



# Rivier University- 2022-2023 University Academic Catalog

# Disclaimer

## Catalog Limitations

The Rivier University catalog reflects current academic programs, fees, policies, and procedures effective at the time of publication. This information, including course descriptions and policies is pertinent to study while at the University.

The academic sections of the online catalog have been updated for the 2022-2023 academic year. Some academic, administrative and policy sections of the 2022-2023 catalog may be updated at a later time if and when changes are approved.

The catalog is not intended to constitute a contract between the University and any student, or other person, or application for admissions. The catalog is only available in an electronic format. Policies, programs, courses, major requirements, fees, the academic calendar, and instructors may be added or changed at the sole discretion of the University. In planning their course schedules and programs of study, students are advised to review degree audit program planning sheets available from their academic advisor or program director.

## Notice of Non-Discrimination

Rivier University does not discriminate on the basis of race, color, national origin, religion, age, veteran or marital status, sex, sexual orientation, gender identity, or disability in admission or access to treatment in or employment in its programs and activities. Title IX requires that the University not discriminate on the basis of gender. The following persons have been designated to handle inquiries regarding Title IX and the nondiscrimination policies:

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Boston Office, Office for Civil Rights, US Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, P: (617) 289-0111, F: (617) 289-0150; TDD: (877) 521-2172, [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov).

# The University

## History

Rivier University is named in honor of Blessed Anne-Marie Rivier, Foundress of the Sisters of the Presentation of Mary. Established in 1933 in Hudson, New Hampshire, the University moved in 1941 to the present campus site in Nashua. The University was incorporated in 1935 under the laws of the State of New Hampshire, and through two separate charters was invested with the power to confer both graduate and undergraduate degrees. Rivier is recognized for both on-campus and online programs that serve the needs of traditional-aged students as well as adult learners.

In conjunction with the bicentennial of the founding of the Sisters of the Presentation of Mary in 1796, the University formally recommitted to Anne Marie Rivier's mission of teaching and serving the poor by making social justice and service to others a special focus of its work. The University's core curriculum, *Journeys of Transformation*, educates students for lives as servant-leaders in an increasingly interdependent global community, where understanding and engaging with others is essential not only to individual success but also to a stable and sustainable world.

As part of its strategic plan, VISION 2020, Rivier has underscored its longstanding commitment to educating the whole person through a University-wide model of strengths-based well-being. By focusing on what students do well, Rivier fosters positive self-concept, a sense of purpose, and an alignment of strengths with life goals and career opportunities. Rivier faculty and staff are focused on student success, providing transformative learning experiences both in and beyond the classroom. Through service learning, faculty-led trips, study abroad, internships, student research, leadership activities, Rivier's unique Employment Promise Program, and other high-impact educational practices, the University prepares students for meaningful lives and rewarding careers.

Rivier's rich history of supporting the academic and personal success of all its students is reflected both in broad-based learning in the liberal arts and in programs of professional practice, including business, education, nursing, and professional psychology. Having gained University status in 2012, Rivier now has over 70 undergraduate and graduate programs, including three doctoral programs, in education (Ed.D.), nursing (DNP), and counseling and school psychology (Psy.D.).

## Core Mission

Founded in 1933 by the Sisters of the Presentation of Mary and Sister Madeleine of Jesus, Rivier University is a Catholic institution of higher education dedicated to transforming hearts and minds to serve the world.

## The Rivier Mission

Committed to the faith heritage, intellectual tradition, and social teachings of the Roman Catholic Church, the University educates the whole person in the context of an academic community that cultivates critical thought, sound judgment, and respect for all people. This community supports the intellectual growth of all its members while offering them opportunities for social, cultural, moral, and spiritual development. The challenge to the University community is to search for truth through the dialogue between faith and reason.

Rivier creates an environment in which integrated learning is the shared responsibility of students, faculty, staff, and administrators, and is pursued in all the curricular and co-curricular programs of the University. To participate in the life of Rivier University is to strive for academic excellence, to take responsibility for ourselves and for others, and to engage in dialogue about basic human issues facing society, especially the plight of the poor and powerless. The University extends to all of its members, and also to the greater community, an invitation to join in intellectual inquiry and dialogue.

## Accreditation and Memberships

Rivier University is accredited by the New England Commission of Higher Education, (NECHE).

Accreditation of an institution of higher education by NECHE indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by NECHE is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by NECHE should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education  
Burlington Woods, Suite 100  
Burlington, MA 01830  
(781) 425-7785  
Email: [infor@neche.org](mailto:infor@neche.org)

All education programs are approved by the New Hampshire Department of Education and the Division of Higher Education, Higher Education Commission. Select graduate and undergraduate programs of preparation for the education, school counseling and school psychology professions are approved by the New Hampshire Department of Education, Council for Teacher Education.

Rivier's Doctor of Psychology in Counseling and School Psychology (Psy.D.) has been accredited, on contingency by the American Psychological Association (APA), which grants national accreditation for programs in health service psychology. The University will apply for full accreditation within three years. The program's current APA accreditation status of accreditation, on contingency expires on April 7, 2024. The curriculum meets the State of New Hampshire licensing requirements for Psychologists.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE  
Washington, DC 20002  
(202) 336-5979  
[apaaccred@apa.org](mailto:apaaccred@apa.org)

Rivier's undergraduate business programs in business administration, business management, finance, and marketing, as well as the University's Master of Business Administration programs, are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Accreditation Council for Business Schools and Programs  
11520 West 119<sup>th</sup> Street  
Overland Park, KS 66213  
(913) 339-9356 Email: [www.acbsp.org](http://www.acbsp.org)

Rivier University's ASN, BSN, MSN, Post-Master's Certificates and DNP programs are accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road, NE, Suite 1400  
Atlanta, GA 30326  
(404) 975-5000  
Webpage: [www.acenursing.org](http://www.acenursing.org)

Rivier is also a member of the following state and national organizations:

American Association of Collegiate Registrars and Admissions Officers  
Association of Catholic Colleges and Universities  
Campus Compact of New Hampshire  
University Entrance Examination Board  
Council of Independent Colleges  
Eastern Association of College and University Business Officers  
National Association of College and University Business Officers  
National Collegiate Athletic Association  
National Council for State Authorization Reciprocity Agreements (NC-SARA)  
New England Association of Collegiate Registrars and Admissions Officers  
New Hampshire College and University Council

For the purpose of institutional cooperation, Rivier University is a member of the New Hampshire Council and University Council (NHCUC), a consortium of New Hampshire institutions of higher learning:

Antioch University New England  
Colby-Sawyer College  
Community College System of NH  
Franklin Pierce University  
Granite State College  
Hellenic American University  
Keene State College  
New England College  
New Hampshire Institute of Art  
Plymouth State University  
Rivier University  
Saint Anselm College

The NHCUC Undergraduate Student Exchange program is an opportunity for students in good academic, financial, and social standing to enroll in courses not offered at their home institution. The visiting student pays tuition to the home institution and may pay fees to the host institution. See Additional Learning Opportunities, NHCUC Student Exchange Courses for details.

## Philosophy of Undergraduate Studies

Rivier provides growth opportunities both in and beyond the classroom. The University offers a strong core curriculum in the liberal arts and sciences, which assists the student in developing the ability to analyze, communicate (orally and in writing), and reason (quantitatively and logically). Education at Rivier is viewed in a broader sense as preparation for an enlightened and productive life; students are expected to develop not only competence but also a spirit of cooperation and a willingness to expend talents and energies in improving the human condition. The University creates an environment which facilitates personal and professional growth of the individual who will contribute to the larger civic and global communities. Service to others is viewed as an integral part of a full life.

## Undergraduate Academic Goals

Through its Mission-focused curriculum, Rivier University seeks to:

***Develop Knowledge of Human Cultures and the Physical and Natural World through study focused on engagement with big questions, both contemporary and enduring, in:***

- The sciences and mathematics
- Social sciences
- Humanities
- History
- Languages
- The arts

***Develop Intellectual and Practical Skills that will be practiced extensively across the curriculum, in the context of progressively more challenging problems, projects and standards for performance, in the areas of:***

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

***Develop Personal and Social Responsibility reinforced through active involvement with diverse communities and real-world challenges, including:***

- Civic knowledge and engagement - local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

***Engage in Integrative and Applied Learning demonstrated through the application of knowledge skills and dispositions to new settings and complex problems including:***

- The synthesis and advanced accomplishment across general and specialized studies.

***Foster a Sense of the Sacred and of the Dignity of the Human Person, particularly as expressed through the Catholic Tradition, by active engagement with intellectual traditions and living communities, developed by:***

- Recognition of Catholicism's contribution to the development of the whole person
- Appreciation of the sacred meaning and purpose of life
- Inquiry into the essence of authentic human community
- Respect for the belief systems of others.

## Academic Assessment

Academic assessment at Rivier University measures a student's achievement of both specific course objectives and the University's overall goals of fostering articulate and reflective individuals who have achieved the intellectual independence, critical judgment, grounding in values, and professional knowledge to contribute significantly to society.

Individual course grades reflect the instructor's assessment of how well the student has achieved the objectives of the course, mastered its specific content, and demonstrated University-wide competencies at a level appropriate for that course and subject. These University-wide competencies include the following:

- An understanding of course content-the information, concepts, theories, or skills required of the specific subject and discipline;
- The ability to apply information, concepts, or skills from one part of the course to other areas and solve problems using this knowledge or these skills;
- The ability to communicate one's understanding and knowledge with clarity and persuasiveness- orally, visually, quantitatively and/or in writing;
- The ability to think critically about course material in the light of other information, theories, or points of view, demonstrating an awareness of the implications and/or limitations of any one perspective or approach;

- The ability to synthesize course material, discovering larger patterns or relationships, discriminating among multiple views, and/or viewing the subject within a cross-disciplinary or global perspective;
- The ability to make and support value judgments about the social or ethical implications of course material or judge between competing solutions.

## **Participation in Assessment of Student Learning Outcomes**

As a part of its stated mission regarding the pursuit of academic excellence, Rivier University is committed to assessing student attitudes, student achievement, student satisfaction, and career development.

Assessment activities may include standardized testing, departmental evaluations, course evaluations, placement tests, surveys, portfolios of student work, group or individual interviews, or classroom research.

The information obtained through these college-wide assessment activities is used primarily to improve students' academic experiences, programs, courses, and quality of University services.

## **Philosophy of Graduate Studies**

Graduate education at Rivier University provides advanced and specialized professional training beyond the baccalaureate degree. Most of the University's graduate students are practitioners in particular fields and bring a wealth of practical knowledge and experience to the classroom. These individuals are seeking to strengthen their academic and professional competence, to develop professional knowledge in their disciplines, and to relate their research to the investigations of other authorities.

Graduate programs at Rivier University are innovative and respond to the social, technological, and economic changes affecting intellectual and professional life. These programs are effective resources for business, healthcare, social, educational, and cultural development in the region.

Founded on the principles of human dignity and value inherent in the University's Roman Catholic tradition, Rivier's commitment to quality programs is realized through a network of full-time and part-time faculty who are dedicated to the education of socially responsible people.

Graduate faculty, students, and administrative staff at Rivier University are characterized by their love of learning and their ability to develop and apply their knowledge. Through ethical responsibility, they seek to be transformative leaders in an era of increasing global interdependence and collaboration.

## **Goals of Graduate Studies**

Through its graduate and doctoral curriculum, Rivier University enables students to:

- Further develop creative approaches to problem solving, promote intellectual curiosity, and engender a lifelong commitment to learning;
- Engage in ethical personal and professional conduct, as well as pursue a strong commitment to social justice, in order to serve the disciplines and communities in which students will participate;
- Develop a sense of the sacred and of the dignity of the human person, particularly as expressed through the Catholic tradition;
- Develop the ability to place one's discipline in an historical, cultural, and global perspective;
- Apply advanced critical and creative reasoning, both qualitatively and quantitatively, and demonstrate advanced communication ability in a variety of modalities;
- Function as skilled professionals in their chosen careers, or consolidate an advanced understanding of their disciplines.

## University Facilities

### The Campus

The University is located on a 68-acre campus one mile from downtown Nashua in a quiet residential area. Easy access to Boston provides students with opportunities for intellectual, cultural, and social enrichment. Proximity to the seacoast and to the White Mountains of New Hampshire offers additional recreational advantages. The services of Logan and Manchester Airports, Boston railway stations, and local bus lines allow convenient travel to and from campus.

### Academic Technology Services

Information Technology provides students with technology to facilitate coursework and research. Six computer labs are located across campus. Rivier virtual desktops are available from any device connected to the internet. The Regina Library also has a classroom equipped with 23 PCs as well as many other high-speed computers that can be used for research, writing a paper, completing assignments, printing, etc. The library has a limited number of laptop computers to loan to students on a short-term temporary basis. All computers are connected to the Rivier University network and provide direct access to the Internet. Standard software includes Microsoft Office 365. Courses are taught using the latest industry and academic standard software.

### The Academic Support Center

Rivier's Academic Support Center offers a number of services to all Rivier students. Staffed by professional writing consultants, and peer tutors, the Center serves students of all abilities. Writing consultants assist students with their writing projects in any of their courses. Peer tutors provide help in all major disciplines; some lead supplemental instruction sessions for select courses. Any Rivier student may take advantage of reserved appointments and drop-in services provided by writing consultants and content-specific peer tutors.

### Adrienne Hall

Adrienne Hall houses the Office of Academic Affairs, the Office of the Registrar, Financial Aid and Student Accounts. Each student is assigned a financial aid advisor to help answer questions and provide guidance. From assistance with filling out the Free Application for Financial Aid (FAFSA) for the first time to helping students to determine how much aid to accept-Financial Aid and Student Accounts staff is located here to answer questions and provide guidance. The Office of the Registrar is available to help students with requests for transcripts, registration, course schedules, transfer credits, and more. Adrienne Hall is a destination for students where they can gain access to information related to their complete academic footprint at Rivier.

### The Benoit Education Center

The Division of Education and Counseling is located in the University's Benoit Education Center. The 43,000 square-foot building contains state-of-the-art classrooms with advanced technological resources, an eight-room early childhood center/laboratory school for children from 6 weeks to six years of age, an educational resource center, counseling rooms with one-way observation windows; classroom laboratories; observation and seminar rooms for early childhood classrooms; several multi-media classrooms enhanced with electronic whiteboards, LCD projectors and projection screens; a computer laboratory; and faculty offices. The Cho Educational Resource library is an extensive curriculum library/education resource center with recently published textbooks, software, and other media.

### Cho Educational Resource Center

The Cho Educational Resource Center (ERC) is a branch of the Regina Library and is located on the second floor of the Benoit Education Center. The ERC houses a unique collection of materials that support curriculum development and lesson planning for students in the majors of education and counseling. All students are welcome to use the ERC. The items available are those that could be found in a typical classroom, such as textbooks, instructional kits, games, and educational software. The ERC also has juvenile books, including picture books, easy readers, and non-fiction books. The Project Room offers a space for students to create cut-outs for bulletin board projects, games, etc. Students may utilize the lamination and binding services at the ERC for education course specific assignments. The open main room, tables, and group study room foster an environment of collaboration and discussion among students working on group or individual projects. There are also computers, printers, a copier, and a scanner for students to use at the ERC.

### Dion Campus Center

Dion Center, the University's only 24/7 facility sits at the geographic center of campus. This facility is home to the University Bookstore, the Dining Center, the Office of Public Safety & Security, the Office of Student Affairs, Student Engagement, Multicultural Student Engagement, Campus Ministry, Student Government, and the Student Organization Club room, and many student-centered engagement offices. Dion Center also houses several meeting and conference spaces (including the 5,000 sq. ft. Dion Reception Room). Services provided by Public Safety include assistance with room lockouts, lost property, incident reporting, medical assistance, motor vehicle assistance, escort service, and campus security and crime prevention. In the Dining Center, students will find signature brands and enticing menu selections. There is a wide variety of fresh food designed to satisfy everyone's appetite. The Office of Campus Ministry serves the spiritual, social and personal needs of the campus community, providing opportunities where values are challenged, and faith is affirmed.

## **Heritage Plaza**

Heritage Plaza is a place of sacred beauty reflecting the University's Catholic heritage and a campus focal point. The Plaza is located on South Main Street in the heart of Rivier's campus. Heritage Plaza is comprised of a main gathering space featuring the sculpture; a short walkway to a circular terrace of personalized brick pavers donated by alumni, friends, faculty, and staff; and steps leading down to the Campus Quad. The commissioned bronze statue was created by sculptress Silvia Nicolas of Mont Vernon, New Hampshire. In its entirety, the plaza structure provides a clear path across campus from Madeleine Hall (the Office of Admissions) through to the Campus Quad and Dion Center.

## **Laboratories: Behavioral Science and Clinical Psychology Labs**

Psychology students have access to a clinical laboratory which offers a room for mock therapy sessions, testing and assessment activities, and supervised clinical experiments. The facility is equipped with a one-way observation mirror and audio visual recording equipment. In addition, the laboratory has a computer room and a separate instruction area and gathering space for student interaction. The department also has a behavioral science laboratory that offers space and instrumentation to design experiments, collect data, analyze, and interpret results obtained from original research studies conducted under the mentorship of Rivier faculty. The lab houses five computer stations equipped with Empirisoft MediaLab and DirectRT software packages, which allow for millisecond precision in measuring cognition and perception from human subjects and with SPSS for data analysis.

## **The Learning Commons**

The Learning Commons is a destination that fosters collaborative learning and student success. This 15,000-square-foot facility houses academic support services and provides opportunities for students to work in teams, use digital resources, receive assistance from peer mentors and tutors, and access career services. The Learning Center includes the Academic Support Center, Career & Academic Advising, Disability Services, Counseling and Wellness Center, University Advancement and Alumni Relations. Assembling these services in one location has been shown to positively impact student learning outcomes.

## **Linda Robinson Pavilion**

In October of 2018, Rivier University broke ground on adding an Athletics Pavilion to the multi-sport turf field to enhance the game-day experience for Raider student-athletes and fans alike. The Pavilion provides stadium-style seating and facilities for fans, four team locker rooms, an athletic training room with workstations, and a press box which will allow for live stats and video for all events hosted at Joanne Merrill Field. The stadium stands atop one of the highest points in the city of Nashua and serves not only as the home of Rivier

Raider Athletics, but also as a resource for local youth and community groups.

## **Memorial Hall**

Memorial Hall is one of the main classroom buildings on campus and the location of the Office of Global Engagement and the Rivier University Art Gallery. For anyone wanting to spend a semester abroad, Global Engagement coordinates these opportunities, as well as providing teaching trips to places like Costa Rica, Africa, and China. The Office of Global Engagement runs academic, co-curricular, and campus-wide programs that help students better understand nations and cultures around the world, join intercultural partnerships, and travel to other countries through immersive experiences. The Art Gallery at Rivier University presents exhibitions that complement and enhance the University's academic offerings. Exhibitions and receptions for the artists are free and open to the public.

## **Muldoon Health and Fitness Center**

Rivier students, faculty and staff utilize the Muldoon Health and Fitness Center in pursuit of a healthy lifestyle. The Fitness Center and Gymnasium is named for Pelham, New Hampshire resident Teresa Quigly Muldoon after she provided a substantial bequest to the University in 1984. The Fitness Center is an addition to the Muldoon Gymnasium and was opened in January of 2011. The building is home to Rivier Athletics as it houses all the coaches offices, training room and serves as the home court for Men's/Women's Basketball and Men's/Women's Volleyball.

### **Facility Information:**

- 15, 485 Square Foot Facility, including Fitness Room and Gymnasium
- Cardio machines
- 2,500 Square Feet of Heavy Lifting space - Free weights, power platforms
- Bathroom, Shower and Locker Room areas
- 2,000 Square Foot Athletic Training Clinic
- 6 work stations, 3 tape stations, hot tub, cold tub, hydro collator, electric muscle stimulation/ultrasound machine

## **Raider Diamond**

Raider Diamond, the home of the Raiders Softball team, is a beautiful natural grass facility. Measuring 200 feet from home plate to every area of the outfield, Raider Diamond is one of the most plush grass fields in the area. An extensive improvement to the facility in the summer of 2019 gave the field a much needed facelift. The Diamond was transformed into the best Softball facility in the area as dugouts, bullpen, stadium style seating and a state of the art press box were constructed. The diamond is located on top of the hill past Joanne Merrill Field. Parking is located behind Silvia Trotter Hall off Clement Street.



## Regina Library

The Regina Library and the Cho Educational Resource Center are the resource libraries for students, faculty and staff. The library staff, in collaboration with the University faculty, serves the research needs of the community. To meet a diversified curriculum and the academic requirements of the Rivier University community, the libraries currently have more than 100,000 print volumes, subscribe to roughly 145 journal titles (of which about 70 are electronic), and patrons have online access through the library website to more than 240,000 electronic books and approximately 80 online journal research databases (which provide access to approximately 75,000 additional electronic journals). A reference librarian is available at the library for more than 90 hours each week. Students needing reference assistance may also contact a reference librarian from off-campus by telephone, text, e-mail or chat online. There are also a number of computers and printers for students to use in the library.

Interlibrary loan services are provided for students and faculty. Students can track, review, and retrieve their ILL requests through the RIVILL portal, which is accessible through the Regina Library website. Books are delivered to the library for students to pick up.

Thanks to a major capital gift, Rivier expanded the Regina Library by approximately 12,000 square feet and renovated the existing library significantly. The highlights of the expansion and renovation include a new Reference Room, Electronic Classroom, Café with seating for 30 guests, a Quiet Study, six study rooms (three of which may be reserved) and large open spaces for group collaborative work. Wireless access to the University network is available throughout the building.

## Resurrection Chapel

Founded by the Sisters of the Presentation of Mary and Sister Madeleine of Jesus in 1933, Rivier University is a private four-year, Catholic institution that welcomes students from all backgrounds. Since Rivier's beginning, the chapel has served as a place of worship and prayer for students, sisters, faculty and staff alike. It was renovated twice; for the first time in 1963, and again in 2014.

## Science and Innovation Center

Through the Vision 2020 commitment to innovation in the sciences, the University broke ground on the construction of a Science and Innovation Center in April 2019. The 36,000 square-foot facility opened in Fall 2020 and provides state-of-the-art resources for microbiology, biotechnology, anatomy and physiology, genetics, organic and inorganic chemistry, physics, and environmental science.

The Center features:

- Learning spaces that foster innovation and discovery,

- Laboratories and equipment designed to solve real-world problems,
- Technology that brings the world of science into the classroom,
- Collaborative spaces to foster faculty and student research.

Our students put theory into practice through hands-on assignments and research projects. Students have tested and cleaned up local ponds, evaluated the antimicrobial of homeopathic remedies; and conducted research in the biology of reproduction, cancer, ecology, and immunology. Together with their faculty, our students conduct sophisticated laboratory diagnostic procedures in courses such as microbiology and immunology, and test their knowledge and develop skills through real-world assignments and research projects.

## Sylvia Trottier Hall: Nursing and Business Divisions

Some of the best equipped nursing, biology, and chemistry laboratories in the region are located in Sylvia Trottier Hall and the Science Innovation Center.

A \$1 million donation to create the Nursing Simulation and Clinical Education Center serves as the catalyst for the next phase of technology and learning. *Project Excel*, focusing on nursing simulation, and *Project Elevate* with its focus on business and security programs, will ensure Rivier students will be workplace ready through the use of technology and experiential learning.

The 30,000 square-foot renovation will incorporate many elements of a professional environment that students will meet in their future workspaces. Investment in the facility's infrastructure, aesthetics, and technology will foster next-level learning for our nursing, business, and security studies students.

Sylvia Trottier Hall houses a newly renovated state-of-the-art Nursing Simulation and Clinical Education Center with completely renovated teaching labs for nursing fundamentals, clinical assessment, community nursing and telehealth simulation. The Center will be housed on the second level of Sylvia Trottier Hall and will include six simulation labs and assessment areas, two classrooms, a lecture hall, a suite of nursing administrative and faculty offices, and several areas for faculty-student interaction.

The new entrance has been designed as a place of welcome and interdisciplinary collaboration. Simulation labs will mirror the settings in which nurses most often provide care: medical/surgical and pediatric/neonatal hospital rooms, an obstetrics room, examination rooms, and telehealth offices. Designated labs will accommodate undergraduate nursing, public health, and advanced nurse practitioner training.

*Project Elevate* will enhance the delivery of business programs in management, finance, marketing, sport

management, cybersecurity management, and homeland security. The creation of a cybersecurity lab with advanced technology and the development of collaborative spaces for project-based learning will provide students with distinct advantages in their job searches and the ability to advance their careers.

An open, collaborative environment is an important component of the project. A modern, spacious conference room will welcome students, faculty, alumni, and visitors at the entrance to the Division of Business

and Security Studies office suite. The Enterprise Zone will offer plenty of "huddle space" and will foster exciting opportunities for interaction and innovation.

Rivier's Office of Information Technology will share the lower level of Sylvia Trottier Hall. New offices, collaboration and workspaces, mechanical, electrical, and network rooms will be created for IT support personnel and technical services. Students will benefit from an IT Support Center offering an exceptional in-person tech support experience.

## Academic Calendar 2022-2023

<b>FALL SEMESTER 2022</b>			<b>September 6 - December 16</b>
Mon-Fri	August 22-September 2	Family Nurse Practitioner On Campus Intensives	
Monday	September 5	Labor Day - No classes	
Tuesday	September 6	Academic Convocation	
Tuesday	September 6	Term 1 (7 week classes) and 14 week Professional Studies/Online/Graduate/Doctorate classes begin	
Wednesday	September 7	Classes begin for 14 Week Day	
Monday	September 12	End of Add/Drop period for Term 1 (7 week classes) 5pm	
Tuesday	September 13	End of Add/Drop period for 14 week classes 5pm	
Friday	October 3	Final date to withdraw "W" from Term 1 (7 week classes)	
Friday	October 3	Final day to complete "I" from Summer	
Monday	October 10	Columbus Day - No meeting for 14 week Day classes	
		Term I (7 week classes) and 14 week Professional Studies/Online/Graduate/Doctorate classes meet	
Tues-Mon	October 18-24	Final Class meeting/Final Exams for Term 1 (7 week classes)	
Friday	October 21	MIDTERM GRADES DUE for all 14 week undergraduate classes	
Wednesday	October 26	Term 2 (7 week classes) begin	
Friday	October 28	Final Grades due for Term 1 (7 week classes) 12:00pm	
Tuesday	November 1	End of Add/Drop period for Term 2 (7 week classes) 5pm	
Tuesday	November 15	Final date to withdraw "W" from 14 week classes	
Tuesday	November 22	Final date to complete "I" from Term 1 (7 week classes)	
Tuesday	November 22	Final date to withdraw "W" from Term 2 (7 week classes)	
Wednesday	November 23	Thanksgiving Vacation Begins-Wed. noon; vacation for all classes	
Monday	November 28	Classes Resume	
Tuesday	November 30	Intent to Graduate January 2 due	
Monday	December 12	14 week classes end	
Mon-Fri	December 12-16	Final Class meeting/Final Exams for Term 2 (7 week classes)	
Tues-Fri	December 13-16	Final Exams for 14 week Day/Professional Studies/Online/Graduate/Doctorate	
Saturday	December 17	Make up final exams	
Tuesday	December 20	Final grades due for all classes 12:00pm	
<b>SPRING SEMESTER 2023</b>			<b>JANUARY 17 - MAY 6</b>
Mon-Fri	January 2-13	Family Nurse Practitioner On Campus Intensives	
Monday	January 16	Martin Luther King Day - all 7 week classes will meet	
		No meeting for 14 week classes	
Tuesday	January 17	All classes begin	
Monday	January 23	End of Add/Drop period for all classes 5pm	
Tuesday	February 1	Intent to Graduate May due	
Monday	February 13	Final date to withdraw "W" from Term 1 (7 week classes)	
Monday	February 13	Final day to complete "I" from Fall	
Mon-Fri	Feb. 28 - Mar. 6	Final Class meeting/Final Exams for Term 1 (7 week classes)	
Friday	March 3	MIDTERM GRADES DUE for 14 week undergraduate classes	
Mon-Fri	March 6-10	Spring Vacation for 14 week classes only	
Tuesday	March 7	Make up day for Term 1 (7 week classes)	
Friday	March 10	Final Grades due for Term 1 (7 week classes) 12:00pm	
Friday	March 17	Term 2 (7 week classes) begin	

Thursday	March 23	End of Add/Drop period for Term 2 (7 week classes) 5pm
Monday	April 3	Final date to withdraw "W" from 14 week classes
Thursday	April 6	Easter recess begins: No meeting for 14 week Day/Professional Studies/Online/Graduate/Doctorate classes Term 2 (7 week classes) will meet
Friday	April 7	Good Friday - no classes
Sunday	April 9	Easter Sunday
Monday	April 10	Classes resume
Thursday	April 13	Final date to withdraw "W" from Term 2 (7 week classes)
Thursday	April 13	Final day to complete "I" from Term 1(7 week classes)
Monday	May 1	14 week Day classes end
Mon-Fri	May 1-5	Final Class meeting/Final Exams for Term 2 (7 week classes)
Tues-Fri	May 2-5	Final Exams for 14 week Prof. Studies/Online/Graduate/Doctorate classes
Tues-Fri	May 2-5	Final Exams for 14 week Day classes
Saturday	May 6	Make up day
Tuesday	May 9	Final grades due for all classes 12:00pm
Sunday	May 14	Commencement

#### **SUMMER SEMESTER May 15 - August 17**

##### **Term 1 (7 week format )**

Monday	May 15
Friday	May 19
Monday	May 29
Friday	June 2
Friday	June 9
Friday	June 9
Monday	June 19
Mon-Thurs	June 26 - June 29
Tuesday	July 4

##### **Term 2 (7 week format)**

Monday	June 30
Tuesday	July 4
Thursday	July 6
Friday	July 7
Thursday	July 27
Thursday	July 27
Monday	August 1
Mon- Thurs	Aug 14 - 17
Tuesday	August 22

##### **Summer Long format**

Monday	May 15
Friday	May 19
Monday	May 29
Friday	June 2
Monday	June 19
Monday	July 4
Friday	July 7
Friday	July 22
Mon- Thurs	Aug 14 - 17
Tuesday	August 22

##### **May 15- June 29**

Classes begin
End of Add/Drop period for Term 1 - 7 week classes 5pm
Memorial Day - no classes held
Make up day for Monday (5/29) classes
Final date to withdraw "W" from Term 1 (7 week classes)
Final date to complete "I" from Spring
Juneteenth - offices closed, online and clinicals will meet
Final Class meeting/Final Exams for Term 1 (7 week classes)
Final grades due - 12:00pm

##### **June 30 - August 17**

Classes begin
Independence Day observed - no classes held
End of Add/Drop period for Term 2 (7 week classes) 5pm
Make-up day for Monday (7/4) classes
Final date to complete "I" from Summer-Term 1
Final date to withdraw from any Term 2 classes
Intent to Graduate for September 2 due
Final Class meeting/Final Exams for Term 2 (7 week classes)
Final grades due - 12:00pm

##### **May 15 - August 17**

Classes begin
End of Add/Drop period 5pm
Memorial Day - no classes held
Make-up day for Monday (5/29) classes
Juneteenth - offices closed, online and clinicals will meet
Independence Day observed - no classes held
Make-up day for Monday (7/4) classes
Final date to withdraw from any Summer Long class
Final Class meeting/Final Exams for Summer Long
Final grades due - 12:00pm

# Admissions

All prospective students wishing to attend Rivier University should submit their application online at [www.rivier.edu](http://www.rivier.edu).

## Types of Programs

**Degree Programs** - Each degree program requires a specified number of credits and specified required coursework. Departmental or program requirements for undergraduate, graduate or doctoral students may be found in the program descriptions elsewhere in this catalog.

**Work leading to State Certification** - Some graduate level programs lead to both a degree and licensing or certification by a state (or national) agency. Individuals who do not wish to enroll in a degree program but rather are interested solely in pursuing programs leading to state certification should follow the same admissions guidelines listed above. Specific requirements are listed in the program information which refer to "work leading to certification." To obtain an individual education plan for certification only, meet with a faculty advisor.

### Types of Admission

**Regular admission** is granted to students whose academic records and supporting documents indicate they are qualified to undertake undergraduate or graduate study in their chosen fields.

**Conditional admission** is granted to an undergraduate student contingent upon the satisfactory completion of a variety of outstanding material that may be in progress. Graduate student conditional admission is granted during the final year of undergraduate work. Admission on this basis is contingent upon the satisfactory completion of the undergraduate program and submission of a complete, final transcript showing receipt of the degree.

**Provisional admission** is granted to a student who does not have all the prerequisites for admission to the academic field of study. Prerequisite and elective courses must be made part of the student's program of study.

**Probationary admission** may be granted to a student whose academic record may not meet all established academic requirements but suggests promise for success in the field of study. Admission with Probation is equivalent in every way to regular admission with the exception that in order to be removed from probationary status a student must maintain the same level of academic excellence expected of all other students. Specific requirements for the probation are expressed to the student on their acceptance notification.

**Certification admission.** All students applying to graduate certification programs must submit an application to Office of Admissions. Certification students

must have received a Bachelor's degree. Additional credentials may be required. Please contact the Office of Admissions for more information.

**Non-degree admission.** All students enrolling in 500-700 level courses, regardless of whether or not they intend to receive graduate degree credit for course work, must apply for non-degree graduate admission, and will be billed at the graduate rates for the graduate level classes taken. Non-degree applicants (also referred to as non-matriculated students) must have earned a Bachelor's degree. International students are referred to the "International Students" heading in the Admissions section of this catalog for additional requirements.

Non-degree/non-matriculated students who are not interested in enrolling in a Rivier degree program, but who are interested in pursuing course work at the graduate level for reasons of personal enrichment or professional development, may request Non-Degree Student status by completing an application. Once a student has been granted Non-Degree Student status, they may take an unlimited\* number of graduate program courses.

\*If at a later date, a non-degree student decides to pursue a graduate degree, a change to degree-seeking/matriculated status would be possible. In this case, the student must be admitted before completion of the twelfth graduate credit. Students must understand that limitations may be placed on course work taken while in the non-degree/non-matriculated status. Specifically, the student must understand that a department may decide whether or not to accept any non-degree work toward the student's graduate degree. Acceptance of credits beyond twelve is subject to the approval of the director of the program and the Vice President of Academic Affairs. Admission to non-degree status does not establish eligibility for admission to degree-seeking status.

Non-degree classification applications are handled on a first come, first-served basis. Applications submitted within one month of registration may not be processed in time to begin that semester or term.

**Visiting admission.** Students in good standing at another recognized College or University who wish to enroll for a limited number of course credits, and who plan to resume work at their institution of original admission, may be admitted as a visiting student. International students who wish to attend in this manner may refer to the "International Students" heading in the Admissions section of this catalog.

## Undergraduate First-Year, Transfer, and Non-Traditional Status

Undergraduate studies occur on three campuses: Day, Professional Studies, and Rivier Online (ROL). For the purpose of day and all nursing program admissions, the following students are considered first-year applicants:

- High school students and adults who have not completed any college/university or post-secondary school course work
- Transfer students are high school graduates or GED recipients who also have completed one or more courses at an accredited college/university or professional school such as a school of practical nursing.
- Non-traditional students are adult learners 23 years or older and have not completed any college or post-secondary school course work.

### Rolling Admission

The University employs a rolling admission system. Through this method, qualified students are notified of acceptance from the date their application is complete. Although there is no specified application deadline, the University recommends that students submit applications by August 1 for fall semester and December 1 for spring semester. Qualified students are admitted to the University, as long as space is available.

### Deferred Admission

Deferred admission may be granted to accepted students who wish to postpone entrance for up to one year. Students should notify the Admissions Office in writing of their intention to defer and state the semester they intend to enroll. Students who enroll at another institution during the deferral period must submit official transcripts of their academic work and follow the transfer credit evaluation procedure.

### General Admission Requirements

Candidates for admission must have completed a minimum of 16 units in an accredited high school. College Preparatory curriculum or higher is required for all units. The following units are normally required:

English	4
Social Sciences	2
Mathematics (Algebra 1 and 2, Geometry)	3
Science	3

The remaining four units may be made up from additional courses in the disciplines listed above and offered in an accredited high school curriculum. Two years of a foreign language are strongly recommended. Consideration will be given to candidates who may not

have taken a foreign language provided they meet all other admissions requirements. Such admitted students will be required to complete the University's General Education modern language requirement. Applicants to Nursing must complete specific science and mathematics courses prior to admission.

Exceptions to the above, which may include students with equivalent diplomas such as the GED or HiSET, are reviewed on an individual basis.

### Global Scholars Program

Applicants for admission to all undergraduate day programs who have distinguished themselves in high school will be invited to apply to the Global Scholars Program. Successful candidates will participate in a program combining interdisciplinary academic inquiry, leadership development and cultural/service immersion.

### Personal Appointments and Campus Visits

Rivier University highly encourages and recommends personal appointments with an admission counselor and campus tours for students seeking to learn first-hand about the University. Personal appointments and/or tour appointments can be arranged by contacting the Office of Admissions at (603) 897-8507 or by going to the university website at [events.rivier.edu](http://events.rivier.edu). Tours may be scheduled Monday through Friday at 10:00 A.M. or 2:00 P.M. EST and on selected Saturdays during the academic year.

## First-Year Application Process:

### General Guidelines

Application for admission is completed when the Office of Admissions has received the following credentials:

- Application for Admission: Rivier's application or the Common Application;
- Essay: Application essay-topics are listed on the Rivier application form or the writing sample on the Common Application is also sufficient;
- An official high school transcript. The transcript should include first quarter or first semester senior year grades and, if available, rank in class. Applicants who have earned a GED should submit an official copy of the test results;
- Standardized Test Scores: Optional for all majors. For those applicants that want to submit SAT scores, the Rivier University SAT code number is 3728;
- Recommendation(s): One letter of recommendation from a guidance counselor, teacher, or advisor concerning academic ability and character. Adults who are returning to school after an extended length of time should obtain a letter of recommendation from an employer or professional in the community;
- Interview: A personal interview and campus tour are both highly recommended, although not required.

First-time students who submit a deposit must request

that their high school send a final official transcript with the date of graduation to the Office of Admissions as soon as possible.

**Home-schooled students only-must submit the following:**

- A high school equivalent transcript issued by the agency, school or persons overseeing the curriculum including an official date of graduation or GED;
- Two letters of recommendation from, for example, a minister, neighbor, employer, or professional in the community;
- An academic portfolio consisting of graded work. Specific requirements include an English essay, science project/lab/report, and a social sciences research or analytical paper.
- Standardized Test Scores: Optional for all majors. For those applicants that want to submit SAT scores, the Rivier University SAT code number is 3728.

**Policy on High School Students Attending Rivier Classes:**

High school juniors and seniors may be considered for eligibility to take courses, on a space available basis, at Rivier University during Fall/Spring semesters, upon submission of the following to the Office of Admissions:

- An official transcript of all high school work completed to the present; in the case of a home-schooled student, submit a high school equivalent transcript issued by the agency, school or persons overseeing the curriculum;
- A letter of recommendation from a high school counselor; in the case of a home-schooled student, submit a letter from an employer or a professional in the community.

These materials will be reviewed for evidence of ability. In some cases, an interview on campus may be required. Those accepted into courses at Rivier are responsible for all regular tuition and fees, unless enrolled in a Dual Enrollment Articulation Program. Matriculation, i.e., acceptance into a degree program, is open only to those who have graduated from high school; in the case of a home-schooled student, an official date of graduation or a GED.

**Institutional Agreements:**

Students may submit Project Running Start, Academy of Finance and Academy of Education courses that have been approved by the Office of Academic Affairs.

**Advanced Placement: First Year Students**

Incoming first-year students who have obtained a score of three or higher on the Advanced Placement Test of the College Entrance Examination Board may be awarded credit and advanced placement. Students must have official AP test scores sent directly to the University for evaluation and consideration.

**Undergraduate Nursing Majors**

Applicants for admission to the Associate of Science in Nursing or Baccalaureate Program are required to provide evidence of high school algebra, chemistry, biology or anatomy & physiology, and a secondary math course with a minimum grade of C+ in each course. These are required for admission.

**Transfer Admission**

**Transfer Application Process & General Guidelines**

Application for admission is completed when the Office of Admissions has received the following credentials:

- Application for Admission;
- Application essay (topics are listed on the application form)
- An official high school transcript or official GED results. The high school transcript/ GED is waived for applicants who have earned an associate's degree or higher;
- An official college, university or professional school transcript from each institution where credit was earned. Students enrolled in a college or university at the time of application should submit a listing of the courses in progress as well as others they may plan to take prior to enrollment at Rivier. All records of previous academic work become the property of Rivier University and are not reissued or re-copied for distribution;
- If possible, catalog URLs with course descriptions or course syllabi from each college, university or professional school attended;
- Applicants who are 23 years of age or older may be asked to take an alternative aptitude examination at the request of the Admissions Committee.
- Letter of recommendation from a professor, advisor, employer, or professional in the community.
- Personal interview and campus tour are both recommended, although not required.

Rivier University has developed a number of articulation agreements with colleges and universities. These agreements ensure acceptance if the student meets the acceptable standard, "C"(2.0) or better, towards their Bachelor's Degree. Individual departments may have different criteria; specific information is available through the Office of Admissions and in the University catalog. Any student with fewer than 30 credits will be considered for acceptance based upon their high school transcript and/or those college/university credits completed. Students with more than 30 college/university credits will be considered for admission based upon college/university coursework only. However, documentation that the student is a high school graduate, or has a GED, will be required.

## **Transfer Nursing Majors (Day, Professional Studies or Online) Programs**

Applicants who are not LPNs or RNs and who wish to major in Nursing (A.S. or B.S. programs) must provide evidence of satisfactory completion (77 percent or higher) of high school or college level chemistry and algebra. Applicants to the traditional BS degree must also provide evidence of an additional math course and college level Anatomy and Physiology I and II with a grade of B- or higher.

## **Advanced Placement for Licensed Practical Nurses: Associate of Science Degree Program (Professional Studies evening Only)**

All licensed practical nurses (LPNs) are eligible to apply for advanced placement in the A.S. nursing program. Applicants may be granted advanced placement contingent upon proof of an unencumbered LPN licensure, a review of their LPN curriculum, and the successful challenge of NSG 101 Nursing Fundamentals and NSG 102 Care of the Adult 1. This assessment may be repeated only once after a month waiting period.

Applicants must submit an application, official transcripts, statement of purpose, and letter of reference, and consult with the Nursing Academic Advisor prior to registering for Challenge Examinations. TEAS are not required.

Students must submit official CLEP or challenge examination scores (meeting Rivier University's minimum passing grades) and/or complete the course(s) to fulfill these requirements prior to beginning nursing courses:

- Anatomy and Physiology I & II - 4 Credits Each
- Bioethics - 3 Credits
- English Composition - 3 Credits
- General Psychology - 3 Credits
- Humanities Elective - 3 Credits
- Lifespan Development - 3 Credits
- Microbiology - 4 Credits
- Sociology Elective - 3 credits

Challenge Examination scores will be valid for consideration for admission to the nursing program for a period of four years from the test date. A fee is charged for each Challenge Examination. Challenge Examinations may be repeated only once, following a three-month waiting period from the date of the original examination. Applicants who do not achieve the required scores on Challenge Examinations on their second attempt will be required to take the appropriate courses at Rivier University and will be considered for admission as transfer students.

## **Bachelor of Science in Nursing for Registered Nurses (RN-BS)**

Registered nurses who are graduates of the Rivier University A.S. in Nursing program need only submit a one-page application, a nursing RN-BS waiver form, and proof of current RN licensure if applying within three years of graduation. Applicants who have graduated from other ACEN-accredited associate degree programs are granted admission without further evaluation of academic potential but must submit an application, application fee, all college/university and professional school transcripts, one letter of reference, and proof of current RN licensure. High school transcripts and SAT/ACT test results are not required. Graduates of Diploma Programs are required to submit high school transcripts.



# Transfer Credit

## Transfer Credit Evaluation

The Office of Admissions may provide a preliminary evaluation of transfer credits at the time of application. Students seeking transfer should be aware that transfer credit acceptance and year of graduation assignment or other status is subject to final review. This review may be done by the Office of the Registrar, the student's academic advisor, and/or faculty advisor when the student is formally accepted for matriculation at the University.

If a student with transfer credit changes their major or minor after enrolling at the University, their transfer credits and previous transcripts will be reevaluated by the appropriate Academic & Career Advisor, Success Coach, or Program Director to determine if any adjustment is necessary.

## Transfer Credit Policy

Consideration for award of transfer credit will be conducted according to all of the following policies, only courses completed at a regionally accredited institution of higher education. Regional accreditors are:

- Middle States Commission on Higher Education (MSCHE)([www.msche.org](http://www.msche.org))
- New England Commission of Higher Education (NECHE)(<https://www.neche.org/>)
- North Central Association of Colleges and Schools, The Higher Learning Commission (<https://www.hlcommission.org/>)
- Northwest Commission on Colleges and Universities (NWCCU)(<http://www.nwccu.org/>)
- Southern Association of Colleges and Schools (SACS) Commission on Colleges (<http://www.sacscoc.org/>)
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (ACCJC-WASC)(<https://accjc.org/>)
- Western Association of Schools and Colleges Senior College and University Commission (WASC-SCUC)([www.wascsenior.org](http://www.wascsenior.org))
- Transfer credit from colleges and universities located outside of the US must come from a regionally accredited institution or the equivalent in their country. International transfer credit requires transfer evaluation by a recognized agency. See "International Admissions" for details for approved agencies. If credit is earned through an approved study abroad program, credit must come from a regionally accredited college or university.
- An undergraduate course for which a student has received at least a 2.000 on a 4.000 grade scale or a graduate course with at least a 3.000 on a 4.000 grade scale is eligible for transfer. Grades of P (pass) will only be accepted if there is documentation that the P is equivalent to a C or

better. Students transferring into a nursing program must have earned a minimum of a B- in nursing-related science courses, such as Anatomy and Physiology I and II, Microbiology and a B- in any Nursing course for which they wish to receive credit.

- Nursing courses to be used toward pre-licensure nursing programs, Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN), should be no older than five years. Exceptions may be made based on continued course work or current employment at the discretion of the dean. This statement does not apply to nursing courses in the RN-BSN program.
- Graduate transfer credit must have been completed within the past six years.
- No more than 45 credits may be transferred into an associate degree, no more than 90 into a bachelor's degree program, and no more than nine credits for a graduate degree program. The undergraduate transfer applicant must earn a minimum of 30 credits from Rivier University before a bachelor's degree will be conferred, and 15 credits before an associate degree will be conferred.
- Transfer students with associate degrees are not necessarily granted junior standing, unless they are accepted through the Transfer Articulation Program (see next page).
- A course from a two-year college may transfer to Rivier University as lower-level course, unless equivalency to a Rivier upper-level course can be demonstrated. Students demonstrate upper-level equivalency by providing course syllabi, sample texts, and other documents for evaluation by the appropriate division dean.
- Credits accepted in transfer may be allocated to General Education requirements or electives. The faculty of each discipline will determine through course substitution which of the transferred courses will fulfill major or minor requirements. A course catalog, course description, or course syllabus may be needed to assess the course appropriately.
- Except in extraordinary and unavoidable circumstances, once transfer credits have been approved and a transfer student's program has been finalized, the student is expected to take all subsequent courses at Rivier University.
- Courses accepted for transfer credit will be listed on the student's transcript with a designation of "TR", the number of semester hours awarded, the title of the course, and the name of the institution where the course was taken. Grades received for transfer courses will not appear on the Rivier University transcript, and the grades and related quality points are not calculated in the semester or cumulative grade point averages. However, the transfer credits awarded do contribute toward students' totals of cumulative earned and attempted hours.
- Students who wish to transfer credits into a teacher certification or nursing program may have additional restrictions on the acceptability of transfer credits.

(See the specific department section for the major transfer policy).

- Non-credit CEU courses, adult-enrichment or refresher courses, correspondence courses and home study courses are not recognized for transfer credit. Rivier University does not grant transfer credit for the following work completed at or assessed by other colleges: college-based credit by exam or challenge, portfolio assessment, independent study, field work, or cooperative education experience.
- Credit for CLEP, AP, and DSST examinations are assessed consistent with relevant University policy. Credit for armed services experience or employer training programs is assessed by the registrar based on American Council on Education (ACE) guidelines. Original documentation related to such course work must be presented. Up to 15 credit hours earned through approved DSST Defense Subject Standardized Tests may be accepted.
- Credits earned at institutions that are non-accredited or are candidates for accreditation generally will not be accepted in transfer. However, students may petition their academic and career advisor or success coach to have these credits accepted. In these cases, the student must provide copies of their course material(s) such as a copy of their course syllabus and course description, among other information.
- Credits earned at nationally accredited institutions will be reviewed on a case-by-case basis.
- Transcripts from schools, colleges and universities outside of the U.S. must be evaluated by an agency approved by the National Association of Credential Evaluators ([www.naces.org](http://www.naces.org)), the Association of International Credential Evaluators ([www.aice-eval.org](http://www.aice-eval.org)), or the American Association of Collegiate Registrars and Admissions Officers ([ies.aacrao.org](http://ies.aacrao.org)). Full course-by-course evaluations are required for most academic programs. Completed International Transcript Evaluations will be sent directly from the evaluation agency to: The Rivier University Office of Admissions, 420 S. Main Street, Nashua NH 03060. The student is responsible for the agency fee.
- Applicants for graduate programs must have transcripts indicating that they have completed a bachelor's degree from an accredited college or university, or an equivalent international institution. Nursing programs are governed by division specific policies.
- Upon matriculation, nurses with an active, unencumbered RN license will be awarded 60 credits, validating the competency in Associate Degree-level courses, including BIO105, BIO106, PSY101, and PSY212.
- The University Registrar reserves the right to make the final decision on all transfer credits.

In the case of a student being approved to take courses elsewhere after starting at Rivier University, the official transcripts with the approved course(s) must be received by Rivier University prior to the

start of the student's final semester. If the student's transcript is not received by the student's final semester, the student is expected to complete outstanding courses at Rivier University. (Please see Residency Requirement policy).

### **Transfer Articulation Program (TAP)**

In collaboration with a number of accredited two-year institutions, Rivier University offers articulation agreements to students who have completed the requirements of the associate degree in specific programs. Interested students should consult with their transfer counselor to see if such an agreement exists or is in process with their institution. Academic advising is offered to students wishing to transfer to Rivier University with an associate degree. Inquiries from students or their transfer counselors are welcome prior to application.

Application/Admission (TAP): For transfer through TAP, the general procedure for transfer admission is as follows:

- Applicants submit transcript(s) and recommendation letters to the Office of Admissions.
- Applicants who qualify for transfer through the guidelines of the Transfer Articulation Program and submit the required application materials are automatically accepted for admission and receive junior class standing.
- Transfer Credit Evaluations: An admissions counselor will provide a detailed transfer-credit-evaluation after all application materials have been submitted. When transferring through the Transfer Articulation Program, the entire associate degree is accepted. A writing sample administered at Rivier University may be required and may determine placement of some English Composition courses submitted for transfer. Courses not included in the contractual agreement but that nevertheless meet requirements for the associate degree program will be accepted on an individual basis. Examples might include courses taken outside the program listed in the transfer agreement, CLEP, or other advanced placement scores accepted by the participating institutions. It is the responsibility of the student to complete the remaining requirements of the major and the core. Generally, most students transferring through TAP are able to complete their baccalaureate degree requirements in two more years of full-time study. Length of time to degree completion for education majors varies.
- Education Majors: The New Hampshire Department of Education requires all prospective teachers to pass Praxis Test of Core Academic Skills. Rivier University requires transfer students to demonstrate successful completion of Praxis Test of Core Academic Skills as a condition of admission.

## Assessment of Prior Learning (Non-College)

Students with independently acquired knowledge or skills which are equivalent to those normally gained in an undergraduate college/university program may attempt to earn Rivier University credits through assessment of prior (non-college) learning. There are two options available: credits by examination and credits by portfolio assessment.

### Credits by Examination:

Testing programs recognized by Rivier University include the following: The College Level Examination Program (CLEP), the Military and Professional Training programs (DSST, CCRS), and formally-approved discipline examinations.

- **College Level Examination Program (CLEP)**

Students may submit official test report scores of the CLEP for evaluation. Rivier University will accept scores at or above the 50th percentile that meet the recommendation of the American Council on Education, and that also meet Rivier curriculum or program requirements. CLEP exams must be taken and scores received before the final semester of attendance. Rivier University will accept a maximum of 30 College Level Examination Program (CLEP) credits towards completion of an undergraduate degree program. Three credits are generally awarded for each exam taken. Additional credits require specific authorization from the Director of Academic & Career Advising. For further information concerning CLEP, please contact the Office of Academic & Career Advising, or write directly to the College Level Examination Program, Box 1821, Princeton, NH 08540.

- **Military and Professional Training (DSST and CCRS)**

Credit recommendations made by the American Council on Education for DSST (Defense Subject Standardized Tests) and National CCRS (College Credit Recommendation Service) are considered and accepted when appropriate to the program chosen by the student. For further information, please contact the Veterans Coordinator, Sherry Lyle, at [veterans@rivier.edu](mailto:veterans@rivier.edu).

- **Challenge Examinations**

Academic disciplines may offer opportunities for students to demonstrate competence through approved standardized examinations or faculty-designed assessment instruments. Such examinations must be approved by the Dean of the Division. See Academic Policies section for contact information.

## Credit for Prior Learning Portfolio Assessment

It is possible to earn credit for learning derived from work and life experience through documentation of acquired knowledge or skills. A portfolio of work and life experience documentation is developed by the student to earn credit for an existing Rivier course that is part of the student's program of study. To pursue this process, a one-credit portfolio class is required, as well as an appointment with the director of the Credit for Prior Learning program. Students may need to meet with the course instructor or the division dean, prior to enrolling into CPL 399 Credit for Prior Learning and going through the portfolio development and assessment process.

The portfolio is assessed by Rivier University faculty in the field in which the student is seeking credit. This team reviews the completed portfolio and recommends the number of credits to be awarded in the assessed areas.

Further information about these opportunities may be obtained from the dean of the division. Fees are charged on a per credit basis.

## Assessment and Placement Tests

### Writing Assessment and Placement

For traditional day students, Rivier University offers two first-year writing courses: ENG 102 Introduction to Writing, and ENG 115 First-Year Seminar: Exposition & Arguments. Placement in either of these writing courses is based on an analysis of the high school grade point average. Should results indicate that a student would benefit from taking ENG 102: Introduction to Writing, and application essay, as a prerequisite for ENG 115, ENG 102 will be accepted as an elective toward graduation.

For Professional Studies online or evening students, Rivier requires enrollment in ENG 120: College Composition in Context I. Placement in this writing course is based on a writing sample (the statement of purpose in the admissions process is used as the sample). Students needing further preparation for ENG 120 will be advised accordingly.

All students may appeal placement decisions by meeting with the Director of the Writing Program.

### The following policy applies to transfer students:

- transfer students who have not taken a writing course equivalent to ENG115 or 120 must submit a writing sample;
- transfer students who have received a grade of C or better in a writing course equivalent to ENG 115 or ENG 120 will be awarded transfer credit for the course, if this credit was earned no more than five years prior to matriculation at Rivier;
- transfer students who have credits in writing that are older than five years prior to matriculation are

required to submit a writing sample as determined by the Director of the Writing Program.

## Mathematics Skills Assessment and Placement

All First-Year students are individually evaluated by the Rivier Math Department regarding math course placement. Math Department faculty review the student's high school transcript(s) or SAT Math scores (if available) to determine the appropriate math course placement for the student's major degree program.

Transfer students who have not taken prior college-level math courses will also be evaluated by the Math Department faculty for appropriate math course placement.

## International Admissions

International students from around the world are encouraged to apply. International students who wish to obtain F1 student status must complete the necessary requirements under federal law. Those requirements can be found online under International Admission/Application Process below. All international students in the day, Professional Studies, or graduate programs, must be admitted to Rivier University as full-time students and maintain that status for the duration of their study at Rivier University.

The Director of Office of Global Engagement serves as the International Student Advisor to international students and provides all assistance to international students. Assistance is provided to students from the admissions inquiry until the international students obtain their F1 visa abroad or provides information with regards to change of non-immigrant to F1 status in the United States of America. Students receive guidance regarding immigration regulation issues pertaining to F1 status, pre-arrival assistance, housing, social security numbers, personal issues, driver's licenses, cultural adjustment, employment, filing income tax, and international travel reentry. A comprehensive orientation is offered to all new international students providing them with an introduction to student services on campus, workshops that help them navigate the US classroom, and sessions to help them maintain their legal non-immigrant status in the United States. For assistance, please contact the Office of Global Engagement at (603) 897-8782, or visit <https://www.rivier.edu/international/default.aspx> for more information.

## The Application Process

Applicants who are citizens of countries other than the United States follow the general first-year or transfer admission process. In addition, they will submit the following:

- Academic Records/Transcript Evaluation  
Applicants must submit official academic records (transcripts or mark-sheets) of their high school

transcripts/diploma and for each year of postsecondary education (college or university), as well as official copies of degrees awarded. All international school transcripts must be evaluated by an agency in good standing. The agency chosen should be asked to evaluate both the student's transcript and the degrees awarded. A course-by-course evaluation is encouraged and is required for Undergraduate Nursing applicants. The student is responsible for the agency fee.

Transcripts from schools, colleges, and universities outside of the U.S. must be evaluated by an agency approved by: the National Association of Credential Evaluators ([www.naces.org](http://www.naces.org)), the Association of International Credential Evaluators ([www.aice-eval.org](http://www.aice-eval.org)), the American Association of Collegiate Registrars and Admissions Officers ([ies.aacrao.org](http://ies.aacrao.org)), or by IDP Education. Full course-by-course evaluations are required for most academic programs. Completed International Transcript Evaluations will be sent directly from the evaluation agency to: The Rivier University Office of Admissions, 420 S. Main Street, Nashua NH 03060.

- Evidence of English Proficiency  
Applicants whose native language is a language other than English must provide evidence of proficiency in the English language.
- Accepted Tests:  
Test of English as a Foreign Language (TOEFL) <http://www.ets.org/toefl>,  
International English Language Testing System (IELTS) <http://www.ielts.org/>,  
The Pearson Test of English (PTE) <http://pearsonpte.com/>, or  
Duolingo <http://englishtest.duolingo.com/applications>.
- Official reports must be submitted. SAT 1 or ACT test results may replace language proficiency tests.
- Required Scores for TOEFL:
  - A score of 79 on the Internet-Based Test (IBT), 550 points on the Paper Based Test (PBT) or 213 or higher on the Computer Based Test (CBT) is required for unrestricted acceptance.
  - A score of 61-78 (IBT), 500-549 (PBT) or 173-212 (CBT) requires the recommendation of the divisional chairperson or director and an interview.
  - An applicant does not meet the English language requirements for acceptance if their score falls below 61 (IBT), 500 (PBT) or 173 (CBT).

- Applicants may reapply after reporting a minimum TOEFL score of 61 (CBT), 500 (PBT), or 173(CBT).
- Required Scores for IELTS:
  - Applicants must present scores of at least 5.5 for general acceptance and 6.0 for nursing acceptance on the IELTS.
  - Applicants are responsible for ensuring that their test score report is received by the Office of Admissions.
- Required Scores for Duolingo:
  - Applicants must present a score of 100 or greater for acceptance.
- Required Scores for Pearson English Test:
  - Applicants must present a score of 43 or greater for acceptance.
- Proficiency Test Exceptions:  
Providing a language proficiency test score may not be required if an applicant satisfies one or more of these conditions.
  - The applicant's first language is English.
  - The applicant has already earned a college or university degree in the United State.
  - The applicant has successfully completed at least two years of full-time academic study in a degree-granting program in the United States.
  - The student is from an Anglophone country.
  - The student has completed high school or college in English.
  - The student completed English Language courses from CEA accredited institutions. (ESL completion program with Level 5 at ASC an English Language School; ESL completion program of Level 109 with English Language Center (ELS); Boston International Academy: UG students: Complete High Advanced I level and Graduate students: Complete High Advanced II level; FLS International: Completion of Level 15; Official Cambridge English Exam; C1 Advanced (Certificate in Advanced English and C2 Proficiency (Certificate of Proficiency in English).
- F1 Student Status  
If requesting a SEVIS form I-20 for F1 visa status, a current financial statement from a financially-responsible party: applicant, a parent, or a sponsor. Official bank statements must reflect balance noted (2022-2023 academic year) of:

Ed.D. Program applicants:	\$27,052 (U.S.)
Psy.D. Program applicants:	\$33,328 (U.S.)
Graduate applicants:	\$35,896 (U.S.)
Undergraduate applicants:	\$53,445 (U.S.) off campus/commuter
	\$55,167 (U.S.) on campus/resident

- This documentation will be no more than one-year-old at the start of the first semester of enrollment.
- Applicants who wish to include dependents on SEVIS I-20 form must provide additional \$3,000 for each dependent.
- Include a copy of the applicant's current and valid visa/passport
- If funds are not secured in the applicant's (student's) name, an affidavit of support statement from parent or sponsor; this document states parent or sponsor's intent to pay schooling and living expenses. A sample Affidavit of Support form may be found here: <http://www.uscis.gov/files/form/i-864.pdf>
- All required documentation must be submitted to the Office of Admissions by July 1 for a fall semester start date, or by November 1 for a spring semester start date.

## Earning a Second Bachelor Degree

An individual who has been awarded a bachelor's degree from Rivier or another college/university may earn a second degree at Rivier University. If the student is pursuing a second bachelor's degree at Rivier, the student must apply for admission or readmission through the Office of Admissions, whether or not the first degree was awarded by Rivier University.

- A minimum of 30 credits beyond the requirements for the first degree must be earned at Rivier; all core curriculum and major requirements must be met. (The University policy regarding transfer credits applies to the second bachelor's degree.)
- For the planning of the major program, the student must consult their academic and career advisor or success coach and must have the plan approved by the academic program director/departments coordinator.
- The two degrees, as awarded by Rivier University, must be different, i.e., B.A. differs from B.S.
- The student must complete a Declaration of Major/Minor Form.

Distinctions between B.A. and B.S. degrees:

- The Bachelor of Arts degree offers students a broader education in their major by focusing on theoretical knowledge in liberal arts subjects such as humanities, literature, history, social sciences, communications, and a foreign language.
- The Bachelor of Science degree offers students a more specialized education in their major at a more in-depth level, most often through hands-on engagement or application, including laboratory work and practical experience or exercises. It is generally offered in technical and scientific fields like engineering, technology, mathematics, computer science, nursing, and biochemistry.

## Earning Two Graduate Degrees

Under some circumstances, students enrolled in a Master's degree program at the University, or students who earned a Master's degree and graduated from the University, may seek additional study. For example, graduates of a Master's degree program may wish to return to the University to earn a second degree in a different field.

### Process for Graduate Students Continuing to a 2nd program of Studies

Students enrolled in, or graduates of, a Master's degree or other Graduate level program at Rivier University are encouraged to continue their studies to further their professional expertise in a related or other field of study. When considering a second Master's degree program, the guidelines below should be followed:

A. Students who are completing a Master's degree program and wish to pursue a different Master's degree program without interruption in their studies may do so without formally reapplying to the University.

- Students must obtain the authorization of the program director or dean in their new area of specialization.
- If the request is approved, students must complete the *Degree/Program Change Form* which the program director or dean signs and forwards directly to the Registrar's Office.
- Students are subject to the degree/program requirements in effect at the time of the degree program change.

B. Graduates of a Master's degree program who continue their studies without interruption but in a different Master's level program may do so without formally reapplying to the University.

- Students must obtain the authorization of the program director or dean in their new area of specialization.
- If the request is approved, students must complete the *Degree/Program Change Form* which the program director or dean signs and forwards directly to the Office of the Registrar.
- Students are subject to the new degree/program requirements then in effect.

C. Students or graduates of any Master's level program or Doctoral program who interrupt their studies for more than one year, and then wish to continue in the same or another Master's level program

- Must seek readmission to the University through the Office of Admissions.
- Are subject to the degree program requirements then in effect.

## Readmission

Any student who withdraws from the University in good academic standing shall be eligible for readmission to the University provided that all prior financial obligations to the University are met. A student who has been away from the University for three calendar years or more or has not met the appropriate Leave of Absence (LOA) process must reapply to the university through the Office of Admissions. A graduate student applying for readmission must have a recommendation from the department and the recommendation must be approved by the Program Director or Divisional Dean. An applicant for readmission will be treated in the same manner as an applicant for initial admission.

## Additional Criteria

Students seeking reapplication or readmission are required to submit official transcripts for additional coursework attempted from each post-secondary institution which they have attended since the last semester in attendance at Rivier University. Major requirements and liberal arts and sciences requirements in effect at the time of readmission must be completed. Only under special circumstances will a student be readmitted to the University after having been dismissed. In such cases, the student must petition in writing for reinstatement prior to applying for readmission. Such statements will be reviewed by the academic and career advisor or success coach, and/or program director or coordinator/dean of the division), who makes the decision regarding readmission.

## The Fresh Start Program (Undergraduate Students Only)

The "Fresh Start" Program enables a student who, for whatever reason(s), failed to meet the academic standards of the University in a chosen discipline, to begin their undergraduate program of study anew. This opportunity is available to the student after a hiatus of at least one full academic year. The following conditions apply:

- If a student applies for and is readmitted to the University under the Fresh Start Program, all courses and grades will be retained on the permanent transcript.
- Previously earned credits and grades from coursework with a "C" or better will carry forward. Courses with grades below a "C" will not count toward the student's degree.

- If any courses with a "C-" or below are required in the student's major, the student must retake these courses.
- A student may be admitted to the Fresh Start only one time, and must do so *prior* to the first semester of re-enrollment.
- This option can be taken only after appropriate advising and approval by the Director of Academic & Career Advising.
- If a student receives financial aid, they must contact Student Financial Services to create an academic plan prior to re-enrollment.
- If, after being approved for the Fresh Start Program, a student is academically unsuccessful after their first term of readmission, the student will be academically dismissed from the University.

A minimum of 30 credit hours toward the bachelor's degree must be earned at Rivier University.

*Nursing majors must meet Nursing Program guidelines and should consult with the Nursing Department prior to applying to the Fresh Start Program.*

Note: Fresh Start does not change suspension from financial aid.

## Non-Degree Students

Non-degree (non-matriculating) students are those pursuing course work, but who have not been accepted through the Office of Admissions and are not enrolled in a degree program. Students who have been registered and enrolled in a non-degree status must apply and be accepted through the Office of Admissions to become degree-seeking (matriculated) students.

Students may take up to four courses (12 credits) under a non-matriculated or unclassified status, after which time they must file an application for formal admission to a program. Non-matriculated students need permission of the Division Dean to register for any Nursing prefix course.

## Professional Studies Program Admissions

First-year nursing applicants (day and professional studies) should follow the admissions process described in the section entitled First Year Students Day and Nursing Admission. Transfer nursing applicants (professional studies or day) should refer to the admissions process described in the section entitled Transfer Admissions.

Students may apply for admission at any time for degree programs. To be considered for admission, the applicant must submit the following:

- An admissions application form available online at [rivier.edu/apply](http://rivier.edu/apply)
- Official transcripts of academic records from all colleges and universities previously attended.

- Official transcript from the high school which awarded the applicant a diploma. If the applicant earned a GED, the official GED must be submitted. The high school transcript or GED requirement is waived for applicants who have earned an associate's degree. All records of previous academic work become the property of Rivier University and are not reissued or re-copied for distribution.

Those applicants who do not present records that indicate a reasonable likelihood for success may be counseled to complete up to 12 credits at Rivier before an admission decision is made.

## Graduate and Doctoral Admissions

The following are application guidelines for all programs in Graduate Studies. Please be sure to complete specific admissions requirements as outlined under each Academic program.

## Application Process

An application for admission is required for acceptance to all graduate studies programs. Students may submit a completed **online application** at [rivier.edu/apply](http://rivier.edu/apply).

- **Official Academic Transcripts**  
Official academic transcripts from all post-secondary schools attended, undergraduate and graduate are required. These are generally submitted directly from the previous school's registrar to Rivier University Admissions. Refer to the International Admissions section for required transcript evaluations of college or university programs attended outside of the United States. Applicants for graduate programs must have transcripts indicating that they have completed a bachelor's degree from an accredited college or university, or an equivalent international institution.
- **Letters of Recommendation**  
Letters of recommendation are submitted directly from a current or former academic or professional reference. This may be submitted directly from the author to [gadmissions@rivier.edu](mailto:gadmissions@rivier.edu). Nursing programs require two letters of recommendation, with one of these from a nurse leader. The Master of Public Health program also requires two letters.
- **Interview**  
While not usually required, many graduate programs recommend that applicants have an in-person, or telephone interview during the application process with an academic leader in their program area to ensure the intended program fits with the educational goals of the applicant.
- **Statement of Purpose**  
Each applicant must submit a personal statement, one or two pages in length, which addresses the following:
  - Your reasons for deciding to pursue graduate work in the field you have chosen. Please ensure you address these three points:

- What previous experiences and commitments have brought you to consider applying for graduate education?
- What are your chief objectives in applying now?
- How do you think Rivier University's graduate program will help you in the pursuit of your objectives?
- Online MBA and Computer Information Systems programs do not require a Statement of Purpose.
- Test Scores
  - River University master's degree level programs do not require GRE, GMAT, or MAT results for entry.
  - GRE scores are required for all students applying to the Doctor of Psychology program.

## Program Specific Requirements

### Nursing Programs:

- Resume or *curriculum vitae*
- Course of Study Form completed indicating your preferences for full or part-time study options that may be available for your academic program
- Verification of active, unencumbered RN license(s)
- Evidence of successful completion of an undergraduate statistics course
- Students without a bachelor's degree in Nursing (RN-MS entry options): Professional Nursing Portfolio

### M.A.T. Programs in Middle/Secondary: English and Social Studies:

- Writing sample
- Interview - phone or in-person interview is required

### Master of Public Health Program:

- Resume or *curriculum vitae*
- Evidence of successful completion of an undergraduate statistics course

## Timely Submission of Documents

Applicants are encouraged to submit materials all at once for a more efficient and timely processing of their application. The applicant may expect normal processing time of 2-4 weeks for response times, especially during peak times of the year. Applicants should ensure that letters of recommendation are submitted by checking

with the authors. While the Office of Admissions will contact applicants regarding document still required to be submitted, it is the applicants' responsibility to ensure that all requirements for acceptance into the program of their choice have been met. Applications are not reviewed for a decision until all required materials are received in Admissions.

Please note that acceptances are based on a review of all credentials and materials submitted.

## Application Deadline

Rivier University Graduate Studies operates under a "rolling admissions" system. However, applications should be submitted with consideration given to having all materials processed prior to the start of the new semester. This time frame is usually 30 days for domestic applications, and 60 days for international applicants, to allow for time to process visa appointments with their local US Embassy. A student who has been accepted into a graduate program must attend within a year of acceptance or may, at the discretion of the department or Vice President for Academic Affairs, be required to submit a new application. Application files for individuals who do not matriculate will be retained in the Office of Admissions for one (1) year from the date of application. It is possible to enroll in graduate courses during the application process (non-matriculated status). For information regarding registration prior to acceptance, please consult with the Office of Admissions. Degree-seeking students are strongly encouraged to complete an application during the first semester of enrollment in graduate courses and prior to the completion of twelve graduate credits. Such students have non-matriculated status. For more details, refer to "non-matriculated status".

## Transfer Admission for Graduate and Doctoral Students

Candidates for a master's degree program at Rivier University may transfer a maximum of nine graduate credits, provided that: (1) these credits were earned at a regionally accredited college or university (refer to list below), (2) these credits are of a B grade or better, (3) the course (s) were completed within the past six years and (4) these credits have been approved by the dean/program director of the division.

Candidates for doctoral degree programs may be approved for transfer credit based on the doctoral program to which they are accepted and should refer to the respective Ed.D., Psy.D., or DNP Handbook.



# Academic Policies

## General Requirements

### Associate Degree

An associate's degree program consists of a minimum of 60 credits, ordinarily 20 three-credit courses, distributed along the General Education (core) Program requirements; the requirements for a major; and electives.

### Bachelor's degree

A bachelor's degree program consists of a minimum of 120 credits, ordinarily 40 three-credit courses, distributed among the General Education (core) Program requirements; the requirements for a major; exploration area electives; general electives; and requirements for a minor, if applicable. Students majoring in certain programs may have additional requirements that decrease the number of electives in their program and/or increase their credit requirements for graduation. For more information on requirements, please refer to the section entitled "The Curriculum."

### Specific Degree Requirements

- a. A cumulative grade point average of at least 2.000 for all undergraduate course work taken at Rivier University;
- b. A minimum average of C (2.000) in the major field, or the more rigorous requirement of a specific department.

## Undergraduate Residency Requirement

To earn a degree from Rivier University a student must meet the following residency requirements.

1. A minimum of 30 semester credit hours must be taken at Rivier University for a Bachelor degree. A minimum of 15 semester hours for an associate degree;
2. At least half of the major (and/or minor) course requirements must be taken at Rivier University;
3. The last 30 credits must be taken at Rivier University for a Bachelor degree; or the last 15 credits from an Associate degree.
4. All courses in the final semester must be taken at Rivier University.

## Graduate Degrees

For specific degree requirements of each program, consult the appropriate section of this catalog. To earn a Rivier University graduate degree, students must achieve the following:

- Earn a cumulative average of 3.000 (B) in all graduate level courses taken at Rivier University.

- Complete all departmental requirements for the degree program, which may include the following:

### Comprehensive Exams

Comprehensive examinations for some Master's degree programs are administered on a scheduled basis by the program director or divisional dean. The student is allowed to take the comprehensive written examination (and oral comprehensive examination in select programs) upon completion of the total number of courses for the degree, or during the semester in which course work is completed. The student must notify the program director or the divisional dean of an intention to take the comprehensive examination. Any student who fails the examination is allowed to retake it once. Students should check with the department program director for alternatives to the comprehensive examination.

### Examinations for Education Programs

Students enrolled in education programs leading to certification are required to successfully complete all elements of the Praxis Test of Core Academic Skills Assessments and Praxis II Subject Assessments outlined in their program of study. The Foundations of Reading Exam is also required for Early Childhood and Elementary certification programs. Contact the Education Program Director for the Division of Education and Counseling for details.

### Portfolios

Portfolios are required in some degree programs and are submitted at the end of a student's program of study or program completion and represent a profile of their work completed at Rivier University.

### Thesis

A master's thesis is applicable in some programs. The thesis topic, together with a tentative outline and bibliography, must be presented for approval to the thesis advisor of the major department.

### Degree Program Completion Requirements

All work for a master's degree and for the Certificate of Advanced Study must be completed within six years of matriculation. All work for the doctoral degree must be completed within seven years of matriculation. Any extension time or time limitation must be reported in writing. Approval is given by the dean of the division.

## Matriculation

Matriculating students have been accepted into an associate, bachelor's, master's, or doctoral degree program.

## Enrollment Status

### Undergraduate Course Overload Policy

A normal full-time class load is five courses/15 credit hours. Undergraduate students wishing to register for 18 credits or more during a given semester must have a B (3.000) average and must obtain the approval from their Academic & Career Advisor or their Success Coach. Any Day student would be subject to additional per-credit charges, above and beyond the full-time load.

Please note that course overload requests of 19 hours or more are only approved for students in academic good standing, regardless of a student's anticipated graduation date.

If you are on academic probation and wish to take more than 16 hours per semester, you will need get approval from your Academic & Career Advisor.

**Full- and part-time enrollment status** for each fall and spring semester is determined according to the following tables.

Undergraduates		Graduate		Doctoral	
Credits	Status	Credits	Status	Ed.D.	
12 or more	Full-time	9 or more	Full-time	Credits	Status
6-11	Half-time	5-8	Half-time	8	Full-time
1-5	Less than half-time	1-4	Less than half-time	4-7	Half-time
				Psy.D. * & DNP	
				6	Full-time
				3-5	Half-time

*\*Internships in the Psy.D. Doctoral program at 0 credits are considered full-time.*

**Class Status** for undergraduate students is determined according to total credits earned and recorded on the student's permanent academic record at Rivier University.

Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90 to completion

# The Classroom

## Statement on Attendance

The classroom, whether face-to-face online, is the heart of the educational experience at Rivier University because it provides a formal setting for the important exchanges among faculty and students. Regular and punctual attendance at all classes, essential for maximum academic achievement, is a major responsibility of Rivier University students. Failure to attend and contribute to the classroom environment significantly and demonstrably reduces the quality of the educational experience for everyone in the classroom. As a result, absences almost always impact the quality of performance.

As part of its commitment to a quality educational experience for all members of the Rivier community, the University formally requires specific attendance policies to be developed by its professors and reviewed by the dean of the division. Any attendance policy used by an individual professor as a criterion for evaluation must be specified in the course syllabus and presented to students during the first week of classes. These policies can be found in respective course syllabi, and may include reasonable penalties and sanctions for excessive absences.

Students are expected to attend all class sessions. In the event of prolonged illness, accident, or similar emergency, it is the responsibility of the student to notify, in writing, both the professor and, for undergraduates, their academic and career advisor or success coach. For graduate students, include the program director/coordinator(s) or dean(s) of the division. Students must remember that it is always their responsibility to make up the work they may have missed during an absence from class. Students are directed to confer with their professors when their absences jeopardize satisfactory progress.

Faculty are expected to attend all class sessions. When faculty will be absent from class, the faculty will notify the students via email and contact the Dean, Program Director and/or Administrative Assistant. In the event it is not possible for the instructor to give advanced notice because of an emergency that prevents them from providing instruction for a scheduled class, the students are expected to wait fifteen minutes before leaving and will send an email to the instructor and the dean to indicate their attendance for that scheduled class.

Professors are strongly encouraged to record attendance and alert the Academic & Career Advising Center and the Office of the Registrar when a student fails to attend the equivalent of two weeks of courses (two absences for a course meeting once a week, four absences for a course meeting twice a week, six absences for a course meeting three times a week). The student will then be alerted that he/she is in danger of

falling under the 'habitual nonattendance policy' (see below).

For graduate students taking online or seven-week courses, absence from three or more classes may jeopardize their ability to succeed; therefore, the student's continuation in the course will be determined by the instructor and the dean of the division. If a student is absent from the first two classes of the course, the student cannot continue in the course without approval of the program director and/or dean.

## Habitual Nonattendance Policy

Habitual nonattendance is defined as an absence in any course for any reason equal to three full weeks of missed class sessions. This translates to three absences for a course meeting once a week, six absences for a course meeting twice a week, nine absences for a course meeting three times a week, and two or more absences within a 14-day period in an online course.

Faculty members will notify the Office of Academic & Career Advising or success coach when a student has reached the habitual nonattendance criteria for their course(s). The academic and career advisor or success coach will then attempt to resolve the issue of habitual nonattendance with the student. It is the responsibility of the student to notify their Academic & Career Advisor, success coach, or program director of any intention to withdraw from a course or from the University. If the student has not officially withdrawn from the course(s) by the University's last date to withdraw from a course, the faculty member will assign a grade of F.

Undergraduate day students who have documented habitual nonattendance in one or more classes may also be in jeopardy of violating the Resident Attendance Policy (see Student Handbook).

Students who have registered and not attended any class sessions of a course(s) by the end of the drop/add period may be dropped from the course.

## Statement on Classroom Behavior

Please refer to the Student Handbook for information on this policy.

