking through lecture, assignment and practice. Students will have opportunity to increase their own self-confidence in their public speaking abilities and develop foundational skills for everyday and workplace communication. Emphasis will be placed on integration of multimedia, fundamental concepts in human communication, and voice training in order to enable students to make more effective presentations.

### **CM113 Visual Communication** 3 credits

An introductory course in the foundational concepts of visual and digital literacy, students learn skills to critically analyze, evaluate, interpret and create images. The techniques, history, and interpretation of the conventions of visual culture across media content are discussed. Students create visual and digital images intended to inform, persuade, and entertain.

### **CM210/EN210 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. Course 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 or EN221.

### **CM213/EN213 News Writing & Reporting** 3 credits

Introduction to contemporary American journalism, combined with practical experience in basic newspaper writing and editing. Prerequisite: EN111 or EN221.

### **CM217 Media Production** 3 credits

Introduction to digital video production and editing. Course includes introduction to video production techniques, concepts, and terminology. Practice with

camera operation, audio, basic script writing, location shoots, and post-production editing.

### **CM220 Introduction to Public Relations** 3 credits

An introduction to the theory, concepts, and practice of public relations. Attention will be placed on the understanding of public opinion, strategic planning, and the process of communication to achieve mutual understanding between an organization and its publics in today's society.

### **CM222/EN222 Digital News Editing** 3 credits

Training in phases of editing and preparing newspaper copy and the writing of headlines. 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.

### **CM225 Transmedia Storytelling** 3 credits

Transmedia storytelling uses multiple media platforms to tell a narrative across time to engage specific audiences. This course considers essential elements of storytelling; how to design and actively participate across media platforms; essential elements of meta-narratives; and how to create an immersive and interactive experience for audiences using digital communication tools. Students actively engage and create visual and written content for online digital communities. Prerequisites: EN111 or EN221, and CM217, or permission of instructor. 4 hours studio.

### **CM230/EN230 Writing on the Web** 3 credits

Focuses on writing about and for the web. Read what sociologists, psychologists, educators, journalists, authors, and others are writing about this topic. 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 EN221.

### **CM250 Interpersonal Communication** 3 credits

Students will 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.

### **CM251 Intercultural Communication** 3 credits

An examination of different conceptualizations of culture and the consequences of cross-cultural communication and interactions. Students will compare and contrast cultures in terms of values, thought patterns, and styles of communication through a historical approach. Particular attention will be paid to cross-cultural communication at the interpersonal, intranational, and international levels.

**CM252 Organizational Communication 3 credits**

Provides thorough coverage of contemporary communication theory and practice, and engages students in real-world case studies to make material practical and useful. Students will learn how globalization, corporate misconduct, rapidly changing technology, and worldwide political conditions have altered the ways in which people communicate and organize.

**CM299/EN299 Student Publications****Practicum—Editor 1–3 credits**

Students enrolled in Student Publications Practicum are editorial staff members of *The Lion's Tale* or *Fountain Spray*. Students will provide work assignments to student staff members. Assignments may include the general operation of the publication, layout and design, editing and proofreading, news coverage or other items of interest. The experience will be supervised by the publication faculty moderator in designing and evaluating the student's experience. Minimum of 40 hours for each semester hour of credit. By arrangement with approval of faculty moderator. Repeatable up to 3 credits. Pass/Fail.

**CM302 Mass Media & Social Issues 3 credits**

Studies the role of media in shaping or making social issues. Students are encouraged to enquire into the media/society relationship, to identify various theoretical approaches to mass media in democratic society, and to analyze the ways in which democratic social movements attempt to use media to popularize their cause.

**CM305 Media Law & Ethics 3 credits**

An overview of media ethics and the principles of media law as they apply to the work of media and communications professionals in a variety of fields. Examines the principles on which American law is based and discusses the creation, interpretation and the role of law, while analyzing ethical issues through case studies concerned with different media, including advertising, film, photojournalism, print and broadcast journalism, public relations, television and the World Wide Web. Introduces a variety of key issues in media law and ethics and demonstrates the complexities in reaching outcomes. Junior class standing or above.

**CM308 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.

**CM310 Interpersonal Communication in the Digital Age 3 credits**

This course explores what it means to have multiple, merging and liquid "identities" in an online community. Course work will occur in a virtual environment and in class where students create Avatars to interact with the instructor and each other. Questions of identity, selfhood, community, and privacy are addressed. Role-play scenarios, discussions and readings will allow students to evaluate the consequences of digital environments and their impact on self and society. Prerequisite: CM217 or permission of instructor. 4 hours studio.

**CM341/EN341 Public Relations Writing 3 credits**

This course provides an overview of the principles of basic strategic communication decision-making, and applies these strategies and practices to the production of actual, effective communication messages for multiple audiences in a variety of formats. Writing assignments may include: mission statements, fact sheets, backgrounders, press releases, feature stories, pitch letters, brochures, newsletters and web messages. Prerequisite: EN111 or EN221.

**CM350 Special Projects 3 credits**

Study of selected topics in print, broadcast and, electronic communications. Directed by a member of the department with approval of the chairperson. Time and credit hours to be arranged. Offered on application.

**CM401 Communication Theory & Research 3 credits**

Introduction to the use of the scientific method, various research approaches, and application of both qualitative and quantitative methods applicable to the field of communication. Junior class standing or above.

**CM402 Public Relations Campaigns 3 credits**

An advanced course in public relations management designed to develop a successful public relations campaign. The course reviews the step-by-step process of planning, implementation, and evaluation and applies the steps to an existing organization. Service Learning component. Prerequisite: CM341/EN341.

**CM403 Digital Journalism 3 credits**

The purpose of this course is to provide intermediate and advanced training on multimedia journalism, especially regarding the creation of new storytelling techniques developed on digital platforms. Besides this hands-on training, the course will also examine the Digital Revolution and the creation of a global Information Society, with a special focus 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 and CM217 or permission of instructor. 4 hours studio.

**CM405 Digital Communication Internship** 1–3 credits

Students work in a professional setting where they are exposed to practical applications of their 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 program director prior to class. Prerequisite: Senior status, enrollment and valid standing in communication major, and approval of program director.

**CM445 Summer Internship** 1 credit

Student works on an internship in the digital communication discipline. The professional setting must meet the guidelines of the associated internship requirement of CM405 and be approved by the program director prior to class. It can be taken alone or in combination with CM405 in the fall semester. Offered only in Summer Session.

**CM465 Digital Communication Professional Practices** 3 credits

A capstone course for graduating Seniors, students will have the opportunity to create a digital communication campaign for a community organization or individual. Media technologies used to implement the campaign may include blogs, video content, press releases, web development, news media coverage, digital images, social media, and emerging technologies. Campaigns are designed and implemented based on the needs of the client, student interest, and time constraints. Service Learning component. Prerequisites: CM105, CM110, CM113, and CM217. 4 hours studio.

**B.F.A. IN GRAPHIC DESIGN & MULTIMEDIA**

Graphic Design & Multimedia students practice for the career of their dreams by investing in an intense major, which embraces the entire range of visual communication. They study strategies of conceptual problem solving, branding, marketing, video production and editing, animation, web design, interactivity, and game development, through a robust practical curriculum. By the end of their undergraduate studies, our students are thoroughly prepared to pursue any design-related vocation, or to opt for graduate level education.

With advanced hands-on practice and a thorough understanding of the latest skills and concepts used in graphic design and multimedia, this program enables students to become effective designers in print and

electronic media. Students engage in project-based learning and use type, images, and sequential art for print, web, video, interactive media, or digital arts. As part of their cycle of courses, they learn how to create 2D and 3D animations, computer games, and HTML and Flash websites. They use collaborative team building to foster communal learning, and through a variety of service learning and internship opportunities, they bridge classroom and professional practices.

**Two Concentrations**

The B.F.A. in Graphic Design & Multimedia builds upon 24 credits of foundation courses for the first two years. Students will take 30 credits of advanced courses in their junior and senior years and select a 12-credit concentration in either graphic design or multimedia. In consultation with an advisor, each student will select 6 credits of electives in their areas of interest. To graduate from this major, students will need a total of 72 credits.

**Minimum GPA Requirement**

To be able to continue in the B.F.A. in Graphic Design & Multimedia program, native students must obtain a major GPA of 3.0 or above upon the completion of the first 24 credits of the program's foundation courses. For transfer students to this B.F.A. program, a major GPA of 3.0 or above must be attained after the first 12 credits taken at GCU from among the foundation or advanced courses required in the program.

Students who do not meet the minimum major GPA requirement for the B.F.A. program will be encouraged to transfer their credits to the B.A. in Digital Design program.

**Program Student Learning Outcomes**

Upon completion of the Digital Design and Graphic Design and Multimedia degree programs, students will have given evidence of the following outcomes and goals:

- Demonstrate a global view of design theory and history.
- Demonstrate a personal style through the application of theory and practice.
- Be fluent and flexible in designing for print and electronic media.
- Demonstrate understanding of the requirements of professional practice and the necessary skills to join the design and multimedia design community.

**Major Sequence**

**Foundation Courses Required by All**

- GD111 Introduction to Design
- GD112 Drawing for Designers
- AR118 Western Art History
- GD113 Computer Graphics
- GD114 Graphic Design I

- GD212 Illustration for Designers
- GD213 Designing with Type
- GD220 Digital Photography

### Advanced Courses Required by All

- GD226 Video & Sound Editing I
- GD322 Web Design I
- GD327 2D Animation I
- GD328 3D Animation I
- AR220 Modern Art
- GD422 Web Design II
- GD428 3D Animation II
- GD429 Internship
- GD430 Professional Practices
- GD/MM440, 441 Special Topics I, II

### Graphic Design Concentration

- GD214 Graphic Design II
- GD225 Packaging & Pattern Design
- GD314 Graphic Design III
- GD324 Editorial Design & Book Illustration

### Multimedia Concentration

- MM214 Multimedia & 2D Interactivity
- MM314 Game Design & 3D Interactivity I
- MM326 Video & Sound Editing II
- MM429 3D Animation III

### Electives

- GD/MM445, 446 Advanced Studio I, II

## B.A. IN DIGITAL DESIGN

Students earning a B.A. in Digital Design will take courses in digital design for print and web applications, 2D and 3D animation, and video production for a total of 45 credits.

### Major Sequence

- GD111 Introduction to Design
- GD112 Drawing for Designers
- GD113 Computer Graphics
- GD114 Graphic Design I
- GD213 Designing with Type
- GD214 Graphic Design II
- GD220/AR224 Digital Photography
- GD226 Video & Sound Editing I
- GD314 Graphic Design III, **OR** MM326 Video & Sound Editing II, **OR** GD430 Professional Practices
- GD322 Web Design I
- GD324 Editorial Design & Book Illustration, **OR** GD225 Packaging & Pattern Design
- GD327 2D Animation I
- GD328 3D Animation I
- GD422 Web Design II
- AR220 Modern Art

## MINOR IN GRAPHIC DESIGN

The graphic design minor consists of six core courses from the B.F.A. in Graphic Design & Multimedia. It can be taken by any major. This is an 18-credit minor that enables students to gain knowledge and hands-on experience in graphic and Web design.

### Minor Sequence

- GD113 Computer Graphics
- GD114 Graphic Design I
- GD214 Graphic Design II
- GD322 Web Design I
- GD324 Editorial Design & Book Illustration
- GD422 Web Design II

## COURSES

### GD111 Introduction to 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

This course will explore the role of drawing as a basic tool for designers. Emphasis will be on creative ideation, problem solving, notation, documentation of empirical observations and creative imaging. Students will develop important skills as they become fluent and flexible visualizers through traditional and nontraditional drawing techniques. 4 hours studio.

### GD113 Computer Graphics 3 credits

Use of the Macintosh computer laboratory to develop expertise in Adobe Creative Suite with emphasis on the integration of Photoshop, Illustrator and InDesign, combined with scanning and printing applications for print and Web media. Design a variety of projects demonstrating acquisition of professional-level skills. This course serves as a foundation for graphic design & multimedia, and art majors and is applicable to communication majors and other disciplines.

### 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. 4 hours studio.

### GD212 Illustration for Designers 3 credits

This course addresses practical illustration and innovative manual and digital drawing skills to explore unique

approaches to creative design in various materials and techniques. Assignments equally emphasize traditional and electronic methods of illustration, and explore different approaches to creating artworks for print and electronic media. Areas of application include but are not limited to conceptual art, editorial illustration, serial art, narratives, websites, animation, character development, storyboarding, comics, books, and advertising. Prerequisites: GD112 and GD113. 4 hours studio.

**GD213 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. Prerequisite: GD114. 4 hours studio.

**GD214 Graphic Design II** 3 credits

Explore advanced problems in layout and design. Application to related areas such as corporate identity, package design, branding, typography 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 Packaging & Pattern Design** 3 credits

In this course, students will learn how to design three dimensional packages for a wide variety of projects. In parallel, they will use elements of form, text, color, texture, and pattern, including geometrical repeats to create attractive layouts and labels for packages, making products stand out on a store's crowded shelf. Various craft techniques as well as Adobe Creative Suite are used in a studio environment. Prerequisite: GD114. 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. Prerequisite: GD113. 4 hours studio.

**GD314 Graphic Design III** 3 credits

This course communicates advanced solutions in print, packaging, motion, web, interactivity, 3D animation, video, and product marketing. Graphic Design III is a platform for the evolution and refinement of information conveyed in Graphic Design I and II, as well as other practices in the field. Increasingly complex projects will allow students to employ more sophisticated methods of research, thinking, and manifestation of assignment deliverables. Student-generated projects aligned to their individual interests or in collaboration with work in other classes are encouraged. Based on a theme given by the instructor or chosen by the students, they must develop their own content and generate their own workflow, to achieve outstanding marketing results, by making use of their capacities of decision making to the highest extent. Prerequisite: GD214. 4 hours studio.

**GD322 Web Design I** 3 credits

Introduction to web design and development using HTML and Adobe Dreamweaver. Students will learn how to create a fully functional interactive website through concrete understanding of the HTML scripting language as well as the use of the Dreamweaver web design software. In addition, principles and methods of web interface design and navigation, flowchart creation, file organization, and image editing for the web will be explored. Prerequisite: GD113. 4 hours studio.

**GD324 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. Prerequisite: GD114. 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, and GD113.

**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.

Prerequisite: GD113. 4 hours studio.

#### **GD422 Web Design II** 3 credits

This course focuses on techniques of animation and interactivity for the web. Students will work with Adobe Flash to combine text, images, animations, video clips, and sound clips to create an intriguing interactive game as well as a comprehensive animated website.

Prerequisite: GD322. 4 hours studio.

#### **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. 4 hours studio.

#### **GD429 Internship** 3–4 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 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.

#### **GD445 Summer Internship** 1 credit

Student works on an Internship in the graphic design discipline. The professional setting must meet the guidelines of the associated internship requirement of GD429 and be approved by the program director prior to class. It can be taken alone or in combination with GD429 in the fall semester. Offered only in Summer Session.

#### **GD/MM440, 441 Special Topics** 3–6 credits

Study of selected topics in print, Web, and multimedia technologies. 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 will work on a jointly selected major project. Maximum of 6 credits. Junior class standing or above.

#### **GD/MM445/446 Advanced Studio** 3–6 credits

Advanced study in an area that student has previously taken from the list of graphic design and multimedia courses. With the approval of the instructor, student should plan to meet with the regularly scheduled course in that area or by arrangement. Maximum of 6 credits. Junior class standing or above.

#### **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. Prerequisite: GD113. 4 hours studio.

#### **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. 4 hours studio.

#### **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. 4 hours studio.

#### **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 to 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. 4 hours studio.

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## 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 Rutgers University. Upon successful completion of the coursework at Georgian Court University and Rutgers University, the student is awarded the B.S. in Health Information Management degree jointly. Rutgers University's Health Information Management program is 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 and prerequisite courses for Rutgers University. GCU courses required as prerequisites for the Rutgers University portion of the program include BI213, BI214, MA103, MA109, AC171, BU213, and at least 4 to 6 credits of computer science courses, which may be chosen from among CS105, CS111, CS123, 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 Rutgers University (requirements subject to change). In the fall of the sophomore year, or by the deadline specified by Rutgers University, the student applies to the Rutgers University's School of Health Professions B.S. in Health Information Management program. Admission is competitive and is not guaranteed. All Georgian Court General Education requirements and the prerequisite courses for the Rutgers University program must be completed prior to enrolling at Rutgers University, except for Georgian Court University's second experiential learning requirement, which can be fulfilled by professional practice experiences that are part of the Rutgers University phase of the program. Students admitted to Rutgers University spend the fall and spring semesters of the junior and senior year taking the 61 credits of health information management courses shown below (curriculum subject to change; consult the Rutgers University website at <http://shp.rutgers.edu/affiliates/georgiancourt.html> for current curriculum) at Rutgers University's School of Health Professions campus in Newark. Rutgers University HIM courses may be offered only in online mode.

### Professional Courses to be taken at Rutgers University

#### 1<sup>st</sup> Fall Semester

- BINF3000 Introduction to Health Care (1)
- BINF3010 Medical Terminology (3)
- BINF3411 Disease Pathology I (3)
- BINF3126 Health Record Data Management I (3)
- BINF4311 Electronic Health Records (3)

#### 1<sup>st</sup> Spring Semester

- BINF3412 Disease Pathology II (3)
- BINF3127 Health Record Data Management II (3)
- BINF3311 Introduction to Coding (3)
- BINF3301 Classification & Reimb Systems (3)

#### 1<sup>st</sup> Summer Session

- BINF3110 Legal Aspects of Health Information (3)
- BINF4000 Essentials of Informatics in Health Care (3)

#### 2<sup>nd</sup> Fall Semester

- IDST3510 Principles of Scientific Inquiry (3)
- BINF4200 Financial Concepts for HIM
- BINF4310 Performance Improvement (3)
- IDST4300 Human Resources Management (3)
- HIM Elective (3 or 4)

#### 2<sup>nd</sup> Spring Semester

- BINF4220 Guided Research & Statistics for HIM (3)
- BINF4305 Health Information Services Administration (3)
- HIM Elective (2 or 3)
- BINF4500 HIM Competency Review (3)
- BINF4619 Management Affiliation (Daytime) (3)

# 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.

Revised and Adopted August 21, 2007.