## Statement on Student Use of Electronic Devices in the Classroom

Regarding the use of electronic devices (such as cell phones, tablets, iPads, laptops, etc.), students may not use these or other electronic devices during class unless permitted by the course instructor. If use of these devices is permitted by the instructor, they are to be used for appropriate class activities only. If a learning disability is substantiated to require the use of one or more of these items, the student must contact the Office of Disability Services (603) 897-8497, which will then work with the student and the course instructor as

appropriate to facilitate whatever determination is reached regarding reasonable accommodations.

Augmentative communication devices are excluded from this policy (please refer to the Student Handbook policy on disability regarding these). If an emergency situation requires students to leave a cell phone on, they should inform the course instructor at the beginning of the class and leave the phone in a non-intrusive mode so as not to disrupt the class.

## Graduate Code of Professional Conduct

All students who enter graduate programs at Rivier University are bound by a Code of Professional Conduct. The Code contemplates that professional, ethical and mature behavior is expected of each student at all times. Every student must conduct themselves from the moment of matriculation with maturity and professionalism. Every graduate student is expected to read the code and be responsible for its contents.

### Purpose

Rivier University recognizes the need for a Code of Professional Conduct (CPC) to govern the behavior of graduate students in all fields of academic endeavors. The components of this code are designed to prevent occurrences that would discredit the university or individual graduate students.

### Scope

The scope of the CPC is limited to actions by students which occur as a result of their association with the university in either on or off campus settings. This code governs activity in the classroom and in any professional setting where the student is identified with Rivier University.

### Violations

It shall be a violation of the Code of Professional Conduct:

- To plagiarize. Plagiarism is defined as the presentation of someone else's work in whatever form: copyrighted material, notes, film, artwork, reports, statistics, bibliographies, and the like, as one's own, and failing to acknowledge the true source. Quoting word-for-word, or almost so, or using the argumentation of another source without acknowledging this dependence also constitutes plagiarism. It shall be a violation of the CPC to cheat during the conducting of an examination. Cheating is defined as giving, receiving, or using unauthorized materials during the conducting of an examination. Disclosing examination questions by a student who has taken an examination or receiving examination questions by a student who has not taken an examination, is cheating under the CPC.
- To hand in the work of another student as your own work.

- To participate in any unauthorized cooperation between two or more students in the preparation of material to be turned in for a grade when collaborative work is expressly prohibited by the instructor.
- To intentionally keep a copy of examination questions after the testing period has elapsed if the instructor expressly specifies that the examination questions are to be returned.
- To take another student's book or personal property from Rivier University premises without authorization. Students' papers (including examinations) are the property of the individual student. Reading such material without the consent of a student to whom the material belongs is a violation of the CPC.
- To fail to check out or return library materials to their proper location within the appointed time or to deface any library materials.
- To alter or deface any official documents or records of Rivier University.
- To intentionally make false or misleading statements either to the administration, the faculty or other persons associated with the University.
- To present a resume containing false or misleading information to prospective employers or to other individuals associated with Rivier University
- To conduct oneself in a nonprofessional manner during an internship, practicum, clinical or any other professional activity while representing Rivier University
- To conduct oneself in a manner inconsistent with the mission of Rivier University or with expected professional and ethical behavior.

### Infraction of the Code of Professional Conduct

Penalties for plagiarism and cheating vary with the degree of the offense and may take the form of the following academic sanctions:

- The grade of F for the work in question;
- The grade of F for the course;
- Notification of the divisional dean of the misconduct of the student.
- Recommendations that the student be suspended or dismissed from the University.

All efforts should be made to observe the Code of Professional Conduct. Grievances may nonetheless occur. In all cases where a violation of the Code of Professional Conduct has been alleged, informal redress by the persons involved is the first step. If informal resolution cannot occur, formal procedures may be followed.

### Appeals

If the student remains unsatisfied, she/he may file a formal grievance within ten days of this communication. This grievance, with all relevant data attached and a proposed resolution requested, is submitted in writing to the dean of the division of the university. The dean will

appoint and chair a review committee, consisting of two faculty or staff from outside the department involved. A meeting will be scheduled as soon as possible. Formal representation by legal counsel is not permitted; the meeting is academic in nature, and the student represents themselves at this meeting. After the meeting, the committee will reach a decision, which will be communicated in writing to the parties involved within three days of the meeting. Within ten days of this communication, a final appeal in writing may be made to the Vice President for Academic Affairs, who will review all the pertinent data and make the final decision on the matter.

## **Online Courses**

An undergraduate student who is enrolled as a full-time day student is expected to fulfill program and degree requirements through day course offerings. Any full-time day student desiring to enroll in an online course must first consult with an academic and career advisor. Requests will be approved on a case-by-case basis, for upper-level day students who are in academic good standing. Day students enrolling in online courses understand they will pay the full-time day tuition rate regardless of the mix of on-ground and online courses, and any supplemental charges and fees, if applicable.

Day students who wish to enroll in online classes will pay a \$125 "Online Course Fee" effective for the Fall 2020 semester. If the course in which they wish to enroll is a requirement of their major and it is not offered at all on-ground, this fee will be waived. If the student can take the required course on-ground in another semester, then the fee will not be waived.

## **Add/Drop Period**

At the beginning of each semester, a student is allowed one week in which to make changes in courses selected. Add/Drop for undergraduate students can be made online or by contacting an Academic & Career Advisor, who also authorize the changes. Professional studies, graduate and doctoral students can add/drop a course through MyRiv. The University's withdrawal and refund policies can be viewed at <https://www.rivier.edu/financial-aid/student-resources/withdrawal-refund-policy/>.

Requests for course changes after the published Add/Drop deadline in the Academic Calendar will be honored only for sufficient cause and after due consideration.

## **Taking a Leave of Absence**

### **Compassionate Leave of Absence/Withdrawal**

A medical leave or withdrawal request may be granted when verifiable medical situations prevent a student from

continuing in their classes, finalizing Incompletes, or completing course requirements.

All applications for a medical leave/withdrawal require documentation. Appropriate documentation for a medical leave/withdrawal consists of a letter from the attending healthcare provider that specifies the following:

- The date of onset of illness
- The last date of class attendance
- The dates under professional care
- The general nature of their medical condition, and
- The anticipated date of return to school (if appropriate)

Students will need to complete and submit a Medical Leave/Withdrawal Form and provide appropriate medical documentation to the Office of the Registrar for consideration.

If approved, students requesting a medical leave/withdrawal for the semester/term will need to be withdrawn from all courses for that semester/term that have not yet been concluded.

Withdrawal from the semester/term may have financial implications or obligations that result in the student having to return a portion of any federal financial aid received. Financial implications should be discussed with the Director of Student Accounts and, if applicable, the Veterans Coordinator.

Final decisions regarding medical leave/withdrawals reside with the Registrar and are not subject to appeal.

Requests for medical leave/withdrawal must be submitted no later than the final day of instruction for the semester/term in question.

## **Readiness to Return**

While a student is on a medical leave/withdrawal, they no longer have the status of an enrolled student at Rivier University. In order to return and re-enroll as a student at the University, the student must provide required documentation (Return from Medical Leave/Withdrawal Form) from their healthcare provider.

If a student has been absent from the University for three years or longer, the student will need to contact the University Office of Admissions to submit an application for readmission. All students should check their program handbook or with their program director for program requirements.

## **Withdrawal from a Course**

After the add-drop period is over, but before the posted final day to withdraw, students may request in writing to withdraw from a course with a "W." Students can do so by submitting a course withdrawal form or by sending an email to the Office of the Registrar from the student's Rivier email address. The deadline to withdraw from a

course is published in the University's Academic Calendar. If a student stops attending a course at any time before the posted last day to withdraw without officially withdrawing, the final grade will be an "NF" for the course (last date of attendance needs to be submitted with NF grades). The Office of the Registrar must receive all withdrawal requests by the final day to withdraw from a course. Please refer to the financial information section of the catalog for details on tuition refunds. Refunds apply to tuition only; fees are non-refundable.

A student may not withdraw from a course during the last three weeks of the semester/term, i.e., the last three weeks of classes.

Consult the Division of Nursing and Health Professions for nursing program requirements.

## Leave of Absence

A leave of absence is a period during which students defer their studies but maintain their matriculated status and may be granted to any student in good academic standing. During this time, they are not entitled to any of the services of the university provided by the payment of tuition or fees. An application for a leave of absence may be filed at any time during the academic year for the following semester(s). The total leave allowed a student is one calendar year. A student who desires a leave of absence must complete a Leave of Absence form and submit it to his/her advisor or success coach in order to officially arrange for a leave. A date of return will be agreed upon, in advance, between the student and the advisor or success coach, and stated on the Leave of Absence form. A copy of this form will be forwarded to the Office of the Registrar. Students enrolled in Rivier Online programs who are not taking classes for two consecutive terms, including the summer semester/terms, *must* discuss this with their Success Coach. There may be a form required to stay in Good Standing with the University. Failure to complete the Withdrawal/Leave of Absence Form may result in an Administrative Withdrawal as outlined in the withdrawal policy.

Students who return to the University immediately after the approved period for a leave of absence will not be required to submit an application for readmission. A student who does not return on the agreed date will be considered to have withdrawn from the university. If, at a later date, the student considers returning to the university, the student will have to reapply to the university. A student who does not officially apply for a leave of absence, but just stops attending classes, must reapply to the University to finish his/her degree (See the Admissions section of the catalog for details).

Students are advised that lending agencies do not consider a leave of absence a substitute for registered status. Students should contact Financial Aid regarding

their loan repayment and financial aid status while on a leave of absence. A leave of absence in excess of 180 days will activate loan repayment.

Nursing students on leave must notify the program director/department coordinator in writing at least three weeks prior to the semester they wish to re-enter. Students returning from a leave will be admitted to the Nursing courses on a space-available basis.

### a. Access to campus services

Access to services such as Regina Library, Muldoon Health and Fitness Center, etc., is canceled when a student goes on leave or withdraws. Students should return all library books and other equipment to avoid fees. Students on leave may not participate in university clubs, sports, etc.

### b. International students

Leaves of absence or University withdrawals can have significant visa-related implications for International Students. It is important that international students contact the Office of Global Engagement (OGE) to speak with an advisor before submitting a leave of absence or withdrawal request.

## Withdrawal from the University

Students may discontinue their education by notifying the Office of the Registrar in writing of their intent to withdraw. Oral notice is not sufficient. Students must also complete and submit the Withdrawal/Leave of Absence Form. Undergraduate students can submit the form to their Academic Advisor or Success Coach. Graduate and Doctoral students can submit the form to the Office of the Registrar.

Federal financial aid recipients who withdraw from the University once a semester has started for any reason (personal, academic, medical, etc.) must contact a Financial Aid representative to determine the impact the withdrawal date may have on eligibility for federal funds that have either disbursed, or could have disbursed, to their student account.

Depending upon the date of the withdrawal or leave of absence, students may be subject to a return of Title IV funds. This is a federal calculation the Financial Aid Office must make for any federal aid recipient withdrawing during a period of enrollment. Refund of fees or charges will be based on the date that the student last attended a class.

## Return of Title IV Funds

If a withdrawal takes place prior to completing 60 percent of any period of enrollment, the Financial Aid Office must recalculate the amount of federal aid the student has "earned" or "could have earned" based upon the date of withdrawal and number of days attended. If

the calculation determines that the student has earned fewer federal dollars than were disbursed to the student account, the University is required by federal law to return a portion of funding to the federal government.

If, however, the student has earned more than has been disbursed to their account, the University will process a post-withdrawal disbursement to the student account. For all post-withdrawal disbursements, the University will notify the student by letter and ask the student to confirm if they would like to receive these funds.

Students should review the Financial Aid Office policy on *withdrawals and refunds* in the online Rivier University Catalog to determine if they are eligible for a tuition refund based upon their date of withdrawal. Federal funds may not cover unpaid institutional charges upon withdrawal.

In addition, federal loan recipients who withdraw from the University entirely are required to complete an **exit interview**. The Financial Aid Office will notify students by email as to the exit interview responsibilities, along with the steps that must be taken.

## Majors, Concentrations and Minors

### Majors

Definition: A program of study comprised of a coherent set of courses within a discipline, related disciplines, or a professional area, which represents the curricular content of a bachelor's degree. A bachelor's degree major typically consists of at least 30 credit hours.

Students who wish to declare or change their major should contact their Academic & Career Advisor, Student Success Coach or appropriate Program Director. Certain majors have specific grade-point average (G.P.A.) requirements that need to be met prior to acceptance into the major. Please refer to the department section for details.

### Double Major (Undergraduate Students Only)

A double major is defined as an academic program that consists of one degree and a minimum of two majors (i.e. B.S. Business/Criminal Justice).

- A student earning a double major must complete the General Education (core) requirements specified by the degree (e.g., Bachelor of Science), earn a GPA of at least 2.00 in both majors, and satisfy all other University graduation requirements.
- Students must indicate one of the majors as a primary major.
- The student **must** complete all courses required by each major.

- No more than **four** courses used to satisfy the requirements of one major may be counted toward the requirements of the other major.
- Students who intend to pursue two majors must work out a plan with their academic and career advisor or success coach and have the plan approved by the coordinator from each major's department.
- Students will receive a single diploma designating the degree associated with the primary major; however, both majors will be listed on the transcript. The student must complete a Declaration of Major/Minor Form.

### Concentrations

Definition: A coherent subset of courses that constitutes a prescribed track within a major. Typically a concentration consists of three to six courses (9-18 credits hours).

### Minors

Definition: A minor is a coherent set of five to seven three or four credit courses (typically 18-24 credit hours) in a discipline or related disciplines other than the major. Although minors are not required, a student may earn a minor in an undergraduate discipline designated by the University. Students should discuss their intent to earn a minor with their Academic & Career Advisor as early as possible, and no later than the end of the junior year.

- A total of nine credits used to complete major requirements may also be used to complete requirements for the minor.
- Courses used to satisfy requirements for the minor may also be used to satisfy core and exploration area course requirements.
- Credits earned in courses used to satisfy multiple requirements will count once toward the total number of credits required for graduation.
- A Declaration of Major/Minor Form must be completed and submitted to the Office of the Registrar.

Upon completion of the degree, the minor will be posted on the official transcript.

## Graduation

Each candidate must submit a formal notification of intent to graduate to the Office of the Registrar for a degree to be awarded. Forms for this purpose are available from the Office of the Registrar, the Academic & Career Advising Office, or from via university website at [www.rivier.edu/academics/support-resources/registrar/commencement/](http://www.rivier.edu/academics/support-resources/registrar/commencement/). There are three graduation dates per year September 2, January 2 and the Commencement ceremony in May. The deadlines for filing for graduation are August 1 for September; December 1 for January; and February 1 for the May commencement.

Students who complete degree requirements before the May graduation are eligible to participate in the Commencement ceremony. All official transcripts, CLEP scores and Challenge Exam scores must be received by the University before the final semester of attendance, otherwise the application will be deferred to the following semester. Students should not assume that filing the Application to Graduate assures that the degree will be received that year. Students are advised to check with their program director/faculty advisor in their department to be certain that all requirements for graduation have been met. Students who complete degree requirements before May graduation are eligible to participate in the Commencement ceremony. Students are responsible to make sure that all financial accounts are settled in full before diplomas can be issued.

To graduate (undergraduate students), by the end of their final semester, a student must have attained a cumulative grade-point average of 2.000 or higher, graduate students must attain a cumulative grade-point average of 3.000 or higher.

### **Conferring of Degrees**

Degrees are conferred by the University in September, January, and May. However, the University holds only one Commencement exercise each year in May.

When the student completes all degree requirements, the Office of the Registrar will, upon request, provide a letter attesting to this fact prior to receiving the diploma. An Application for Graduation must be received in the Office of the Registrar in order for a diploma to be ordered. (*See Application for Graduation.*)

## **Examinations**

### **Challenge Examination**

The Challenge Exam is a one-time examination in a specific area created by Rivier University as the equivalent to a course. Courses which have been audited cannot be challenged. The method of assessment may vary with the subject matter, but in all cases should enable a comprehensive appraisal of the student's knowledge. A student who earns a grade of C or better on the Challenge Exam is exempted from and given credit for the course counterpart of the examination. Since the challenge is on the student's part, it is her/his responsibility alone to prepare for it; no retake is allowed. Courses that may be challenged are at the discretion of the department chairperson. Likewise, only students matriculating at Rivier may request a Challenge Exam. Ordinarily, Challenge Exams are given on the first Friday of December and the first Friday of April. Procedures, guidelines, and fee schedules are available from academic advisors. At least one month prior to the exam date, the student obtains a challenge form from the advisor and then contacts the department chair for approval. LPN's wishing to challenge courses

for advanced placement standing, see Admissions section.

### **Final Examinations**

A final exam period is provided during the final week of the semester. The schedule is published by the Office of the Registrar. If a student is unable to take the final exam as scheduled, she/he must notify the instructor. Exams other than finals may be retaken at the discretion of the instructor.



# Grades and Credits

## Undergraduate Grading System

Grades are based on definite published criteria available in the Office of the Registrar. Letters are used to indicate grades; each is assigned a given value in grade points per semester hour.

### Excellence

A	100-93	4.000 grade points
A-	92-90	3.667 grade points

### High Achievement

B+	89-87	3.333 grade points
B	86-83	3.000 grade points

### Achievement

B-	82-80	2.667 grade points
C+	79-77	2.333 grade points
C	76-73	2.000 grade points

### Low Achievement

C-	72-70	1.667 grade points
D+	69-67	1.333 grade points
D	66-63	1.000 grade points

### Insufficient Achievement

F	(62 and below)	0.000 grade points
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## Special Categories

* P	Pass
*PR	In Progress
* AU	Audit
* NC	No Credit
* I	Incomplete/Contract Approved
* W	Withdrawal from Class/Official Notification
**NF	Administrative Failure / No Official Notification
*	No Grade Points
**	Counted as credits attempted, equal to an F on the student's record

To determine a student's academic status, the University uses a grade point system. Each qualitative grade has the numerical values listed, e.g., a grade of A has a value of 4.000; a grade of B has a value of 3.000. Grade

points are computed by multiplying the course credit by the numerical value of the grade earned. For example, a three-credit course completed with a grade of C carries 6.00 points (3 × 2.00). The grade-point average (GPA) is obtained by dividing the total number of grade points earned by the total number of credit hours attempted.

## Graduate Grading System

A student's rating in each course is determined by the combined results of tests, examinations, class and laboratory work, written and oral presentations, projects, and other requirements made by the instructor of the course. This rating is reported by the instructor in accordance with the grading system shown below. Grade reports are issued by the Office of the Registrar.

Course grades represent the instructor's assessment that a student has demonstrated the following skills at an appropriate level of achievement for that course:

- an understanding of course material and discipline-specific concepts;
- the ability to apply one's understanding and knowledge;
- the ability to communicate in writing, orally, visually, and/or quantitatively;
- the ability to think critically about course concepts;
- the ability to make and support value judgments about course material;
- the ability to amalgamate concepts and ideas and shape observations, broadening the scope the course.

### A (4.000)

Indicates a level of excellence in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 94-100)

### AB (3.500)

Indicates a high level of achievement in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 90-93)

### B (3.000)

Indicates a satisfactory level of achievement in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 84-89)

### BC (2.500)

Indicates a low level of achievement in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 80-83)

**C (2.000)**

Indicates that a student has taken the course but that the student's knowledge of the subject matter reflects an unsatisfactory level of achievement. (Numerical equivalent: 74-79)

**F (0.000)**

Indicates that the student has insufficient understanding of the course material and insufficient achievement in applying, communicating, or evaluating and synthesizing course material. No credit is given. (Numerical equivalent: 0-73)

**NF (0.000)**

Indicates that the student has not given official notification of withdrawal from a course in writing. An NF (administrative failure) is counted as credits attempted, equal to an F on the student's record.

**P (0.000)**

Indicates that the student has passed a course or sufficiently completed a non-graded course that has been designated by the program faculty and has been approved by the Academic Council for P/F grading. The accumulation of grades of pass (P) in proposal and dissertation research does not imply completion of the research; such grades indicate satisfactory progress. (Numerical Equivalent: 84-89)

**W**

Indicates withdrawal from a course, which can be done no later than the tenth week of a regular semester or by the end of the fourth week of a summer session.

**I (Incomplete)**

A student is expected to complete the requirements of each course by the end of the semester or term in which the course is offered. If for some major reason beyond their control the student is prevented from taking the final as scheduled or does not complete some part of the course requirements, the student may ask the instructor to assign the temporary grade of Incomplete "I". This request must be made before the scheduled final examination. It is the student's responsibility to remove this temporary grade before the end of the fourth week of the following semester or term. (See the University Calendar). Otherwise, the student automatically incurs an F for the course. In unusual cases, the student may request in writing an extension of this period. The extension may not exceed a three-month period and must have the approval of the dean of the division.

**AU (0.000)**

Indicates that the student has merely audited the course without credit.

**Audit Policy**

The auditing of certain courses is permitted only with an online registration form one week prior to the start of the term/semester. Audit status is authorized on a space-available basis. A student who audits courses receives no credit and is exempt from all assignments and examinations. The student should communicate with the instructor on expectations for class participation and assignments.

The nature of some laboratory courses and other skills courses does not allow these to be taken on an audit basis. Lecture courses may be audited. Except for Rivier University alumni and senior citizens, students will be charged full tuition and applicable fees for an audited course.

A change of status from Credit to Audit or vice versa can only be made within the Add/Drop period. A record of attendance is kept as with any other student. When a student attends at least 80 percent of class meetings, audit status is recorded on the academic record; otherwise, the student receives a W.

**Incomplete Grades**

A student is expected to complete the requirements of each course by the end of the semester or term in which the course is offered. If for some major reason beyond her/his control the student is prevented from taking the final as scheduled or does not complete some part of the course requirements, the student may ask the instructor to assign the temporary grade of Incomplete "I." **This request must be made before the scheduled final examination.** It is the student's responsibility to remove this temporary grade. (See the Academic Calendar). Otherwise, the student automatically incurs an F for the course. In unusual cases, the student may request in writing an extension of this period. The extension may not exceed a three-month period and must have the approval of the divisional dean where the course is being taught.

**Repeated Courses**

Undergraduate students are encouraged to speak with their Academic & Career Advisor or Student Success Coach before registering to repeat a course taken at Rivier University. Students who wish to repeat any course must take the same course. While only the last grade is used in calculating the cumulative grade point average, the original grade remains on the transcript. Each repeated course is counted only once in fulfilling degree requirements.

Graduate students who receive a grade of F (0.000) in a course may repeat it once for credit. All grades, including "F" grades, remain on a student's transcript, but only the last grade earned for a repeated course is used in computing the cumulative grade-point average. A repeated course is counted only once in fulfilling degree

requirements. (See Nursing Department section for information pertinent to Nursing students.)

## Grade Report

At the end of the term the Office of the Registrar authorizes the posting of grades to the student portal, MyRiv for each student. To protect confidentiality of student records, grades or GPA are **never** reported by telephone or faxed. Presentation of a valid Rivier University ID or other form of identification must be made to receive a copy of transcripts or grades, if the student comes in person. "Unofficial copies" of the grade report can be obtained from the student portal, MyRiv.

## Grade Review

Students have the right to request a review of a final grade. All such requests must address the process followed in arriving at the final grade and not the professor's evaluation of the student's work.

A request for a review of a final grade must be made in writing by the student to the instructor of the course no later than 15 calendar days from the posting of the official grade report by the Office of the Registrar. The student sends a copy of this request to the divisional dean.

If there is no resolution between the student and the instructor, and the student continues to believe the grade to be in error, the student may appeal in writing to the department coordinator/program director in which the course was offered, or to the divisional dean if the grade review is between the student and the department coordinator/program director.

If no satisfactory resolution is reached after contacting the department coordinator/program director, the student may appeal to the divisional dean. The dean will make the final decision, which is binding, and send notification of the decision to the Office of the Registrar for processing.

## Honors

### The Dean's List (Undergraduate Students Only)

The University honors its students for high academic achievement and significant contributions to the University community through the Dean's list. The Dean's list is compiled at the end of each semester. The criteria are:

- The student must be matriculated at Rivier;
- The student must achieve a semester grade point average of 3.500;
- The student must be a full-time student, carrying a minimum of twelve graded credit hours. (Excluding Pass/Fail courses)

- The student cannot have any grade of "I" (Incomplete) or "PR" (In Progress)

## Undergraduate Latin honors

Honors for baccalaureate degree students are awarded on the following basis:

- a minimum of 30 graded credits earned at Rivier: (no grades of "P"-passing)
- grade-point average as follows:

*cum laude* 3.500

*magna cum laude* 3.700

*summa cum laude* 3.900

## Internship Policy

Internships integrate knowledge and learning that has been achieved in the classroom with practical skill development in a real-world setting. They are primarily educational in nature and relate to the student's major and accommodate academic commitments. Additionally, internships must provide significant, defined and measurable educational benefits. Progress toward these learning outcomes should be evaluated in a summative assessment at the end of the internship.

Internships can be a combination of paid, unpaid, credit-bearing, and non-credit-bearing engagement in a practical setting. Unpaid internships should complement, rather than displace, paid employees. Some related experiences, such as student teaching, practicum, and some clinical experiences have requirements set by the academic divisions and professional accrediting organizations.

Undergraduate students should meet with their Academic & Career Advisor prior to registering for an internship. Faculty advisors can provide insight about the types of opportunities that exist in your area of interest. Advisors can help determine which students are eligible for internship credits.

Internship requirements:

- Internship request form must be completed and approved by the host site, the supervising faculty member and the student.
- There must clearly defined set of learning outcomes related to the student's professional goals and academic coursework. The learning outcomes should be developed by the faculty and student.
- Minimum of 40 hours of work completed per semester per academic credit hour. (This minimum may be higher depending on department requirements). Students must work at least 120 hours during a regular semester to satisfy a three-credit internship.
- Retroactive credit is not permitted.

- Minimum duration of seven weeks for fall and spring semesters and six weeks for summer.
- Undergraduate students must have a minimum 2.000 overall GPA and completed all pre-requisites. (This minimum GPA may be higher depending on department requirements).
- At the end of the internship, a summative assessment of progress toward the intended learning outcomes should be completed by the student and the internship site supervisor. This is primarily a reflective paper or presentation. Assessments must be approved by the faculty member before credit is awarded.

If adding an internship will place an undergraduate student over 18 credits, the student will need to 1) remove a course from their current schedule by either dropping the course before the end of the drop/add period or 2) petition Academic Advising for a credit overload. (Please note that students will be charged tuition for any classes dropped after the end of the drop/add period and will be responsible for any charges over 18 credits). Students must be enrolled in the internship course during the semester in which the internship is being completed.

# Academic Standards

## Academic Standing

To remain in good standing an undergraduate student must maintain an average of C (2.000) each semester. A cumulative average of C is the minimum requirement for graduation. Further, a C (2.000) average in one's major field is mandatory in all departments; in some, the required average is higher. Nursing majors should refer to "Progression/Retention" in the department section. Students who fail a required course must repeat the course successfully. Authorization from the program director/coordinator or dean of the division of the University is required to make up a course at another college. Approval should be made prior to taking courses elsewhere. Courses taken outside Rivier University will not increase GPA. This permission is seldom given for courses in the student's field of concentration. Only a grade of C (2.000) or better will be accepted in transfer from another college. A failed course repeated at another institution will not affect the GPA.

A graduate student whose cumulative grade average falls below B (3.000) is grade deficient and is placed on academic probation. The student has one additional semester to regain satisfactory standing. A student demonstrating an inability to perform at the graduate level will be subject to dismissal. Any extension of this time will be subject to the recommendation of the dean of the division.

If a graduate student earns two failing grades, the student may be dismissed from graduate study. A failed course may be repeated once. Only the second grade earned affects the grade point average, but the failure remains on the transcript. Courses in which a student receives a grade of C or better cannot be repeated for credit.

Internships and practicums are not regarded as regular courses and normally cannot be repeated when a failing grade is incurred. Individual programs may have additional requirements.

## Academic Probation

To remain in good academic standing an undergraduate student must maintain an overall grade point average of 2.000 and graduate students must maintain an overall grade point average of 3.000, in each semester at Rivier University. A cumulative average of C (2.000) is the minimum University requirement for undergraduate student graduation; specific programs may have more demanding requirements. Graduate students must have a cumulative average of B (3.000) minimum University requirement for graduate student graduation.

## Full-time Undergraduate Students

Undergraduate students who fail to maintain a 2.000 average will either be dismissed or placed on probation

for their next semester of attendance. At the end of the probation semester, their academic progress will be reviewed by the their academic and career advisor or success coach. At this time, a student may be removed from probation, or dismissed from the University. Nursing majors should refer to "Progression/Retention" in the department section.

## Part-time Undergraduate Students

Undergraduate students who fail to maintain a 2.000 average for two consecutive sessions of part-time study will be placed on probation for their next semester of attendance. At the end of that semester, their academic progress will be reviewed by their academic and career advisor or success coach. After taking the new grades into consideration, the student may be removed from probation, continued on probation, or, after a minimum of two semesters on probation, dismissed from the University. Nursing majors should refer to "Progression/Retention" in the department section.

## Academic Suspension or Dismissal

Rivier University reserves the right to suspend or dismiss any student for failure to maintain a satisfactory academic record or demonstrate acceptable behavior in keeping with the University mission, Academic Integrity Policy, and/or the Code of Professional Conduct.

## Academic Integrity

Academic integrity involves the thorough, accurate, and systematic discussion, presentation, reporting and publication of information. Academic integrity is a cornerstone of the teaching and learning in which all members of our community are engaged.

When considering student work, academic integrity assumes and expects that academic work is solely the product of the student. Plagiarism and cheating are breaches of academic integrity. In general, plagiarism is defined as the presentation of someone else's work as the student's own without complete acknowledgement of the source of the material. Quoting or using another person's argument from another source without acknowledgement of the source or its relationship to other sources constitutes plagiarism. Cheating is defined as the giving or receiving or attempting to give or receive unauthorized information or assistance during an examination, study, or project. Submission of a single work for two separate courses without the permission of both instructors prior to submission is also a form of cheating.

Instructors will communicate clear expectations regarding assignments, including group work and group projects. If students are unsure whether a specific course of action would constitute academic dishonesty, they should consult with the relevant instructor before proceeding.

When academic integrity is violated, by plagiarism, cheating or other unethical conduct, sanctions may be applied. The nature of the sanctions varies with the type, degree or repetition of an act of academic dishonesty in the judgement of the instructor and the institution. Depending on the nature of academic dishonesty sanctions may take the form of one or more of the following:

- student discussion with the instructor about the nature of the offense that results in reassurance and commitment to improvement;
- individualized action plan with identified steps and timeline to achieve the appropriate outcomes;
- rewriting and submission of the academic work in question with or without grade penalty;
- a grade penalty up to and including a grade of "F" or zero for the work in question;
- notification of the divisional dean of the infraction and reason for recommending a formal review;
- review by the dean and meeting with student and instructor to determine facts related to allegations and to impose other sanctions as appropriate;
- other academic sanctions up to and including dismissal from the university.

In some cases, grade penalty sanctions may forbid the student from changing the grade to "W" by withdrawing from the course.

### **Procedure**

All efforts should be made to conduct ourselves with dignity, integrity and a just consideration for those with whom we interact. Often, disagreement can best be resolved by the individuals directly involved. However, there may be instances when this does not occur.

### **Informal Process**

When academic integrity is violated, the instructor will notify student(s) promptly and should check with the VPAA office to determine if the student has documented prior offenses. In situations without prior offenses, instructors should seek to resolve the matter informally with the student(s), with the understanding that resolutions may involve sanctions. As noted below, informal resolutions that involve grade penalties should be reported by the instructor to the office of the VPAA for the purpose of limiting the number of times students have access to informal resolution processes.

If this informal attempt between the student and the instructor does not resolve the matter, or if the student has sufficient reason to believe that she/he will not be fairly heard by the faculty member, the student or the instructor may contact the divisional dean. For the purposes of academic integrity matters, the relevant dean is the dean of the division where the instructor and class are located. This contact must occur within ten working days following the time when the student was notified of the academic integrity violation. The dean will attempt to resolve the matter in a timely manner and to

the satisfaction of both student and instructor. Written statements may be requested of both parties by the dean. The decision of the dean will be forwarded in writing to all individuals involved.

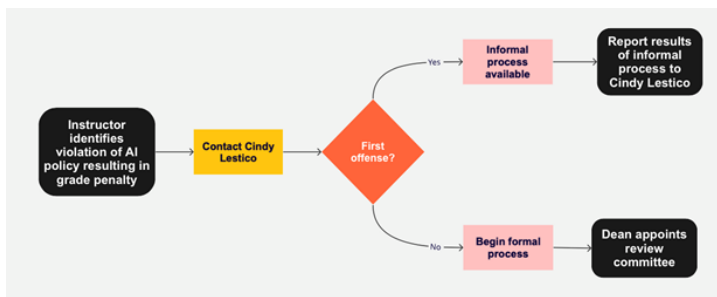
### **Formal Process**

If the matter is not resolved by the informal process described above, the student or the instructor may file a formal grievance within five working days of the informal decision of the divisional dean. This grievance, with all relevant evidence attached, is submitted in the form of a written letter addressed to the dean, who will appoint and chair a review committee, consisting of the dean and two faculty or staff from outside the programs and divisions of both student(s) and instructor(s). The formation of a review committee is also the entry point to the formal process in cases where previous offenses are on record. The review committee will consult with students and instructors as needed. A meeting of the formal review committee will be scheduled within ten working days of the date of the grievance or of its formation by the dean, and the committee will promptly arrive at a decision. In cases where multiple offenses are on record, the review committee may consider sanctions up to and including dismissal from the university. The decision, including any associated sanctions, will be communicated in writing to the parties involved and to the Vice President for Academic Affairs (VPAA) within three working days of the formal meeting. The meeting is academic in nature, so the student represents themselves at this meeting. Formal representation by legal counsel is not permitted.

Within ten days of receiving the results of the formal review, the student or the instructor has the right to a one-time final appeal in writing to the VPAA. The VPAA will review all the pertinent information and may choose to meet with the student(s) instructor(s), program director(s) or dean(s) to ascertain the facts. The VPAA will make the final decision on the matter. Records related to review committee work and any related appeals will be kept in the office of the VPAA.

### **Limits to Informal Processes**

Students may use the informal resolution process one time. Subsequent violations of academic integrity must be formally reported by the instructor to the divisional dean who will bring the matter to a review committee. In order to enforce the one-time limit on informal resolution, instructors should contact the office of the VPAA before moving forward with informal resolution of serious violations of academic integrity. In cases where informal resolutions are undertaken and a grade penalty is imposed, instructors should notify the office of the VPAA that an informal resolution has occurred, identifying the student involved as well as the course, the date, the nature of the violation and the sanction imposed.



## Academic Grievance Process

All efforts should be made to conduct ourselves with justice, integrity, and consideration for those with whom we interact. Grievances may, nonetheless, arise. In such cases, they are often best resolved by the individuals directly involved. However, there could be instances when this does not occur.

### Procedure

The aggrieved student should approach and attempt to resolve the matter informally with the faculty member involved. If this attempt does not resolve the matter, or if the student has sufficient reason to believe that she/he will not be heard by the faculty member, she/he should contact the division dean. This must be done within ten calendar days following the time at which no resolution could be reached with the faculty member. The division dean will attempt to resolve the matter to the satisfaction of both student and instructor. Written statements may be requested of both parties by the division dean, who will attempt to resolve the issue as soon as is reasonably feasible. The decision of the dean shall be forwarded in writing to all parties.

If the student remains unsatisfied, she/he may file a formal grievance within ten days of this communication. This grievance, with all relevant data attached, is submitted in writing to the dean of the division of the University, who will appoint and chair a review committee, consisting of two faculty or staff from outside the department involved. A meeting will be scheduled as soon as possible and the decision communicated in writing to the parties involved within three days of the meeting. Formal representation by legal counsel is not permitted. The meeting is academic in nature, and the student represents their self at this meeting. Within ten days of this communication, a final appeal in writing may be made to the Vice President for Academic Affairs, who will review all the pertinent data and make the final decision on the matter.

## Non-Academic Grievance Process

### Purpose

The purpose of this policy is to provide equitable and orderly processes to resolve non-academic grievances by students.

## Definitions

**Non-Academic Grievance** -- formal difference or dispute between a student and a University employee about the interpretation and/or application of the University's non-academic policies and procedures, or provision of services, by members of the University's faculty or staff, that negatively affects the student. A grievance may be based on one of the following claims: failure to provide services, arbitrary and/or capricious actions by a University employee or administrative office; policy or procedure applied unfairly and/or in a different manner than it was applied to others; administrative error in the application of the policy or procedure.

**Relevant Administrator**– Appropriate Office Director or Academic Division Dean. The grievance is with the office/department/division where the service is delivered. Questions about the appropriate location are resolved by the appropriate division vice president or designee.

### Policy Statement

A non-academic grievance differs from an appeal of an academic decision, as it deals with service issues and not the actual outcomes of course work. A student may file a non-academic grievance in the cases of an unresolved difference or dispute between themselves and the University (office or individual) related to services rendered or non-academic decisions. The policy covers matters outside the scope of other policies of the University.

Complaints about sexual harassment and discrimination based upon protected class are addressed via the University's *A Culture of Respect: Sexual Misconduct, Harassment, and Gender-Based Violence* policies (Student Handbook); and complaints about student behavior are addressed through the *Community Standards, Student Rights, and Responsibilities* policies (Student Handbook). Specific divisional, departmental, or program handbooks and guidance may be used based on the presenting situation.

### Informal Resolution

The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of the relevant individual, administrator, or office. An attempt at informal resolution should begin no more than 10 business days after the service or decision is rendered.

## Formal Grievance

If the student is unsatisfied with the informal resolution response, the student may make a formal, written grievance to the relevant administrator.

Any formal grievance must be submitted by the student within 20 business days after the service or decision is rendered. The student must state the nature of the grievance and the remedy being sought and describe any previous attempts to resolve the grievance.

The administrator reviews the situation and should provide a written response, including appeal information within 15 days of receiving the complaint, copying the primary mentor/academic advisor. Students will be informed if extenuating circumstances require additional time.

## Appeal of Formal Grievance Decision

If the student is unsatisfied with the formal grievance decision, the student may appeal in writing to the appropriate vice president or designee.

Any appeal must be submitted within 20 business days of the transmission of the formal grievance decision. The student must state the nature of the justification for the appeal.

The vice president or designee reviews the grievance and should provide a written response within 15 days of receiving the appeal. This decision is final.

Questions regarding the non-academic grievance procedure should be directed to the Office of Student Affairs, 209 Dion Center, 603-897-8249.

## Repeat Policy

All grades, including F grades, remain on a student's transcript, but only the last grade earned for a repeated course is used in computing the cumulative grade-point average. A repeated course is counted only once in fulfilling degree requirements. Graduate students who receive a grade of F (0.0) in a course may repeat it once for credit. (See Nursing Department section for information pertinent to Nursing students.)

## Student Records

### Change of Name or Address

Changes in a student's home address or phone number can be updated through MyRiv Student portal. Name changes are made by the Office of the Registrar when accompanied by appropriate supporting documentation.

### Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.  
Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing their tasks.

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

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.



The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605.

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

## Directory Information

Rivier University, in compliance with the Family Educational Rights and Privacy Act (FERPA), may release without the student's consent the following directory information: student's name, address, telephone number, major field of study, class year, dates of attendance, enrollment status, degrees and awards received, if any, place of employment, most recent previous educational agency or institution attended, and e-mail address. Students are given the opportunity to restrict the release of any or all directory information.

## Award of Academic Credit Policy

Academic credit is awarded to a student upon the successful completion of an approved instructional course. Rivier University awards academic credit requires:

- A. For in-person undergraduate courses, 50 minutes of direct classroom instruction and a minimum of two hours of outside of class work per week per credit over the course of a 14-week semester, or a total of 700 minutes of instruction and 28 hours of outside work per credit for courses that meet on schedules other than the 14-week semester.
  - B. For in-person graduate courses, 50 minutes of direct classroom instruction and a minimum of three hours of outside of class work per week per credit over the course of a 14-week semester, or a total of 700 minutes of instruction and 42 hours of outside work per credit for courses that meet on schedules other than the 14-week semester.
- or-
- C. For in-person laboratory courses, a minimum of 110 minutes of laboratory instruction and laboratory work and a minimum of two hours of outside of class work per credit per week over the course of a 14-week semester.
- or-
- D. For distance and online courses, including directed studies, an amount of engaged learning is equivalent to 700 minutes of direct instruction and 28 hours of additional work per credit for undergraduate courses and 700 minutes of direct

instruction and 42 hours of additional work per credit for graduate courses.

-or-

- E. For academic activities including internships, practica, and other non-classroom credit-bearing activities, an amount of work at least equivalent to that described in (A.) above or a minimum of 40 hours of engaged learning per credit.

-or-

- F. Demonstrated evidence that learning outcomes are met at a level equivalent to those met in the case of the (A.) above.

-or-

- G. For courses that combine instructional approaches like classroom instruction and internship, an appropriate combination of the above.

## Transcripts/Academic Record

Official transcripts may be ordered for current students through their MyRiv portal, through the Rivier University website, in writing via mail, or in person for a fee. Alumni and previous students may utilize the Rivier University website, or other avenues listed above to request transcripts. Requests for official transcripts must include the student's name, approximate dates of attendance, the address where the transcript is to be sent, and the student's signature (orders through our online provider, Parchment, allow for an electronic signature). No transcript will be released until all financial obligations to the University are met. Official transcripts carry the University Seal along with the registrar's signature. The envelopes will be sealed with the registrar's stamp, and the official transcript enclosed stamp.

Electronic transcript delivery via secure e-mail is the preferred delivery method for Rivier University. Transcripts to institutions that utilize Parchment will be sent directly to the contact listed by the receiving institution, unless otherwise specified.

Unofficial transcripts may be accessed via the student portal, MyRiv, on the Rivier home page. The unofficial transcript may be printed out and is unable to be sent electronically.

Transcript request forms are available online from the Office of the Registrar at [www.rivier.edu/academics/registrar](http://www.rivier.edu/academics/registrar). Payment can be made online via credit or debit card.

Rivier University determines that the use of facsimile equipment is not a secure means of transmitting educational records. Because the University cannot safeguard the privacy of the student's records, the University will not fax transcripts, grade reports, or other academic information.

# Registration Policies

## Registration Procedures

An officially registered student is one who has submitted course selections with the necessary approvals, and has made the necessary financial arrangements with the Student Financial Services Office. Officially registered students may confirm their registration via the student portal, MyRiv. Students receive notification of the registration process from their Academic & Career Advisor, Success Coach, Program Director, or the Office of the Registrar. Continuing students select courses in October and March for the spring and fall semesters, respectively. Under this procedure, continuing undergraduate day students should schedule appointments with their Academic & Career Advisors. Undergraduate professional studies evening students should schedule appointments with their Academic & Career Advisor or contact their Success Coach. Graduate students are encouraged to contact their Program Director.

Full payment of fees must be made on or before August 10 for the fall semester and on or before December 10 for the spring semester in order for the student to be officially registered. Students are not admitted to class nor do they receive credit unless they have officially registered. Students may not be enrolled in a class after the designated add/drop period. Exceptions to this policy are rare and can be made only by the Registrar.

The student must have financial clearance from the Student Accounts and Financial Aid offices at the time of registration for each term.

A student may not attend class until they have obtained financial clearance and are officially registered.

Students who have earned twelve credits at Rivier University and have not officially applied for admission into a graduate degree program are not allowed to register for courses until they complete the admissions application process or file their non-degree status with the Office of the Registrar.

## Summer Registration

Registration for summer sessions begins in March and continues through the start of the summer session. Financial clearance must be obtained from the Student Accounts and Financial Aid offices at the time of registration for this session. Students should contact their advisor for specific registration requirements.

## General Policies

For the policy on cross-registration refer to the section on Course Load. The University reserves the right to withdraw, postpone, or combine classes, limit registration, or change instructors. Part-time students

are charged the tuition rate of the division (day or evening) in which the class is offered.

## Veterans' Benefits

In cooperation with the Veterans' Administration, Rivier University participates in numerous veterans' benefits programs. Students who are eligible (covered) for veterans' benefits as determined by the Veterans' Administration should contact the Veterans' Coordinator at the time of application or the start of the semester. The Veterans' Coordinator is located in the Office of the Registrar, Adrienne Hall. To obtain benefits, the student must be enrolled in a degree program. Applications for Veterans' benefits may be obtained directly from the Veterans' Administration by visiting <https://www.va.gov/>. For additional information, please visit <https://www.rivier.edu/admissions/veteran-services/>.

Note: Covered individuals are any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post 9/11 GI Bill® Benefits.

Covered individuals must provide a "Certificate of Eligibility" or a "Statement of Benefits" obtained by the Department of Veterans Affairs to the Rivier University Veterans' Coordinator. Upon receipt of this document, and registration of courses, the covered student will be allowed to participate in classes with the full rights of any other student. Should the VA have a delay in payment, the covered student will not need to seek additional funding as a result of delayed disbursement funding from VA under chapters 31 or 33.

## Emergency/Inclement Weather Closing Policy

Rivier University communicates weather-related closure/delay information on local radio, TV, the Rivier University homepage, the University phone system, and the Rave emergency notification system. Students currently taking classes have a Rave account. To update emergency contacts and notification preferences, go to: <https://www.getrave.com/login/rivier>. You will be prompted to provide your email address. Enter your Rivier University email address (it is already pre-loaded into Rave and the system will recognize you). Enter the password you use for your normal Rivier email/system login. If this is your first time logging in to Rave Guardian, the system will ask you to supply contact methods (e.g., mobile phone). Have your phone nearby to receive verification codes.

The University cannot make a decision that takes into account everyone's commuter location and travel direction. As always, we ask each person to be safe. If conditions in a student's area are not safe, we ask that the student not put themselves in danger. Communicate with faculty, supervisors, or advisors if weather prohibits or delays travel.

Per policy/protocol, the University makes every attempt to announce a closure or morning delay no later than 6 am on the day of the closure. If the University closes campus in the afternoon, an attempt is made to announce an early closure by 2 pm on the day of the closure.

In the event of campus closure, faculty will work to maintain the engaged academic time required to meet the learning outcomes for every course. Canvas tools for this purpose include Discussions, Assignments, Quizzes, VoiceThread, or other uploaded consumable content (files, videos, hyperlinks). Real-time activities in Canvas (Conferences, Collaboration) are also an option.

Through these and other means, faculty continue to engage students with course content and evaluate student learning during and after unanticipated closures.

If Rivier is closed for unforeseen reasons (e.g., weather), scheduled events, functions, and programs will be canceled or rescheduled, unless the University determines that campus conditions are safe enough to hold the event. Any time that weather presents a concern for a campus event being held, it is expected that event sponsors and contacts will confer with the University's Public Safety Office (to determine campus conditions and safety of travel) and Sodexo (external sponsor event management).

# Additional Learning Opportunities

## Internships

Several departments of the University offer traditional practica or internships, such as student observation and teaching for education majors, clinical experiences for nursing students, and field work opportunities for majors in the behavioral sciences, business, and communications fields. Many departments recommend internship experiences for qualified students. Not only are such involvements valid learning experiences which earn academic credit, but they also provide opportunities for a more meaningful total education. Students are confronted with problems of the work world, and their values are tested in real life situations.

Qualified students are also encouraged to study abroad or to participate in exchange programs which will enhance the total learning experience.

## NHCUC Student Exchange Courses

Rivier University belongs to a consortium of New Hampshire colleges, the New Hampshire College and University Council (NHCUC). Under the Student Exchange Program of the NHCUC, full-time degree seeking students may enroll for one or more courses a semester, or for one or two semesters as full-time students, on a space-available basis during the regular academic year. Courses must be approved by the academic advisor. Study at an NHCUC institution is regarded as transfer credit. A grade of C must be earned as a minimum, and grade points are not figured into the student's average at Rivier.

Students remain as degree candidates and continue to pay Rivier University tuition, but they make their own room and board arrangements when they plan to spend a full semester at an NHCUC college.

## Off-Campus Study

Students who have been accepted into degree programs at Rivier University are expected to complete their degree requirements on campus. Only under extenuating circumstances, with prior approval from the Registrar and the VPAA, will students be granted permission to take courses off-campus. Students must complete their last semester at Rivier University and must adhere to the Residency Requirements.

Prior to registering for any off-campus course including the New Hampshire college consortium, the student submits the course number, title, and description to his/her academic advisor. The Academic Advisor will share the request with the Office of the Registrar and the VPAA for approval. The University is under no obligation to accept credits for unauthorized courses. A course for which a student has received at least a 2.000 (C) is eligible for transfer. Students transferring a nursing-related science course into the nursing program must have earned a minimum of a B (3.000) in the course to receive credit. An official transcript from the institution must be forwarded to the Office of Academic & Career Advising upon completion of study, prior to the student's last semester of study at Rivier.

Refer also to NHCUC Student Exchange Courses.

## Study Abroad and Teaching Trips (Day Students)

Rivier University offers a comprehensive study abroad program to students of all majors. Details about the program can be found on the Rivier University website under "Global Engagement," or by stopping by the Office of Global Engagement in Memorial Hall. Students who wish to enrich and expand their educational experience through study abroad for a summer, a semester, or a year should discuss their plans well in advance with the Office of Global Engagement, their faculty advisor and with their academic advisor in the Academic & Career Advising Office. Students planning to spend their junior year abroad are encouraged to initiate the process for study abroad early in their sophomore year in order to be assured of a place in the foreign study program of their choice. Approval by the student's academic advisor for study abroad plans is necessary to ensure that courses taken fulfill the Rivier University requirements.

In addition, Rivier University offers "Faculty led" trips. Courses are intensive in nature, taught by Rivier faculty, and are held during semester breaks and the summer. Faculty led courses change each year, in response to demand from students and willingness of faculty. The Office of Global Engagement website and office can provide detailed information on Faculty led trips planned for the academic year.

# Financial Management

## Financial Aid Office

Investing in a quality private university education is a worthwhile undertaking. To meet university costs, most students may need to look beyond their own financial resources for assistance. The Financial Aid Office fulfills this need by providing assistance to students pursuing a degree at Rivier University.

## Financial Aid Guidelines and Application Process

The primary responsibility for financing a college education lies with the student and the family (if the student is deemed dependent). All students must annually file the Free Application for Federal Student Aid (FAFSA) to receive consideration for Federal financial aid. The purpose of the FAFSA is to determine the financial need of a student and to confirm eligibility to participate in student aid programs. The information provided in the FAFSA is calculated using a uniform federal needs-analysis formula developed by Congress. The results are released to Rivier University and used by the Financial Aid Office to create the offer. A financial aid offer will vary according to a student's need and the availability of funds. Financial aid is offered for one academic year at a time; students must reapply annually to receive consideration in subsequent years.

The FAFSA can be completed and submitted electronically via the Internet at <https://studentaid.ed.gov/sa/fafsa> or the mobile app - myStudentAid.

First-time financial aid filers are urged to complete the FAFSA as soon as possible. It is available October 1st for the following academic year. The priority filing deadline for university funding is March 1. On-time financial aid applicants are given full consideration for assistance. Availability of funds cannot be guaranteed for late applicants; therefore, late applicants will be considered on a funds-available basis. The FAFSA can be filed at the same time that a student applies for admission. However, financial aid is not offered until the student has been accepted into a degree or eligible certificate program.

A financial aid offer consists of gift aid and/or self-help assistance. Scholarships and grants are considered gift aid. Student loans and campus employment are forms of self-help aid. In order to assist as many students as possible with Rivier's limited university grant and scholarship resources, the Financial Aid Office must provide maximum self-help funding as the foundation of each financial aid offer. You can contact the Financial Aid Office at (603) 897-8488 or at [finaid@rivier.edu](mailto:finaid@rivier.edu).

Financial aid for graduate programs consists almost entirely of long-term unsubsidized Direct Stafford loans

which are payable over ten or more years. Graduate students are automatically considered "independent" by federal guidelines which means that parental information is not required when the student applies for financial aid (although parents can certainly assist graduate students if they desire). Because need-based grants are not available and because parents are not expected to contribute, the calculated "need" of graduate students is often quite high. As a result, the Direct Loan borrowing limits are higher than for undergraduates: up to \$20,500 per academic year. If additional money is needed, the Direct PLUS Loan is an option for graduate students who have additional room in their budget for borrowing. When borrowing, please keep in mind that these are loans that will need to be repaid upon cessation of attendance. You can estimate what your monthly payments will be by going to [www.finaid.org/calculators](http://www.finaid.org/calculators) and clicking on the Loan Calculator.

If you are working while attending graduate school, employers will often help offset educational costs if the courses or program is relevant to the work. You should consult your employer to see if tuition benefits are available. (However, be aware that such benefits may be taxable.)

## Eligibility

### Financial aid recipients must be:

- Eligible to participate in financial aid programs
- Matriculated into a degree program
- Enrolled at least half-time (Pell-eligible and TEACH Grant-eligible students may be eligible for aid if less than half-time). Undergraduate full time is 12 or more credits, three-quarter time is 9-11 credits and half-time is 6-8 credits. Graduate full time is 9 or more credits, 5-8 is considered half-time. If a graduate student is enrolled for less than five credit hours, they are not eligible to receive financial aid. Doctoral students' eligibility varies depending on their program - please go here for more information - <https://www.rivier.edu/financial-aid/aid-eligibility/>
- Students enrolled in a program of study are not eligible for classes outside of their program.
- Making satisfactory academic progress as outlined in the University catalog.

Federal regulations specify that federal financial aid recipients must be U.S. citizens, or eligible non-citizens (U.S. permanent residents who have an alien registration card).

## Financial Need

A student's financial need is the cost of attendance minus the expected family contribution (EFC). Students may not receive financial aid in excess of their cost of attendance. The Financial Aid Office fully acknowledges that due to limited resources, it may not be able to fully meet a student's need, but will provide assistance in determining alternative financing programs.

A student's financial aid application may be selected for review in a process called verification. Students chosen for verification will be asked to submit additional documentation to the Financial Aid Office. These documents will be used to either confirm or correct information submitted by the student on the FAFSA. Since a student's financial aid eligibility is based on information provided on the FAFSA, any changes in that data may affect a student's financial aid offer. For this reason, aid offers will not be finalized until verification has been completed.

Revisions to a student's financial aid offer are sometimes required. If a student's financial aid offer is adjusted, he or she will receive a revised offer letter. The most common reasons for an award change are listed below:

- Enrollment change (student has modified originally planned enrollment pattern; for instance, a student drops a class or classes).
- Change from resident to commuter or vice versa
- Updated information provided by the student that results in an EFC change.
- Student is receiving assistance from a source other than Rivier University.

### **Undergraduate Satisfactory Academic Progress**

Satisfactory academic progress is measured qualitatively, by review of the Cumulative Grade Point Average (CGPA); quantitatively, by review of the rate of progress - the percentage of credits earned vs. attempted; and overall against a maximum time frame of 150% of the program length, measured in attempted credits. Full-time undergraduate students must complete their program within six years (see table below for minimum completion requirements). The academic credit for semesters is earned with a passing grade (D or better). Satisfactory progress is defined as a minimum of a 2.000 CGPA and a rate of progress of at least 67%.

### **CREDITS SUCCESSFULLY COMPLETED**

YEAR MINIMUM NUMBER

1	18
2	39
3	60
4	81
5	96
6	120

**Part-time undergraduates must complete their program in a proportional amount of time. To successfully complete a program, the student must achieve 100% of the program credits within 150% of the program length, as defined by attempted credits.**

### **Satisfactory Academic Progress Status Review**

At the Satisfactory Academic Progress (SAP) checkpoint, a student who is not meeting the SAP requirements for the first time will be placed on a "Financial Aid Warning" and should meet with their Financial Aid Advisor. Students on "Financial Aid Warning" who do not meet SAP requirements for the subsequent semester will lose financial aid eligibility. To regain aid eligibility after this point, the student must appeal in accordance with the policy described below. Students whose appeals are granted will be placed on "Financial Aid Probation" for the next semester. If students do not meet SAP after the "Financial Aid Probation" period, all federal eligibility will be lost.

### **Graduate/Doctoral Students**

All students are evaluated for satisfactory academic progress (SAP) at the end of each payment period (semester). The academic credit for semesters is earned with a passing grade (C or better). Satisfactory progress is defined as a minimum of a 3.000 CGPA and a rate of progress of at least 67%.

### **Appeal Process**

A student who loses aid eligibility due to failure to maintain satisfactory academic progress may appeal this status. To do so, the student must submit a "Financial Aid Satisfactory Academic Progress (SAP) Appeal" form and a "Satisfactory Academic Progress Plan Student Contract" within fourteen (14) calendar days of receiving the notice of financial aid termination. This appeal should be addressed to the Director of Financial Aid in Adrienne Hall. The appeal must be accompanied by documentation of the situation, events or circumstances that prevented the student from obtaining satisfactory academic progress or otherwise explains the student's deficient performance.

Generally, only extraordinary circumstances are considered, such as the severe illness of the student or an immediate family member. The student will usually be sent the Director's written decision within ten (10) days of the school's receipt of the appeal. The decision of the Director or her designee will be final. If the appeal is granted, a student previously receiving financial aid will regain financial aid eligibility on an Academic Plan status. The student must regain SAP status by the time projected in the Academic Plan, but no later than the maximum time frame of the program. The student's appeal must address the following:

- a. The basis for the appeal - a description of the special circumstance AND
- b. The reason why the student failed to meet the SAP standard(s) AND
- c. What has changed in the student's situation so that he or she will now be able to meet with SAP standards.

Appeals are granted on a case by case basis.

## Academic Plans

A student whose appeal is granted will be required to meet the terms of the Academic Plan as outlined in the notice granting the appeal. Students need to meet with their Academic & Career Advisor to create their academic plan. Generally, the Academic Plan will require students to meet or exceed the attendance requirements, pass all courses with a "C" or better and may include additional required elements, such as tutoring. At the end of each semester, the student's progress will be reviewed based on the Academic Plan. A student who fails to maintain the terms of the academic plan will be terminated from financial aid eligibility.

## Miscellaneous

Grades of I (Incomplete), F (Failing), NF (Administrative Failure), and W (Withdrawn) are not considered to be completed credits, but do count as attempted credits. I (Incomplete) grades are temporary and if not satisfactorily resolved by the deadline set between the Registrar's Office and the professor become F (Failing) grades. Transfer credits are included as both credits earned and credits attempted. P (Passing) grades and W (Withdrawn) count as credits earned and attempted, but have no value for CGPA. Course repetitions count as attempted credits, but students can earn credit only once. When a course is repeated, the later grade will replace the first grade in calculating the CGPA.

## Withdrawal

Students who are enrolled at Rivier University and withdraw before completion of 60 percent of the current term receive only a portion of their federal and/or institutional assistance to meet their college costs. Students who withdraw from the University must give notice, in writing, to the University Registrar, Academic Advisor and/or the Financial Aid Office.

## Summer Aid

Students wishing to receive financial aid for the summer sessions should contact the Financial Aid Office in April for instructions and eligibility conditions.

## Types of Financial Aid

For information on types of Student Financial Aid, please refer to our website at <https://www.rivier.edu/financial-aid/types-of-aid/>

## Tuition, Fees, Refunds and Payment

Tuition and fees for the current academic year are published annually and are refundable according to the stated withdrawal policy. There is a tuition differential between full-time undergraduate, part-time day and part-time evening study, graduate, graduate nursing, and graduate nursing clinical, and the various doctoral programs.

Full-time DAY students carrying 12-18 credits are charged the same full-time rate regardless of the

program of study. An overload charge will be assessed for every credit over 18 credits in a semester.

Professional Studies students enrolled in a combination of day and evening courses for 12 or more credits will be charged the full-time day rate. Students can view their semester charges/ credits, and make payments, on their MY LEDGER in MyRiv. Students, parents and guardians can make payments and/or sign up for a payment plan via the payment portal on the

## Required Deposits

A tuition deposit due by May 1 is required of first time students: \$500 for Undergraduate and Doctoral students; \$100 for Graduate students.

A housing deposit due by March 1 for returning resident students: \$250.00.

Students accepted by April 1 should forward deposit(s) by May 1. Students accepted after April 1 should forward deposit(s) within three weeks of their acceptance. The tuition and room deposits are refundable until May 1.

## Tuition and Fees Academic Year 2022-2023

Please visit: <https://www.rivier.edu/financial-aid/tuition-fees/>.

## Student ID Card Purchases (Discretionary Funds) called Raider Bucks

Student may use their ID Card to purchase products or to pay for available services including bookstore, library café, library copies, and fees. They may add dollars and manage their balance via the payment portal on their ledger on MyRiv -use the "Miscellaneous" category.

Note: The University reserves the right to change any of the above charges when, in the judgment of the administration, it becomes necessary to do so.

## Course Add/Drop Refund and Withdrawal Policy

If after registering for courses students are unable to, or choose not to attend Rivier University, they must officially withdraw from their course(s). Students need to contact the Office of the Registrar to officially drop/ withdraw from their course(s) by the refund/ withdraw date and are encouraged to meet with their Academic & Career Advisor, Success Coach and/ or Financial Aid Counselor to discuss the consequence before doing so. Students are responsible for the entire charge up to the date they officially withdraw from the course. Official drop dates can be found on the Financial Aid page at <https://www.rivier.edu/financial-aid/student-resources/withdrawal-refund-policy/>.

Withdrawals after the Drop period (last day for 100% refund) **will result in the student being liable for all or part of their charges.**

## Room/Board Refund Policy

Room refunds are calculated based on the date the resident withdrawal form is completed with the Residence Life Office. There is no refund on meal plans after the add/drop period has ended.

It is the student's responsibility to verify the amount of their semester charges on MY LEDGER in their MyRiv account upon being registered for courses and to be aware of the payment due dates and course Add/Drop Refund and Withdrawal dates. Students are able to print their statement on their MY LEDGER. Late fees will be assessed after the payment due date and a finance charge of 1.5% per month will be assessed on the unpaid balance.

## Payment Due Date

The payment due dates (or acceptable payment plan in place) are:

All students:

- Fall: August 15th
- Spring: Jan 5th
- Summer: May 2nd

If a student registers after the payment due date, payment is due on the date of registration. If the student is partially registered or is planning a registration change, **payment for the existing registration must still be made by the posted deadlines.**

An acceptable payment plan may include financial aid, third party and deferred payment plans. Students must complete all requirements and submit required paperwork and electronic signatures by the payment due date to the Financial Aid Office for their financial aid to be shown as an estimated credit on their bill.

## Payment Options

Students can view the charges/credits and print a statement at <https://myrivacademics.rivier.edu/> "MyRiv". Students and parents or guardians can make payments via the payment portal at MyRiv>My Ledger.

Payment options include direct payments, financial aid and deferred payment plans. All payment information can be found at [rivier.edu/financial-aid/](http://rivier.edu/financial-aid/). Payment types include cash, check, and credit card. Credit/ debit card payments will be charged a convenience fee by our credit card processor at the time of payment. Checks can be mailed to Attn: Student Accounts Office, Rivier University, 420 South Main St., Nashua, NH 03060.

## Housing: Room and Board Policy

Room and Board must be paid along with tuition and fees by the posted payment deadlines in order for students to be eligible to check-in to the University's dormitories. Board may not be waived for any student. If the student chooses to withdraw from housing, they must contact the Office of Residence Life and fill out the necessary forms for the withdrawal to be valid. Room

refunds will be calculated according to the date the withdrawal form is received by the Residence Life Department, not by the last date of residency. If a student withdraws from housing or is terminated, the meal plan is canceled.

## Returned/Insufficient Funds Check Policy (Protested Check)

Whenever any payment is returned to Rivier University, a \$30 fee for the insufficient funds will be posted to the student account.

## Non-Payment Policy

Students whose accounts are not paid in full by the payment due date will be placed on hold and will not be eligible to register for future courses or receive official transcripts or diplomas. Students owing for the current or previous semesters may be subject to any or all of the following actions:

- Deregistration from courses (roster spots in the original registration cannot be guaranteed upon reregistration)
- Late payment penalty (\$250 for day students; \$100 for all other populations)
- Deactivation of campus identification card which suspends access to campus facilities and library, city bus services, etc.
- Residence hall dismissal
- Suspension of meal plan
- Suspension of participation with athletic teams
- Unpaid account balance sent to collection agency

Outstanding account balances may be sent to an outside collection agency. Should this occur, credit bureaus will be notified and the student will be responsible for the outstanding balance plus all collection fees and legal fees. At this point the student will no longer be able to make payment directly to Rivier University; they will be required to interact directly with the collection agency. All grades, transcripts, and diplomas will be withheld until the student has satisfied their student account balance in-full and all funds have cleared.

## Auditing/Fees

Due to the nature of certain laboratory courses and other skill courses, some courses cannot be taken on an audit basis. Lecture courses may be audited. The audit fee is the same as the credit charge except for Rivier University alumni and senior citizens. Students wishing to audit courses may register for courses one week prior to the start of the semester, on a space available basis. Contact the Academic & Career Advising Office for more information.

## Rivier University Alumni

Alumni holding a bachelor's and/or master's degree from Rivier University are granted the privilege of auditing undergraduate courses at no tuition cost on a space-



available basis. All applicable fees will apply. To register, please contact the Office of the Registrar.

### **Senior Citizens**

Persons 60 years of age or older may audit classes on a space-available basis, paying fees only; there is no tuition charge. Senior citizens wishing to take courses for

credit pay half the tuition charge plus fees. For persons 55 years or older, the University sponsors the Rivier Institute for Senior Education (RISE) in partnership with the Elderhostel Institute Network. Classes offer instruction on a variety of topics, meet during the day in five- or ten-week sessions, and offer no traditional college tests or credits.

# Additional Learning Opportunities

## Global Scholars Honors Program

Applicants for admission to Rivier University who have distinguished themselves in high school and on national standardized tests are invited to apply to Rivier's Global Scholars Program. Global Scholars Program students participate in a program combining interdisciplinary academic inquiry, leadership development, and cultural/service immersion. Global Scholars Program seminars focus on an essential question, linked to Journeys of Transformation, Rivier's undergraduate Core Curriculum. The fall term seminar is classroom-based; the spring-term will include cultural immersion/service components. In addition, Global Scholars will work on their leadership portfolio with course faculty and the staff from Career Services.

Global Scholars Honors Program (GSP) students engage in interdisciplinary academic seminars, leadership development, and intercultural/service immersion. At the center is a focus on welcoming the stranger as neighbor, concentrating on five threads of Roman Catholic Social Teaching: the *dignity of the person*, the *dignity of the person in the context of community*, *option for the poor*, *solidarity*, and the *care of creation*. GSP is open to all majors, providing a robust opportunity for students who want to develop as global leaders for the 21<sup>st</sup> century, prepared to address the world's most pressing issues.

## The Interdisciplinary Seminars

GSP 101 *Human Dignity*

GSP 102 *Serving for Dignity*

GSP 201 *The Community*

GSP 202 *Serving the Community*

GSP 301 *Spirit, Mind, Matter, and Justice*

GSP 302 *A New World*

## Leadership Development and Cultural/Service Immersion

GSP 102 *Serving for Dignity*: Explore the global reality of greater Nashua, and discover your sense of self through intercultural immersion and service.

GSP 202 *Serving the Community*: Explore the global reality of NYC, discover your sense of self through intercultural immersion and service.

## GSP Student Learning Outcomes

Global Scholars Honors Program (GSP) students engage in interdisciplinary academic seminars, leadership development, and cultural/service immersion in order to explore how we might welcome the stranger as neighbor. To do so, students will:

1. Articulate answers to these essential questions drawn from the principles of Roman Catholic Social teaching:
  - A. What is human dignity?
  - B. What is human dignity in the context of community?
  - C. What is the option for the poor and marginalized?
  - D. What is solidarity?
  - E. What does it mean to care for creation?
2. Develop the ability to:
  - A. Articulate these answers clearly and persuasively in and through written essays
  - B. Articulate these answers clearly and persuasively in and through oral discussions
  - C. Articulate these answers clearly and persuasively in and through oral presentations aided by digital visual technology
3. Deepen their understanding and practice of service through:
  - A. Community engagement projects
  - B. Personal practice

## GSP Seminars Attend to these Program Goals

GSP101	GSP102	GSP201	GSP202	GSP301	GSP302
1A 2A-C	1A 2A-C 3A	1B 2A-C	1B 2A-C 3A	1C-E 2A-C	1A-E 2A-C 3B
and these University Goals					
1c, d, f	1c, d, f	1c, d, f	1c, d, f	1c, d, f	1c, d, f
2a-c, e, f	2a-c, e, f	2a-c, e, f	2a-c, e, f	2a-c, e, f	2a-c, e, f
3b-d	3a-d	3b-d	3a-d	3b-d	3a-d
4	4	4	4	4	4
5a-d	5a-d	5a-d	5a-d	5a-d	5a-d

## Modern Language

The Modern Language Department offers courses in the liberal arts tradition, designed to develop linguistic and critical thinking skills and to foster cultural pluralism. Students may take modern language courses at Rivier University as part of the general education curriculum or as general electives.

The department does not offer a major or a minor.

## Philosophy

In the long-standing tradition of Catholic liberal arts education, the study of philosophy has always been regarded as central to the formation of the truly educated person. Committed to this tradition and its ideal of education, Rivier University includes a philosophy requirement in its general education curriculum.

Courses in the Department of Philosophy open to students the great wealth of the world's philosophical traditions, inviting them to participate in the philosophical quest for the purpose of human life, the essence of good community, and the ultimate nature of things. In philosophy courses students explore the history of ideas, develop an understanding of ethics, values and moral choices and, engage in philosophical reflection on a wide range of issues.

## Reserve Officers Training Corps (ROTC)

### Army ROTC

The U.S. Army Reserve Officers Training Corps program is designed to prepare top-quality men and women to become commissioned officers in the U.S. Army, Army Reserve, or Army National Guard. Military Science training is designed to complement the student's academic classes and is integrated into the regular academic curriculum.

Rivier University students may enroll in Army ROTC through the University of New Hampshire, Durham, NH. at (603) 862-1078. Contact your local Army ROTC unit for further information.

### Air Force ROTC

AFROTC is a commissioning program designed to educate and train men and women from all academic disciplines to be officers in the United States Air Force. The Air Force offers over 200 different career specialties. The AFROTC program is divided into two phases: (1) The General Military Course (GMC) and (2)

the Professional Officer Course (POC). The GMC lower division courses consist of one hour of class per week. The POC upper division courses consist of three hours of class per week. These courses teach communications, leadership, management, and organizational skills which can apply to either a military or civilian environment.

In addition to the GMC and POC classes, students who are members of the Reserve Officer Training Corps must also enroll in a Leadership Lab meeting weekly. For commissioning, a student must complete either a four- or five-week field training course during the summer between sophomore and junior years. Students are highly encouraged to participate in AFROTC for the full four years (GMC + POC) as there are significant advantages in education and scholarship opportunities for four-year cadets. For acceptance into the POC, students must pass a physical examination and fitness test, an officer qualification test, possess an acceptable academic record (2.000 or better), and be able to meet all Air Force commissioning requirements. Uniforms, equipment, and textbooks required for AFROTC will be supplied free of charge.

Once all POC and academic requirements for a degree are completed, the student may be commissioned as a second lieutenant in the Air Force. Those accepting commission must serve at least four years on active duty. Any student may take ROTC academic classes without obligation to enter the Air Force. Student pursuing a commission normally become obligated to the Air Force upon entering their junior year of undergraduate studies. Students on scholarship, however, may incur an obligation earlier. Scholarships, which are available on a competitive basis, may pay tuition and most laboratory, textbooks, and incidental fees.

Additional information on Air Force class schedules, scholarships, and eligibility requirements is available by calling AFROTC Detachment 345 at the University of Massachusetts at Lowell, (978) 934-2252 or e-mail: [afrotcdet345@uml.edu](mailto:afrotcdet345@uml.edu).

Students may enroll in the Air Force Reserve Officers Training Corps (AFROTC) program through the University of Massachusetts at Lowell. Students attend Air Force ROTC classes at the University of Massachusetts at Lowell, MA.

Listed below are courses offered at the University of Massachusetts at Lowell.

### General Military Course (GMC) Subjects

<b>AERO</b> <b>1010</b>	Heritage and Values of the United States Air Force Part I AERO 1010 is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force.	1 credit
<b>AERO</b> <b>1020</b>	Heritage and Values of the United States Air Force Part II The focus of this course will be on the evolution of airpower and the principles of war and tenets of airpower through computer simulation.	1 credit

<b>AERO</b> <b>2010</b>	Team and Leadership Fundamentals Part I This course focuses on laying the foundation of teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team.	1 credit
<b>AERO</b> <b>2020</b>	Team and Leadership Fundamentals Part II Students build upon their knowledge of how teams are formed, utilizing case studies to understand the various stages of team growth.	1 credit

### **Professional Office Course (POC) Subjects**

<b>AERO</b> <b>3010</b>	Leading People and Effective Communication Part I This course teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication.	1 credit
<b>AERO</b> <b>3020</b>	Leading People and Effective Communication Part II This course teaches students advanced skills and knowledge in management and leadership. Special emphasis is used to hone students' cross-cultural competencies by enhancing self-awareness (to include biases) and enhanced negotiation strategies. Additionally, students learn the benefits and approaches toward personnel feedback, mentoring, and evaluations.	3 credits
<b>AERO</b> <b>4010</b>	National Security Affairs/Preparation for Active Duty Part I This course teaches students advanced skills and knowledge in management and leadership.	3 credits
<b>AERO</b> <b>4020</b>	National Security Affairs/Active Duty Prep Part II Students learn the responsibility, authority, and functions of military officers and commanders.	3 credits

### **ROTC Leadership Lab** non-credit

All students must enroll in the Leadership Lab to be eligible for a commission in the United States Air Force. The lab must be taken each semester.

### **ARMY ROTC Courses**

Army ROTC courses are available through UNH and are also accepted as general electives.

### **Service Learning**

The Service Learning Office provides resources and individual support for students, faculty, and community partners interested in participating in active community service directly linked with a course. The office works with faculty to help to incorporate meaningful service opportunities that are connected to the course concepts in various courses. Additionally, the office oversees the SL100: Serving the World course. The service-learning experience involves a student participating in a minimum of 20 hours of service and reflection on that service in the context of the course. Additional requirements are determined by the instructor and may include a class presentation, documentation, or journaling. Examples of service-learning experiences include: teaching Internet skills to senior citizens, alternative spring break trips, organizing children's activities in a homeless shelter, tutoring math to middle school students, assisting in a literacy program, and helping non-native English speakers with language practice and basic writing skills.

Students who are interested in service learning or enrolling in the SL100 course credit may contact their academic advisor or the Coordinator for Service Learning (603)897-8658.

### **Study Abroad and Global Immersion Programs**

Rivier University offers a variety of opportunities for global experiences to its undergraduate students. Diverse and comprehensive study abroad programs are available to students of all majors. The Office of Global Engagement provides comprehensive advice on studying abroad. The advising includes completing a study abroad application with essay writing, program selection, and meeting with the academic, program, and financial advisors. All study abroad program details is on the Rivier University website at <https://www.rivier.edu/academics/global-engagement/study-abroad/>.

Study Abroad Advisors are available to meet with students interested in study abroad programs. They are located at the Office of Global Engagement (OGE) located in Memorial Hall, Room 120. The advisor will present all opportunities to the students who wish to enrich and expand their educational experience. These opportunities include the customized Health Science and Nursing Students Summer Study Abroad program in Salamanca, Spain. Students who have a rigorous curriculum, such as nursing, which cannot study abroad during a semester will benefit from this customized study abroad program.

The Office of Global Engagement collaborates with various offices on campus to ensure that the student is provided advisement academically and financially. The Academic Advisor's involvement in this process is crucial as they need to approve the international courses selected for studying abroad to ensure that the student

meets the program requirements. It is also equally important that the student meets with a Financial Aid advisor for financial advisement from the Financial Aid Office at [finaid@rivier.edu](mailto:finaid@rivier.edu) or by visiting them in Adrienne Hall, Room 110, and/or the Student Accounts Office at [studentaccounts@rivier.edu](mailto:studentaccounts@rivier.edu) if financial aid is not being utilized.

The recommended time to apply for study abroad is either sophomore or junior year. Students planning to spend their sophomore and junior semester abroad are encouraged to initiate the process of studying abroad at least one year before their sophomore or junior year.

Aside from the semester and summer study abroad programs, OGE also offers a variety of opportunities for the students to participate in short-term global immersion trips such as faculty-led trips, which offer incentives such as service-learning, clinical, or credit hours depending on the nature of the trips. These trips are intensive but fulfilling and transformative. They are short-term programs taught by Rivier University faculty with a focused learning objective and service-learning component. These trips are usually held during spring break and summer.

The Rivier University's Global Immersion programs are made possible in collaboration with international partners such as Academic Programs International (API) and Service Learning International (ISL) and interdepartmental cooperation. All global immersion trip planning will meet the Standards of the Forum on Education Abroad recommendations and will be vetted accordingly for health and safety.

The faculty-led programs change each year in response to demand from students and the availability of faculty. The Office of Global Engagement notifies the Rivier University campus of the trips planned for each academic year and publishes them on the OGE website. For more details, contact [globalengagement@rivier.edu](mailto:globalengagement@rivier.edu).

### **Undergraduate Pre-Professional Studies**

Pre-professional courses of study are designed for students who intend to prepare for advanced study in the areas of law, social services, dentistry, medicine, and other careers requiring study beyond the bachelor's level.

### **Pre-Law**

Law schools welcome high-achieving college graduates of extremely diverse academic backgrounds. A prescribed Pre-Law course of study is considered neither desirable nor necessary. Consequently, at Rivier University, Pre-Law students are urged to major in whatever challenging academic subject most interests them personally.

Students of any major may elect Pre-Law status by contacting the University's Pre-Law Advisor who is the

Director of the Criminal Justice Program. Students who elect Pre-Law status may receive regular notices of workshops and events planned specifically for the law school-bound. They have access to a large collection of law school catalogs and admissions information maintained for their use.

For additional information on law-related academic options, see the section of this catalog entitled 'History, Law, and Political Science.'

### **Pre-Med, Pre-Vet and other Health Related Professional Fields**

Preparation to enter post-graduate education in a health-related discipline includes foundation courses in many disciplines. Although an undergraduate degree in a particular discipline is not a prerequisite for most fields, the majority of students successfully applying to medical, veterinary, dental and related fields will have undergraduate degrees in biology. The biology degree obtained at Rivier University will prepare students to succeed when entering graduate school as well as provide technical and problem-solving skills that will be an asset throughout the individual's life, regardless of his/her professional interests.

Most post-graduate programs require undergraduate work in general chemistry, organic chemistry, physics, English, and mathematics, in addition to upper-level biology courses in genetics and physiology. In order to have the interpersonal skills that are a prerequisite for success in any field involving human interaction, most graduate schools prefer to accept students with an educational background that includes traditional liberal arts courses in English (usually two courses), the humanities and social studies. The core curriculum at Rivier University insures all of our students are well educated in all areas of human endeavor prior to graduation.

The formal application process for professional schools usually does not begin until the end of the third year or beginning of the fourth year when students take the appropriate admissions test (e.g. MCAT) followed by application to the school or schools of the student's choosing. However, course selection at Rivier University will always be done in consultation with departmental faculty, keeping the goals of the student and requirements of the professional schools at the forefront.

### **Religious Studies**

Courses in religious studies provide students with a supportive atmosphere and a frame of reference to pursue the human search for ultimate meaning and purpose in life, to explore the deeper dimensions of the God-person relationship, and to become critically aware of the various value systems in our present-day pluralistic society. The frame of reference in which most of the courses are taught is that of the Christian tradition

as understood and promulgated by the perennial wisdom of the Roman Catholic Church.