## Program Student Learning Goals

Upon completion of our educator preparation programs, candidates will:

- Apply the principles and best practices of learner development, learning differences, and learning environment to educational praxis (InTASC Section A).
- Demonstrate competency in the discipline knowledge, applications of content, and assessment of learning within educational praxis (InTASC Section B).
- Plan learning experiences effectively using appropriate instructional strategies both in methods-based coursework and in supervised praxis (InTASC Section C).
- Develop and demonstrate capacities in professionalism, ethical practice, leadership, and collaboration through structured and supervised experiences and learning opportunities (InTASC Section D).

## 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 21<sup>st</sup>-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 and applying content knowledge;
- focusing on the learner and learning environment;
- using effective instructional practices; and
- developing as 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), elementary teachers for grades kindergarten through six (K–6), or English as a Second Language instructors, the majors include: biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, Spanish, or visual art. For those planning to become secondary school/ K–12 teachers of a specific subject, majors include: biology, business, chemistry, English, history, mathematics, Spanish, or visual art.

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, “pre-education” students must meet with the School of Education’s pre-education admission coordinator/counselor to complete the application to the School of Education that includes a review of academic progress (number of credits, general education requirements, pre-education courses, and grade point average [GPA]), evidence of basic skills achievement, submission of Praxis II test scores, two completed SOE recommendation forms (available on GCU website) and a group interview. Students who are accepted to the School of Education will be admitted as Education students and will be assigned education advisors. Maintenance of a cumulative GPA and Education GPA of 3.0 (minimum) is required to remain in the program.

## **CLINICAL EXPERIENCE & CLINICAL PRACTICE**

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 more than 100 hours of clinical experience in both inclusive and special education settings, a field experience with students with autism and developmental disabilities, and two consecutive semesters of clinical practice. Clinical practice consists of two consecutive semesters of fieldwork (175 hours of part-time clinical practice followed immediately by a 15-week, full-time clinical practice in an inclusive setting) in which teacher candidates gradually assume the responsibility for teaching.

To be approved for part-time clinical practice, candidates must have earned a cumulative grade point average and Education grade point average of at least 3.0, passed the requisite Praxis II tests, passed the GCU Physiology & Hygiene test, successfully completed an approved harassment, intimidation, and bullying (HIB) training program, and completed all other prerequisite and program courses.

Placements for Clinical Practice are made by the director of field experiences and clinical partnerships in collaboration with school district administrators to assure an appropriate match between the candidate and the school.

Concurrent with full-time clinical practice (9 credits), candidates participate in a Reflective Practice Seminar (3 credits) and are required to attend weekly meetings focusing on the development of the edTPA performance assessment. Additional 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. Achieving a passing score on edTPA, the New Jersey Department of Education-mandated performance assessment, is a

requirement for successful completion of Reflective Practice and eligibility for certification.

Clinical practice is an intensive and critical professional experience. For this reason, School of Education policy prohibits clinical interns from taking other courses during clinical practice and strongly recommends that clinical interns not engage in other on- or off-campus employment during the 15-week, full-time clinical practice.

## **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. We believe that all students have a right to a 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 general education instructional certificates (such as Early Childhood Teacher, Elementary Teacher, Teacher of English as a Second Language, or Teacher of Mathematics) and an endorsement as a Teacher of Students with Disabilities (TOSD). This dual certification gives GCU graduates flexibility in accepting teaching positions: they meet the “highly qualified” criteria to teach in general education, inclusive classrooms, and in special education settings. GCU’s teacher education programs are aligned with the New Jersey Professional Standards for Teachers (NJPST) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. By the time they have completed their programs, GCU teacher candidates are able to present evidence in an electronic portfolio on Taskstream that they have achieved all standards.

## **E-PORTFOLIO & EDTPA PERFORMANCE ASSESSMENT**

Georgian Court’s teacher education program courses and experiences are designed to enable candidates to meet the New Jersey Professional Teaching Standards and Interstate Teacher Assessment and Support Consortium standards. All candidates must meet standards-based performance expectations throughout their programs and are required to keep evidence of this progress in TaskStream e-portfolios that are monitored by School of Education course instructors and self-assessed by the candidates. Each course includes one or more keystone assignment or artifact demonstrating knowledge, skills, or dispositions that link to the standards. As candidates progress through their program, these artifacts are archived in the 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. In

addition, candidates develop an edTPA portfolio during their clinical practice.

Students must pass edTPA, the New Jersey Department of Education-mandated performance assessment, to complete the teacher education program and be recommended for certification.

### Admission Requirements for Teacher Education

Candidates seeking to be admitted to a teacher education program in the School of Education must first be admitted to Georgian Court and be in good academic standing. In addition, the applicant must submit evidence of:

- Passing scores on the Praxis Core (Reading, Writing, and Math) test or Commissioner-approved Basic Skills examination (Note: This requirement is waived for students who provide documentation of a score on the SAT or ACT at or above the cut score for the year in which they took the exam);
- Praxis II test score(s)
- An earned cumulative grade point average of at least 3.00.
- Two recommendations from education professors, as indicated by the completed SOE recommendation form;
- Group interview;
- Successful completion of the following prerequisite courses and clinical experience: Child and Adolescent Development, Educational Psychology, Psychology of the Exceptional Child with Clinical Experience in Special Education (50 hours), and Ethics and Foundations of Inclusive and Special Education;
- Completion of (or nearing completion of) 60 credits in the arts and sciences, including a substantial portion of the general education curriculum, initial courses in an education-relevant major, and specific courses required for individual certifications; and
- If the applicant is an international student, a passing score of TOEFL (Test of English as a Foreign Language) is required.

### 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. Transfer students who have been admitted as Pre-Education majors must apply to the School of Education Teacher Education Program and meet all criteria for formal acceptance as an **Education** major/teacher candidate. Transfer students must meet all program criteria for completing a teacher preparation program including the general education and content subject prerequisites.

### Undergraduate Teacher Education Programs

The School of Education offers the following undergraduate teacher education programs, each leading to a Certificate of Eligibility with Advanced Standing (CEAS) and an endorsement as a Teacher of Students with Disabilities (TOSD):

- Early Childhood Education (P–3) and TOSD certificate,
- Elementary Education (K–6) and TOSD certificate,
- English as a Second Language (ESL) and TOSD certificate, and
- Teacher of a Specific Subject (art, biology, business, chemistry, English, social studies, mathematics, Spanish) with a TOSD certificate.

### Bachelor of Arts or Bachelor of Science (4 years) + Master of Arts in Teaching (1 year)

The School of Education offers graduate teacher education programs, each leading to a Master of Arts in Teaching degree and certificate of eligibility with advanced standing and endorsement as a Teacher of Students with Disabilities (TOSD) in the following areas:

- Early Childhood Education (P–3) and TOSD certificate,
- Elementary Education (K–6) and TOSD certificate,
- English as a Second Language (ESL) and TOSD certificate, and
- Teacher of a Specific Subject (art, biology, business, chemistry, English, mathematics, social studies, Spanish) and TOSD certificate.

Eligible undergraduate students may apply to the M.A.T. program prior to their senior year. Admitted candidates begin their teacher education courses during their senior year, including 6 graduate credits, concurrent with their undergraduate courses. Upon completion of their bachelor's degrees, candidates continue for three consecutive semesters—summer, fall, and spring—to complete the M.A.T.

### Admission Requirements for M.A.T.

Candidates seeking admission to a graduate teacher education program must submit a complete, self-managed application including the following:

- Official transcript(s) from Georgian Court University showing an anticipated baccalaureate degree conferral date prior to the M.A.T. summer semester start;
- Completion of prerequisite courses:  
**Behavioral/Social Sciences:** child and adolescent development (3) and educational psychology (3);

- Completion of a content major (minimum 30 credits); early childhood education (P–3), elementary education (K–6), and English as a Second Language (ESL) majors include: biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, Spanish, or visual art; Subject-Specific majors include biology, business, chemistry, English, history, mathematics, Spanish, or visual art;
- Evidence of a cumulative grade point average of at least 3.00;
- Passing scores on the Praxis Core (Reading, Writing, and Math) test or Commissioner-approved Basic Skills examination (Note: This requirement is waived for students who provide documentation of a score on the SAT or the ACT at or above the cut score for the year in which they took the exam.);
- Passing score(s) on relevant Praxis II test;
- Two completed SOE recommendation forms;
- 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); and
- If the applicant is an international student, a passing score of TOEFL (Test of English as a Foreign Language) is required.

In addition, a successful group interview is required for admission to the M.A.T. program.

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

- A number in parentheses [i.e., (3), (9), (40) (43)] refers to number of credits.