### **General Education Requirements**

The general education curriculum includes two courses in religious studies. Students must select one introductory course. Generally, freshmen and transfer students with fewer than 30 credits are placed in REL 115 - The Dignity of Creation: God and the Created Order. Transfer students with more than 30 credits take two upper level courses. Professional Studies students and Rivier Online students take RIV 120 - Dignity, Work, Vocation to fulfill this first requirement. Any other 200 - 300 level course may be taken to fulfill the upper division

requirement. This second course will generally be taken during the student's junior or senior year.

### **Student Learning Outcomes**

Students who complete a minor in Religious Studies should be able to:

- Demonstrate knowledge of basic theological themes in the Christian tradition;
- Demonstrate the knowledge of Catholic social teaching and the skill to apply it to contemporary situations;
- Engage in theological reflection;
- Demonstrate an awareness of the role of religion in contemporary society.

# Student Life and Support Services

## The Student Community

Rivier University is a Roman Catholic co-ed institution, founded by the Sisters of the Presentation of Mary. The University trusts that all students enroll voluntarily with the knowledge and understanding of Rivier's mission. The University makes every effort to maintain the highest standards of conduct and to promote among its constituents the spirit of loyalty to the University and its commitments. True to its aims and ideals, Rivier University endeavors to uphold moral and scholastic standards.

All members of the Rivier community share the responsibility to ensure conditions conducive to the stated missions, processes, and function of the University. The University has the duty to develop policies and procedures that provide and safeguard its daily activities and to develop them within the context of general standards and with the broadest possible participation of the members of the University community.

University administrators welcome dialogue on current issues and on University policies. They ask only that students respect established channels of communication. The Student Government Association is the primary channel through which full-time students' views and opinions reach University officials. For additional information regarding SGA, consult the Student Handbook.

For students in the evening programs, the primary channel of communication is through a member of the Academic Affairs staff or through a member of the Student Affairs staff.

These processes of positive student involvement in campus life are viewed as integral to the educational experience.

Commitment of self-discipline and mutual respect towards one another are expected of all members of the University community and are essential elements of a Christian-principled, Christian-centered environment. University rules and regulations are a means toward that end.

Sanctions are not considered the primary means of developing responsible student conduct. Example, established policies, procedures and communication are believed to be more effective agents for encouraging mature and responsible student behavior. When these fail, however, the University must assert its disciplinary authority. It is the responsibility of the Vice President for Student Affairs (or designee) to enforce all social regulations and to impose appropriate penalties for misconduct when necessary.

## Academic & Career Advising

Rivier provides professional academic advising to students in order to assist them in course selection and program progression requirements. Students are advised by faculty in their major regarding course selections relative to the major. Academic & Career Advisors provide guidance to undergraduate students for course selection in the core, electives or exploration areas that balance out their major selections. The goal of the academic advisors is to assist students in selecting courses that will best meet their major progression requirements, as well as facilitate their scheduling needs and serve as a facilitator of identifying and connecting academic and campus support services to ensure each student's academic success. The Academic & Career Advisors also provide registration services, assist with add/drop/withdrawals, major changes and adding a minor, graduation requirement assistance, and academic counseling and referral assistance. Students are required to meet with their academic advisors when withdrawing from classes or the school in order to receive counsel regarding the impact of their decision on their financial aid, housing, athletic status, and other campus-related issues. The Office of Academic & Career Advising is open full-time for undergraduate day and professional studies students.

## Academic Support Center

The Academic Support Center provides individualized academic services and is staffed by professional writing consultants, graduate students, and peer tutors. Assistance is available for writing, academic skills, and course content. Academic Support services can be accessed through reserved, drop-in, and Zoom appointments and reserved and drop-in hours for content-specific tutoring (including math, history, nursing, modern languages, psychology, biology and chemistry). All services are offered at a variety of times weekdays and evenings.

The Academic Support Center also sponsors special workshops for classes and individual students and maintains files containing current course syllabi, assignments, and sample papers for use with students. There are no fees for undergraduate and graduate students who take advantage of the Center's services.

## Faculty Office Hours

All full-time faculty announce and post office hours during which they are available for student consultation. Students should take advantage of this opportunity for clarification of class material and guidance in instruction. At the beginning of each semester, part-time faculty announce the manner in which students may consult with them. Students are invited to consult often with their instructors on course matters. Those who may be

experiencing academic problems are especially encouraged to discuss the matter directly with the instructor involved.

## **The Employment Promise Program**

The Employment Promise Program, started in the fall of 2016 for all full-time undergraduate students, is intended to provide career preparation and employability of students in all academic disciplines. The program includes mentorship through Rivier's Office of Career Services, an agreement of investment goals and expectations, and a specialized four-year, academic and professional development plan that incorporates experiences proven to increase overall employability and success in the job search process.

The EPP is structured around academic, leadership, professional development and service experiences which are woven throughout students' four years at Rivier. In the program, students focus on a progression of development goals, from first year to final year: Acclimate, Leverage, Prepare and Succeed (ALPS). Advisement throughout the program is provided by faculty advisors in all disciplines, academic advisors, and career services advisors. Career investment goals include graduating with a bachelor's degree with a minimum 3.000 cumulative GPA; involvement in leadership, community service and internship experiences; and participation in career counseling and professional development opportunities.

For more information, students should contact the Office of Admissions, Office of Career Services, or the Office of Academic & Career Advising.

## **New Student Orientation**

At Rivier, all first-year, undergraduate transfer and international students are introduced to university life during an orientation program. The program is an opportunity for students to begin building relationships with faculty, staff, and peers. Orientation assists students in succeeding academically and understanding the University culture. Rivier recognizes that students have individual needs and tailors special information sessions for students who are commuters, transfer students, and/or resident students. In order to gain a thorough understanding of the curriculum and services, all students are expected to attend their specific orientation program.

## **Campus Ministry**

Campus Ministry, located in the Dion Center, serves the spiritual, social, and personal needs of the campus community, providing opportunities where values are challenged and faith is affirmed. Rooted in the Roman Catholic mission of the university, Campus Ministry is concerned with faith formation, service, spiritual and personal growth, peace and social justice, and leadership development. Persons of all nationalities and

faiths are welcome to participate in various religious and service opportunities.

- **Faith Formation:** Opportunities for faith sharing and ongoing formation are offered by Campus Ministry.
- **Service:** Campus Ministry promotes the principles of Catholic Social Teaching by providing opportunities for direct service to others as well as advocacy for the poor and marginalized.
- **Spiritual and Personal Growth:** Retreat and prayer opportunities for personal and spiritual growth are offered. Campus Ministry celebrates life, helps reflect on its rhythm, highlights holy days, ritualizes key moments of transition, and celebrates Eucharist. Preparation for the Sacraments of Initiation is available for those who are interested in becoming members of the Catholic Church.
- **Peace and Social Justice:** Through workshops, discussions, and fundraising, Campus Ministry aims to raise an awareness of the needs of the global community and to discern appropriate response to these needs.
- **Leadership Development:** Campus Ministry offers opportunities for servant leadership; leadership based on the belief that we are called to serve and not be served. These opportunities include roles at liturgies and prayer experiences, oversight of various volunteer projects, and program development and implementation.

## **Career Development**

The Career Development Center provides assistance regarding career planning efforts, including pursuit of employment. Online resources provide information on target industries and occupations, potential employers, job seeking techniques, and general career planning.

Programs, workshops, and individual career advising sessions are offered to assist students in the career decision-making process, as well as job search strategies (e.g. resume writing and interviewing skills). An annual job fairs are held during the spring semester. Students are strongly encouraged to take advantage of this annual event. The Career Development Center is located in the Learning Commons. Visit our website at [www.rivier.edu/cdc](http://www.rivier.edu/cdc) or contact the Center by phone (603) 897-8227 or [cdc@rivier.edu](mailto:cdc@rivier.edu).

## **Counseling and Wellness Services**

- **Mental Health Counseling**  
The services of a mental health counselor are available to all full-time students. These services are designed to assist students in maximizing their collegiate experiences; the emphasis is on promoting wellness and enabling students to safeguard their own well-being. Services include short-term individual counseling, group counseling, workshops on personal growth issues, and referrals to appropriate off-campus agencies.



- **Confidentiality**

Information shared in a counseling session is confidential and will not be disclosed to any outside party without the student's prior written permission. There are exceptions to the student's right to confidentiality: The University has a legal and ethical obligation to protect the student if it believes the student is likely to harm themselves or others. The University is legally obligated to report to the appropriate authorities if it believes the student is physically or sexually abusing a child or vulnerable adult.

- **Alcohol and Drug Prevention**

Rivier uses an on-line education tool aimed at education and prevention on topics such as alcohol and drug use. Through readings, exercises and on-line assessment, students will explore their perceptions and misperceptions about alcoholism and drug abuse. In addition, students will identify their own risk factors for substance abuse. This is a required class for all new incoming students. In addition to the Alcohol/Drug course, the classes also provide students with education and information on tobacco, nutrition, stress and sexual assault prevention.

## **Office of Disability Services**

A student who requires accommodations for a learning or physical disability is encouraged to contact the Office of Disability Services at (603) 897-8497 to inquire about services available.

Rivier University recognizes that learning styles differ from person to person. Physical, perceptual, or emotional challenges experienced by students may require additional supports and accommodations to equalize opportunities. Rivier University is committed to providing reasonable accommodations to students with disabilities. To accomplish this goal effectively and to ensure the best use of resources, the University expects students to provide timely notice of a disability to the Office of Disability Services for verification and for evaluation of available options. Any student whose disabilities fall within Americans with Disabilities Act (ADA) should inform the instructor within the first two weeks of the term of any special needs or equipment necessary to equalize their access to the course. To obtain current information on this procedure, contact the Director of Disability Services or visit our website <https://www.rivier.edu/academics/support-services/disability-services/>.

## **ID Cards**

Prior to the beginning of classes all new students must obtain a valid University ID, which is issued by the Department of Public Safety and Security Office, located at the Dion Center, Room 204. An ID can be obtained from Monday to Friday from 9:00 A.M. to 5:00 P.M. during the school year.

- ID cards are required for checking materials out of Regina Library, admittance to computer labs, admission to all University events on campus as well as to social/cultural functions or sporting attractions in Boston and surrounding areas and for Nashua Transit transportation in the City of Nashua.
- Some ID cards can be used as an electronic door key for access to the residence halls.
- ID cards can also be used for printing services and some vending machines on campus.
- ID cards are also useful to students for obtaining meal discounts at the Library Café and in the dining hall. In order to use the ID cards at the Café and dining hall appropriate arrangements must be made at the Business Office, located in Adrienne Hall.
- Lost or stolen ID cards should be reported to the Department of Public Safety and Security Office immediately; replacements will be issued and a replacement charge will be assessed if deemed appropriate.
- Falsifying or in any way altering an ID card is considered a serious infraction of University policy.

## **International Students**

International students from around the world are encouraged to apply. International students who wish to study with F-1 student status must be accepted to a Rivier University degree program and have submitted all required regulatory documents under U.S. federal law before an immigration form I-20 is issued. Those requirements can be found in further this catalog or on the University's website. All international students in either the day or professional studies evening program, must be admitted to Rivier University as full-time students and must maintain legal F1 student status for the duration of their study at Rivier University. The Director of Global Engagement serves as the International Student Advisor in the Office of Global Engagement. She provides all assistance to international students after acceptance for admission. The advisor assists the students from admissions inquiry until the international students obtain their F-1 student visa abroad or with their change of non-immigrant to F1 status in the United States of America. The International Student Advisor advises international students with matters such as immigration regulations issues pertaining to F1 status, pre-arrival assistance, housing, social security numbers, personal issues, driver's licenses, cultural adjustment, employment, and advising on re-entry. A comprehensive orientation is offered to all new international students. The orientation provides an introduction of student services on campus, workshops that help them navigate the US classroom and also help them maintain their legal non-immigrant status in the United States of America.

## **Muldoon Health and Fitness Center (HFC)**

**Linda Robinson Pavilion**

**Joanne Merrill Field**

**Raider Softball Field**

The Muldoon Health and Fitness Center houses the university gymnasium and fitness room. It is the university space for athletics, recreational activities, and intramurals. The Linda Robinson Pavilion and Raider Softball Field are home to the university field sports. Recreational activities and intramurals in the gym and fitness room and fields are open to all Rivier students, faculty, and staff when the schedule permits. There is no fee for students, faculty, and staff, but a Rivier University ID card must be presented to use the Muldoon fitness room.

Rivier University is a member of the NCAA Division III and the Great Northeast Athletic Conference (GNAC). Universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. The University seeks to establish and maintain an environment in which a student-athlete's athletic activities are conducted as an integral part of the educational experience in an environment that values cultural diversity and gender equity among athletes and athletics staff.

Full-time bachelor's degree students are eligible to participate in intercollegiate athletics. Women compete in Soccer, Field Hockey, Cross Country, Volleyball, Ice Hockey, Basketball, Softball, and Lacrosse. Men compete in Soccer, Cross Country, Basketball, Ice Hockey, Volleyball, Baseball, and Lacrosse.

Information about any program is available in the Athletics Department offices in the Muldoon HFC.

## **Multicultural Student Engagement**

The Office of Multicultural Student Engagement's purpose in support of the University's Mission is to develop and lead co-curricular programs and services that link issues of diversity, multiculturalism, inclusion, social justice, intersectionality, globalization, and internationalism to holistic student development. Through culturally and socially enriching programs and activities, the Office of Multicultural Student Engagement prepares the Rivier community to respond to our culturally diverse society with sensitivity, insight, and skill. The Office encourages the students to take an active role in identifying programs that meet the needs of our diverse campus, enhancing the education of the whole student.

The Office of Multicultural Student Engagement focuses on accomplishing three major goals within the academic year:

- Provide minority student support and advocacy;

- Educate the Rivier community about topics on diversity and inclusion;
- Collaborate with the local community, fostering relationships to help which organizations promote cultural awareness.

The Office of Multicultural Student Engagement continues to develop and strengthen partnerships with local and statewide agencies, as well as identify which organizations promote cultural awareness.

## **Residential Life**

Any interested, full-time undergraduate student is eligible to live on campus. First-year students and transfers live in double or triple rooms in traditional-style residence halls. Each hall has lounges, kitchenettes, and recreation areas. Student rooms have wireless and wired internet options along with Xfinity streaming for live TV or content from other apps on smart devices. Other available housing options include three-person suites (1 double & 1 single) with a shared bathroom, and a suite-style residence hall featuring 4 doubles and 1 triple with 2 bathrooms and shared common areas.

The Residence Life staff includes undergraduate resident assistants, full-time resident directors for each building, and a Director of Student Life/Housing Services who coordinates the Student Life and Housing program. All staff members live on campus in each of the residence halls. The staff are responsible for helping students adjust to and maintain life outside the classroom while living on campus.

Students take advantage of a number of social and educational opportunities as well as leadership positions. While living at Rivier, and each student is encouraged to become an active member of the residence hall community by participating in programs and activities. Living in the University residence halls is a privilege and not granted by enrollment at Rivier. All students are required to follow the student code of conduct outlined in this handbook and other University publications. Accordingly, the University may decide not to offer, or to cancel a residence hall agreement as necessary.

## **Student Engagement**

Programming for co-curricular activities includes social, cultural, spiritual, professional and intellectual development opportunities. On-campus concerts, symposia, and lectures enhance academic life and provides a well-rounded balanced co-curricular education. In addition to co-curricular programs, there are many organized and varied social activities that provide frequent opportunities to meet other students. Many campus activities and programs are sponsored by the Student Government Association and/or planned by student-run clubs and organizations.

## **Sr. Mary Anne Quibin Student Health Services**

A major component of health promotion begins with educating students so they may develop a healthy lifestyle unique to their personal needs, schedules, and interests. Part of the mission of Quibin Student Health Services is to provide health-related information to students on topics such as: nutrition, exercise, illness prevention, and stress management/relaxation.

Quibin Students Health Services, located on the first floor of Guild Hall, is open Monday-Friday during the academic year. Hours are posted weekly but can also be found by calling (603) 897-8295. The clinic is staffed by nurse practitioners that diagnose and treat common illnesses and assist students with management of chronic illnesses. Other services available at the clinic include: non-sports clearance physical examinations, first aid assistance, and laboratory services. Students are referred to local physicians, medical specialists, dentists and hospitals as needed. Two local hospitals and a walk-in medical clinic are available to students for after-hours medical care. If a student has difficulty obtaining transportation to after-hours medical care, they are encouraged to contact the Public Safety Department on campus.

- **Immunizations**

All resident students and non-resident commuter students registered for nine credits or more, must submit evidence of the following immunizations - Tdap within the last 10 years, measles, mumps and rubella (MMR) (or titer), Meningitis A and B vaccine, Varicella vaccine (or titer), COVID-19 vaccine and the Hepatitis B series. Please also submit the TB Requirement. Resident students must also provide a health history, physical exam less than 1 year old, and consent to treat documentation and patient's bill of rights form as required by the State of New Hampshire. All required medical forms are found in the student health portal accessible on the University webpage. \*in the event of public health emergencies, the university may require other vaccines or a testing regime as directed by Nashua Public Health and the University's Emergency Operations Committee.

- **Athletes and Nursing Students**

Athletes must provide copies of all the required health documents to Quibin Student Health Services as well as the athletic department. All nursing students must provide copies of all required health records to both the nursing department and to Quibin Student Health Services.

## **Student Health Insurance**

Rivier University requires all full-time undergraduate students to have some form of health insurance. Several options exist:

- **Stay on Parent's Plan** - Full-time students may be eligible to remain on their parent's plan. If parents are handling the bills staying on the parent's plan could be easier, but this option could also be more expensive than other coverage options.
- **Individual and Family Plans** - Students can purchase an individual and family health plan on the online "exchange" (subsidized coverage through the Affordable Care Act). Individual and family health insurance is a type of health insurance coverage that is made available to individuals and families and offers a range of coverage benefits depending on the plan selected.

## **Student Health Records**

All health records and health-related information are held in strict confidence. No information may be released unless the student signs a release of information form. Quibin Student Health Services is required to report the incidence of certain communicable diseases to the New Hampshire Department of Public Health, however individual patient names are not included in this reporting.

## **Student Parking**

All students must obtain a parking permit for their vehicle(s) in order to park on campus. Vehicles that are borrowed or rented must also be registered by obtaining a temporary parking permit. Failure to comply with current published guidelines may result with the issuance of a parking citation and/or the loss of the privilege to park a vehicle on campus. Parking permits expire each year on August 31<sup>st</sup>. Parking permits are available Monday through Friday from 9 a.m. to 5 p.m. in the Public Safety Office, located in room 204 of the Dion Center.

## **University Bookstore**

The bookstore is a one-stop destination for Rivier merchandise, school supplies, residence hall supplies, graduation gear and of course textbooks. Shop online at <https://www.bkstr.com/rivierstore/home/en>. The website also has updated bookstore news and store hours. Acceptable forms of payment in store are cash, credit cards, checks, campus cards (not flex cash), gift cards and financial aid in the store. Online purchases can be made by credit cards, campus cards, and gift cards.

# Undergraduate Core Curriculum

Rivier University's undergraduate general education (Core) Curriculum invites students to initiate several "Journeys of Transformation" and thus explore how to think about things in a new way by taking on a whole new perspective of self, world, and others. This Core Curriculum is guided by these questions: Who am I and What Is the World? Who is My Neighbor? How Shall We Live? What, then, Shall We Do? Together these initiate a journey of self-awareness and inquiry, perspective taking and creativity, and service.

The Core Curriculum consists of a common core and a core complement. In the common core, students take courses that are linked sequentially by both academic skills and by their focus on the questions. In the core complement, students choose from different courses in three areas: humanities and social sciences, math and natural sciences, and languages in order to broaden their knowledge of the worlds they inhabit. Finally, students engage in two service experiences, in the first year and the second year, both of which introduce students to the greater Nashua, NH area and the service needs and opportunities available there.

For students in the Global Scholars Program,

## General Education Courses: The Common Core

### 1. *Who am I and What is the World?*

Students explore these questions in their first year common core courses.

- ENG 115 Expositions and Arguments Credits:3
- REL 115 The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 Student Success: Campus to Community I Credits: 1
- LNS 109 Student Success: Campus to Community II Credits: 1
- BIO 112 Stewards of the Living World Credits: 3

### 2. *Who is My Neighbor?*

Students explore this question in their second and third years.

- HUM200+ Humanities: Literature, Art, and the Human  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts. Credits: 3
- HIS203 Interactions: The West in the World I Credits: 3 or
- HIS204 Interactions: The West in the World II Credits: 3
- *SL100 Serving the World: Credit 1*

### 3. *How Shall We Live?*

Students explore this question in their junior and senior years.

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

### 4. *What, then, Shall We Do?*

Students explore this question in their junior or senior year.

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

## Area Distribution Courses: The core complement

### Humanities and Social Sciences

At Rivier University, the humanities involves the interdisciplinary exploration of philosophy, literature, religion, art, music, history and language as a way to question, explain and explore the human experience and our understanding of the

world.

Throughout the centuries, philosophers, historians, literary authors, artists and others have attempted to document and to capture for others their own human experiences and understanding of the world. Knowledge of these records of human experience gives us the opportunity to feel a sense of connection to those who have come before us, as well as to our contemporaries.

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### **Mathematics and Natural Sciences**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### **Culture through Language**

Students must demonstrate university-level introductory competency in a language other than English. Students may demonstrate proficiency by

- Having successfully completed, with a "B" average or better, high school study in the same language at the fifth level (e.g. Spanish V).
- Successfully completing six credits of introductory (or higher) study in the same language at the university level. Nursing students may complete this requirement with a three-credit course in a profession-oriented language course (e.g. SPA 105 Spanish for Health-Care Professionals)

## **Major Requirements**

At Rivier University, a major is a concentration of courses in a given discipline or disciplines. Normally, a bachelor's degree major consists of at least 30 credit hours.

## **Electives**

Electives comprise one or more courses of the student's choice, dependent on the number of courses required for the major. Electives provide students with the opportunity to develop a minor, or to take courses in other areas for personal and professional growth.

### **Undergraduate Degree requirements (minimum 120 credits)**

# An Overview of the Professional Studies Curriculum

In keeping with the liberal arts tradition and mission of Rivier University the undergraduate Professional Studies program is intended to provide adult learners with an exposure to the arts and sciences as well as to prepare them for graduate study or for a professional position that both enriches the student and benefits society. Recognizing that each person is unique in ability, inquisitiveness, interest and aspiration, the program provides the non-traditional student with the opportunity to select electives in addition to courses required for general education and major concentrations.

The academic program, consisting of a minimum of forty courses, embraces the following three areas:

- a) General Education (Foundation and Area Distribution courses)
- b) Concentration (major courses)
- c) Electives

## General Education Requirements

### Foundation Courses: (12 credits)

ENG120	English Composition
MA	MA 112 or above
RIV 120	Dignity, Work, Vocation
REL	One elective

## Area Distribution Courses

Select 2 courses from each area:

- **Humanities:** Communications, English, History, Modern Language, Philosophy, Religion
- **Natural/Physical Sciences, Mathematics and Technology:** Biology, Chemistry, Computer Science, Mathematics, Physics
- **Social Sciences:** Economics, Geography, Human Development, Political Science, Psychology, Sociology, Social Work

## General Education Liberal Arts (open) Electives (12 credits)

These electives are open to student preferences and may be selected from any of the three distribution areas above.

### Major Requirements

- Students must fulfill the requirements for a major which is a concentration of courses within a department.
- Normally a bachelor degree major consists of at least 30 credit hours. More details about the requirements of individual majors are found in later sections of this catalog under the corresponding departmental descriptions.

## Electives

In addition to the general education requirements and a major, students pursue free electives. The number of electives is dependent on the number of courses required for the major. Electives provide students with the opportunity to minor, or take courses in other areas for personal and professional growth.

### Professional Studies Degree requirements (minimum 120 credits)

# Majors and Programs of Study

Please refer to the Rivier University website for updated Programs of Study and delivery of instruction mode information.

<b>Division of Arts and Sciences</b>		
<b>Dean - Susan Langlois, D.P.E.</b> Office: Regis Hall Phone: (603) 897-8559 E-mail: slanglois@rivier.edu		
Associate Degree Programs	Liberal Studies, A.A.	
	Individualized Studies, A.A.	
Bachelor's degree Programs	Biology, B.S.	
	Biotechnology, B.S.	
	Combined Bachelor and Master Degree in Computer Science [4+1]	
	Criminal Justice, B.S.	
	English, B.A.	
	History, B.A.	
	Human Services, B.S. (Day)	
	Human Services, B.S. (Online)	
	Human Services with Addiction Studies Track, B.S. (Day)	
	Human Services with Addiction Studies Track, B.S. (Online)	
	Individualized Studies, B.A.	Online only
	Liberal Studies, B.A.	
	Mathematics, B.A.	
	Political Science, B.A.	
	Pre-Law	
	Psychology, B.A. (Day)	
	Psychology, B.A. (Online)	
	Psychology with Addiction Studies Track, B.A. (Day)	
	Psychology with Addiction Studies Track, B.A. (Online)	
	Sociology, B.A.	
Graduate Degree Programs	Computer Information Systems, M.S.	
	Computer Science, M.S.	
	English - Refer to Middle/Secondary Education: English	
	History/Political Science - Refer to Middle/Secondary Education: Social Studies	
	Mathematics - Refer to Middle/Secondary Education: Mathematics	
<b>Division of Business and Security Studies</b>		
<b>Dean - Amir Toosi, D.B.A.</b> Office: Sylvia Trottier Hall Phone: (603) 897-8490 E-mail: atoosi@rivier.edu		
Bachelor's degree Programs	Business Administration, B.S.	Online only
	Business Administration, B.S./M.B.A. (4 + 1)	
	Business Management, B.S.	
	Business Management, B.S./M.B.A. (4+1)	
	Cybersecurity Management, B.S.	
	Finance, B.S.	
	Finance, B.S./M.B.A. (4+1)	
	Homeland and International Security, B.S.	
	Marketing, B.S.	
	Marketing, B.S./M.B.A. (4+1)	
	Sport Management, B.S.	
	Sport Management, B.S./M.B.A. (4+1)	
Graduate Degree Programs	Management, M.B.A.	
	Management/Information Technology Management Concentration, M.B.A. (STEM)	

	Management/Marketing Concentration, M.B.A.	Online only
	Healthcare Administration, M.B.A.	Online only
<b>Division of Education and Counseling</b>		
<b>Dean - John Gleason, Ed.D.</b> Office: Benoit Education Center Phone: (603) 897-8592 E-mail: jgelason@rivier.edu		
Bachelor's degree Programs	Biology Education, BA	
	Education and Community Leadership, B.A.	
	Early Childhood Education, B.A.	
	Elementary Education, B.A.	
	Special Education, B.A.	
	Secondary Education: Biology, BA	
	Secondary Education: English Education, B.A.	
	Secondary Education: Mathematics Education, B.A.	
	Secondary Education: Social Studies Education, B.A.	
Graduate Degree Programs		
Counseling	Counseling, Ed.S. (Post-Master's)	
	School Psychology, Ed.S. (Post-Master's)	
	Clinical Mental Health Counseling, M.A.	
	School Counseling, M.Ed.	
	Education Studies: Counseling and School Psychology, M.Ed.	
Education	Early Childhood: Administration or Teaching, M.Ed.	
	Education Administration, M.Ed.	
	Education Studies, M.Ed.	
	Elementary Education, M.Ed.	
	Special Education, M.Ed.	
Middle/Secondary Education	Middle/Secondary: Biology, M.Ed.	
	Middle/Secondary: English, M.A.T.	
	Middle/Secondary: Mathematics, M.A.T.	
	Middle/Secondary: Social Studies, M.A.T.	
Doctoral Degree Programs		
Counseling	Counseling and School Psychology, Psy.D.	
Education	Leadership and Learning, Ed.D.	
<b>Division of Nursing and Health Professions</b>		
<b>Dean - Paula Williams, Ed.D.</b> Office: Sylvia Trottier Hall Phone: (603) 897-8530 E-mail: pwilliams@rivier.edu		
Associate Degree Programs	Nursing, A.S.N.	
	Nursing (LPN-RN), A.S.N.	
Bachelor's degree Programs	Health Sciences, B.S.	
	Nursing, B.S.N.	
	Nursing (RN to BSN), B.S.N.	Online only
	Public Health, B.S. (Day)	
	Public Health, B.S. (Online)	
Graduate Degree Programs	Nursing, Family Nurse Practitioner Track, M.S.N.	
	Nursing, Family Nurse Practitioner Track, M.S.N. (Bridge Option)	
	Nursing, Family Nurse Practitioner Track, M.S.N. (RN-MS Option)	
	Nursing, Nursing Education Track, M.S.N.	
	Nursing, Nursing Education Track, M.S.N.(Bridge Option)	
	Nursing, Nursing Education Track, M.S.N. (RN-MS Option)	
	Psychiatric/Mental Health Nurse Practitioner Track, M.S.N.	
	Psychiatric/Mental Health Nurse Practitioner Track, M.S.N., (Bridge Option)	



	Psychiatric/Mental Health Nurse Practitioner Track, M.S.N., (RN-MS Option)	
	Nursing/APRN - Degree Completion, M.S.N.	
	Nursing: Leadership in Health Systems Management, M.S.N.	Online only
	Nursing: Leadership in Health Systems Management, M.S.N. (Bridge Option)	Online only
	Nursing: Leadership in Health Systems Management, M.S.N. (RN-MS Option)	Online only
	Public Health, MPH	Online only
Certificates	Various Post-Masters Certificates in Family Nursing, Psychiatric/Mental Health Nursing, and Nursing Education	
Doctoral Degree Programs		Online only
	Nursing Practice, DNP, Professional Practice Track	
	Nursing Practice, DNP, Systems Leadership Track	
	Nursing Practice, DNP, Systems Leadership Track (Bridge Option)	

### Undergraduate Minors available:

- Biology
- Business Management
- Computer Science
- Criminal Justice
- Cybersecurity Management
- English
- Finance
- History
- History and Political Science
- Homeland and International Security
- Marketing
- Mathematics
- Political Science
- Psychology
- Public Health
- Religious Studies
- Social Work
- Sociology
- Sport Management

# Academic Program Information

## Biology

An undergraduate degree in biology is designed to prepare the student for a variety of career paths. Rivier University biology majors have achieved success after graduation in graduate programs, medical training, and a variety of positions in industry. The focus of the Department of Biology is on the development of the student's critical thinking skills through practical application of the scientific method to solve problems in laboratory and lecture. Laboratory courses provide the technical training and skills prized by graduate schools and the growing biotechnology industry. Embedding the technology within relevant courses provides the student with a deeper understanding of the applications and utility of laboratory techniques than would be possible in a stand-alone biotechnology course. Critical thinking in science goes beyond experimental design and problem solving. Biology classes also address the roles that the scientist and science technology play within society. The fundamental skills of critically thinking about a problem and making ethically sound judgments are also provided in the Rivier core requirements. The biology classes a student chooses and the classes a student takes as part of the general education core help resolve perceived conflicts between the goals of science, the needs of society, and individual ethical values.

The Rivier University Biology Department has designed a flexible biology program that appeals to a broad student population. In addition to a comprehensive combined biology curriculum, the department also offers two options for specialization: biology with a focus in allied health, and biology with a focus in environmental science. In the first year biology students take general biology courses that provide the necessary breadth of knowledge that will be the key to many subsequent classes. An understanding of chemistry has always provided the foundation needed for deep understanding of biology. At Rivier University the Chemistry Department provides courses during the first two years that enable our students to understand life processes at their most basic level. As biology moves towards a greater degree of reliance on complex modeling and data base searches, mathematical skills are increasingly important. Most of our students take at least two semesters of calculus during the course of their undergraduate degree. Students are encouraged to take their mathematics courses as early as possible.

In subsequent semesters the individual student's career goals will dictate the specific course offerings that will fulfill the requirements for their degree. Students opting for the combined biology track may select biology courses from either the allied health or environmental science areas that are of specific interest to them. Students interested in the allied health or environmental science tracks select a series of specific upper-level biology classes deemed appropriate for that track. In addition to classes in biology

this may include biochemistry and physics. Our students are encouraged to consider both as options that will enhance their success in the field of biology. The flexibility of the Rivier University biology program allows students in consultation with their major advisor to tailor and/or modify the program to meet their specific needs and interests.

Students desiring certification as secondary school teachers must fulfill the requirements of the biology major. Physics I and II are also required. In addition to satisfying all of the competencies of the biology major, students completing this course of study will have developed skills and competencies listed in the New Hampshire State Department of Education Professional Standards for Teachers. For information on the Bachelor of Arts in Biology Education (Day), refer to the Education Department section of the catalog.

### **Pre-Professional Preparation: Pre-Med, Pre-Vet and other Health Related Professional Fields**

Preparation to enter post-graduate education in a health-related discipline includes foundation courses in many disciplines. Although an undergraduate degree in a particular discipline is not a prerequisite for most fields, the majority of students successfully applying to medical, veterinary, dental and related fields will have undergraduate degrees in biology. The biology degree obtained at Rivier University will prepare students to succeed when entering graduate school as well as provide technical and problem-solving skills that will be an asset throughout the individual's life, regardless of his/her professional interests.

Most post-graduate programs require undergraduate work in general chemistry, organic chemistry, physics, English, and mathematics, in addition to upper-level biology courses in genetics and physiology. In order to have the interpersonal skills that are a prerequisite for success in any field involving human interaction, most graduate schools prefer to accept students with an educational background that includes traditional liberal arts courses in English (usually two courses), the humanities and social studies. The core curriculum at Rivier University insures all of our students are well educated in all areas of human endeavor prior to graduation.

The formal application process for professional schools usually begins in the summer after the sophomore year and the beginning of the junior year when students take the appropriate admissions test (e.g. MCAT) followed by application to the school or schools of the student's choosing. However, course selection at Rivier University will always be done in consultation with departmental faculty, keeping the goals of the student and requirements of the professional schools at the forefront.

## **Bachelor of Science in Biology (Day)**

The twenty-first century will become known as the "century of biology". The advances in biological knowledge will impact every corner of our lives. The biology programs at Rivier University will prepare students to participate in this voyage of discovery as new developments and technologies push the envelope of what is known or possible in the study of life. There are three options for students pursuing a major in biology.

**Combined Biology Track:** This track will provide students with a broad background in biology and is appropriate for those who do not want to limit their studies to one particular area. It will prepare them for entry-level research positions in biotechnology and related industries as well as acceptance to graduate school. In addition, this program is flexible enough to allow students interested in obtaining a minor in another discipline the opportunity to do so.

**Allied Health Track:** This track is appropriate for students interested in pursuing a professional career in medicine, dentistry, veterinary science or a career focused on laboratory-based medical research. This coursework focuses heavily on human and animal health and entails developing strong laboratory skills and creative approaches to problem solving.

**Environmental Science Track:** This track is appropriate for students interested in pursuing a career in the environmental sciences or conservation. It is also an appropriate concentration for a student considering graduate studies in animal behavior, ecology, or related fields. Students will take a variety of courses that expose them to relevant work in the field and develop the laboratory skills necessary for success at the graduate and professional level.

### **Student Learning Outcomes**

Students who graduate with a degree in Biology should be able to:

- Demonstrate a strong knowledge in biology and chemistry concepts;
- Exhibit proficiency in written and oral communication as well as define and analyze the purpose of a research problem;
- Demonstrate familiarity and proper use of instruments and methodologies that are used to collect data for answering biological questions;
- Exhibit proficiency in analyzing, processing, and presenting data in tables and figures;
- Develop an open-mindset and seek multiple perspectives about how human behavior impacts global resources to build a global community that practices sustainability, social and economic justice, and the art of being human.

### **Assessment**

Proficiency in subject knowledge is assessed in

curriculum-embedded examinations which are designed to require analysis and synthesis in addition to recall of information learned in lecture and laboratory. A variety of assignments including written papers and reports are required in various courses. Students must demonstrate their ability to work safely and utilize proper laboratory technique. All biology majors are required to take the major field test in biology during their senior year.

Advanced Placement

Students who receive a score of 3 on Advanced Placement in biology will be exempt from taking BIO 103 - General Biology I.

Major Requirements (36-39 Biology/55-58 total credits)

Biology Core (27 credits)

- BIO 103 - General Biology I Credits: 4
- BIO 104 - General Biology II Credits: 4
- BIO 202 - Genetics Credits: 4
- BIO 206 - General Microbiology Credits: 4
- BIO 214 - Ecology Credits: 4
- BIO 390 - Seminar in Biology Credits: 3
- BIO 426 - Special Problem in Biology Credits: Variable credit (4 total credits needed to graduate)

Biology Electives (9-12 credits)

Students may choose one of the following: the combined biology track, the allied health track, or the environmental sciences track. Students must take three courses from their chosen area of interest.

Combined Biology Track

Students in the combined biology track may select three courses from either the allied health or environmental tracks listed below.

Allied Health Track

- BIO 301 - Animal Physiology Credits: 4
- BIO 308 - Molecular Cell Biology Credits: 4
- BIO 312 - Immunology Credits: 4
- BIO 404 - Developmental Biology Credits: 4
- BIO 409 - Parasites, Pathogens, and Infectious Diseases Credits: 4

Environmental Science Track

- BIO 301 - Animal Physiology Credits: 4
- BIO 305 - Animal Behavior Credits: 4
- BIO 308 - Molecular Cell Biology Credits: 4
- BIO 350 - Environmental and Applied Microbiology Credits: 4
- BIO 355 - Environmental Sustainability Credits: 3

#### Related Math/Science (19 credits)

- CHE 104 - General Chemistry I Credits: 3
- CHE 104L - General Chemistry Laboratory I Credits: 1
- CHE 105 - General Chemistry II Credits: 3
- CHE 105L - General Chemistry Laboratory II Credits: 1
- CHE 201 - Organic Chemistry I Credits: 3
- CHE 201L - Organic Chemistry Laboratory I Credits: 1
- CHE 202 - Organic Chemistry II Credits: 3
- CHE 202L - Organic Chemistry Laboratory II Credits: 1

Two of the following:

(One fulfilled in the general education area.)

- MA 112 - College Algebra Credits: 3
- MA 130 - Functions Credits: 3
- MA 165 - Calculus I with Lab Credits: 4
- MA 166 - Calculus II Credits: 3

#### Recommended

- CHE 306 - Biochemistry I Credits: 3
- CHE 307 - Biochemistry II Credits: 3
- MA 110 - Introductory Statistics Credits: 3
- PHY 111 - Physics I Credits: 3
- PHY 111L - Physics Laboratory I Credits: 1
- PHY 112 - Physics II Credits: 3
- PHY 112L - Physics Laboratory II Credits: 1
- REL 379 - Bioethics Credits: 3

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
  - HIS203 Interactions: The West in the World I Credits: 3
- or

- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### Mathematics and Natural Sciences (6 credits)

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### Culture through Language (6 credits)

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (minimum 33 credits)

Degree Requirements (minimum 130 credits)

Due to the number of four-credit courses offered in the sciences, many students earn more than the minimum 120 credits required to graduate.

## **Bachelor of Science in Biotechnology (Day)**

Through the use of biological processes, organisms, or systems, biotechnology creates and produces products and solutions intended to improve the quality of human life.

Students will gain the fundamental skill and knowledge necessary to obtain a job in biotechnology; engage in valuable, practical job experience through job shadowing and internship experiences; discuss the legal, ethical, and social issues associated with biotechnology, especially in relation to the Catholic tradition, and develop solutions to those issues; and begin to think about innovation in biotechnology.

Local and global biotech/business teaching trips offer students exposure to biotechnology firms with established partnerships with universities outside of the U.S. provide opportunities for participation in an international dialogue and for insight to advances being made around the world.

Program graduates will be work-force ready and well-positioned for success in the competitive global job market, for graduate study, and for career opportunities in research and professional positions in the pharmaceutical, medical, and agricultural industries.

### **Student Learning Outcomes**

Students who complete the degree requirements in Biotechnology should be able to:

- Understand the fundamental principles and nature of science;
- Apply the process of science to address real-world problems;
- Demonstrate a fundamental understanding of the processes governing living systems at the cellular and molecular level (DNA, RNA, proteins, and their interactions);
- Understand the integrative nature of biotechnology and its application to the pharmaceutical, medical, and agricultural industries;
- Demonstrate advanced knowledge of the most common laboratory techniques and applications in the biotechnology industry;
- Evaluate the legal, ethical, and social ramifications of advances in biotechnology.

### **Major Requirements (69-71 credits)**

#### **Biotechnology Core (34 credits)**

- BIO 103 - General Biology I Credits: 4
- BIO 104 - General Biology II Credits: 4
- BIO 202 - Genetics Credits: 4
- BIO 206 - General Microbiology Credits: 4
- BIO 220 - Biotechnology Credits: 4

- BIO 308 - Molecular Cell Biology Credits: 4 or
- BIO 312 - Immunology Credits: 4
- BIO 350 - Environmental and Applied Microbiology Credits: 4
- BIO 385 - Integrative Biotechnology Credits: 3
- BIO 496 - Biotechnology Internship Credits: 3

#### **Related Science Courses (26-27 credits)**

- CHE 104 - General Chemistry I Credits: 3
- CHE 104L - General Chemistry Laboratory I Credits: 1
- CHE 105 - General Chemistry II Credits: 3
- CHE 105L - General Chemistry Laboratory II Credits: 1
- CHE 201 - Organic Chemistry I Credits: 3
- CHE 201L - Organic Chemistry Laboratory I Credits: 1
- CHE 202 - Organic Chemistry II Credits: 3
- CHE 202L - Organic Chemistry Laboratory II Credits: 1
- CHE 306 - Biochemistry I Credits: 3
- PHY 111 - Physics I Credits: 3
- PHY 111L - Physics Laboratory I Credits: 1
- CHE 307 - Biochemistry II Credits: 3 or
- PHY 112 - Physics II Credits: 3
- PHY 112L - Physics Laboratory II Credits: 1

#### **Related Business Courses (9 credits)**

- BUS 175 - Principles of Management Credits: 3
- **Choose Two:**
- BUS 305 - Entrepreneurship and Innovation Credits: 3
- BUS 315 - International Business Credits: 3
- BUS 226 - Principles of Project Management Credits: 3
- BUS 295 - Business Law Credits: 3
- BUS 391 - Sustainable Value Credits: 3

#### **General Education Requirements (42-45 credits)**

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

***Who is My Neighbor?*** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I  
Credits: 3  
or
- HIS204 Interactions: The West in the World II  
Credits: 3

***How Shall We Live?*** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice  
Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices  
Credits: 3  
Students take one Philosophy course developed with this theme at its center.

***What, then, Shall We Do?*** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility  
Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

**Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

**Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

**Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (9 credits)

Degree Requirements (minimum 120-121 credits)

## **Minor in Biology**

Students may elect a minor in biology by taking a five-course sequence determined in a consultation with the department faculty advisor.

Such a sequence would include:

- BIO 200–400 - Three electives
- BIO 103 - General Biology I Credits: 4
- BIO 104 - General Biology II Credits: 4

## **Business and Security Studies**

Rivier's business and security studies programs deliver a high-quality, hands-on education that prepares students for leadership roles. Faculty guide students as they develop broad business knowledge, hone their critical thinking and decision-making skills, and learn ethical and social sustainability business practices.

### **Vision**

The Division of Business and Security Studies at Rivier University strives to be a premiere program for producing critical thinkers who effectively apply intellectually rigorous methodologies to address global business and security concerns.

### **Mission**

The Division of Business and Security Studies of Rivier University educates students to become future leaders and productive members of the global community, who are inspired to serve the world.

### **Strategic Goals**

- Develop and deliver comprehensive programs that prepare students to succeed in competitive global environments
- Help students understand the interconnectedness of multiple disciplines and focus their knowledge to become leaders
- Instill in students a holistic view of international business and security with an emphasis on ethics, unwavering integrity, and social responsibility
- Connect core concepts with understanding of competitive corporate intelligence, national, and international security
- Facilitate the learning process by using multimodal communications, online tools, and advanced methodologies rendered by emerging technologies
- Educate students on the intricacies of cross-cultural competence and its impact within the organization, nationally and globally
- Instill in students the values of service before self, work, dedication, and achievement

### **ACBSP Accreditation**

In addition to the University's accreditation by New England Commission on Higher Education (NECHE), the Business Programs offered by the Division of Business and Security Studies are fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Accreditation Council for Business Schools and Programs

11520 West 119th Street  
Overland Park, KS 66213  
Phone: (913) 339-9356  
Website: [www.acbsp.org](http://www.acbsp.org)

### **View Student Outcome Data**

The Division of Business and Security Studies is committed to excellence in teaching and offering high quality, innovative competency-based courses to meet the changing needs of business, as well as the needs of business professionals. The Division of Business and Security Studies prepares students for leadership positions in small businesses, corporations, non-profits, state and local government, and other organizations through the development of broad business knowledge, critical thinking, and decision-making skills, as well as social and ethical values. The primary advantage of the business programs offered at Rivier is the flexibility of scheduling and course choice. Students may be full-time traditional day students working towards a Bachelor of Science in business or security studies disciplines or working professionals who want to advance their career by obtaining a Master of Business Administration. Students can build individual specializations and balance core courses in business fundamentals (i.e. Finance, Marketing, Sport Management, etc.).

All programs are systematically assessed, using qualitative and quantitative methods that include internal and external perspectives, that are appropriate for the programs and reflect the mission of Rivier University. The Division of Business and Security Studies demonstrates the use of the assessment methods in program evaluation, providing proof of specific changes made to programs in light of the assessment process.

The Division of Business and Security Studies offers both bachelor and master degree programs designed to provide students with the skills and competencies to successfully meet the challenges and opportunities of the business world. Business graduates are currently employed by major corporations in the Greater Nashua area (Fidelity Investments, BAE Systems, UniFirst, TD Bank, St. Joseph Hospital, etc.) and other industries such as health care, government, insurance, banking, real estate, and technology, as well as entrepreneurial ventures.

### **Assessment Techniques**

Assessment techniques will vary among the different courses within the discipline:

- Individual and team papers
- Individual and team presentations
- Team projects
- Case studies
- Role-playing exercises
- Objective testing
- Vulnerability assessment evaluations
- Internship and optional study abroad evaluations
- Business simulations
- Cybersecurity simulations

## Undergraduate Programs

The Division of Business and Security Studies offers bachelor degree programs designed to provide students with the skills and competencies to successfully meet the challenges and opportunities of the working world.

Our undergraduate programs provide a broad overview of the fundamental areas of business as well as in-depth specialization within the chosen field. Students build skills in critical thinking and decision-making on substantive issues in their field. Highly academically and professionally qualified faculty experienced in real-world issues guide students through an educational experience that provides lasting benefits.

Students majoring in these business programs have the potential to be employed by large corporations, small businesses, non-profits, professional practices, financial institutions, governmental agencies, or to become entrepreneurs. Students must fulfill at least one internship, with two additional internships available, to be better prepared for future careers.

### Academic Advantages in Undergraduate Business Programs

- Programs designed, developed, and monitored with the cooperation and assistance of local industry leaders
- Access to the Cybersecurity Computer Lab, designed for collaborative learning
- Excellent study abroad opportunities tailored to fit the Rivier academic program
- Courses designed around experiential education, providing state of the art preparation for the real world
- Global focus that prepares students to engage cultures and excel in international business
- Global faculty with business experience in over 70 countries
- Rivier business bachelor degree graduates have the opportunity to enter a 4+1 MBA degree program, and Cybersecurity Management graduates have the opportunity to enter a 4+1 MS in Computer Science program

### Student Learning Outcomes for Undergraduate Division of Business and Security Studies Programs

Division of Business and Security Studies programs prepare students to:

- Think logically, analytically and creatively about complex, contemporary, local and global problems
- Assess and communicate effectively in a range of progressively more challenging strategic business environments
- Determine personal and social responsibility in response to new settings and complex problems
- Understand and apply learning to the diversity and complexity of human relationships involved in an organization

- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching

Undergraduate students will be assessed in their senior year in a capstone course. Graduate students will be assessed in their capstone course. An exit survey questionnaire is administered for informational purposes.

### Academic Advantages in Graduate Business Programs

- **Academic Excellence:** Graduate courses are taught by professors with solid academic credentials in their professional fields. They are also recognized business practitioners. Courses are designed for professional adult learners and use a case-study approach so that learning is not just theory, but is readily applicable to business situations. And the graduate programs include a **STEM MBA** option.
- **Personal Attention:** Small class sizes allow faculty members to know each and every student and to be their mentors for meeting their educational and career advancement goals.
- **Program Flexibility:** Course selection allows for an individualized educational experience built on core courses giving solid business fundamentals and individual electives. Core courses provide students with general competencies in a broad range of business disciplines including management, finance, marketing, operations, and strategic planning. The scheduling of courses in the evenings, on weekends, and online offers flexibility for working people who have to balance courses with job responsibilities and other personal/family obligations. Courses are offered in 7-week terms. There are a total of six 7-week terms per year (two terms in each of the fall, spring, and summer semesters). Students may take one or two courses during each 7-week term. Programs are designed to accommodate individual student timelines for completion. For example, students may complete their MBA degree in 12 months (two courses per term) or 24 months (one course per term).
- **Student Population:** Rivier offers part-time evening and online graduate programs specifically designed for diverse populations. About 80% of the Rivier MBA students are employed full-time and doing their studies part-time. Some employers, through tuition reimbursement, may support the cost of their education.

### Student Learning Outcomes for Graduate Business Programs

After having completed the degree requirements in a specific graduate business program, the student should be prepared to:

- Synthesize critical thinking logically and analytically about complex local and global problems



- Evaluate and communicate effectively in a range of strategic business environments
- Create the diversity and complexity of human relationships involved in an organization
- Examine the social, ethical, and global responsibilities within management positions with special attention to the Catholic intellectual tradition

## **The Degree Programs**

### **Undergraduate Day Programs**

Undergraduate bachelor's degree programs are offered in business disciplines, including Business Management, Finance, Marketing, and Sport Management. These Undergraduate Day business programs offer a pathway to the MBA 4+1 program. These programs provide a broad overview of business fundamentals, as well as in-depth specialization in a chosen field. Students learn to communicate effectively with professional colleagues and make sound business decisions. Faculty have real-world experience and guide students to apply business concepts to the workplace.

The Cybersecurity Management bachelor's degree is an interdisciplinary program designed to prepare undergraduates with the knowledge and hands-on experience to gain employment in the cybersecurity management field or to pursue an advanced degree. The program is divided between Cybersecurity, Business, Computer Science, and Homeland and International Security courses. The Cybersecurity Management program offers a pathway to the MS in Computer Science 4+1 program.

The interdisciplinary bachelor's degree program in Homeland and International Security allows students to examine global security issues and the policy responses to those issues, with special emphasis on emerging transnational threats and emergency management.

## **100% of students in the Undergraduate Day Programs fulfill internships!**

### **Professional Studies Programs**

The online bachelor's degree in Business Administration is designed for working professionals. Classes accommodate the personal and professional needs of adult learners. The program also allows for a smooth transition to the MBA 4+1 program.

### **Graduate Programs**

The Division of Business and Security Studies offers a Master of Business Administration Management, Master

of Business Administration in Information Technology Management (a **STEM MBA**), Master of Business Administration with Marketing Concentration, and Master of Business Administration in Healthcare Administration. These programs are designed for applicants with a successful academic record in any undergraduate specialty, not necessarily business. Because previous work in economics, management, and accounting is of particular relevance to graduate study in business administration, the programs are designed so that the non-business undergraduate major can fulfill these undergraduate prerequisites at the graduate level. The programs are supported by a state-of-the-art computer center, multi-media classrooms, and the collaborative learning setup of the Cybersecurity Lab.

### **Rivier Advantages**

- **Academic Excellence:** Our credentialed faculty members are recognized as leaders throughout the region.
- **Personal Attention:** Our small class sizes allow faculty to get to know students and provide a high level of interaction. Faculty serve as mentors to help students achieve their career and educational goals.
- **Hands-on Approach:** Students learn through individual and team projects, role-playing, and case study evaluations; and build resumes through practical training and internships at area businesses.
- **Large Alumni Network:** The University's alumni network is diverse with graduates working in the region, throughout the country, and around the world, in both the public and private sectors, as well as in nonprofit organizations.
- **Active Business Advisory Council and Security Studies Advisory Council** to guide, assist, and support the Division of Business and Security Studies on the most current trends, employers' needs in the foreseeable future, curricula update recommendations, course offerings recommendations, etc.
- **Division of Business and Security Studies Students Association:** This active organization brings business speakers to campus and plans informational trips throughout the year. Students have had behind-the-scenes learning opportunities at Fenway Park, UPS, Stonyfield Farm, Foxwoods Casino, and other locations throughout the region.

Our undergraduate programs provide a broad overview of the fundamental areas of business and security studies as well as in-depth specialization within the chosen field. Students build skills in critical thinking and decision-making on substantive issues in their field. Highly qualified faculty experienced in real-world issues guide students through an educational experience that provides lasting benefits.

## **Bachelor of Science in Business Administration (Online)**

The Bachelor of Science program is designed to provide learners with a broad overview of the fundamental, functional areas of business, as well as to provide essential, in-depth analytical tools for problem-solving substantive issues in the field. The curriculum is designed for real-world application and taught by leaders in the field. Learners have the potential to be employed in a multitude of venues in the private and public sectors of business or organization. Internships are not *required* in the Bachelor of Science in Business Administration program. The program also allows for a smooth transition to the Master of Business Administration (M.B.A.) program.

### **Student Learning Outcomes**

- Apply and critique management concepts in real-world situations.
- Think logically, analytically and creatively about complex, contemporary, local and global problems.
- Assess and communicate effectively in a range of progressively more challenging strategic business environments.
- Determine personal and social responsibility in response to new settings and complex problems.
- Understand and apply learning to the diversity and complexity of human relationships involved in an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

Major Requirements (42 credits)

- BUS 175 - Principles of Management Credits: 3
- BUS 180 - Business Communications Credits: 3
- BUS 215 - Principles of Marketing Credits: 3
- BUS 295 - Business Law Credits: 3
- BUS 302 - Organizational Behavior Credits: 3
- BUS 304 - Human Resources Management Credits: 3
- BUS 315 - International Business Credits: 3

- BUS 337 - Managerial Economics Credits: 3
- BUS 351 - Applied Statistics Credits: 3
- BUS 355 - Administrative Accounting Credits: 3
- BUS 356 - Administrative Finance Credits: 3
- BUS 362 - Principles and Practices of Negotiations Credits: 3
- BUS 475 - Production and Operations Management Credits: 3
- BUS 479 - Strategic Management Credits: 3

Foundation Courses (12 credits)

- ENG 120 - Composition in Context Credits: 3
- RIV 120 - Dignity, Work, Vocation Credits: 3
- MA 112 - College Algebra Credits: 3  
College Algebra or above
- Religion Elective Credits: 3

Area Distribution Courses (18 credits)

Choose two courses from each area:

- **Humanities:** English, History, Modern Language, Philosophy, Religion
- **Natural/Physical Sciences, Mathematics and Technology:** Biology, Chemistry, Computer Science, Mathematics, Physics
- **Social Sciences:** Economics, Geography, Human Development, Political Science, Psychology, Sociology, Social Work

General Education Liberal Arts Electives (12 credits)

Choose four courses from the Area Distribution Courses.

General Electives (36 credits)

Degree Requirements (120 credits)

## **Bachelor of Science in Business Management (Day)**

The business management program prepares students for a productive and rewarding career in a business or organization. Students gain solid knowledge of all business fundamentals. They may concentrate on a special area through an internship and their choice of business elective courses. Learners will be required to fulfill at least one internship and have two additional internship opportunities in the program. The program also allows for a smooth transition to the Master of Business Administration (M.B.A.) program.

### **Student Learning Outcomes**

- Apply and critique management concepts in real-world situations.
- Think logically, analytically and creatively about complex, contemporary, local and global problems.

- Assess and communicate effectively in a range of progressively more challenging strategic business environments.
- Determine personal and social responsibility in response to new settings and complex problems.
- Understand and apply learning to the diversity and complexity of human relationships involved in an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

Major Requirements (57 credits)

Business Core (42 credits)

- BUS 175 - Principles of Management Credits: 3

- BUS 180 - Business Communications Credits: 3
- BUS 193 – Office Applications Credits: 3
- BUS 215 - Principles of Marketing Credits: 3
- BUS 220 - Financial Accounting Credits: 3
- BUS 224 - Principles of Macroeconomics Credits: 3
- BUS 225 - Principles of Microeconomics Credits: 3
- BUS 295 - Business Law Credits: 3
- BUS 309 - Managerial Accounting Credits: 3
- BUS 319 - Managerial Finance Credits: 3
- BUS 449 - Business Seminar and Beyond Credits: 3
- BUS 479 - Strategic Management Credits: 3
- BUS 495 - Internship/Seminar Credits: 3-6
- MA 110 - Introductory Statistics Credits: 3

#### Related Business Management Courses (15 credits)

- BUS 302 - Organizational Behavior Credits: 3
- BUS 305 - Entrepreneurship and Innovation Credits: 3
- Choose three of the following:
- BUS 214 - Internship Seminar Credits: 3
- BUS 226 - Principles of Project Management Credits: 3
- BUS 315 - International Business Credits: 3
- BUS 335 - Digital Media: Market Trends & Opportunities Credits: 3
- BUS 354 - Business Intelligence & Analytics Credits: 3
- BUS 430 - Special Topics in Business Credits: 3

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3
- Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.

- HIS203 Interactions: The West in the World I Credits: 3
- or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3
- Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3
- Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3
- Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### Mathematics and Natural Sciences (6 credits)

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### Culture through Language (6 credits)

Students must demonstrate university-level introductory competency in a language other than English.

#### Electives (21 credits)

#### Degree Requirements (minimum 120 credits)

## **Bachelor of Science in Cybersecurity Management (Day)**

The Bachelor of Science in Cybersecurity Management is designed to prepare undergraduates with the knowledge and hands-on experience to gain employment in the cybersecurity management field or to pursue an advanced degree. Cybersecurity is increasingly important to society at every level -

individuals and families, small firms and organizations, large corporations and not-for-profits, and government, both domestically and internationally. To prepare students for work in these varied areas, the cybersecurity management program provides a structured curriculum with coursework not only in

cybersecurity, but also in business management, computer science, and homeland and international security. Through this multi-disciplinary, holistic approach, students will (1) gain analytical and problem-solving skills, (2) become competent professionals through hands-on learning, (3) be able to recognize enterprise security risks and develop defensive strategies, and (4) aspire to be leaders in an ever-growing industry of security technologies and their management.

The cybersecurity management program embeds critical thinking skills, decision-making related to technology issues, effective communication skills, and legal, ethical, and social sustainability perspectives. In addition, the program provides a solid foundation in the liberal arts through a general education curriculum, management skills from a core of business courses, and experiential learning opportunities, including internships. The program prepares individuals to enter the workforce in entry-level analytical positions and supervisory roles leading to management.

### Student Learning Outcomes

- Apply creativity to assess and address security threats across the cyber domain by designing and implementing effective security architectures, policies, and procedures.
- Think logically, analytically and creatively about complex, contemporary, local and global problems.
- Assess and communicate effectively in a range of progressively more challenging strategic business environments.
- Determine personal and social responsibility in response to new settings and complex problems.
- Understand and apply learning to the diversity and complexity of human relationships involved in an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

### Business Core (21 Credits)

- BUS 175 - Principles of Management Credits: 3
- BUS 180 - Business Communications Credits: 3
- BUS 220 - Financial Accounting Credits: 3
- BUS 226 - Principles of Project Management Credits: 3
- BUS 302 - Organizational Behavior Credits: 3
- BUS 351 - Applied Statistics Credits: 3
- BUS 354 - Business Intelligence & Analytics Credits: 3

### Computer Science Required Courses (15 Credits)

- CS 245 - Introduction to Computer Architecture Credits: 3
- CS 301 - Computer Science Fundamentals Credits: 3
- CS 308 - Computer Networks Credits: 3

- CS 335 - Database Management Systems Credits: 3
- CS 448 - Computer Security Credits: 3

### Related Cybersecurity Courses (21 Credits)

- CYM 171 - Introduction to Cybersecurity Credits: 3
- CYM 250 - Cyber Law & Ethics Credits: 3
- CYM 280 – Programming & Scripting for Cybersecurity Managers Credits: 3
- CYM 310 - Ethical Hacking & Systems Defense Credits: 3
- CYM 410 - Cybersecurity Risk Assessment Credits: 3
- CYM 479 - Senior Capstone Seminar Credits: 3
- CYM 495 - Internship Credits: 3

### Related Homeland/International Security Management Courses (9 Credits)

- HLS 231 - Critical Infrastructure Protection Credits: 3
- HLS 320 - Strategic Intelligence Credits: 3
- HLS 491 - Post Disaster Response and Recovery Credits: 3

### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### **Bachelor of Science in Finance (Day)**

The finance program prepares students for opportunities in a variety of venues including banking, insurance, corporate finance, investment management, risk management, and other areas of fiduciary responsibility. The finance profession offers a wide range of career opportunities in business, not-for-profit, and government sectors. Students will gain skills in business fundamentals as well as knowledge in the general finance field. Learners will be required to fulfill at least one internship and have two additional internship opportunities in the program. The program also allows for a smooth transition to the Master of Business Administration (M.B.A.) program.

#### **Student Learning Outcomes**

- Analyze and interpret current financial and economic data for the purpose of making data driven decisions as a business manager or individual investor.
- Think logically, analytically and creatively about complex, contemporary, local and global problems.
- Assess and communicate effectively in a range of progressively more challenging strategic business environments.
- Determine personal and social responsibility in response to new settings and complex problems.
- Understand and apply learning to the diversity and complexity of human relationships involved in an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

Major Requirements (57 credits)

Business Core (42 credits)

- BUS 175 - Principles of Management Credits: 3
- BUS 180 - Business Communications Credits: 3

#### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

Electives

Minimum 12 credits

Degree Requirements (Minimum): 120 credits

- BUS 193 – Office Applications Credits: 3
- BUS 215 - Principles of Marketing Credits: 3
- BUS 220 - Financial Accounting Credits: 3
- BUS 224 - Principles of Macroeconomics Credits: 3
- BUS 225 - Principles of Microeconomics Credits: 3
- BUS 295 - Business Law Credits: 3
- BUS 309 - Managerial Accounting Credits: 3
- BUS 319 - Managerial Finance Credits: 3
- BUS 449 - Business Seminar and Beyond Credits: 3
- BUS 479 - Strategic Management Credits: 3
- BUS 495 - Internship/Seminar Credits: 3-6
- MA 110 - Introductory Statistics Credits: 3

Related Finance Courses (15 credits)

- BUS 358 - Money, Credit and Financial Intermediaries Credits: 3
- BUS 364 - Investment Management Credits: 3  
Choose three of the following:
- BUS 214 - Internship Seminar Credits: 3
- BUS 226 - Principles of Project Management Credits: 3
- BUS 240 - Personal Finance Credits: 3
- BUS 391 - Sustainable Value Credits: 3
- BUS 418 - International Economics and Finance Credits: 3

Electives (21 credits)

General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1

- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

## **Bachelor of Science in Homeland and International Security (Day)**

Globalization has posed exponential international-level challenges to world peace, security, and the stability of communities, transcending any defined nation or state boundary. The next generation of national, regional, and local leaders require a holistic understanding and appreciation of global developments across diplomatic, informational, military, and economic activities. Additionally, future leaders must have an appreciation of the advantages and disadvantages afforded by engaging through the cyber domain, entering into international and transnational agreements, and the ethical, moral, and legal entanglements of state-sponsored actions. The Homeland & International Security program requires a comprehensive approach to analyzing global security operations by honing the critical thinking skills of its students. Given the University's mission to "transform hearts and minds to serve the world," the need for formal education and workforce preparation in the realm of international security affords students true global perspectives, engagement, and career opportunities. Please refer to the Homeland and International Security department for more information on the program.

### **Student Learning Outcomes**

- Demonstrate an understanding of the complex global security environment that drives national security policies.

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

Degree Requirements (minimum 120 credits)

- Think logically, analytically and creatively about complex, contemporary, local and global problems.
- Assess and communicate effectively in a range of progressively more challenging strategic business environments.
- Determine personal and social responsibility in response to new settings and complex problems.
- Understand and apply learning to the diversity and complexity of human relationships involved in an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

Major Requirements (minimum 51 credits)

- CYM 171 - Introduction to Cybersecurity Credits: 3
- HLS 101 - US Homeland Security Credits: 3
- HLS 201 - Evolution of Terrorism Credits: 3
- HLS 217 - Multicultural Competence A Credits: 3
- HLS 218 - Multicultural Competence B Credits: 3
- HLS 231 - Critical Infrastructure Protection Credits: 3
- HLS 300 - Emergency Management Credits: 3
- HLS 311 - Strategic Geography Credits: 3
- HLS 401 - Global Security Credits: 3

- HLS 491 - Post Disaster Response and Recovery Credits: 3
- HLS 495 - Internship/Seminar Credits: 3
- BUS 224 - Principles of Macroeconomics Credits: 3
- PHI 223 – Technology, Values, & Society Credits: 3
- POL 294 - International Relations and Politics Credits: 3  
or
- HLS 330 - Non-Governmental Organizations Credits: 3

**Fulfill three from the following courses:**

- BUS 220 - Financial Accounting Credits: 3
- BUS 226 - Principles of Project Management Credits: 3
- BUS354 - Business Intelligence & Analytics Credits: 3
- HLS 214 - Internship Seminar Credits: 3
- HLS 320 - Strategic Intelligence Credits: 3
- HLS 412 - International Law Credits: 3

**General Education Requirements (42-45 credits)**

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

***Who is My Neighbor?*** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

## **Bachelor of Science in Marketing (Day)**

The marketing program is intended to prepare individuals for marketing responsibilities in industry, nonprofit, and service organizations. The combination of liberal arts, solid business fundamentals, and array of most current necessary marketing courses provides the framework needed for successful marketing careers. The program also allows for a smooth transition to the Master of Business Administration (M.B.A.) program.

***How Shall We Live?*** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

***What, then, Shall We Do?*** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

**Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

**Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

**Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

**General Electives (27 credits)**

**Degree Requirements (120 credits)**

**Student Learning Outcomes**

- Research and evaluate environmental data for the purposes of making better marketing mix decisions.
- Think logically, analytically and creatively about complex, contemporary, local and global problems.
- Assess and communicate effectively in a range of progressively more challenging strategic business environments.
- Determine personal and social responsibility in response to new settings and complex problems.

- Understand and apply learning to the diversity and complexity of human relationships involved in an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

#### Major Requirements (57 credits)

##### Business Core (42 credits)

- BUS 175 - Principles of Management Credits: 3
- BUS 180 - Business Communications Credits: 3
- BUS 193 - Office Applications Credits: 3
- BUS 215 - Principles of Marketing Credits: 3
- BUS 220 - Financial Accounting Credits: 3
- BUS 224 - Principles of Macroeconomics Credits: 3
- BUS 225 - Principles of Microeconomics Credits: 3
- BUS 295 - Business Law Credits: 3
- BUS 309 - Managerial Accounting Credits: 3
- BUS 319 - Managerial Finance Credits: 3
- BUS 449 - Business Seminar and Beyond Credits: 3
- BUS 479 - Strategic Management Credits: 3
- BUS 495 - Internship/Seminar Credits: 3-6
- MA 110 - Introductory Statistics Credits: 3

##### Related Marketing Courses (15 credits)

- BUS 229 - Advertising Management and Promotions Credits: 3
- BUS 327 - Marketing Research Credits: 3  
Choose three of the following:
- BUS 214 - Internship Seminar Credits: 3
- BUS 226 - Principles of Project Management Credits: 3
- BUS 328 - Professional Selling and Sales Management Credits: 3
- BUS 335 - Digital Media: Market Trends & Opportunities Credits: 3
- BUS 342 - Sports and Entertainment Marketing Credits: 3

##### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### Mathematics and Natural Sciences (6 credits)

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### Culture through Language (6 credits)

Students must demonstrate university-level introductory competency in a language other than English.

#### General Electives (21 credits)

#### Degree Requirements (minimum 120 credits)



## **Bachelor of Science in Sport Management (Day)**

The Bachelor of Science in Sport Management is designed to prepare undergraduates with the knowledge and technical skills to pursue employment in professional sport management careers or further studies in an advanced degree program. As sport is a unifying notion in society, both domestically and internationally, the program provides a structured curriculum with a business core and specific courses in the field of sport management, providing the necessary training to work in this specialized field.

This program affords students the opportunity to develop their individual interests in sports and business management in order to promote a positive impact on society. Through the transformational core of the program, students will discover their ability to impact society as a whole while developing their skills and abilities as leaders in the industry. The program imbeds critical thinking skills, decision making related to technology issues, effective communication skills, and legal, ethical, and social sustainability issues. In addition, the program has a solid foundation in the liberal arts through a general education curriculum, a core of business courses developing essential skills, electives, and experiential learning opportunities. The program serves individuals who are at an entry-academic level in business administration. The program is adaptable to those who may enter with prior academic or business experience in the field and wish to expand their understanding or make a career change into a competitive and demanding field of high opportunity.

### **Student Learning Outcomes**

- Research and critique the relevant business concepts to the sports industry for the purpose of making better decisions.
- Think logically, analytically and creatively about complex, contemporary, local and global problems.
- Assess and communicate effectively in a range of progressively more challenging strategic business environments.
- Determine personal and social responsibility in response to new settings and complex problems.
- Understand and apply learning to the diversity and complexity of human relationships involved in an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

### **Business Core (42 credits)**

- BUS 175 - Principles of Management Credits: 3
- BUS 180 - Business Communications Credits: 3
- BUS 193 - Office Applications Credits: 3
- BUS 215 - Principles of Marketing Credits: 3
- BUS 220 - Financial Accounting Credits: 3
- BUS 224 - Principles of Macroeconomics Credits: 3

- BUS 225 - Principles of Microeconomics Credits: 3
- BUS 295 - Business Law Credits: 3
- BUS 309 - Managerial Accounting Credits: 3
- BUS 319 - Managerial Finance Credits: 3
- BUS 351 - Applied Statistics Credits: 3
- BUS 449 - Business Seminar and Beyond Credits: 3
- BUS 479 - Strategic Management Credits: 3
- BUS 495 - Internship/Seminar Credits: 3-6

### **Related Sport Management Courses (18 credits)**

- BUS 342 - Sports and Entertainment Marketing Credits: 3
- SPM 180 - Foundations of Sport Management Credits: 3
- SPM 201 - Sport in Society Credits: 3
- SPM 275 - Leadership and Management in Coaching Credits: 3
- SPM 400 - Sport Law and Ethics Credits: 3

### **Choose one from the following:**

- BUS 335 - Digital Media: Market Trends & Opportunities Credits: 3
- SPM 210 - History and Politics of Sports Credits: 3
- SPM 251 - Event and Venue Security Credits: 3
- SPM 320 - Sport Analytics Credits: 3
- SPM 349 - Sport Events & Operations Management Credits: 3
- SPM 419 - Sport Economics and Finance Credits: 3
- SPM 430 - Special Topics in Sports Credits: 3

### **General Education Requirements (42-45 credits)**

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

***Who is My Neighbor?*** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

Electives (18 credits)

Degree Requirements (Minimum): 120 credits

## **Bachelor of Science/Master of Business Administration (4 + 1 Program)**

The Division of Business and Security Studies is pleased to offer to all undergraduates with an earned bachelor's degree in business from Rivier University the ability to complete their Rivier University Master of Business Administration in just one year through the Rivier 4 + 1 BS/MBA program. The 4 + 1 program is designed for students who earn a Bachelor of Science (BS) degree in business administration, business management, finance, marketing, or sport management. You must have earned a cumulative grade point average of 3.0 in order to be considered for the program.

The 4 + 1 MBA program provides a seamless transition from an undergraduate program to the MBA in Management, MBA in Information Technology Management (STEM), or MBA with a Concentration in Marketing programs allowing students to cultivate and strengthen their business acumen and gain the MBA advantage that is sought after in today's highly competitive, global marketplace.

### **Admission Requirements**

- Undergraduate applicants must meet the admissions requirements as set forth in both the Rivier University Undergraduate Catalog and the Graduate Studies Catalog.
- Applicants must complete a BS degree prior to entering the fifth-year MBA program.
- Applicants shall have earned a cumulative GPA of at 3.0 by the completion of the senior year in college.
- Each applicant will be interviewed by the Dean of Business or designee to determine candidacy for the five-year program.

- The following information will accompany the degree application form:
  - A current undergraduate transcript
  - A statement of purpose (international students only)
  - One letter of recommendation
- Candidate performance will be reviewed prior to entry into the fifth-year MBA upon completion of the undergraduate degree.

### **BACHELOR'S DEGREE REQUIREMENTS (Years 1-4) (minimum 120 credits)**

The Bachelor of Science in business program that lead into the 30-credit MBA are listed below. Please refer to the business division section of the catalog.

- Bachelor of Science in Business Administration
- Bachelor of Science in Business Management
- Bachelor of Science in Finance
- Bachelor of Science in Marketing

### **GRADUATE MAJOR REQUIREMENTS (Year Five - MBA) (30 credits)**

#### **Graduate Core Courses (21 credits)**

#### **Core Courses (15 credits)**

- BUS 523 - Marketing and New Product Development Credits: 3
- BUS 550 - Global Finance for Managers Credits: 3
- BUS 574 - Project Management Credits: 3

- BUS 644 - Risk Management and Decision Making Credits: 3
  - BUS 779 - Strategies of Innovation Credits: 3
- Choose two of the following:
- BUS 502 - Business Research and Communications Credits: 3
  - BUS 560 - Organizational Dynamics Credits: 3
  - BUS 675 - Operations and Quality Management Credits: 3

Graduate Business Concentration Electives (9 credits)

Students choose one of the following concentrations: Management, Information Technology Management or Marketing. Students must take three courses from their chosen area of interest.

#### **Management**

- BUS Elective 1
- BUS Elective 2

- BUS Elective 3

#### **Information Technology Management**

- BUS 651 Leading Projects Through Virtual Environments
- MCS 572 Computer Security
- MCS 610 Database Management Systems
- MCS 616 Data Mining

#### **Marketing**

- BUS 581 Digital Marketing & Analytics
- BUS 680 Sales Management
- BUS 687 Strategic Brand Management

Degree Requirements (minimum 150 credits)

- Minimum 120 Undergraduate credits
- 30 Graduate credits

## **Master of Business Administration in Healthcare Administration (Online)**

The goal of the Master of Business Administration in Health Care Administration degree program is to deliver proficiency in managing business functions with an emphasis on developing, planning, and managing health care operations and services within health care facilities and across health care systems. The program will offer the students the opportunity to learn the operational side of managing a health care facility, whether it is a small office, a clinic, or a large hospital.

#### **Student Learning Outcomes**

- Synthesize the necessary skills to take on leadership positions within the health management field and to support more productive and ethical decision-making.
- Synthesize critical thinking logically and analytically about complex local and global problems.
- Evaluate and communicate effectively in a range of strategic business environments.
- Create the diversity and complexity of human relationships involved in an organization.
- Examine the social, ethical, and global responsibilities within management positions with special attention to the Catholic intellectual tradition.

Degree Requirements (36 credits)

Required Courses (36 credits)

- BUS 559 - Healthcare Finance Credits: 3
- BUS 560 - Organizational Dynamics Credits: 3
- BUS 569 - Healthcare Administration Credits: 3
- BUS 632 - Healthcare Information Systems Credits: 3
- BUS 652 - Healthcare Policy: Development and Implications Credits: 3
- BUS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
- BUS 659 - Crisis Management and Conflict Resolution Credits: 3
- BUS 660 - Human Resources Management Credits: 3
- BUS 662 - Healthcare Law and Ethics Credits: 3
- BUS 679 - Facilities Planning Credits: 3
- BUS 681 - Healthcare Marketing Strategies Credits: 3
- BUS 777 - Strategies of Healthcare Administration Credits: 3

## **Master of Business Administration in Information Technology Management (STEM)**

The Master of Business Administration in Information Technology Management, a **STEM degree program**, offers a strong foundation in business functions while providing concentrated study in the practicalities of managing information technology, including leading teams through virtual environments, and computer science basics such as computer security, database

management systems, and data mining. The M.B.A. in Information Technology Management core and concentration courses are available in both on-campus and online models.

### **Student Learning Outcomes**

- Compare and contrast the different impacts of the information technology with all its constituencies.
- Synthesize critical thinking logically and analytically about complex local and global problems.
- Evaluate and communicate effectively in a range of strategic business environments.
- Create the diversity and complexity of human relationships involved in an organization.
- Examine the social, ethical, and global responsibilities within management positions with special attention to the Catholic intellectual tradition.

#### **Core Courses (18 credits)**

- BUS 510 - Accounting For Managers Credits: 3
- BUS 523 - Marketing and New Product Development Credits: 3
- BUS 529 - Economic Analysis Credits: 3
- BUS 550 - Global Finance for Managers Credits: 3
- BUS 644 - Risk Management and Decision Making Credits: 3

- BUS 779 - Strategies of Innovation Credits: 3

Choose 2 of the following: (6 credits)

- BUS 502 - Business Research and Communications Credits: 3
- BUS 560 - Organizational Dynamics Credits: 3
- BUS 574 - Project Management Credits: 3
- BUS 675 - Operations and Quality Management Credits: 3

Information Technology Concentration Courses (12 credits)

- BUS 651 - Leading Projects through Virtual Environments Credits: 3
- CS 572 - Computer Security Credits: 3
- CS 610 - Database Management Systems Credits: 3
- CS 616 - Data Mining Credits: 3

Degree Requirements (36 credits)

## **Master of Business Administration in Management**

The Master of Business Administration in Management degree is a program aimed at broad education in the traditional functional areas of business, as well as in the cross-disciplinary skills of leadership, problem-solving and strategies of innovation. The M.B.A. program courses are available in both on-campus and online models.

### **Student Learning Outcomes**

- Formulate and apply the management concepts in real-world situations.
- Synthesize critical thinking logically and analytically about complex local and global problems.
- Evaluate and communicate effectively in a range of strategic business environments.
- Create the diversity and complexity of human relationships involved in an organization.
- Examine the social, ethical, and global responsibilities within management positions with special attention to the Catholic intellectual tradition.

#### **Core (21 credits)**

- BUS 510 - Accounting For Managers Credits: 3
- BUS 523 - Marketing and New Product Development Credits: 3
- BUS 529 - Economic Analysis Credits: 3
- BUS 550 - Global Finance for Managers Credits: 3
- BUS 574 - Project Management Credits: 3
- BUS 644 - Risk Management and Decision Making Credits: 3
- BUS 779 - Strategies of Innovation Credits: 3

Choose two of the following: (6 credits)

- BUS 502 - Business Research and Communications Credits: 3
- BUS 560 - Organizational Dynamics Credits: 3
- BUS 675 - Operations and Quality Management Credits: 3

Business Electives (9 credits)

- BUS 553 - Business Aspects in Cyber Law Credits: 3
- BUS 555 - ESG Investing Credits: 3
- BUS 569 - Healthcare Administration Credits: 3
- BUS 581 - Digital Marketing & Analytics Credits: 3
- BUS 590 - Public Relations and Decision Making Credits: 3
- BUS 623 - Negotiation Skills for Managers Credits: 3
- BUS 632 - Healthcare Information Systems Credits: 3
- BUS 651 - Leading Projects through Virtual Environments Credits: 3
- BUS 652 - Healthcare Policy: Development and Implications Credits: 3
- BUS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
- BUS 659 - Crisis Management and Conflict Resolution Credits: 3
- BUS 660 - Human Resources Management Credits: 3
- BUS 661 - Organizational Development and Change Credits: 3
- BUS 662 - Healthcare Law and Ethics Credits: 3
- BUS 670 - Seminar in Organizational Leadership Credits: 3
- BUS 679 - Facilities Planning Credits: 3
- BUS 680 - Sales Management Credits: 3

- BUS 681 - Healthcare Marketing Strategies Credits: 3
- BUS 682 - Marketing Research and Analysis Credits: 3
- BUS 687 - Strategic Brand Management Credits: 3

- BUS 690 - Quantitative Process Improvement in Organizations Credits: 3
- BUS 698 - Professional Internship Credits: 3-6

Degree Requirements (36 Credits)

## **Master of Business Administration in Management with Marketing Concentration**

The Master of Business Administration with Marketing Concentration degree program provides both a broad-based competency in leadership, problem-solving, strategic management as well as specialized education in the areas of digital marketing and analytics, sales management and strategic brand management.

Degree Requirements (36 credits)

### **Student Learning Outcomes**

- Research and evaluate situational data for the purposes of making better strategic marketing decisions.
- Synthesize critical thinking logically and analytically about complex local and global problems.
- Evaluate and communicate effectively in a range of strategic business environments.
- Create the diversity and complexity of human relationships involved in an organization.
- Examine the social, ethical, and global responsibilities within management positions with special attention to the Catholic intellectual tradition.

### **Core Courses (21 credits)**

- BUS 510 - Accounting For Managers Credits: 3
- BUS 523 - Marketing and New Product Development Credits: 3
- BUS 529 - Economic Analysis Credits: 3
- BUS 550 - Global Finance for Managers Credits: 3
- BUS 574 - Project Management Credits: 3
- BUS 644 - Risk Management and Decision Making Credits: 3
- BUS 779 - Strategies of Innovation Credits: 3

### **Choose 2 of the following: (6 credits)**

- BUS 502 - Business Research and Communications Credits: 3
- BUS 560 - Organizational Dynamics Credits: 3
- BUS 675 - Operations and Quality Management Credits: 3

### **Marketing Concentration Courses: choose 3 (9 credits)**

- BUS 581 - Digital Marketing & Analytics Credits: 3
- BUS 590 - Public Relations and Decision Making Credits: 3
- BUS 680 - Sales Management Credits: 3
- BUS 682 - Marketing Research and Analysis Credits: 3
- BUS 687 - Strategic Brand Management Credits: 3

## **Minor in Business Management**

### Required Courses (15 credits)

- BUS 175 - Principles of Management Credits: 3
- BUS 220 - Financial Accounting Credits: 3
- BUS 302 - Organizational Behavior Credits: 3
- BUS 305 - Entrepreneurship and Innovation Credits: 3
- BUS 315 - International Business Credits: 3

## **Minor in Cybersecurity Management**

### Cybersecurity Management Minor (15 credits)

- BUS 175 - Principles of Management Credits: 3
- CS 245 - Introduction to Computer Architecture Credits: 3
- CYM 171 - Introduction to Cybersecurity Credits: 3

Choose two of the following:

- BUS 180 - Business Communications Credits: 3
- CS 301 - Computer Science Fundamentals Credits: 3
- CS 308 - Computer Networks Credits: 3
- CYM 250 - Cyber Law & Ethics Credits: 3
- CYM 310 - Ethical Hacking & Systems Defense Credits: 3
- CYM 410 - Cybersecurity Risk Assessment Credits: 3
- HLS 231 - Critical Infrastructure Protection Credits: 3
- HLS 320 - Strategic Intelligence Credits: 3

## **Minor in Finance**

### Required Courses (15 credits)

- BUS 220 - Financial Accounting Credits: 3
- BUS 240 - Personal Finance Credits: 3
- BUS 319 - Managerial Finance Credits: 3
- BUS 364 - Investment Management Credits: 3
- BUS 391 - Sustainable Value Credits: 3

## **Minor in Homeland and International Security**

Students who elect a minor in Homeland and International Security take a minimum of five courses, chosen in consultation with the director.

### Required Courses (15 credits)

The minor generally includes:

- HLS 101 - US Homeland Security Credits: 3
- HLS 201 - Evolution of Terrorism Credits: 3
- HLS 217 - Multicultural Competence A Credits: 3
- HLS 231 - Critical Infrastructure Protection Credits: 3
- Choose one of the following:
- CYM 171 - Introduction to Cybersecurity Credits: 3
- POL 294 - International Relations and Politics Credits: 3
- HLS 300 - Emergency Management Credits: 3
- HLS 311 - Strategic Geography Credits: 3

## **Minor in Marketing**

### Required Courses (15 credits)

- BUS 175 - Principles of Management Credits: 3
- BUS 215 - Principles of Marketing Credits: 3
- BUS 229 - Advertising Management and Promotions Credits: 3
- BUS 342 - Sports and Entertainment Marketing Credits: 3
- BUS 327 - Marketing Research Credits: 3

## **Minor in Sport Management**

### Sport Management Minor (15 credits)

- BUS 175 - Principles of Management Credits: 3
- BUS 215 - Principles of Marketing Credits: 3
- SPM 180 - Foundations of Sport Management Credits: 3
- SPM 201 - Sport in Society Credits: 3

Choose one from the following:

- BUS 342 - Sports and Entertainment Marketing Credits: 3
- SPM 210 - History and Politics of Sports Credits: 3
- SPM 275 - Leadership and Management in Coaching Credits: 3
- SPM 349 - Sport Events and Operations Management Credits: 3
- SPM 400 - Sport Law and Ethics Credits: 3
- SPM 419 - Sports Economics and Finance Credits: 3

## **Computer Science**

The graduate programs in Computer Science educate highly qualified students for successful careers in the field of computing. Our graduates assume active roles in the research, development, production, and management of computing environments. The Computer Science graduate programs equip students with a solid understanding of the theoretical underpinning of the computing discipline, and with significant practical experience of computer technology.

To ensure that our graduates are properly prepared for the demands of the workplace, the graduate program involves meaningful industry participation through faculty members who are professionals working in computing research laboratories and high-tech industries within the Greater Nashua area, or are actively engaged in industry-sponsored research.

The graduate program has state-of-the-art computing support through the CANVAS™ Learning Management System environment and the Virtual Desktop infrastructure. By partnering with Dell Computer Corporation and Microsoft, the campus provides up-to-date technology in the Academic Computing Center laboratories and electronic classrooms. Students have access to Windows, Linux, and UNIX operating systems. Lab and classroom computers provide programming development environments for Java, C/C++, Python, SQL, R, Perl, Scheme, and Prolog, among other languages. Software systems (e.g., Oracle, OPNET IT Guru, Visual Paradigm, ArgoUML, McCabe IQ, OpenGL, ARENA, etc.) are also available to enhance the academic experience with the best professional practices in specialty areas such as database management, computer graphics, architecture simulation, software engineering, networking technologies, and intelligent systems.

### **Master of Science Degree Program**

The purpose of the Master's program is to provide students with advanced disciplinary knowledge and skills and valid professional practices. The program is structured to serve prospective students with diverse academic backgrounds and professional experience, and thus offers two tracks of course of study. The highly- or cross-trained student track is designed for students with an undergraduate degree in computer science or related areas, such as Mathematics, Physical and Life Sciences, and Engineering. The retraining student track is designed for students with a non-technical undergraduate degree and with limited mathematical background.

### **Admission Requirements**

Applicants for admission to the graduate programs in Computer Science are required to follow the general guidelines for the application process presented in the *Admission Process* section in this catalog. Prospective

students applying to a degree program must fulfill the following requirements:

- Submit official transcripts of an undergraduate degree awarded and any other relevant academic credits. International students must send transcripts to a transcript evaluation service in the United States approved by the Office of Admissions. The service should be requested to evaluate the student's transcript and degree awarded and provide a course by course evaluation.
- Provide one letter of recommendation from an individual with whom the applicant has studied and/or under whose immediate supervision the applicant has worked in a professional capacity; and/or from others who are in a position to offer pertinent appraisal of applicant's academic and interpersonal skills, ability, and potential.
- Provide a "Statement of Purpose" (see application form for content).
- Provide evidence of English proficiency if a language other than English is the applicant's native language. Please consult *Admission Process* section of this catalog.

### **Student Learning Outcomes**

- Design and implement moderately large software systems.
- Collaborate in project teams efforts to develop a software system following the software development life cycle principles.
- Pursue professional career paths in computer science to obtain an entry level position or improve on their current employment situation.

### **Prerequisites**

For admission into the Master's program, students must demonstrate competency in the following five knowledge areas:

- College-level mathematics
- Discrete mathematics
- Programming Fundamentals
- Computer Organization
- Data Structures and Algorithms

Knowledge areas which have not been satisfied at the time of entrance into the graduate program become additional requirements. It is the student's responsibility to fulfill all conditions at the earliest possible time, and prior to accumulating 18 graduate credits. Typically, students in the highly- or cross-trained student track have met these requirements prior to the beginning of the program. Students in the retraining student track need to complete one or more requirements. Students demonstrate competency in the five knowledge areas by satisfying ONE of the following requirements:

1. Produce undergraduate transcripts that document passing grades in courses related to the five knowledge areas, or
2. Earn a passing grade in the following foundation courses:
  - o Calculus I and Calculus II
  - o Discrete Mathematics, **or** Placement Exam
3. Pass a Placement examination in the required knowledge areas, **or**

4. Produce graduate transcripts in a related field of study, such as Mathematics, Computer Sciences, Information Technology, Natural Sciences, or Engineering.

Placement exams are given by arrangement. Failure on passing the exams automatically requires that students register for the corresponding prerequisite courses. Students interested in taking Placement exams should consult with the program director.

## **Master of Science in Computer Information Systems**

The integration of business and computing fields is the key to the effective management of information in today's organizations. As more organizations process information to support decision-making, the need for highly qualified professionals in computer information systems increases. Business, government, and organizations in the nonprofit sector have increasing demands for systems analysts, data administrators, and information technology specialists. The Division of Business and the Department of Mathematics and Computer Science offer jointly the Master of Science in Computer Information Systems program. The program prepares individuals in developing business expertise and skills, as well as computing knowledge and practices. The program has state-of-the-art technological support: a large local area network of PCs interconnected via high-speed cabling and the Experimental Computer Science Laboratory. The campus general-purpose computing labs have workstations that run Windows and Linux operating systems and a wide variety of specialty software tools used in the program courses. Students may elect the Internship/Curricular Practical Training (CPT) track in order to gain hands-on experience that will help them as they transition from the classroom to the world of work.

### **Admission Requirements**

Applicants for admission to this graduate program are required to follow the general guidelines for the application process presented in the *Admissions Process* section in this catalog.

Prospective students applying to a degree program must fulfill the following requirements:

- Submit an official transcript of an awarded undergraduate degree and any other relevant academic credits. International students must send transcripts to a transcript evaluation service in the United States approved by the Office of Graduate Admissions. The service should evaluate the student's transcript and degree awarded, and provide a course-by-course evaluation.
- Provide one letter of recommendation from an individual with whom the applicant has studied and/or under whose immediate supervision the

applicant has worked in a professional capacity; and/or from others who are in a position to offer pertinent appraisal of applicant's academic and interpersonal skills, ability and potential.

- Provide a "Statement of Purpose" (see application form for content).
- Provide evidence of English proficiency if a language other than English is the native language.

Please consult Admission Process Section of this catalog for details. Our programs provide a broad overview of the fundamental areas of business as well as in-depth specialization within the chosen field. Students build skills in critical thinking and decision-making on substantive issues in their field. Highly qualified business faculty experienced in real-world issues guide students through an educational experience that provides lasting benefits.

### **Student Learning Outcomes**

- Synthesize critical thinking logically and analytically about complex local and global problems.
- Evaluate and communicate effectively in a range of strategic business environments.
- Create the diversity and complexity of human relationships involved in an organization.
- Examine the social, ethical, and global responsibilities within management positions with special attention to the Catholic intellectual tradition.
- Compare and contrast the different impacts of the information technology

### **Internship and Curricular Practical Training (CPT) Track**

The Internship Track provides an opportunity for students to supplement their classroom learning with hands-on experience in Computer Information Systems. Employers are looking for these real-world experiences as well as academic preparation in the use of technology for business solutions. One of the MS-CIS Program Co-Directors must approve the student and their internship site prior to the start of the internship. Internship courses are BUS/CS 698/697 and are three credits each. MS-CIS students enrolled in the Internship Track must take a minimum of three credits of internship and may take a



maximum six credits of internship toward the total of 36 credits required for the MS-CIS program. The Internship Track is available to students in F-1 visa status, but an approved internship agreement is required before CPT authorization can be granted. As required for SEVIS compliance, all CPT authorization must be completed with a Designated School Official (DSO) in the Office of Global Engagement.

#### Degree Requirements (36 Credits)

##### Prerequisite

Undergraduate statistics (or evidence of completion)

##### Required Courses (30 Credits)

- BUS 510 - Accounting For Managers Credits: 3
- BUS 529 - Economic Analysis Credits: 3
- BUS 550 - Global Finance for Managers Credits: 3
- BUS 560 - Organizational Dynamics Credits: 3
- BUS 779 - Strategies of Innovation Credits: 3
- CS 552 - Object-Oriented Design Credits: 3
- CS 553 - Networking Technologies Credits: 3
- CS 572 - Computer Security Credits: 3
- CS 610 - Database Management Systems Credits: 3
- CS 612 - Information Technology Credits: 3

##### Recommended Electives (6 Credits)

## **Master of Science in Computer Science**

The Master of Science in Computer Science program is designed to provide students with advanced disciplinary knowledge and skills and with current competitive professional practices.

### **Student Learning Outcomes**

Students who graduate with a degree in Master of Science in Computer Science should be able to:

- Demonstrate the acquired skills in using the general computer-system development concepts and techniques have been mastered;
- Apply technical concepts, methods, and models to select a proper operating system and computer architecture for developing real-world computer systems;
- Communicate computer-system development concepts in a clear and competent manner, orally, and in writing;
- Implement computer-system design principles (via creating the programming codes and testing the software, the system functionality, and interfaces) in creating a real-world computer system;
- Following all stages of the computer-system development life cycle, apply the acquired knowledge and skills in developing a real-world computing system, demonstrating the readiness for working successfully in one's chosen career.

Choose two of the following:

- BUS 523 - Marketing and New Product Development Credits: 3
- BUS 574 - Project Management Credits: 3
- BUS 644 - Risk Management and Decision Making Credits: 3
- BUS 651 - Leading Projects through Virtual Environments Credits: 3
- BUS 675 - Operations and Quality Management Credits: 3
- BUS 690 - Quantitative Process Improvement in Organizations Credits: 3
- CS 597 - Multimedia and Web Development Credits: 3
- CS 616 - Data Mining Credits: 3
- CS 664 - Knowledge-Based Systems Credits: 3
- CS 690-696 - Topics in Computer Science Credits: 3
- CS 697 - Advanced Internship Credits: 1-3, depending on the duration of the internship

#### Internship and Curricular Practical Training (CPT) Track

Choose at least one of the following in place of one of the recommended Electives listed above:

- BUS 698 - Professional Internship Credits: 3-6
- CS 697 - Advanced Internship Credits: 1-3, depending on the duration of the internship
- CS 698 - Professional Internship Credits: 3

#### Degree Requirements (36 Credits)

##### Required Core Courses (24 Credits)

For additional information about pre-requisites and admissions requirements, see information about the Computer Science department.

- CS 505 - Computer Science Fundamentals Credits: 3
- CS 552 - Object-Oriented Design Credits: 3
- CS 553 - Networking Technologies Credits: 3
- CS 554 - Operating Systems Credits: 3
- CS 556 - Computer Architecture Credits: 3
- CS 557 - Algorithms Credits: 3
- CS 585 - Practical Java Programming Credits: 3
- CS 699 - Professional Seminar Credits: 3

##### Computer Science Electives (12 Credits)

## **Minor in Computer Science**

The minor in Computer Science enables students from other departments the opportunity to develop the programming and computational skills for solving problems and analyzing data in their chosen field. Successful completion of the minor may also prepare students for further study in computer science, computer information systems, network management, computer security, data analytics, or informatics.

Required Courses (18 credits):

- CS 245 - Introduction to Computer Architecture
- CS 301 - Computer Science Fundamentals\*
- CS 308 - Computer Networks
- CS 315 - Introduction to Algorithms\*\*
- CS 335 - Introduction to Database Management Systems
- CS 448 - Introduction to Computer Security

\* With permission of the department, students may be able to elect other computer science course (CS 385 Practical Java Programming).

\*\* With permission of the department, students may be able to elect other math course (MA 310 Discrete Mathematics)

In addition, students are expected to complete one course in Statistics: either BUS 351, MA 110, MA 330, PSY 204, or PSY 205, or permission of the department. This course may be fulfilled in their major.

Requirements for the Minor (18-19 credits)

Computer Science minors take six courses in mathematics and computer science. At least four courses are in computer science. The selection of courses is made in consultation with the Director of the Computer Science programs. A computer science minor generally includes:

- CS 120 - Introduction to Computing and Information Literacy Credits: 3
- CS 245 - Introduction to Computer Architecture Credits: 3
- MA 130 - Functions Credits: 3
- MA 165 - Calculus I with Lab Credits: 4

## **Combined Bachelor and Master Degree in Computer Science [4+1]**

The Division of Arts and Sciences is pleased to offer to all undergraduates with any recently-earned bachelor's degree from Rivier University the ability to complete their Rivier University Master of Science degree in Computer Science (CS) in just one year through the Rivier's Combined 4 + 1 BS/MS or BA/MS program. The 4 + 1 program is designed for students completing a Minor in Computer Science or a BA in Mathematics or a BS in Cybersecurity Management, but can be customized for students in a variety of majors.

This 4 + 1 MS program provides a seamless transition from an undergraduate program to the MS in Computer Science degree allowing students to learn and apply technical skills sought after in today's highly competitive, global marketplace, particularly in the areas of software engineering, code programming, code testing, database system design and maintenance, multimedia, computer security, data analytics, and others. Students must take the four specialized prerequisite courses at the undergraduate level to apply for admission into the 4 + 1 program.

### **Admission Requirements**

- Undergraduate applicants must meet the admissions requirements as set forth in both the Rivier University Undergraduate Catalog and the Graduate Studies Catalog.
- Applicants must complete a BA or BS degree prior to entering the fifth-year MS in Computer Science program.

- Applicants shall have earned a cumulative GPA of at 3.0 by the completion of the senior year in the university.
- Each applicant will be interviewed by the Mathematics and Computer Science Department Coordinator or designee to determine competencies of the candidate for the five-year program.
- The following information will accompany the degree application form:
  - A current Rivier's undergraduate transcript
  - A statement of purpose (international students only)
  - One letter of recommendation
- Candidate performance will be reviewed prior to her/his entry into the fifth-year studies (MS courses) upon completion of the undergraduate degree.

### **Bachelor's degree requirements (Years 1-4) (minimum 120 credits)**

As part of their bachelor's degree program, students applying for the Combined 4+1 MS in Computer Science program must complete the following:

- MA130 Functions or higher-level Math course (may be used to fulfill the general education requirement)
- MA310 Discrete Mathematics (the student must complete this course with a "B" or better grade)
- CS301 Computer Science Fundamentals (student must complete this course with a "B" or better grade)
- CS335 Introduction to Database Management (or approved substitution) (the student must complete this course with a "B" or better grade).

## Graduate major requirements

### **Graduate Core Courses (21 credits)**

- CS 552 - Object-Oriented Design Credits: 3
- CS 553 - Networking Technologies Credits: 3
- CS 554 - Operating Systems Credits: 3
- CS 556 - Computer Architecture Credits: 3
- CS 557 – Algorithms Credits: 3
- CS 585 - Practical Java Programming Credits: 3
- CS 699 - Professional Seminar Credits: 3

### **Graduate Computer Science Electives (9 credits)**

Select three of the following:

- CS 572 - Computer Security
- CS 597 - Multimedia and Web Development
- CS 608 - Software Engineering
- CS 612 - Information Technology
- CS 616 - Data Mining
- CS 664 - Knowledge-Based Systems
- CS 680 - Software Quality Assurance
- CS 698 - Professional Internship
- CS 690-696 - Topics in Computer Science

### **Combined Degree Requirements (minimum 150 credits)**

- Minimum 120 Undergraduate credits
- 30 Graduate credits

# **Criminal Justice**

Rivier's Criminal Justice (CJ) Program prepares students for challenging and rewarding careers in one of the many professions associated with the criminal justice system. Through an interdisciplinary curriculum that includes courses in CJ, Political Science, History and other academic programs, students gain a strong theoretical understanding of the law, crime, and society's response to crime. Students become familiar with the roles played by the three branches of government and the various components of the criminal justice system, such as law enforcement, corrections, alternative sentencing programs, the courts and victim services.

Students apply their theoretical knowledge to real-life situations, both in and out of the classroom. The program gives students numerous opportunities to intern with a police department, federal law enforcement agency, correctional facility, probation/parole office, medical examiner's office, victim services office or other agency involved in the criminal justice system. At the same time, students learn to sharpen their job-searching skills and prepare themselves to enter the employment marketplace.

Careers available to criminal justice graduates include law enforcement, adult and juvenile corrections, working within the court system, alternative sentencing programs such as drugs courts, victim services, and asset protection and private security. Job opportunities exist at the local, state and federal government level, and with private nonprofit and for profit entities.

Finally, it may not be possible for students to know for certain what paths their professional careers will take them and their interests could change. Therefore, the CJ program and Rivier's strong core curriculum help students develop skills that are necessary to succeed in a wide variety of professions beyond the criminal justice field, and in law school and other graduate programs. These skills include analytical and critical thinking, effective written and oral communication, and the careful and reasoned consumption of information.

## **Student Learning Outcomes**

Undergraduate students who complete their degree in Criminal Justice should be able to:

- Demonstrate a practical and theoretical understanding of the causes of crime, the criminal

law and the U.S. criminal justice system (including its historical development) through effective oral and written communication that makes use of correct professional terminology;

- Apply said knowledge to identify relevant facts and legal issues to effectively resolve criminal justice issues in a manner that is consistent with the law and ethical considerations;
- Conduct legal research utilizing statutory and case law, and secondary sources to make informed policy recommendations regarding the prevention of, and response to, criminal activity, and to solve problems of social and economic injustice in a manner consistent with Rivier's dedication to social justice and Mission to "transform hearts and minds to serve the world.";
- Explain how ethics and a special consideration for the harm suffered by victims of crime must guide criminal justice professionals as public servants who are held to the highest level of accountability for their actions, and are expected to make ethically sound decisions based on one's governing code of professional ethics;
- Describe the career opportunities for graduates of a criminal justice program, create a career development action plan, carry-out a job search and present oneself to potential employers in a professional manner that reflects positively on oneself, and one's academic community.
- Regardless of one's personal religious beliefs and affiliations, live in a manner that is consistent with the Catholic tenants of: a sense of the sacred, value of education, and respect for all of creation, especially with regard to the dignity of the human person.

## **Assessment**

- Proficiency in subject knowledge and skills is assessed through:
- Quizzes and exams;
- A variety of written assignments, including mock reports, research papers, advocacy papers, case briefs, and reflection papers;
- Class discussions and activities;
- Individual and team presentations;
- Role playing;
- Internship and assessment and site visits.

## **Bachelor of Science in Criminal Justice**

The Criminal Justice curriculum is interdisciplinary with courses in law, behavioral, natural, and social sciences, as well as the humanities. Students develop their interpersonal skills, technology, and critical-thinking skills that are needed to be successful in the criminal justice field.

In the B.S. in Criminal Justice program, you will:

- Examine the criminal justice system and explore social welfare issues
- Learn how to conduct criminal investigations
- Use electronic databases to conduct research and analyze data

The department's faculty bring both a wealth of knowledge and real-world experience to our classrooms, combining expertise in a variety of disciplines including law, political science, sociology, and history. They will guide you as you develop a full understanding of procedures and techniques to prepare you for a successful career in the field of criminal justice.

### **Student Learning Outcomes**

Students who graduate with a degree in Criminal Justice should be able to:

- Demonstrate an understanding of the major theories regarding the causes of crime, the criminal law and the criminal justice system, including how historical and social factors have shaped and are shaped by each of these, through the use of appropriate disciplinary terminology;
- Conduct legal and criminological research utilizing statutory and case law, and secondary sources, including by differentiating between relevant/irrelevant and reliable/unreliable information and sources;
- Develop strategies to address legal and social challenges that currently exist and will arise within the field of criminal justice that are based on facts and are consistent with Constitutional requirements and Rivier's commitment to the creation of "an academic community that cultivates critical thought, sound judgement, and respect for all people," and so treat individuals, historically marginalized communities, and victims of crime with the respect and compassion that they deserve;
- Communicate orally and in writing, through effective organization and the use of proper grammar, syntax, and vocabulary;
- Make ethically sound decisions based on one's governing code of professional ethics and the Catholic Church's commitment to social justice and respect for the other;
- Comport oneself in the context of a job search and while employed in a manner that is professional and

that reflects positively on oneself, one's profession and the Rivier community, including through appearance, behavior, and the ability to follow instructions by the delivery of requested content on deadline.

### **Major Requirements (42 credits)**

#### **Criminal Justice (27-30 credits)**

- CJ 160 - Introduction to Criminal Justice Credits: 3
- CJ 200 - Legal Writing and Research Credits: 3
- CJ 220 - Criminal Law and Procedure Credits: 3
- CJ 240 - Policing Credits: 3
- CJ 270 - Introduction to Victimology Credits: 3
- CJ 326 - Juvenile Justice Credits: 3
- CJ 330 - Corrections and Community Supervision Credits: 3
- CJ 400 - Professional Ethics Credits: 3
- CJ 395 - Internship Seminar Credits: 3-6

#### **Related Science, History, Social Science (15 credits)**

- HIS 102 - United States History II Credits: 3
- HIS 401 - Constitutional History of the U.S. Credits: 3
- POL 252 - U.S. Federal, State and Local Government Credits: 3
- PSY 230 - Forensic Psychology Credits: 3
- SOC 203 - Criminology Credits: 3

#### **General Education Requirements (42-45 credits)**

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

## **Minor in Criminal Justice**

### **Requirements:**

- CJ 160 Introduction to Criminal Justice
- CJ 220 Criminal Law & Procedure

Choose three from the following list (only one can be a 200-level course):

- CJ 220, Legal Research & Writing
- CJ 230 International Human Rights
- CJ 240 Policing
- CJ 270 Introduction to Victimology
- CJ 301 Drugs & the Criminal Justice System
- CJ 308 Crime Scene Investigation
- CJ 326 Juvenile Justice
- CJ 330 Corrections & Community Supervision
- CJ 350 Organized & Transnational Crime
- CJ 400 Professional Ethics

### **Minor Requirements (15 credits)**

- CJ 160 - Introduction to Criminal Justice Credits: 3
- CJ 200 - Legal Writing and Research Credits: 3
- CJ 220 - Criminal Law and Procedure Credits: 3

### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (33-36 credits)

Degree Requirements (120 credits)

Choose two of the following:

- CJ 230 - International Human Rights Credits: 3
- CJ 240 - Policing Credits: 3
- CJ 270 - Introduction to Victimology Credits: 3
- CJ 301 - Drugs and the Criminal Justice System Credits: 3
- CJ 308 - Crime Scene Investigation Credits: 3
- CJ 326 - Juvenile Justice Credits: 3
- CJ 330 - Corrections and Community Supervision Credits: 3
- CJ 350 - Organized and Transnational Crime Credits: 3
- CJ 400 - Professional Ethics Credits: 3

### **Recommended Internship**

Although not required, students are strongly encouraged to take one of the CJ internship courses:

- CJ 214 - Internship I Credits: 3-6-9
- CJ 313 - Internship II Credits: 3-6
- CJ 395 - Internship Seminar Credits: 3-6

# **Education and Counseling**

## **Mission Statement**

The Rivier University Division of Education and Counseling provides transformative academic experiences through integrated, rigorous programs that extend beyond traditional boundaries of educational settings in order to inspire students to lead and serve in the local and global community. Faculty design and cultivate experiences and practices for critical and analytical thought to propel students toward compassionate teaching, learning, guidance, and counseling of those from diverse social, economic, and cultural origins. The Rivier University Division of Education and Counseling pursues a spirit of professional collaboration among faculty and students in a dynamic and evolving teaching and learning community that supports innovative ideas for change and improvement.

## **Goals: Professional Educator Preparation Program (PEPP)**

- **Cultural Competency and Inclusion**  
Graduates of the program are cognizant of each students' learning profiles; social and culture influences on their development; and individual needs, gifts and talents in order to inform the act of teaching and learning, promote positive and rewarding communication and interaction, and develop practices that incorporate strategies to teach from a culturally competent perspective to effectively engage all learners.
- **Subject Area Competence**  
Graduates demonstrate competence in their field of study by a deep understanding of their subject and discipline, research on effective practices, and a commitment to updating their knowledge and skills. Graduates understand the context of the teaching and learning environment, how to teach content, promote love of learning through their passionate engagement in the discipline, and develop the same habits of mind and qualities of thinking in their students.
- **Active Learning and Engagement**  
Graduates embrace the idea that students must actively engage in their own learning. Through their awareness of the diverse developmental and learning needs of students, graduates create a community of learners to guide and engage students in a curriculum and practices based on research.
- **Collaboration and Collegiality**  
Graduates communicate and interact with parents/guardians, family members, school colleagues, and community officials and members to support each students well-being and learning. Graduates pursue continuous professional development based on a desire to better their own

understanding of teaching learning, create professional learning network with peers, and extend their own research and scholarship in the field to better serve students. Graduates understand their responsibilities for the preparation of the next generation of educators, value the policies, practice, and culture of the workplace, and consistently practice with legal and ethical standards in mind.

- **Reflective Practice**  
Graduates recognize that experience, knowledge, inquiry, and application are best understood from active and purposeful reflection. Continuous observation and assessment in the act of teaching and learning of each students' performance, is a means to ensure equity in the growth and development of all students.
- **Personal and Social Transformation**  
The Rivier University mission is an academic environment committed to the cultivation of critical thought, sound judgment, and respect for all people. It is an integrated learning environment in which shared responsibility for ourselves and for others is modeled in the dialogue about basic human issues. In this environment "transformation" is modeled in the academic preparation of educators so that the transformational experience is passed on to others.
- **Ethics**  
Rivier University, with its tradition and heritage, is dedicated to the tenets of Catholic Social Teaching, with a special emphasis on the ideals of peace and social justice. Graduates bring to the school environment a commitment to education as a means to address social conditions and actively seek to be agents of change, and challenge the community to the ethical resolution of the poor and the powerless.
- **Research**  
Inquiry, research, and scholarship in all aspects of the social and human condition are the hall mark of the university academic environment. The foundation in research is grounded in the liberal arts, natural, and social sciences and professional fields and education. This foundation is the basis for the investigation of researched based practices in education.

## **Faculty**

Professors teaching in the Division of Education and Counseling are successful practitioners who bring the advantage of their expertise and direct experience in the classroom to complement their knowledge of educational theory, philosophy, pedagogy, and research. They serve as consultants to teachers, counselors, and administrators in schools throughout the region and around the world. They are widely recognized as leaders

and mentors in child and adolescent development, parenting, inclusion, literacy, curriculum development, cultural competence, diversity, mentoring programs, professional development school partnerships, positive intervention strategies, school administration and leadership, school counseling, and social justice. Faculty serve on statewide committees and national and regional professional associations and boards. They are frequent conference speakers and authors of articles in professional and research journals.

## GRADUATE PROGRAMS

Rivier University offers graduate degrees in education administration, education, school counseling, and school psychology with accompanying licensure by the New Hampshire Department of Education. The Division of Education provides students with advanced degree and licensure programs in education and counseling (including clinical mental health counseling). The programs lead to Doctor of Education (Ed.D.), Doctor of Psychology (Psy.D.), Educational Specialist (Ed.S.), Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), and Master of Education (M.Ed.) degrees. The degree offerings are designed to prepare students for professional leadership roles in their chosen career fields. Courses, seminars, field experiences and internships, service learning opportunities, community service, comprehensive examination, and directed research projects are components of every instructional and degree program.

Rivier University is an exciting learning environment for educators and counselors. It is the graduate school of choice for many current and prospective educators: aspiring clinical mental health and school counselors, school psychologists, education administrators; and, leaders in early childhood education, elementary education, middle/secondary education, special education, specific learning disabilities, and emotional and behavioral disabilities. School departments and mental health agencies, and organizations throughout New Hampshire, Massachusetts, and New England seek out Rivier University for accomplished professionals to fill challenging and satisfying educational and counseling roles.

### Admission Requirements

Applicants for admission to graduate programs in Education and Counseling follow the general guidelines for applying listed in the Admission Process section of this catalog. In addition, applicants must meet the following requirements:

- Submit an official transcript of an undergraduate degree awarded and other relevant academic credentials.
- Provide one letter of recommendation from an individual with whom the applicant has studied or under whose immediate supervision the applicant has worked in a professional capacity and appraise

of academic and interpersonal skills, ability, and potential.

- Provide a "Statement of Purpose" (see application form for content).
- Provide evidence of English proficiency if a language other than English is the native language. (Consult Admission Process section of this catalog for details.)
- Complete an interview with the director of the program.

### Program Candidacy/Admission in the Professional Educator Preparation Program (PEPP)

Rivier University is committed to the success of students in their pursuit of careers as teachers, school counselors, school psychologists, and leaders in every role of the teaching and learning environment. To address this commitment in a meaningful way, the faculty reviews the progress of each student at various stages in their program.

After a student completes a required number of credits in a chosen Master's program, the program requires either an application for degree candidacy or an application for admission in the Professional Educator Preparation Program (PEPP). This is an opportunity for both the student and faculty to reflect on the student's progress in the program and in the selection of their field of study or program area. In order to continue in the program, the student must meet the qualifications and follow the procedures outlined in the program handbooks.

Acceptance into the Professional Educator Preparation Program is contingent upon the following:

- *Application for Professional Educator Preparation Program* submitted to the Division of Education and Counseling;
- Minimum grade point average (GPA) of 3.0;
- Positive field experience evaluation(s) from cooperating practitioners;
- Positive evaluations from Rivier professors and cooperating practitioners;
- Evidence of proficiency in reading and writing (as evidenced through required writing in college courses).

### Assessment

Assessment of students' knowledge, skills, and disposition is continual and cumulative. Assessment occurs at specific points in the program: (1) application to the Professional Educator Preparation Program; (2) application to the internship; (3) completion of the internship; (4) fulfillment of all program requirements, and (5) demonstrated preparation for or successful completion of required state examination for state licensure. See graduate program handbook.

Faculty utilize a variety of informal and formal measures to assess student course performance and



demonstration of learning outcomes including: examinations, case studies, reflective journal entries, lesson plans, and portfolios. The alignment of expected standards for performance, specific learning outcomes, assignments, and assessments is contained in each course syllabus. In addition, the student is provided thorough feedback from the cooperating practitioner in field experiences and internships, course instructors, and University supervisors; students are provided with regular and systematic information on their performance and progress in their program of study by course instructors.

Professional growth in a licensure program through systematic reflection on practice is the foundation of the integration of assumptions and expectations for performance aiding student awareness of their ability. The alignment of the State of New Hampshire standards to learning outcomes, assignments, and related assessments for each course and the curriculum mapping for all courses provide the faculty and the student with a record of their performance over the course of their program of study. The Division of Education and Counseling benchmark assessment for continuous improvement engages students in an active process of self-reflection on teaching performance and student learning.

Education students construct a teaching and learning portfolio of artifacts that provide evidence of development in their learning and teaching over the course of their program of study and internship. Evaluations by the cooperating practitioner and University supervisor serve as evidence that the student has the potential to become a successful educator over the course of their career. Detailed information concerning early field experiences and internship are included in the program handbooks.

### **Professionalism**

Students are expected to conduct themselves in a professional manner and maintain standards of confidentiality at all times: in the university classroom with colleagues and professors, and in the field experiences. Students must demonstrate ethical behavior that governs the health, education, safety, and well-being of their students. Students are required to comply with state laws and regulations that requires all persons, who regularly come in contact with children and youth on a daily basis for a period of time, to undergo a full criminal record check, including fingerprinting. The student will assume the responsibility for all costs related to this process.

### **Acceptance into Internship and Seminar**

Internship is the culminating experience of the Professional Educator Preparation Program. To be eligible for the internship, students must:

- Demonstrate personal and professional characteristics, including effective interpersonal skills

and professional responsibilities across their coursework and field experiences;

- Complete required courses;
- Complete required education courses with a grade of "B" or better;
- Demonstrate proficiency in mathematics, reading, and writing throughout all Rivier University courses;
- Complete the required field experiences in diverse school settings across several age and grade levels;
- Maintain a cumulative grade point average in all courses of 3.0 or better.
- Demonstrate preparation for or success in the completion of required state examinations for licensure.

Students applying for internship and accompanying seminar must meet with their advisor prior to the semester in which they plan to complete the internship. Students who have fulfilled all requirements outlined above and have received the favorable recommendation of their advisor and approval of the Division Curriculum Committee are admitted to the semester-long field experience. More detailed information is available in the program handbooks.

### **Comprehensive Examinations**

Comprehensive examinations are required of all students seeking a graduate degree. These are offered three times a year-fall, spring, and summer at scheduled dates and times. Examinations are not given at faculty or student discretion. Eligibility for taking comprehensives is as follows:

- Students must complete or be enrolled in all required courses in their program of study.
- Students must pass the comprehensive examination before their internship commences.
- A committee of faculty and program directors designs a comprehensive examination consistent with the content and pedagogy of the students' program of study. The form and content of the examination will be described to students at least one month prior to the scheduled examination. Individual instructors may not change the date for the scheduled administration of the examination or administer the examination individually without the expressed concurrence of the program director and the Dean.
- Overall performance on the examinations is rated on a rubric for each examination. The program director informs the students of the result of the comprehensive examinations. If a reexamination is required, appropriate feedback and time frame for additional study is determined.
- Reexaminations will be scheduled by the program director.

### **Education Licensure**

Rivier University is accredited by the New England Commission of Higher Education (NECHE) and

approved by the New Hampshire Department of Education (NHDOE) to provide teacher preparation and counseling programs leading to licensure as an educator, school counselor, or school psychologist.

and Ontario through the NASDTEC Interstate Agreement.

Degree programs at Rivier University may lead to state licensure in a chosen program of study. Students demonstrate potential for success in teaching and counseling through instructor observation and assessment during coursework, field experiences, and the internship. Students enrolled in any education licensure program must follow the current academic catalog at Rivier University and examination requirements required by the NHDOE. After completion of a program of study and all University requirements each student's transcript and performance is reviewed by the Division Curriculum Committee and the Certification Officer who recommends the student for licensure or related endorsements to the NHDOE.

At the present time, students seeking educator licensure must demonstrate competency in writing, reading, and mathematics by successfully passing all sections of Praxis Core Academic Skills or an equivalent requirement as allowed by the New Hampshire Department of Education. Prior to applying for recommendation for licensure, students must have demonstrated successful passing of all sections of the Praxis Core Academic Skills or an equivalent requirement as allowed by the New Hampshire Department of Education. In the state of New Hampshire, a candidate will not receive licensure as an educator until all required tests for the desired licensure have been passed. A candidate may be eligible for IPLA (In Process of Licensure Authorization) if the candidate demonstrates successful passing of all sections of the Praxis Core Academic Skills or an equivalent requirement as allowed by the New Hampshire Department of Education.

The licensure office in the State of New Hampshire is the New Hampshire Department of Education (NHDOE). Licensure requirements are subject to change. Students are advised to periodically review the NHDOE website for any changes in policy or required examinations. The NHDOE, Bureau of Credentialing or other appropriate board grants licensure when the student in addition to meeting program requirements successfully passes all examinations for licensure.

The University only recommends licensure upon the completion of a program of study and all University requirements. All applications for licensure must be received by the Division of Education within 3 years of completing all degree requirements.

Upon completion of licensure programs, graduates of programs, except the Ed.S. in School Psychology, are eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Activity, Alberta, British Columbia,

## UNDERGRADUATE PROGRAMS

The Division of Education and Counseling at Rivier University provides undergraduate students with programs of study in early childhood education, elementary education, middle secondary education, special education, and education and community leadership. These educational programs build on the University's liberal arts curriculum.

Students have multiple opportunities in field experiences related to their coursework and program. These teaching and learning experiences are scaffolded to involve children and adolescents. Students acquire a variety of instructional and assessment strategies to facilitate the learning of a diverse population of students in a variety of educational settings.

Students must complete and pass all three parts of the Praxis Core Academic Skills tests before completing all required credit hours in their education major.

The Professional Educator Preparation Program makes a difference in the lives of children and adolescents by preparing teachers who demonstrate the knowledge, skills, and disposition to teach a diverse population of students in a variety of educational settings based on research. The licensure programs align with the teacher preparation standards for the respective licensure area approved by the State of New Hampshire Department of Education.

### Early Childhood Education

The undergraduate program provides courses that enable students to graduate with a thorough understanding of the strategies and practices needed to effectively teach a diverse population of children from birth through grade three. Program knowledge is supported through collaborative experiences with professionals in the field and the Early Childhood Center, located on the campus of Rivier University and currently operated by KinderCare. Students completing this program are recommended for K-3 licensure in New Hampshire.

### Elementary Education

The undergraduate program in elementary education provides courses that meet the New Hampshire Department of Education licensure standards for teachers, grades K-6 or K-8. Students are prepared through a course of study that provides the opportunity to collaborate with professional educators beginning in the freshmen year. Successful completion of the program leads to teacher licensure.

### Special Education

The undergraduate program in general special education provides a course of study to enable students to teach children with special needs in grades K-12. The program includes specialized courses in evaluation, assessment, and inclusive instruction. Field experiences with special educators reinforce classroom knowledge, skills and

application to students from kindergarten through high school. Successful completion leads to K-12 licensure in special education.

### Middle/Secondary Education

The middle secondary education programs enable students with a major in an academic discipline (biology, English, social studies, or mathematics) to teach in middle and secondary schools. These programs include a core of pedagogy courses that provides graduates with a thorough understanding of the strategies and practices needed to effectively teach a diverse population of students in middle and secondary schools.

### Early Field Experience

Students in the early childhood, elementary, and special education majors complete 200 hours of early field experience prior to student teaching. Middle secondary education students complete field experience prior to student teaching. Field experience begins in the freshmen year and increases in professional and academic rigor through the senior year. The Program Director for Education serves as the liaison between public, private, charter, and parochial schools for students in field experiences.

### Student Teaching

Student teaching involves a semester-long placement in an early childhood, elementary, special education, middle or secondary school classroom. Rivier University encourages students to develop professional relationships with cooperating teachers throughout their program of study in order to identify an optimal placement for student teaching. Students are assigned a faculty University Supervisor for guidance and evaluation during student teaching. Students may choose to student teach within a 25-mile radius of the Rivier University campus. Students apply to student teach in the semester prior to student teaching. Criteria for acceptance to student teach include the following:

- Minimum 2.5 GPA
- Completion of required hours of early field experience
- Positive evaluations from cooperating teachers in early field experience
- Professional behavior in all interactions involving early field experience settings
- Participation in University professional development opportunities
- Acceptance into PEPP (Professional Educator Preparation Program)

### Assessment

Assessment of students' knowledge, skills, and disposition is continual and cumulative. Assessment occurs at specific points in the program: 1) Benchmark assessments on content, application, and professional responsibility are rated by instructors; 2) application to the Professional Educator Preparation Program; 3)

application to student teaching; 4) completion of student teaching; and, 5) program completion. Faculty utilize a variety of informal and formal measures to assess student course performance, including: examinations, case studies, reflective journal entries, lesson plans, and an electronic program portfolio. Through feedback from the cooperating practitioner and University supervisor, students are provided regular, systematic, and cumulative information on their progress in the process of becoming a teacher.

The program of teacher preparation engages students as active participants in self-reflection on teaching performance and student learning. Students construct a teaching and learning portfolio of artifacts that serve as evidence of their development in learning and teaching during coursework and in the student teaching experience. Evaluations by the cooperating practitioner and University supervisor serve as evidence that the New Hampshire Department of Education standards have been integrated into the student teaching experience. Detailed information concerning early field experiences and the culminating student teaching experience are included in the student's program of study and the Initial Certification Program Handbook.

### **Professional Educator Preparation Program (PEPP)**

Students apply to PEPP when they have met the following criteria:

- Completion of required hours of early field experience
- Positive evaluations from cooperating teachers in early field experience
- Attained a minimum 2.5 GPA
- Passed and submitted passing scores on the Praxis Test of Core Academic Skills  
Early Childhood, Elementary, and Special Education initial certification students are required to take the Praxis Test of Core Academic Skills prior to completion of ED102 Issues and Influences in Education in the spring semester of the freshmen year. Middle Secondary Education students are required to take the Praxis Test of Core Academic Skills prior to completion of ED 150 Foundations of Secondary Education.

Students transferring from other institutions with 30 or more credits are required to demonstrate successful completion of the Praxis Tests of Core Academic Skills

at the time of admission to PEPP and prior to enrollment in education courses.

### **Professionalism**

Students are expected to demonstrate a professional disposition at all times and maintain standards of confidentiality: in the college classroom with colleagues and professors, in the field experiences, and student teaching. Students must demonstrate ethical behavior in regard to the health, education, well being and safety of all students that they have with in each school setting. Students are required to comply with state regulations that require all persons who come in contact with children and youth on a daily basis for a period of time, undergo a full criminal background check. The student assumes responsibility for all costs related to the field experience.

### **ePortfolio and Live Text**

Students seeking recommendation for New Hampshire Department of Education licensure in K-3 early childhood education, K-6 or K-8 elementary education, K-12 special education, and licensure in middle secondary content areas must complete an ePortfolio using the Live Text software system. The ePortfolio is a student-generated document designed to demonstrate student growth and progress in relation to state licensure requirements.

### **Partnership**

The Division of Education collaborates with a number of school districts and social service agencies each year to provide field experiences in the programs.

### **Teacher Licensure**

For licensure in New Hampshire, teacher candidates must:

- Receive a grade of B or better in ED 420 Student Teaching Seminar
- Meet all of the roles, responsibilities, competencies, and dispositions required for student teaching
- Pass the Praxis Core Academic Skills tests or an equivalent requirement as determined by the NH DOE

Upon completion of licensure programs, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

# **Doctor of Education (Ed.D.) in Leadership and Learning**

**John J. Gleason, *Director***

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Rivier University extends a tradition of excellence in education, counseling, and behavioral health services with its Doctoral Program in Leadership and Learning. The preparation of transformational leaders expands the mission of the University and the dialogue between faith and reason for leadership roles in the service of others.

The doctoral program is attractive to educators and professionals from a variety of disciplines, fields, and settings at various levels of professional practice, service, and leadership. We believe that the preparation of transformational leaders is based on engaging a diverse cohort of students in the practice of self-reflection, systematic inquiry, transformational change, and professional collaboration. In this process opportunities are created for the personal transformation that is necessary to facilitate change with others. Our goal is to prepare leaders to reinvent organizations, institutions and systems within our communities towards serving the needs of others. Each of the program's core courses is a vehicle to promote the examination of leadership, learning, and research.

Through doctoral study we seek to expand existing research on leadership and learning by systematically investigating research questions that have developed from the student's personal and professional experience. The outcome of this process is the emergence of innovative and creative leaders committed to understanding the process of learning for personal growth and improved achievement, the nature of change and transformation, and the implications for policy analysis and formation.

## **GOALS**

### **Transformational Leadership**

Pedagogy for Leadership

### **Reflective Practice of Learning**

Pedagogy for Reflective Practice

### **Systematic Inquiry**

Pedagogy for Inquiry

### **Human Similarities and Differences**

Pedagogy for Diversity

### **Professional Collaboration**

Pedagogy for Professionalism

### **Personal and Professional Transformation**

Pedagogy for Transformation

## **OBJECTIVES**

### **Transformational Leadership**

#### **Pedagogy for Leadership**

##### **Knowledge**

To understand the various models, constructs, and theories of leadership and their application for participants in social settings.

##### **Skill**

To understand and apply the various forms of leadership to particular individuals, groups, organizations, and systems.

##### **Dispositions**

To demonstrate the characteristics and qualities of transformational leadership to the understanding of the context of different systems, organizations, and institutions.

##### **Actions**

To demonstrate the ways in which personal and collective actions must consider the social, cultural, moral, ethical, economic, and political contexts of others.

### **Reflective Practice of Learning**

#### **Pedagogy for Reflective Practice**

##### **Knowledge**

To understand the theory and nature of human growth and development learning, and research for the ways they influence the formulation of leadership and vision within organizations.

##### **Skill**

To think systematically and critically about our own ways of learning as a vehicle to understand substantive change for ourselves and others.

##### **Dispositions**

To develop intellectual curiosity and openness to self-examination in the discussion of the practices and policies intended to support and improve learning.

##### **Actions**

To demonstrate critical reflection on the personal abilities, interests, and needs that develop from the process of inquiry.

### **Systematic Inquiry**

#### **Pedagogy for Inquiry**

##### **Knowledge**

To understand the various traditions and forms of systematic inquiry and research in the physical and social sciences.

**Skill**

To move from systematic thinking about practices to practices based on research incorporating research in decision making for the development, refinement, and implementation of policies and practices.

**Dispositions**

To achieve improvement and reform through the application of scientific principles to understand practice, processes, and policies.

**Actions**

To conduct research on a topic of personal interest and professional significance through systematic inquiry.

**Similarities and Differences****Pedagogy for Diversity****Knowledge**

To understand the range and variation in the similarities and differences in human nature that affect leadership and learning, communication and interaction, and the development of the self and participation with others.

**Skill**

To develop and implement policies, practices, and processes that affect the nature and conditions of leadership and learning, interaction and communication, and the development of the self and others.

**Dispositions**

To cultivate appreciation for understanding of the multiple ways that individuals develop and learn that influences their participation in organizations, services, and agencies in educational and social services.

**Actions**

To understand persons of diverse backgrounds, interests, abilities, needs, talents, and challenges to apply this understanding in their own research data.

**Professional Collaboration****Pedagogy for Professionalism****Knowledge**

To demonstrate knowledge of theories of the social and cultural processes that affect learning in social settings and systems.

**Skill**

To demonstrate leadership among peers and colleagues in the creation of a learning and working community with professional development that leads to the acquisition of specific knowledge, skills, dispositions, and actions for members of the community.

**Disposition**

To demonstrate a commitment to ethical and moral action in the attainment of social justice for all and, in particular, the poor and the powerless.

**Action**

To state the implications in the student's own research in terms of the benefits for others.

**Personal and Professional Transformation  
Pedagogy for Transformation****Knowledge**

Understanding of the emergence of the self as a critical component for understanding the other, the practices that are supportive and helpful of others, and the ways transformation of organizations, institutions, and systems evolve from the self to others.

**Skill**

To acquire a critical perspective on the nature and quality of help and support that is necessary for and beneficial to others.

**Disposition**

To identify the transformational leadership qualities that students hold and to recognize those qualities in others.

**Action**

To see in your own research, the implications for others; the adoption and application of an ethical and moral perspective; a commitment to distributive and social justice; and the economic, social, and political effect the research holds for others.

**Degree Requirements (minimum 51 Credits)****Required Core Courses (33 Credits)**

- ED 852 - Leadership for Transformation Credits: 3
- ED 853 - Advances in Mind, Brain, and Learning Credits: 3
- ED 854 - Positive Learning Environments Credits: 3
- ED 856 - Culturally Competent Leadership Credits: 3
- ED 857 - Leadership in the Information Age Credits: 3
- ED 874 - Writing in the Social Sciences Credits: 3
- ED 876 - Qualitative Methods Credits: 3
- ED 877 - Quantitative Methods Credits: 3
- ED 878 - Qualitative Analysis Credits: 3
- ED 879 - Quantitative Analysis Credits: 3
- ED 880 - Leading Change Credits: 3

**Dissertation Research (minimum 15 Credits)**

The goal of doctoral study is to complete an original independent research study on a topic of personal and professional interest and significance. This personal

inquiry involves the student in the design, conduct, analysis, write-up and defense of their dissertation research.

The student presents the results and findings of the dissertation research at a public defense to the academic community. Subsequent to the public presentation the student participates in a private review of their research with their dissertation committee. The submission of the final bound copy of the dissertation to the library completes the degree requirements.

- ED 894 - Dissertation Research Advisement Credits: minimum 3
- ED 895 - Dissertation Research Credits: minimum 12

## **Master of Education in Middle/Secondary: Biology**

The Master's of Education in middle/secondary teaching is designed for individuals who hold a minimum of a baccalaureate degree (or its equivalent) in biology and who wish to complete the education coursework to be recommended for initial licensure in secondary teaching Life Science.

Upon completion of this program, you are eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

### **Degree Requirements (Minimum of 39 Credits)**

#### **Required Foundation Courses (15 Credits)**

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 536 - Instruction for Exceptional Students Credits: 3
- ED 537 - Curriculum Methods and Assessment Credits: 3
- ED 626 - Positive Psychology Credits: 3

#### **Pedagogy Course (3 Credits)**

- ED 641 - Methods of Teaching Biology/Life Science in Secondary Grades Credits: 3

### **Colloquium (3 Credits)**

Each year students register for an on campus colloquium. The three campus visits take place on a Friday and Saturday to promote student faculty engagement and communication about doctoral study. Students are responsible for the cost of travel, accommodations, food, and other expenses associated with the residency experience.

- ED 860 - Colloquium I Credits: 1
- ED 861 - Colloquium II Credits: 1
- ED 862 - Colloquium III Credits: 1

### **Electives (15 Credits)**

Students will take 15 credits of education electives after review of transcripts with Program Director.

### **Internship/Seminar (6 Credits)**

- ED 690 - Internship/Seminar: Initial Certification Credits: 6

### **Other Program Requirements**

- Meeting with the program director to register for courses
- Adherence to all requirements in graduate program handbook
- Comprehensive examination. In order to be recommended for licensure, students must earn a passing score on the licensure tests required by the New Hampshire Department of Education.
- Students seeking teacher licensure must apply to the Professional Educator Program (PEPP) after successfully completing 12 credits, receiving positive reports from a cooperating practitioner and university professor, maintaining a minimum of a 3.0 GPA, and successful completion of the Praxis Core Academic Skills tests.

## **Bachelor of Arts in Biology Education (Day)**

Students desiring licensure as a biology secondary school teacher must fulfill the requirements of the biology major. In addition to satisfying all of the competencies of the biology major, students completing this course of study will develop the skills, competencies, and dispositions listed in the New Hampshire Department of Education Standards.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Major Requirements (33 Biology credits/90 total credits)

Biology Core (11 Credits)

- BIO 103 - General Biology I Credits: 4
- BIO 104 - General Biology II Credits: 4
- BIO 390 - Seminar in Biology Credits: 3

Biology Electives (22 Credits)

22 additional credits at or above the 200 level

Related Math/Science (30 credits)

- CHE 104 - General Chemistry I Credits: 3
- CHE 104L - General Chemistry Laboratory I Credits: 1
- CHE 105 - General Chemistry II Credits: 3
- CHE 105L - General Chemistry Laboratory II Credits: 1
- CHE 201 - Organic Chemistry I Credits: 3
- CHE 201L - Organic Chemistry Laboratory I Credits: 1
- CHE 202 - Organic Chemistry II Credits: 3
- CHE 202L - Organic Chemistry Laboratory II Credits: 1
- PHY 111 - Physics I Credits: 3
- PHY 111L - Physics Laboratory I Credits: 1
- PHY 112 - Physics II Credits: 3
- PHY 112L - Physics Laboratory II Credits: 1

Two of the following

(\* One fulfilled in the general education area.)

- MA 112 - College Algebra Credits: 3
  - MA 130 - Functions Credits: 3
  - MA 165 - Calculus I with Lab Credits: 4
- and/or
- MA 166 - Calculus II Credits: 3

Related Education and Teacher Certification Courses (30 credits)

\*Some courses require education field experience hours outside of course meeting times. Please check the course description to confirm hours. Field experience

begins in the first year and is coordinated through the Education Division.

**Note:** Students who wish to follow this program should consult with the program director early in the first year.

- ED 108 - Human Development and Learning Credits: 3
  - ED 150 - Foundations of Secondary Education Credits: 3
  - ED 341 - Methods of Teaching Biology/Life Science in Secondary Grades Credits: 3
  - ED 350 - Planning Learning Environments for Secondary School Teachers Credits: 3
  - ED 370 - Instruction and Accountability I Credits: 3
  - ED 420 - Student Teaching and Seminar Credits: 12
  - HIS 101 - United States History I Credits: 3
- or
- HIS 102 - United States History II Credits: 3

General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
  - HIS203 Interactions: The West in the World I Credits: 3
- or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**



- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

## **Bachelor of Arts in Early Childhood Education (Day)**

Students who earn this degree are eligible for licensure to teach children from birth through grade 3. They also complete a disciplinary concentration. For information on competencies and licensure requirements please see the introduction to the Division of Education and Counseling.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Education Major Requirements (63-68 credits)

Education Core Courses (36 credits)

- ED 108 - Human Development and Learning Credits: 3
- ED 110 - Teaching, Technology, Learning Environment Credits: 3
- ED 285 - Fundamentals of Math I (K-3) Credits: 3
- ED 290 - Fostering Literacy I: Emergent through Early (Pre-K-3) Credits: 3
- ED 325 - Assessment Informed Instruction Credits: 3
- ED 360 - Integrated Methods I: Social Studies, Science, Math & Technology (K-3) Credits: 3
- ED 370 - Instruction and Accountability I Credits: 3
- ED 406 - Family and Community Leadership Credits: 3
- ED 420 - Student Teaching and Seminar Credits: 12

Early Childhood Education Courses (12 credits)

- ED 102 - Issues and Influences in Education Credits: 3
- ECE 201 - Curriculum Development I: Infant and Toddler Credits: 3
- ECE 203 - Curriculum Development II: Early Childhood Credits: 3
- ED 405 - Organizational Leadership Credits: 3

#### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (3 credits)

Degree Requirements (minimum 132 credits)

Disciplinary Concentration Courses (15-20 credits)

Students in elementary education, early childhood education, or special education must complete their major by selecting one of the following disciplinary content areas.

#### **English (Day) (15 credits)**

- ENG 205 - Introduction to Creative Writing Credits: 3
- ENG 210 - Advanced Composition Credits: 3
- ENG 223 - Shakespeare Credits: 3
- ENG 355 - American Literature and its Roots Credits: 3
- ENG 356 - Romantics and Transcendentalists Credits: 3

#### **Mathematics (16-17 credits)**

- MA 110 - Introductory Statistics Credits: 3  
or  
MA 330 - Mathematical Statistics Credits: 3
- MA 127 - Geometrical Explorations Credits: 3  
or  
MA 320 - Classical Geometries Credits: 3

#### **Choose two courses:**

- MA 130 - Functions Credits: 3
- MA 165 - Calculus I with Lab Credits: 4
- MA 166 - Calculus II Credits: 3

#### **Choose one course:**

- MA 205 - History of Mathematics Credits: 3
- MA 210 - Linear Algebra Credits: 3
- MA 310 - Discrete Mathematics Credits: 3

#### **Sciences (19-20 credits)**

- BIO 103 - General Biology I Credits: 4
- BIO 104 - General Biology II Credits: 4
- CHE 104 - General Chemistry I Credits: 4
- CHE 105 - General Chemistry II Credits: 4
- BIO - 200 level elective Credits: 3-4

### **Social studies (15 credits)**

**Note:** Either HIS 203 or HIS 204 will be taken to fulfill the Core Requirement.

- HIS 101 - United States History I Credits: 3

Or

- HIS 102 - United States History II Credits: 3
- HIS 203 - Interactions: The West in the World I Credits: 3

Or

- HIS 204 - Interactions: The West in the World II Credits: 3
- GEO 210 - Global Geography and World Cultures Credits: 3
- POL - One Political Science Elective Credits: 3
- History, Geography, or Political Science Elective Credits: 3

Courses Needed for Certification (6-7 credits)

- HIS 101 - United States History I Credits: 3
- or
- HIS 102 - United States History II Credits: 3
  - Physical Science: select one course from Chemistry or Physics.

General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
  - HIS203 Interactions: The West in the World I Credits: 3
- or

- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (9 credits)

Degree Requirements (minimum 120 credits)

## **Bachelor of Arts in Education and Community Leadership (Day)**

This degree is designed to provide students with the knowledge, competencies, and dispositions required to become an effective leader in community organizations. Through a series of courses students gain an understanding of how organizations sustain themselves through effective leadership, sound financial management, effective hiring and staff evaluation practices, a constant focus on mission, and the flexibility to adapt to changing market forces.

Major Requirements (54 credits)

Community Core Courses (33-39 credits)

- BUS 175 - Principles of Management Credits: 3
- BUS 180 - Business Communications Credits: 3
- BUS 215 - Principles of Marketing Credits: 3
- BUS 220 - Financial Accounting Credits: 3

- ED 102 - Issues and Influences in Education Credits: 3
- ED 108 - Human Development and Learning Credits: 3
- ED 330 - Technology in Educational Organizations Credits: 3
- ED 405 - Organizational Leadership Credits: 3
- ED 406 - Family and Community Leadership Credits: 3
- ED 421 - Capstone in Education and Community Leadership Credits: 6-12

#### Education Concentration Courses (15 credits)

Select five courses from one of the following areas: Elementary, or Early Childhood, or Special Education.

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3
- or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### Mathematics and Natural Sciences (6 credits)

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### Culture through Language (6 credits)

Students must demonstrate university-level introductory competency in a language other than English.

#### General Electives (24 credits)

#### Degree Requirements (minimum 120 credits)

## **Bachelor of Arts in Elementary Education (Day)**

Students who earn this degree are eligible for licensure to teach children in grades K-6 or K-8. They also complete a disciplinary concentration. For information on competencies and licensure requirements please see the introduction to the Division of Education and Counseling.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

#### Education Major Requirements (63-68 credits)

#### Education Core Courses (36 credits)

- ED 108 - Human Development and Learning Credits: 3
- ED 110 - Teaching, Technology, Learning Environment Credits: 3
- ED 285 - Fundamentals of Math I (K-3) Credits: 3
- ED 290 - Fostering Literacy I: Emergent through Early (Pre-K-3) Credits: 3
- ED 325 - Assessment Informed Instruction Credits: 3

- ED 360 - Integrated Methods I: Social Studies, Science, Math & Technology (K-3) Credits: 3
- ED 370 - Instruction and Accountability I Credits: 3
- ED 406 - Family and Community Leadership Credits: 3
- ED 420 - Student Teaching and Seminar Credits: 12

#### Elementary Education Courses (12 credits)

- ED 102 - Issues and Influences in Education Credits: 3
- ED 286 - Fundamentals of Math II (4-8) Credits: 3
- ED 291 - Fostering Literacy II: Critical Readers & Writers Credits: 3
- ED 361 - Integrated Methods II: Social Studies, Science, Math & Technology (4-8) Credits: 3

#### Disciplinary Concentration Courses (15-20 credits)

Students in elementary education, early childhood education, or special education must complete their major by selecting one of the following disciplinary content areas.

#### English (Day) (15 credits)

- ENG 205 - Introduction to Creative Writing Credits: 3
- ENG 210 - Advanced Composition Credits: 3
- ENG 223 – Shakespeare Credits: 3
- ENG 355 - American Literature and its Roots Credits: 3
- ENG 356 - Romantics and Transcendentalists Credits: 3

#### Mathematics (16-17 credits)

- MA 110 - Introductory Statistics Credits: 3  
or  
MA 330 - Mathematical Statistics Credits: 3
- MA 127 - Geometrical Explorations Credits: 3  
or  
MA 320 - Classical Geometries Credits: 3

#### Choose two courses:

- MA 130 - Functions Credits: 3
- MA 165 - Calculus I with Lab Credits: 4
- MA 166 - Calculus II Credits: 3

#### Choose one course:

- MA 205 - History of Mathematics Credits: 3
- MA 210 - Linear Algebra Credits: 3
- MA 310 - Discrete Mathematics Credits: 3

#### Sciences (19-20 credits)

- BIO 103 - General Biology I Credits: 4
- BIO 104 - General Biology II Credits: 4
- CHE 104 - General Chemistry I Credits: 4
- CHE 105 - General Chemistry II Credits: 4
- BIO - 200 level elective Credits: 3-4

#### Social studies (15 credits)

**Note:** Either HIS 203 or HIS 204 will be taken to fulfill the Core Requirement.

- HIS 101 - United States History I Credits: 3

Or

- HIS 102 - United States History II Credits: 3
- HIS 203 - Interactions: the West in the World I Credits: 3

Or

- HIS 204 - Interactions: the West in the World II Credits: 3
- GEO 210 - Global Geography and World Cultures Credits: 3
- POL - One Political Science Elective Credits: 3
- History, Geography, or Political Science Elective Credits: 3

#### Courses Needed for Certification (6-7 credits)

- HIS 101 - United States History I Credits: 3  
or
- HIS 102 - United States History II Credits: 3
- Physical Science: Select one course from Chemistry or Physics.

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3
- or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3

Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

**Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3

- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

**Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

**Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (9 credits)

Degree Requirements (minimum 120 credits)

## **Bachelor of Arts in English Education (Day)**

Students desiring licensure as English secondary school teachers must fulfill the requirements of the English major. In addition to satisfying all of the competencies of the English major, students completing this course of study will develop the skills, competencies, and dispositions identified in the New Hampshire Department of Education Standards.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Activity, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

English Education Major Requirements (66 credits)

Major Requirements (36-39 credits)

- ENG 113 - Effective Presentations Credits: 3
- ENG 205 - Introduction to Creative Writing Credits: 3
- ENG 210 - Advanced Composition Credits: 3
- ENG 211 - Major British Writers to 1785 Credits: 3
- ENG 223 - Shakespeare Credits: 3
- ENG 355 - American Literature and its Roots Credits: 3
- ENG 356 - Romantics and Transcendentalists Credits: 3
- ENG 395 - Special Topics Credits: 3
- ENG 430 - English Language: Development and Issues Credits: 3
- ENG 466 - Modern and Contemporary World Poetry Credits: 3
- ENG 472 - Modern and Contemporary World Fiction Credits: 3
- ENG 495 - Internship/Project Credits: 3-6

English Language and Pedagogy Courses (6 credits)

The courses below require 25 hours of early field experience (EFE). Refer to the Program Director for specific information:

- ED 322 - Methods of Teaching Specific Secondary Subjects Credits: 3
- ED 342 - Methods of Teaching English Language Arts in Secondary Grades Credits: 3

Education and Related Teacher Licensure Courses (27 credits)

**\*\*Some courses require education field experience hours outside of course meeting times. Please check the course description to confirm hours. Field experience begins in the first year and is coordinated through the Education Division.**

- ED 108 - Human Development and Learning Credits: 3
- ED 150 - Foundations of Secondary Education Credits: 3
- ED 350 - Planning Learning Environments for Secondary School Teachers Credits: 3
- ED 370 - Instruction and Accountability I Credits: 3
- ED 420 - Student Teaching and Seminar Credits: 12
- HIS 101 - United States History I Credits: 3 or
- HIS 102 - United States History II Credits: 3

General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1

- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. **(6 credits)**

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.  
General Electives (9 credits)

Degree Requirements (minimum 120 credits)

## **Bachelor of Arts in Mathematics Education (Day)**

Students desiring licensure as mathematics secondary school teachers must fulfill the requirements of the math major. In addition to satisfying all of the competencies of the math major, students completing this course of study will have developed skills and competencies listed in the New Hampshire Department of Education Standards.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Major Requirements (69 credits)

Mathematics Courses (31 credits)

- MA 165 - Calculus I with Lab Credits: 4
- MA 166 - Calculus II Credits: 3
- MA 205 - History of Mathematics Credits: 3
- MA 210 - Linear Algebra Credits: 3
- MA 220 - Calculus III Credits: 3
- MA 310 - Discrete Mathematics Credits: 3
- MA 317 - Problem-Solving and Modeling Credits: 3
- MA 320 - Classical Geometries Credits: 3
- MA 330 - Mathematical Statistics Credits: 3

- MA 420 - Abstract Algebra Credits: 3

Related Science Course (8 credits)

- PHY 111 - Physics I Credits: 3
- PHY 111L - Physics Laboratory I Credits: 1
- PHY 112 - Physics II Credits: 3
- PHY 112L - Physics Laboratory II Credits: 1

Related Education and Teacher Licensure Requirements (30 credits)

**\*\*Some courses require education field experience hours outside of course meeting times. Please check the course description to confirm hours. Field experience begins in the first year and is coordinated through the Education Division.**

- ED 108 - Human Development and Learning Credits: 3
- ED 150 - Foundations of Secondary Education Credits: 3
- ED 343 - Methods of Teaching Mathematics in Secondary Grades Credits: 3
- ED 350 - Planning Learning Environments for Secondary School Teachers Credits: 3

- ED 370 - Instruction and Accountability I Credits: 3
  - ED 420 - Student Teaching and Seminar Credits: 12
  - HIS 101 - United States History I Credits: 3
- or
- HIS 102 - United States History II Credits: 3

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
  - HIS203 Interactions: The West in the World I Credits: 3
- or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.

- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. (3 credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### Mathematics and Natural Sciences (6 credits)

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### Culture through Language (6 credits)

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (minimum 9 credits)

Degree Requirements (minimum 120 credits)

## **Bachelor of Arts in Secondary Education (Day)**

The secondary education program enables students to teach in middle schools and high schools. The program includes courses in education theory and practice, as well as a major in a student's chosen discipline. The program includes hours of field experience, which allow students to observe and participate in secondary classrooms. The program culminates in student teaching, in which students put into practice what they have learned. Students in the program seek to become passionate teachers dedicated to their disciplines and students.

#### Major Programs

Teacher education programs are listed below. Credits may vary according to program.

Bachelor of Arts in Biology Education (Day)  
Bachelor of Arts in English Education (Day)

Bachelor of Arts in Mathematics Education (Day)  
Bachelor of Arts in Social Studies Education (Day)

#### Teacher Licensure

To obtain recommendation for state licensure, students must meet all the requirements set forth by the New Hampshire Department of Education, as well as those articulated in the Initial Certification Handbook. This includes, but is not limited to, passing scores on the Praxis Core Academic Skills tests. These examinations require fees above and beyond Rivier University tuition.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

## **Bachelor of Arts in Social Studies Education (Day)**

Students desiring licensure as social studies secondary school teachers must fulfill the requirements of the social studies major. In addition to satisfying all of the competencies of the social studies major, students completing this course of study will have developed skills and competencies listed in the New Hampshire Department of Education Standards.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

### **Major Requirements (69 credits)**

#### **Social Studies Courses (42 credits)**

- BUS 224 - Principles of Macroeconomics Credits: 3
- BUS 225 - Principles of Microeconomics Credits: 3
- GEO 210 - Global Geography and World Cultures Credits: 3
- HIS 101 - United States History I Credits: 3
- HIS 102 - United States History II Credits: 3
- HIS 203 - Interactions: The West in the World I Credits: 3
- or
- HIS 204 - Interactions: The West in the World II Credits: 3
- HIS 250 - The Historian's Tools Credits: 3
- HIS 315 - Modern China Credits: 3
- or
- HIS 320 - Modern Russia Credits: 3
- HIS 375 - Adolf Hitler and the Third Reich Credits: 3
- HIS 401 - Constitutional History of the U.S. Credits: 3
- HIS 464 - The New Globalism Credits: 3
- POL 252 - U.S. Federal, State and Local Government Credits: 3
- POL 294 - International Relations and Politics Credits: 3
- PSY 101 - General Psychology Credits: 3

#### **Education and Teacher Certification Requirements (27 credits)**

**\*\*Some courses require education field experience hours outside of course meeting times. Please check the course description to confirm hours. Field experience begins in the first year and is coordinated through the Education Division.**

- ED 108 - Human Development and Learning Credits: 3
- ED 150 - Foundations of Secondary Education Credits: 3
- ED 345 - Methods of Teaching Social Studies in Secondary Grades Credits: 3
- ED 350 - Planning Learning Environments for Secondary School Teachers Credits: 3
- ED 370 - Instruction and Accountability I Credits: 3

- ED 420 - Student Teaching and Seminar Credits: 12

#### **General Education Requirements (42-45 credits)**

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

***Who is My Neighbor?*** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3
- or
- HIS204 Interactions: The West in the World II Credits: 3

***How Shall We Live?*** Students explore this question in their junior and senior years. **(6 credits)**

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

***What, then, Shall We Do?*** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3



- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

## **Bachelor of Arts in Special Education (Day)**

Students who earn this degree are eligible for licensure to teach children in grades K-12. They also complete a disciplinary concentration. For information on competencies and licensure requirements please see the introduction to the Division of Education and Counseling.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Education Major Requirements (78 credits)

Education Core Courses (36 credits)

- ED 108 - Human Development and Learning Credits: 3
- ED 110 - Teaching, Technology, Learning Environment Credits: 3
- ED 285 - Fundamentals of Math I (K-3) Credits: 3
- ED 290 - Fostering Literacy I: Emergent through Early (Pre-K-3) Credits: 3
- ED 325 - Assessment Informed Instruction Credits: 3
- ED 360 - Integrated Methods I: Social Studies, Science, Math & Technology (K-3) Credits: 3
- ED 370 - Instruction and Accountability I Credits: 3
- ED 406 - Family and Community Leadership Credits: 3
- ED 420 - Student Teaching and Seminar Credits: 12

Special Education Courses (21 credits)

- ED 102 - Issues and Influences in Education Credits: 3
- ED 286 - Fundamentals of Math II (4-8) Credits: 3
- ED 291 - Fostering Literacy II: Critical Readers & Writers Credits: 3
- ED 361 - Integrated Methods II: Social Studies, Science, Math & Technology (4-8) Credits: 3
- ED 371 - Instruction and Accountability II Credits: 3
- ED 400 - Advanced Assessment Credits: 3
- ED 410 - Advocacy, Collaboration and the Law Credits: 3

Disciplinary Concentration Courses (15-20 credits)

Students in elementary education, early childhood education, or special education must complete their

General Electives (9 credits)

Degree Requirements (123 credits)

major by selecting one of the following disciplinary content areas.

### **English (Day) (15 credits)**

- ENG 205 - Introduction to Creative Writing Credits: 3
- ENG 210 - Advanced Composition Credits: 3
- ENG 223 - Shakespeare Credits: 3
- ENG 355 - American Literature and its Roots Credits: 3
- ENG 356 - Romantics and Transcendentalists Credits: 3

### **Mathematics (16-17 credits)**

- MA 110 - Introductory Statistics Credits: 3  
or  
MA 330 - Mathematical Statistics Credits: 3
- MA 127 - Geometrical Explorations Credits: 3  
or  
MA 320 - Classical Geometries Credits: 3

#### **Choose two courses:**

- MA 130 - Functions Credits: 3
- MA 165 - Calculus I with Lab Credits: 4
- MA 166 - Calculus II Credits: 3

#### **Choose one course:**

- MA 205 - History of Mathematics Credits: 3
- MA 210 - Linear Algebra Credits: 3
- MA 310 - Discrete Mathematics Credits: 3

### **Sciences (19-20 credits)**

- BIO 103 - General Biology I Credits: 4
- BIO 104 - General Biology II Credits: 4
- CHE 104 - General Chemistry I Credits: 4
- CHE 105 - General Chemistry II Credits: 4
- BIO - 200 level elective Credits: 3-4

### **Social studies (15 credits)**

**Note:** Either HIS 203 or HIS 204 will be taken to fulfill the Core Requirement.

- HIS 101 - United States History I Credits: 3  
Or
- HIS 102 - United States History II Credits: 3
- HIS 203 - Interactions: The West in the World I Credits: 3  
Or
- HIS 204 - Interactions: The West in the World II Credits: 3

- GEO 210 - Global Geography and World Cultures Credits: 3
- POL - One Political Science Elective Credits: 3
- History, Geography, or Political Science Elective Credits: 3

#### Courses Needed for Certification (6-7 credits)

- HIS 101 - United States History I Credits: 3
- or
- HIS 102 - United States History II Credits: 3
- Physical Science: select one course from Chemistry or Physics.

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3
- or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. (3 credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### Mathematics and Natural Sciences (6 credits)

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### Culture through Language (6 credits)

Students must demonstrate university-level introductory competency in a language other than English.

#### Degree Requirements (minimum 120 credits)

# **Doctor of Psychology (Psy.D.) in Counseling and School Psychology**

## ***Relationship of the University Mission to Doctoral Program in Counseling and School Psychology***

The mission of Rivier University stresses that, "to participate in the life of Rivier University is to strive for academic excellence, to take responsibility for ourselves and for others, and to engage in dialogue about basic human issues facing society, especially the plight of the poor and powerless." Each track in the proposed Psy.D. Program has at its core, the notion that counseling and psychology are processes by which clients in both school and clinical settings engage in a meaningful relationship with a skilled professional who works to move them toward emotional wellness by encouraging clients to take responsibility for self. Issues facing society, including economic disadvantage and powerlessness are issues that drive people to pursue counseling in an attempt to improve their life circumstances and the choices they make. The proposed Psy.D. tracks will enable professionals to become more adept in their field as they join others in the program in "intellectual inquiry and dialogue."

## ***Purpose of the Doctoral Program in Counseling and School Psychology***

The Rivier University doctoral programs in school and counseling psychology build upon existing M.A. and CAGS programs in both school and mental health counseling that are approved by the New Hampshire Department of Education. The doctoral program curriculum meets the New Hampshire state licensure requirements as a psychologist under New Hampshire statute RSA 330A and is consistent with the APA Accreditation Guidelines and Principles of the American Psychological Association. The School Psychology doctoral program curriculum is also consistent with the National Association of School Psychologists program requirements. APA accreditation will be pursued for the doctoral programs following the enrollment of sufficient numbers of students.

The impact of the proposed doctorate in psychology would be favorable to the State of New Hampshire and the surrounding area. Currently, there is no such program offering doctoral level training in the substantive areas of Counseling or School Psychology at any College or University within the state. New Hampshire is experiencing a "graying" of the professional workforce of psychologists, leading to concern of professional organizations such as The New Hampshire Psychological Association about how replacements for retiring psychologists will be found. Furthermore, demand for psychological services is increasing. The 2010-2011 Occupational Outlook Handbook, published by the U.S. Department of Labor, projects psychology job growth to increase by 11%. Moreover according to US News 50 Best Careers of 2010, it is projected that school psychologists will have an above average growth from 2008-2018, with the American Job Center Network suggesting between 20-28% growth of

clinical, counseling, and school psychology positions through 2018

To prepare graduates in the Catholic intellectual tradition with the broad and general knowledge and skills to function as entry level professional psychologists.

## **Mission Statement, Aims, Objectives and Competencies**

To prepare graduates in the Catholic intellectual tradition with the broad and general knowledge and skills to function as entry level professional psychologists.

**Aim 1:** To graduate professional psychologists who are competent and reflective practitioner-scholars

**Objective 1:** Graduates will engage in practice that reflects and is informed by the changing and expanding scientific knowledge base including the foundational areas of psychology

**Competency 1a:** Students demonstrate an appropriate mastery of the bases of scientific and professional psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior, and the history of the discipline of psychology).

**Competency 1b:** Students will demonstrate appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's own professional practices.

**Competency 1c:** Students demonstrate the attitudes and skills to collaborate in training and in professional settings and are appropriately responsive to input from faculty, supervisors, and peers.

**Competency 1d:** Students demonstrate knowledge and skills in evaluating efficacy of interventions and assessing client progress and outcome

**Aim 2:** To graduate professional psychologists who are knowledgeable about and clinically skilled in the areas of assessment, diagnosis, intervention, and supervision and consultation.

**Objective 2:** Students will develop proficiency in evidence-based approaches to the assessment and treatment of client's problems and needs, respectful of client's values, preferences, and diverse backgrounds.

**Competency 2a:** Students demonstrate knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and

interpretation of assessments consistent with best scientific research evidence.