### **EARLY CHILDHOOD EDUCATION (P–3) & TEACHER OF STUDENTS WITH DISABILITIES**

This program prepares candidates to provide instruction in all subjects in general, inclusive, and special education settings from preschool through Grade 3. Candidates may earn a Bachelor of Arts or Science degree—depending on the content major pursued—eligibility for New Jersey certification as an Early Childhood (P–3) Teacher, and endorsement as a Teacher of Students with Disabilities (TOSD) in preschool through Grade 3.

#### **Requirements**

- Completion of prerequisite courses;  
**Behavioral/Social Sciences:** child development (3) and educational psychology (3);
- Completion of all BRIDGE General Education program requirements;

- Completion of a major in: biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, Spanish, or visual art;
- Completion of the 43-credit Early Childhood Education component (including PS245);
- Passing score on the Praxis II test in Early Childhood Content; Note: for fall clinical practice passing scores must be submitted by July 15, for spring clinical practice 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 clinical practice including recommendation for certification;
- Satisfactory rating on candidate's Taskstream professional portfolio demonstrating how candidate meets New Jersey Professional Teaching Standards; and
- Passing score on the edTPA, the NJDOE-mandated performance assessment.

\*Maintenance of a minimum cumulative grade point average of 3.0 and a minimum Education grade point average of 3.0 is required to remain in the program.

### **Professional Education Courses (43)\*†**

- |        |  |
|--------|--|
| ED2999 | Field Experience in Special Education (1; requires 50 hours of clinical experience)  |
| ED3110 | Ethics & Foundations of Inclusive Education (3)  |
| ED3201 | Educational Assessment (3; requires 50 hours of clinical experience)   |
| ED3302 | Accommodations, Modifications & Assistive Technology for Students with Disabilities (3)  |
| ED3303 | Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder (3; requires clinical experience hours)                              |
| EE3114 | Instruction Design & Technology Integration in Inclusive Early Childhood Education (3)   |
| EE3115 | Instruction in English/Language Arts & Literacy I in Inclusive Early Childhood & Special Education (3)   |
| EE3217 | Numeracy in Inclusive Early Childhood & Special Education (3)  |
| EE3218 | Instruction in Literacy II & Social Studies in Inclusive Early Childhood Education & Special Education (3)   |
| EE3219 | Science & Technology in Inclusive Early Childhood & Special Education (3)  |
| EE4212 | Collaborative Planning with Family, School & Community Partners for Early Childhood & Special Educators (3; requires 175 hours of clinical practice) |

EE4302 Early Childhood Education Clinical Practice (9; requires 15 weeks of full-time clinical practice)

EE4303 Reflective Practice in Early Childhood & Special Education (3)

**\*Praxis Tests** Early Childhood Teacher candidates are required to pass the applicable Praxis II tests prior to part-time clinical practice: Early Childhood Content. For fall clinical practice passing scores must be submitted by July 15; for spring clinical practice they must be submitted by December 15.

**†Physiology & Hygiene** New Jersey 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 clinical practice.

**Harassment, Intimidation & Bullying (HIB)** New Jersey 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 prior to clinical practice.

## ELEMENTARY EDUCATION (K–6) & TEACHER OF STUDENTS WITH DISABILITIES

This program prepares candidates to provide instruction in all subjects in general, inclusive, and/or special education settings in kindergarten through Grade 6. Candidates may earn a Bachelor of Arts or Science degree, eligibility for New Jersey certification in Elementary Education (K–6), and Teacher of Students with Disabilities (TOSD).

### Requirements include

- Completion of prerequisite courses;  
**Behavioral/Social Sciences:** child development (3) and educational psychology (3);
- Completion of all BRIDGE General Education program requirements;
- Completion of a 30-credit major in biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, Spanish, or visual art;
- Completion of the 43-credit Elementary Education component;
- Passing score on the Praxis II test in Elementary Education (Multiple Subjects); note: for fall clinical practice, passing scores must be submitted by July 15, and for spring clinical practice, 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 clinical practice including recommendation for certification;
- Satisfactory rating on candidate's Taskstream professional portfolio demonstrating how candidate meets New Jersey Professional Teaching Standards; and
- Passing score on the edTPA, the NJDOE-mandated performance assessment.

\*Maintenance of a minimum cumulative grade point average of 3.0 and a minimum Education grade point average of 3.0 is required to remain in the program.

### Professional Education Courses (43)\*†

- ED2999 Field Experience in Special Education (1; requires 50 hours of clinical experience)
- ED3110 Ethics & Foundations of Inclusive Education (3)
- ED3115 Instruction in English/Language Arts & Literacy I in Inclusive Early Childhood & Special Education (3)
- ED3201 Educational Assessment (3; requires 50 hours of clinical experience)
- ED3205 Instruction in English/Language Arts & Literacy I in Inclusive Elementary & Special Education (3)
- ED3206 Instruction in Literacy II & Social Studies in Inclusive Elementary & Special Education (3)
- ED3207 Numeracy in Inclusive Elementary & Special Education (3)
- ED3208 Science & Technology in Inclusive Elementary & Special Education (3)
- ED3302 Accommodations, Modifications & Assistive Technology for Students with Disabilities (3)
- ED3303 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder (3; includes clinical experience hours)
- ED4214 Collaborative Planning with Family, School & Community Partners for Elementary & Special Educators (3; requires 175 hours of clinical practice)
- ED4304 Elementary Education Clinical Practice (9; requires 15 weeks of full-time clinical practice)
- ED4305 Reflective Practice in Elementary & Special Education (3)

**\*Praxis Tests** Elementary Teacher candidates are required to pass the applicable Praxis II test prior to part-time clinical practice: Elementary Education Multiple Subjects. For fall clinical practice, passing scores must be submitted by July 15; for spring clinical practice, they must be submitted by December 15.

**†Physiology & Hygiene** New Jersey 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 clinical practice.

**Harassment, Intimidation & Bullying (HIB)** New Jersey 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 prior to clinical practice.

## ENGLISH AS A SECOND LANGUAGE & TEACHER OF STUDENTS WITH DISABILITIES

This program prepares candidates to teach English as a second language in general, inclusive, and/or special education settings. Candidates may earn a Bachelor of Arts or Science degree and eligibility for New Jersey certification in English as a Second Language and as a Teacher of Students with Disabilities.

### Requirements include

- Completion of prerequisite courses;  
**Behavioral/Social Sciences:** child and adolescent development (3) and educational psychology (3);
- Completion of all BRIDGE General Education program requirements;
- Completion of a 30-credit major in biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, Spanish, or visual art;
- Completion of the 43-credit English as a Second Language Education component;
- Passing score on the Praxis II test in Elementary Education (Multiple Subjects); note: for fall clinical practice, passing scores must be submitted by July 15, and for spring clinical practice, 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 clinical practice including recommendation for certification;
- Satisfactory rating on candidate's Taskstream professional portfolio demonstrating how candidate meets New Jersey Professional Teaching Standards; and
- Passing score on the edTPA, the NJDOE-mandated performance assessment.

\*Maintenance of a minimum cumulative grade point average of 3.0 and a minimum Education grade point average of 3.0 is required to remain in the program.

### Professional Education Courses (43)\*†

- BE3021 Second Language Acquisition (3)
- BE3026 Phonology & Structure of American English (3)
- BE3102 Theory, Practice & Methods of Teaching ESL/English through Content (3)
- BE3204 Developing Literacy Skills for the Second Language Learner (3)
- ED2999 Field Experience in Special Education (1; requires 50 hours of clinical experience)
- ED3110 Ethics & Foundations of Inclusive & Special Education (3)
- ED3113 Instructional Design & Technology Integration for English Language Learners (3)
- ED3201 Educational Assessment (3; includes 50 hours clinical experience)
- ED3302 Accommodations, Modifications & Assistive Technology for Students with Disabilities (3)
- ED3303 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder (3; requires clinical experience hours)
- ED4210 Collaborative Planning with Family, School & Community Partners for ESL Educators (3; requires 175 hours of clinical practice)
- ED4299 ESL Clinical Practice (9; requires 15 weeks of full-time clinical practice)
- ED4300 Reflective Practice in ESL & Special Education (3)

**\*Praxis Tests** ESL Teacher candidates are required to pass the applicable Praxis II test prior to part-time clinical practice: Elementary Education Multiple Subjects. For fall clinical practice passing scores must be submitted by July 15; for spring clinical practice they must be submitted by December 15.

**†Physiology & Hygiene** New Jersey 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 clinical practice.

**Harassment, Intimidation & Bullying (HIB)** New Jersey 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 prior to clinical practice.

## TEACHER OF A SPECIFIC SUBJECT (K–12) & TEACHER OF STUDENTS WITH DISABILITIES

This program prepares candidates to provide instruction in a single subject area in general, inclusive, and/or special education settings kindergarten through Grade 12. Most graduates become secondary school teachers of art, biology, business, chemistry, English, history, mathematics, or Spanish. The program leads to a Bachelor of Arts or Bachelor of Science degree and eligibility for New Jersey certification in Teacher of a Specific Subject [art, biology, chemistry, English, social studies, mathematics, or Spanish] and Teacher of Students with Disabilities (TOSD).

### Requirements include:

- Completion of prerequisite courses:  
**Behavioral/Social Sciences:** child and adolescent development (3) and educational psychology (3);
- Completion of all BRIDGE General Education program requirements;
- Completion of a major (biology, business, chemistry, English, history, mathematics, Spanish, or visual art) in the area of anticipated certification including not less than 12 credits at the 300 and 400 level. Note: Additional NJDOE requirements apply to specific majors. (Social studies requires 15 credits in history within the 30-credit major to include a minimum of 3 credits in U.S. history and 3 credits in world history; Spanish requires 3 credits in second language acquisition and methodologies. SP361 Current Trends in World Language Education is acceptable for this purpose.)
- Completion of the 43-credit Specific Subject Education component (including PS245);
- Passing score on the appropriate Praxis II test; note: for fall clinical practice passing scores must be submitted by July 15, for spring clinical practice 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 clinical practice including recommendation for certification;
- Satisfactory rating on candidate's Taskstream professional portfolio demonstrating how candidate meets New Jersey Professional Teaching Standards; and
- Passing score on the edTPA, the NJDOE-mandated performance assessment.

\*Maintenance of a minimum cumulative grade point average of 3.0 and a minimum Education grade point average of 3.0 is required to remain in the program.

### Professional Education Courses (40)

- ED3110 Ethics & Foundations of Inclusive & Special Education (3)
- ED2999 Field Experience in Special Education (1; requires 50 hours of clinical experience)
- ED3120 Instructional Design & Technology Integration in Inclusive Secondary Education (3)
- ED3210 Instruction in Literacy in Inclusive Secondary & Special Education (3)
- ED3212 Secondary Subject Instruction in Inclusive & Special Education in Language Arts,  
ED3213 Secondary Subject Instruction in Inclusive & Special Education in Science,  
ED3214 Secondary Subject Instruction in Inclusive Secondary & Special Education in World Language, ED3216 Secondary Subject Instruction in Inclusive & Special Education in Math Education, ED3217 Secondary Subject Instruction in Inclusive & Special Education in Social Studies Education, ED3218 Secondary Subject Instruction in Inclusive & Special Education in Art Education, or ED3219 Secondary Subject Instruction in Inclusive & Special Education in Business Education (3)
- ED3201 Educational Assessment (3; requires 50 hours of clinical experience)
- ED3230 Instructional Technology in Inclusive & Special Education in Language Arts,  
ED3231 Instructional Technology in Inclusive & Special Education in Science Education,  
ED3232 Instructional Technology in Inclusive & Special Education in World Language Education, ED3233 Instructional Technology in Inclusive & Special Education in Math,  
ED3234 Instructional Technology in Inclusive & Special Education in Social Studies Education, ED3235 Instructional Technology in Inclusive & Special Education in Art Education, or  
ED3236 Instructional Technology in Inclusive & Special Education in Business Education (3)
- ED3302 Accommodations, Modifications & Assistive Technology for Students with Disabilities (3)
- ED3303 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder (3; requires clinical experience hours)

- ED4215 Collaborative Planning with Family, School & Community Partners for Secondary & Special Education (3; requires 175 hours clinical practice)
- ED4306 Secondary Education Clinical Practice (9; requires 15 weeks full-time clinical practice)
- ED4307 Reflective Practice in Secondary & Special Education (3)

**\*Praxis Tests** Subject-Specific Teacher candidates are required to pass the applicable Praxis II test prior to part-time clinical practice: Elementary Education Multiple Subjects. For fall clinical practice, passing scores must be submitted by July 15; and for spring clinical practice, they must be submitted by December 15.

**†Physiology & Hygiene** New Jersey 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 clinical practice.

**Harassment, Intimidation & Bullying (HIB)** New Jersey 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 clinical practice.

**TABLE IX-A: UNDERGRADUATE TEACHER EDUCATION PROGRAM SEQUENCE**

ESL Education	Early Childhood Education	Elementary Education	Subject-Specific Education	Clinical Hours
<b>SPRING SOPHOMORE SEMESTER</b>				
ED3110 Ethics & Foundations of Inclusive & Special Education	ED3110 Ethics & Foundations of Inclusive & Special Education	ED3110 Ethics & Foundations of Inclusive & Special Education	ED3110 Ethics & Foundations of Inclusive & Special Education	
PS245+ED2999 Psychology of the Exceptional Child	PS245+ED2999 Psychology of the Exceptional Child	PS245+ED2999 Psychology of the Exceptional Child	PS245+ED2999 Psychology of the Exceptional Child	SE-CE (50 hrs.)
<b>FALL JUNIOR SEMESTER</b>				
ED3113 Instructional Design & Technology Integration for English Language Learners	EE3114 Instructional Design & Technology Integration in Inclusive Early Childhood Education	ED3115 Instructional Design & Technology Integration in Inclusive Elementary Education	ED3120 Instructional Design & Technology Integration in Inclusive Secondary Education	
BE3026 Phonology & Structure of American English	EE3115 Instruction in English/Language Arts & Literacy I in Inclusive Early Childhood & Special Education	ED3205 Instruction in English/Language Arts & Literacy I in Inclusive Elementary & Special Education	ED3210 Instruction in Literacy in Inclusive Secondary & Special Education	
<b>SPRING JUNIOR SEMESTER</b>				
BE3021 Second Language Acquisition	EE3218 Instruction in Literacy II & Social Studies in Inclusive Early Childhood & Special Education	ED3206 Instruction in Literacy II & Social Studies in Inclusive Elementary & Special Education	ED3212, 3213, 3214, 3216, 3217, 3218, or 3219 Secondary Subject Instruction in Inclusive & Special Ed. in (Specific Subject)	
BE3102 Theory, Practice & Methods of Teaching ESL/English through Content	EE3217 Numeracy in Inclusive Early Childhood & Special Education	ED3207 Numeracy in Inclusive Elementary & Special Education		
ED3201 Educational Assessment	ED3201 Educational Assessment	ED3201 Educational Assessment	ED3201 Educational Assessment	CE (50 hrs.)
<b>FALL SENIOR SEMESTER</b>				
BE3204 Developing Literacy Skills for the Second Language Learner	EE3219 Science and Technology in Inclusive Early Childhood Education and Special Education	ED3208 Science and Technology in Inclusive Elementary and Special Education	ED3230, 3231, 3232, 3233, 3234, 3235, or 3236 Instructional Technology in Inclusive & Special Ed. in (Specific Subject)	
ED3302 Accommodations, Modifications & Assistive Technology for Students with Disabilities	ED3302 Accommodations, Modifications & Assistive Technology for Students with Disabilities	ED3302 Accommodations, Modifications & Assistive Technology for Students with Disabilities	ED3302 Accommodations, Modifications & Assistive Technology for Students with Disabilities	
ED3303 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder	ED3303 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder	ED3303 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder	ED3303 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder	(CE hrs.)
ED4210 Collaborative Planning with Family, School & Community Partners for ESL & Special Educators	EE4212 Collaborative Planning with Family, School & Community Partners for Early Childhood & Special Educators	ED4214 Collaborative Planning with Family, School & Community Partners for Elementary & Special Educators	ED4215 Collaborative Planning with Family, School & Community Partners for Secondary & Special Educators	PT-CP (175 hrs.)
<b>SPRING SENIOR SEMESTER</b>				
ED4299 ESL Clinical Practice	EE4302 ECE Clinical Practice	ED4304 Elem. Ed. Clinical Practice	ED4306 Secondary Ed. Clinical Practice	FT-CP (15 wks.)
ED4300 Reflective Practice in ESL & Special Education	EE4303 Reflective Practice in Early Childhood & Special Education	ED4305 Reflective Practice in Elementary & Special Education	ED4307 Reflective Practice in Secondary & Special Education	