**Competency 2b:** Students demonstrate knowledge and skills in integrating assessment data into comprehensive conceptualizations of clients including an appropriate treatment plan.

**Competency 2c:** Students demonstrate knowledge and skills in providing evidence based psychological interventions that are respectful of client values, preferences, and culture.

**Competency 2d:** Students demonstrate foundational knowledge and initial skills in the instruction, oversight, and supervision of trainees and other professionals.

**Competency 2e:** Students demonstrate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary consultation in all professional roles.

**Objective 3:** Students will develop an understanding of service delivery systems within a context that respects individual and cultural diversity and social justice.

**Competency 3a:** Students demonstrate knowledge and understanding of diversity and contextual issues in a variety professional roles.

**Competency 3b:** Students conceptualize cases considering contextual and diversity issues and apply this conceptualization in their assessment, treatment planning, and/or interventions with diverse clients and populations.

**Aim 3:** To graduate professional psychologists competent in the comprehension, conduct, and application of research to professional practice.

**Objective 4:** Students will demonstrate knowledge and skills in research design and data analysis and interpretation, as well as knowledge and skills in the critical review and evaluation of psychological and educational research literature.

**Competency 4a:** Students demonstrate substantial knowledge and skills in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology.

**Competency 4b:** Students demonstrate skills in advanced research methods and data analysis appropriate to conducting their dissertation research.

**Aim 4:** To graduate students with a strong commitment to their professional identity as psychologists and a strong commitment to ethical practice in psychology.

**Objective 5:** Students demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work.

**Competency 5a:** Students demonstrate knowledge and application of relevant ethical and legal codes and protection of research subjects (e.g., APA's Ethical Standards) in all facets of their professional roles.

**Objective 6:** Students and graduates demonstrate a commitment to psychology as a professional and to their identity as professional psychologists.

**Competency 6a:** Students and graduates will perform activities consistent with those identified in professional psychology including licensure (where appropriate), membership and/or participation in national, state, and local organizations, and through their expressed professional goals.

**Competency 6b:** Graduates demonstrate a commitment to lifelong learning and personal and professional growth and development.

### **Specific Competencies Related to Practicum Experiences**

**Competency 1b:** Students will demonstrate appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's own professional practices.

**Competency 1c:** Students demonstrate the attitudes and skills to collaborate in training and in professional settings and are appropriately responsive to input from faculty, supervisors, and peers.

**Competency 1d:** Students demonstrate knowledge and skills in evaluating efficacy of interventions and assessing client progress and outcome.

**Competency 2a:** Students demonstrate knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and the interpretation of assessments consistent with best scientific research evidence.

**Competency 2b:** Students demonstrate knowledge and skills in integrating assessment data into comprehensive conceptualizations of clients including an appropriate treatment plan.

**Competency 2c:** Students demonstrate knowledge and skills in providing evidence based

psychological interventions that are respectful of client values, preferences, and culture.

**Competency 2e:** Students demonstrate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary consultation in all professional roles.

**Competency 3b:** Students conceptualize cases considering contextual and diversity issues and apply this conceptualization in their assessment, treatment planning, and/or interventions with diverse clients and populations.

**Competency 5a:** Students demonstrate knowledge and application of relevant ethical and legal codes and protection of research subjects (e.g., APA's Ethical Standards) in all facets of their professional roles.

The doctoral program has been accredited, on contingency by the American Psychological Association (APA); which grants national accreditation for programs in health service psychology. The program's current APA accreditation status of accredited, on contingency expires on April 7, 2024. The University will apply for full accreditation before this time. The curriculum meets the State of New Hampshire licensing requirements for Psychologists.

APA grants "Accredited, on contingency" only if the program meets all standards except for the inclusion of all required outcome data on students in the program and after program completion. To move from "accredited, on contingency" status to fully accredited, the program must provide the required data within three (3) years of receiving "accredited, on contingency" status.

*Questions related to the program's accredited status should be directed to the Commission on Accreditation:*

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE  
Washington, DC 20002  
(202) 336-5979  
apaaccred@apa.org  
www.apa.org/ed/accreditation

### **Student Learning Outcomes:**

- To graduate professional psychologists competent as reflective practitioner-scholars;
- To graduate professional psychologists who are knowledgeable about and clinically competent in the areas of assessment, diagnosis, treatment, and supervision and consultation;
- To graduate professional psychologists competent in the conduct, comprehension, and application of research to professional practice;

- To graduate students with a strong commitment to the ethical practice of psychology and their professional identity as psychologists.

### **Admissions and Coursework**

Doctoral applicants may hold a master's degree in counseling or a related field; however, this is not required for admission into the Psy.D. program. Students with bachelor's degrees may apply directly to the program. Students are required to complete 54 credit hours in foundation courses and the equivalent of 3 credit hours in supervised practicum/internship experiences before they can begin taking the Psy.D. Core Requirements. Foundation courses and practicum/internship experiences may have been completed at another university and/or towards another graduate degree. Psy.D. program Core Requirements include 46 credits from required doctoral courses, 9 credits from doctoral elective courses, 3 credits from required doctoral practicums, and a minimum of 5 credits from doctoral dissertation research.

#### **Psy.D. Program Foundation Requirements (57 credits)**

##### **Required Foundation Courses (54 Credits)**

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 530 - Assessment of Learning and Reading Disabilities Credits: 3
- ED 538 - Cognitive Assessment I Credits: 3
- ED 610 - Basic Human Interaction Credits: 3
- ED 611 - Psychotherapy for Children Credits: 3
- ED 614 - Clinical Counseling Theories Credits: 3
- ED 615 - Clinical Counseling Techniques Credits: 3
- ED 616 - Group Counseling Credits: 3
- ED 618 - Ethics of Clinical Counseling Credits: 3

Or

- ED 701 - Foundations of School Psychology Credits: 3
- ED 623 - Marriage and Family Therapy Credits: 3
- ED 624 - Psychopathology Credits: 3
- ED 625 - Testing and Assessment Credits: 3
- ED 629 - Addictive Behaviors Credits: 3
- ED 704 - Personality Assessment I Credits: 3
- ED 705 - Neuropsychological Assessment I Credits: 3
- ED 720 - Social and Cultural Foundations Credits: 3
- ED 721 - Advanced Multicultural Perspectives Credits: 3

##### **Practicums (3 Credits)**

- ED 792 - Initial Practicum I Credits: 1
- ED 793 - Initial Practicum II Credits: 1
- ED 794 - Initial Practicum III Credits: 1

Psy.D. Program Core Requirements (minimum of 60 Credits)

##### **Required Doctoral Core Courses (46 credits)**

- ED 801 - History and Systems Credits: 3
- ED 802 - Biological Bases of Behavior Credits: 3
- ED 803 - Cognitive-Affective Bases of Behavior Credits: 3
- ED 804 - Social Bases of Behavior Credits: 3
- ED 806 - Seminar: Psychopathology and Interventions Credits: 3
- ED 809 - Psychometrics Credits: 3
- ED 810 - Cognitive Assessment II Credits: 3
- ED 812 - Personality Assessment II Credits: 3
- ED 815 - Evidence Based Treatment: Children and Families Credits: 3

Or

- ED 816 - Evidence Based Treatment: Adults Credits: 3
- ED 820 - Developmental Psychology Credits: 3
- ED 821 - Professional Psychology: Ethics and Standards Credits: 3
- ED 825 - Aging Credits: 3
- ED 833 - Supervision, Consultation and Systems Credits: 3
- ED 838 - Seminar: Internship and Professional Development Credits: 1
- ED 864 - Research Methods and Design in Psychological Research Credits: 3
- ED 881 - Quantitative Analysis in Psychology Credits: 3
- ED 886 - Doctoral Clinical Internship I Credits: 0
- ED 887 - Doctoral Clinical Internship II Credits: 0

#### Elective Courses (9 Credits)

- ED 807 - Psychopharmacology Credits: 3
- ED 808 - Foundations of Neuropsychology Credits: 3
- ED 814 - Seminar: Group Psychotherapy Credits: 3
- ED 830 - School Based Consultation Credits: 3
- ED 831 - Classroom Based Assessment Credits: 3

- ED 832 - Community Consultation Credits: 3
- ED 835 - School Neuropsychology Credits: 3

#### Doctoral Degree Core Practicums ( 3 required credits)

- ED 840 – Psy.D. Practicum I Credits: 1
- ED 841 – Psy.D. Practicum II Credits: 1
- ED 842 – Psy.D. Practicum III Credits: 1

#### Available elective practicum placements (up to 3 optional credits)

- ED 843 - Advanced Clinical Experience I Credits: 1
- ED 844 - Advanced Clinical Experience II Credits: 1
- ED 845 - Advanced Clinical Experience III Credits: 1

#### Dissertation Research (minimum 5 credits)

- ED 892 - Directed Research in Psychology Credits: 2
- ED 896 - Research in Psychology Credits: 1-3

#### Program Requirements

After completion of all 60 credits of foundation courses and practica (or their equivalent), students must successfully complete the following requirements within seven (7) years:

- All 43 credits of core doctoral courses;
- All 9 credits of elective courses;
- A minimum of 3 credits in practica placements;
- Written and oral comprehensive examinations;
- A minimum of 5 credits in doctoral research, including the successful completion of a written doctoral research project and its oral defense; and,
- A 50 week, 2000-hour clinical internship.

## **Educational Specialist (Ed.S.) in Counseling**

This program is designed for professionals who hold a Master's degree in counseling or a closely related field who want to pursue further education to increase the knowledge and expertise they bring to their current professional responsibilities. Students who wish to obtain school counseling licensure as part of the Ed.S. program may do so with the approval of the Program Director. The Program Director may authorize course substitutions in the program for those seeking licensure in school counseling. Students working to obtain school counseling licensure will be eligible for certification upon completion of N.H. Department of Education standards and requirements.

#### Prerequisites (24 Credits)

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 610 - Basic Human Interaction Credits: 3

- ED 614 - Clinical Counseling Theories Credits: 3
- ED 615 - Clinical Counseling Techniques Credits: 3
- ED 616 - Group Counseling Credits: 3
- ED 624 - Psychopathology Credits: 3
- ED 720 - Social and Cultural Foundations Credits: 3

Or their equivalents

#### Degree Requirements (36 Credits)

#### Required Courses (27 Credits)

- ED 611 - Psychotherapy for Children Credits: 3
- ED 623 - Marriage and Family Therapy Credits: 3
- ED 625 - Testing and Assessment Credits: 3
- ED 626 - Positive Psychology Credits: 3
- ED 629 - Addictive Behaviors Credits: 3
- ED 681 - Career and Lifestyle Development Credits: 3
- ED 704 - Personality Assessment I Credits: 3

- ED 705 - Neuropsychological Assessment I Credits: 3
- ED 721 - Advanced Multicultural Perspectives Credits: 3

#### Recommended Electives (9 Credits)

- ED 538 - Cognitive Assessment I Credits: 3
- ED 539 - Information Processing and Cognition Credits: 3
- ED 612 - Professional Issues in School Counseling Credits: 3
- ED 613 - Collaboration and Intervention Credits: 3

- ED 620 - Spiritual Dimensions of Counseling Credits: 3
- ED 648 - Internship in School Counseling I Credits: 6
- ED 649 - Internship in School Counseling II Credits: 6

#### Other Program Requirements

- Candidacy review which that includes a disposition review
- E-Portfolio review for candidacy and graduation
- Successful completion of comprehensive examination

## **Educational Specialist (Ed.S.) in School Psychology**

This program is designed for professionals who hold a Master's degree in counseling or a closely related field who want to become employed as a school psychologist. It is designed to comply with the New Hampshire Department of Education (NHDOE) standards for licensure. The combination of prerequisite Master's degree credits and Ed.S. credits equal 63 total credits, not including internship credits. Prospective students meet with the Program Director in order to complete a thorough transcript analysis to ensure adherence with NHDOE requirements for licensure. Students who did not complete the 33 prerequisite credits in their Master's program will need to take prerequisite courses in addition to the required Ed.S. courses. Students interested in earning the Ed.S. in School Psychology who do not currently hold a Master's degree should enroll in the M.Ed. Program in Education Studies: Counseling and School Psychology Concentration. Upon completion of that the M.Ed. degree, they should then apply for admission into the Ed.S. Program in School Psychology.

#### Prerequisites (33 Credits)

- ED 501 - Fundamentals of Research Credits: 3
  - ED 505 - Advanced Psychology of Human Development Credits: 3
  - ED 530 - Assessment of Learning and Reading Disabilities Credits: 3
  - ED 538 - Cognitive Assessment I Credits: 3
  - ED 610 - Basic Human Interaction Credits: 3
  - ED 614 - Clinical Counseling Theories Credits: 3
  - ED 615 - Clinical Counseling Techniques Credits: 3
  - ED 616 - Group Counseling Credits: 3
  - ED 624 - Psychopathology Credits: 3
  - ED 626 - Positive Psychology Credits: 3
  - ED 720 - Social and Cultural Foundations Credits: 3
- Or their equivalents

#### Degree Requirements (42 Credits)

#### Required Courses (30 Credits)

- ED 534 - Assessment of Emotional and Behavioral Disabilities Credits: 3
- ED 539 - Information Processing and Cognition Credits: 3
- ED 611 - Psychotherapy for Children Credits: 3
- ED 613 - Collaboration and Intervention Credits: 3
- ED 625 - Testing and Assessment Credits: 3
- ED 629 - Addictive Behaviors Credits: 3
- ED 701 - Foundations of School Psychology Credits: 3
- ED 704 - Personality Assessment I Credits: 3
- ED 705 - Neuropsychological Assessment I Credits: 3
- ED 721 - Advanced Multicultural Perspectives Credits: 3

#### Internship/Seminars (12 Credits)

Seminars are completed on either a full or part time basis.  
Part-time:

- ED 715 - Internship Seminar in School Psychology I Credits: 3
- ED 716 - Internship Seminar in School Psychology II Credits: 3
- ED 717 - Internship Seminar in School Psychology III Credits: 3
- ED 718 - Internship Seminar in School Psychology IV Credits: 3

Full-time:

- ED 722 - Internship Seminar in School Psychology I Credits: 6
- ED 723 - Internship Seminar in School Psychology II Credits: 6

#### Other Program Requirements

- Candidacy review which that includes a disposition review
- E-Portfolio review for candidacy, internship and graduation
- Successful completion of comprehensive examination

## **Master of Arts in Clinical Mental Health Counseling**

This program is designed for individuals who hold a Bachelor's degree who want to pursue counseling work in a clinical setting. The program is designed to follow the standards of the New Hampshire Board of Mental Health Practice in order to fulfill eligibility requirements for state licensure as a licensed clinical mental health counselor, CMHC. Upon completion of the Master's degree, students are not immediately granted licensure by the New Hampshire Board of Mental Health Practice. After graduation an additional post-Master's supervised work experience is required to become a licensed clinical mental health counselor. Students interested in the details of obtaining their clinical mental health counseling license should contact the New Hampshire Board of Mental Health Practice for further information. Note: The post-Master's internship supervisor must be a licensed clinical mental health counselor.

### **Counseling Core Courses (13 Credits)**

- ED 610 - Basic Human Interaction Credits: 3
- ED 614 - Clinical Counseling Theories Credits: 3
- ED 615 - Clinical Counseling Techniques Credits: 3
- ED 616 - Group Counseling Credits: 3
- ED 672 - Introduction to Counseling Credits: 1

### **Counseling Content Courses (24 Credits)**

- ED 611 - Psychotherapy for Children Credits: 3
- ED 618 - Ethics of Clinical Counseling Credits: 3
- ED 624 - Psychopathology Credits: 3
- ED 625 - Testing and Assessment Credits: 3
- ED 629 - Addictive Behaviors Credits: 3
- ED 681 - Career and Lifestyle Development Credits: 3
- ED 720 - Social and Cultural Foundations Credits: 3
- ED 721 - Advanced Multicultural Perspectives Credits: 3

## **Master of Arts in Teaching Middle/Secondary: English**

The Master of Arts (M.A.T.) in Teaching Middle/Secondary: English is designed to meet the professional needs of individuals from a variety of backgrounds and experiences. The program blends graduate study in pedagogical methods and curriculum for culturally diverse students in an inclusive learning environment. The content of the discipline is primarily delivered in a scheduled set of core courses based on transcript review of prior coursework. Pedagogy is primarily taught from the perspective of research on human development and learning, the teaching of integrated methods with extensive field experiences, and technological innovation to prepare for the teacher as a leader. The goal is the preparation of middle secondary educators for the contemporary classroom with global perspective. Depending on each individual's background and experience students select from two program

### **Foundational Courses (9 Credits)**

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 626 - Positive Psychology Credits: 3

### **Recommended Electives (3 Credits)**

- ED 538 - Cognitive Assessment I Credits: 3
- ED 539 - Information Processing and Cognition Credits: 3
- ED 620 - Spiritual Dimensions of Counseling Credits: 3
- ED 623 - Marriage and Family Therapy Credits: 3
- ED 704 - Personality Assessment I Credits: 3
- ED 705 - Neuropsychological Assessment I Credits: 3

### **Internship/Seminars (12 Credits)**

- ED 650 - Internship/Seminar in Clinical Mental Health Counseling I Credits: 6
- ED 651 - Internship/Seminar in Clinical Mental Health Counseling II Credits: 6

### **Degree Requirements (61 Credits)**

#### **Other Program Requirements**

- 50 hours of pre-practicum in Clinical Mental Health Counseling
- Candidacy review which includes disposition review
- E-Portfolio review for candidacy, internship and graduation
- Successful completion of comprehensive examination

options: (1) Licensure courses for students without teaching experience who wish to become teachers. This option is designed for students who hold a bachelor's degree and seek licensure in the discipline or its equivalent; (2) Non-licensure for students with teaching experience and previous teacher licensure. This option is appropriate for the educator who seeks advanced course work in the discipline, educational theory or pedagogy.

The Division of Education and Counseling conducts a transcript review to determine if all content requirements have been met at the undergraduate level or will be met in the M.A.T. program. Students are expected to demonstrate outstanding performance in a content or advanced specific course prior to student teaching. Meeting with the Program Director of Education to



determine a program of study that fulfills all licensure requirements is required.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Degree Requirements (39 Credits)

Required Foundation Courses (15 Credits)

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 536 - Instruction for Exceptional Students Credits: 3
- ED 537 - Curriculum Methods and Assessment Credits: 3
- ED 626 - Positive Psychology Credits: 3

English Language Arts Pedagogy Courses (3 Credits)

- ED 642 - Methods of Teaching English Language Arts in Secondary Grades Credits: 3

Content Area Courses- Language and Literature (15 Credits)

- ENG 530 - English Language: Development and Issues Credits: 3
- ENG 620 - Modern and Contemporary World Fiction Credits: 3

- ENG 622 - Young Adult Literature Credits: 3
- ENG 630 - Literary Non-Fiction Credits: 3
- ENG 636 - Modern and Contemporary World Poetry Credits:

Internship/Seminar (6 Credits)

The completion of early field experience (EFE) hours is required before ED 690.

- ED 690 - Internship/Seminar: Initial Certification Credits: 6  
Students choosing non-certification will take ENG 643 Shakespeare and Film in place of ED 690  
Internship/Seminar: Initial Certification for a total of 36 program credits.

Other Program Requirements

- Meeting with the program director in education to register for courses
- Adherence to all requirements in the Graduate Education program handbook
- Pass the comprehensive examination
- In order to be recommended for licensure, students must earn a passing score on the licensure tests required by the New Hampshire Department of Education.
- Students seeking teacher licensure must apply to the Professional Educator Program (PEPP) after successfully completing 12 credits, receiving positive reports from a cooperating practitioner and university professor, maintaining a minimum of a 3.0 GPA, and successful completion of the Praxis Core Academic Skills tests.

## **Master of Arts in Teaching Middle/Secondary: Social Studies**

The Master of Arts (M.A.T.) in Teaching Middle/Secondary: Social Studies is designed to meet the professional needs of individuals from a variety of backgrounds and experiences. The program blends graduate study in pedagogical methods and curriculum for culturally diverse students in an inclusive learning environment. The content of the discipline is primarily delivered in a scheduled set of core courses based on transcript review of prior coursework. Pedagogy is primarily taught from the perspective of research on human development and learning, the teaching of integrated methods with extensive field experiences, and technological innovation to prepare for the teacher as a leader. The goal is the preparation of middle secondary educators for the contemporary classroom with a global perspective. Depending on each individual's background and experience students select from two program options: (1) Licensure courses for students without teaching experience who wish to become teachers. This option is designed for students who hold a bachelor's degree and seek licensure in the discipline or its equivalent; (2) Non-licensure for students with teaching

experience and previous teacher licensure. This option is appropriate for the educator who seeks advanced course work in the discipline, educational theory or pedagogy.

The Division of Education and Counseling conducts a transcript review to determine if all content requirements have been met at the undergraduate level or will be met in the M.A.T. program. Students are expected to demonstrate outstanding performance in a content or advanced specific course prior to student teaching. Meeting with the Program Director of Education to determine a program of study that fulfills all licensure requirements is required.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Degree Requirements (39 Credits)

### Required Foundation Courses (15 Credits)

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 536 - Instruction for Exceptional Students Credits: 3
- ED 537 - Curriculum Methods and Assessment Credits: 3
- ED 626 - Positive Psychology Credits: 3

### Pedagogy Course (3 Credits)

- ED 645 - Methods of Teaching Social Studies in Secondary Grades Credits: 3

### Content Area Courses (15 Credits)

- SST 516 - Economic Analysis Credits: 3
- SST 530 - Global and Cultural Geography Credits: 3
- SST 570 - America on the World Stage Credits: 3
- SST 603 - The Constitution in Context Credits: 3
- SST 660 - The Politics and Economics of Globalization Credits: 3

### Internship/Seminar (6 Credits)

The completion of early field experience (EFE) hours is required before ED 690.

- ED 690 - Internship/Seminar: Initial Certification Credits: 6

Students choosing non-certification will take SST 575 Studies in National Socialist Germany in place of ED 690 Internship/Seminar: Initial Certification for a total of 36 program credits.

### Other Program Requirements

- Meet with the program director of education to register for courses
- Adherence to all requirements in Graduate Education program handbook
- Pass the comprehensive examination
- In order to be recommended for licensure, students must earn a passing score on the licensing tests required by the New Hampshire Department of Education.
- Students seeking teacher licensure must apply to the Professional Educator Program (PEPP) after successfully completing 12 credits, receiving positive reports from a cooperating practitioner and university professor, maintaining a minimum of a 3.0 GPA, and successful completion of the Praxis Core Academic Skills tests.

## **Master of Education in Early Childhood: Administration or Teaching**

The M.Ed. in Early Childhood Education prepares students as early childhood professionals for a variety of fields involving children and their families. A program of study is designed for students based on their professional goals. Taking into consideration previous course work and prior experiences, the program director reviews transcripts to determine the sequence of the courses and additional background preparation. Early field experiences are tailored to the needs, competencies, and current and prior experiences of the student. Field experiences are embedded in relevant courses.

In addition to foundation courses and pedagogy courses the division offers students interested in early childhood with two programs of study: early childhood administration or teacher licensure.

### **Early Childhood Administration Option**

The early childhood administration option fulfills the New Hampshire Bureau of Child Care Licensing and Standards for director licensure requirements. Students seeking to become administrators meet with the program director to select two business courses based on their professional goals, objectives and background. In addition, during their last semester of attendance students complete a capstone project as part of their culminating experience in the program.

### **Teacher Licensure Option**

The early childhood teacher licensure option leads to New Hampshire teacher licensure (birth - grade 3). Students seeking teacher licensure as an early childhood educator must apply to the Professional Educator Program (PEPP) after successfully completing 12 credits. They must have received positive reports from a cooperating practitioner and university professor(s), maintained a 3.0 GPA and successfully completed the Praxis Test of Core Academic Skills. In addition to these Rivier University PEPP requirements, the state of New Hampshire requires that students seeking early childhood licensure provide passing scores on the following two tests:

- Praxis II for Early Childhood
- Pearson Foundations of Reading

Students seeking teacher licensure complete a full semester internship in early childhood. Students must successfully pass their Comprehensive Examination prior to enrolling in the internship and seminar. Students applying for teacher licensure complete a minimum of 14 weeks in kindergarten through third grade as part of their internship.

New Hampshire teacher licensure is not automatic with the completion of the internship. Students apply for

licensure after successfully completing the internship, the program competencies, and other program requirements. The Director of the program reviews the student's complete records and recommends the student for completion of degree requirements to the Division Curriculum Committee, Student Performance Review. The recommendation of the committee is forwarded to the Division Officer for Licensure who recommends the student for licensure to the NH Department of Education. Students are advised to periodically review the NH DOE website for state examination requirements and meet with the Program Director to determine a plan for successful completion of examination requirements.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

#### Degree Requirements (39 Credits)

##### Required Foundation Courses (15 Credits)

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 536 - Instruction for Exceptional Students Credits: 3
- ED 537 - Curriculum Methods and Assessment Credits: 3
- ED 626 - Positive Psychology Credits: 3

#### General Pedagogy Core (12 Credits)

- ED 520 - Foundations of Reading Credits: 3
- ED 526 - Literacy, Literature and Writing Credits: 3
- ED 568 - Teaching Mathematics (PreK-3) Credits: 3
- ED 585 - Methods in STEAM and Social Studies K-3 Credits: 3

#### Early Childhood Programs of Study (6 Credits)

Students take two courses from either administration or teaching option.

##### Administration Option

- BUS - Two electives

##### Teaching Option

- ED 610 - Basic Human Interaction Credits: 3
- ED 720 - Social and Cultural Foundations Credits: 3

#### Capstone Project or Internship/Seminar (6 Credits)

##### Administration Option

- ED 671 - Capstone Project Credits: 6

##### Teaching Option

- ED 690 - Internship/Seminar: Initial Certification Credits: 6

## **Master of Education in Education Administration**

The program is designed to provide the theoretical foundations and develop the practical skills required for effective school administration and leadership. This degree program leads to licensure by the New Hampshire State Department of Education and is based on the standards for licensure established by the New Hampshire Department of Education. Courses employ a variety of school and classroom field experiences. The licensure program requires a culminating internship in a school setting under the supervision of a licensed school principal. The New Hampshire Department of Education requires candidates in this program need to have completed at least 5 years as an educator.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

#### Prerequisite

- 5 years of educator experience

#### Degree Requirements (39 credits)

##### Required Foundation Courses (12 Credits)

- ED 501 - Fundamentals of Research Credits: 3
- ED 540 - Curriculum Development Credits: 3
- ED 626 - Positive Psychology Credits: 3
- ED 720 - Social and Cultural Foundations Credits: 3

##### Required Administration Related Courses (21 Credits)

- ED 542 - Leadership in School Administration Credits: 3
- ED 588 - Disability Law and Policy Credits: 3
- ED 605 - Professional Development and Evaluation Credits: 3
- ED 607 - Educational Finance Credits: 3
- ED 610 - Basic Human Interaction Credits: 3
- ED 613 - Collaboration and Intervention Credits: 3
- Education Elective Credits: 3

#### Internship/Seminar (6 credits)

- ED 646 - Internship/Seminar: School Principal Credits: 6

## **Master of Education in Education Studies**

The M.Ed. Program in Education Studies enables students to broaden and deepen their professional knowledge and competencies.

### **Degree Requirements (39 Credits)**

#### **Required Foundation Courses (12 Credits)**

- ED 501 - Fundamentals of Research Credits: 3
- ED 540 - Curriculum Development Credits: 3
- ED 626 - Positive Psychology Credits: 3
- ED 720 - Social and Cultural Foundations Credits: 3

#### **Individualized Program of Study (21 Credits)**

The Individualized Plan of Study is specifically designed to meet students' career needs and goals by developing a concentration in one of the following areas:

- Counseling and School Psychology
- Education Administration
- Early Childhood
- Elementary
- Middle/Secondary
- Special Education

Students meet with the director of education to develop an Individualized Program of Study that draws courses from the various programs sponsored by the Division of Education and Counseling and other divisions. A six credit project is included in each program of study.

#### **Capstone Project (6 Credits)**

- ED 671 - Capstone Project Credits: 6

## **Master of Education in Education Studies with a Concentration in Counseling and School Psychology**

This program is designed for individuals who hold a Bachelor's degree in education or a closely related field who want to learn to use counseling skills to enhance their current professional responsibilities and/or want to pursue further study in the Ed.S. Program in School Psychology or the Psy.D. in Counseling and School Psychology. The program provides students with an opportunity to pursue coursework at the master's level without additional internship requirements of the school counseling or mental health counseling programs. Students completing this program do not meet the criteria for licensure as a school guidance counselor by the New Hampshire State Department of Education or for licensure as a clinical mental health counselor by the New Hampshire Board of Mental Health Practice.

### **Degree Requirements (37 Credits)**

#### **Counseling Core Courses (13 Credits)**

- ED 610 - Basic Human Interaction Credits: 3
- ED 614 - Clinical Counseling Theories Credits: 3
- ED 615 - Clinical Counseling Techniques Credits: 3
- ED 616 - Group Counseling Credits: 3
- ED 672 - Introduction to Counseling Credits: 1

#### **Counseling Content Courses (9 Credits)**

- ED 624 - Psychopathology Credits: 3
- ED 720 - Social and Cultural Foundations Credits: 3

- ED 721 - Advanced Multicultural Perspectives Credits: 3

#### **Foundational Courses (9 Credits)**

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 626 - Positive Psychology Credits: 3

#### **Concentration Courses (6 Credits)**

##### **Counseling**

- ED 611 - Psychotherapy for Children Credits: 3
- ED 623 - Marriage and Family Therapy Credits: 3

##### **School Psychology**

- ED 530 - Assessment of Learning and Reading Disabilities Credits: 3
- ED 538 - Cognitive Assessment I Credits: 3

#### **Other Program Requirements**

- 50 hours of pre-practicum in mental health counseling, school counseling or school psychology
- Candidacy review that includes a disposition review
- E-Portfolio review for candidacy and graduation
- Successful completion of comprehensive examination

## **Master of Education in Elementary Education (Certification Program)**

The M.Ed. in Elementary Education is designed for students who hold a bachelor's degree and want to become licensed to teach at the elementary level. Taking into consideration previous course work and prior experiences the program director reviews transcripts to determine the sequence of the courses and any additional background preparation of education. Early field experiences are tailored to the needs, competencies, and current and prior experiences of the student. Field experiences are embedded in relevant courses.

New Hampshire teacher licensure is not automatic with the completion of the internship. Students apply for licensure after successfully completing the internship, the program competencies, and other program requirements. The program director reviews the student's complete records and recommends the student for completion of degree requirements to the Division Curriculum Committee, Student Performance Review.

The recommendation is provided to the Officer for Licensure who recommends the student for licensure to the NH Department of Education. Students are advised to periodically review the NHDOE website for state examination requirements and meet with the Program Director for Education to determine a plan for the successful completion of examination requirements.

Students seeking teacher licensure must apply to the Professional Educator Program (PEPP) after successfully completing 12 credits. They also must receive positive reports from a cooperating practitioner and university professor(s), maintain a minimum of a 3.0 GPA, and successfully complete the Praxis Test of Core Academic Skills. In addition to PEPP requirements, the state of New Hampshire requires that students seeking teacher licensure receive passing scores on the following tests:

- Praxis II for Elementary
- Pearson Foundations of Reading
- Praxis II middle school for (Elementary K-8 certification only)

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Degree Requirements (39 Credits)

Required Foundation Courses (15 Credits)

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 536 - Instruction for Exceptional Students Credits: 3
- ED 537 - Curriculum Methods and Assessment Credits: 3
- ED 626 - Positive Psychology Credits: 3

General Pedagogy Core (12 Credits)

- ED 520 - Foundations of Reading Credits: 3
- ED 526 - Literacy, Literature and Writing Credits: 3
- ED 568 - Teaching Mathematics (PreK-3) Credits: 3
- ED 585 - Methods in STEAM and Social Studies K-3 Credits: 3

Specific Pedagogy Courses (6 Credits)

- ED 513 - Teaching Mathematics 4-8 Credits: 3
- ED 586 - Methods in STEAM and Social Studies 4-8 Credits: 3

Internship/Seminar (6 Credits)

Students must be accepted into the PEPP, complete all coursework, and maintain a 3.0 GPA in order to enroll in ED 690, and show evidence of preparation for examinations or successful completion of state certification examinations.

- ED 690 - Internship/Seminar: Initial Certification Credits: 6

## **Master of Education in School Counseling (Licensure Program)**

This program is designed for individuals who hold a Bachelor's degree who want to become eligible for employment as a school counselor. This program leads to licensure in school counseling (school guidance counselor, K-12) by the New Hampshire State Department of Education. With emphasis on the American School Counselor Association (ASCA) National Model and the New Hampshire Comprehensive Guidance and Counseling Model, this program is

designed to provide students with conceptualization and intervention skills for the school setting.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Degree Requirements (55 Credits)

### Counseling Core Courses (13 Credits)

- ED 610 - Basic Human Interaction Credits: 3
- ED 614 - Clinical Counseling Theories Credits: 3
- ED 615 - Clinical Counseling Techniques Credits: 3
- ED 616 - Group Counseling Credits: 3
- ED 672 - Introduction to Counseling Credits: 1

### Counseling Content Courses (18 Credits)

- ED 612 - Professional Issues in School Counseling Credits: 3
- ED 613 - Collaboration and Intervention Credits: 3
- ED 624 - Psychopathology Credits: 3
- ED 681 - Career and Lifestyle Development Credits: 3
- ED 720 - Social and Cultural Foundations Credits: 3
- ED 721 - Advanced Multicultural Perspectives Credits: 3

### Foundational Courses (9 Credits)

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 626 - Positive Psychology Credits: 3

### Recommended Electives (3 Credits)

- ED 538 - Cognitive Assessment I Credits: 3
- ED 539 - Information Processing and Cognition Credits: 3
- ED 611 - Psychotherapy for Children Credits: 3
- ED 620 - Spiritual Dimensions of Counseling Credits: 3
- ED 623 - Marriage and Family Therapy Credits: 3
- ED 704 - Personality Assessment I Credits: 3
- ED 705 - Neuropsychological Assessment I Credits: 3

### Internship/Seminars (12 Credits)

- ED 648 - Internship in School Counseling I Credits: 6
- ED 649 - Internship in School Counseling II Credits: 6

### Other Program Requirements

- 50 hours of pre-practicum in school counseling
- Candidacy review that includes a disposition review
- E-Portfolio review for candidacy, internship and graduation
- Successful completion of comprehensive examination

## **Master of Education in Special Education**

The major in General Special Education with initial certification is offered to students with or without experience at the early childhood, elementary, middle, or secondary levels. The options for this major in General Special Education are as follows: (1) General Special Education: Initial Certification; (2) Emotional and Behavioral Disabilities: Endorsement; and (3) Specific Learning Disabilities: Endorsement. In addition to the initial certification in general special education, the student can acquire specialized knowledge in the area of autism; an endorsement in the area of emotional and behavioral disabilities; and an endorsement in the area of specific learning disabilities.

Integrated within the General Pedagogy core courses for each of the four options are areas of knowledge, content, pedagogy, and research that bridge each option. Integrated within the Specific Pedagogy Courses is assessment for instruction of persons on the autism spectrum or for emotional and behavioral disabilities as well as for specific learning disabilities. The graduate student's focus determines their particular population and program of study. For example, students seeking certification in specific learning disabilities will participate in an internship with children and adolescents with specific learning disabilities supervised by a teacher certified as a specific learning disabilities teacher. Students can pursue multiple endorsements by completing the full complement of coursework under

general and specific pedagogy and the appropriate internship(s).

Taking into consideration previous course work and prior experiences, the Program Director for Education reviews transcripts to determine the sequence of courses and any additional background preparation that may be needed. Early field experiences are tailored to the needs, competencies, current and prior experiences of the students. Field experiences are embedded in relevant courses. The General Special Education with initial certification program culminates with a full-time internship with individuals identified with emotional and behavioral disabilities, specific learning disabilities, or mild and moderate forms of developmental disabilities. Each student is mentored by an appropriately certified professional educator during the internship.

Students seeking initial teacher licensure must apply to the Professional Educator Preparation Program (PEPP) after successfully completing 12 credits. They also must have positive reports from cooperating practitioner and university professor(s), maintained a minimum of a 3.0 GPA and successfully completed the Praxis Test of Core Academic Skills.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

## General Special Education: Initial Certification

The General Special Education sequence of courses is designed for students who hold a bachelor's degree and seek initial teaching licensure in special education settings.

## General Special Education: Autism Specialization

The General Special Education with an Autism specialization is designed for students who hold a bachelor's degree and may or may not hold licensure in early childhood, elementary or secondary education and wish to become licensed in special education. The courses in this specialization prepares students with the knowledge to teach and work in a program or classroom setting with students on the autism spectrum.

## Emotional and Behavioral Disabilities: Endorsement

The course of study for students seeking an endorsement for emotional and behavioral disabilities must have current teaching certification in either general education or special education. For individuals without special education certification, the program may lead to general special education licensure (K-12), in addition to either emotional and behavioral disabilities or specific learning disabilities certification. In addition, specific pedagogy courses associated with the assessment and knowledge of persons with autism spectrum disorders are offered. This set of graduate courses prepares educators to work directly with students with emotional and behavioral disabilities in general and in special education classrooms as well as consult and collaborate with other professionals and family members.

## Specific Learning Disabilities: Endorsement

The program provides opportunities to develop professional skills, knowledge, and competencies for the education of students with specific learning disabilities in grades K-12. Students are prepared to teach and consult with regular education teachers recommending methods to assist students with specific learning disabilities in ways to be successful in inclusive classrooms. The program culminates with a full-time internship in a school setting with children and adolescents identified with a specific learning disability with a licensed teacher in specific learning disabilities.

## Specific Pedagogy Core Courses\* and Internship Seminars\*\*

- Students seeking the degree with one professional endorsement for emotional and behavioral disabilities or specific learning disabilities may take ED 530 Assessment of Learning and Reading Disabilities or ED 534 Assessment of Emotional and Behavioral Disabilities prior to ED 694 Internship Seminar: Professional Endorsement I for a total of 39 credits.
- Students seeking both endorsements take ED 530 Assessment of Learning Disabilities and ED 535 Assessment of Emotional and Behavioral Disabilities

prior to taking ED 694 Internship Seminar Endorsement I and ED 696 Internship Seminar Endorsement II for a total of 48 credits.

- Students seeking content in autism only take ED 597 ABAI: Assessment and Monitoring of ASD prior to ED 690 Internship/Seminar: Initial Certification or ED 671 Capstone Project for a total of 39 credits.

## Degree Requirements (39-48 Credits)

### Required Foundation Courses (15 Credits)

- ED 501 - Fundamentals of Research Credits: 3
- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 536 - Instruction for Exceptional Students Credits: 3
- ED 537 - Curriculum Methods and Assessment Credits: 3
- ED 626 - Positive Psychology Credits: 3

### General Pedagogy Core (15 Credits)

- ED 539 - Information Processing and Cognition Credits: 3
- ED 543 - Social Emotional Development and Behavior Credits: 3
- ED 588 - Disability Law and Policy Credits: 3
- ED 589 - Communication and Developmental Delays Credits: 3
- ED 598 - Curriculum for Inclusive Education Credits: 3

### Specific Pedagogy Core Courses (3-9 Credits)

- ED 530 - Assessment of Learning and Reading Disabilities Credits: 3
- Students take Capstone Project or one or more of the following internships based on their professional interests and goals. See Internship Seminars below.\*\*
- ED 534 - Assessment of Emotional and Behavioral Disabilities Credits: 3
  - ED 597 - ABA I: Assessment and Monitoring of ASD Credits: 3

### Internship/Seminar (6 Credits)

- ED 671 - Capstone Project Credits: 6

Students take Capstone Project or one or more of the following internships based on their professional interests and goals. See Internship Seminars below.\*\*

- ED 690 - Internship/Seminar: Initial Certification Credits: 6
- ED 694 - Internship Seminar: Professional Endorsement I Credits: 6
- ED 696 - Internship Seminar: Professional Endorsement II Credits: 6

## **Masters of Arts in Teaching Middle/Secondary: Mathematics**

The Master of Arts (M.A.T.) in Teaching Middle/Secondary: Mathematics is designed to meet the professional needs of individuals from a variety of backgrounds and experiences. The program blends graduate study in pedagogical methods and curriculum for culturally diverse students in an inclusive learning environment. The content of the discipline is primarily delivered in a scheduled set of core courses based on transcript review of prior coursework. Pedagogy is primarily taught from the perspective of research on human development and learning, the teaching of integrated methods with extensive field experiences, and technological innovation to prepare for the teacher as a leader. The goal is the preparation of middle secondary educators for the contemporary classroom with global perspective. Depending on each individual's background and experience students select from two program options: (1) Licensure courses for students without teaching experience who wish to become teachers. This option is designed for students who hold a bachelor's degree and seek certification in the discipline or its equivalent; (2) Non-licensure for students with teaching experience and previous teaching licensure. This option is appropriate for the educator who seeks advanced course work in the discipline, educational theory or pedagogy.

The Division of Education conducts a transcript review to determine if all content requirements have been met at the undergraduate level or will be met in the M.A.T. program. Students are expected to demonstrate outstanding performance in a content or advanced specific course prior to student teaching. Meeting with the Program Director of Education to determine a program of study that fulfills all licensure requirements is required.

Upon completion of this program, you will be eligible for certification in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Education Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

### **Degree Requirements (39 Credits)**

#### **Required Foundation Courses (15 Credits)**

- ED 501 - Fundamentals of Research Credits: 3

- ED 505 - Advanced Psychology of Human Development Credits: 3
- ED 536 - Instruction for Exceptional Students Credits: 3
- ED 537 - Curriculum Methods and Assessment Credits: 3
- ED 626 - Positive Psychology Credits: 3

#### **Pedagogy Course (3 Credits)**

- ED 643 - Methods of Teaching Mathematics in Secondary Grades Credits: 3

#### **Content Area Courses (15 Credits)**

- MA 508 - Discrete Mathematics Credits: 3
- MA 532 - Classical Geometries Credits: 3
- MA 540 - Mathematical Statistics Credits: 3
- MA 553 - Abstract Algebra Credits: 3
- MA 565 - Concepts in Calculus Credits: 3

#### **Internship/Seminar (6 Credits)**

The completion of early field experience (EFE) hours is required before ED 690.

- ED 690 - Internship/Seminar: Initial Certification Credits: 6

Students choosing non-certification will take MA 509 History of Mathematics in place of ED 690 Internship/Seminar for a total of 36 program credits.

#### **Other Program Requirements**

- Meeting with the program director in education to register for courses
- Adherence to all requirements in Graduate Education program handbook
- Pass the comprehensive examination
- In order to be recommended for licensure, students must earn a passing score on the licensing tests required by the New Hampshire Department of Education.
- Students seeking teacher licensure must apply to the Professional Educator Program (PEPP) after successfully completing 12 credits, receiving positive reports from a cooperating practitioner and university professor, maintaining a minimum of a 3.0 GPA, and successful completion of the Praxis Core Academic Skills tests.



## **English**

Courses in English are designed to challenge students to become critical thinkers who use language in its myriad forms as a precise, powerful, sophisticated, and creative way to know, to judge, and to communicate. A degree in English prepares students for thoughtful lives in which language matters both personally and professionally. Students who have earned the B.A. in English have become editors, journalists, managers, administrators, writers, educators, and public relations and advertising specialists, among others. This degree also can prepare students for a variety of graduate programs, including but not limited to, English, communications, law, business, divinity, and library science. Students desiring certification as secondary school teachers must fulfill the requirements of the English major.

Students in English can shape their program by selecting from a wide range of complementary academic minors in such fields as: business, marketing, management, writing, political science, pre-law, or graphic design. In addition, the University offers opportunities to write for publication, to participate in theater productions, and to propose other extracurricular possibilities. In the senior year, majors who maintain a 2.5 average (on a scale of 4.0) in their major can participate in an internship program in which they gain practical experience working in a career-related field under professional supervision.

For information on Bachelor of Arts in English Education (Day), refer to the Education Department section of the catalog.

### **Student Learning Outcomes**

Graduating majors in English should be able to:

- Demonstrate understanding of the broad historical and aesthetic movements, innovations, techniques, and genres in British, American, and other English-language literature, as well as the historical, linguistic, grammatical, and social dimensions of the English language;
- Analyze, interpret, and evaluate literary works, demonstrating how they relate to essential human questions and themes;
- Write with precision and clarity, composing critical analysis essays following edited Standard English, as well as original poetry and fiction;
- Effectively present information orally and visually;
- Perform duties responsibly and competently in an internship setting requiring analysis, problem-solving, and communication.

### **Assessment**

Student achievement in the English major is assessed in a variety of ways, including individually written projects (essays, multimedia), oral presentations, journals, self-evaluations, group projects (written and oral), online group activities (discussion board, chat room), exit interviews, and focus groups. In internships, faculty and qualified site personnel evaluate students' professional demeanor and practical skills in an applied setting. Students are encouraged to keep a portfolio of their experiences for reflective purposes, as well as to demonstrate their competencies when applying to graduate school and for positions in the field.

## **Master of Arts (M.A.T.) in Teaching Middle/Secondary: English**

For information on the Master of Arts in Teaching Middle/Secondary: English, refer to the Middle/Secondary section of the catalog.

## **Bachelor of Arts in English (Day)**

The Bachelor of Arts in English develops a student's skills of analysis and expression through concentrated study of literature and both professional and creative writing. By itself or in combination with one of the suggested minor courses of study, the Bachelor of Arts in English prepares students for careers in a variety of areas as well as for graduate work in such fields as English, library science, law, divinity, and business.

### **Student Learning Outcomes**

Students who complete degree requirements for a B.A. in English should be able to:

- Demonstrate understanding of the broad historical and aesthetic movements, innovations, techniques, and genres in British, American, and other English-language literature, as well as the historical, linguistic, grammatical, and social dimensions of the English language.
- Analyze, interpret, and evaluate literary works, demonstrating how they relate to essential human questions and themes.
- Write with precision and clarity, composing critical analysis essays following edited Standard English.
- Write poetry and fiction.
- Effectively present information orally and visually.

- Perform duties responsibly and competently in an internship setting requiring analysis, problem-solving, and communication.

## Assessment

Program assessment will be determined by:

- Assessment techniques embedded in particular classes
- Student performance in culminating internships or projects.

Major Requirements (36-39 credits)

- ENG 113 - Effective Presentations Credits: 3
- ENG 205 - Introduction to Creative Writing Credits: 3
- ENG 210 - Advanced Composition Credits: 3
- ENG 211 - Major British Writers to 1785 Credits: 3
- ENG 223 - Shakespeare Credits: 3
- ENG 355 - American Literature and its Roots Credits: 3
- ENG 356 - Romantics and Transcendentalists Credits: 3
- ENG 395 - Special Topics Credits: 3
- ENG 430 - English Language: Development and Issues Credits: 3
- ENG 466 - Modern and Contemporary World Poetry Credits: 3
- ENG 472 - Modern and Contemporary World Fiction Credits: 3
- ENG 495 - Internship/Project Credits: 3-6

General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. (3 credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

## Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

## Mathematics and Natural Sciences (6 credits)

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

## Culture through Language (6 credits)

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (42-45 credits)

Degree Requirements (minimum 120 credits)

## Minor in English (15 credits)

The English minor is designed for students who love literature and who seek the kind of analytical and creative thinking and writing that the study of literature develops and that employers value. The English minor is especially appropriate for students who plan to work in professions that require strong analytical or interpersonal skills.

Requirements for the Minor

Five courses

- ENG - One literature elective
- ENG 205 - Introduction to Creative Writing Credits: 3
- ENG 210 - Advanced Composition Credits: 3
- ENG 223 - Shakespeare Credits: 3
- ENG 355 - American Literature and its Roots Credits: 3

## Global Scholars Program

Global Scholars Program students participate in a program combining interdisciplinary academic inquiry, leadership development, and cultural/service immersion. Global Scholars Program seminars focus on an essential question, linked to Journeys of Transformation, Rivier's undergraduate Core Curriculum. The fall term seminar is classroom-based; the spring-term will include cultural immersion/service components. In addition, Global Scholars will work on their leadership portfolio with course faculty and the staff from Career Services, dine twice each term with campus and community leaders, and engage in other activities and events.

Program requirements:

- GSP 101 - Human Dignity Credits: 3
- GSP 102 - Serving for Dignity Credits: 3
- GSP 201 - The Community Credits: 3
- GSP 202 - Serving the Community Credits: 3
- GSP 301 - Spirit, Mind, Matter, and Justice Credits: 3
- GSP 302 - A New World Credits: 3
- GSP 400 - Senior Thesis Credits: 3

The above courses are typically substituted in the following sequence:

### **Global Scholars Program Course Flow and Core Substitution**

#### **Year 1 - Fall GSP Course**

GSP101      Human Dignity      3 cr

#### **Year 1 - Spring GSP Course**

GSP102      Serving for Dignity      3 cr

#### **Year 2 - Fall GSP Course**

GSP201      The Community      3 cr

#### **Year 2 - Spring GSP Course**

GSP202      Serving Community      3 cr

#### **Year 3 - Fall GSP Course**

GSP301      Spirit, Mind, Matter, Justice      3 cr

#### **Year 3 - Spring GSP Course**

GSP302      A New World      3 cr

#### **Year 4 - Fall GSP Course**

GSP400      Senior Thesis **OR**  
 \_\_\_\_      General Elective      3 cr

#### **Year 1 - Fall Core Substitution**

ENG115      FYS: Exposition & Arguments 3 cr

#### **Year 1 - Spring Core Substitution**

REL115      FYS: God & Created Order      3 cr

#### **Year 2 - Fall Core Substitution**

HIS203/204      West in the World I or II      3 cr

#### **Year 2 - Spring Core Substitution**

HUM200      Literature, Art, and the Human      3 cr  
 SL100      Serving the World      1 cr

#### **Year 3 - Fall Core Substitution**

REL2XX \_\_\_\_      Religion Elective      3 cr

#### **Year 3 - Spring Core Substitution**

JYS \_\_\_\_      Junior Year Seminar **OR**  
 PHI \_\_\_\_      Philosophy Elective      3 cr

#### **Year 4 - Fall Core Substitution**

\_\_\_\_      JYS/Capstone **OR**  
 \_\_\_\_      General Elective      3 cr

## **Health Science**

### **Bachelor of Science in Health Science**

The Bachelor of Science in Health Science major is designed to prepare a non-clinical health care worker. However, many people with this degree will often pursue certification in the following areas: cardiovascular technician, anesthesia technician, respiratory therapy technician, registered health information technician, biomedical equipment technician, medical lab technician, cancer registrar, EKG technician, paramedic completion. Employment opportunities include and are not limited to health claims reviewer, insurance company analysts, health education specialist, medical and biomedical equipment specialist, healthcare navigators, health education specialists, prosthetics technicians, and audiology technicians. Upon completion of the degree, many of these graduates learn technical and leadership skills on the job or earn certification often paid for by their employer or where they received their internships. This degree prepares students for graduate school i.e. Public Health, Education or other disciplines.

#### **Student Learning Outcomes:**

Upon successful completion of the Health Science (B.S.) degree requirements, graduates will be able to:

- Demonstrate a solid foundation in behavioral, natural, social, and health sciences applicable to entry level positions in healthcare environments.
- Communicate verbal, electronic and written information clearly and accurately in a way that represents competence and professionalism in the healthcare field.
- Analyze bioethical issues facing healthcare practitioners and the healthcare environment.
- Appreciate the diverse roles of professionals within the healthcare team.
- Demonstrate problem solving abilities when working as a novice healthcare professional within the internship environment.
- Recognize diversity, differing beliefs and value systems within the individual and workplace culture.
- Develop self-directed and engaged learning skills needed for independent and lifelong learning.
- Utilize data to analyze a problem or activity with a minimum of direction.

#### **Major Requirements**

- BIO 105 - Human Anatomy and Physiology I Credits: 4
- BIO 106 - Human Anatomy and Physiology II Credits: 4
- BIO 201 - Medical Microbiology Credits: 4
- BUS 175 - Principles of Management Credits: 3
- BUS 193 - Office Applications Credits: 3
- HSC 105S - Problem-Based Learning Seminar in Anatomy & Physiology I Credits: 1

- HSC 106S - Problem-Based Learning Seminar in Anatomy & Physiology II Credits: 1
- HSC 111 - Medical Terminology Credits: 3
- HSC 495 - Health Science Internship Credits: 4
- PH 101 - Introduction to Public Health Credits: 3
- PH 225 - Introduction to Quantitative Public Health Data Management Credits: 3
- PH 320 - Nutrition: A Public Health Perspective Credits: 3
- PH 330 - Public Health Research Credits: 3
- PH 404 - Communicable Diseases and Non-Communicable Diseases Credits: 3
- PSY 205 - Statistics for the Behavioral Sciences Credits: 3
- PSY 205L - Statistics Lab Credits: 1
- PSY 301 - Drugs and Behavior Credits: 3
- PSY 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3
- PSY 451 - Ethics in Substance Use Disorder Treatment Credits: 3
- SW 201 - Social Work Methods Credits: 3

#### **General Education Requirements Credits: 42-45**

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- PSY 101 - General Psychology Credits: 3
- BIO 112 - Stewards of the Living World Credits: 3
- MA 112 - College Algebra Credits: 3 Or course above MA 112
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- HIS 203 - Interactions: The West in the World I Credits: 3  
Or
- HIS 204 - Interactions: The West in the World II Credits: 3
- SL 100 - Serving the World Credits: 1
- HUM 200 - Literature, Art and the Human Credits: 3
- REL 379 - Bioethics Credits: 3
- SPA 105 - Spanish for Health Care Professionals Credits: 3  
Junior Year Seminar Credits: 3  
Humanities Elective - Credits: 3  
Natural Science Elective Credits: 3  
Philosophy Elective Credits: 3  
Social Science Elective Credits: 3

#### **General Electives Credits: 18**

#### **Degree Requirements (Minimum): 120 credits**

## **Bachelor of Arts in History (Day)**

Courses in history are designed to help students develop a sense of historical perspective so that they can appreciate their rich cultural heritage and understand contemporary world problems. Civilization in Western Perspective I and II surveys the historical, political, social, and cultural movements and social events of the world from ancient times to the new globalism. Other history courses range from a survey of United States history to more specialized courses in United States Constitutional History, modern China, modern Russia, modern Greece, Adolf Hitler and the Third Reich, and Global Transformation.

The spectrum of courses in history offers great breadth not only in chronology, but also in regional diversity. The program is committed to developing students' awareness of and expertise in the historical roots of the global challenges facing the world today. Similarly, in keeping with the College's mission, the program is committed to developing students' awareness and appreciation of the rich Catholic Christian tradition which has shaped western civilization and the students' own continuing responsibility within that tradition.

In Historian's Tools, the methodology course and beyond, the history major provides the academic background and the analytical and writing skills appropriate for positions in both the public and private sector. The major also provides an excellent preparation for graduate level or professional study.

### **Student Learning Outcomes**

Graduating majors in history should be able to:

- Demonstrate a mastery of the principles of scholarly research and writing in history to a level expected of baccalaureate work;
- Demonstrate a knowledge of both classic and current historiography;
- Explain major historical developments in oral presentations, but also in a significant research essay;
- Relate past events to the present;
- Demonstrate a familiarity with various cultures;
- Appreciate the historical inter-relationship of issues of Catholic social teaching with political, economic, and cultural developments.

### **Assessment**

Proficiency in subject knowledge is assessed through class discussion, examinations, research papers and oral reports, capstone experiences, and internships.

Major Requirements (36 credits)

- HIS 101 - United States History I Credits: 3
- HIS 102 - United States History II Credits: 3
- HIS 203 - Interactions: The West in the World I Credits: 3

or

- HIS 204 - Interactions: The West in the World II Credits: 3
- HIS 250 - The Historian's Tools Credits: 3
- HIS 300-400 (Two electives)
- HIS 475 - The Senior Seminar Credits: 3

or

- HIS 495 - Internship Credits: 3

Europe (choose one):

- HIS 375 - Adolf Hitler and the Third Reich Credits: 3

Non-Western (choose one):

- HIS 315 - Modern China Credits: 3
- HIS 320 - Modern Russia Credits: 3

United States (choose one):

- HIS 307 - United States Foreign Policy in the Twentieth Century Credits: 3

or

- HIS 401 - Constitutional History of the U.S. Credits: 3

Political Science Electives (choose two):

- POL - Two electives

General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

***Who is My Neighbor?*** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3
- or
- HIS204 Interactions: The West in the World II Credits: 3

***How Shall We Live?*** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.

- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

***What, then, Shall We Do?*** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (minimum 42 credits)

Degree Requirements (120 credits)

## **Bachelor of Arts in Political Science (Day)**

Courses in this major cover political theory from ancient civilizations to modern times, familiarizing students with ways in which people in various cultures have governed themselves and conducted their relations with other nations. Questions of war and peace and public morality are considered. Courses in national, state, and local government help students understand how their own governments operate and how voter participation influences governmental policy. A sound understanding of different cultures, political systems, and international or regional organizations enables students to function effectively in the "global village" that today's world represents.

This major provides the academic knowledge, analytical ability, research skills, and writing ability appropriate for positions in government agencies, teaching, business, and special interest groups, as well as for law school candidacy and graduate programs in government.

### **Student Learning Outcomes**

Students who complete bachelor degree requirements should be able to:

- Explain the dynamic interaction between the legislative, executive, and judicial branches of government and the potential for creative use of these relationships;
- Demonstrate the dynamics of how federal and state governments interact and evaluate the effectiveness of these governmental relationships in the context of different public goals;
- Evaluate the role played by special interest groups at the state and national level;
- Describe the range of policy options available to lawmakers and public decision makers;

- Explain how individuals, groups, and institution including government affect the political process, either by engaging in political activity or by leaving it to others, and that all are therefore responsible for how well, or how poorly, we are governed;
- Describe the place of the United States in the world today and consider its appropriate place in the future;
- Evaluate the role of regional and international organizations;
- Demonstrate an understanding of the relations between and among states;
- Explain the causes of war and the conditions of peace;
- Demonstrate an understanding of global transformation.

### **Assessment**

The competencies described above are assessed in the following ways:

- Written exams;
- Research papers and memoranda (legal and socio-political, theoretical and factual);
- Oral reports;
- Classroom discussions;
- On-site, government-related work performed under professional supervision.

Major Requirements (42 credits)

- HIS 101 - United States History I Credits: 3
- HIS 102 - United States History II Credits: 3
- HIS 203 - Interactions: The West in the World I Credits: 3

or

- HIS 204 - Interactions: The West in the World II Credits: 3
- POL 250 - Introduction to Political Science Credits: 3
- POL 252 - U.S. Federal, State and Local Government Credits: 3
- POL 294 - International Relations and Politics Credits: 3
- POL 300 - Three electives
- POL 400 - Two electives
- POL 495 - Internship Credits: 3

Choose two electives from the following:

- BUS 224 - Principles of Macroeconomics Credits: 3
- BUS 225 - Principles of Microeconomics Credits: 3
- HIS 375 - Adolf Hitler and the Third Reich Credits: 3

General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. (3credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under

*Justice and Global Responsibility.* This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (36 credits)

Degree Requirements (120 credits)

## **Minor in History**

### Minor Requirements (21 credits)

Students who wish to minor in history complete a minimum of seven courses including:

- HIS - Three electives
- HIS 101 - United States History I Credits: 3
- HIS 102 - United States History II Credits: 3
- HIS 203 - Interactions: The West in the World I Credits: 3
- HIS 204 - Interactions: The West in the World II Credits: 3

## **Minor in History and Political Science**

### Minor Requirements (21 credits)

Students who wish to minor in history and political science complete a minimum of seven courses including:

- HIS/POL - One elective
- HIS 101 - United States History I Credits: 3
- HIS 102 - United States History II Credits: 3
- HIS 203 - Interactions: The West in the World I Credits: 3
- HIS 204 - Interactions: The West in the World II Credits: 3
- POL 252 - U.S. Federal, State and Local Government Credits: 3
- POL 464 - The New Globalism Credits: 3  
or

- POL 294 - International Relations and Politics Credits: 3

## **Minor in Political Science**

### Minor Requirements (18 credits)

Students who wish to minor in political science complete a minimum of six courses, including:

- POL - Four electives
- POL 252 - U.S. Federal, State and Local Government Credits: 3
- POL 294 - International Relations and Politics Credits: 3

## **Pre-Law**

Law schools welcome high-achieving college graduates with diverse academic backgrounds. A prescribed Pre-Law course of study is considered neither desirable nor necessary. Consequently, at Rivier University, Pre-Law students are urged to major in whatever challenging academic subject most interests them. Students of any major may elect Pre-Law status by contacting the University's Pre-Law Advisor who is the Director of Criminal Justice program. Students who elect Pre-Law status may receive regular notices of workshops and events planned specifically for the law school-bound. They have access to a large collection of law school catalogs and admissions information maintained for their use.



# **Homeland and International Security**

Today's world is a stage of actors. Some act in the interest of peaceful coexistence while others behave with nefarious intent to undermine or destroy such peaceful coexistence; often through insidious or overt means. While this notion is nothing new, modern vulnerabilities, risks and threats are amplified through the very technological advances the world's global economies enjoy. Through past, present, and future advances in technology, a nation's borders are more permeable to the rapid flow of goods, services, finance, communications, media and propaganda, crime, and terror. Borders are an increasing nebulous consideration for deterring an evil actor's will to perturb humankind's stability and security, with the goal to impose their will.

Through its interdisciplinary structure, the Homeland and International Security Degree Program allows students to examine global security issues and the policy responses to those issues, with special emphasis on emerging transnational threats. These threats include, but are not limited to, terrorism, weapons of mass destruction, regional and ethnic conflicts, and transnational crime.

Faculty from various disciplines help students gain blended perspectives in the roles that diplomats, the intelligence community, the military, and economic policy officials play in forging comprehensive approaches and policies to solving complex problems. Curriculum subjects include homeland security, vulnerabilities, threats, crisis management, recovery, and resiliency, industrial security, economic and industrial espionage, computer security, and information assurance.

By combining coursework in area studies, analysis methods, strategic intelligence and strategic geography, students develop multicultural competencies to better understand a nation's history, culture and values. National and international strategies and policies are assessed on their efficacy to preclude or conclude ethnic and regional conflicts. Through higher-order thinking and analysis of a nation's policies, practices, and actions, students develop methods for evaluating the motives influencing a nation's agenda, and comprehend the security implications of a globalized economy. As future leaders, students are enabled to consider a nation's true agenda, and develop balanced national and international security policies, and market strategies for service in governmental or non-governmental organizations (NGOs).

Elective courses, such as Information system analysis, financial accounting, and project management, help to

bolster workforce readiness skills that are useful for experiential and service learning and internships. These opportunities help students to be better poised for entry into their professional fields. Learners will be required to fulfill at least one internship.

Upon concluding their learning journey, Homeland and International Security graduates can find employment opportunities in all levels of government, domestic and international defense and homeland security and emergency management related organizations and industries, service organizations, NGOs, and other private sector and non-profit organizations.

## **Additional Outcomes**

- Global understanding and knowledge of broad global security issues at a level adequate for entry-level career positions. Arts and sciences coursework serve as threads to understand various historical, political, and cultural dimensions, as students pursue viable policy solutions to attain peace, stability, justice, and truth.
- The ability to objectively evaluate one's logic and reasoning through critical thinking. This is demonstrated in oral and written work at a level adequate for entry-level career positions. Students will also be prepared for graduate level studies.
- The ability to conduct and apply research, by seeking and analyzing data, in written or visual form. This is demonstrated through applying research as a method for seeking root causes of issues, and for deriving fact-based effective courses of actions, during peacetime and crisis settings.
- The ability to work individually, or as a team member, in developing viable security policies and practices to strengthen international relations, commerce, and the overall well-being, peace and prosperity, on behalf of their home country.
- Develop effective written and oral communication skills while considering multicultural audiences, in times of calm or crisis.

## **Assessment**

- Individual and team papers
- Individual and team presentations
- Team projects
- Case studies
- Role playing exercises
- Objective testing
- Vulnerability assessment evaluations
- Internship and optional study abroad evaluations

## **Human Services**

The Department of Psychology offers a Bachelor of Science Degree in Human Services which has a foundation in the liberal arts and sciences along with specialized, interdisciplinary-based education in human services, psychology, sociology and social work. In addition, students can complete the track in Addiction Studies with the completion of two additional, required courses. Graduates of the Bachelor of Science Degree in Human Services gain knowledge and skills to practice in multiple career paths as a human services professional and are well-prepared for graduate programs in related fields.

### **Student Learning Outcomes**

The Human Services Program Outcomes align with the Council for Standards in Human Services Education (Council for Standards in Human Services Education, 2018).

Students who complete the Bachelor of Science degree in Human Services will:

- Make informed decisions that are mindful of the historical trends in human services.
- Demonstrate an understanding of human development and interpersonal dynamics.
- Apply critical thinking and research skills in collecting, analyzing, and reporting data.
- Understand the different components of conducting a systematic program evaluation.
- Develop effective interpersonal skills that enhance their work with others.
- Conduct evidence-based interventions in service delivery, which address the entire range of needs related to the human condition.
- Understand the value of indirect support, such as grant writing, risk and financial management, and other components of administrative support.
- Reflect the values and ethics of the human services field, including an understanding of and respect for diversity and social justice.
- Implement the knowledge, skills, and insights gained from their coursework and internship experience to a variety of occupations or graduate programs.

## **Bachelor of Science in Human Services (Day)**

The Bachelor of Science Degree in Human Services has a foundation in the liberal arts and sciences along with specialized, interdisciplinary-based education in human services, psychology, sociology and social work. Graduates of the Bachelor of Science Degree in Human Services gain knowledge and skills to practice in multiple career paths as a human services professional and are well-prepared for graduate programs in related fields.

### **Student Learning Outcomes**

Students who graduate with a degree in Human Services should be able to:

- Make informed decisions that are mindful of the historical trends in human services;
- Demonstrate an understanding of human development and interpersonal dynamics;
- Apply critical thinking and research skills in collecting, analyzing, and reporting data;
- Understand the different components of conducting an effective, systematic program evaluation;
- Develop effective interpersonal skills that enhance their work with others;
- Conduct evidence-based interventions in service delivery, which address the entire range of needs related to the human condition;
- Understand the value of indirect support, such as grant writing, risk and financial management, and other components of administrative support;

- Reflect the values and ethics of the human services field, including an understanding of and respect for diversity and social justice;
- Implement the knowledge, skills, and insights gained from their coursework and internship experience to a variety of occupations or graduate programs.

### **Human Services Core (42 credits)**

- HUS 101 - Human Services: Agency & Advocacy Credits: 3
- HUS 495 - Internship Credits: 3
- PSY 101 - General Psychology Credits: 3
- PSY 203 - Psychology of Communication Credits: 3
- PSY 210 - Human Sexuality Credits: 3
- PSY 250 - Psychological Disorders Credits: 3
- PSY 301 - Drugs and Behavior Credits: 3
- PSY 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3
- PSY 402 - Counseling Theory and Practice Credits: 3
- SOC 105 - Social Problems Credits: 3
- SOC 205 - The Family Credits: 3
- SOC 310 - Minority Groups Credits: 3
- SW 201 - Social Work Methods Credits: 3
- SW 315 - Human Behavior in the Social Environment Credits: 3
- SW 401 - Social Welfare Policy Credits: 3

### **Two Additional Courses to Complete the Track in Addiction Studies (6 credits)**

- PSY 450 - Substance Use Disorder Rehabilitation Credits: 3
- PSY 451 - Ethics in Substance Use Disorder Treatment Credits: 3

### **General Education Requirements (42-45 credits)**

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3

Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. (3 credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

### **Electives**

If in the Addiction Studies Track, 36 credits of General Electives is needed.

Degree Requirements (Minimum): 120 credits

## **Bachelor of Science in Human Services (Online)**

The Bachelor of Science Degree in Human Services has a foundation in the liberal arts and sciences along with specialized, interdisciplinary-based education in human services, psychology, sociology and social work. Graduates of the Bachelor of Science Degree in Human Services gain knowledge and skills to practice in multiple career paths as a human services professional and are well-prepared for graduate programs in related fields.

### **Student Learning Outcomes**

Students who graduate with a degree in Human Services should be able to:

- Make informed decisions that are mindful of the historical trends in human services;
- Demonstrate an understanding of human development and interpersonal dynamics;

- Apply critical thinking and research skills in collecting, analyzing, and reporting data;
- Understand the different components of conducting an effective, systematic program evaluation;
- Develop effective interpersonal skills that enhance their work with others;
- Conduct evidence-based interventions in service delivery, which address the entire range of needs related to the human condition;
- Understand the value of indirect support, such as grant writing, risk and financial management, and other components of administrative support;
- Reflect the values and ethics of the human services field, including an understanding of and respect for diversity and social justice;

- Implement the knowledge, skills, and insights gained from their coursework and internship experience to a variety of occupations or graduate programs.

#### Human Services Core

#### Major Requirements (45 credits)

- HUS 101 - Human Services: Agency & Advocacy Credits: 3
- HUS 495 - Internship Credits: 3
- PSY 101 - General Psychology Credits: 3
- PSY 203 - Psychology of Communication Credits: 3
- PSY 210 - Human Sexuality Credits: 3
- PSY 250 - Psychological Disorders Credits: 3
- PSY 301 - Drugs and Behavior Credits: 3
- PSY 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3
- PSY 402 - Counseling Theory and Practice Credits: 3
- SOC 105 - Social Problems Credits: 3
- SOC 205 - The Family Credits: 3
- SOC 310 - Minority Groups Credits: 3
- SW 201 - Social Work Methods Credits: 3
- SW 315 - Human Behavior in the Social Environment Credits: 3
- SW 401 - Social Welfare Policy Credits: 3

#### **Two Additional Courses to Complete the Track in Addiction Studies (6 credits)**

- PSY 450 - Substance Use Disorder Rehabilitation Credits: 3

- PSY 451 - Ethics in Substance Use Disorder Treatment Credits: 3

#### Foundation Courses (12 credits)

- ENG 120 - Composition in Context Credits: 3
  - RIV 120 - Dignity, Work, Vocation Credits: 3
  - MA 112 - College Algebra Credits: 3
- College Algebra or above
- Religion Elective Credits: 3

#### Area Distribution Courses (18 credits)

Choose two courses from each area:

- **Humanities:** English, History, Modern Language, Philosophy, Religion
- **Natural/Physical Sciences, Mathematics and Technology:** Biology, Chemistry, Computer Science, Mathematics, Physics
- **Social Sciences:** Economics, Geography, Human Development, Political Science, Psychology, Sociology, Social Work

#### General Education Liberal Arts Electives (12 credits)

Choose four courses from the Area Distribution Courses.

#### Electives (33 credits)

Degree Requirements (Minimum): 120 credits

## **Bachelor of Science in Human Services Addiction Studies Track (Day)**

The Bachelor of Science Degree in Human Services has a foundation in the liberal arts and sciences along with specialized, interdisciplinary-based education in human services, psychology, sociology and social work. In addition, students can complete the Track in Addiction Studies with the completion of two additional, required courses. Graduates of the Bachelor of Science Degree in Human Services gain knowledge and skills to practice in multiple career paths as a human services professional and are well-prepared for graduate programs in related fields.

#### Major Requirements (45 credits)

- HUS 101 - Human Services: Agency & Advocacy Credits: 3
- HUS 495 - Internship Credits: 3
- PSY 101 - General Psychology Credits: 3
- PSY 203 - Psychology of Communication Credits: 3
- PSY 210 - Human Sexuality Credits: 3
- PSY 250 - Psychological Disorders Credits: 3
- PSY 301 - Drugs and Behavior Credits: 3
- PSY 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3

- PSY 402 - Counseling Theory and Practice Credits: 3
- SOC 105 - Social Problems Credits: 3
- SOC 205 - The Family Credits: 3
- SOC 310 - Minority Groups Credits: 3
- SW 201 - Social Work Methods Credits: 3
- SW 315 - Human Behavior in the Social Environment Credits: 3
- SW 401 - Social Welfare Policy Credits: 3

#### **Two Additional Courses to Complete the Track in Addiction Studies (6 credits)**

- PSY 450 - Substance Use Disorder Rehabilitation Credits: 3
- PSY 451 - Ethics in Substance Use Disorder Treatment Credits: 3

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1

- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. (3 credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (27-30 credits)

Degree Requirements (Minimum): 120 credits

## **Bachelor of Science in Human Services Addiction Studies Track (Online)**

The Bachelor of Science Degree in Human Services has a foundation in the liberal arts and sciences along with specialized, interdisciplinary-based education in human services, psychology, sociology and social work. In addition, students can complete the Track in Addiction Studies with the completion of two additional, required courses. Graduates of the Bachelor of Science Degree in Human Services gain knowledge and skills to practice in multiple career paths as a human services professional and are well-prepared for graduate programs in related fields.

Human Services Addiction Studies Track Core (45 credits)

- HUS 101 - Human Services: Agency & Advocacy Credits: 3
- HUS 495 - Internship Credits: 3
- PSY 101 - General Psychology Credits: 3
- PSY 203 - Psychology of Communication Credits: 3
- PSY 210 - Human Sexuality Credits: 3
- PSY 250 - Psychological Disorders Credits: 3
- PSY 301 - Drugs and Behavior Credits: 3
- PSY 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3
- PSY 402 - Counseling Theory and Practice Credits: 3
- SOC 105 - Social Problems Credits: 3

- SOC 205 - The Family Credits: 3
- SOC 310 - Minority Groups Credits: 3
- SW 201 - Social Work Methods Credits: 3
- SW 315 - Human Behavior in the Social Environment Credits: 3
- SW 401 - Social Welfare Policy Credits: 3

#### **Two Additional Courses to Complete the Track in Addiction Studies (6 credits)**

- PSY 450 - Substance Use Disorder Rehabilitation Credits: 3
- PSY 451 - Ethics in Substance Use Disorder Treatment Credits: 3

Foundation Courses (12 credits)

- ENG 120 - Composition in Context Credits: 3
- RIV 120 - Dignity, Work, Vocation Credits: 3
- MA 112 - College Algebra Credits: 3  
College Algebra or above
- Religion Elective Credits: 3

Area Distribution Courses (18 credits)

Choose two courses from each area:

- **Humanities:** English, History, Modern Language, Philosophy, Religion

- **Natural/Physical Sciences, Mathematics and Technology:** Biology, Chemistry, Computer Science, Mathematics, Physics
- **Social Sciences:** Economics, Geography, Human Development, Political Science, Psychology, Sociology, Social Work

General Education Liberal Arts Electives (12 credits)

Choose four courses from the Area Distribution Courses.

Electives (27 credits)

Degree Requirements (Minimum): 120 credits

## **Associate of Arts in Individualized Studies**

In our Individualized Studies Associate of Arts Program, you can start to earn your core requirements for admission into one of professional programs in Nursing or Education or you can customize individualized associate's degree to help you better achieve your career goals. Whether it's learning more for your career or creating an interdisciplinary field of study, you'll have the freedom to study what you want.

Flexibility doesn't only come from what you study, but from how you study as well. Learn fully online or take courses on-campus. You can study when it's convenient for you. Multiple term starts, a generous transfer credit policy, and competitive tuition rates are all designed to help you start, and finish, faster.

### **Student Learning Outcomes**

Students who graduate with a degree in Associate of Arts in Individualized Studies should be able to:

- Assimilate, appreciate, and apply the spirit of Catholic Social Teaching to serve others and to improve the human condition;
- Develop a capacity for independent thought; the ability to express oneself clearly and coherently both orally and in writing;
- Demonstrate foundational concepts, methodology, and be familiar with the content of a wide range of disciplines in the arts and humanities and the natural and social sciences;
- Read, understand, and interpret classical and current literature and history, including the history of ideas, as a backdrop for an understanding of contemporary life and society;

- Establish a basis for lifelong learning along the various dimensions constituting our shared humanity - intellectual, spiritual, moral, and aesthetic;
- Understand and relate to issues of contemporary concern in order to be an informed and engaged participant in society and adaptable to changing patterns of life and occupation.

Individualized Studies Core (30 Credits)

Concentration Course Credits: 21

General Electives Credits: 9

Area Distribution Courses (18 credits)

Choose two courses from each area:

- **Humanities:** English, History, Modern Language, Philosophy, Religion
- **Natural/Physical Sciences, Mathematics and Technology:** Biology, Chemistry, Computer Science, Mathematics, Physics
- **Social Sciences:** Economics, Geography, Human Development, Political Science, Psychology, Sociology, Social Work

Foundation Courses (12 credits)

- ENG 120 - Composition in Context Credits: 3
- RIV 120 - Dignity, Work, Vocation Credits: 3
- MA 112 - College Algebra Credits: 3  
College Algebra or above
- Religion Elective Credits: 3

## **Bachelor of Arts in Individualized Studies (Online)**

The Bachelor of Arts in Individualized Studies (IS) Program is an option for Rivier University Online students for whom no traditional program of study is satisfactory. In consultation with the Enrollment Coach, the student will be advised whether this program will satisfy and support their academic and career goals. When registering for courses, the student will be guided through selecting 10-12 courses that will constitute a Concentration of Study by their Success Coach. In addition, the student will also select the appropriate Core, General Education, and Elective courses for degree completion.

An Individualized Studies major may be appropriate if: The desired Concentration of Study is comprised of courses selected from the different majors offered by Rivier University Online. Those majors are:

- Business
- Psychology
- Public Health

Interdisciplinary concentrations are also available and can be developed in consultation with and approval by the student's academic advisor.

- The student has a significant number of transfer credits earned at other institutions which cannot be applied to any particular major without a substantial loss of transfer credits.
- The student has a particular and/or well-defined professional focus, based upon previous academic or professional experience. An example would be a computer programmer who selects business courses in accounting, marketing, and small business management to prepare for a successful consulting practice.
- The student has earned significant credits and possibly an Associate's Degree at another institution and is re-tooling for a different career path, needing to take specialization courses in order to complete a degree.

The following requirements must be completed to be awarded the Individualized Studies degree:

- Meeting the Core and General Education requirements of the IS program
- Completing at least 30 semester hours (10 courses or more) of credit in upper-level coursework numbered 300 or higher
- Credit for Prior Learning (CPL) and Challenge Exam credit must be discussed prior to the development of the IS education plan
- Standardized tests, such as CLEP, credits earned through the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services (ACE Guide), DSST (Defense Subject Standardized Tests) and the National CCRS (College Credit Recommendation Service) must be evaluated to be considered sources of transfer credit
- The final 30 semester hours of credits of the IS program must be completed at Rivier University Online.

## Student Learning Outcomes

Students who complete the degree in Individualized Studies should be able to:

- Assimilate, appreciate, and apply the spirit of Catholic Social Teaching to serve others and to improve the human condition;
- Develop a capacity for independent thought; the ability to express oneself clearly and coherently both orally and in writing;
- Demonstrate foundational concepts, methodology, and be familiar with the content of a wide range of disciplines in the arts, humanities and the natural and social sciences;
- Read, understand, and interpret classical and current literature and history, including the history of ideas, as a backdrop for an understanding of contemporary life and society;

- Establish a basis for lifelong learning along the various dimensions constituting our shared humanity - intellectual, spiritual, moral, and aesthetic;
- Understand and relate to issues of contemporary concern in order to be an informed and engaged participant in society and adaptable to changing patterns for life and occupation;
- Conduct a literature review to develop and test a research question that could contribute to the body of knowledge to improve the human condition.