**TABLE IX-B: BACHELOR'S DEGREE (4 YEARS) + M.A.T. (1 YEAR) PROGRAM SEQUENCE**

ESL Education	Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
<b>FALL SENIOR SEMESTER (or prior)</b>				
ED3110 Ethics & Foundations of Inclusive & Special Education	ED3110 Ethics & Foundations of Inclusive & Special Education	ED3110 Ethics & Foundations of Inclusive & Special Education	ED3110 Ethics & Foundations of Inclusive & Special Education	
PS245+ED2999 Psychology of the Exceptional Child	PS245+ED2999 Psychology of the Exceptional Child	PS245+ED2999 Psychology of the Exceptional Child	PS245+ED2999 Psychology of the Exceptional Child	SE-CE (50 hrs.)
<b>SPRING SENIOR SEMESTER</b>				
EDC5113 Instructional Design & Technology Integration for English Language Learners	ECE5201 Instructional Design & Technology Integration in Inclusive Early Childhood Education	EDC5115 Instructional Design & Technology Integration in Inclusive Elementary Education	EDC5120 Instructional Design & Technology Integration in Inclusive Secondary Education	
EDC5026 Phonology & Structure of American English	ECE5202 Instruction in English/Language Arts & Literacy I in Inclusive Early Childhood Education & Special Education	EDC5210 Instruction in English/Language Arts & Literacy I in Inclusive Elementary Education & Special Education	EDC5215 Instruction in Literacy in Inclusive Secondary Education & Special Education	
<b>SUMMER</b>				
EDC5021 Second Language Acquisition	ECE5204 Instruction in Literacy II & Social Studies in Inclusive Early Childhood & Special Education	EDC5211 Instruction in Literacy II & Social Studies in Inclusive Elementary & Special Education	EDC5231, 5232, 5233, 5234, 5236, 5237, or 5238 Secondary Subject Instruction in Inclusive & Special Education in [Specific Subject]	
EDC5022 Theory, Practice & Methods of Teaching ESL/English Through the Content Areas	ECE5203 Numeracy in Inclusive Early Childhood & Special Education	EDC5207 Numeracy in Inclusive Elementary & Special Education		
EDC5206 Educational Assessment	EDC5206 Educational Assessment	EDC5206 Educational Assessment	EDC5206 Educational Assessment	CE (50 hrs.)
<b>FALL</b>				
EDC5027 Developing Literacy Skills for the Second Language Learner	ECE5205 Science & Technology in Inclusive Early Childhood & Special Education	EDC5208 Science & Technology in Inclusive Elementary & Special Education	EDC5330, 5331, 5332, 5333, 5334, 5335, or 5336 Instructional Technology in Inclusive & Special Education in [Specific Subject]	
EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities	EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities	EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities	EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities	
EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder	EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder	EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder	EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder	(CE hrs.)
EDC6210 Collaborative Planning with Family, School & Community Partners for ESL & Special Educators	ECE6212 Collaborative Planning with Family, School & Community Partners for Early Childhood & Special Educators	EDC6214 Collaborative Planning with Family, School & Community Partners for Elementary & Special Educators	EDC6215 Collaborative Planning with Family, School & Community Partners for Secondary & Special Educators	PT-CP (175 hrs.)
<b>SPRING</b>				
EDC6299 ESL Clinical Practice	ECE6302 Early Childhood Clinical Practice	EDC6404 Elementary Education Clinical Practice	EDC6406 Secondary Education Clinical Practice	FT-CP (15 wks.)
EDC6300 Reflective Practice in ESL & Special Education	ECE6303 Reflective Practice in Early Childhood & Special Education	EDC6405 Reflective Practice in Elementary & Special Education	EDC6407 Reflective Practice in Secondary & Special Education	

## 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.

## ESL CERTIFICATION COURSES

### **BE3021 Second Language Acquisition** 3 credits

This course familiarizes candidates with theories and current research on second language acquisition, including the interactions between first and second languages and levels of communicative competence in second language learners. Also studied is the analysis of all forms of language variation across speech communities within a culture, differences between first and second language learning, and how they affect language acquisition and cross-cultural communication in second language education. The implications of language attitudes for curriculum planning and classroom procedures are also discussed. Prerequisites: ED3113 and BE3026.

### **BE3026 Phonology & Structure of American English** 3 credits

This course examines the phonology, morphology, syntax, semantics, stylistics, discourse, and pragmatics of the American English as it applies to learning English as a second language. A detailed analysis of the phonological and grammatical structures of American English is discussed with the special focus on the basic techniques for analyzing linguistic structures. The practical application of linguistic knowledge to the teaching of a second language to English learners is also discussed. Prerequisites: ED2999, ED3110, and PS245.

### **BE3102 Theory, Practice & Methods of Teaching ESL/English Through Content** 3 credits

This course investigates the major language teaching theories and their impact on current pedagogical practices. Candidates will become familiar with instructional and evaluative techniques for teaching language skills and content areas to English learners, including technology integration in teaching and learning. Candidates will demonstrate various methodologies and conduct peer teaching using the national and state evaluation and standards. Practice, analysis, and application of appropriate instructional materials and strategies, as well as assessment techniques will be a

focus of this course. Prerequisites or corequisites: BE3021 and BE3026.

### **BE3204 Developing Literacy Skills for the Second Language Learner** 3 credits

This course emphasizes the acquisition of English reading, writing, and speaking skills by speakers of other languages. Candidates review reading theories, second language acquisition theories, and transferability of literacy skills from the first language to the second language and examine the process of English language learners' acquisition of literacy skills as part of their process of second language acquisition. Candidates will implement research-based strategies for assessment, instruction, and remediation of the literacy skills, especially in areas of reading readiness and emergent literacy, based on the national and state standards. Technology-enhanced instruction and the importance of bi-literacy are explored. Prerequisites or corequisites: BE3021, BE3026, and BE3102.

## TEACHER EDUCATION COURSES

### **ED2999 Field Experience in Special Education** 1 credit

This lab requires 50 hours clinical experience in special education. Corequisite: PS245.

### **ED3000 Special Topics in Education** 1–3 credits

This course provides an examination of a selected topic in education. The specific topic to be considered is announced each semester that the course is offered. Topics focus on current issues in education and/or a unique area of interest to the student in pursuit of a particular curriculum. Departmental approval required for enrollment. Variable credit course ranging from one, two, or three semester hour courses.

### **ED3110 Ethics & Foundations of Inclusive & Special Education** 3 credits

This course introduces candidates to the teaching profession, including the elements of instruction, in the general, inclusive, and special education models. The historical, philosophical, and social foundations of education are explored. Sociological foundations will emphasize cultural diversity awareness, with attention to the inclusive perspective. Legal foundations will include the legal and ethical constructs of American inclusive education. Candidates will complete training in harassment, intimidation, and bullying training. A context for learning, as well as an introduction to the lesson plan, will be introduced to the teacher candidate in both course classroom and field setting. Concurrent with the course content, candidates will be introduced to an ethics framework that emphasizes problem solving, thinking skills, and communication.

**ED3113 Instructional Design & Technology  
Integration for English Language Learners** 3 credits

This course is designed to help candidates apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques and principles of culturally responsive teaching are reviewed and practiced. Prerequisites: ED2999, ED3110, and PS245.

**ED3115 Instructional Design & Technology Integration  
in Inclusive Elementary Education** 3 credits

This course is designed to help students apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques and principles of culturally responsive teaching are reviewed and practiced. Prerequisite: ED2999, ED3110, and PS245.

**ED3120 Instructional Design & Technology Integration  
in Inclusive Secondary Education** 3 credits

This course is designed to help candidates apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques and principles of culturally responsive teaching are reviewed and practiced. Prerequisites: ED2999, ED3110, and PS245.

**ED3201 Educational Assessment** 3 credits

This course investigates the use of assessment data to inform instruction and meet the needs of diverse learners. Basic issues in measurement are examined including

formal and informal assessment, technical issues (bias, reliability, and validity), strengths and limitations, test interpretation, and test accommodations. Techniques for analyzing and graphing whole class and individual student performance, including strengths and weaknesses, are reviewed. Suggestions for providing students with feedback to assist in understanding and guiding further learning are emphasized. Response to Intervention, Functional Behavior Assessment, and Positive Behavior Supports are thoroughly reviewed. Clinical field experience (50 hours) is required. Prerequisite: ED3113, EE3114, ED3115, or ED3120.

**ED3205 Instruction in English/Language Arts &  
Literacy I in Inclusive Elementary & Special  
Education** 3 credits

This course develops teacher candidates' understanding of the integral relationship of children's cognitive, linguistic, and cultural development in the acquisition of the English/language arts of reading, writing, listening, speaking, viewing, and representing. Candidates will learn to use assessment data and students' individual and group strengths and needs as guides for creating developmentally appropriate and evidence-based literacy instruction for literary and informational texts. Candidates will also learn strategies for advancing the literacy skills of students with specific learning disabilities including dyslexia, students who are eligible for special education, students who struggle with age-appropriate literacy skills, and students with diverse linguistic and cultural backgrounds. Prerequisites: ED2999, ED3110, and PS245.

**ED3206 Instruction in Literacy II & Social Studies in  
Inclusive Elementary & Special Education** 3 credits

This is the second part of a two-part course sequence that builds on the foundational knowledge gained in ED 3205 Instruction in English/Language Arts and Literacy I in Inclusive Elementary and Special Education. Candidates will develop interdisciplinary activities demonstrating their knowledge of the New Jersey Student Learning Standards in social studies and English/language arts and pedagogy to build effective and culturally responsive instruction for K–6/P–3 students. Instructional planning and accommodation/modification of instruction and assessment to meet students' diverse needs are addressed. Instructional strategies based on learning theory in the social studies and English/language arts including children's literature will be highlighted. Prerequisites: ED3115 and ED3205.

**ED3207 Numeracy in Inclusive Elementary & Special Education** 3 credits

This course focuses on elementary mathematics instruction and the New Jersey Student Learning Standards in mathematics. The course uses contemporary research in student motivation, cognition, and comprehension of mathematical processes to inform strategies for differentiated instruction. Technology as an interface for instruction in mathematics will be included. Candidates will create instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities. Prerequisites: ED3115 and ED3205.

**ED3208 Science & Technology in Inclusive Elementary & Special Education** 3 credits

This course focuses on a holistic approach to elementary science instruction, through a consideration of the Next Generation Science Standards, design thinking, and problem solving. The course uses contemporary research in student motivation, and cognition of scientific processes to inform strategies for differentiated instruction. Candidates will create integrated instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities. Prerequisites: ED3205, ED3115, and ED3207.

**ED3210 Instruction in Literacy in Inclusive Secondary & Special Education** 3 credits

This course focuses on the critical role the English/language arts play in teaching, learning, thinking, and communicating across all subjects. Teacher candidates learn to assess and monitor students' language skills and use data to plan and adapt instruction. Candidates practice developing instructional activities, grounded in research, that support the achievement of the New Jersey Student Learning Standards in English/Language Arts for Grades 5–12, including strategies to support students' success with complex text in literature, social studies, math, science, and other subjects. Candidates also learn to differentiate instructional activities to meet the needs of students with disabilities, linguistic and/or cultural diversity, giftedness, or other academic need. Students also learn to evaluate instructional materials for typical, struggling, and advanced readers. Prerequisites: ED2999, ED3110, and PS245.

**ED3212 Secondary Subject Instruction in Inclusive & Special Education in Language Arts** 3 credits

This course introduces the secondary language arts teacher education candidate to the study of curriculum planning, learning environments, modifications for students

with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of language arts curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: ED3120 and ED3210.

**ED3213 Secondary Subject Instruction in Inclusive & Special Education in Science** 3 credits

This course introduces the secondary science teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of science curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: ED3120 and ED3210.

**ED3214 Secondary Subject Instruction in Inclusive Secondary & Special Education in World Language** 3 credits

This course introduces the secondary world language teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of world language curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: ED3120 and ED3210.

**ED3216 Secondary Subject Instruction in Inclusive & Special Education in Math Education** 3 credits

This course introduces the secondary math teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of math curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards and increase their commitment to the

development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: ED3120 and ED3210.

**ED3217 Secondary Subject Instruction in Inclusive & Special Education in Social Studies Education** 3 credits

This course introduces the secondary social studies teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of social studies curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: ED3120 and ED3210.

**ED3218 Secondary Subject Instruction in Inclusive & Special Education in Art Education** 3 credits

This course introduces the secondary art teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of art curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist

diverse learners in the achievement of the New Jersey Student Learning Standards and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: ED3120 and ED3210.

**ED3219 Secondary Subject Instruction in Inclusive & Special Education in Business Education** 3 credits

This course introduces the secondary business teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of business curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: ED3120 and ED3210.

**ED3230 Instructional Technology in Inclusive & Special Education in Language Arts** 3 credits

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary inclusive language arts environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: ED3120 and ED3210.

**ED3231 Instructional Technology in Inclusive & Special Education in Science Education** 3 credits

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary

inclusive science environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners.

Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: ED3120 and ED3210.

**ED3232 Instructional Technology in Inclusive & Special Education in World Language Education** 3 credits

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary inclusive world language environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: ED3120 and ED3210.

**ED3233 Instructional Technology in Inclusive & Special Education in Math** 3 credits

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary inclusive math environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: ED3120 and ED3210.

**ED3234 Instructional Technology in Inclusive & Special Education in Social Studies Education** 3 credits

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary social studies inclusive environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to

promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: ED3120 and ED3210.

**ED3235 Instructional Technology in Inclusive & Special Education in Art Education 3 credits**

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary inclusive art environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: ED3120 and ED3210.

**ED3236 Instructional Technology in Inclusive & Special Education in Business Education 3 credits**

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary inclusive business environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: ED3120 and ED3210.

**ED3302 Accommodations, Modifications & Assistive Technology for Students with Disabilities 3 credits**

In this course, candidates will study curriculum planning, accommodations and modifications, and assistive technology for students with disabilities in inclusive and special education settings. The development of lessons for learners with special needs is extended using Tomlinson's Differentiated Instruction framework for effective teaching by providing students with a variety of pathways to learning in terms of content, process, product, and learning environment. Candidates will learn how to choose appropriate instructional materials and assistive technology, make instructional and curricular modifications, and design individual educational programs that meet the needs of students with disabilities. The

continuum of services and least restrictive environment will be examined. Prerequisite: ED3201.

**ED3303 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder 3 credits**

This course focuses on examining the behavioral and clinical features of autism spectrum disorders (ASD) and how to instruct students with ASD using evidence-based practices. Characteristics of ASD as manifesting in different degrees from early childhood through adolescence and methods of instructing students with ASD from early childhood through adolescence across ability levels will be reviewed. Course content will encompass both behavioral and socio-emotional approaches including the application of the basic principles of applied behavior analysis (ABA) and verbal behavior for instructing students with ASD. Clinical practice (50 hours) in special education is required.

**ED4210 Collaborative Planning with Family, School & Community Partners for ESL Educators 3 credits**

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multidisciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course. Prerequisite: ED3201.

**ED4214 Collaborative Planning with Family, School & Community Partners for Elementary & Special Educators 3 credits**

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multidisciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course. Prerequisite: ED3201.

### **ED4215 Collaborative Planning with Family, School & Community Partners for Secondary & Special Education**

*3 credits*

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multidisciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course. Prerequisite: ED3201.

### **ED4299 ESL Clinical Practice**

*9 credits*

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers and that their teaching is guided by the TESOL/CAEP Standards for P–12 Teacher Education Programs. Prerequisites: All required education courses and ED4210. One semester.

### **ED4300 Reflective Practice in ESL & Special Education**

*3 credits*

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers, guided by TESOL/CAEP Standards for P–12 Teacher Education Programs. Prerequisites: All required

education courses and ED4210. Offered at Lakewood campus only.

### **ED4304 Elementary Education Clinical Practice**

*9 credits*

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers and that their teaching is guided by the New Jersey Student Learning Standards. Prerequisites: All required education courses and ED4214. One semester.

### **ED4305 Reflective Practice in Elementary & Special Education**

*3 credits*

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers, guided by the New Jersey Student Learning Standards. Prerequisites: All required education courses and ED4214. Offered at Lakewood campus only.

### **ED4306 Secondary Education Clinical Practice**

*9 credits*

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for

Teachers and that their teaching is guided by the New Jersey Student Learning Standards. Prerequisites: All required education courses and ED4215. One semester.

**ED4307 Reflective Practice in Secondary & Special Education** 3 credits

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers, guided by the New Jersey Student Learning standards. Prerequisites: All required education courses and ED4215. Offered at Lakewood campus only.

**EE3114 Instructional Design & Technology Integration in Inclusive Early Childhood Education** 3 credits

This course is designed to help candidates apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques, including the integration of play, and principles of culturally responsive teaching are reviewed and practiced. Prerequisites: ED2999, ED3110, and PS245

**EE3115 Instruction in English/Language Arts & Literacy I in Inclusive Early Childhood & Special Education** 3 credits

This course develops teacher candidates' understanding of the integral relationship of children's cognitive, linguistic, and cultural development in the acquisition of the English/language arts of reading, writing, listening, speaking, viewing, and representing. Candidates will learn to use assessment data and students' individual and group strengths and needs as guides for creating developmentally appropriate and evidence-based literacy instruction for literary and informational texts. Candidates will also learn

strategies for advancing the literacy skills of students with specific learning disabilities including dyslexia, students who are eligible for special education, students who struggle with age-appropriate literacy skills, and students with diverse linguistic and cultural backgrounds. Prerequisites: ED2999, ED3110, and PS245.

**EE3217 Numeracy in Inclusive Early Childhood & Special Education** 3 credits

This course focuses on early childhood mathematics instruction and the New Jersey Student Learning Standards in mathematics. The course uses contemporary research in student motivation, cognition, and comprehension of mathematical processes to inform strategies for differentiated instruction. Candidates will create instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities. Prerequisites: EE3114 and EE3115.

**EE3218 Instruction in Literacy II & Social Studies in Inclusive Early Childhood Education & Special Education** 3 credits

This is the second part of a two-part course sequence that builds on the foundational knowledge gained in EE3115 Instruction in English/Language Arts and Literacy I in Inclusive Early Childhood and Special Education. Candidates will develop interdisciplinary activities demonstrating their knowledge of the New Jersey Student Learning Standards in social studies and English/language arts and pedagogy to build effective and culturally responsive instruction for P–3 students. Instructional planning and accommodation/ modification of instruction and assessment to meet students' diverse needs are addressed. Instructional strategies based on learning theory in the social studies and English/language arts including children's literature will be highlighted. Prerequisites: EE3114 and EE3115.

**EE3219 Science & Technology in Inclusive Early Childhood & Special Education** 3 credits

This course focuses on a holistic approach to P–3 science instruction, through a consideration of the Next Generation Science Standards, design thinking, and problem solving. The course uses contemporary research in student motivation, and cognition of scientific processes to inform strategies for differentiated instruction. Candidates will create integrated instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities. Prerequisites: EE3114, EE3115, and EE3217.