## General Education Requirements (42 credits)

### Foundation Courses (12 credits)

- ENG 120 - Composition in Context Credits: 3
- MA 112 - College Algebra Credits: 3 or above
- RIV 120 - Dignity, Work, Vocation Credits: 3
- REL - Elective

### Area Distribution Courses (18 credits)

Choose two courses from each area:

- **Humanities:** Communications, English, History, Modern Languages, Philosophy, Religion
- **Natural/Physical Science, Mathematics and Technology:** Biology, Chemistry, Computer Science, Mathematics, Physics
- **Social Sciences:** Economics, Geography, Human Development, Political Science, Psychology, Sociology, Social Work

### General Education Liberal Arts Electives (12 credits)

Choose four courses from the Area Distribution Courses above.

### Concentration Requirements (30-36 credits)

Students consult with their academic advisor to select courses based on the individually designed and pre-approved education plan.

### General Electives (42-48 credits)

Free Electives provide students with the opportunity to study content areas that meet personal, professional, or vocational interests.

### Degree Requirements (minimum 120 credits)

## **Liberal Studies**

### **Associate of Arts in Liberal Studies (Day/Professional Studies)**

The Associate of Arts in Liberal Studies provides full-or part-time students with the opportunity to obtain a general, well-rounded education. The course work is distributed, therefore, among the arts, social studies, natural sciences, and humanities. The program also includes the opportunity to supplement this general background in the liberal arts with specialized courses according to student's own interests. This degree program is intended to be complete in itself. However, it is also an excellent preparation for students who wish to continue study leading to a bachelor's degree. Such students should consult with their advisors to be sure that their programs, as planned, meet specific requirements for their intended specialization at the bachelor's level.

#### **Student Learning Outcomes**

Students who graduate with a degree in Associate of Arts in Liberal Studies should be able to:

- Appreciate and defend the inherent and transformative value of a liberal arts education;
- Assimilate, appreciate, and apply the spirit of Catholic Social Teaching to serve others and to improve the human condition;
- Develop a capacity for independent thought; the ability to express oneself clearly and coherently both orally and in writing;
- Demonstrate foundational concepts, methodology, and be familiar with the content of a wide range of disciplines in the arts and humanities and the natural and social sciences;
- Read, understand, and interpret classical and current literature and history, including the history of ideas, as a backdrop for an understanding of contemporary life and society;
- Establish a basis for lifelong learning along the various dimensions constituting our shared humanity - intellectual, spiritual, moral, and aesthetic.

### **Bachelor of Arts in Liberal Studies (Day)**

The Bachelor of Arts in Liberal Studies is designed to provide a broad educational background in the arts, sciences, and humanities. Such a program of study is widely recognized as valuable not only in producing a well-rounded, truly educated person, but also in providing a desirable foundation for any number of careers in a rapidly changing world. The Bachelor of Arts in Liberal Studies is also an excellent preparation for law school and for many programs of graduate study within the humanities, the sciences, and business administration or management.

The Bachelor of Arts program offers students the opportunity to supplement their general background in the liberal arts with specialized courses to satisfy their own

#### **Assessment**

There are no courses designated as Liberal Studies courses. Because individual courses taken toward the Associate of Arts in Liberal Studies are taught in different departments, procedures and performance objectives may vary from department to department. Course competencies are generally assessed by one or more of the following instruments: examinations, research papers, student portfolios, student presentations, and interactive student activities.

General Education Requirements (minimum 6 credits)

Major Requirements (36 credits)

- ENG 200 - One elective
- Humanities 200 - One course
- Mathematics - One course
- Modern Language - Two courses
- Natural Science - One course
- Philosophy or Religious Studies - One course
- Social Science - One course
- Liberal Arts - Three electives from any of the areas listed above
- HIS 203 - Interactions: The West in the World I  
Credits: 3

or

- HIS 204 - Interactions: The West in the World II  
Credits: 3

General Electives (18 credits)

Degree Requirements (60 credits)

interests and develop specific skills. The program includes a significant concentration in a humanities discipline, selected according to the student's particular interests, from the fields of art history, history, language, literature, philosophy, or religious studies. In addition, there are enough general electives to allow the option of a minor in any of the liberal arts disciplines or in some other field of interest such as business or computer science. Internship: The Bachelor of Arts in Liberal Studies offers the option of an internship to qualified students. The internship provides an opportunity for practical application of one of the student's areas of concentration in a supervised work experience. Only seniors who have maintained a B (3.0) average throughout their program of study are eligible for an



internship. All arrangements, including number of credits earned, must be approved by the program director.

## Student Learning Outcomes

Students who complete the degree in Liberal Studies should be able to:

- Appreciate and defend the inherent and transformative value of a liberal arts education;
- Assimilate, appreciate, and apply the spirit of Catholic Social Teaching to serve others and to improve the human condition;
- Develop a capacity for independent thought; the ability to express oneself clearly and coherently both orally and in writing;
- Demonstrate foundational concepts, methodology, and be familiar with the content of a wide range of disciplines in the arts and humanities and the natural and social sciences;
- Read, understand, and interpret classical and current literature and history, including the history of ideas, as a backdrop for an understanding of contemporary life and society;
- Establish a basis for lifelong learning along the various dimensions constituting our shared humanity - intellectual, spiritual, moral, and aesthetic;
- Understand and relate to issues of contemporary concern in order to be an informed and engaged participant in society and adaptable to changing patterns of life and occupation;
- Conduct a literature review to develop and test a research question that could contribute to the body of knowledge to improve the human condition.

## Assessment

There are no courses designated as Liberal Studies courses. Because individual courses taken toward the Bachelor of Arts in Liberal Studies are taught in different departments, procedures and performance objectives may vary from department to department. Course competencies are generally assessed by one or more of the following instruments: examinations, research papers, student portfolios, student presentations, and interactive student activities.

### Major Requirements (42 credits)

#### Humanities Focus:

Six courses, or 18 credits, in one discipline (History, Language, Literature, Philosophy, Religious Studies)

- Humanities - Two electives
- Natural Science - Three electives
- Social Sciences - Three electives
- Internships - Optional, by arrangement

### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3

- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. (3 credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

### Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### Mathematics and Natural Sciences (6 credits)

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### Culture through Language (6 credits)

Students must demonstrate university-level introductory competency in a language other than English.

### General Electives (36 credits)

### Degree Requirements (120 credits)

## **Mathematics**

An undergraduate degree in mathematics is designed to prepare the student for a variety of career paths. Rivier University mathematics majors are prepared for graduate study, for teaching, or for careers in business, industry, or other fields; for example, alumni of the program have gone on to work in meteorology, biostatistics, accounting, computer science, and network engineering. Recent department internships include work at manufacturing validation, financial planning, tax advising, and sports management sites. Students in the program develop the ability to think clearly and logically, to analyze and solve complex problems, and to acquire the tools and principles needed in the application of mathematics. The curriculum exposes students to the beauty of mathematics, the exhilaration of conquering a challenge, and the role of mathematics in the development of human knowledge. The mathematics major is not just trained for a single entry-level position, but instead possesses the skills and practices needed to contribute to and advance in any career field.

The Rivier University major in mathematics leaves the student with ample electives to complement their degree

### **Bachelor of Arts in Mathematics (Day)**

Mathematics is essential in today's quantitative and data-driven society. This program develops in its students the computational and reasoning skills needed to be a leader, researcher, and decision-maker in business, government, science, and technology. At the same time, the program explores the beauty of mathematics which has drawn creative individuals to the field by its mysteries, patterns, and relationships. With small class sizes throughout the program, Rivier University students are individually challenged and supported as they develop their ability to solve a breadth of open-ended problems and discover the many career opportunities open to them.

A degree in mathematics demonstrates to future employers that the graduate is willing and prepared to face intellectual challenges and prepares students for careers in business, industry, insurance, research and development, and national security. It also gives an excellent foundation for post-graduate study in mathematics, computer science, atmospheric science, business, and law. Mathematics majors interested in continuing their studies at Rivier University will find a smooth transition into the one-year Master of Science in Computer Science or the one-year Master of Business Administration.

### **Student Learning Outcomes**

Students earning a B.A. in Mathematics should be able to:

- Apply skills in using mathematical methods and techniques;

with a minor in science, computer science, business, communications, or other area of interest. Students are required to take at least one computer science course as part of the program and may choose more. With appropriate planning, mathematics majors can complete a Rivier University Master of Science in Computer Science or Master of Business Administration in just one additional year of study.

Students in all majors are encouraged to minor in mathematics. In today's data-driven world, employers and graduate schools look favorably on students who have taken extra mathematics courses.

The Mathematics Department contributes to the coursework of several educational licensure programs in mathematics. For more information on the Masters of Arts in Teaching Middle/Secondary: Mathematics, the Bachelor of Arts in Mathematics Education, or the Bachelor of Arts in Elementary Education with Mathematics Concentration, refer to the Division of Education and Counseling section of this catalog.

- Use mathematical concepts, methods, functions, and models to solve real world problems and write mathematical proofs;
- Communicate mathematical ideas in a clear and competent manner, orally and in writing;
- Apply mathematical tools and principles in one's chosen career.

### **Assessment**

Assessment methods include homework assignments, tests, class participation, oral and written presentations, individual and group projects, and dialogues with students. Students who complete the internship program are evaluated in a professional setting.

Major Requirements (48 credits)

Mathematics Courses (34 credits)

- MA 165 - Calculus I with Lab Credits: 4
  - MA 166 - Calculus II Credits: 3
  - MA 210 - Linear Algebra Credits: 3
  - MA 220 - Calculus III Credits: 3
  - MA 310 - Discrete Mathematics Credits: 3
  - MA 317 - Problem-Solving and Modeling Credits: 3
  - MA 320 - Classical Geometries Credits: 3
  - MA 330 - Mathematical Statistics Credits: 3
  - MA 420 - Abstract Algebra Credits: 3
  - CS 301 - Computer Science Fundamentals Credits: 3
  - MA 490 - Mathematics Research Credits: 3
- or

- MA 495 - Internship Credits: 3

#### Related Science Course (8 credits)

- PHY 111 - Physics I Credits: 3
- PHY 111L - Physics Laboratory I Credits: 1
- PHY 112 - Physics II Credits: 3
- PHY 112L - Physics Laboratory II Credits: 1

#### Two Mathematics/Computer Science Electives (6 credits)

Choose two courses at the 200-level or above in Mathematics or Computer Science such as those listed below. JYS Courses cannot be used to satisfy this requirement.

- MA 205 - History of Mathematics Credits: 3
- MA 295 - Early Internship in Mathematics Credits: 3
- MA 495 - Internship Credits: 3
- CS 308 - Computer Networks Credits: 3
- CS 315 - Introduction to Algorithms Credits: 3
- CS 335 - Database Management Systems Credits: 3
- CS 385 - Object-Oriented Programming using Java Credits: 3

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. (3 credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### Mathematics and Natural Sciences (6 credits)

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### Culture through Language (6 credits)

Students must demonstrate university-level introductory competency in a language other than English.

#### General Electives (minimum 30 credits)

#### Degree Requirements (minimum 121 credits)

#### Other Program Requirements

The two MA/CS elective courses must be at the 200+ level and cannot include a Junior Year Studies course.

To complete the mathematics program successfully the student must obtain a C (2.0) average in their program of study. At most one mathematics course in which a student has received a D or D+ may count toward the degree. Students may repeat courses in which additional D and D+ grades are received, subject to department approval.

## **Minor in Mathematics**

Requirements for the Minor (20 credits)

Six math courses including a year of calculus and four MA 200 - 400\* electives to be chosen in consultation with a mathematics department advisor. At least one of these must be at the 300 level or above.

\*A student may include a single course between MA 110 and MA 130, inclusive, in lieu of a MA 200 elective provided the students' initial Rivier University mathematics course was below MA 160.

### Required Courses

- MA 165 - Calculus I with Lab Credits: 4
- MA 166 - Calculus II Credits: 3

### Recommended Electives

- MA 210 - Linear Algebra Credits: 3
- MA 220 - Calculus III Credits: 3
- MA 310 - Discrete Mathematics Credits: 3
- MA 317 - Problem-Solving and Modeling Credits: 3
- MA 330 - Mathematical Statistics Credits: 3

## **Nursing**

The Division of Nursing and Health Professions at Rivier University has prepared students to meet the rapidly changing demands of the healthcare environment for almost three decades. Rivier University continually builds on its strengths, offering programs that provide students with individual attention, a quality education, and numerous opportunities for clinical experience. The Division of Nursing and Health Professions offers a part-time evening Associate of Science Degree, an advanced placement LPN-ASN program, a full-time, four year baccalaureate degree, a flexible RN-BSN online program for registered nurses, graduate education in advanced clinical family and psychiatric nursing, nursing leadership, nursing education, and a Doctor of Nursing Practice. The curricula reflect current professional standards and provide for a seamless progression from simple to complex through all levels of the Rivier University Nursing curricula. Benner's (1984) work on Novice to Expert practice provides the framework for the progression through all of the Division of Nursing and Health Professions programs. Learning competencies / outcomes move from simple to complex, are inter-related, and reinforced throughout the programs.

### **Mission and History**

The nursing program, in accordance with the mission of Rivier University, regards as its purpose the education of men and women who seek flexibility in the educational process and career mobility in nursing. The Division prepares its graduates to care for all persons with respect, valuing their personal worth and dignity. In pursuit of academic excellence, the Division bases its curriculum on a strong foundation of science and liberal arts. The Division prepares its graduates for practice at the associate, baccalaureate, master's, post-master's certificate, and doctoral degree levels in Nursing.

### **Faculty**

Nursing faculty are committed to preparing students for entry into the nursing profession and equipping them with the skills required for career mobility. They can advance to graduate work in Rivier's graduate nursing programs or transition to new career opportunities as healthcare needs evolve. Faculty are academically prepared, holding master and/or doctoral degrees, and are clinically current in their specialty areas. Faculty get to know their students, provide individual attention, and help create a supportive environment that promotes growth and facilitates student learning.

### **Philosophy and organizing framework**

The curriculum is designed to develop student's knowledge and skill sets within six well-defined competencies. Current trends in healthcare are reflected within these competencies and are consistent with the mission of Rivier University and the ANA Code of Ethics. The ultimate goal of nursing education is to prepare the

student to think critically, communicate accurately, and perform appropriate therapeutic nursing interventions in patient care situations. Additionally, students are prepared to exhibit the caring behaviors inherent in nursing actions, apply an ethical perspective in clinical decision making, and function effectively as a team member within the organizational structures surrounding the delivery of safe patient-centered care.

The Division of Nursing and Health Professions Program Outcomes seek to advance student knowledge regarding evidence-based professional nursing practice, encouraging students to continue to pursue advanced education, both formally and informally. The integration of theoretical nursing concepts as described by Sister Simone Roach (2002) provides for the functional and ethical manifestations of caring.

The integration of the core concepts, supporting concepts, and competencies provides the basis for description, explanation, and prediction of human behavior and the foundation for nursing activities in the curriculum. Caring is viewed as a total way of being, relating, and acting and reflects the qualities of engagement with, and investment in another person, which is the very essence of nursing practice. Caring within the profession of nursing involves the formation of a holistic value system, the development of sound clinical judgment, and the therapeutic use of self. In essence, nursing is both the professionalization and the application of the human capacity to care (Watson, 1988).

The curriculum and instructional processes reflect educational and nursing theory throughout all levels of programs. Coherent organization of educational practices integrates general education concepts through the widespread use of powerful, active, and collaborative instructional methods. Nursing education has grown through innovation and the Rivier University Division of Nursing and Health Professions emphasizes flexible high quality programs that are on the cutting edge.

### **Facilities**

The ultimate goal of nursing education is to prepare the student to think critically, communicate accurately, and perform appropriate therapeutic nursing interventions in patient care situations; exhibit the caring behaviors inherent in nursing actions; apply an ethical perspective in clinical decision making, and function effectively as a team member within the organizational structures surrounding the delivery of safe patient-centered care.

Rivier's new Nursing Simulation and Clinical Education Center has opened. The \$5,000,000 project effected a complete renovation of the University's nursing education and simulation lab spaces. State-of-the-art skills and simulation labs offer the newest technology for

clinical assessment, community nursing, and telehealth. The new facility provides students the opportunity to gain real-world experience in controlled clinical settings and is the most recent advancement in the University's multi-year campus transformation. The center spans the second level of Sylvia Trottier Hall and includes six simulation labs and assessment areas, two classrooms, a lecture hall, a suite of nursing administrative and faculty offices, and several areas for faculty-student collaboration. Simulation labs mirror the settings in which nurses most often provide care: medical/surgical and pediatric/neonatal hospital rooms, an obstetrics room, examination rooms, and telehealth offices. Designated labs accommodate undergraduate nursing, public health, and advanced nurse practitioner training. The University is a nationally ranked top 100 nursing program out of 3,000 institutions evaluated across the country by Nursing Schools Almanac and honored as #1 in New Hampshire for private nursing schools. The RN-BSN online program has been ranked #1 in New Hampshire in 2020 and 2021 by RegisteredNursing.org. Additionally, Intelligent.com has ranked Rivier in the top 50 for Best Nurse Practitioner Degree programs nationally.

Student clinical and practica experiences reflect current best practices and nationally established patient health and safety goals. Students implement safety principles and work with others on the interprofessional health care team to create a safe environment for care delivery. A variety of clinical agencies is utilized to meet student learning and program outcomes/competencies. Students have the opportunity to interact with a wide variety of health care professionals while providing care to a broadly diverse patient population. The Undergraduate Pre-licensure programs' learning environments also meet the New Hampshire State Board of Nursing rules and regulations, which have stringent standards for curriculum requirements in nursing programs.

Many methods are used to enhance student engagement in didactic nursing education courses and innovative strategies are introduced as new technologies become available. Innovative teaching strategies range from simple to complex and are based on both learning outcomes and student learning needs. Instructional aids, technology, software and hardware and technological support supplement classroom teaching at Rivier University. The Canvas learning platform is extensively used by nursing faculty to provide and augment program instruction. In addition to real world clinical experiences gleaned through clinical placements.

Simulation using high fidelity simulators is an alternative, holistic, innovative learning environment that enhances critical thinking and self reflection, promotes psychomotor skill development, promotes communication skills, enhances self confidence, requires team work, and evaluates students' levels of competency. Through the use of high fidelity simulators and live actors, students are able to participate in

nursing care activities from listening to heart and lung sounds to caring for a simulated patient with multiple concerns. These simulated patients allow the Nursing faculty to ensure experiences with a range of patient diagnoses that might be experienced in the clinical setting. Our newest simulator, pediatric HAL, is the world's most advanced tetherless, wireless five year old pediatric simulator.

All nursing programs are accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN)  
3390 Peachtree Road NE, Suite 1400  
Atlanta GA 30326  
(404) 975-5000  
[www.acenursing.org](http://www.acenursing.org)

## Assessment

Student Learning Outcomes are clearly defined at the program level and the difference between course and program assessment is clear. Learning Outcomes assessment refers to direct and indirect measures of student learning.

Student learning is assessed at the completion of the program to provide summative data by which to determine the effectiveness of the program. Program level outcomes are not just an accumulation of course learning outcomes. Rather, they reflect a synthesis, or a holistic picture, of what is expected of students completing the nursing program(s). The National Council Licensure Examination for Registered Nurses (NCLEX-RN) and national certification pass rates, program completion rates and job placement rates all provide a wealth of data, and demonstrate that Division of Nursing and Health Professions programs provide students with the knowledge and skills necessary to provide quality nursing care in this complex and dynamic health care arena.

## Graduate Programs

The Master of Science degree curriculum is designed to provide a foundation of philosophical, ethical and scientific knowledge, which provides for the functional and ethical manifestations of caring, and upon which the competencies of advanced nursing rest. The curriculum and instructional processes reflect educational and nursing theory throughout all tracks of the MSN Program. Coherent organization of educational practices integrates general education concepts through the widespread use of powerful, interactive, and collaborative instructional methods. Nursing education has grown through innovation and the Rivier University Division of Nursing and Health Professions emphasizes flexible high quality programs that are on the cutting edge. In addition to the nursing theorists of Watson (1988), Roche (2002), Benner (1984), and Brykczynski (1985), the educational theories of Knowles Adult Learning Theory (2005), Bloom (1956), Anderson, (1995), Boyer (1990) guide the instructional processes.

The program offers a Master of Science degree with a major in Nursing in four areas of concentration:

- Family Nurse Practitioner Track (FNP) Online
- Family Nurse Practitioner Track (FNP) Hybrid
- Psychiatric/Mental Health Nurse Practitioner Track (Cohort Model) (PMHNP)
- Nursing Education Track (NE)
- Leadership in Health Systems Management Track (NL)

The Family Nurse Practitioner track prepares graduates to function in an advanced practice role in primary care. Graduates are qualified to sit for national nurse practitioner certification examinations.

The Psychiatric/Mental Health Nurse Practitioner track prepares graduates for advanced practice mental-health psychiatric nursing of patient populations across the lifespan. Graduates are qualified to sit for national certification examinations. This track is offered as a cohort, low-residency model.

The Nursing Education track prepares graduates to teach in all areas of health care delivery, including

schools of nursing, acute care facilities, and other healthcare settings. Graduates of the Nursing Education track are eligible to sit for national certification through the National League for Nursing (NLN) once they have met the requisite work experience requirements.

The Nursing Leadership in Health Systems Management track prepares nurses for supervisory and management responsibilities in all practice environments, building the necessary skills for leadership career tracks. Nurse leaders facilitate and deliver quality patient care while coordinating workflow and managing nursing care. All tracks can be completed on a full or part-time basis.

There are three entry options for all tracks. The Traditional Entry Option is designed for baccalaureate prepared Registered Nurses. The Bridge Entry Option is for experienced Registered Nurses who have earned a baccalaureate degree in a discipline other than nursing. The RN-MS Entry Option is for experienced Registered Nurses with either a Diploma or AS degree in nursing who wish to pursue a Master's Degree in either Family Nursing, Psychiatric/Mental Health Nursing, Nursing Education or Nursing Leadership.

## **Associate of Science in Nursing (Evening)**

The Associate of Science Degree prepares graduates to move directly into beginning nursing positions in hospital acute-care facilities, extended-care facilities, and in other structured health care settings. Nursing education includes extensive hands-on experience in the clinical area. Clinical nursing courses may include a week or weekend day clinical, simulation, in addition to two evening theory classes each week. Students may be assigned to clinical agencies within a 60-mile radius of the University.

### **Student Learning Outcomes**

Graduates of the Associate of Science Degree Program in Nursing are prepared to function as beginning practitioners in structured health care agencies using established protocols. Graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and are prepared to:

- Provide patient-centered, priority-based nursing care with sensitivity and respect for the diversity of the human experience through application of the nursing process;
- Demonstrate effective use of technology and standardized practices that support safe practice;
- Base individualized care based on best current evidence, patient values, and clinical experience;
- Apply technology and information management tools to support patient care and to evaluate impacts on patient outcomes;
- Function as a member of the health care team, utilizing moral, ethical, and humanistic principles;

- Recognize that nursing and other health professions are part of systems of care and care processes that affect outcomes for patients and their families.

### **Transfer Policy**

In the absence of a transfer articulation agreement with the transferring institution, students must complete at least half of their nursing courses at Rivier University. Nursing specialty courses taken at another institution must be reviewed in detail by the Program Director or Division Dean for equivalency before transfer credit can be granted. Students should be prepared to provide a course syllabus for nursing courses they wish to transfer.

### **Progression/Retention Requirements**

- Receive a minimum grade of 2.67 (B-) in any nursing course;
- Receive a passing clinical evaluation in each nursing course with a clinical laboratory component. A notation of failure in the clinical laboratory component of a nursing course will result in a grade of F for the course;
- Receive a minimum grade of 2.67 (B-) in science courses;
- Receive a passing grade in each of the required general education courses;
- Attain a 2.67 grade-point average at the completion of each semester;

Any student who fails to meet the Division of Nursing requirements in any required course must repeat that

course. Students are not allowed to take any challenge or CLEP examinations for a course for which they did not meet the minimum required grade.

#### Major Requirements (42 credits)

- NSG 101 - Nursing Fundamentals Credits: 8
- NSG 102 - Care of the Adult I Credits: 9
- NSG 103 - Foundations of Pharmacology Credits: 3
- NSG 190 - Essentials of Community Health Nursing Credits: 1
- NSG 201 - Mental Health Nursing Credits: 3
- NSG 202 - Care of the Childbearing Family Credits: 4
- NSG 203 - Care of the Adult II Credits: 10
- NSG 205 - Care of the Child Credits: 3

- NSG 206 - Professional Issues in Nursing Credits: 1

#### General Education Requirements (30 credits)

- Humanities - One elective
- SOC - One elective
- BIO 105 - Human Anatomy and Physiology I Credits: 4
- BIO 106 - Human Anatomy and Physiology II Credits: 4
- BIO 201 - Medical Microbiology Credits: 4
- ENG 120 - Composition in Context Credits: 3
- PSY 101 - General Psychology Credits: 3
- PSY 212 - Life Span Development Credits: 3
- REL 379 - Bioethics Credits: 3

#### Degree Requirements (72 credits)

## **Associate of Science in Nursing Advanced Placement LPN**

See Transfer Admission for more information.

All General Education Requirements (see ASN) must be completed prior to taking NSG 102 Care of the Adult I.

#### **Pre-Requisites:**

- LPN Licensure; completion of all Nursing Admission requirements
- Challenge Exam:
  - NSG 101 - Nursing Fundamental\*

Advanced Placement students must demonstrate competency in the General Education Requirements by one of the following: submitting transcripts for transfer credits; acceptable CLEP scores; or, taking the courses at Rivier University prior to beginning Year 1. General Education requirements and successful challenge of

NSG 101 equals 38 credits awarded/transferred into the Advanced Placement Program.

**All pre-requisites must be completed prior to starting Year 1.**

#### Major Requirements (42 CREDITS)

- NSG 101 - Nursing Fundamentals Credits: 8
- NSG 102 - Care of the Adult I Credits: 9
- NSG 103 - Foundations of Pharmacology Credits: 3
- NSG 190 - Essentials of Community Health Nursing Credits: 1
- NSG 201 - Mental Health Nursing Credits: 3
- NSG 202 - Care of the Childbearing Family Credits: 4
- NSG 203 - Care of the Adult II Credits: 10
- NSG 205 - Care of the Child Credits: 3
- NSG 206 - Professional Issues in Nursing Credits: 1

## **Bachelor of Science in Nursing (Day)**

The Division of Nursing and Health Professions offers a four-year Bachelor of Science Degree program.

Nursing education includes extensive hands-on experience in the clinical area. Clinical nursing courses may include one-two clinical days, simulation, in addition to two theory classes each week. Students may be assigned to clinical agencies within a 60-mile radius of the University.

### **Student Learning Outcomes**

Graduates of the Bachelor of Science Degree Program in Nursing are prepared to function as generalists who practice professional nursing in a variety of health care settings, are prepared to pursue graduate studies, and are prepared to:

- Provide patient-centered, priority-based nursing care to individuals, families, and groups through independent and collaborative application of nursing process;
- Implement factors that create a culture of safety and a just culture;
- Integrate evidence, clinical judgment, inter-professional perspectives and patient preference in planning, implementing and evaluating outcomes of care;
- Incorporate the use of technology that supports clinical decision-making, patient education, error prevention, and care coordination;
- Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care;



- Participate in the use of quality indicators and core measures to evaluate the effect of change in the delivery of care as derived through health policy.

#### Progression/Retention Requirements:

- Receive a minimum grade of 2.67 (B-) in any nursing course;
- Receive a passing clinical evaluation in each nursing course with a clinical laboratory component. A notation of failure in the clinical laboratory component of a nursing course will result in a grade of F for the course;
- Receive a minimum grade of 2.67 (B-) in science courses;
- Receive a passing grade in each of the required general education courses;
- Attain a 2.67 grade-point average at the completion of each semester.

Any student who fails to meet the Division of Nursing requirements in any required course must repeat that course. Students are not allowed to take any challenge or CLEP examinations for a course for which they did not meet the minimum required grade.

#### Major Requirements (65 credits)

- NSG 101 - Nursing Fundamentals Credits: 8
- NSG 102 - Care of the Adult I Credits: 9
- NSG 202 - Care of the Childbearing Family Credits: 4
- NSG 205 - Care of the Child Credits: 3
- NSG 222 - Pathopharmacology I Credits: 3
- NSG 223 - Pathopharmacology II Credits: 3
- NSG 310 - Health Assessment Credits: 3
- NSG 330 - Research Methods Credits: 3
- NSG 350 - Community and Mental Health Nursing Credits: 9
- NSG 404 - Leadership and Management in Health Care Credits: 3
- NSG 430 - Care of the Acutely Ill Adult Credits: 8
- NSG 458 - Nursing Capstone Credits: 6
- PH 101 - Introduction to Public Health Credits: 3

#### General Education Requirements (57 credits)

In fulfillment of the general education core degree requirements, the following courses must be taken.

#### Humanities

- ENG 115 - Expositions and Arguments Credits: 3
- HIS 203 - Interactions: The West in the World I Credits: 3  
or
- HIS 204 - Interactions: The West in the World II Credits: 3
- HUM 200 - Literature, Art and the Human Credits: 3
- JYS - One justice and Global responsibility course
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- Modern Language - One course
- PHI - One Ethics, Values, Moral choices course
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- REL - One Faith, Religion and Social Justice course
- SL 100 - Serving the World Credits: 1

#### Behavioral Sciences

- PSY 101 - General Psychology Credits: 3
- PSY 212 - Life Span Development Credits: 3
- SOC - One elective

#### Natural Sciences and Mathematics

Nursing students high school transcript and SAT scores (if we have them) are evaluated by the Math department. Nursing students are either placed in a first year math class, or waived from a math class, and a general elective is substituted.

- BIO 105 - Human Anatomy and Physiology I Credits: 4
- BIO 106 - Human Anatomy and Physiology II Credits: 4
- BIO 112 - Stewards of the Living World Credits: 3
- BIO 201 - Medical Microbiology Credits: 4
- MA 110 - Introductory Statistics Credits: 3
- MA 112 - College Algebra Credits: 3  
or General elective

#### Degree Requirements (minimum 120 credits)

## **Bachelor of Science in Nursing RN to BSN (Online)**

The Bachelor of Science Degree RN-BSN program is designed for registered nurses who have graduated from the Associate Degree program at Rivier University, other accredited associate degree programs in nursing, or from diploma programs in nursing.

To meet the needs of working nurses and to keep current with alternative course deliveries, Rivier's RN-BSN courses are offered in an online format. RN licensure is required prior to taking RN-BSN nursing courses.

### **Student Learning Outcomes**

Graduates of the Bachelor of Science Degree Program in Nursing are prepared to function as generalists who practice professional nursing in a variety of health care settings, are prepared to pursue graduate studies, and are prepared to:

- Provide patient-centered, priority-based nursing care to individuals, families and groups through independent and collaborative application of nursing process;
- Implement factors that create a culture of safety and a just culture;
- Integrate evidence, clinical judgment, inter-professional perspectives and patient preference in planning, implementing and evaluating outcomes of care;
- Incorporate the use of technology that supports clinical decision-making, patient education, error prevention and care coordination;
- Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care;
- Participate in the use of quality indicators and core measures to evaluate the effect of change in the delivery of care as derived through health policy.

### **Progression/Retention Requirements**

Preparation for professional practice requires a strong theoretical background; therefore, students must meet the following criteria:

- Receive a minimum grade of 2.67 (B-) in each nursing course;
  - Receive a passing grade in each of the required general education courses;
  - Attain a 2.5 cumulative grade point average;
  - Complete the program within ten years of admission.
- Prerequisites (minimum 60 credits)

#### ***General Education Requirements:***

Students must fulfill the following three (3) associate degree-level general education requirements:

- a) ENG 120 Composition in Context or its equivalent;
- b) Humanities – One elective and

c) Sociology – One elective.

ENG120 and the literature elective must be completed prior to taking NSG330, Research Methods.

#### ***Nursing and other Associate Degree level courses:***

On matriculation, nurses with an active, unencumbered RN license will be awarded 60 credits, validating competency in the following Associate Degree-level courses:

- NSG 101 - Nursing Fundamentals Credits: 8
- NSG 102 - Care of the Adult I Credits: 9
- NSG 103 - Foundations of Pharmacology Credits: 3
- NSG 190 - Essentials of Community Health Nursing Credits: 1
- NSG 201 - Mental Health Nursing Credits: 3
- NSG 202 - Care of the Childbearing Family Credits: 4
- NSG 203 - Care of the Adult II Credits: 10
- NSG 205 - Care of the Child Credits: 3
- NSG 206 - Professional Issues in Nursing Credits: 1
- BIO 105 - Human Anatomy and Physiology I Credits: 4
- BIO 106 - Human Anatomy and Physiology II Credits: 4
- BIO 201 - Medical Microbiology Credits: 4
- PSY 101 - General Psychology Credits: 3
- PSY 212 - Life Span Development Credits: 3

General Education Requirements (minimum 15 credits)

In fulfillment of the general education degree requirements, the following must be taken.

- ENG 120 - Composition in Context Credits: 3  
ENG 120 and the literature elective must be completed prior to taking NSG 330, Research Methods.
- PSY 204 - Biostatistics Credits: 3
- REL 379 - Bioethics Credits: 3
- RIV 120 - Dignity, Work, Vocation Credits: 3
- Humanities - One elective Credits: 3
- PSY/SOC - One psychology or sociology elective Credits: 3

Humanities: Select from Communication, English, History, Modern Language, Philosophy or Religion.

Major Requirements (27 credits)

- NSG 302 - Health Policy and Politics Credits: 3
- NSG 303 - Pathopharmacology in Acute and Chronic Disease Credits: 3
- NSG 310 - Health Assessment Credits: 3
- NSG 320 - Families and Health in a Multicultural Society Credits: 3
- NSG 330 - Research Methods Credits: 3
- NSG 379 - Quality and Informatics in Practice Credits: 3

- NSG 404 - Leadership and Management in Health Care Credits: 3
- NSG 409 - Community and Public Health Nursing Credits: 3
- NSG 410 - Holistic Nursing Credits: 3

## **Doctoral Programs of Nursing Practice**

The Doctor of Nursing Practice (DNP) is a terminal degree in nursing. The DNP is not a research-focused degree, but a clinically focused degree designed to improve patient outcomes. The program competencies are supported by the completion of core classes that are designed to help the student exit the program practicing as an expert clinician. These practitioners are also prepared to be leaders in industry, designed to advocate for targeted change to improve the healthcare environment. Although this degree is not targeted to develop clinicians that contribute to original research, they will be prepared to interpret quantitative research studies and synthesize the evidence for its relevance to improving patient outcomes. Specialized emphasis includes: (1) Practice that supports patient care and supports patient outcomes; (2) Leaders on interdisciplinary teams; (3) and the ability to apply leadership and systematic thinking to ensure accountability for quality of healthcare and patient safety.

In the Doctoral Program in Nursing Practice there are two specialty tracks:

Professional Practice Track Credits: 39

Systems Leadership Track Credits: 39-69

The Professional Practice Track is designed for advanced practice nurses with a master's degree or post-master's certificate who have successfully passed a national nurse practitioner certification exam. The curriculum includes content which prepares graduates to function in leadership and management roles, conduct complex diagnostic and treatment modalities, utilize informatics to enhance clinical decision-making, and critically evaluate scholarly research.

Systems Leadership Track is designed to offer masters prepared nurses an opportunity to progress to the terminal degree of DNP with a leadership focus. This specialty track will equip nurse leaders with the knowledge and skills to lead complex and ever-changing organizations and health care systems.

There are 3 points of entry for the Doctor of Nursing track. Those who present to the program with a Masters degree in nursing and are currently practicing as an advanced practice nurse (APRN), those with a Masters degree in nursing not licensed as an APRN or those who hold a baccalaureate degree in nursing with a Masters degree in another discipline (i.e. MBA, MPH, MHA).

## **General Electives**

Students choose additional courses to reach the total number of credits required for the degree.

Degree Requirements (minimum 120 credits)

Graduates of our DNP program will be prepared to become nurse leaders in interdisciplinary health care teams and work to improve systems of care, patient outcomes, quality and safety. Our program format offers flexibility to accommodate nurses' work schedules and family commitments.

## **Program Outcomes**

- Patient Centered Care: Apply advanced clinical judgment and accountability and the design, delivery, and evaluation of evidence-based care to individuals, families, and populations.
- Safety: Demonstrate mastery of professional competencies associated with an improved patient safety environment.
- Evidence-Based Practice: Utilize the highest level of evidence available to inform decision making in clinical practice.
- Informatics: Integrate new and smart technologies into advanced practice, to inform decision making and improve patient outcomes.
- Team Work and Collaboration: Provide leadership in collaborative efforts when working with other health professionals and clients or community partners.
- Quality Improvement: Read in the vision, development, implementation, and evaluation of care delivery approaches that ensure ethical stewardship, accountability, quality, and patient safety.

## **General Program Requirements**

To satisfy program requirements, each student must meet the following criteria:

- Maintain a minimum of a "B" in all course work and practicums;
- Submit a scholarly project to be approved by the DNP faculty committee;
- Maintain continuous enrollment until the scholarly project is completed;
- Complete course work and scholarly project leading to final presentation and faculty approval;
- Complete all program requirements and the scholarly project within seven years from the first semester of enrollment. To continue in the program past seven years requires the student to apply for an extension that includes a time-frame for completion of all requirements, and the expected date of graduation.

### **Progression/Retention Requirements (matriculated and non-matriculated students)**

Doctoral level study in nursing requires high academic standards. It is the responsibility of the program to assure the public of the competence of its graduates in advanced nursing roles.

- Students are required to achieve no grade less than a B in any individual course and to maintain no less than a B (3.0) grade point average throughout the graduate program.
- If a student earns one grade lower than B in a theory course, the student will be placed on academic probation for the following semester, and must repeat the theory course.
- If the single grade lower than B reduces the student's grade point average to less than 3.0, the student must re-establish a cumulative grade point average of 3.0 by the end of the probationary semester.

### **Dismissal**

- Withdrawal from the same course more than once will be cause for dismissal from the program.
- A single grade of F will result in the student being dismissed from the program regardless of grade point average.
- A second course grade lower than B will result in the student being dismissed from the program, regardless of grade point average.

### **Additional Requirements/Information**

- Students may take three courses (9 credits) from a list of specified courses prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Doctoral Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.
- Part-time study options are available for both the Professional Practice and Systems Leadership track.

### **Admission Requirements**

An applicant for the doctorate must meet the following specific requirements:

Potential candidates for the Professional Practice Track should hold a current Master's Degree from an Accredited School of Nursing, as well as a current unencumbered APRN license and certificate of National Certification in Advanced Practice Nursing. The Systems Leadership track applicant must have a Master's Degree in Nursing or a Baccalaureate Degree in Nursing, a current unencumbered RN License and an earned Masters Degree in another discipline. Students with a

Baccalaureate in Nursing and a Masters degrees in another discipline will be evaluated on an individual basis and "bridge" from their Masters degree to the DNP. There is no exit option at the masters level.

### **Application Procedure**

The items below must be submitted by the applicant to the Office of Graduate Admissions, Rivier University, 420 South Main St, Nashua, NH 03060:

The following items should be submitted to the admissions office to be considered for admission to the program:

- A copy of official transcripts of all post-secondary education.
- Two (2) recommendation letters in sealed envelopes. One letter must be from a direct supervisor or professional who can address your clinical expertise and leadership potential. The second letter may also be a professional recommendation or else a recent academic instructor who may address your professional strengths as a student. These letters should be submitted in sealed envelopes, or else emailed directly to the Office of Graduate Admissions via parcel post or email with your name (students name) being considered for admission in the subject line.
- A copy of your unencumbered, active advanced practice registered nurse (APRN) or registered nurse license (RN) for the systems leadership track in the state where practicums will be conducted.
- A scholarly essay that identifies a specific health care issue that could be the basis of your DNP scholarly project. Discuss this issue as it relates to ONE of the eight Essentials of Doctoral Education for Advanced Nursing Practice as recognized by the American Association of Colleges of Nursing. This should be 2-3 pages doubles spaced using APA formatting and citing professional references.
- An updated resume or CV.
- Evidence of a completed graduate level statistics course within 3 years.
- Documentation of the number of supervised clinical hours completed in previous Master's in Nursing program. (Must be a minimum of 500 hours for the Professional Practice Track, this not a requirement for the Systems Leadership Track) Note: Rivier University graduates need not provide documentation as we have access to this information.
- Graduate GPA of 3.2 or better on a 4.0 scale. Candidates with less than a 3.2 GPA meeting the above criteria may be considered after interviewing/video chat with Doctoral Nursing Faculty

### **Transfer Credits**

At the time of admission, the applicant may transfer up to nine (9) post-graduate credits at the 500 level or above into the doctoral program provided that (a) the transferred credits were earned at an accredited college or university; (b) a grade of "B" or better is earned in all courses for which transfer is requested; (c) the course(s) were completed within the past 10 years (except Graduate level stats class -3 years). The applicant identifies the course(s) to be transferred and specifies the ways in which the course(s) are consistent with their doctoral program of study and related to the content or research methods associated with their doctoral study. The program director or divisional dean must review and approve the transfer request.

### **Doctoral Degree Requirements (39-69 credits)**

- Professional Practice Track 39 credits
- Systems Leadership Track 39-69 credits depending on the point of entry into the program

## **Doctorate of Nursing Program (DNP) Professional Practice Track**

The total credit hours required for the Doctorate in Nursing Program (DNP) Professional Practice Track will be thirty-nine (39) credits.

Graduates of Rivier University who successfully completed the Quality Health Care Improvement Course (NSG601), Advanced Health Policy (NSG610) as part of their studies in the master's degree program will be recognized and awarded these six credits towards the total of thirty-nine credits.

### **Post-Master's Entry with Successful Completion of an APRN Certification Exam**

Prerequisite: Successful completion of a graduate (500 level or above) statistics course.

Degree Requirements (39 Credits)

## **Doctorate of Nursing Program (DNP) Systems Leadership Track**

The total credit hours required for the Doctorate in Nursing Program (DNP) Systems Leadership Track will be thirty-nine to sixty-three (39-69) credits.

Graduates of Rivier University who successfully completed the Quality Health Care Improvement Course (NSG601), Advanced Health Policy (NSG610), or Compliance and Risk Management in Healthcare Settings (BUS 654) as part of their studies in the master's degree program will be recognized and awarded these nine credits towards the total number of credits needed.

and the number of supervised practicum hours accrued in the master's program.

The total credit hours required for the Doctorate in Nursing Program (DNP) Professional Practice Track will be thirty-nine (39) credits. Graduates of Rivier University who successfully completed the Quality Health Care Improvement Course (NSG601), Advanced Health Policy (NSG610) as part of their studies in the master's degree program will be recognized and awarded these six credits towards the total of thirty-nine credits.

The total credit hours required for the Doctorate in Nursing Program (DNP) Systems Leadership Track will be thirty-nine to sixty-nine (39-69) credits. Graduates of Rivier University who successfully completed the Quality Health Care Improvement Course (NSG601), Advanced Health Policy (NSG610), or Compliance and Risk Management in Healthcare Settings (BUS 654) as part of their studies in the master's degree program will be recognized and awarded these nine credits towards the total number of credits needed.

### **Required Courses (27 Credits)**

- BUS 559 - Healthcare Finance Credits: 3
- BUS 632 - Healthcare Information Systems Credits: 3
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 800 - Scientific Foundations for Practice Credits: 3
- NSG 802 - Interpretation of Quantitative Research for Healthcare Credits: 3
- NSG 805 - Health Research Methods Credits: 3
- NSG 810 - Epidemiology in Advanced Practice Nursing Credits: 3
- NSG 815 - Evidence Based Leadership Practices Credits: 3

### **Required Practicum Courses (12 Credits)**

### **Post-Master's Entry-Earned Master of Science in Nursing (Varied Clinical Hours 0-500).**

Prerequisite: Successful completion of a graduate (500 level or above) statistics course.

### **Degree Requirements (39-47 Credits)**

### **Required Core Courses (27 Credits)**

- BUS 559 - Healthcare Finance Credits: 3
- BUS 632 - Healthcare Information Systems Credits: 3

- BUS 659 - Crisis Management and Conflict Resolution Credits: 3
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 802 - Interpretation of Quantitative Research for Healthcare Credits: 3
- NSG 805 - Health Research Methods Credits: 3
- NSG 810 - Epidemiology in Advanced Practice Nursing Credits: 3

- NSG 815 - Evidence Based Leadership Practices Credits: 3

#### Required Practicum Courses (12-20 Credits)

- NSG 715 - Leadership Capstone Practicum Credits: 2-4  
\*2-4 credits per semester; repeat to max of 8 credits.

## **Doctorate of Nursing Program (DNP) Systems Leadership Track-Bridge**

The total credit hours required for the Doctorate in Nursing Program (DNP) Systems Leadership Track will be sixty-one to sixty-nine (61-69) credits.

Graduates of Rivier University who successfully completed the Quality Health Care Improvement Course (NSG601), Advanced Health Policy (NSG610), or Compliance and Risk Management in Healthcare Settings (BUS 654) as part of their studies in the master's degree program will be recognized and awarded these nine credits towards the total number of credits needed.

### **BSN (Bridge) to DNP Entry with Earned Master Degree Outside of Nursing, i.e. MBA, MPH (Varied Clinical Hours 0-500).**

Degree Requirements (61-69 Credits)

#### Required Core Courses (49 Credits)

- BUS 569 - Healthcare Administration Credits: 3
- BUS 559 - Healthcare Finance Credits: 3
- BUS 632 - Healthcare Information Systems Credits: 3
- BUS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
- BUS 659 - Crisis Management and Conflict Resolution Credits: 3

- NSG 561 - Advanced Nursing Leadership I Credits: 3
- NSG 562 - Advanced Nursing Leadership I Practicum Credits: 2
- NSG 563 - Advanced Nursing Leadership II Credits: 3
- NSG 564 - Advanced Nursing Leadership II Practicum Credits: 2
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3
- NSG 802 - Interpretation of Quantitative Research for Healthcare Credits: 3
- NSG 805 - Health Research Methods Credits: 3
- NSG 810 - Epidemiology in Advanced Practice Nursing Credits: 3
- NSG 815 - Evidence Based Leadership Practices Credits: 3

#### Required Practicum Courses (12-20 Credits)

- NSG 715 - Leadership Capstone Practicum Credits: 2-4  
\*2-4 credits per semester; repeat to max of 8 credits.

## **Master of Science in Nursing Programs**

The Master of Science degree curriculum is designed to provide a foundation of philosophical, ethical and scientific knowledge, which provides for the functional and ethical manifestations of caring, and upon which the competencies of advanced nursing rest. The curriculum and instructional processes reflect educational and nursing theory throughout all tracks of the MS Program. Coherent organization of educational practices integrates general education concepts through the widespread use of powerful, interactive, and collaborative instructional methods. Nursing education has grown through innovation and the Rivier University Division of Nursing and Health Professions emphasizes flexible high-quality programs that are on the cutting

edge. In addition to the nursing theorists of Watson (1988), Roche (2002), Benner (1984), and Brykczynski (1985), the educational theories of Knowles Adult Learning Theory (2005), Bloom (1956), Anderson, (1995), Boyer (1990) guide the instructional processes. The program offers a Master of Science degree with a major in Nursing in four areas of concentration:

- Family Nurse Practitioner Track (FNP)
- Psychiatric/Mental Health Nurse Practitioner Track (Cohort Model) (PMHNP)
- Nursing Education Track (NE)
- Nursing Leadership Track (NL)

The Family Nurse Practitioner track prepares graduates to function in an advanced practice role in primary care. Graduates are qualified to sit for national nurse practitioner certification examinations.

The Psychiatric/Mental Health Nurse Practitioner track prepares graduates for advanced practice mental-health psychiatric nursing of patient populations across the lifespan. Graduates are qualified to sit for national certification examinations. This track is offered as a cohort, low-residency model.

The Nursing Education track prepares graduates to teach in all areas of health care delivery, including schools of nursing, acute care facilities, and other healthcare settings. Graduates of the Nursing Education track are eligible to sit for national certification through the National League for Nursing (NLN) once they have met the requisite work experience requirements.

The Nursing Leadership in Health Systems Management track prepares nurses for supervisory and management responsibilities in all practice environments, building the necessary skills for leadership career tracks. Nurse leaders facilitate and deliver quality patient care while coordinating workflow and managing nursing care. All tracks can be completed on a full or part-time basis.

There are three entry options for all tracks. The Traditional Entry Option is designed for baccalaureate prepared Registered Nurses. The Bridge Entry Option is for experienced Registered Nurses who have earned a baccalaureate degree in a discipline other than nursing. The RN-MS Entry Option is for experienced Registered Nurses with an AS degree in nursing who wish to pursue a Master's Degree in either Family Nursing, Psychiatric/Mental Health Nursing, Nursing Education or Nursing Leadership.

### **Post-Master's Certificate Programs**

In addition to the Master's Degree Program, certificate programs for nurses with master's degrees in nursing are available to qualified applicants for Family Nursing, Psychiatric/Mental Health Nursing, and Nursing Education. Applicants to post-master's certificate programs are reminded that, in light of rapidly changing criteria for certification, it is the student's responsibility to determine which courses taken at Rivier University may qualify them to take national certifying examinations.

All tracks, including the Post-Master's certificate option, meet role expectations and follow established professional standards, curriculum guidelines, and advanced nursing competencies as delineated in The Essentials of Master's Education for Advanced Practice Nursing, Psychiatric Nurse Practitioner Competencies, the NLN Nurse Educator Competencies, the Association of Nurse Educators (ACNE) and the National Organization of Nurse Practitioner Faculties (NONPF) Core Competencies for Nurse Practitioners. The

students have sufficient didactic and clinical experiences to meet role expectation and certification requirements. The learning activities, instructional materials and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

State-of-the-art nursing skills and simulation laboratories are equipped with a wide array of patient-care equipment, manikins, and interactive learning systems.

\*Accreditation Commission for Education in Nursing, Inc. (ACEN)  
3390 Peachtree Road NE, Suite 1400  
Atlanta, Georgia, 30326  
(404) 975-5000  
<http://www.acenursing.org>

### **Program Entry Paths**

1. Earned Baccalaureate Degree from an ACEN or CCNE accredited program in nursing option.
2. (Bridge Option) non-Nursing Baccalaureate Degree option for experienced Registered Nurses with an Associate's Degree in Nursing, and a Baccalaureate Degree in a field other than nursing. Candidates must show evidence of basic nursing preparation from an ACEN or CCNE accredited program and prepare a professional portfolio if the Baccalaureate degree outside of nursing GPA is <3.0.
3. (RN-MS Option) Associate Degree in Nursing and currently working as a Registered Nurse. Candidates must show evidence of basic nursing preparation from an ACEN or CCNE accredited program, have a minimum of two years (full-time or equivalent) RN experience, a minimum GPA of 3.0, and prepare a Professional Portfolio documenting mastery of BA competencies.
4. (APRN Completion) Master's Degree Completion Program Option designed for nationally certified advanced practice registered nurses actively practicing, to complete the Master's degree in nursing. Candidates must show evidence of basic nursing preparation from an ACEN or CCNE accredited program.
5. Post-Master's certificate programs offer a variety of individualized program options to qualified applicants. Post-Master's Certificate programs in nursing vary in content and length of study based on individual needs. For information on these programs, contact the Division of Nursing and Health Professions.

### **Admission Requirements**

Applicants for admission to the Master of Science in Nursing should follow the general guidelines listed in the *Admission Process* section of this catalog. In addition, applicants must meet the following specific requirements:

- Complete the "course of study choice" form
- Sign the clinical practicum form

- Provide a copy of RN license for state where practicum will be completed
- Submit a current resume or curriculum vitae (CV)
- Provide a "Statement of Purpose " outlining goals
- Provide two letters of recommendation, one of which must be from an individual in a nursing leadership position
- Provide evidence of an undergraduate statistics course
- RN-MS candidates must show documentation of two years (full-time or equivalent) RN experience and prepare a Professional Portfolio documenting mastery of BS competencies.

Once all above documents have been received, the application will be reviewed for eligibility (minimum GPA of 3.0, nursing experience and quality of application).

### **Student Learning Outcomes**

The graduate faculty use Benner's (1984) framework as modified by Brykczynski (1985) as set forth in the curriculum guidelines published by the National Organization of Nurse Practitioner Faculties (NONPF). These modifications reflect advanced nursing practice by replacing the Diagnostic and Monitoring Function and Administering and Monitoring Therapeutic Interventions and Regimens with a single domain of Management of Patient Health/Illness in Ambulatory Care Settings. Graduates of the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner tracks are qualified to sit for the certification exams in their respective areas.

Additionally, the graduate faculty acknowledge the importance of Knowles (2005) framework in that the adult learner is more of an independent, self-directed learner who has accumulated a growing reservoir of previous experience that serves as a rich resource for learning. In addition, as Knowles identifies, the perspective of time changes from one of postponed application of knowledge to one of immediate application; there is a shift in orientation of learning to being problem centered rather than subject centered. Graduates of the Master of Science Degree Program in Nursing are prepared to function as advanced practice nurses in various settings. Graduates of the Nurse Educator track are qualified to sit for the National League for Nursing Certification Exam (CNE) once the teaching requirements are complete.

Master's degree graduates should be able to:

- Analyze multiple dimensions of patient centered care including patient/family/community preferences and values, as well as social, cultural, ethical, psychological and spiritual context.
- Analyze potential and actual impact of national patient safety resources, initiatives and regulations on systems and practice. Monitor self, peers and delivery system through Quality Assurance and Total

Quality Management at part of continuous Quality Improvement.

- Evaluate/apply research findings and results appropriately in nursing, i.e. practice, education, theory, research.
- Utilize patient care technologies to deliver and enhance care and communication technologies to integrate and coordinate care.
- Develop inter- and intra-collaborative relationships with professionals in other disciplines to improve health care systems.
- Advocate for health policy change in establishing performance measures and standards related to quality principles within health care systems.

### **Assessment**

Rivier has an ongoing assessment process. Program Learning Outcomes are clearly defined at the program level and the difference between course and program assessment is clear. Learning Outcomes assessment refers to direct and indirect measures of student learning. This is different from the measure of individual student performance to evaluate the student. Instead, student learning assessment consists of collecting data on student learning in the aggregate to determine how effective the programs and courses are. The DON uses a number of direct measures of student learning in their various programs, to include course quizzes and examinations; standardized exams, such as the HESI; portfolios; pre- and post-tests; writing samples; presentations; demonstrations and evaluations of clinical and preceptorship performances, to provide formative assessment data. Other measures, such as student surveys and course evaluations, offer indirect measures that can support direct measures.

Student learning is assessed at the completion of the program to provide summative data by which to determine the effectiveness of the program. Program level outcomes are not just an accumulation of course learning outcomes. Rather, they reflect a synthesis, or a holistic picture, of what is expected of students completing the nursing program. National certification pass rates, employer satisfaction and program completion rates all provide a wealth of data, and demonstrate that Division of Nursing and Health Professions programs provide students with the knowledge and skills necessary to provide quality nursing care in this complex and dynamic health care arena.

### **Progression/Retention Requirements (matriculated and non-matriculated students)**

Graduate level study in nursing requires high academic standards. It is the responsibility of the program to assure the public of the competence of its graduates in advanced nursing roles.

- Students are required to achieve no grade less than a B in any individual course and to maintain no less



than a B (3.0) grade point average throughout the graduate program.

- If a student earns one grade lower than B in a theory course, the student will be placed on academic probation for the following semester, and must repeat the theory course.
- If the single grade lower than B reduces the student's grade point average to less than 3.0, the student must re-establish a cumulative grade point average of 3.0 by the end of the probationary semester.

#### **Dismissal**

- Withdrawal from the same course more than once will be cause for dismissal from the program.
- A single grade of F will result in the student being dismissed from the program regardless of grade point average.

- A second course grade lower than B will result in the student being dismissed from the program, regardless of grade point average.

#### **Additional Requirements/Information**

- Students may take three courses (9 credits) from a list of specified courses prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.
- Part-time study options are available for both degree and certificate programs.

## **Master of Science in Nursing: Advanced Practice Registered Nurse Degree Completion Program**

This degree completion program is designed for nationally certified advanced registered nurses (APRNs) to complete a Master's degree.

Degree Requirements (20 credits)

Required Courses (20 credits)

- BIO 504 - Advanced Pathophysiology Credits: 3
- NSG 518 - Advanced Pharmacology Credits: 3

- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

## **Master of Science in Nursing: Family Nurse Practitioner Track**

The Family Nurse Practitioner track prepares graduates to function in an advanced practice role. Graduates are qualified to sit for national nurse practitioner certification examinations.

Prerequisite

- Undergraduate statistics (or evidence of completion)

Degree Requirements (43 Credits)

Required Courses (43 Credits)

- BIO 504 - Advanced Pathophysiology Credits: 3
- NSG 510 - Advanced Family Nursing Theory I Credits: 3
- NSG 511 - Family Nurse Practitioner Practicum I and Seminar Credits: 3
- NSG 512 - Advanced Family Nursing Theory II Credits: 3

- NSG 513 - Family Nurse Practitioner Practicum II and Seminar Credits: 5
- NSG 515 - Family Nurse Practitioner Practicum III and Seminar Credits: 5
- NSG 516 - Advanced Health Assessment Credits: 3
- NSG 517 - Advanced Role of the Nurse Credits: 1
- NSG 518 - Advanced Pharmacology Credits: 3
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

Other Program Requirements:

- Students may take three courses (9 credits) from a list of specified courses prior to matriculating.

- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Family Nurse Practitioner Track (RN-MS)**

The RN-MS in Nursing is a program entry path to the MS in Nursing designed for the experienced registered nurse with an associate degree preparation. This opportunity provides a plan of studies by which a student is able to demonstrate satisfactory levels of achievement of baccalaureate knowledge in preparation for successful completion of graduate nursing programs.

Graduates of the Family Nurse Practitioner (RN-MS Track) are eligible to sit for national nurse practitioner certification examinations.

### **Prerequisites**

- Undergraduate statistics (or evidence of completion)
- Document two years (full-time or equivalent) RN experience
- Show evidence of a minimum GPA of 3.0 from an accredited nursing program
- Complete a Professional Portfolio documenting mastery of BS competencies.

### **Degree Requirements (49 credits)**

- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3

### **Required Courses (49 Credits)**

- NSG 404 - Leadership and Management in Health Care Credits: 3  
(or evidence of completion, or challenge class once accepted)
- NSG 409 - Community and Public Health Nursing Credits: 3  
(or evidence of completion, or challenge class once accepted)

- Both NSG 404 and NSG 409 must be taken prior to NSG 516 and NSG 517.
- BIO 504 - Advanced Pathophysiology Credits: 3
- NSG 510 - Advanced Family Nursing Theory I Credits: 3
- NSG 511 - Family Nurse Practitioner Practicum I and Seminar Credits: 3
- NSG 512 - Advanced Family Nursing Theory II Credits: 3
- NSG 513 - Family Nurse Practitioner Practicum II and Seminar Credits: 5
- NSG 515 - Family Nurse Practitioner Practicum III and Seminar Credits: 5
- NSG 516 - Advanced Health Assessment Credits: 3
- NSG 517 - Advanced Role of the Nurse Credits: 1
- NSG 518 - Advanced Pharmacology Credits: 3
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

### **Other Program Requirements**

- Students may take NSG 404 and NSG 409 prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Family Nurse Practitioner Track-Bridge Option**

The non-Nursing Baccalaureate Degree Option (Bridge) for RNs is a program entry path to the MS in Nursing designed for the registered nurse with a Bachelor's Degree in a field of study other than Nursing. A portfolio is required for a non-Nursing Baccalaureate Degree with a GPA <3.0.

### **Prerequisites**

- Undergraduate statistics (or evidence of completion)
- Document two years (full-time or equivalent) RN experience
- Show evidence of a minimum GPA 3.0 from an accredited nursing program

### **Degree Requirements (49 credits)**

#### **Required Courses (49 Credits)**

- NSG 404 - Leadership and Management in Health Care Credits: 3

(or evidence of completion or challenge class once accepted)

- NSG 409 - Community and Public Health Nursing Credits: 3

(or evidence of completion or challenge class once accepted)

- Both NSG 404 and NSG 409 must be taken prior to NSG 516 and NSG 517.
- NSG 510 - Advanced Family Nursing Theory I Credits: 3
- NSG 511 - Family Nurse Practitioner Practicum I and Seminar Credits: 3

- NSG 512 - Advanced Family Nursing Theory II Credits: 3
- NSG 513 - Family Nurse Practitioner Practicum II and Seminar Credits: 5
- NSG 515 - Family Nurse Practitioner Practicum III and Seminar Credits: 5
- NSG 516 - Advanced Health Assessment Credits: 3
- NSG 517 - Advanced Role of the Nurse Credits: 1
- NSG 518 - Advanced Pharmacology Credits: 3
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

### **Other Program Requirements**

- Students may take NSG 404 and NSG 409 prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Leadership in Health Management (RN-MS)**

The RN-MS in Nursing is a program entry path to the MS in Nursing designed for the experienced registered nurse with an associate degree or diploma preparation. This opportunity provides a plan of studies by which a student is able to demonstrate satisfactory levels of achievement of baccalaureate knowledge in preparation for successful completion of graduate nursing programs.

### **Prerequisites**

- Undergraduate statistics (or evidence of completion)
- Document two years (full-time or equivalent) RN experience
- Show evidence of a minimum GPA of 3.0 from an accredited nursing program
- Complete a Professional Portfolio documenting a mastery of BS competencies.

### **Degree Requirements (42 Credits)**

#### **Required Courses (42 Credits)**

- NSG 404 - Leadership and Management in Health Care Credits: 3
- (or evidence of completion, or challenge class once accepted)
- NSG 409 - Community and Public Health Nursing Credits: 3
- (or evidence of completion, or challenge class once accepted)
- Both NSG 404 and NSG 409 must be taken prior to NSG 561.
- BUS 559 - Healthcare Finance Credits: 3
  - BUS 569 - Healthcare Administration Credits: 3
  - BUS 632 - Healthcare Information Systems Credits: 3
  - BUS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
  - NSG 561 - Advanced Nursing Leadership I Credits: 3
  - NSG 562 - Advanced Nursing Leadership I Practicum Credits: 2
  - NSG 563 - Advanced Nursing Leadership II Credits: 3

- NSG 564 - Advanced Nursing Leadership II Practicum Credits: 2
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

#### Other Program Requirements

- Students may take NSG 404 and NSG 409 prior to matriculating.
- Student must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Leadership in Health Systems Management**

The Master of Science in Nursing Leadership in Health Systems Management prepares nurses for supervisory and management responsibilities in all practice environments, building the necessary skills for leadership career tracks. Nurse leaders "facilitate and deliver quality patient care while coordinating workflow and managing nursing care."

#### Prerequisites

- Undergraduate statistics (or evidence of completion)

#### Degree Requirements (36 Credits)

- BUS 559 - Healthcare Finance Credits: 3
- BUS 569 - Healthcare Administration Credits: 3
- NSG 561 - Advanced Nursing Leadership I Credits: 3
- NSG 562 - Advanced Nursing Leadership I Practicum Credits: 2
- NSG 563 - Advanced Nursing Leadership II Credits: 3
- NSG 564 - Advanced Nursing Leadership II Practicum Credits: 2

- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3
- BUS 632 - Healthcare Information Systems Credits: 3
- BUS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3

#### Other Program Requirements

- Students may take three courses (9 credits) from a list of specified courses prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to the Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Leadership in Health Systems Management-Bridge Option**

The non-Nursing Baccalaureate Degree Option (Bridge) for RNs is a program entry path to the MS in Nursing designed for the registered nurse with an earned Associate's Degree in Nursing, and a Bachelor's Degree in a field of study other than Nursing. A portfolio is required for a non-Nursing Baccalaureate Degree with a GPA <3.0.

#### Prerequisite

- Undergraduate statistics (or evidence of completion)

#### Degree Requirements (42 Credits)

#### Required Courses (42 Credits)

- NSG 404 - Leadership and Management in Health Care Credits: 3  
(or evidence of completion, or challenge class once accepted)
  - NSG 409 - Community and Public Health Nursing Credits: 3  
(or evidence of completion, or challenge class once accepted)
- Both NSG 404 and NSG 409 must be taken prior to NSG 561.
- BUS 559 - Healthcare Finance Credits: 3
  - BUS 569 - Healthcare Administration Credits: 3
  - BUS 632 - Healthcare Information Systems Credits: 3
  - BUS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
  - NSG 561 - Advanced Nursing Leadership I Credits: 3

- NSG 562 - Advanced Nursing Leadership I Practicum Credits: 2
- NSG 563 - Advanced Nursing Leadership II Credits: 3
- NSG 564 - Advanced Nursing Leadership II Practicum Credits: 2
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

#### Other Program Requirements

- Students may take NSG 404 and NSG 409 prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Nursing Education Track**

The Nursing Education track prepares graduates to teach in all areas of health care delivery, including schools of nursing, acute care facilities, and other health care settings. Graduates of the Nursing Education track are eligible to sit for national certification through the NLN once they have met the prerequisite work experience requirements.

#### Prerequisites

- Undergraduate statistics (or evidence of completion)

#### Degree Requirements (36 Credits)

#### Required Courses (36 Credits)

- BIO 504 - Advanced Pathophysiology Credits: 3
- NSG 518 - Advanced Pharmacology Credits: 3
- NSG 550 - Curriculum Development in Nursing Credits: 3
- NSG 552 - Technology in Nursing Education Credits: 3
- NSG 553 - Introductory Nursing Education Practicum/Seminar Credits: 3

- NSG 555 - Advanced Nursing Education Practicum/Seminar Credits: 4
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 615 - Advanced Health Assessment for Nurse Educators Credits: 3
- NSG 616 - Assessment and Evaluation in Nursing Education Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

#### Other Program Requirements

- Students may take three courses (9 credits) from a list of specified courses prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Nursing Education Track (RN-MS)**

The RN-MS in Nursing is a program entry path to the MS in Nursing designed for the experienced registered nurse with an associate degree preparation. This opportunity provides a plan of studies by which a student is able to demonstrate satisfactory levels of achievement of baccalaureate knowledge in preparation for successful completion of graduate nursing programs.

Graduates of the Nursing Education (RN-MS Track) are eligible to sit for national certification through the National League for Nursing (NLN) once they have met the requisite work experience requirements.

#### Prerequisites

- Undergraduate statistics (or evidence of completion)
- Document two years (full-time or equivalent) RN experience
- Show evidence of a minimum GPA of 3.0 from an accredited nursing program
- Complete a Professional Portfolio documenting a mastery of BS competencies.

#### Degree Requirements (42 Credits)

#### Required Courses (42 Credits)

- NSG 404 - Leadership and Management in Health Care Credits: 3

(or evidence of completion or challenge class once accepted)

- NSG 409 - Community and Public Health Nursing Credits: 3

(or evidence of completion or challenge class once accepted)

Both NSG 404 and NSG 409 must be taken prior to NSG 615.

- BIO 504 - Advanced Pathophysiology Credits: 3
- NSG 518 - Advanced Pharmacology Credits: 3
- NSG 550 - Curriculum Development in Nursing Credits: 3
- NSG 553 - Introductory Nursing Education Practicum/Seminar Credits: 3
- NSG 555 - Advanced Nursing Education Practicum/Seminar Credits: 4
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2

- NSG 615 - Advanced Health Assessment for Nurse Educators Credits: 3
- NSG 616 - Assessment and Evaluation in Nursing Education Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

#### Other Program Requirements

- Students may take NSG 404 and NSG 409 prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Nursing Education Track-Bridge Option**

The non-Nursing Baccalaureate Degree Option (Bridge) for RNs is a program entry path to the MS in Nursing designed for the registered nurse with an earned Associate's Degree in Nursing, and a Bachelor's Degree in a field of study other than Nursing. A portfolio is required for a non-Nursing Baccalaureate Degree with a GPA <3.0.

#### Prerequisites

- Undergraduate statistics (or evidence of completion)

#### Degree Requirements (42 Credits)

#### Required Courses (42 Credits)

- NSG 404 - Leadership and Management in Health Care Credits: 3

(or evidence of completion or challenge class once accepted)

- NSG 409 - Community and Public Health Nursing Credits: 3

(or evidence of completion or challenge class once accepted)

Both NSG 404 and NSG 409 must be taken prior to NSG 615.

- BIO 504 - Advanced Pathophysiology Credits: 3
- NSG 518 - Advanced Pharmacology Credits: 3

- NSG 550 - Curriculum Development in Nursing Credits: 3
- NSG 552 - Technology in Nursing Education Credits: 3
- NSG 553 - Introductory Nursing Education Practicum/Seminar Credits: 3
- NSG 555 - Advanced Nursing Education Practicum/Seminar Credits: 4
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 615 - Advanced Health Assessment for Nurse Educators Credits: 3
- NSG 616 - Assessment and Evaluation in Nursing Education Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

#### Other Program Requirements

- Students may take NSG 404 and NSG 409 prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Psychiatric/Mental Health Nurse Practitioner Track**

The Psychiatric/Mental Health Nurse Practitioner track prepares graduates for advanced practice in mental-health psychiatric nursing of patient populations across the lifespan. Graduates are qualified to sit for national certification. Courses can be taken on a full, or part-time basis. This track is offered online in a low-residency model.

### **Prerequisites**

- Undergraduate statistics (or evidence of completion)

### **Degree Requirements (40 Credits)**

#### **Required Courses (40 Credits)**

- BIO 504 - Advanced Pathophysiology Credits: 3
- NSG 502 - Psychopharmacology Credits: 1
- NSG 516 - Advanced Health Assessment Credits: 3
- NSG 517 - Advanced Role of the Nurse Credits: 1
- NSG 518 - Advanced Pharmacology Credits: 3
- NSG 520 - Advanced Psychiatric Nursing Theory I Credits:
- NSG 521 - Advanced Psychiatric Nurse Practicum/Seminar I Credits: 3
- NSG 522 - Advanced Psychiatric Nursing Theory II Credits: 3

- NSG 523 - Advanced Psychiatric Nurse Practitioner Practicum/Seminar II Credits: 4
- NSG 525 - Advanced Psychiatric Nurse Practicum/Seminar III Credits: 5
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

### **Other Program Requirements**

- Students may take three courses (9 credits) from a list of specific courses prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Psychiatric/Mental Health Nurse Practitioner Track (RN-MS)**

The RN-MS in Nursing is a program entry path to the MS in Nursing designed for the experienced registered nurse with an associate degree preparation. This opportunity provides a plan of studies by which a student is able to demonstrate satisfactory levels of achievement of baccalaureate knowledge in preparation for successful completion of graduate nursing programs.

Graduates of the Psychiatric/Mental Health (PMHNP) Nurse Practitioner RN-MS Track are eligible to sit for national certification.

### **Prerequisites**

- Undergraduate statistics (or evidence of completion)
- Document two years (full-time or equivalent) RN experience
- Show evidence of a minimum GPA of 3.0 from an accredited nursing program
- Complete a Professional Portfolio documenting mastery of BS competencies.

### **Degree Requirements (46 Credits)**

#### **Required Courses (46 Credits)**

- NSG 404 - Leadership and Management in Health Care Credits: 3  
(or evidence of completion or challenge class once accepted)
- NSG 409 - Community and Public Health Nursing Credits: 3  
(or evidence of completion or challenge class once accepted)  
Both NSG 404 and NSG 409 must be taken prior to NSG 516 and NSG 517.
- BIO 504 - Advanced Pathophysiology Credits: 3
- NSG 502 - Psychopharmacology Credits: 1
- NSG 516 - Advanced Health Assessment Credits: 3
- NSG 517 - Advanced Role of the Nurse Credits: 1
- NSG 518 - Advanced Pharmacology Credits: 3
- NSG 520 - Advanced Psychiatric Nursing Theory I Credits:
- NSG 521 - Advanced Psychiatric Nurse Practicum/Seminar I Credits: 3
- NSG 522 - Advanced Psychiatric Nursing Theory II Credits: 3
- NSG 523 - Advanced Psychiatric Nurse Practitioner Practicum/Seminar II Credits: 4
- NSG 525 - Advanced Psychiatric Nurse Practicum/Seminar III Credits: 5

- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

#### Other Program Requirements

- Students may take NSG 404 and NSG 409 prior to matriculating.

- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.

## **Master of Science in Nursing: Psychiatric/Mental Health Nurse Practitioner Track-Bridge Option**

The non-Nursing Baccalaureate Degree Option (Bridge) for RNs is a program entry path to the MS in Nursing designed for the registered nurse with a Bachelor's Degree in a field of study other than Nursing. A portfolio is required for a non-Nursing Baccalaureate Degree with a GPA <3.0.

#### Prerequisites

- Undergraduate statistics (or evidence of completion)

#### Degree Requirements (46 Credits)

#### Required Courses (46 Credits)

- NSG 404 - Leadership and Management in Health Care Credits: 3  
(or evidence of completion or challenge class once accepted)
- NSG 409 - Community and Public Health Nursing Credits: 3  
(or evidence of completion or challenge class once accepted)  
Both NSG 404 and NSG 409 must be taken prior to NSG 516 and NSG 517.
- BIO 504 - Advanced Pathophysiology Credits: 3
- NSG 502 - Psychopharmacology Credits: 1
- NSG 516 - Advanced Health Assessment Credits: 3
- NSG 517 - Advanced Role of the Nurse Credits: 1
- NSG 518 - Advanced Pharmacology Credits: 3

- NSG 521 - Advanced Psychiatric Nurse Practicum/Seminar I Credits: 3
- NSG 522 - Advanced Psychiatric Nursing Theory II Credits: 3
- NSG 523 - Advanced Psychiatric Nurse Practitioner Practicum/Seminar II Credits: 4
- NSG 525 - Advanced Psychiatric Nurse Practicum/Seminar III Credits: 5
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2
- NSG 610 - Advanced Health Policy Credits: 3
- NSG 620 - Biostatistics for the Health Sciences Credits: 3

#### Other Program Requirements

- Students may take NSG 404 and NSG 409 prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.



## **Post-Master's Certificates in Nursing**

In addition to the Master's Degree Program, certificate programs for nurses with master's degrees in nursing are available to qualified applicants for Family Nursing, Psychiatric/Mental Health Nursing, and Nursing Education. Applicants to post-master's certificate programs are reminded that, in light of rapidly changing criteria for certification, it is the student's responsibility to determine which courses taken at Rivier University may qualify them to take national certifying examinations.

All tracks, including the Post-Master's certificate option, meet role expectations and follow established professional standards, curriculum guidelines, and advanced nursing competencies as delineated in The Essentials of Master's Education for Advanced Practice Nursing, Psychiatric Nurse Practitioner Competencies, the NLN Nurse Educator Competencies, the Association of Nurse Educators (ACNE) and the National Organization of Nurse Practitioner Faculties (NONPF) Core Competencies for Nurse Practitioners. The students have sufficient didactic and clinical experiences to meet role expectation and certification requirements. The learning activities, instructional materials and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

State-of-the-art nursing skills and simulation laboratories are equipped with a wide array of patient-care equipment, manikins, and interactive learning systems.

\*Accreditation Commission for Education in Nursing, Inc. (ACEN)  
3390 Peachtree Road NE, Suite 1400  
Atlanta, Georgia, 30326  
(404) 975-5000  
<http://www.acenursing.org>

### **Program Entry Paths**

Post-Master's certificate programs offer a variety of individualized program options to qualified applicants. Post-Master's Certificate programs in nursing vary in content and length of study based on individual needs. For information on these programs, contact the Division of Nursing and Health Professions.

### **Admission Requirements**

Applicants for admission to the Post-Master's Certificate in Nursing should follow the general guidelines listed in the *Admission Process* section of this catalog. In addition, applicants must meet the following specific requirements:

- Complete the "course of study choice" form
- Sign the clinical practicum form
- Provide a copy of RN license for state where practicum will be completed (and NH is required)
- Submit a current resume or *curriculum vitae* (CV)
- Provide a "Statement of Purpose" outlining goals

- Provide one letter of recommendation
- Provide evidence of an undergraduate statistics course

Once all above documents have been received, the application will be reviewed for eligibility (minimum GPA of 3.0, nursing experience and quality of application).

### **Student Learning Outcomes**

The graduate faculty use Benner's (1984) framework as modified by Brykczynski (1985) as set forth in the curriculum guidelines published by the National Organization of Nurse Practitioner Faculties (NONPF). These modifications reflect advanced nursing practice by replacing the Diagnostic and Monitoring Function and Administering and Monitoring Therapeutic Interventions and Regimens with a single domain of Management of Patient Health/Illness in Ambulatory Care Settings. Graduates of the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner tracks are qualified to sit for the certification exams in their respective areas.

Additionally, the graduate faculty acknowledge the importance of Knowles (2005) framework in that the adult learner is more of an independent, self-directed learner who has accumulated a growing reservoir of previous experience that serves as a rich resource for learning. In addition, as Knowles identifies, the perspective of time changes from one of postponed application of knowledge to one of immediate application; there is a shift in orientation of learning to being problem centered rather than subject centered. Graduates of the Master of Science Degree Program in Nursing are prepared to function as advanced practice nurses in various settings. Graduates of the Nurse Educator track are qualified to sit for the National League for Nursing Certification Exam (CNE) once the teaching requirements are complete.

Post-Master's Certificate graduates should be able to:

- Analyze multiple dimensions of patient centered care including patient/family/community preferences and values, as well as social, cultural, ethical, psychological and spiritual context.
- Analyze potential and actual impact of national patient safety resources, initiatives and regulations on systems and practice. Monitor self, peers and delivery system through Quality Assurance and Total Quality Management at part of continuous Quality Improvement.
- Evaluate/apply research findings and results appropriately in nursing, i.e. practice, education, theory, research.
- Utilize patient care technologies to deliver and enhance care and communication technologies to integrate and coordinate care.

- Develop inter- and intra-collaborative relationships with professionals in other disciplines to improve health care systems.
- Advocate for health policy change in establishing performance measures and standards related to quality principles within health care systems.

## Assessment

Rivier has an ongoing assessment process. Program Learning Outcomes are clearly defined at the program level and the difference between course and program assessment is clear. Learning Outcomes assessment refers to direct and indirect measures of student learning. This is different from the measure of individual student performance to evaluate the student. Instead, student learning assessment consists of collecting data on student learning in the aggregate to determine how effective the programs and courses are. The DON uses a number of direct measures of student learning in their various programs, to include course quizzes and examinations; standardized exams, such as the HESI; portfolios; pre- and post-tests; writing samples; presentations; demonstrations and evaluations of clinical and preceptorship performances, to provide formative assessment data. Other measures, such as student surveys and course evaluations, offer indirect measures that can support direct measures.

Student learning is assessed at the completion of the program to provide summative data by which to determine the effectiveness of the program. Program level outcomes are not just an accumulation of course learning outcomes. Rather, they reflect a synthesis, or a holistic picture, of what is expected of students completing the nursing program. National certification pass rates, employer satisfaction and program completion rates all provide a wealth of data, and demonstrate that Division of Nursing and Health Professions programs provide students with the knowledge and skills necessary to provide quality nursing care in this complex and dynamic health care arena.

## Progression/Retention Requirements (matriculated and non-matriculated students)

Graduate level study in nursing requires high academic standards. It is the responsibility of the program to assure the public of the competence of its graduates in advanced nursing roles.

- Students are required to achieve no grade less than a B in any individual course and to maintain no less than a B (3.0) grade point average throughout the graduate program.
- If a student earns one grade lower than B, the student will be placed on academic probation for the following semester.
- If the single grade lower than B reduces the student's grade point average to less than 3.0, the student must re-establish a cumulative grade point

average of 3.0 by the end of the probationary semester.

## Dismissal

- A single grade of F will result in the student being dismissed from the program regardless of grade point average.
- A second course grade lower than B will result in the student being dismissed from the program, regardless of grade point average.