**EE4212 Collaborative Planning with Family, School & Community Partners for Early Childhood & Special Educators**    *3 credits*

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multi-disciplinary teams, and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course. Prerequisite: ED3201.

**EE4302 Early Childhood Education Clinical Practice**    *9 credits*

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers and that their teaching is guided by the New Jersey Student Learning Standards. Prerequisite: EE4212. One semester.

**EE4303 Reflective Practice in Early Childhood & Special Education**    *3 credits*

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers, guided by the New Jersey Student Learning Standards. Prerequisite: EE4212. Offered at Lakewood campus only.

# X: INTERDISCIPLINARY MINORS

By combining courses from various disciplines, students may develop minor areas of interest.

## AMERICAN STUDIES

The Interdisciplinary minor in American Studies offers students an opportunity to learn about America's past and present from multiple disciplines. As a result of this dynamic approach, students will have a unique opportunity to gain a fuller synthesis and understanding about the culture and society of the United States. It will also allow students the flexibility to design their own educational experiences while sharpening their writing, research, and critical thinking skills. The minor will enhance preparedness for teaching, law, business, government service, communication, and graduate studies. A minimum of 18 credits is required for the American Studies minor. Half of the required courses must be taken at Georgian Court University. Students may apply to Dr. Paul Cappucci, the American Studies advisor, for approval of a course that is not currently listed.

### Requirements

EN113 Voices from the Wilderness: American Literature to 1865, EN114 The American Imagination: American Literature Since 1865, or EN226 Honors A Nation in Transition: American Literature & Culture (3 credits).

HST110 U.S. History Survey I or HST111 U.S. History Survey II (3 credits).

300-level or higher courses selected from Approved American Studies Courses List (6 credits); 300-level and higher courses cannot count toward both a student's major and the American Studies minor.

Electives at any course level selected from Approved American Studies Courses List (6 credits).

### Approved American Studies Courses

AN244 City, Suburb & Society  
AN312 Native Cultures of North America  
CJ111 The Criminal Justice System  
CJ167 Intergroup Relations  
CJ313 U.S. Constitutional Law  
EN310 American Drama  
EN321 American Renaissance  
EN322 American Realism  
EN323 Modern American Literature  
EN327 Make It New: Modern American Poetry  
EN370 Pacific Crossings: Asian American Literature  
EN375 Natives & Strangers: Multi-Ethnic Literature of the U.S.  
EN376 We Are Made of Words: Native American Literature & Criticism  
HST304 American Revolution & Aftermath

HST308 Civil War & Reconstruction  
HST312 Roosevelt to Roosevelt: U.S. Politics & Society, 1890s–1945  
HST316 America Since 1945  
HST320 Rebels, Radicals & Reformers in U.S. History  
HST330 America & the World: U.S. Foreign Relations Since 1898  
HST331 Vietnam & America  
IH345 Native American Medicine  
MU214 Music of the Americas  
PL160 American Philosophy  
PO211 American National Government  
PO221 State & Local Government in America  
SP425 Mosaics of Hispanic American Literature I  
SP426 Mosaics of Hispanic American Literature II

## 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 advisor so that an individualized course of study may be implemented as early as possible.

### General Requirements

A minimum of 18 credits above the 111/112 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 advisor 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 grade of 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 & Economics  
EC481 Comparative Economic Systems

### History

HST120 World History Survey I  
HST121 World History Survey II  
HST220 Modern Asian History  
HST340 Mediterranean Encounters 1100–1700  
HST390 Special Topics in History

### Language

SP350 Hispanic Women in Life & Literature  
SP415 Spanish Civilization

- SP418 Latin America: Past & Present  
SP419 Contemporary Latin American Culture

### Religious Studies

- RS340 A Survey of Eastern Religious Thought

The International Area Studies advisor is Dr. Scott Bennett.

### 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. Kathryn Quinn-Sanchez.

### POLITICS, LAW & HISTORY

The interdisciplinary minor in Politics, Law & History offers students an opportunity to learn about America's political system, constitutional/legal principles, and modern history from multiple perspectives and disciplines. The program will sharpen students' writing, research, and critical thinking skills. It will prepare students for graduate school; for active citizenship and the pursuit of social justice and social welfare; and for careers in teaching, law, business, government, international relations, public service, and communications. A minimum of 18 credits is required for the Politics, Law & History minor. At least half of the required courses must be taken at Georgian Court University. Courses at the 300 level and higher cannot count toward both a student's major and the Politics, Law & History minor (except that Criminal Justice majors may count two criminal justice courses toward the major). For more information or approval of a course that is not currently listed, contact Dr. Scott H. Bennett, chair, Department of History and Politics.

### Requirements

#### Politics (6 credits)

- PO211 American National Government  
PO221 State & Local Government in America

#### Law and Internships (6 credits)

##### Required (3 credits)

- CJ313 U.S. Constitutional Law

##### Electives (3 credits)

- CJ213 Criminal Law & Practice  
CJ333 Internship in Criminal Justice  
CJ351 Comparative Criminal Justice Systems  
CJ365 International Human Rights Law  
CJ375 Global Justice & Law  
PO471 Internship in Political Science I (local)  
PO472 Internship in Political Science II (state)  
PO473 Internship in Political Science III (federal)

### History (6 credits)

#### Required (3 credits)

- HST330 America & the World: U.S. Foreign Relations Since 1898  
HST331 Vietnam & America  
HST332 U.S. & 9/11 Wars & Era

#### Electives (3 credits)

- HST321 Gandhi & King: Global Nonviolent Activism  
HST330 America & the World: U.S. Foreign Relations Since 1898  
HST331 Vietnam & America  
HST332 U.S. & 9/11 Wars & Era  
HST374 Europe Since 1914

### SOCIAL MEDIA MARKETING

This minor challenges students to take an in-depth look at today's constantly evolving world of social media and how theories can be applied to target and attract online communities and spread messaging to a new group of customers. The minor combines social media theories and practice with traditional marketing strategies to provide students with knowledge and skills for today's new user-driven marketplace while also teaching students the essential skills of online writing, e-commerce, communications, and graphic design. Please see the full description of the minor in the School of Business and Digital Media section of the catalog.

### 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:

- Speak knowledgeably, from both a historical and contemporary perspective, about the natural systems of which humans are a part, the social systems humans create, and the interactions between these systems.
- Critically evaluate sustainable policies from environmental, economic, and equality perspectives.
- Bring insight of sustainable issues to challenges being addressed in their chosen career field.

**Program Requirements:** 16 core credits plus one 2- to 4-credit elective (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 (16 credits)

- BI109 Environmental Biology  
AN/SO304 Globalization & Sustainability  
BI/SC360 Current Issues in Environmental Sustainability

- BU325 Sustainable Business: Theories,  
Practices & Strategy
- SUS400 Transitioning to a Sustainable Society

**Electives in the Minor (2–4):** Choose one from among AN244, BI305, BU242, CH108, GO285, RS325, SC350, SUS410, or any other internship (e.g., BU451, BI404; internship must have a sustainability focus).

**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.

For more information, contact Dr. Louise Wootton.

## WOMEN'S STUDIES

The various courses offered in the Women's Studies minor 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/CJ325    | Gender & Crime                      |
| WS/PS242    | Psychology of Women                 |
| WS/HST210   | Women in America                    |
| WS315/IH310 | Integrative Women's Health          |
| WS320/ES320 | Gender in Sports                    |
| WS280       | Selected Topics in Women's Studies  |
| WS311       | Shaping Lives: Women & Gender       |
| WS/SP350    | Hispanic Women in Life & Literature |
| WS/AR310    | Women, Art & Society                |
| 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.

- WS280 Selected Topics in Women's Studies** 3 credits  
This course gives the students the opportunity to explore the discipline of women's studies in depth. Special areas of study will be based on student interest. One topic will be explored intensively for the total course content. The course may be repeated for the majoring or minoring student when differing topics are offered.
- WS311 Shaping Lives: Women & Gender** 3 credits  
This interdisciplinary course considers 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. Prerequisite: Junior or senior status.

# XI: SKILLS DEVELOPMENT

## PROGRAM

The Skills Development Program is designed for those students who need to strengthen academic skills to perform successfully and learn effectively in their General Education and major coursework. Students register for these courses at the suggestion of or with the approval of their academic advisor. The credits earned in these courses are applicable to full-time status for course load, but do not count as part of the credits required for graduation.

### **SD100 Basic Mathematics** 3 credits

SD100 is for students whose placement scores suggest they are not ready for 100-level college math courses. Working in a computer lab and using adaptive learning software, students will work at their own pace while supported by an instructor. Diagnostic testing informs the software which modules each student needs on topics such as properties of whole numbers, principles of integers, and introduction to algebraic principles. It allows each to work at his or her own pace. Assessment at the end of the course determines students' readiness for MA103, MA106, MA107, or MA109. 3 computer lab classes, 4 hours.

### **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.

## XII: DIRECTORIES

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Department of History & Politics  
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