## Additional Requirements/Information

- Students may take three courses (9 credits) from a list of specified courses prior to matriculating.
- Students must follow their Program of Studies when registering for courses. If students wish to make a change to their Program of Studies, they must request the change in writing to the Graduate Nursing Education Program Director.
- Students must complete clinical/practicum requirements four months prior to practicum courses.
- Part-time study options are available for both degree and certificate programs.

The program of studies for Post-Master's Certificates vary depending upon the track desired (FNP, PMHNP, or NE) and the applicant's prior Master's in Nursing preparation. Clinical specialty preparation will be reviewed as part of the application process and used by faculty in developing the individualized program of study. Applicants who do not have clinical work in their master's program will be required to take additional coursework. The average completion time for the certificates is three semesters.

Post Master's FNP and PMHNP and NE applicants must document successful completion of a graduate level course in Advanced Pharmacology (3-credit equivalent) less than five (5) years prior to application to the certificate program. Waiver is considered for experienced, practicing nurse practitioners. In addition, FNP, PMHNP, and NE Post-Master's applicants must document successful completion of a graduate level course in Advanced Pathophysiology (3-credit equivalent) less than 10 years prior to application to the certificate program, and completion of a graduate-level Advanced Health Assessment course. Waivers for practicing NPs will be considered. There are two options for the Post-Master's Certificate FNP program; a traditional hybrid and a low residency option.

## Family Nurse Practitioner Track

Students will be required, minimally, to take the following courses:

- NSG 510 - Advanced Family Nursing Theory I  
Credits: 3

(unless already completed)

- NSG 511 - Family Nurse Practitioner Practicum I and Seminar Credits: 3
  - NSG 512 - Advanced Family Nursing Theory II Credits: 3
- (unless already completed)
- NSG 513 - Family Nurse Practitioner Practicum II and Seminar Credits: 5
  - NSG 515 - Family Nurse Practitioner Practicum III and Seminar Credits: 5

#### Psychiatric/Mental Health Nurse Practitioner Track

Students will be required, minimally, to take the following courses:

- NSG 502 - Psychopharmacology Credits: 1
  - NSG 520 - Advanced Psychiatric Nursing Theory I Credits: 3
- (unless already completed)
- NSG 521 - Advanced Psychiatric Nurse Practicum/Seminar I Credits: 3
  - NSG 522 - Advanced Psychiatric Nursing Theory II Credits: 3

(unless already completed)

- NSG 523 - Advanced Psychiatric Nurse Practitioner Practicum/Seminar II Credits: 4
- NSG 525 - Advanced Psychiatric Nurse Practicum/Seminar III Credits: 5

#### Nursing Education Track

Students will be required, minimally, to take the following courses:

- NSG 550 - Curriculum Development in Nursing Credits: 3
- NSG 552 - Technology in Nursing Education Credits: 3
- NSG 553 - Introductory Nursing Education Practicum/Seminar Credits: 3
- NSG 555 - Advanced Nursing Education Practicum/Seminar Credits: 4
- NSG 616 - Assessment and Evaluation in Nursing Education Credits: 3

# Psychology

The Psychology Department offers a major in psychology (General and Addiction Studies tracks) and minors in psychology and social work. Providing a strong foundation in the study and knowledge of behavior and experience, a bachelor's degree in psychology develops skills in reading, writing, research, and problem solving valued by employers and needed for graduate school in associated disciplines.

Graduates obtain jobs in a wide range of settings including business and government, hospitals, private agencies that service the residential/vocational needs of those suffering from mental illness and those who are developmentally disabled, and group homes/supported community living agencies. In addition to pursuing graduate study, our graduates also obtain jobs as teachers, researchers, residential counselor trainees, behavioral analysts, probation offices, and assistant mental health workers.

The psychology degree has built-in flexibility that allows many elective courses to be taken or transferred which gives students the freedom to tailor their degree to particular graduate school interests and career goals in areas such as clinical/counseling, brain and behavior, human development and family studies, social work, women's studies, biology, business administration, communications, and criminal justice.

Recognizing that it is not only what you know but what you can do that matters, the department has a close relationship with local community service agencies, and offers the motivated student numerous opportunities to gain pre-professional experience through internships and service-learning opportunities.

## Student Learning Outcomes

Learning outcomes for the undergraduate psychology major conform to the *Undergraduate Psychology Major Learning Goals and Outcomes* recommended by the American Psychological Association (2013). Students who complete the degree requirements in psychology should be able to:

- Demonstrate understanding of and apply the major content domains, concepts, theoretical perspectives, empirical findings, and historical trends in psychology;

- Apply scientific methodology and information literacy skills to understand psychological concepts, problem solve, and design and conduct research;
- Use critical and creative thinking and the scientific approach to solve problems related to behavior and mental processes;
- Weigh evidence, tolerate ambiguity, act ethically, and reflect values that are the underpinnings of psychology as a discipline;
- Demonstrate technological literacy and the ability to use computers and other technology for many purposes;
- Communicate effectively in a variety of formats;
- Understand and value the complexity of sociocultural and international diversity and a commitment to social justice;
- Develop insight into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement, project management and teamwork;
- Demonstrate a commitment to building community at local, national and global levels;
- Implement their psychology knowledge, skills, and values in a variety of occupational settings or in advanced graduate school programs.

## Assessment

Student achievement in the psychology major is assessed in a variety of ways. Assessment includes classroom and course data (objective and essay tests), individually written projects (term papers, lab reports, critiques), oral presentations (student journals, self-critiques), group projects (written and oral), online group activities (discussion board, chat room), satisfaction measures (alumni, seniors, employers), performance reviews, exit interviews, focus groups, transcript analyses, and syllabus audits. In internships, faculty and qualified agency personnel evaluate students' professional demeanor and practical skills in an applied setting. Students are encouraged to keep a portfolio of their experiences for reflective purposes, as well as to demonstrate their competencies when applying to graduate school and for positions in the field.

## Transfer Policy

Transfer students must complete at least half of the courses in the major/minor at Rivier University. For the major, a minimum of three upper-level courses must be taken at Rivier University.

## **Bachelor of Arts in Psychology (Day)**

The undergraduate degree in psychology provides students with a broad background in psychology, including a knowledge base and skills in reading, writing, conducting research, and problem solving that will be useful in almost any profession. Beyond the basic requirements set by the department in general psychology, statistics, research methods, biological foundations, and career preparation, there is a great deal of flexibility built into the major in how students shape their undergraduate degree to prepare them for graduate work in psychology or for a variety of career options after graduation.

Graduates majoring in psychology have obtained jobs in a wide range of settings including childcare, social services agencies, drug treatment centers, youth and adult residential care centers, crisis centers, senior citizen centers, and a host of federal, state and local agencies serving families and children. In addition, psychology majors receive increased knowledge and skills in topics that enhance their personal and family lives. A minor in Social Work can further enhance the marketability of the psychology degree.

Numerous internship and service-learning opportunities for the development of practical skills and experiences in the helping professions are available for the interested and motivated student who wishes to put their ideals into practice and for further development.

Please refer to the introduction to the Psychology department for more information on this program.

### **Student Learning Outcomes**

Students who graduate with a degree in Psychology should be able to:

- Demonstrate understanding of and apply the major content domains, concepts, theoretical perspectives, empirical findings, and historical trends in psychology;
- Apply scientific methodology and information literacy skills to understand psychological concepts, problem solve, and design and conduct research;
- Use critical and creative thinking and the scientific approach to solve problems related to behavior and mental processes;
- Weigh evidence, tolerate ambiguity, act ethically, and reflect values that are the underpinnings of psychology as a discipline;
- Demonstrate technological literacy and the ability to use computers and other technology for many purposes;
- Communicate effectively in a variety of formats;
- Understand and value the complexity of sociocultural and international diversity and a commitment to social justice;
- Develop insight into one's own and others' behavior and mental processes and apply effective strategies

for self-management and self-improvement, project management and teamwork;

- Demonstrate a commitment to building community at local, national, and global levels;
- Implement their psychology knowledge, skills, and values in a variety of occupational settings or in advanced graduate school programs.

#### **Major Requirements (40 credits)**

- PSY 200 - Two electives
- PSY 300 - Three electives
- PSY300/400 - One elective
- PSY 400 - Two electives
- PSY 101 - General Psychology Credits: 3
- PSY 205 - Statistics for the Behavioral Sciences Credits: 3
- PSY 205L - Statistics Lab Credits: 1
- PSY 242 - Research Methods in Psychology Credits: 3
- PSY 404 - Sensation and Perception Credits: 3

or

- PSY 407 - Introduction to Neuroscience Credits: 3
- PSY 408 - Coordinating Seminar Credits: 3

#### **General Education Requirements (42-45 credits)**

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

***Who is My Neighbor?*** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3
- or
- HIS204 Interactions: The West in the World II Credits: 3

***How Shall We Live?*** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3

Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

**Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3

## **Bachelor of Arts in Psychology (Online)**

The Bachelor of Arts in Psychology online program is designed for adult learners interested in advancing their career in a variety of human service settings. This degree program provides students with a broad background in psychology including a knowledge base and skills that will be useful in almost any profession and for students interested in pursuing graduate work in psychology after graduation. To meet the needs of working professionals, and to keep current with alternative course deliveries, the courses are offered in an online format.

Please refer to the introduction to the Psychology department for more information on this program.

### **Student Learning Outcomes**

Students who graduate with a degree in Psychology should be able to:

- Demonstrate understanding of and apply the major content domains, concepts, theoretical perspectives, empirical findings, and historical trends in psychology;
- Apply scientific methodology and information literacy skills to understand psychological concepts, problem solve, and design and conduct research;
- Use critical and creative thinking and the scientific approach to solve problems related to behavior and mental processes;
- Weigh evidence, tolerate ambiguity, act ethically, and reflect values that are the underpinnings of psychology as a discipline;
- Demonstrate technological literacy and the ability to use computers and other technology for many purposes;
- Communicate effectively in a variety of formats;

- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (27 credits)

Degree Requirements (minimum 120 credits)

- Understand and value the complexity of sociocultural and international diversity and a commitment to social justice;
- Develop insight into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement, project management and teamwork;
- Demonstrate a commitment to building community at local, national, and global levels;
- Implement their psychology knowledge, skills, and values in a variety of occupational settings or in advanced graduate school programs.

Major Requirements (40 credits)

- PSY 200 - Two electives
- PSY 300 - Three electives
- PSY 300/ 400 - One elective
- PSY 400 - Two electives
- PSY 101 - General Psychology Credits: 3
- PSY 204 - Biostatistics Credits: 3
- PSY 205L - Statistics Lab Credits: 1
- PSY 242 - Research Methods in Psychology Credits: 3
- PSY 404 - Sensation and Perception Credits: 3

or

- PSY 407 - Introduction to Neuroscience Credits: 3
- PSY 408 - Coordinating Seminar Credits: 3

General Education Requirements (42 credits)

Required Courses (12 credits)

- ENG 120 - Composition in Context Credits: 3
- MA 112 - College Algebra Credits: 3
  - Or above
- REL - One elective Credits: 3

- RIV 120 - Dignity, Work, Vocation Credits: 3

#### Area Distribution Courses (18 credits)

Choose two courses from each area:

- **Humanities:** Communications, English, History, Modern Languages, Philosophy, Religion
- **Natural/Physical Science, Mathematics and Technology:** Biology, Chemistry, Computer Science, Mathematics, Physics

- **Social Sciences:** Economics, Geography, Human Development, Political Science, Psychology, Sociology, Social Work

#### General Ed Liberal Arts Electives (12 credits)

Choose four courses from the above Area Distribution Requirements.

#### General Electives (27 credits)

#### Degree Requirements (minimum 120 credits)

## **Bachelor of Arts in Psychology with Addiction Studies Track (Day)**

The rising number of drug-related deaths in the United States makes clear the need for more behavioral health care workers in the field of Substance Use Disorders (SUD). With a strong background in theory, research, and current perspectives on prevention and treatment, the Bachelor of Arts degree in Psychology with a track in Addiction Studies is designed to address the challenges associated with these disorders and educate students preparing for careers in counseling, recovery services, advocacy, and public health.

Program graduates will be workforce ready and well-positioned for success in the competitive job market and for graduate studies at the master's and doctoral levels. This program is designed to meet the educational requirements necessary for Licensed Alcohol and Drug Counselor (LADC) licensure. After the completion of the B.A. degree, licensure generally requires passing an exam, completing a case study, and documenting 4,000 hours of post-baccalaureate supervised counseling in the area of SUD. LADC licensing requirements vary by state.

Professional positions associated with SUD counseling and advocacy are growing and offer many career opportunities.

#### Psychology Core (16 credits)

- PSY 101 - General Psychology Credits: 3
- PSY 205 - Statistics for the Behavioral Sciences Credits: 3
- PSY 205L - Statistics Lab Credits: 1
- PSY 242 - Research Methods in Psychology Credits: 3
- PSY 404 - Sensation and Perception Credits: 3

Or

- PSY 407 - Introduction to Neuroscience Credits: 3
- PSY 408 - Coordinating Seminar Credits: 3

#### Addiction Studies Track (24 credits)

- PSY 250 - Psychological Disorders Credits: 3
- PSY 301 - Drugs and Behavior Credits: 3
- PSY 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3
- PSY 402 - Counseling Theory and Practice Credits: 3
- PSY 450 - Substance Use Disorder Rehabilitation Credits: 3
- PSY 451 - Ethics in Substance Use Disorder Treatment Credits: 3
- SW 315 - Human Behavior in the Social Environment Credits: 3
- A 200 level psychology elective

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

***Who is My Neighbor?*** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

***How Shall We Live?*** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.

- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

***What, then, Shall We Do?*** Students explore this question in their junior or senior year. **(3 credits)**

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

Electives (27 credits)

Degree Requirements (Minimum): 120 credits

## **Bachelor of Arts in Psychology with Addiction Studies Track (Online)**

The Bachelor of Arts in Psychology online program is designed for adult learners interested in advancing their career in a variety of human service settings. This degree program provides students with a broad background in psychology and a knowledge base and skills that will be useful in almost any profession and for students interested in pursuing graduate work in psychology after graduation. To meet the needs of working professionals, and to keep current with alternative course deliveries, the courses are offered in an online format.

The rising number of drug-related deaths in the United States makes clear the need for more behavioral health care workers in the field of Substance Use Disorders (SUD). With a strong background in theory, research, and current perspectives on prevention and treatment, the Bachelor of Arts degree in Psychology with a track in Addiction Studies is designed to address the challenges associated with these disorders and educate students preparing for careers in counseling, recovery services, advocacy, and public health.

Program graduates will be workforce ready and well-positioned for success in the competitive job market and for graduate studies at the master's and doctoral levels. This program is designed to meet the educational requirements necessary for Licensed Alcohol and Drug Counselor (LADC) licensure. After the completion of the B.A. degree, licensure generally requires passing an exam, completing a case study, and documenting 4,000 hours of post-baccalaureate supervised counseling in the area of SUD. LADC licensing requirements vary by state. Professional positions associated with SUD counseling and advocacy are growing and offer many career opportunities.

Please refer to the introduction to the Psychology department for more information on this program.

#### **Major Requirements (40 credits)**

- PSY 101 - General Psychology Credits: 3
- PSY 200 - Elective - Credits: 3
- PSY 204 - Biostatistics Credits: 3
- PSY 205L - Statistics Lab Credits: 1
- PSY 242 - Research Methods in Psychology Credits: 3
- PSY 250 - Psychological Disorders Credits: 3
- PSY 301 - Drugs and Behavior Credits: 3
- PSY 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3
- PSY 402 - Counseling Theory and Practice Credits: 3
- PSY 404 - Sensation and Perception Credits: 3

Or

- PSY 407 - Introduction to Neuroscience Credits: 3
- PSY 408 - Coordinating Seminar Credits: 3
- PSY 450 - Substance Use Disorder Rehabilitation Credits: 3
- PSY 451 - Ethics in Substance Use Disorder Treatment Credits: 3
- SW 315 - Human Behavior in the Social Environment Credits: 3

#### **Foundation Courses (12 credits)**

- ENG 120 - Composition in Context Credits: 3
- RIV 120 - Dignity, Work, Vocation Credits: 3
- MA 112 - College Algebra Credits: 3  
College Algebra or above
- Religion Elective Credits: 3



## Area Distribution Courses (18 credits)

Choose two courses from each area:

- **Humanities:** English, History, Modern Language, Philosophy, Religion
- **Natural/Physical Sciences, Mathematics and Technology:** Biology, Chemistry, Computer Science, Mathematics, Physics

- **Social Sciences:** Economics, Geography, Human Development, Political Science, Psychology, Sociology, Social Work

## General Education Liberal Arts Electives (12 credits)

Choose four courses from the Area Distribution Courses.

## Electives (27 credits)

Degree Requirements (Minimum): 120 credits

## Minor in Psychology (19 credits)

A minimum of six courses, including:

- PSY - Three electives
- PSY 101 - General Psychology Credits: 3
- PSY 204 - Biostatistics Credits: 3

## Minor in Social Work

The minor in social work provides a comprehensive and integrated experience presenting to students the history and methods of the profession. Students are also introduced to social service agencies and complete a three-credit field experience in a social work setting.

Students minoring in social work often major in psychology, sociology, or in any discipline of their choice. Social work courses may also be taken as electives, and some fulfill the core curriculum requirements in social science.

### Student Learning Outcomes

Students who complete the minor in Social Work should be able to:

- Articulate the role of the professional social worker;
- Develop the ability to articulate social work values and to apply social work ethical principles to guide professional practice;
- Apply critical thinking skills to inform and communicate professional judgments that utilize research-informed practice;
- Develop and utilize skills of engagement, assessment, intervention and evaluation in professional practice at the micro, mezzo and macro level;

or

- PSY 205 - Statistics for the Behavioral Sciences Credits: 3
- PSY 205L - Statistics Lab Credits: 1
- PSY 242 - Research Methods in Psychology Credits: 3

- Develop and utilize skills to engage with diverse populations;
- Apply knowledge of human behavior and the social environment in which it occurs to inform professional practice;
- Engage in policy practice to advance human rights and well-being as well as social and economic justice;
- Discover career opportunities for college graduates of social work education in order to create and follow a career development action plan.

### Requirements for the Minor (18 credits)

- SOC 105 - Social Problems Credits: 3
- SW 108 - Introduction to Social Work Credits: 3
- SW 201 - Social Work Methods Credits: 3
- SW 313 - Internship I Credits: 3-6
- SW 315 - Human Behavior in the Social Environment Credits: 3
- SW 401 - Social Welfare Policy Credits: 3

### Transfer Policy

Transfer students must complete at least half of the courses in the minor at Rivier University.

## **Public Health**

Public health professionals work to protect the health of populations through research, disease prevention, and control, injury prevention, emergency preparedness, promotion of healthy lifestyles, and policy making. Public health professionals also focus on reducing health disparities, improving health care equity and quality, and health care access. Through surveillance of health problems, these professionals are able to address the concerns of communities and mobilize partners to ensure the health of entire populations.

### **Student Learning Outcomes**

Students who complete bachelor degree requirements should be able to:

- Recognize the core values, concepts, and functions of public health in the United States and across the globe;
- Conduct data collection and statistical analysis to inform evidence-based practices as an essential part of public health practice;
- Identify population health challenges and prevention approaches to address community health issues;
- Demonstrate understanding of the science of human health and disease in the promoting and protecting of health across the life span;
- Assess community dynamics to identify stakeholders and networks for collaborative partnerships for community approaches to public health;

- Construct and evaluate effective health promotion using critical thinking skills and creativity;
- Interpret quantitative and qualitative research data;
- Evaluate the cultural context of program design and implementation effectiveness;
- Differentiate between the characteristics of the United States health care system and other countries;
- Discuss the importance of health care policy and concepts of legal, ethical and regulatory dimensions of health care, public health laws, and roles of government;
- Demonstrate effective communication skills in verbal and written formats;
- Apply systems thinking approaches to develop effective strategies to address public health issues.

### **Assessment**

Proficiency in subject knowledge is assessed through class discussions, examinations, research papers and projects, oral and poster presentations, capstone experiences, and internships.

### **Transfer Policy**

Students in the Public Health program must complete at least half of the major credits at Rivier University.

## **Bachelor of Science in Public Health (Day)**

The Bachelor of Science Degree Program in Public Health is designed to prepare the student with a general liberal education in the science and art of protecting, promoting and preserving the health of individuals, families and populations utilizing the core functions of public health practice.

Graduates of the Bachelor of Science Degree Program will gain knowledge and develop skills to practice in multiple public health-related areas including, public health services, environmental services, epidemiology, social and behavioral science, health promotion, community health, and social and public policy.

Major Requirements (72 credits)

Public Health Courses (45 credits)

- PH 101 - Introduction to Public Health Credits: 3
- PH 125 - Environmental Health Credits: 3
- PH 201 - Epidemiology in Public Health Credits: 3
- PH 202 - Health Systems and Services Credits: 3
- PH 203 - Public Health Seminar Credits: 3

- PH 204 - Health Promotion, Marketing & Communications Credits: 3
- PH 302 - Health Policy and Politics Credits: 3
- PH 304 - Food Safety and Hygiene Credits: 3
- PH 320 - Nutrition: A Public Health Perspective Credits: 3
- PH 330 - Public Health Research Credits: 3
- PH 336 - Public Health Emergency Preparedness Credits: 3
- PH 400 - Global Health and Health Disparities Credits: 3
- PH 402 - Program Planning and Evaluation Credits: 3
- PH 404 - Communicable Diseases and Non-Communicable Diseases Credits: 3
- PH 495 - Public Health Internship/Capstone Credits: 6

Related Science/Math Courses (18 credits)

- BIO - One Elective

- BIO 105 - Human Anatomy and Physiology I Credits: 4
- BIO 106 - Human Anatomy and Physiology II Credits: 4
- BIO 201 - Medical Microbiology Credits: 4
- MA 110 - Introductory Statistics Credits: 3

#### Other Related Courses (9 credits)

- PSY 101 - General Psychology Credits: 3
- REL 379 - Bioethics Credits: 3
- SOC - One elective Credits: 3

#### General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

**Who is My Neighbor?** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

**How Shall We Live?** Students explore this question in their junior and senior years. (6 credits)

## **Bachelor of Science in Public Health (Online)**

The Bachelor of Science Degree Program in Public Health is designed to prepare the student with a general liberal education in the science and art of protecting, promoting and preserving the health of individuals, families, and communities utilizing the core functions of public health practice.

Graduates of the Bachelor of Science Degree Program will gain knowledge and develop skills to practice in multiple public health-related areas including, public health services, environmental health, epidemiology and social and public policy.

#### General Education Requirements (42 credits)

#### Required Courses (12 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

**What, then, Shall We Do?** Students explore this question in their junior or senior year. (3 credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

#### **Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3
- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

#### General Electives (6 credits)

#### Degree Requirements (120 credits)

- ENG 120 - Composition in Context Credits: 3
- MA 112 - College Algebra Credits: 3

#### Or Above

- REL - One elective Credits: 3
- RIV 120 - Dignity, Work, Vocation Credits: 3

#### Area Distribution Courses (18 credits)

Choose two courses from each area:

**Humanities:** English, History, Modern Language, Philosophy, Religion,  
**Natural/Physical Sciences, Mathematics and Technology:** Biology, Chemistry, Computer Science, Mathematics, Physics

**Social Sciences:** Economics, Human Development, Political Science, Psychology, Sociology, Social Work

General Education Liberal Arts Electives (12 credits)

Choose four courses from the above Area Distribution Requirements.

Major Requirements (72 credits)

Public Health Courses (45 Credits)

- PH 101 - Introduction to Public Health Credits: 3
- PH 125 - Environmental Health Credits: 3
- PH 201 - Epidemiology in Public Health Credits: 3
- PH 202 - Health Systems and Services Credits: 3
- PH 203 - Public Health Seminar Credits: 3
- PH 204 - Health Promotion, Marketing & Communications Credits: 3
- PH 302 - Health Policy and Politics Credits: 3
- PH 304 - Food Safety and Hygiene Credits: 3
- NSG 330 - Research Methods Credits: 3
- PH 336 - Public Health Emergency Preparedness Credits: 3
- PH 400 - Global Health and Health Disparities Credits: 3

- PH 402 - Program Planning and Evaluation Credits: 3
- PH 404 - Communicable Diseases and Non-Communicable Diseases Credits: 3
- PH 495 - Public Health Internship/Capstone Credits: 6

Related Science/Math Courses (15 credits)

- BIO 105 - Human Anatomy and Physiology I Credits: 4
- BIO 106 - Human Anatomy and Physiology II Credits: 4
- BIO 201 - Medical Microbiology Credits: 4
- BIO/CHE/PHY - One elective Credits 3

Other Related Courses (12 credits)

- PSY 101 - General Psychology Credits: 3
- PSY 204 - Biostatistics Credits: 3
- REL 379 - Bioethics Credits: 3
- SOC - One elective Credits: 3

General Electives (6 credits)

Degree Requirements (120 credits)

## **Master of Public Health**

The Master of Public Health (MPH) Program at Rivier University offers an individualized and interprofessional experience that focuses on the competencies professionals need to improve the health of communities and individuals within populations. The curriculum provides graduate professional education in qualitative/quantitative research; health policy; ethics; epidemiology; quality health care improvement, global health, behavioral health and health promotion, health care administration, health care finance; genomics and informatics, and community engagement strategies. Rivier University's online low residency MPH program will allow for students to achieve high-level competencies in public health in an intense and accelerated learning environment. Potential candidates must show evidence of successful completion of a Baccalaureate Degree from an accredited school.

Upon successful completion of the Master of Public Health degree requirements, graduates will be able to:

- Ensure ethical principles are applied in accessing, collecting, analyzing, using, maintaining and dissemination of data and information.
- Make evidence-based decisions through the evaluation of the validity and reliability of data.
- Identify and assess assets and resources that can be used for improving the health of a community.

- Ensure implementation of policies, programs and services is consistent with laws and regulations.
- Assess the use of public health informatics in developing, implementing, evaluation and improving policies, programs and services.
- Communicate effectively in writing and orally with linguistic and cultural proficiency.
- Evaluate strategies for communicating information to influence behavior and improve health recognizing the impact of the social determinates of health.
- Recognize the ways diversity influences policies, programs, services, and the health of communities.
- Ensure public health sciences use principles of health equity and are applied in the delivery of the 10 Essential Public Health Services.
- Manage the implementation of policies and procedures of the governing body or administrative unit that oversees local and global organizations.
- Ensure that programs are managed within current and projected budgets and staffing levels.
- Advocate for the role of public health in providing population health services locally, nationally, and globally.

Prerequisite

- Undergraduate statistics (or evidence of completion)

## Degree Requirements (42 Credits)

### Required Courses (42 Credits)

- BUS 559 - Healthcare Finance Credits: 3
- BUS 569 - Healthcare Administration Credits: 3
- BUS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
- NSG 601 - Quality Healthcare Improvement Credits: 3
- NSG 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NSG 606 - Research Capstone Advisement Credits: 2

- NSG 610 - Advanced Health Policy Credits: 3
- PH 501 - Public Health: a Population-based Approach Credits: 3
- PH 504 - Communicable & Non-Communicable Disease Epidemiology Credits: 3
- PH 510 - Behavioral Health & Health Promotion Credits: 3
- PH 520 - Public Health Genomics & Informatics Credits: 3
- PH 530 - Environmental Health Credits: 3
- PH 550 - Global Health Credits: 3
- PH 575 - Practicum & Seminar Credits: 4

## **Minor in Public Health**

### Minor Requirements (18 credits)

A minimum of six courses, including:

- PH 101 - Introduction to Public Health Credits: 3
- PH 201 - Epidemiology in Public Health Credits: 3
- PH 330 - Public Health Research Credits: 3
- PH - Two Electives
- MA 110 - Introductory Statistics Credits: 3

or

- PSY 204 - Biostatistics Credits: 3

or

- PSY 205 - Statistics for the Behavioral Sciences Credits: 3

### Transfer Policy

Transfer students must complete at least half of the courses in the minor at Rivier University.

## **Minor in Religious Studies (18 credits)**

The Department does not offer a major. However, under the guidelines of the individualized studies program, a student may complete a self-designed major in religious studies in consultation with the department faculty advisor. (See the Individualized Studies section of this catalog for details.) For students interested in pursuing the study of religion beyond the core curriculum, the department offers a minor in religious studies.

### Requirements for the Minor

A minimum of six courses must be completed. These courses are chosen in consultation with the department faculty advisor.

### **Student Learning Outcomes**

Students who complete a minor in Religious Studies should be able to:

- Demonstrate knowledge of basic theological themes in the Christian tradition;
- Demonstrate the knowledge of Catholic social teaching and the skill to apply it to contemporary situations;
- Engage in theological reflection;
- Demonstrate an awareness of the role of religion in contemporary society.

### **Assessment**

The successful attainment of these competencies will be assessed through:

- formal course examinations;
- research papers, writing portfolios, class presentations, individual and group projects;
- the successful completion of a service-learning project in religious studies.

### Transfer Policy

Transfer students must complete at least half of the minor courses at Rivier University.

## **Bachelor of Arts in Sociology (Day)**

The sociology major provides students with an understanding of human social relationships and the social structures they construct.

The sociology major is designed to provide the student with a base of knowledge about society, social institutions, and social structures and how they affect social relations. The major is intended to provide students with a strong liberal arts background. This focus may lead to careers in government, business, human resources, health organizations, social work, gerontology, criminal justice, research or serve as the foundation to graduate studies in sociology, anthropology, law, social work, public health, management, or any program requiring a sophisticated knowledge of society, social processes, and social structure.

### **Student Learning Outcomes**

Students who complete degree requirements in sociology should be able to:

- Demonstrate understanding of historical developments, current perspectives, and major sociological theories and theorists;
- Communicate clearly and effectively acquired knowledge of sociology both orally and in written form;
- Interpret and relate sociological research to solutions of social problems;
- Recognize problems, analyze situations, develop alternatives, and make decisions based on research and knowledge of sociology to design a sociological research proposal;
- Demonstrate an open mindset and seek multiple perspectives about how human behavior impacts global resources to build a global community that practices sustainability, social and economic justice, and the art of being human;
- Describe the career opportunities for college graduates of Sociology and to create and follow a career development action plan.

### **Assessment**

Student achievement in the sociology major is assessed in a variety of ways. Assessment includes formal course examinations, classroom participation, research papers, critical analysis papers, journals, individual and group projects, in-class presentations, role playing, self-appraisal, and videotaping. Students are encouraged to keep a portfolio of their experiences for reflective purposes, as well as to demonstrate their competencies when applying to graduate school and for positions in their field.

Major Requirements (30 credits)

- SOC - Four electives
- SOC 300-400 - Three electives
- SOC 101 - Introductory Sociology Credits: 3
- SOC 301 - Social Theory Credits: 3
- SOC 406 - Research Methods Credits: 3

General Education Requirements (42-45 credits)

- ENG 115 - Expositions and Arguments Credits: 3
- REL 115 - The Dignity of Creation: God and the Created Order Credits: 3
- LNS 108 - Student Success: Campus to Community I Credits: 1
- LNS 109 - Student Success: Campus to Community II Credits: 1
- BIO 112 - Stewards of the Living World Credits: 3
- SL 100 - Serving the World Credits: 1

***Who is My Neighbor?*** Students explore this question in their second and third years. (6 credits)

- HUM200 Literature, Art, and the Human Credits: 3  
Students take one -200 level interdisciplinary course that addresses a basic human question from the perspectives of the literary, visual, and musical arts.
- HIS203 Interactions: The West in the World I Credits: 3  
or
- HIS204 Interactions: The West in the World II Credits: 3

***How Shall We Live?*** Students explore this question in their junior and senior years. (6 credits)

- Religion: Faith, Religion, and Social Justice Credits: 3  
Students take one Religion course developed with this theme at its center.
- Philosophy: Ethics, Values, and Moral Choices Credits: 3  
Students take one Philosophy course developed with this theme at its center.

***What, then, Shall We Do?*** Students explore this question in their junior or senior year. (3 credits)

- Capstone: Justice and Global Responsibility Credits: 3  
Students take one of a number of offerings under *Justice and Global Responsibility*. This seminar serves as the culmination of the Common Core. Informed by problem-solving pedagogy, this seminar enhances the student's connection with the Catholic vision of the University by focusing on justice and global responsibility.

**Area Distribution Courses: The Core Complement Humanities and Social Sciences (6 credits)**

- One course from: English, History, Modern Language, Philosophy, Religious Studies Credits: 3

- One course from: Economics, Geography, Political Science, Psychology, or Sociology Credits: 3

#### **Mathematics and Natural Sciences (6 credits)**

- One course in Mathematics: MA112 College Algebra or above Credits: 3
- One course from: Computer Science, Mathematics, Biology, Chemistry, or Physical Science Credits: 3-4

#### **Culture through Language (6 credits)**

Students must demonstrate university-level introductory competency in a language other than English.

General Electives (48 credits)

Degree Requirements (minimum 120 credits)

### **Minor in Sociology**

Sociologists study the ways in which persons, through their individual and collective actions, create and change patterns of social relations. Sociology provides a critical and comparative perspective of our own and other societies, both past and present. The focus of study ranges from everyday family life to the relations of corporations and the global economy. Sociology stresses interaction between individuals and groups. It focuses on the diversity of our culture and on patterns that affect social issues and social problems.

The Sociology Department at Rivier University offers students the possibilities to engage in original research,

to present at conferences and to participate in social activism. Personal attention from faculty and individual mentorship are integral to the Sociology Department.

A minimum of five courses including:

- SOC - Two electives
- SOC 300 - One elective
- SOC 400 - One elective
- SOC 101 - Introductory Sociology Credits: 3

# Course Descriptions

## **BIO 103 - General Biology I**

This course provides an overview of scientific investigations into life that are primarily from a cellular perspective. Covered topics include the fundamental processes of life, the evolution of structure and function, genetics, and cellular physiology. This course is intended for students considering Biology as a major. **Prerequisites & Notes** High School Biology  
Credits: 4

## **BIO 104 - General Biology II**

The course is a survey of life at the organismal level with particular emphasis on the mechanism of evolution, taxonomy, morphology, and physiology. This course is intended for students considering Biology as a major. **Prerequisites & Notes** BIO 103 or permission of the department.  
Credits: 4

## **BIO 105 - Human Anatomy and Physiology I**

This course is an introduction to basic biological concepts including cell structure, tissue organization, and fundamental cellular chemistry. The organization of the human body is then considered and the skeletal, muscular, and nervous systems examined in detail. **Prerequisites & Notes** High school biology or permission of the department.  
Credits: 4

## **BIO 106 - Human Anatomy and Physiology II**

This course is a continuation of BIO 105. It examines the reproductive, lymphatic, endocrine, circulatory, respiratory, digestive, and urinary systems. **Prerequisites & Notes** BIO 105 or permission of the department.  
Credits: 4

## **BIO 109 - Human Biology I**

This course provides a well-balanced, integrated introduction to the structure and function of the human body to persons who have little or no background in the physical and biological sciences. It presents basic information on the characteristics of life and an overview of the major body systems. Contemporary problems such as infectious disease, cancer, and cardiovascular problems are used as instructional models.  
Credits: 3

## **BIO 110 - Human Biology II**

This course is a continuation of BIO 109 designed to complete the overview of body systems and to develop the concept of homeostasis.  
Credits: 3

## **BIO 112 - Stewards of the Living World**

This course will focus on our role as stewards of the earth. Students will gain an understanding of the uniqueness, diversity, and beauty of the natural world while being exposed to the ways in which human actions impact the delicate relationships between the physical, chemical, and biological aspects responsible for the integrity of the planet. This course fulfills the common core requirement.  
Credits: 3

## **BIO 120 - Field Experience in Biology**

This course brings students back to nature to experience and study biology in an interactive way. Students will gain experience in field techniques used by scientists to estimate and characterize biodiversity. While examining a variety of organisms in their natural habitat students will learn to appreciate the balance between land use and exploitation as well as the conservation efforts underway to protect threatened ecosystems.  
Credits: Variable

## **BIO 122 - Peas, Flies, and People: Exploring Genetics**

Designed for the non-biology major, students in this course explore the fundamental concepts underlying the complexities of genetic information. Moral and ethical dimensions are considered in discussions of the use and misuse of genetic technologies and information. This course may be writing assisted.  
Credits: 3

## **BIO 201 - Medical Microbiology**

Students in this course consider the properties of bacteria, fungi, and viruses, and the role medically-important microorganisms play in disease. Emphasis will be placed on classification, growth, control, and pathogens. Students will also get exposed to the recent advancements occurring in clinical microbiology. **Prerequisites & Notes** BIO 104 or BIO 105 and BIO 106  
Credits: 4

## **BIO 202 - Genetics**

Students take a molecular approach to explore classical and modern theories of transmission genetics including DNA structure and function, Mendelian

inheritance, gene mapping, and population genetics. **Prerequisites & Notes** BIO 103  
Credits: 4

## **BIO 206 - General Microbiology**

This course is designed to introduce the student to the microbial world. It will provide an overview of the physiological characteristics unique to bacteria, fungi, and viruses. Topics will include cell structure and function, methods of cultivation, genetics, phylogeny and taxonomy, and metabolic diversity. In the lab, the student will become familiar with microbiological techniques for growing, isolating, and identifying microorganisms with various biochemical capabilities as related to the environment they inhabit. **Prerequisites & Notes** BIO 103  
Credits: 4

## **BIO 214 - Ecology**

This course focuses on the interrelationships of plants and animals with their environment, energy relationships, population and community organization, and succession. In the laboratory students will conduct exercises that use standard field methods and data collection techniques. **Prerequisites & Notes** BIO 104 or permission of the department.  
Credits: 4

## **BIO 220 - Biotechnology**

This course will provide students an understanding of conventional and modern uses of biotechnology. In addition to the scientific information, students will learn about the business, regulatory and ethics involved in the application of biotechnology and bringing a biotechnology product to market. The lab portion of the class will introduce basic lab skills needed to perform experiments in any research setting. **Prerequisites & Notes** BIO 103 or permission of the department.  
Credits: 4

## **BIO 301 - Animal Physiology**

This course provides a comparative examination of the physiology among animal species. Human physiology is used as a baseline for many of the comparisons. This course is especially valuable to pre-med and pre-vet students. Laboratory involves considerable use of electronic physiological monitoring and computer equipment. This course may be writing assisted. **Prerequisites & Notes** BIO 214 or permission of the department.  
Credits: 4



**BIO 305 - Animal Behavior**

This course is an introduction to the study of animal behavior with an emphasis placed on historical development of the field. Topics addressed will include proximate and ultimate causation, development of behavior, predator-prey interactions, sexual selection both in the lab and in the field. This course may be writing assisted. **Prerequisites & Notes** BIO 214 or permission of the department. Credits: 4

**BIO 308 - Molecular Cell Biology**

Cellular structures and processes are considered from a molecular perspective. Topics include cellular organization and function, cellular signaling, and cell growth and differentiation. **Prerequisites & Notes** BIO 104, BIO 202 Credits: 4

**BIO 312 - Immunology**

This class investigates various aspects of the immune response including the selection and production of antibodies, cell-mediated responses, and non-specific immune responses. Immunity and hypersensitivity are also topics of discussion. Immunological principles will be demonstrated during the laboratory component of the course.

**Prerequisites & Notes** BIO 103 and BIO 202 Credits: 4

**BIO 350 - Environmental and Applied Microbiology**

This course will emphasize the various roles microorganisms play in the biotic world and their present and potential uses in industry. Topics include biogeochemical cycling, biological treatment of sewage and environmental contaminants, biological control, solid and liquid state fermentations, and applications of extremophiles in biotechnology. In the lab, students will propose and implement a small scientific study designed to demonstrate the versatility and importance of microorganisms in applied technologies. **Prerequisites & Notes** BIO 201 or BIO 206

Credits: 4

**BIO 355 - Environmental Sustainability**

This course will review scientific research that biologists are using to elucidate significant environmental problems and to develop technologies designed to improve our ability to protect the environment and manage our resources in a sustainable fashion.

Topics covered include global climate change, environmental conservation, environmental health and toxicology, conventional and sustainable energy, sustainability and human development, and environmental law and policy. This course may be writing assisted.

**Prerequisites & Notes** Biology majors: BIO 112 and Non-majors: no prerequisites. Credits: 3

**BIO 385 - Integrative Biotechnology**

The course will provide an integrated introduction to applied biotechnology, framed by the staged, progressive movement from laboratory exercises to corporate manufacturing processes. Students will visit local businesses that use biology and technology in manufacturing to understand how what they learn in the classroom is applied in the biotechnology industry. Visits to other biotechnology sites in the United States and abroad may also be scheduled. **Prerequisites & Notes** This course is cross-listed with BUS 430. Credits: 3

**BIO 390 - Seminar in Biology**

Students read peer-reviewed scientific literature and critically discuss experimental procedures and conclusions on selected topics. The impact of research is considered from the perspective of the individual, localized populations and globally. A culminating assignment is the preparation of a research proposal which the students present to the class and defend procedures. This course may be writing assisted **Prerequisites & Notes** 200 level biology class and junior year status. Credits: 3

**BIO 402 - Field Biology**

In this course emphasis is placed on the collection, preservation, and identification of the more common plants and animals found in local habitats. It is designed to help students develop the ability to gather and interpret data from field situations as well as to learn methods of plant and animal preservation techniques. **Prerequisites & Notes** 200 level biology class. Credits: 4

**BIO 404 - Developmental Biology**

Students will study the cellular and molecular processes necessary for the formation and development of an embryo. Topics will include cell differentiation, cell growth, and morphogenesis. **Prerequisites & Notes**

BIO 202 or permission of the department.

Credits: 4

**BIO 409 - Parasites, Pathogens, and Infectious Diseases**

This course is designed to introduce the student to the more important parasites (worms and protozoans), bacteria, and viruses which cause disease in humans and animals. Prepared slides and living material are used in lab. **Prerequisites & Notes** BIO 201 or BIO 206 or permission of the department. Credits: 4

**BIO 425 - Directed Study**

This course is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in listed course offerings. **Prerequisites & Notes** Permission of department is required. It is open to senior and qualified junior majors only. Credits: 2 - 4

**BIO 426 - Special Problem in Biology**

Students are expected to articulate and attempt to solve a biological problem. Participants are expected to demonstrate development of the following skills: communication, decision making, organization, management, documentation, independent learning, and creative/critical thinking. **Prerequisites & Notes** BIO 390 Credits: Variable credit (4 total credits needed to graduate)

**BIO 496 - Biotechnology Internship**

The biotechnology internship provides students with an experiential learning opportunity to utilize their biotechnology skills in a professional capacity. Internship schedule and requirements will be determined in coordination between the department and the internship site and will include a minimum of 120 hours. **Prerequisites & Notes** Approval from the program director is required. Credits: 3

**BIO 504 - Advanced Pathophysiology**

This course integrates the science of pathology with anatomy and physiology for populations across the lifespan. We will be concerned with the alterations and mechanisms involved in disruption of normal physiology and how they manifest themselves as signs, symptoms, physical, and laboratory findings. Since pathophysiology provides the basic link between the sciences of anatomy, physiology, and biochemistry and their application to clinical practice, the study of

pathophysiology is essential to understanding the rationale for medical and surgical therapy.

Credits: 3

### **BUS 175 - Principles of Management**

This course is designed to present students with basic management concepts, terminology, and techniques. Students will gain an understanding of the new and emerging environmental forces in the context of a more global and technology-driven business world. Students apply the fundamental management skills of planning, organizing, influencing and controlling to solve management problems through the use of real-life case studies and group projects.

Credits: 3

### **BUS 180 - Business Communications**

This course is an introduction to the principles of effective research, writing, and presentation skills utilizing a business model. The course is designed to prepare students to create analytical reports, resume portfolios (including cover letters and resumes), and essential business correspondence. A philosophical foundation (based on Aristotle's principles of rhetoric), for communication is established through a range of readings and exercises. Emphasis is placed on the use of electronic tools for research, creation, and presentation of business documents. This course is web-enhanced. **Prerequisites & Notes** ENG 115 or ENG 120 or Permission of Program Director

Credits: 3

### **BUS 193 - Office Applications**

Students will learn and apply the most widely used office applications, with emphasis on spreadsheets. Students will utilize Microsoft Office Suite applications such as Excel, PowerPoint, and Word. The course enables students to become proficient in creating and manipulating spreadsheets, creating a detailed word processing document, creating an effective presentation, and combining the resulting documents into a single, cohesive report.

Credits: 3

### **BUS 214 - Internship Seminar**

This internship seminar provides students with an experiential learning opportunity that allows them to utilize basic skills and knowledge of behavior thus far acquired. The student is expected to complete an internship of a minimum of 80 hours in an approved setting. Written reports and a Summary

Presentation are required. The student, in conjunction with the faculty program advisor, must arrange possible internship placements during the previous semester. **Prerequisites & Notes** Open to sophomores or above.

This course is cross-listed with CYM 214 and HLS 214.

Credits: 3

### **BUS 215 - Principles of Marketing**

Students will explore the role of marketing in for-profit and non-profit organizations and its relationship and interaction with all the other functions of an organization. Students will study the overall marketing process, as well as the individual components of the marketing mix (product, pricing, promotion, and distribution) of a product/service. They will prepare a marketing plan and develop key strategies for each component of the marketing mix through exposure to real-life case studies.

Credits: 3

### **BUS 220 - Financial Accounting**

This course is an introduction to financial accounting systems. Topics include the accounting cycle as well as accounting procedures for cash, receivables, payables, inventories, plant and equipment, and stocks and bonds. The focus is on merchandising companies.

Credits: 3

### **BUS 224 - Principles of Macroeconomics**

This course applies key data and tools used to analyze an economy at the aggregate level.

Credits: 3

### **BUS 225 - Principles of Microeconomics**

This course explores the concepts of various pricing models. Major emphasis is placed on microeconomic analysis of individual markets and firms.

Credits: 3

### **BUS 226 - Principles of Project Management**

This course provides key definitions used in the project management profession. The students are introduced to the five core functions of project management (planning, organizing, motivating, directing, and controlling) and the five phases of a project's life cycle (initiating, planning, executing, monitoring, and controlling, and closing). The course also focuses on the three critical project priorities of scope, schedule (time) and costs, and

how they support the organization's strategic goal and objectives.

Credits: 3

### **BUS 229 - Advertising Management and Promotions**

Students will study and practice the specific steps required to manage the advertising development of consumer brands based on knowledge of the specific product category needs and competitive frameworks. Students will prepare a promotional plan incorporating strategic-minded brand positioning and advertising campaign strategies. **Prerequisites & Notes** BUS 215

Credits: 3

### **BUS 240 - Personal Finance**

This course focuses on the financial planning process for the individual. The course covers topics based on a life cycle approach. Topics include goals and objectives, income and expenditure forecasts, money management, insurance, investments, taxation, and retirement and estate planning.

Credits: 3

### **BUS 295 - Business Law**

This course investigates various aspects of doing business in a global marketplace and teaches by exploring agency law; contracts and commercial law; business entities; securities law; taxation; international law; and several aspects of ethical business behavior in a global marketplace. Students will also survey current topics affecting the many stakeholders of a business and reinforce learning through experiential exercises.

Credits: 3

### **BUS 302 - Organizational Behavior**

In this course, students will study both individual and group behavior in business organizations. Areas of study are workgroups, leadership, power, organizational culture, and organizational change.

Credits: 3

### **BUS 304 - Human Resources Management**

This course explores and analyzes organizational strategic human resources activities within the organization. Emphasis is placed on the role of the human resources department, and its functional roles, as well as the role of managers and supervisors in dealing with human resources issues. **Prerequisites & Notes** BUS 175

Credits: 3

**BUS 305 - Entrepreneurship and Innovation**

This course introduces the student to the concept of entrepreneurship. Emphasis is placed on the characteristics, management skills, and personal management skills of successful entrepreneurs. Students learn how to manage the human capital, financial, and marketing resources needed for a successful entrepreneurial venture. **Prerequisites & Notes** BUS 175, BUS 220  
Credits: 3

**BUS 309 - Managerial Accounting**

This course is an introduction to managerial accounting concepts. Topics include manufacturing accounting, costing methods, cost volume-profit analysis, budgeting, standard costs and variance analysis, and decision making. **Prerequisites & Notes** BUS 220  
Credits: 3

**BUS 315 - International Business**

Students will develop a better understanding of the economic, socio-cultural, political, and legal forces influencing international business practices. Students will be able to focus on the managerial implications and impact of an increasingly global world on the business strategies of US and international companies. Critical thinking skills and fundamental management skills will be used to solve international management case studies.  
Credits: 3

**BUS 319 - Managerial Finance**

This course examines the current concepts and financial practices of a firm. Students will develop an understanding of the analytical framework for making decisions related to working capital management, capital budgeting, and capital structure. Case analyses are an integral part of the course. **Prerequisites & Notes** BUS 220  
Credits: 3

**BUS 327 - Marketing Research**

Marketing research is an essential component for an effective strategy setting for tactical decision-making by both not-for-profit and for-profit organizations. This course will cover the marketing research process in depth. The process will be applied to real-world marketing problems to demonstrate the value of information in determining marketing mix variables (product definition, pricing, etc.). Qualitative research, such as focus groups, as well

as quantitative methods and the use of electronic databases, will be used in the course. This course may be writing assisted. **Prerequisites & Notes** BUS 215; MA 123  
Credits: 3

**BUS 328 - Professional Selling & Sales Management**

Course provides a strategic and pragmatic view of selling and sales management in professional environments. Fundamentals of personal selling, sales representative recruitment, development, and motivation, as well as sales force organization and management will be covered. A variety of teaching methods including case studies, role playing, and guest speakers will augment assigned readings and lectures. **Prerequisites & Notes** BUS 215 Principles of Marketing  
Credits: 3

**BUS 335 - Digital Media: Market Trends and Opportunities**

This course will develop a student's understanding of how to manage a cross-section of digital platforms. Students will learn and apply basic digital marketing and analytic concepts and be provided with an overview of different online marketing tools and strategies. The topics will include the utilization of websites, e-Commerce, social media, and mobile platforms. Techniques for engaging with followers and for managing online customer relationships will also be covered.  
Credits: 3

**BUS 337 - Managerial Economics**

This course provides an introduction to economics with a focus on topics relevant to decision-making in business. These include market demand, the theory of the firm in competitive, monopolistic and monopsonistic markets, aggregate demand and supply, the quantity theory of money, forecasting revenues and costs, discounting and the cost of capital, and industry studies.  
Credits: 3

**BUS 342 - Sports and Entertainment Marketing**

The world of sports and entertainment is not immune to market forces that necessitate the application of sound marketing practices. Students will study successful and unsuccessful marketing efforts of actual entities ranging from sports to music to cinema. Students will be required to analyze the effectiveness of several sports and entertainment marketing programs via field study

exercises and case studies. Students will also complete detailed marketing projects for a sports or entertainment franchise of their choice. **Prerequisites & Notes** BUS 215  
Credits: 3

**BUS 343 - JYS: Work and Happiness**

This course will provide a thoughtful engagement with the history of how the ideas of work and happiness have evolved in the United States in the context of the development of the American economy. Students will engage a wide range of historic views through research and interaction with assigned reading and guest speakers. The course will focus on helping students develop a clear, informed, and deeply thoughtful personal view of the meaning of work and happiness.  
Credits: 3

**BUS 351 - Applied Statistics**

The course will prepare students to use statistical techniques for making sound and evidenced based business decisions. The development of analytical skills through the study of statistical methods of collecting, summarizing, and analyzing and interpreting data such as Sampling, Hypothesis Testing, Correlation, Regression and Analysis of Variance (ANOVA) will be presented and applied to business problem solving.  
Credits: 3

**BUS 354 - Business Intelligence & Analytics**

This course introduces students to fundamentals of information technology and business data analysis techniques that aid researchers in producing decision support resources to make good decisions. Students will be challenged to organize and present data. Students will appreciate the scope and limitations of statistical models through interpretation and application. Students will use case studies to tackle business applications that employ data analysis. **Prerequisites & Notes** BUS 193 Office Applications and BUS 351 Applied Statistics or MA 110 Introductory Statistics  
Credits: 3

**BUS 355 - Administrative Accounting**

This is an accounting course that is intended for non-accountants. It is designed to provide a basic understanding of financial accounting from the management perspective.  
Credits: 3

**BUS 356 - Administrative Finance**

Current practices of the financial department of a firm are studied. The course provides a framework for decision making and problem solving regarding financial matters. The study of budgets and the budgeting process will be introduced. Students will learn how to interpret and analyze a firm's financial statements. In addition, students will learn how corporations raise money from investors through private and public bond and stock offerings. **Prerequisites & Notes** BUS 355  
Credits: 3

**BUS 358 - Money, Credit and Financial Intermediaries**

This course covers the concepts and economic implications of money, credit and the banking system. Topics covered include management of the money supply by central banks, the role of financial intermediaries, and monetary policy and its effect on price levels, output, foreign trade, and employment. **Prerequisites & Notes** BUS 224  
Credits: 3

**BUS 360 - The Internet and Business**

This course will explore the influence of the internet and technology on business strategy and operations. Students will learn about how organizations use information technology and systems to achieve business objectives and gain competitive advantage. Course content covers core technologies, web applications, database and infrastructure fundamentals, security and technology implementations through a rich array of case studies, discussions, and assignments.  
Credits: 3

**BUS 362 - Principles and Practices of Negotiations**

This course will focus on the theory of negotiation and the methods and techniques necessary to reach a satisfactory conclusion to negotiations which might arise in a variety of different situations. Through lecture and periodic in-class exercises, students will learn and practice the elements of negotiation, how to prepare for negotiation, and how to negotiate. Emphasis will be placed on the necessity to adopt negotiating strategies and techniques which will be most effective in getting the job done and in meeting the objectives of their organization. **Prerequisites & Notes** BUS 175  
Credits: 3

**BUS 364 - Investment Management**

This course is an introduction to investment management. It balances leading academic investing theory with practical approaches to navigating today's complex investment environment. Emphasis is placed on the relationship between risk and return, the importance of investment policy, portfolio construction and management, investor psychology, and the definition and achievement of investment goals. **Prerequisites & Notes** BUS 319  
Credits: 3

**BUS 391 - Sustainable Value**

This course examines sustainability from different perspectives. This course focuses on the post-financial crisis advancement of sustainability in a global economy. Topics include sustainable investing and environmental social governance factors. This course examines sustainability through readings, research and the use of a portfolio simulation package. International real case analyses and comparisons are an integral component of this course.  
Credits: 3

**BUS 418 - International Economics and Finance**

This course covers the concepts and practical applications related to international trade theory and international financial markets. Topics include trade theory, exchange rates and exchange rate risk, international money and capital markets, and international financing decisions. **Prerequisites & Notes** BUS 224  
Credits: 3

**BUS 425 - Directed Study**

This course is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in listed course offerings. **Prerequisites & Notes** Permission of the department. Senior and qualified junior majors only.  
Credits: 3

**BUS 430 - Special Topics in Business**

Occasionally the department offers special topical courses focusing on current issues, trends, or changes in the field of business not covered elsewhere in the curriculum. Topics vary but include the general areas of accounting, business, information management, international business, management and marketing.  
Credits: 3

**BUS 449 - Business Seminar and Beyond**

This is a capstone course for students to expand their current knowledge about career development and career management within their profession. Students enrolled in the course will examine current business issues, solutions and trends to further prepare them for employment and further advancement opportunities in corporate, government, nonprofits, and entrepreneurial careers. Through class discussions, presentations of guest speakers, mock interviews and the development of their career portfolio, students will gain a hands-on experience in searching and obtaining employment after graduation. **Prerequisites & Notes** Seniors only.  
Credits: 3

**BUS 475 - Production and Operations Management**

This course is intended to be an introduction to field of operations management. Over the timeframe of this course students will survey the field of operations in both the services and manufacturing areas. Students will be introduced to concepts ranging from general management, statistics, and marketing to industrial engineering and quality theory and practices. The class will cover operational flows from the overall strategic issues of designing products, services, making major capacity and location decisions, through the operating processes and control systems; including well supported quantitative applications. Among the many topics to be covered, would include product and service design, capacity planning, inventory management, and scheduling and project management. Students will delve into Six Sigma and other quality and continuous improvement applications. Additionally, students will be introduced to quantitative aids that support the quality of products and services.  
Credits: 3

**BUS 479 - Strategic Management**

This capstone course involves the analysis of the competitive business environment, formulation and implementation of business strategy and policy making from the perspective of middle and top management. Emphasis is placed on developing analytical skills and decision-making ability through case studies, class discussions and field trips. **Prerequisites & Notes** Permission of

the department. Seniors only.  
Credits: 3

#### **BUS 495 - Internship/Seminar**

This course is designed to provide the business student with a new learning experience in a specialized work area. The student employee will gain valuable practical experience and training.

**Prerequisites & Notes** Permission of the department and a cumulative general average of B- (2.667). Students intern a minimum of 120 hours for 3 credits, or 240 hours for 6 credits.  
Credits: 3-6

#### **BUS 496 - Internship Seminar II**

The course is designed to provide the business student a second internship opportunity with a new learning experience in a specialized work area. The student employee will gain valuable practical experience and training.

**Prerequisites & Notes** Juniors and Seniors with a minimum CGPA of 3.00 and Permission of the department.  
Credits: 3-6

#### **BUS 502 - Business Research and Communications**

This springboard course will explore various methods for identifying business problems and opportunities in an evolving global environment. Students will develop and apply the latest research innovations that focus on gathering, analyzing and presenting of research.  
Credits: 3

#### **BUS 510 - Accounting for Managers**

Foundation course in the basic elements of accounting, including the preparation and analysis of financial statements and the uses of accounting for reporting financial data. It incorporates the use of spreadsheet and/or accounting software. Analysis of the financial statements, as well as the evaluation of them, for use in the decision-making process. Relevancy to financial planning and analysis, forecasting and strategic planning will be emphasized.  
Credits: 3

#### **BUS 523 - Marketing and New Product Development**

This course provides graduate students with a thorough understanding of marketing management and new product development principles via the application of these principles to real-world examples. Marketing strategies are developed and critiqued in the context of student-generated new product ideas, product development

methods and market launch activities. Focus will also be placed on models for situational analysis, opportunity identification and appraisal, and the application of appropriate marketing research techniques. Each student will use the knowledge gained in the course to create and present a new product marketing plan.  
Credits: 3

#### **BUS 529 - Economic Analysis**

This course focuses on managerial applications of key macroeconomic and microeconomic principles that impact the national economy and the implications for global markets. Fundamental economic principles are applied to resolve market issues that impact the sustainability of national and global markets. The focus is on management principles applied to economic fundamentals. Cross-listed with SST516.  
Credits: 3

#### **BUS 550 - Global Finance for Managers**

This course focuses on financial practices and methods for developing the analytical skills you need to make sound financial decisions on a global scale. It provides a broad understanding of financial principles and techniques used to plan, analyze, control, and optimize business resources for businesses operating in a global environment. Emphasis is placed on the utilization of accounting and financial data of the multinational firm for the purpose of evaluation, measurement, and sound decision-making by managers. **Prerequisites & Notes** BUS 510 or equivalent  
Credits: 3

#### **BUS 553 - Business Aspects in Cyber Law**

Students will examine the ethical and legal issues that impact cybersecurity professionals, business, and society. The course will consider the evolving legal issues relating to governance of cyberspace and the internet, and the roles of government and the law in regulating the digital world. Specific topics will include intellectual property, civil litigation, criminal prosecution, privacy laws, and federal and international laws aimed at cybersecurity and digital contracts. Ethical frameworks that guide the creation and application of the risks and protections in education, the workplace, commerce, and individual rights will also be considered.  
Credits: 3

#### **BUS 555 - ESG Investing**

This course examines the valuation of sustainability from the investor and manager perspective. This course emphasizes current day measures of sustainability and long-term firm performance. Sustainable Responsible Investing and Environmental Social Governance (ESG) valuation are two key components of this course.  
Credits: 3

#### **BUS 559 - Healthcare Finance**

This course provides an opportunity for students to study and apply key financial management activities within health care organizations. The emphasis is on macro-financial elements which internally and externally affect health care providers. An emphasis will be placed on operating, capital and cash budgeting, reimbursement systems, and capital decision making. Topics include the utilization of financial data for evaluation, measurement, and decision making to ensure financial viability.  
Credits: 3

#### **BUS 560 - Organizational Dynamics**

The course focuses on the dynamic interaction that occurs within organizational settings. Managerial principles are explored within the context of individual and group dynamics and the implications for effective organizational change and development. Particular emphasis is placed on the application of motivation theories as well as issues surrounding organizational culture.  
Credits: 3

#### **BUS 569 - Healthcare Administration**

In this course students will gain an understanding of the healthcare system in the U.S. and of contemporary problems and issues in healthcare administration: patterns of organization, delivery, and financing of healthcare; major components of the complex and diverse American healthcare system; emerging trends in the system; and the changing role of government, providers, and consumers. An analysis of administration principles and activities in healthcare organizations will also be provided.  
Credits: 3

#### **BUS 574 - Project Management**

This course will focus on project management tools and techniques used during the initiating, planning, execution, monitoring & controlling, and closing (terminating) phases of programs and

projects that support organizational strategies. Topics such as defining project scope, developing project schedule, estimating project cost, identifying project risk, estimating project resources, emphasizing effective communication, quality, organizational change management and how to be an effective project manager will be discussed. This course prepares students to apply their project management skills to the industries of their choice.

Credits: 3

### **BUS 581 - Digital Marketing & Analytics**

This course explores the key trends in the digital world of marketing. The course will cover such things as website design that leads to conversion, search marketing, social media selling, content marketing, persona development and more. Students will cover basic digital marketing and analytic concepts and be provided with an overview of different online marketing tools and strategies.

Credits: 3

### **BUS 590 - Public Relations and Decision Making**

This course is designed to prepare students to public relations activities from a variety of different types of an organization-it being not-for-profit, to a small business, to a multinational corporation. The course will explore on how public relations deals with problems such as employee relations, community relations, investor relations, and consumer relations. Throughout this course, the student will explore decision making from a managerial viewpoint and examine the role of decision making in dealing with all constituencies. This course requires students to understand, apply, and evaluate both quantitative and qualitative research methodologies as it apply to studies and analyses.

Credits: 3

### **BUS 623 - Negotiation Skills for Managers**

This course will focus on the theory of negotiation and the methods and techniques necessary to reach a satisfactory conclusion to negotiations which might arise in a variety of different situations. Through lectures, in-class negotiations, and practical exercises, students will learn and practice the elements of negotiation, how to prepare for negotiation, and how to negotiate. Emphasis will be placed on the necessity to adopt negotiating strategies and techniques which will be most

effective in getting the job done and in meeting the objectives of their organization. An important aspect of the course is to examine past negotiation experiences of the students and to apply the principles learned in the course to those experiences.

Credits: 3

### **BUS 625 - Special Topics in Business**

Occasionally the department offers special topical courses focusing on current issues, trends, or changes in the field of business not covered elsewhere in the curriculum. Topics vary but include the general disciplines of accounting, finance, economics, law, information management, international business, management, and marketing.

Credits: 3

### **BUS 632 - Healthcare Information Systems**

This course explores the complexities and realities of information management in healthcare settings. Students will study how to effectively and efficiently manage and use information technology in healthcare delivery systems.

Students will explore information technology tools; HIPAA (Health Insurance Portability and Accountability Act); electronic medical records; and coding and informatics standards.

Credits: 3

### **BUS 644 - Risk Management and Decision Making**

The Risk Management course provides a thorough study of the nature of risk and its impact on management and business decision making. Decision modeling techniques are used to analyze and understand risk. The course will also provide an understanding of how to identify and manage risk in a project through risk management infrastructure; risk management planning; risk response planning, monitoring, and control; and risk reporting. The course provides an introduction to probabilistic modeling techniques for risk management decision making with spreadsheet implementation using Monte Carlo analysis.

Credits: 3

### **BUS 651 - Leading Projects through Virtual Environments**

This course focuses on how to build and sustain alignment among team members by focusing on improved coordination, communication, and collaboration among team members regardless of geographical location using the latest technology and software

tools. The course will cover the dynamics of both domestic and global teams with an emphasis on deploying necessary strategies, tactics, and situational leadership techniques to lead an effective project team in a virtual environment. Throughout the course, leadership of virtual project teams is reinforced via hands-on interactive exercises and cases studies.

Credits: 3

### **BUS 652 - Healthcare Policy: Development and Implications**

Designed to consider health policy and politics at all government levels, this course introduces students to the decision-making process in creating health policy with emphasis on micro-environmental factors and on stakeholders: the general public, special interest groups, lawmakers, regulators, and healthcare administrators. Topics may include: healthcare financing; health system structure, healthcare reform. Significant focus will also be on the impact of policies on healthcare in the United States.

Credits: 3

### **BUS 654 - Compliance and Risk Management in Healthcare Settings**

In this course, students will learn how to identify, analyze, and mitigate risk in healthcare settings. Assessment and planning tools are presented to prioritize and help control risks. Topics include health delivery system threats, vulnerabilities, and countermeasures; compliance laws; risk assessment and mitigation; and continuity and disaster recovery planning.

Credits: 3

### **BUS 659 - Crisis Management and Conflict Resolution**

This course helps students understand risk situations that can precipitate a crisis and the basics for identifying, preventing and controlling crisis situations. The course focuses on contemporary management techniques and their application at different stages of a crisis, including rapid communication, decision making and conflict management. Case studies are examined covering a variety of contemporary emergency response scenarios. Emphasis will be placed on the increasing number of technological hazards based on healthcare information system connectivity. The course concludes with guidance on damage control and the restoration of services and employee confidence. This course is designed for individuals who are interested in expanding their

understanding and skills in the management of healthcare crisis situations.

Credits: 3

### **BUS 660 - Human Resources Management**

This course will examine the policies of the business enterprise which impact directly upon the human resource management of the enterprise. Issues studied include compensation, training and development, position analysis, legal considerations, safety and the physical environment, employment practices, and health and welfare problems.

Credits: 3

### **BUS 661 - Organizational Development and Change**

This course looks at theories, concepts, and practices used to manage change and resolve conflict through planned intervention. Emphasis is placed on the dynamic environment, the total organization, and systematic diagnosis.

Credits: 3

### **BUS 662 - Healthcare Law and Ethics**

Health care is delivered within the context of a legal framework that reflects the values and expectations of the larger society regarding relationships between providers, patients, and organizations involved in the delivery of health services. Health care administrators and practitioners must be familiar with the general sources of law and the general legal principles that govern and affect those relationships. They must be aware of the law and regulations specific to health care that affects their areas of responsibility as well as that law which applies to society in general and from which specific health care legal issues frequently arise (i.e., tort law, contract law). Familiarity with the public policy underlying the law is also essential to an understanding of the laws of operation.

This course examines the substantive contemporary issues in health care law and ethics and will expose students to reading and analyzing recent significant court decisions that offer an overview of the many legal issues that infuse the fields of healthcare administration, practice, and policy.

Credits: 3

### **BUS 670 - Seminar in Organizational Leadership**

An interdisciplinary seminar that will study the nature of leadership in the 4<sup>th</sup>

Industrial Revolution. How organizations function effectively, and how the leader translates vision and purpose into ethical and effective behavior in a pluralistic environment. The course will draw on philosophical, historical, and literary sources, as well as managerial science.

Credits: 3

### **BUS 675 - Operations and Quality Management**

This course universally applies to all organizational operations from manufacturing, health care, service, industry and finance. The students will perform a project using all the major components of Lean Manufacturing and Profound Knowledge using the actual activities of their organization from the mission and vision, through strategic planning and the use of continuous improvement models of these philosophies. Statistical tools will be used in performing various analyses of continuous improvement as well as other quality tools and standards.

Credits: 3

### **BUS 679 - Facilities Planning**

The Facilities Planning course will provide a general overview and understanding of the facilities management profession. Students will review various aspects of the vocation including building management, capital forecasting, real estate trends, and crisis management (to include pandemics, natural disasters, and other catastrophic events). Sustainability issues regarding buildings and other infrastructure are addressed with real-world examples. Students will have the opportunity to learn how to strategically manage new, existing, or remodeling facility by applying various financial, operational, and planning techniques.

Credits: 3

### **BUS 680 - Sales Management**

Study of planning, operation, and control of the selling function in an organization; analysis of the relationship between sales and other marketing functions including accounting and finance functions. Emphasis on the recruitment, selection, training and development, and supervision of sales force personnel.

Credits: 3

### **BUS 681 - Healthcare Marketing Strategies**

This course is designed to prepare students to explore the healthcare environment, with an eye towards understanding how to market and

communicate within this multi-faceted industry. From identifying a target market to the preparation of an extensive integrated marketing communications (IMC) program, including public relations, the graduate adult learner will be immersed in the analysis, synthesis, decision-making, creation, and execution of an IMC plan that communicates "one, clear, consistent" message to all healthcare stakeholders. Focus will be on reaching employees, the community, the target market to which the healthcare organization wishes to promote itself, its investors, and others. Considerable research will be the hallmark of a well-written IMC Plan.

Credits: 3

### **BUS 682 - Marketing Research and Analysis**

Topics to be covered include gathering information, marketing problem definition, preparation of the research plan, selecting methods of collecting data, questionnaires, interpreting and analyzing data, and using research results for marketing decision making. Special attention will be given to setting up and maintaining customer/ prospect databases.

Credits: 3

### **BUS 687 - Strategic Brand Management**

With the rapidly changing environment affecting businesses and organizations of all types and sizes, students in this course will gain an applied understanding of brands and brand equity. The ins-and-outs of how to craft a marketing strategy to leverage the brand assets will be covered in this course.

Credits: 3

### **BUS 690 - Quantitative Process Improvement in Organizations**

This course will explore the organization as a system, consisting of numerous processes, and how to recognize, understand, and interpret data in this system, using measures to improve key processes to achieve results, not only in organizational performance, but customer and employee satisfaction. The focus is on knowing what to measure to improve key processes within the system, and thus making the system more effective and efficient. Using the PDCA model, students will develop skills in using project management and continuous improvement tools in problem identification, process-mapping, accurate data collection, charting, and

analysis, root cause analysis, and solution development and testing. Students, as business professionals, will complete a major project utilizing the methods and tools from this course to develop skills in systematic process improvement, while providing the opportunity to apply their learning in the world of business, education, healthcare, government, and non-profit. No statistical or mathematical background is required. Credits: 3

#### **BUS 698 - Professional Internship**

This course offers students an opportunity to integrate the practical aspects of the business discipline within the theoretical framework developed in the program's core courses. Student chooses a fourteen-week internship program in the business profession, and works under the supervision of an on-site work supervisor. A written report must be submitted to the course instructor and a presentation or report must be provided at the end of the term. **Prerequisites & Notes** Completion of four core courses and approval from the divisional dean or designee. Credits: 3-6

#### **BUS 777 - Strategies of Healthcare Administration**

This capstone course assimilates forward-thinking strategies that resolve everyday complex issues in the health care industry. Students will be able to grasp the diverse types of organizations that make up the health care industry - such as not-for-profits organizations, public government agencies, entrepreneurial new ventures and startups, and for-profits organizations. The course covers the implementation, ramifications, and feedback and measurements leading to continuous improvement planning within the next steps. Students will apply the methods by which an organization can grow its revenue and profits at the same time to maintain a sustainable competitive advantage. **Prerequisites & Notes** Recommended not to be taken with more than one other course in the same term. To be taken during the last semester of graduate study with divisional dean or designee approval.

#### **BUS 779 - Strategies of Innovation**

As a Master's level effort, the strategic management course integrates previously learned business concepts and introduces the use of innovation in its role in establishing sustainable development for commerce with the current Earth's declining ecological

status. It attempts to resolve the complex problems of establishing a conventional sustainable business environment using analytical and historical approaches to define profitable rejuvenated models and solutions. **Prerequisites & Notes** All other core courses or equivalents. Recommended not to be taken in parallel with more than one other course in the same term. Recommended to be taken during the last semester of graduate study with divisional dean or designee approval. Credits: 3

#### **BUS 780 - Directed Study**

An opportunity to explore a topic not covered in regular courses. **Prerequisites & Notes** Open only to M.B.A./M.S. candidates who have the approval of the dean or designee and the endorsement of the faculty member with whom the study is to be conducted.

#### **CHE 102 - Principles of Chemistry**

This course is an introduction to the fundamental concepts in chemistry, including the structure of the atom, ionic and covalent substances, molecular interactions, general types of chemical reactions, acid/base chemistry and solutions, reaction rates and equilibrium, nuclear chemistry, and biochemistry. The course is focused on preparing pre-nursing students for the HESI Admission Assessment Exam or the TEAS Exam. **Prerequisites & Notes** *Offered: Second term every semester (hybrid) and summer (online)* Credits: 3

#### **CHE 104 - General Chemistry I**

CHE104 is the first course in a two-semester sequence that covers basic chemical concepts for science majors. Topics include: chemical reactions and stoichiometry, aqueous reactions, oxidation-reduction reactions, thermochemistry, electronic structure and chemical bonding, and gases. This course is designed for students who intend to take additional chemistry courses. **Prerequisites & Notes** One year of high school chemistry or equivalent and two years of high school mathematics-algebra and above. *Offered: fall semester* Credits: 3

#### **CHE 104L - General Chemistry Laboratory I**

This Laboratory course is designed to introduce students to the scientific process and provide hands-on experience with concepts developed in CHE 104. **Prerequisites & Notes**

Corequisite: Accompanies CHE 104; one three-hour lab per week. *Offered: fall semester* Credits: 1

#### **CHE 105 - General Chemistry II**

CHE105 is the second course in a two-semester sequence that covers basic chemical concepts for science majors. Topics include: intermolecular forces, liquids, solids, properties of solutions, kinetics, chemical thermodynamics, acids and bases, and principles of equilibrium. **Prerequisites & Notes** CHE 104 *Offered: spring semester* Credits: 3

#### **CHE 105L - General Chemistry Laboratory II**

This Laboratory course is designed to introduce students to the scientific process and to provide hands-on experience with concepts developed in CHE 105. **Prerequisites & Notes** Corequisite: Accompanies CHE 105; one three-hour lab per week. *Offered: spring semester* Credits: 1

#### **CHE 201 - Organic Chemistry I**

CHE 201 is the first course in a two-semester sequence that provides a detailed study of the physical and chemical properties of carbon compounds. **Prerequisites & Notes** CHE 104 and CHE 105 or equivalent *Offered: fall semester* Credits: 3

#### **CHE 201L - Organic Chemistry Laboratory I**

In this laboratory course students will learn instrumental techniques and wet chemical methods designed to enhance understanding of the concepts discussed in CHE 201 **Prerequisites & Notes** Corequisite: Accompanies CHE 201; one three-hour lab per week. *Offered: fall semester* Credits: 1

#### **CHE 202 - Organic Chemistry II**

CHE202 is the second course in a two-semester sequence that provides a detailed study of the physical and chemical properties of carbon compounds. **Prerequisites & Notes** CHE 201. *Offered: spring semester* Credits: 3

#### **CHE 202L - Organic Chemistry Laboratory II**

This laboratory course continues the study of instrumental techniques and wet chemical methods designed to enhance understanding of the physical and chemical properties of carbon



compounds. **Prerequisites & Notes**  
Corequisite: Accompanies CHE 202;  
one three-hour lab per week. *Offered:*  
*spring semester*  
Credits: 1

### **CHE 306 - Biochemistry I**

CHE306 is the first course of a two semester sequence that provides a detailed study of the chemistry of biological systems. Topics for the two semester sequence include: protein structure and function, enzymes and enzyme kinetics, nucleic acids, biochemical energetics, major catabolic and selected anabolic pathways, photosynthesis, nucleotide metabolism, and gene expression and regulation. **Prerequisites & Notes** CHE 201 and CHE 202. *Offered: fall every other year (upcoming fall 2023)*  
Credits: 3

### **CHE 307 - Biochemistry II**

CHE307 is the second semester of a two semester sequence that provides a detailed study of the chemistry of biological systems. **Prerequisites & Notes** CHE 306 *Offered: spring every other year (Upcoming spring 2024)*  
Credits: 3

### **CJ 160 - Introduction to Criminal Justice**

This course is for students who intend to enter one of the many professions associated with the criminal justice system and those who have a general interest in the topic. Through readings, discussions, papers and experiential learning, students will become familiar with the broad outlines of the criminal justice system, the causes of crime, strategies to deter and prevent crime, and the investigation and punishment of crime. Students are required to participate in a tour of the NH State Prison or to arrange their own "personal field trip", such as police ride-along or viewing a morning or afternoon court session.  
Credits: 3

### **CJ 200 - Legal Writing and Research**

Students first learn the importance of effective writing for all criminal justice professionals, as well as common mistakes and ways to improve their writing. Assignments include a mock police report and mock probation log. Thereafter, students learn how social science research has impacted the criminal justice system, and complete their own research assignments, including analyzing information contained in the FBI's Uniform Crime Report database, and writing an

annotated bibliography and an article critique.  
Credits: 3

### **CJ 214 - Internship I**

Students complete an internship with a police department, probation/parole office, court clerk's office, victim assistance office, or other entity involved in the criminal justice system. Students intern for 120 hours (three credits), 240 hours (six credits) or 360 hours (nine credits). Students meet with the instructor a minimum of once every two weeks and submit weekly reports describing their activities the previous week and other aspects of their internship. **Prerequisites & Notes** This is open to students from any major who have completed their first year and are in good academic standing.  
Credits: 3-6-9

### **CJ 220 - Criminal Law and Procedure**

Students review key criminal statutes, including their elements and possible defenses (substantive criminal law), and the rules the government must follow when it seeks to enforce the law, including protections contained in the Bill of Rights (criminal procedure). Students analyze criminal statutes and judicial decisions, and learn to apply them to the facts of a given case to determine if a crime has been committed, or if a mistake was made by the government in the enforcement of the law. Students learn how a typical case moves through the justice system, beginning with an arrest and ending with a trial and any appeal.  
Credits: 3

### **CJ 230 - International Human Rights**

We explore the meaning of the term "human rights" and whether they are universal or relative; the ethical and philosophical sources for human rights; the international human rights regime, including the treaties and customary law that is its legal basis, and the courts and tribunals that have been established to enforce it. The course concludes with an examination of specific case studies, such as the "dirty" wars in Latin America and the struggle against Apartheid.  
Credits: 3

### **CJ 240 - Policing**

Students learn about the history of policing; current challenges facing law enforcement; tools and strategies used by police officers to address such challenges; and constitutional aspects of law enforcement, such as searches and arrests. Students participate in experiential learning, including being

introduced to the science of collecting and preserving evidence.  
Credits: 3

### **CJ 270 - Introduction to Victimology**

This course is a general introduction to victimology, a field within criminology that focuses on the victims of crime. Issues to be explore include: the scope and pattern of criminal victimization; risk factors and theoretical paradigms associated with victimization; the impact of victimization on individuals and society as a whole; the criminal justice system's response to victimization; and, services for crime victims and the professions that provide such services.  
Credits: 3

### **CJ 301 - Drugs and the Criminal Justice System**

Students learn about the impact of illegal drug use on American society and the criminal justice system's response to this use. Specific topics covered include a review of widely abused illegal drugs and their effects on users, social and criminal correlates associated with drug use, and historical and current U.S. drug laws. Students review contemporary debates confronting U.S. citizens and policymakers including the opioid epidemic, the role of treatment vs. enforcement and the current trend of decriminalization and legalization of marijuana.  
Credits: 3

### **CJ 308 - Crime Scene Investigation**

This course focuses on practical aspects of crime scene investigations and related topics. Subjects include securing a crime scene; collecting and processing evidence; interviewing witnesses and interrogating suspects; documenting investigations, including drafting police reports; and the constitutional limits and requirements of criminal investigations. The course includes a significant amount of practicable hands-on instruction by the professor. **Prerequisites & Notes** Students may be required to pay a lab fee which goes toward purchasing material used throughout the semester.  
Credits: 3

### **CJ 313 - Internship II**

Students complete an internship with a police department, probation/parole office, court clerk's office, victim assistance office, or other entity involved in the criminal justice system. Students intern for 120 hours (three credits), 240 hours (six credits) or 360 hours (nine credits). Students meet

with the instructor a minimum of once every two weeks and submit weekly reports describing their activities the previous week and other aspects of their internship. **Prerequisites & Notes** This is open to students from any major who have completed CJ 214, Internship I or CJ 395, Internship Seminar, and are in good academic standing. Credits: 3-6

### **CJ 326 - Juvenile Justice**

This course explores the nature and causes of juvenile crime ("juvenile delinquency") and how society responds to, and seeks to prevent, such crime. Subjects covered include defining and measuring delinquency, individual risk factors and environmental influences associated with delinquency; theories regarding the causes of juvenile delinquency; and the juvenile court and correctional systems, including how they compare to the criminal court and correctional systems. Credits: 3

### **CJ 330 - Corrections and Community Supervision**

This course examines the key roles in the criminal justice system played by corrections (jails and prisons), community supervision (probation and parole programs), and diversion and alternative sentencing programs (such as drug and mental health courts) in trying to achieve the sometimes seemingly contradictory goals of meting out just punishment to those convicted of crimes, protecting society, and rehabilitating offenders. Credits: 3

### **CJ 341 - JYS: Innocence and Guilt**

Through class discussions, reading and writing assignments, and film we explore the tension that often exists between rights and responsibilities belonging to individuals, groups and society, a topic brought into stark relief in the age of Covid-19. For the final project, students research and write about a contemporary issue involving this conflict and present a digital poster to their fellow students. Credits: 3

### **CJ 350 - Organized and Transnational Crime**

The course begins with an examination of organized crime in the United States, including how it differs from other categories of crime, its history, the social context in which it occurs, and the political and legal responses to organized crime. Thereafter, the focus switches to transnational crime,

including current trends such as the illegal drug trade, cybercrime, money laundering and human trafficking. Throughout the semester, we examine how organized and transnational crime are depicted in popular culture, including film. Credits: 3

### **CJ 395 - Internship Seminar**

Students complete an internship with a police department, probation/parole office, court, law office, or other entity involved in the criminal justice system. Students intern for 100 hours (three credits), 220 hours (six credits) or 340 hours (nine credits). Students attend weekly seminars to discuss their experiences and job opportunities. In addition, students work on their resumes and cover letters, practice interviewing and complete other assignments to develop their professional skills and to prepare them to enter the job market. **Prerequisites & Notes** This is a requirement for Criminal Justice majors but is open to students from any major who are in good academic standing. Credits: 3-6

### **CJ 400 - Professional Ethics**

This course examines ethical issues faced by criminal justice professionals such as police and corrections officers, prosecutors, defense attorneys and judges, in carrying out their duties. Students will review the laws, rules and professional standards that govern conduct within various criminal justice professions. In addition, students will review specific case studies in order to gain a fuller understanding of the subject matter. Finally, students will be confronted with specific ethical dilemmas and asked to explain and justify their response. Credits: 3

### **CJ 410 - Homicide Investigation**

This course includes a classroom element, in which students explore the crime and investigation of homicide from a theoretical perspective, and a lab element, utilizing on a mock homicide crime scene that remains in place throughout the semester. Students learn how to secure a crime scene, find, gather, and document evidence, and interview witnesses and suspects. Students demonstrate what they have learned through writing mock police reports, tests and realistic role play. **Prerequisites & Notes** Students may be required to pay a lab fee. Credits: 3

### **CJ 425 - Directed Study or Community Service**

This is a student-initiated and planned exploration of an advanced topic in an area of special interest not otherwise available for study. Permission of the program coordinator is required. It may consist of formal, supervised study of a law-related academic subject with a qualified Rivier instructor. Alternatively, it may involve a law-related, unpaid community service project. Either alternative must be accompanied by a syllabus or learning contract stating the educational goals of the project or course of study as developed and agreed upon in advance by the student, program coordinator, and instructor or work supervisor. For a service-learning project, the contract must also state the agreed-upon community service goals. A one-credit service-learning project may be taken in conjunction with this course. Credits: 3

### **CPL 399 - Credit for Prior Learning**

Students in Professional Studies programs may be qualified to earn credit for learning gained outside of the classroom. Students who are able to identify courses for which they have prior learning or life/professional experience, may be eligible to create a portfolio of documentation providing evidence that the course objectives have been met. After meeting with the program coordinator or faculty member who oversees the related academic program for which Credit for Prior Learning is being sought, it will be determined if the student's life experiences can meet the course requirements. The student may then enroll in a required 1-credit course of study to discuss CPL portfolio development. Once the portfolio is completed, it is reviewed by the instructor of the course and the Dean of the appropriate Division. Upon evaluation of the portfolio, the instructor assigns a grade of Pass/Fail for the number of credits applicable to the course for which the portfolio was developed.

Students eligible for enrolling in the Credit for Prior Learning course must be accepted into a degree program by the Office of Admissions; have completed 15 semester hours or more of credit at Rivier University, and have been approved to develop the portfolio(s) for the awarding of credit. Students approved for the Credit for Prior Learning program enroll in the 1-credit

CPL course and pay a per-credit fee for each credit assigned to the course.

Students should consult with their Academic & Career Advisor to determine if they are eligible for the Credit for Prior Learning program. Those eligible should inquire of their advisor about the costs associated with the Credit for Prior Learning course and the portfolio fees.  
Credits: 1

### **CS 120 - Introduction to Computing and Information Literacy**

This course is an introduction to computing and information literacy. Students will learn the knowledge and skills required to perform functions common to all Windows applications (including word processors, spreadsheets, and presentation programs), the fundamental concepts of networking and information technologies (network architecture, computer security, e-mail, the Internet, library research databases and the Blackboard). They will become familiar with input and output devices, the file structure of an operating system, and with storing and retrieving information from resources on the Internet.  
Credits: 3

### **CS 245 - Introduction to Computer Architecture**

This course is an introduction to the building blocks and organization of contemporary computers. Topics include: registers, memories and other logic building blocks; central processing unit pipelines; integer and floating point computer arithmetic; memory and cache design; paging and mass-storage systems; interrupt strategies; system bus protocols and shared-memory multiprocessors; contemporary input/output buses and techniques; and the interactions between hardware and the operating system.  
Credits: 3

### **CS 301 - Computer Science Fundamentals**

This foundation course is a broad-based introduction to the basic topics of computer sciences. The course presents the basic organization and operation of modern computer systems, both hardware and software. The general concepts of the algorithms are introduced and their importance to software design and implementation is studied, with simple programming assignments (mostly in modern Object-Oriented programming languages) used to explore these concepts. The course

also introduces important formal computer science topics such as computer organization, basic data structures (stacks, queues, trees, graphs, etc.) and data storages.  
Credits: 3

### **CS 308 - Computer Networks**

A survey of modern technologies available for computer network solutions to distributed processing problems. Topics include: layered network architectures, signal transmission analysis, transmission media, data encoding, local and wide area networks, communications architecture and protocols, and network modeling techniques with OPNET software.  
**Prerequisites & Notes** CS 245 or equivalent  
Credits: 3

### **CS 315 - Introduction to Algorithms**

This introduction to algorithms analysis and design focuses on using both mathematical tools and object-oriented principles. Techniques of theoretical and experimental analysis and algorithmic strategies are introduced using object-oriented programming with JAVA or C++. Emphasis is placed on recursion, search, sorting, and graph and tree algorithms, and on implementation of various algorithmic strategies. **Prerequisites & Notes** CS 301  
Credits: 3

### **CS 335 - Database Management Systems**

An introduction to database systems and their environment. Emphasis is on the relational database model. The basic principles of the relational model are discussed, at a relatively practical level. These principles are then used as a basis for learning and using SQL (Structured Query Language), using both the Data Definition Language (DDL) and Data Manipulation Language (DML) aspects. The practical use of SQL is strongly emphasized. Some coverage of Entity-Relationship modeling and Database Normalization is included. In addition, stored procedures are covered, using Oracle PL/SQL and other database stored procedure languages. The concepts are reinforced with the use of the Rivier College Oracle database server and/or other database implementations.  
**Prerequisites & Notes** CS 250 or equivalent  
Credits: 3

### **CS 341 - JYS: The Digital World**

This seminar looks at the practicalities, opportunities, and risks of living in the digital world. The seminar will explore how the digital world works, how the digital world is becoming an increasingly important part of our professional and personal lives, the ways in which the digital world increases our abilities to transform the world, and the risks to those who are marginalized. Specific issues that are addressed include: digital identity and digital anonymity; the digital divide (those who have good access versus those who have poor, spotty, or no access to the digital world); the danger of tracking in the digital world for the oppressed; and the opportunities to know, work with, and help the other. **Prerequisites & Notes** Fulfills the Junior Year Seminar General Education requirement.  
Credits: 3

### **CS 385 - Object-Oriented Programming using Java**

This course provides a working practical knowledge of the Java programming language. Starting from a basic knowledge of Java, students will learn how to write programs using both regular applications and applets. Topics covered will include object-oriented concepts, including abstraction, inheritance and polymorphism; the use of packages and the scoping of variables in Java; inner classes; event-driven programming; and the Java class library, including Graphical User Interface (GUI) programming using JFC/Swing. This is not a course for novice programmers; some basic knowledge of programming is expected. **Prerequisites & Notes** CS 301  
Credits: 3

### **CS 425 - Directed Study**

Student-initiated and planned exploration of a selected topic in an area of special interest not available in listed course offerings. **Prerequisites & Notes** Permission of the department. Senior and qualified junior majors only.  
Credits: 3

### **CS 448 - Computer Security**

An introduction to the methods, algorithms, and tools of computer system and web security. Topics include both the theoretical and practical aspects of security including cryptography, protocols, and system design. Security standards will also be covered as well as security engineering examples. An important part of the course will be a survey of actual techniques used by hackers to attack

systems. **Prerequisites & Notes** CS 245 or equivalent or Permission of Instructor  
Credits: 3

### **CS 455 - Topics in Computer Science**

A select group of topics offered on a timely basis. Examples are Intelligent Systems, Computer Security, Network Management, Data Mining, Information Technology, and Optimization Techniques. **Prerequisites & Notes** Dependent on the particular topic.  
Credits: 3

### **CS 505 - Computer Science Fundamentals**

This foundation course is a broad-based introduction to the basic topics of computer sciences. The course presents the basic organization and operation of modern computer systems, both hardware and software. The general concepts of the algorithms are introduced and their importance to software design and implementation is studied by using simple programming assignments, mostly in modern Object-Oriented programming languages, to explore these concepts. The course also introduces important formal computer science topics such as computer organization, basic data structures (stacks, queues, trees, graphs, etc.) and data storages.  
Credits: 3

### **CS 552 - Object-Oriented Design**

An introduction to current practices of software engineering design. Modern tools for design from functional requirements to code integration will be discussed and used in class projects. Actual design reviews and management of software development prepare students for design methodologies of large software projects.  
Credits: 3

### **CS 553 - Networking Technologies**

An introduction to the concepts, protocols, technologies, standards, and applications of data communications and computer networks, including both local and wide area networks. It provides the foundation and background necessary for the advanced computer network courses. Signal transmission analysis, modulation concepts, modems, multiplexers, digital technologies, transmission impairments, and various transmission media will be extensively discussed. Network protocols will be presented.  
Credits: 3

### **CS 554 - Operating Systems**

An introduction to modern operating systems design and implementation. Processes and threads; concurrent programming; spinlocks; semaphores; events; monitors; message passing; remote procedure calls; dispatchers; deadlocks; memory management; segmentation; paging; interrupt handling; device drivers; file systems.  
Credits: 3

### **CS 556 - Computer Architecture**

The study of modern computer architecture and design. Combinational and synchronous digital logic; state machines; data and control flow; data formats; instruction sets; processor pipelines; pipeline hazards; branches and branch prediction; out-of-order execution; memory organization; caches; virtual memory; interrupts; buses; Direct Memory Access and I/O.  
Credits: 3

### **CS 557 - Algorithms**

The analysis of algorithms through the main algorithm design paradigms. Asymptotic notation; Sums and Recurrences; Divide and Conquer; Dynamic Programming; Greedy Algorithms; Graph Algorithms; Computational Geometry; Advanced Data Structures; NP Completeness.  
Credits: 3

### **CS 572 - Computer Security**

Covers the main aspects of computer system security. Topics include a history of cryptography, and introduction to the basic mathematics behind cryptography, techniques of cryptography including classic cryptosystems, symmetric block ciphers, public key cryptosystems, message authentication codes, hashes, message digests and authentication. Additional topics include firewalls, web privacy and security, malware, and security tools.  
Credits: 3

### **CS 578 - Advanced Networking**

This course exposes students to technologies of Local and Wide Area Networks (LANs and WANs). Topics include: Ethernet, Fast Ethernet, Gigabit Ethernet, 10 Gigabit Ethernet, Token Ring, FDDI, Fiber channel, Asynchronous Transfer Mode LAN and LAN emulation, wireless technologies, interconnection using bridges, routers, and layers 2/3 switches, Internet, TCP/IP protocols, IPv6, Quality of Service and multimedia support, Multiprotocol Label Switching, Voice over IP, Virtual Private Network, and

network modeling techniques with OPNET software.  
Credits: 3

### **CS 585 - Practical Java Programming**

Provides a strong basis in, and practical working knowledge of the Java programming language. Topics include Java language fundamentals, objects and arrays, operators, statements, classes and objects, packages, inheritance and polymorphism, the Java class library, inner classes, interfaces, graphics programming, events and event handling, Swing GUI components, and applets.

This is not a beginning programming course; students are expected to have a basic background in programming, preferably in beginning Java. This course brings a student to the level of a practicing professional.  
Credits: 3

### **CS 597 - Multimedia and Web Development**

An exploration of the computer science aspects of multimedia as well as practical applications of multimedia. This course is a practical survey of the state-of-the-art in multimedia. The technical aspects of the algorithms, languages, and hardware will be covered. Students will create their own multimedia using HTML/XHTML as the "machine language" of portable multimedia. Java Script will be covered, as well as CSS (Cascading Style Sheets), Perl, and other technologies and languages.  
Credits: 3

### **CS 608 - Software Engineering**

In-depth examination of the theory, knowledge, and practice for building software systems that satisfy the requirements of users and customers. All phases of the life cycle of a software system are discussed. Emphasis on methods and tools for analyzing and modeling software artifacts, managing software development, assessing and controlling quality, and for ensuring a disciplined approach to software evolution and reuse.  
Credits: 3

### **CS 610 - Database Management Systems**

An introduction to relational database design architecture. Topics include specifications, tools, procedures, file structures, storage and access, normalization, relational algebra, and data warehousing. Students will design and access databases using simple and

complex query structures. Standard SQL language is used for the lab projects.  
Credits: 3

### **CS 612 - Information Technology**

An overview of information technology including relational databases, document image management, interactive voice response, electronic data interchange, and Internet data access. Students will create and access a relational database and perform On-Line Analytical Processing, operations done in a data warehousing environment. Issues and trade-offs relating to enterprise computing will be discussed. Research on current information technology subjects is required for a class project.  
Credits: 3

### **CS 616 - Data Mining**

Application of the techniques of artificial intelligence, pattern recognition, and mathematics to detecting meaningful patterns in large datasets. Data mining technology is used to discover subtle cause/effect relationships in data that might otherwise be unsuspected. Data mining technology is applicable whenever a large dataset is created and little is known about the relationships among the attributes of the data.  
Credits: 3

### **CS 664 - Knowledge-Based Systems**

An examination of conceptualization, design, and development techniques of knowledge-based systems. The course will include an examination of the types of problems appropriate for knowledge-based systems. These studies will employ the LISP programming language and OPS5 expert systems shells. The course will include a knowledge-based system development project using OPS5 or other knowledge-based development environment. No prior knowledge of LISP is assumed.  
Credits: 3

### **CS 680 - Software Quality Assurance**

This course addresses the issue of quality throughout the software development process, including design, implementation, testing, and delivery. Special attention will be given to setting quality standards, developing quality measurement techniques, writing test plans, rapid prototyping, and testing the user interface. Relevant quality standards will be reviewed.  
Credits: 3

### **CS 690-696 - Topics in Computer Science**

A select group of topics offered on a timely basis. Examples are Computational Complexity, Distributed Computing, Parallel Processing, High-Performance Computing, Human-Computer Interfaces, System and Network Programming, System Simulation and Modeling, Image Processing, Data Modeling, Big Data Systems, Software Reliability, Numerical Methods, Computational Geometry, Functional Languages, Programming in Python, Perl Programming, and Advanced Operating Systems. **Prerequisites & Notes** Approval of the faculty advisor.  
Credits: 3

### **CS 697 - Advanced Internship**

The course offers students a continuing opportunity to integrate the practical aspects of the computing discipline within the theoretical framework developed in the program's core courses. Student chooses an advanced (individualized) internship program in the computing profession, and works on an individual or team project in the company under the supervision of a faculty advisor (program director) (or the course instructor) and an on-site work supervisor. A portfolio must be submitted to the course instructor at the completion of the advanced internship experience. Course credits are based on the type of internship and the number of work hours required by the internship employment. An advanced internship experience includes an educational component that helps students contextualize their first internship experience and to reflect how it informs and influences their continued academic and professional growth. Course credits can replace the corresponding number of credits in the 36 credits required for completing the M.S. program. **Prerequisites & Notes** CS 698; "Professional Internship" course & Approval of the faculty advisor (program director).  
Credits: 1-3, depending on the duration of the internship

### **CS 698 - Professional Internship**

The course offers students an opportunity to integrate the practical aspects of the computing discipline within the theoretical framework developed in the program's core courses. Student chooses an internship program in the computing profession, and works under the supervision of a faculty advisor and an on-site work supervisor. A portfolio must be

submitted to the course instructor at the completion of the internship experience. Course credits are based on the type of internship and the number of work hours required by the internship employment. Professional Internship includes an educational component that helps students contextualize their first internship and reflect on how it informs and influences their continued academic and professional growth. Course credits can replace the 36 credits required for the M.S. program. **Prerequisites & Notes** Approval of the faculty advisor (program director).  
Credits: 3

### **CS 699 - Professional Seminar**

Various recent research topics with the emphasis on the student's application of prior course work. Projects are selected by students prior to the start of the semester. Individuals design and implement moderately large software systems as the deliverable for this course. **Prerequisites & Notes** Taken just prior to program completion.  
Credits: 3

### **CS 700 - Reading and Research**

Further study in an area of a special topic that is not otherwise available in the curriculum.  
Credits: 3

### **CYM 171 - Introduction to Cybersecurity**

Students will explore the evolution of cybersecurity and learn the different concepts in a fast-paced environment. In this course, some of the main computer-related threats, including protecting systems and data with the most common topics such as identity theft, fraud, cyber terrorism, hacking, and cyber bullying cases will be examined.  
Credits: 3

### **CYM 214 - Internship Seminar**

**Course Description:** This internship seminar provides students with an experiential learning opportunity that allows them to utilize basic skills and knowledge of behavior thus far acquired. The student is expected to complete an internship of a minimum of 60 hours in an approved setting. Written reports are required. The student, in conjunction with the faculty program advisor, must arrange possible internship placements during the previous semester. Open to sophomores or above. **Prerequisites & Notes** Open to sophomores or above. This course is cross-listed with BUS 214

and HLS 214  
Credits: 3

### **CYM 250 - Cyber Law & Ethics**

Students will examine ethical and legal issues as they impact cybersecurity professionals. Topics will include intellectual property, civil litigation, criminal prosecution, and privacy laws. The class also examines the legal and ethical issues associated with information security including access, use, and dissemination. The class will also analyze criminal activities on the internet including hacking, and unauthorized access, identity theft and online fraud, electronic interception, search and seizure and surveillance.  
Credits: 3

### **CYM 280 - Programming & Scripting for Cybersecurity Managers**

This course will introduce students to C++, Python, and Linux as programming, coding, and scripting languages. Students will be exposed to the nuances of each capability as well as its employment in cybersecurity operations. Students will demonstrate proficiency through the successful application of coding and scripting languages in an intensive virtual lab environment. Students will be exposed to blue (defend) and red (attack) team operations through penetration testing exercises/labs. **Prerequisites & Notes** CYM 171 or equivalent and CS 245 or equivalent and CS 301 or equivalent  
Credits: 3

### **CYM 310 - Ethical Hacking & Systems Defense**

Students will learn and apply tactics and techniques to attack and defend networks and mobile devices. Topics include network scanning, malware threats, denial of service, and hijacking. **Prerequisites & Notes** Students must have taken either CS248: Programming Fundamentals or CS301: Computer Science Fundamentals in order to gain the technical knowledge required to access a command line and basic programming language skills.  
Credits: 3

### **CYM 410 - Cybersecurity Risk Assessment**

This course will provide the framework of the nature of risk and its impact on society, whether large global corporations, small businesses, governments, organizations, or even individuals. The course will focus on the fundamentals and processes of Cyber Risk Assessment aligned from the National Institute of Standards and

Technology.  
Credits: 3

### **CYM 479 - Senior Capstone Seminar**

This faculty facilitated small group seminar provides an opportunity for students to synthesize the reasoning and judgment to protect and recover information systems. Students will identify a current issue in the cybersecurity field, review the current literature, form and test a hypothesis to develop suggestions for future study.  
Credits: 3

### **CYM 495 - Internship**

The course is designed to provide the business student with a new learning experience in a specialized work area. The student employee will gain valuable practical experience and training. **Prerequisites & Notes** Permission of the department and a CGPA of B (3.0).  
Credits: 3

### **ECE 201 - Curriculum Development I: Infant and Toddler**

This course examines the theories regarding the physical, cognitive, language, emotional, social, and moral development of young children from conception to age 3 in diverse home, school, and community settings. Students collaborate with families and early childhood professionals as they apply knowledge of developmentally and ethically appropriate practice to create instruction and assessment. State and federal standards and regulations will be examined. **Prerequisites & Notes** Twenty-five hours of field experience are required. *Offered: every other Fall.*  
Credits: 3

### **ECE 203 - Curriculum Development II: Early Childhood**

This course focuses on curriculum design, instruction, evaluation, and materials to enhance the growth, development and learning of children ages 3-6. Students will demonstrate positive relationships and a wide repertoire of effective strategies to develop curriculum and influence learning. Students will design play-based curriculum and identify tools and resources to create developmentally appropriate learning environments. Implementation of the domains of human growth and development will be examined in relation to state and federal standards. **Prerequisites & Notes** Twenty-five hours of field experience are required. *Offered: every other Spring.*  
Credits: 3

### **ED 102 - Issues and Influences in Education**

Historical and contemporary issues in general and special education will be examined in relation to principles of social justice in a culturally diverse-society in the information-age. School finance, organization, and governance, characteristics of effective teaching and teachers, classroom culture and management, and the educator's legal rights and responsibilities are explored. Through a review of major educational philosophies, codes of conduct, methods, and models, students construct an initial personal philosophy of education. **Prerequisites & Notes** Students continuing in an education certification program will be expected to take the Test for Core Academic Skills exam before the completion of this course. Twenty-five hours of field experience are required. This course is cross listed with ED 150. *Offered: Spring.*  
Credits: 3

### **ED 108 - Human Development and Learning**

This course explores the multiple interactions and communications that influence the development of young children in the physical, cognitive, language, emotional, social, and moral domains of human development. Students examine current theories of learning associated with early childhood, childhood, adolescent, and adult growth and development. They research and apply their understanding of human development to create healthy, respectful, supportive and challenging learning environments for children ages birth-adolescence. **Prerequisites & Notes** *Offered: Fall.* Required for Secondary Education Majors  
Credits: 3

### **ED 110 - Teaching, Technology, Learning Environment**

This course analyzes and evaluates a wide repertoire of effective teaching approaches and learning theories using technology as a tool of inquiry, documentation, data collection, and assessment. Students design, implement, and evaluate meaningful, authentic learning experiences using a range of technological tools. The importance of collaboration, communication, classroom management, and professional growth are emphasized to support and enhance student learning and allow equal access to the digital world.

**Prerequisites & Notes** Twenty-five hours of field experience are required. *Offered: Fall.*  
Credits: 3

### **ED 150 - Foundations of Secondary Education**

This course provides an introduction to secondary education. Topics include an overview of the development of pre-adolescent and adolescent learners including legal rights and responsibilities of educators; organizational patterns and philosophy for middle schools, junior high schools, and high schools; societal issues and their impact on secondary schools; contemporary educational philosophies, codes of conduct, and current educational reform movements at the secondary level. The course exposes students to theoretical and practical frameworks for secondary school teaching, examine factors that influence learning, engage students in the development and presentation of lessons and learning experiences as well as evaluative means for measuring student understanding. Students begin to develop a personal philosophy of education and spend time observing and assisting in secondary classrooms as part of their early field experience.

**Prerequisites & Notes** Required of all Secondary Education Majors. Students continuing in an education certification program will be expected to take the Test for Core Academic Skills exam before the completion of this course. Twenty-five hours of field experience are required. This course is cross listed with ED 102. *Offered: Spring.*  
Credits: 3

### **ED 285 - Fundamentals of Math I (K-3)**

In this course students develop a deep understanding of the foundational concepts and skills in an integrated early childhood mathematics curriculum including numbers and operations; geometry and spatial sense, measurement, patterns and algebra. Students will demonstrate their knowledge of how young children make sense of early mathematics principles as they design developmentally appropriate instruction and assessment, foster a positive disposition towards mathematical processes and learning, and develop mathematical literacy.

**Prerequisites & Notes** Twenty-five hours of field experience are required. *Offered: Spring.*  
Credits: 3

### **ED 286 - Fundamentals of Math II (4-8)**

Students in this course will develop procedural fluency and conceptual understanding in basic algebra, geometry, probability, and the components of the statistical process. Students will model, through design of instruction and assessment, how the development of understanding within and among mathematical domains intersects with the practices of problem solving and reasoning. **Prerequisites & Notes** Twenty-five hours of field experience are required. *Offered: Fall.*  
Credits: 3

### **ED 290 - Fostering Literacy I: Emergent through Early (Pre-K-3)**

This course examines the processes of literacy development in young children including English language learners with an emphasis on strategies to foster early skills from phonemic and print awareness through comprehension. Students will explore factors influencing language and literacy acquisition, use of formal and informal assessments, and current best practices in emergent and early literacy. Students will integrate reading, writing, and children's literature to design developmentally appropriate curriculum. **Prerequisites & Notes**

Twenty-five hours of field experience are required. *Offered: Spring.*  
Credits: 3

### **ED 291 - Fostering Literacy II: Critical Readers & Writers**

This course examines the methods of literacy development in children grades 4-8 including English language learners with an emphasis on informational text, reading comprehension strategies, the process, and mechanics of writing. Various genres of children's literature will be used to analyze, interpret, and evaluate the elements of literary works and as models for writing.

**Prerequisites & Notes** Twenty-five hours of field experience are required. *Offered: Fall.*  
Credits: 3

### **ED 322 - Methods of Teaching Specific Secondary Subjects**

This course focuses on the models for teaching and learning in specific disciplines. Students prepare to apply specific methodologies during associated field experiences with middle and high school students. There is an emphasis on the measurement of student progress, data collection, and assessment of learning outcomes in grades 5-12. Students learn to collaborate with the school community, to differentiate instruction, to teach

literacy within the discipline, to develop and evaluate programs, and to employ current research based practices in curriculum and instruction.

**Prerequisites & Notes** Twenty-five hours of field experience are required. *Offered: As needed.*  
Credits: 3

### **ED 325 - Assessment Informed Instruction**

This course will develop awareness and understanding of the purpose, administration, and reporting of formal and informal assessment tools and strategies to design, adapt, and improve instructional programs. Students will understand ethically responsible practice in response to a diverse range of learning styles. Through the use of systematic observation and documentation, students will practice informed decision collaboratively to implement individual learning goals, evaluate outcomes and environments. Indicators of and accommodations for common learning difficulties are addressed. **Prerequisites & Notes** Twenty-five hours of field experience are required. *Offered: Spring.*  
Credits: 3

### **ED 330 - Technology in Educational Organizations**

This course explores technology as a tool of data collection, documentation, networking, marketing, program operations and professional development. Students will gain experience using management software systems and Web 2.0 including Webinars, social media sites, and Website development. The selection and use of office technology and hardware will be emphasized.

**Prerequisites & Notes** *Offered: As needed.*  
Credits: 3

### **ED 341 - Methods of Teaching Biology/Life Science in Secondary Grades**

This course focuses on the basic concepts, principles, and techniques associated with the teaching of biology and life science in secondary grades. Students learn to apply specific methodology for teaching biology and life science, including, laboratory instruction; science literacy; and natural, technological, ethical, and moral dilemmas in the conduct of science. Students learn data collection and assessment methods to measure grade 7-12 learning outcomes and student progress. This course is open to biology majors and required of biology

education majors. **Prerequisites & Notes** Thirty-five hours of field experience in a Biology/Life Science classroom are required. *Offered: Every other fall.*  
Credits: 3

#### **ED 342 - Methods of Teaching English Language Arts in Secondary Grades**

This course focuses on the basic concepts, principles, and techniques associated with the teaching of English Language Arts in secondary grades. Particular emphasis is placed on the imperative to read and to write. Reading and writing in the four literary genres for young adults and adults are explored including: informational texts, development of effective assignments, teaching for different purposes, data collection and assessment techniques for grades 5-12, and teaching students with diverse reading and writing abilities. The teaching of speaking, listening, and media literacy are modeled and practiced. **Prerequisites & Notes** Thirty-five hours of field experience in an English Language Arts classroom are required. *Offered: Every other fall.*  
Credits: 3

#### **ED 343 - Methods of Teaching Mathematics in Secondary Grades**

This course focuses on the basic concepts, principles, and techniques used in the teaching of mathematics in secondary grades, 5-12. The course exposes students to theoretical and practical frameworks for teaching mathematics; examine factors that influence learning, engage students in the development and presentation of mathematics lessons as well as data collection and evaluative methods for measuring and monitoring student understanding in grades 5-12. **Prerequisites & Notes** Thirty-five hours of field experience in a Mathematics classroom are required. *Offered: Every other fall.*  
Credits: 3

#### **ED 345 - Methods of Teaching Social Studies in Secondary Grades**

This course focuses on the basic concepts, principles, and techniques used in the teaching of Social Studies in middle to secondary grades including the design of a standards-based integrated lesson and unit plans, research specific to social studies, and literacy in the Social Studies classroom. Effective data collection and assessment of student performance in grade 5-12 are modeled in the class

and applied in the field experience. **Prerequisites & Notes** Thirty-five hours of field experience in Social Studies classroom are required. *Offered: Every other fall.*  
Credits: 3

#### **ED 350 - Planning Learning Environments for Secondary School Teachers**

This course advances pre-service teachers' understanding of innovative applications of content and design of a learning environment to engage all learners. Various perspectives on approaches to create access to learning opportunities, including virtual learning environments are considered. Topics include promoting collaboration within the classroom community with learners, families, colleagues, professionals, and community members, planning learning experiences, including cross-disciplinary lessons and activities, that meet the needs of every learner. Students will spend thirty-five hours in a secondary classroom, observing lessons, interacting with the classroom community, and implementing at least one lesson with special consideration to the development of learning environment. **Prerequisites & Notes** Students must have passed the Tests for Core Academic Skills exam and been accepted into the Professional Educators Preparation Program (PEPP) before enrolling in this course. Thirty-five hours of field experience are required. *Offered: Every other spring.*  
Credits: 3

#### **ED 360 - Integrated Methods I: Social Studies, Science, Math & Technology (K-3)**

This course provides an integrated learning environment of social studies, science, and/or math to create developmentally appropriate practices for in k-3 classrooms. Technology is used to create authentic learning experiences. Standards are examined in reading, writing, speaking, and listening to create a relevant curriculum. Reading and writing will focus on understanding informational text and implementing content specific language. **Prerequisites & Notes** *Offered: Fall.*  
Credits: 3

#### **ED 361 - Integrated Methods II: Social Studies, Science, Math & Technology (4-8)**

In this course students explore current research-based practices for the integration of literacy skills and technology across multiple disciplines. Standards are examined in

differentiation of instruction for diverse learners, assisting English language learners, and designing instruction focused on gathering, connecting, evaluating, and synthesizing, information to conduct research and problem solving in an increasingly technological society. **Prerequisites & Notes** *Offered: Fall.*  
Credits: 3

#### **ED 370 - Instruction and Accountability I**

This course examines the theories associated with how children learn. Individual differences in learning and development in relation to diverse, inclusive classrooms are explored. Students will apply effective strategies for behavior management, communication, collaboration, and differentiation of instruction, informed by a variety of assessment data, to create and manage an inclusive learning community. Legal and ethical responsibilities in teacher decision making will be a focus. **Prerequisites & Notes** Ten hours of field experience are required. Fall of Sophomore Year.  
Credits: 3

#### **ED 371 - Instruction and Accountability II**

This course examines the theories associated with the development and learning of children with disabilities. This course provides students a deep understanding of specific characteristics of disabilities affecting learning and development. The methods of diagnosis and assessment are incorporated for the purpose of designing instruction and learning environments. Environmental accommodations and learning modifications are examined including strategies for implementing IEP and IFSP goals in a variety of settings. Resources and assistive technology are explored. Legal and ethical responsibilities will be emphasized. **Prerequisites & Notes** Fifteen hours of early field experience. Fall of Junior Year.  
Credits: 3

#### **ED 400 - Advanced Assessment**

Students will examine a range of formal assessment tools for use in the special education process. Planning, administering, interpreting data, and reporting information will be explored. Students will develop an understanding of the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals from culturally



and linguistically diverse backgrounds.  
**Prerequisites & Notes** Spring of Junior Year.  
Credits: 3

#### **ED 405 - Organizational Leadership**

This course develops the organizational, management, and leadership skills of effective educators. Mission, vision, and ethical standards are applied in program design, operation, and evaluation as they relate to standards of quality. Staff supervision, recruitment and retention, policies and procedures, and legal and fiscal issues are emphasized. Students gain experience in the daily operations of organizations serving children, families, and communities.

**Prerequisites & Notes** *Offered: Every other fall.*  
Credits: 3

#### **ED 406 - Family and Community Leadership**

Students will develop awareness of the complex characteristics of the ways in which children's families and communities affect growth, development, and learning. Students examine the role of teacher as leader in conflict resolution, collaboration, mentorship, problem solving, advocacy, confidentiality, and adherence to professional codes of conduct. Emphasis is placed on decision making in complex professional and ethical situations that require integration of knowledge from a variety of sources. Program evaluation, continuous quality improvement, and management of time, space, and people are reviewed.

**Prerequisites & Notes** *Offered: Fall and spring.*  
Credits: 3

#### **ED 410 - Advocacy, Collaboration and the Law**

This course explores the Individual Education Plan process from identification and referral through development, implementation, and monitoring. Professional and ethical practice is explored through an examination of state and federal law and the New Hampshire Standards for Education of Children with Disabilities. Students will understand the role of collaboration and advocacy in the context of diverse families, schools and communities. **Prerequisites & Notes** Fall of Senior Year.  
Credits: 3

#### **ED 420 - Student Teaching and Seminar**

This course provides the student approximately 14 weeks of full-time school experiences in one or two settings under the supervision and mentoring of state-certified cooperating teachers and college supervisors. Placements are based on the experiences, background, and program of the student and require approval of the program director. Observations and assessments are made by the college supervisors during the placements. Students must successfully demonstrate the appropriate knowledge, skills, and dispositions essential for teaching and learning. Weekly seminars focus on a variety of professional topics designed to prepare students for the profession. Students construct a professional portfolio reflecting on teaching and learning that provides evidence for meeting the New Hampshire Department of Education Teacher certification competencies. Students planning to complete their student teaching meet with their faculty advisor by February 1 for fall and by October 15 for the spring. The Student Teaching Handbook provides the students with further information regarding the competencies and roles and responsibilities. **Prerequisites & Notes** Acceptance into the Professional Educator Preparation Program (PEPP), positive disposition reports, successful completion of all education courses and field experience teaching requirements. *Offered: Fall and spring.*  
Credits: 12

#### **ED 421 - Capstone in Education and Community Leadership**

During this 14-week capstone internship students will propose, develop, and implement a real-world project beneficial to a community organization. During the first eight weeks students will collaborate with a practitioner in the field and a university faculty member to develop and defend the proposal for the project. In the final eight weeks student interns will implement the project in the community organization under the supervision of university faculty member and practitioner. The culminating event for this course is a public presentation at which student interns describe their projects and outcomes. Community organization leaders will be invited to attend. **Prerequisites & Notes** *Offered: As needed.*  
Credits: 6-12

#### **ED 425 - Directed Study**

This course is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in course offerings.  
**Prerequisites & Notes** Permission of department. Senior and qualified junior or senior majors only. *Offered: As needed.*  
Credits: 3

#### **ED 501 - Fundamentals of Research**

The process of inquiry for conducting research in the social sciences is presented. Data collection, analysis, and reporting of results for each of the research traditions are examined. Current research literature, designs, and methods appropriate to the student's own research project are applied. This course should be taken before the fourth course of any program. This is an introductory course in the Psy.D. program. **Prerequisites & Notes** *Offered: fall, spring & summer.*  
Credits: 3

#### **ED 505 - Advanced Psychology of Human Development**

This course focuses on a developmental, life-span approach to human psychological growth (i.e., prenatal to death). Developmental and educational theories and stages (psychosexual, cognitive, emotional, moral, psychological) and related stage-crises are examined. Psychological experiences promoting adaptive behavior are emphasized. Students explore their preconceptions relevant to human growth and they synthesize interventions useful in counseling circumstances. This is an introductory course in the Psy.D. program. **Prerequisites & Notes** *Offered: fall, spring & summer*  
Credits: 3

#### **ED 513 - Teaching Mathematics 4-8**

This course examines methods and materials for teaching problem solving with mathematics. Curriculum focuses on the Common Core Standards for mathematics, the National Council of Teachers of Mathematics, and the New Hampshire Mathematics Frameworks. This is a hands-on course in which students become familiar with manipulative materials and technology used in learning mathematical concepts and skills for K-6. **Prerequisites & Notes** Twenty-five field experience hours are required. *Offered: fall.*  
Credits: 3

**ED 520 - Foundations of Reading**

This course provides an in-depth study of the developmental process from emergent to critical reading. Methods of delivering balanced and differentiated reading instruction to diverse learners and non-native English speakers are presented. Students will develop an awareness of the methods for promoting comprehension, phonological awareness, phonics, fluency, and vocabulary. Discussion topics include the theoretical foundations of reading instruction; formative assessment and its role in designing strategic instruction; and program development.

**Prerequisites & Notes** *Offered: every other fall.*  
Credits: 3

**ED 526 - Literacy, Literature and Writing**

This course explores the interaction between reading, writing, listening, and speaking with an emphasis on the relationship between reading and writing development from early childhood through elementary years. Students examine process writing, theme-based instruction, integrated instruction, content and informational literacy, and student-centered writing assessments. Literature for children in early childhood and elementary settings will be used to build background knowledge, and to support and enrich the curriculum. 25 hours of tier III field experience are required. **Prerequisites & Notes** *Offered: spring*  
Credits: 3

**ED 530 - Assessment of Learning and Reading Disabilities**

This course provides an analysis of a variety of formal and informal techniques used in the diagnostic assessment of reading abilities and educational disabilities. Test instruments are demonstrated, administered, analyzed, and discussed. Topics include: concepts of evaluation and measurement; informal and formal assessment of reading abilities including determining instructional reading level, response to intervention testing of academic achievement, and use of curriculum-based measurement for ongoing monitoring of progress and relationship between evaluation material and the IEP. This is an introductory course in the Psy.D. program. 25 hours of field experience are required. **Prerequisites & Notes** *Offered: fall.*  
Credits: 3

**ED 534 - Assessment of Emotional and Behavioral Disabilities**

Study of the theoretical, psychological, and societal issues involved in the detection and identification of students with emotional and behavioral disabilities. Formal and informal techniques and instruments used in diagnostic and evaluative assessment including functional assessment and the application of findings to instructional planning and the creation of behavior intervention plans are examined. Targeted approaches designed for students at risk within a positive behavioral interventions and support framework are included. Participants are required to complete hours and conduct assessments of students with emotional and behavioral disabilities in schools, including functional assessment. 25 hours of tier III field experience are required. **Prerequisites & Notes** *Offered: fall*  
Credits: 3

**ED 536 - Instruction for Exceptional Students**

The course presents philosophical concepts associated with inclusive education for persons with exceptionalities. It examines lived experience and unique individual needs, talents, gifts, and abilities of students with exceptionalities that influence access, accommodation, and learning outcomes of various service delivery models. The historical evolution of educational programs, services and relevant aspects of educational law are discussed. **Prerequisites & Notes** 25 hours of tier I field experience are required. *Offered: fall.*  
Credits: 3

**ED 537 - Curriculum Methods and Assessment**

This course focuses on the creation of learning environments that emphasize and meet students' unique abilities, skills, gifts, and talents. The course emphasizes the centrality of success to students' educational experience. A review of curricular models with embedded assessment and their relation to teaching and learning are discussed. 25 hours of tier II field experience are required. **Prerequisites & Notes** *Offered: spring.*  
Credits: 3

**ED 538 - Cognitive Assessment I**

This course trains students in the administration, scoring, and basic interpretation of the Wechsler Intelligence Scales for children and adults. Theoretical constructs are

examined. Students are introduced to additional measures of intellectual functioning. Students administer and score at least 12 tests, at least one under supervision, and write at least five reports until administration, scoring, and reporting criteria are met. This is an introductory course in the Psy.D. program. **Prerequisites & Notes** *Offered: summer.*  
Credits: 3

**ED 539 - Information Processing and Cognition**

The cognitive, neurological, and behavioral aspects of learning are examined. Knowledge of the brain, cognition, and information processing is the basis for the development of teaching practices, strategies, and approaches that enhance learning. The ways in which forms of cognition and processing of information becomes the basis for a curriculum for all children is highlighted as the key to differentiated instruction. 25 hours of field experience required. **Prerequisites & Notes** *Offered: spring*  
Credits: 3

**ED 540 - Curriculum Development**

Students learn the basic principles of curriculum, instruction, and assessment. The course focuses on a thorough examination of student learning styles, modes of teaching, computer-assisted instruction, readability, and techniques for identifying, selecting, installing, and evaluating curriculum materials. Students learn how to investigate, identify and use appropriate methodologies to assess the effectiveness of curriculum by reviewing and analyzing student performance data. **Prerequisites & Notes** *Offered: every other fall.*  
Credits: 3

**ED 542 - Leadership in School Administration**

In this introductory course in school administration, management and leadership theories are examined through case studies. Overview of the administrator and leadership's role as a change agent, are discussed relative to personnel relations, fiscal affairs, curriculum development and implementation, staff development, and supervision. The utilization of computers in maintaining student files, scheduling, budgeting, and curriculum is examined. **Prerequisites & Notes** *Offered: spring.*  
Credits: 3

**ED 543 - Social Emotional Development and Behavior**

This course provides an understanding of the social and emotional components of student development, with an emphasis on strategies, approaches, and methods that support the success of students with emotional and behavioral challenges. Discussions include the utilization of research-based practices to support positive classroom behavior, positive approaches to understanding student feelings and emotions, and the application of effective strategies to deescalate situations that interfere with teaching and learning. Individual and whole class approaches that are helpful to and supportive of all children are emphasized. **Prerequisites & Notes** Offered: Spring Credits: 3

**ED 568 - Teaching Mathematics (PreK-3)**

Students explore research-based content, methods, strategies, and assessments for understanding and teaching mathematics to all children from birth to Grade 3. They design, evaluate, and implement mathematics curriculum based on the NCTM standards and the New Hampshire grade level expectations. The course supports the understanding of the process strands and concept development in prenumber development, number and operations, geometry and measurement, functions, patterns, and algebra, and date, statistics and probability. **Prerequisites & Notes** Twenty-five field experience hours are required. Offered: fall Credits: 3

**ED 585 - Methods in STEAM and Social Studies K-3**

This course provides an integrated learning environment to examine content strands, themes, domains, and their interconnectedness in a global environment. Students examine and implement curriculum State standards and related learning outcomes in the design of an authentic integrated curriculum. Students collaborate to build developmentally appropriate integrated learning experiences that include informational literacy and inquiry. **Prerequisites & Notes** Offered: fall. Credits: 3

**ED 586 - Methods in STEAM and Social Studies 4-8**

This course provides an integrated learning environment to examine content strands, themes, and domains,

in an interconnected global environment. Students examine and implement curriculum, State standards, and related learning outcomes in the design of an authentic integrated curriculum. Students will collaborate to build integrated learning experiences for the upper elementary grades that include informational literacy and inquiry. **Prerequisites & Notes** Offered: spring. Credits: 3

**ED 588 - Disability Law and Policy**

Federal and state laws and policies are examined for their purpose and effect in the evolution, change, and improvement of access, services, and programs for persons with developmental disabilities. The influence of state and federal laws on local school districts, the management of schools, and the improvement of education on behalf of students and parents are analyzed for their effect on teaching and learning. The influence of federal and state interventions and programs for improvement in terms of institutional, community, and family systems are analyzed. Key elements of disability law, including due process, annual assessment, and parental and student involvement in the determination of the least restrictive environment is studied. **Prerequisites & Notes** Offered: summer. Credits: 3

**ED 589 - Communication and Developmental Delays**

This course examines challenges that students face in their communication and interaction with others, as exemplified by students with autism, and students with other developmental delays. The role of language and communication in the lives of students with developmental delays are presented with particular attention to the assessment of developmental milestones. Analyses of communication and interaction patterns are examined to determine strategies, approaches, and methods. **Prerequisites & Notes** Offered: fall. Credits: 3

**ED 597 - ABA I: Assessment and Monitoring of ASD**

This course will focus on assessment of autism spectrum disorders, IEP development, and progress monitoring within the classroom setting. Alternate assessments, case management and related roles, and use of technology are explored. 25 hours of tier III field experience are required. **Prerequisites**

**& Notes** Offered: every other spring. Credits: 3

**ED 598 - Curriculum for Inclusive Education**

This course examines how the curriculum within inclusive educational settings becomes the foundation for the delivery of an Individualized Educational Program; curriculum and instructional models that mirror current research-based practices for the teaching and learning for persons with specific exceptionalities provide practical approaches, strategies, and methods with which to differentiate instruction. 25 hours of tier II field experience are required. **Prerequisites & Notes** ED 536. Offered: spring. Credits: 3

**ED 605 - Professional Development and Evaluation**

This course is a review of supervision and evaluation theories and their application in schools and best-practices in staff development and evaluation. Students examine a variety of techniques for implementing effective clinical supervision methods through analysis of videotapes, review of current literature about staff development and staff evaluation, including a field study project that requires application of those techniques in a classroom setting. **Prerequisites & Notes** Offered: fall. Credits: 3

**ED 607 - Educational Finance**

Examines the basic principles and problems facing the financing of education. Consideration is given to the basic concepts of economics and their application to public school education at the local, state and federal levels. The impact of the use of computers in financial data management is studied. **Prerequisites & Notes** Offered: spring. Credits: 3

**ED 610 - Basic Human Interaction**

This course uses a micro skills training approach to teach students the fundamentals of effective inter-personal communication. Designed for counseling, education, and administration majors, this course emphasizes both a theoretical understanding of the various skills as well as the practices that demonstrate those skills. Students are required to make one videotape of a mock helping session, demonstrating acquisition of skills, which are reviewed individually with the course instructor. This is a foundation course in the Psy.D. program. **Prerequisites & Notes**

*Offered: fall and spring.*  
Credits: 3

### **ED 611 - Psychotherapy for Children**

This course is designed for students who plan to provide therapy/counseling to children and focuses on the principles and skills required of the counselor working with children in educational and mental health settings. The major treatment modalities currently used by counseling professionals are reviewed and demonstrated. Studies provide an understanding of ethical and multicultural perspectives. This is a foundation course in the Psy.D. program. **Prerequisites & Notes**

*Offered: summer.*  
Credits: 3

### **ED 612 - Professional Issues in School Counseling**

This course introduces students to concepts, trends, and skills needed to successfully negotiate the demands of the school counseling internship. Students will be expected to integrate the concepts discussed in this course in order to develop, plan and initiate effective intervention strategies for clients while being mindful of ethical and legal issues and standard best practice standards. Emphasis is placed on the ASCA National Model for School Counseling as well as the NH State Dept. of Education's Standards for Comprehensive Guidance Programs and Curriculum Frameworks. A case study approach will be used.

**Prerequisites & Notes** *Offered: spring and summer.*  
Credits: 3

### **ED 613 - Collaboration and Intervention**

This course presents a variety of scenarios in which the school specialist must act as a coordinator/facilitator among the specialists, parents, teachers, administrators, community counselors, and students. Roles of the various specialists, including school counselors as well as reading and writing specialists are examined. The specialists' role in consultation and advocacy is emphasized. Topics include effective communication with parents and the development of home-school relationships. Consideration of transition needs of students pursuing post-secondary education and employment is also emphasized. This is an elective course in the Psy.D. program.

**Prerequisites & Notes** *Offered: every semester*  
Credits: 3

### **ED 614 - Clinical Counseling Theories**

This course provides students with extensive knowledge of psychological theory. Students will gain an understanding of the various schools of thought of theory that have developed over time. A link between basic skills, theory, and techniques will be stressed. Psychodynamic, Existential, Humanistic, Cognitive, Cognitive Behavioral, and Family Systems theories are discussed. This is an introductory foundation course in the PsyD program. **Prerequisites & Notes** *Offered :every semester*  
Credits: 3

### **ED 615 - Clinical Counseling Techniques**

This course provides students with knowledge and training in specific counseling techniques based on psychological theory. An emphasis on the relationship between basic skills, theory, and techniques is stressed. Students are required to make videotapes of mock helping sessions, demonstrating acquisition of skills, which are reviewed individually with the course instructor. This is a foundation course in the Psy.D. program.

**Prerequisites & Notes** ED 610; corequisite ED 614. *Offered: every semester*  
Credits: 3

### **ED 616 - Group Counseling**

This course introduces students to theories of group counseling, ethical issues related to group counseling, and the use of various types of group counseling programs found in both educational and clinical settings. Emphasis is placed on learning the skills that are required to effectively lead a group counseling program. Students will participate in a group counseling experience as part of the class. Students will develop a 10-week group program on a topic pertinent to their area of concentration (school or clinical mental health counseling). They will then present one session as part of a mock group experience. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** ED 610; corequisite ED 615 *Offered: every semester.*  
Credits: 3

### **ED 618 - Ethics of Clinical Counseling**

This course focuses on professional orientation and ethics of clinical mental health counseling. It addresses the varying ethical, legal and cultural

problems confronting the counselor in providing comprehensive mental health services. A broad understanding of professional roles, values and functions, professional trends, and professional credentialing is discussed. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** *Offered: summer and fall.*  
Credits: 3

### **ED 620 - Spiritual Dimensions of Counseling**

A client's spiritual beliefs are often the primary factors in a client's worldview. It is typical for clients to struggle with their spiritual beliefs whenever a belief system they have about the way life "should be" conflicts with their current life experience. This course guides the student to better understand the significance of a client's spiritual beliefs as they impact the therapeutic alliance and overall healing process. An emphasis is placed on distinguishing spirituality from religion. A focus on both school and clinical settings is stressed. This is an elective course in the Psy.D. program. **Prerequisites & Notes** *Offered: summer.*  
Credits: 3

### **ED 623 - Marriage and Family Therapy**

This course provides an introduction to the theory and practice of marriage and family therapy. Family systems theory is the primary focus and parent education is reviewed. The course provides an understanding of multicultural issues, and the characteristics and concerns of diverse groups displayed in family dynamics. Attitudes and behaviors associated with developmental life stages, race, religious preference, sexual orientation, ethnicity and culture, and gender are examined to determine appropriate treatment strategies. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** *Offered fall.*  
Credits: 3

### **ED 624 - Psychopathology**

This course introduces students to the concepts of assessment, diagnosis and treatment of DSM disorders in children, adolescents and adults. A case study approach is employed in order for students to become familiar with the presenting problems that clients encounter in both school and clinical settings. The link between etiology, treatment planning, and intervention based on theory is emphasized. School and clinical strategies are considered. This is a foundation course in the

Psy.D. program. **Prerequisites & Notes** *Offered: every semester.*  
Credits: 3

#### **ED 625 - Testing and Assessment**

This course introduces students to a variety of assessment tools associated with social, cognitive, emotional, and behavioral methods of appraisal including environmental assessments, performance assessments, behavioral observations, and individual and group inventory methods, are examined. Basic interviewing and assessment skills associated with such factors as age, gender, ethnicity, disability, and culture in related to the assessment process. Assessing lethality is given special attention. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** *Offered: fall and summer*  
Credits: 3

#### **ED 626 - Positive Psychology**

This course, for counselors and educators, begins with an exploration of the history and scientific underpinnings of this recently formed branch of psychology. Students explore the most current research in the area of "optimal human functioning". Students will also engage in weekly experiential exercises that provide firsthand exposure and experience with the most current techniques employed by positive psychologists. Students are asked to reflect on how positive psychology influences and shapes the work they will do as counseling or educational professionals. This is an elective course in the Psy.D. program. **Prerequisites & Notes** *Offered: every semester*  
Credits: 3

#### **ED 629 - Addictive Behaviors**

This course provides an understanding of addictive behaviors. Current theories regarding the development of addiction are identified. Evaluation, assessment and intervention skills are taught based on these theoretical models. Physiological, behavioral, emotional, and societal responses to addiction are discussed. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** *Offered: spring and summer.*  
Credits: 3

#### **ED 641 - Methods of Teaching Biology/Life Science in Secondary Grades**

This course focuses on the basic concepts, principles, and techniques associated with the teaching of biology and life science in secondary grades. Students learn to apply specific methodology for teaching biology and

life science, including, laboratory instruction; science literacy; and natural, technological, ethical, and moral dilemmas in the science. Students learn data collection and assessment methods to measure grade 7-12 learning outcomes and student progress. This course is open to biology majors and required of biology education majors. This course emphasizes the understanding and application of research in the design and delivery of curriculum in the content area. Thirty-five hours of field experience in a Biology/Life Science classroom required. **Prerequisites & Notes** *Offered: every other fall*  
Credits: 3

#### **ED 642 - Methods of Teaching English Language Arts in Secondary Grades**

This course focuses on the basic concepts, principles, and techniques associated with the teaching of English Language Arts in secondary grades. Particular emphasis is placed on the cultural and personal imperative to read and to write. Reading and writing in the four literary genres for young adults and adults are explored including: informational texts, development of effective assignments, teaching for different purposes, data collection and assessment techniques for grades 5-12, and teaching students with diverse reading and writing abilities. The teaching of speaking, listening, and media literacy are modeled and practiced. This course emphasizes the understanding and application of research in the design and delivery of curriculum in the content area. Thirty-five hours of field experience in an English Language Arts classroom required. **Prerequisites & Notes** *Offered: every other fall.*  
Credits: 3

#### **ED 643 - Methods of Teaching Mathematics in Secondary Grades**

This course focuses on the basic concepts, principles, and techniques used in the teaching of mathematics in secondary grades, 5-12. The course will expose students to theoretical and practical frameworks for teaching mathematics; examine factors that influence learning, engage students in the development and presentation of mathematics lessons as well as data collection and evaluative schemes for measuring and monitoring student understanding in grades 5-12. This course emphasizes the understanding and application of research in the design and delivery of curriculum in the

content area. Thirty-five hours of field experience in a Mathematics classroom is required. **Prerequisites & Notes** *Offered: every other fall.*  
Credits: 3

#### **ED 645 - Methods of Teaching Social Studies in Secondary Grades**

This course focuses on the basic concepts, principles, and techniques used in the teaching of Social Studies in middle to secondary grades including the design of standards-based integrated lesson and unit plans, research specific to social studies, and literacy in the Social Studies classroom. Effective data collection and assessment of students in grade 5-12 are modeled in the class and applied in the field experience. This course emphasizes the understanding and application of research in the design and delivery of curriculum in the content area. Thirty-five hours of field experience in Social Studies classroom required. **Prerequisites & Notes** *Offered: every other fall.*  
Credits: 3

#### **ED 646 - Internship/Seminar: School Principal**

The Internship/Seminar is a supervised internship providing students with a wide range of experience in a multitude of administrative tasks such as curriculum development, utilization of technology, scheduling and placement of students, investigation of school law issues, budget preparation and monitoring, staff development, supervision, and evaluation, and public relations. The internship is supervised by a University Supervisor who conducts a bi-weekly seminar where students share their experiences as a means to understand the nature of the principals' role and responsibilities. Students will develop a major project that will be shared with the internship site at the conclusion of the internship. **Prerequisites & Notes** *Offered: fall and spring.*  
Credits: 6

#### **ED 648 - Internship in School Counseling I**

This course provides students with an opportunity to discuss the process of becoming a school counselor. Developmental aspects of this professional process as well as specific issues, policies and intervention strategies that take place in the school setting are discussed. Particular attention will be given to the strategies based on the ASCA National Model and the New Hampshire DOE

Comprehensive Guidance Model. A case study approach is used.

**Prerequisites & Notes** *Offered: fall.*  
Credits: 6

#### **ED 649 - Internship in School Counseling II**

This course is a continuation of ED 648. Students will continue to discuss the process of becoming a professional school counselor. Particular attention will be given to strategies based on the ASCA National Model and the New Hampshire DOE Comprehensive Guidance Model. Students will prepare both an electronic portfolio and traditional paper portfolio as emphasis is placed on preparing for marketability as a school counselor. A case study approach is used. **Prerequisites & Notes** ED 648 *Offered: spring*  
Credits: 6

#### **ED 650 - Internship/Seminar in Clinical Mental Health Counseling I**

This course requires a 700 hour-1,000-hour mental health counseling experience under supervision in an approved community setting and attending on-campus seminars. Internship focus is on the identification, application, and evaluation of theories, techniques, and interventions for facilitating client growth. The seminar involves case presentations, professional topics, and self-reflection. **Prerequisites & Notes** *Offered: fall.*  
Credits: 6

#### **ED 651 - Internship/Seminar in Clinical Mental Health Counseling II**

ED 651 is a continuation of ED 650. Students remain at their internship site and the focus is on developing advanced evaluation, counseling, and intervention skills. Professional identity is emphasized. **Prerequisites & Notes** *Offered: spring*  
Credits: 6

#### **ED 670 - Directed Reading**

Open to M.Ed. and M.A. students only, in areas not covered in their program of instruction. Arrangements to be made with the Program Director and Dean. **Prerequisites & Notes** *Offered: as needed.*  
Credits: 3

#### **ED 671 - Capstone Project**

Design and development of a research project to analyze the application of theory in practice at an educational or social setting. **Prerequisites & Notes** Permission of Program Director required. *Offered: fall and spring.*  
Credits: 6

#### **ED 672 - Introduction to Counseling**

This course provides an orientation to the field of counseling for students enrolled in the various graduate counseling programs. Students become familiar with the roles and responsibilities of counselors in both clinical and school settings. Legal and ethical issues that arise in the profession are discussed. Special emphasis is placed on the development of the student's Electronic Portfolio, which is submitted to the Program Director prior to candidacy review, internship, and graduation.

**Prerequisites & Notes** *Offered: summer*  
Credits: 1

#### **ED 681 - Career and Lifestyle Development**

This course is designed to provide counselors with an understanding of career development theory and practice. A variety of career assessment tools and practices are explored. Elements designing a career planning program are reviewed. Special emphasis is given to career counseling for specific populations and the Curriculum Frameworks of the New Hampshire Department of Education. **Prerequisites & Notes** *Offered: every semester.*  
Credits: 3

#### **ED 690 - Internship/Seminar: Initial Certification**

The initial certification seminar is for students in undergraduate and graduate programs of study requiring an internship in order to obtain initial certification. The focus of the seminar is the student's knowledge and understanding of the elements in teaching and learning in the context of the classroom, school, and community. The dynamics, dilemmas, and challenges of each internship experience are analyzed and critiqued for successful approaches and opportunities for teaching and learning for all children. The understanding of these shared experiences in initial teaching serves as a foundation for success in teaching and further development as an educator. **Prerequisites & Notes** *Offered: fall and spring*  
Credits: 6

#### **ED 694 - Internship Seminar: Professional Endorsement I**

Professional Endorsement I is for students who hold initial certification and require an internship associated

with a particular program of study. The focus of the seminar is the critique of the student's knowledge, understanding, and application of the skills and abilities with a particular student population. The dynamics, dilemmas, and challenges of each student's internship experience are analyzed for purpose, success, and learning outcomes. The discussion of these shared experiences forms the foundation for continued success as a teacher. **Prerequisites & Notes** *Offered: fall and spring.*  
Credits: 6

#### **ED 696 - Internship Seminar: Professional Endorsement II**

Professional Endorsement II is for students who already hold a professional certification in one area and require an internship associated with a different program of study. The focus of the seminar is the critique of the student's knowledge, understanding, and application of the skills and abilities with a particular student population. The dynamics, dilemmas, and challenges of each student's internship experience are analyzed for purpose, success, and learning outcomes. The discussion of these shared experiences in the course forms the foundation for continued success as a teacher. Students select between ED694 or ED696 depending on their prior programs of study. **Prerequisites & Notes** *Offered: fall and spring.*  
Credits: 6

#### **ED 701 - Foundations of School Psychology**

This course reviews the evolution of school psychology. The philosophical consideration and the practitioner understanding of school psychologists are analyzed. Professional standards as well as ethical and legal issues are discussed within the context of school/clinical events that define the purpose of a school psychologist. An emphasis is placed on the school psychologist's role as consultant. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** *Offered: summer.*  
Credits: 3

#### **ED 704 - Personality Assessment I**

This course provides an overview of and exposure to techniques of personality assessment. Discussion focuses on a variety of instruments used to test social-emotional functioning, including behaviorally based strategies (i.e., checklists,

observations, interview), as well as projective and perceptive tests (i.e., drawings, sentence completions, TAT, TED, TEMAS RATC, and Rorschach). In addition to theoretical and psychometric aspects of personality assessment, students are required to administer, score, and interpret the tests covered in class (with the exception of the Rorschach). This course focuses on psychological report writing and utilizing assessment results to develop appropriate educational interventions (psychoeducational prescriptions) for school age children and adolescents. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** *Offered: summer.* Credits: 3

#### **ED 705 - Neuropsychological Assessment I**

This course is designed to provide further instruction on topics identified by students in counseling and school psychology programs who are preparing for internship. Topics will include diagnosing LD from a neuropsychological perspective; WISC-IV integrated; Processing speed; Working memory, RTI and assessment and topics related to assessment in the school setting. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** *Offered: summer.* Credits: 3

#### **ED 715 - Internship Seminar in School Psychology I**

This is the first of a 4 semester sequence course, designed for the part-time student in the Ed.S. program, placing the student in a School Psychology setting under the guidance of site supervisors and on-campus instructors. Regular on-campus seminar meetings are required of students. Off-campus site visitations by seminar instructors occur regularly. **Prerequisites & Notes** *Offered: fall and spring.* Credits: 3

#### **ED 716 - Internship Seminar in School Psychology II**

This is the second of a 4 semester sequence course, designed for the part-time student in the Ed.S. program and is a continuation of ED 715. Site placements and seminar attendance extend the student's focus on previously learned tools, procedures, and competencies. **Prerequisites & Notes** ED 715 *Offered: fall and spring* Credits: 3

#### **ED 717 - Internship Seminar in School Psychology III**

This is the third of a 4 semester sequence course, designed for the part-time student in the Ed.S. program and is a continuation of ED 715 and ED 716. Site placements and seminar attendance extend the student's focus on previously learned tools, procedures, and competencies. **Prerequisites & Notes** ED 715 and ED 716 or ED 722 *Offered: fall and spring* Credits: 3

#### **ED 718 - Internship Seminar in School Psychology IV**

This course is a final in a series of site placements and seminars for students completing the Ed.S. program on a part-time basis. **Prerequisites & Notes** ED 715 and ED 716 and ED 717 *Offered: fall and spring* Credits: 3

#### **ED 720 - Social and Cultural Foundations**

ED 720 introduces counselors and educators to the concepts of cultural diversity with emphasis on the importance of creating pluralistic communities of care. The guidelines of the Association of Multicultural Counseling & Development (AMCD) are followed. This course focuses exclusively on the Awareness Phase of developing cultural competence. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** *Offered: every semester.* Credits: 3

#### **ED 721 - Advanced Multicultural Perspectives**

This course is a continuation of ED720. It continues the focus on the awareness, knowledge and skills phases of multicultural-identity development and cultural competence. An in-depth study of dimensions of diversity (e.g., race, ethnicity, SES) and oppression (e.g., racism, discrimination, ableism etc.) and how they relate to mental health is provided. Students examine the impact of being a cultural/ethnic minority in the United States. Students continue to analyze how "who they are" informs their professional practice as culturally competent human service providers. Students will continue to learn skills needed to provide services to individuals different from themselves. This is a foundation course in the Psy.D. program. **Prerequisites & Notes** ED 720 *Offered: every semester* Credits: 3

#### **ED 722 - Internship Seminar in School Psychology I**

This is the first of a two semester course, designed for the full-time students in the Ed.S. program, placing the student in a School Psychology setting under the guidance of site supervisors and on-campus instructors. Regular on-campus seminar meetings are required of students. Off-campus site visitations by seminar instructors occur regularly. **Prerequisites & Notes** *Offered: fall* Credits: 6

#### **ED 723 - Internship Seminar in School Psychology II**

This is the second of a two semester course, designed for the full-time student in the Ed.S. program and is a continuation of ED 722. Site placements and seminar attendance extend the student's focus on learned tools, procedures, and competencies. **Prerequisites & Notes** ED 722 *Offered: spring* Credits: 6

#### **ED 792 - Initial Practicum I**

Students are introduced to foundational and research-informed principles in applied counseling and school psychology. The therapeutic processes encountered in clinical practicum are examined and emphasis is placed on the integration of theory to practice, the role of personal factors in psychotherapy and multicultural competence. ED 792 focuses on factors associated with the establishment of the therapeutic alliance, diagnosis, and case conceptualization. Students are engaged in a minimum of 10-12 hours per week of clinical activity in field placements. This is a Psy.D. practicum experience for students who have not completed a graduate level internship. **Prerequisites & Notes** *Offered: every semester.* Credits: 1

#### **ED 793 - Initial Practicum II**

Students are introduced to foundational and science-informed principles in applied counseling and school psychology. Attention is directed to an examination of the therapeutic processes encountered in clinical practicum. Ed 793 focuses on psychological assessment, implementing treatment plans, assessing the effects of therapeutic interventions, and addressing strains within the therapeutic alliance. Students are engaged in a minimum of 10-12 hours per week of clinical activity in field placements. This is a Psy.D. practicum

experience for students who have not completed a graduate level internship. **Prerequisites & Notes** *Offered: every semester.*  
Credits: 1

#### **ED 794 - Initial Practicum III**

This practicum experience focuses on the integration of assessment and therapeutic interventions from the previous practicum experiences. Students are engaged in a minimum of 10-12 hours per week of clinical activity in field placements. This is a Psy.D. practicum experience for students who have not completed a graduate level internship. **Prerequisites & Notes** *Offered: every semester*  
Credits: 1

#### **ED 801 - History and Systems**

This course examines the historical and philosophical context of psychology. While attention is paid to some of the more ancient philosophical themes anticipating psychology, the focus is predominately on a critique of modern and applied psychology to expose its social-relational aspects. Current poststructuralist, social constructionist and historical critiques are integrated with voices from the history of science and modern philosophy in order to improve our understanding of psychology is today. This is a Psy.D. core curriculum course. **Prerequisites & Notes** *Offered: every other summer.*  
Credits: 3

#### **ED 802 - Biological Bases of Behavior**

This course reviews the knowledge of how behavior and cognition are controlled by neural and other physiological processes. The content falls into three areas: an examination of neurons and neurotransmitters; a description of sensory and motor systems; and a summary of various behavioral and cognitive phenomena (e.g., learning, memory, and psychiatric disorders) and how the central nervous system is involved in their control. This is a Psy.D. core curriculum course. This course is part of the Basic Content Area Cluster. **Prerequisites & Notes** *Offered: every other fall.*  
Credits: 3

#### **ED 803 - Cognitive-Affective Bases of Behavior**

This course discusses theories of human development and examines empirical research on cognitive and affective processes underlying behavior. In addressing the cognitive bases of behavior, it explores key mental

processes (e.g., attention, memory, problem solving) and constructs (e.g., schemas, heuristics) that have been instrumental in understanding everyday functioning. The socio-affective bases of behavior addressed in the course include emotions, temperament, and self-concept. The students in this course explore fundamental theoretical questions, such as the role of biology and environment in development, and consider practical applications of current theoretical and empirical knowledge concerning the bases of human behavior. This is a Psy.D. core curriculum course. This course is part of the Basic Content Area Cluster. **Prerequisites & Notes** *Offered: every other spring.*  
Credits: 3

#### **ED 804 - Social Bases of Behavior**

This course studies the social antecedents of human behavior. The main theories of social psychology are examined in relation to psychology and through a developmental perspective. This is a Psy.D. core curriculum course. This course is part of the Basic Content Area Cluster. **Prerequisites & Notes** *Offered: every other summer.*  
Credits: 3

#### **ED 806 - Seminar: Psychopathology and Interventions**

This course is designed to build on student's understanding of psychopathology, including diagnosis and theories of etiology from a developmental perspective. This seminar covers most of the major psychiatric diagnoses currently in use. There will be an emphasis on increasing understanding of clinical issues and current research related to arrests in development and maladaptive behavior. Axis II Personality disorders will be emphasized. This is a Psy.D. core curriculum course. **Prerequisites & Notes** *Offered: every other spring.*  
Credits: 3

#### **ED 807 - Psychopharmacology**

This course explores basic neuropharmacology and neurobiology of behavioral disorders, and provides a review of the mechanisms and clinical application of psychotropic drug treatments. The emphasis of the first part of the course is on drug development and evaluation, distribution and elimination of drugs, neurotransmission, and molecular aspects of the interaction of a drug with its target sites in central nervous system. The second part of the course will examine current neurochemical

hypotheses and pharmacological treatments of various psychiatric disorders, including schizophrenia, depression, bipolar disorder, anxiety and sleep disorders, as well as addiction and substance abuse disorders. This is a Psy.D. elective course.  
Credits: 3

#### **ED 808 - Foundations of Neuropsychology**

This course is an advanced seminar with the goal of introducing students to the theory and practice of Clinical Neuropsychology. Students will gain an understanding of the field through review of adult and pediatric medical diseases and psychological disorders. The psychosocial adjustment of patients living with each disorder and the dynamics among individuals involved in their care are additional themes of emphasis. The course takes an interdisciplinary approach integrating information from several subfields of medicine (neurology, neuroradiology and psychiatry) and psychology (cognitive, abnormal, developmental, biological, health psychology). Students will acquire knowledge through review of both clinical cases and research outcomes. An introductory background in neuroscience is assumed. This is a Psy.D. elective course. **Prerequisites & Notes** ED 802 or equivalent  
Credits: 3

#### **ED 809 - Psychometrics**

This course focuses on concepts and issues central to the various forms of psychological assessment. The first part of the course will focus on psychometric theory and various methods of test construction. The last section of the course will focus on methodological and theoretical issues in the use of tests to make decisions, as well as several areas of application (e.g. personality assessment, intelligence). This is a Psy.D. core curriculum course. **Prerequisites & Notes** *Offered: every other spring.*  
Credits: 3

#### **ED 810 - Cognitive Assessment II**

This course provides an in-depth review of current theory in cognitive assessment and advanced interpretation of major cognitive assessment instruments. Cross battery assessment theory and practice will be an area of focus. This is a Psy.D. core curriculum course. **Prerequisites & Notes** ED 538 *Offered: every other fall.*  
Credits: 3



**ED 812 - Personality Assessment II**

This course considers issues and methods of personality assessment, including ethical and legal issues and cross-cultural issues. Practice in the administration of instruments used for personality assessment. Supervised experience and report writing skills are emphasized. This is a Psy.D. core curriculum course. **Prerequisites & Notes** ED 704 *Offered: every other spring.*  
Credits: 3

**ED 814 - Seminar: Group Psychotherapy**

This course is designed for students wishing to pursue advanced study in group theory, group leadership, group processes, and group supervision. The course will examine contemporary trends and developments in group counseling as well as ethical, legal, and professional issues affecting the practice of group counseling. The primary focus of this course will be experiential. Students will be required to facilitate several, in class (mock) group sessions appropriate to their specialization field (counseling or school psychology). This is a Psy.D. elective course. **Prerequisites & Notes** ED616  
Credits: 3

**ED 815 - Evidence Based Treatment: Children and Families**

This is an advanced course that will build on the student's understanding of the various models of psychotherapy and will present various integrated models. Key concepts and issues related to psychotherapy integration will be explored. Conceptual and historical issues will be addressed. Common factors, technical eclecticism and theoretical integration will be addressed in detail. Various integrated models will be presented and reviewed, including models focused primarily on working with individuals and families. Case conceptualization and specific interventions will be presented and demonstrated. This is a Psy.D. core curriculum course. **Prerequisites & Notes** *Offered: every other summer.*  
Credits: 3

**ED 816 - Evidence Based Treatment: Adults**

This is a course that will build on the students understanding of the various models of psychotherapy and will present various integrated models. Key concepts and issues related to and psychotherapy integration will be explored. Conceptual and historical issues will be addressed. Common

factors, technical eclecticism and theoretical integration will be addressed in detail. Various integrated models will be presented and reviewed, including models focused primarily on working with individuals and families. Case conceptualization and specific interventions will be presented and demonstrated. This is a Psy.D. core curriculum course. **Prerequisites & Notes** *Offered: every other fall.*  
Credits: 3

**ED 820 - Developmental Psychology**

This course is an examination of selected theories of human growth and development over the life span. The course emphasizes both experimental and theoretical approaches to the study of cognitive, social, and physical development. This is a Psy.D. core curriculum course. This course is part of the Basic Content Area Cluster. **Prerequisites & Notes** ED 505 or equivalent. *Offered: every other summer.*  
Credits: 3

**ED 821 - Professional Psychology: Ethics and Standards**

This course builds on the student's knowledge of basic ethical and legal issues in the practice of psychology. Special attention will be paid to the process of involuntary commitment, multiple relationships, duty to warn, cultural competence, and state and federal laws. This is a Psy.D. core curriculum course. **Prerequisites & Notes** *Offered: every other spring.*  
Credits: 3

**ED 825 - Aging**

This course introduces students to contemporary research and theories of aging. The course takes an interdisciplinary approach drawing on many fields in the wider discipline of gerontology. Students will develop their knowledge of normal aging and the promotion of healthy aging, the biology of aging, cognitive, emotional and psychosocial aspects of aging, mental health issues in the elderly and therapeutic interventions, sexuality and aging, special ethical/legal issues for seniors, portrayals of aging in the media, dementia, behavioral assessment and intervention, psychosocial issues including loss, illness, end-of-life planning and death, and policy making regarding the elderly. This is a Psy.D. core curriculum course. **Prerequisites & Notes** *Offered: every other spring.*  
Credits: 3

**ED 830 - School Based Consultation**

This course will cover the major models of school-based consultation (e.g., mental health, behavioral, instructional, and ecological). Students will develop strong background knowledge in various models of psychological consultation; strengthen their problem solving skills as applied to indirect service provision, master specific techniques used in various consultative models, and practice applying their consultative skills to sample cases. Special attention will be paid to ethical issues as well as to issues pertaining to diversity and equity in psychological practice. This is a Psy.D. elective course.  
Credits: 3

**ED 831 - Classroom Based Assessment**

This course provides deep understanding of the role of assessment in the schools of today. Using assessment to evaluate student learning and as an effective teaching tool will be studied in the context of No Child Left Behind (NCLB), Response to Intervention (RtI), state testing, and classroom and curriculum based assessment. Candidates will develop, evaluate, and interpret a variety of assessment methods that provide an accurate picture of student achievement. This is a Psy.D. elective course.  
Credits: 3

**ED 832 - Community Consultation**

This course provides an overview of community agency consultation, the role of the counselor in communities, prevention, outreach, systemic issues, multicultural issues in community agency counseling, advocacy and social change, and service delivery programs. Ethical issues and consultation in community agencies will also be discussed. This is a Psy.D. elective course.  
Credits: 3

**ED 833 - Supervision, Consultation and Systems**

This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of counseling and school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the community or school setting are explored. Emphasis

is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing and field experiences. This is a Psy.D. core curriculum course. **Prerequisites & Notes** *Offered: every other fall.*  
Credits: 3

**ED 835 - School Neuropsychology**  
This course is an advanced examination of the field of School Neuropsychology including the following areas: learning disabilities, developmental disorders, and medical conditions and their impact on development and academic success. Attention will be paid to the administration, scoring, and interpretation of assessment tools that are routinely utilized in school neuropsychological process. This knowledge will enhance the student's ability to provide a meaningful neuropsychological assessment and relate that information to research and evidence-based interventions. This is a Psy.D. elective course. **Prerequisites & Notes** ED 705  
Credits: 3

**ED 838 - Seminar: Internship and Professional Development**  
This course is an orientation to current and ongoing issues and trends in professional psychology. The professional psychology internship, including requirements and the application process, is reviewed. This is a Psy.D. core curriculum course. **Prerequisites & Notes** This course is taken the semester before applying for internship. *Offered: spring.*  
Credits: 1

**ED 840 - PsyD Practicum I**  
This minimum 200-hour practicum is intended to provide second or third year doctoral students opportunities to integrate and to apply knowledge and skills acquired through coursework in the context of counseling and school psychology practice. Students will practice counseling skills as well as general interviewing and observation skills. Audio and video recording, individual and group supervision will be utilized. This is a Psy.D. core requirement. **Prerequisites & Notes** *Offered: every semester*  
Credits: 1

**ED 841 - PsyD Practicum II**  
This minimum 200 hour practicum is intended to provide second or third year doctoral students opportunities to integrate and to apply knowledge and skills acquired through coursework in

the context of counseling and school psychology practice. Students will practice formal assessment skills, including administration, interpretation and report writing. Audio and video recording, individual and group supervision will be utilized. This is a Psy.D. core requirement. **Prerequisites & Notes** *Offered: every semester.*  
Credits: 1

**ED 842 - PsyD Practicum III**  
This minimum 250 hour practicum is intended to provide third or four year doctoral students opportunities to integrate and to apply knowledge and skills acquired through coursework in the context of counseling and school psychology practice. Emphasis is on advanced skills in interpretation, treatment case conceptualization from a theoretical perspective, termination and referral, and in the broad array of professional activities normally conducted by a counseling or school psychologist. Audio and video recording, individual and group supervision will be utilized. This is a Psy.D. core requirement. **Prerequisites & Notes** *Offered: every semester.*  
Credits: 1

**ED 843 - Advanced Clinical Experience I**  
This course is restricted to Advanced Standing students who have completed ED 840, ED 841, and ED 842. This minimum 250-hour practicum for third and fourth year doctoral students will emphasize integration of assessment, case conceptualization, and intervention for diverse patient populations. Audio and video recording, individual and group supervision will be utilized. This is a Psy.D. elective practicum experience.  
Credits: 1

**ED 844 - Advanced Clinical Experience II**  
This course is a continuation of ED 843. This minimum 250-hour practicum for third and fourth year doctoral students will emphasize integration of assessment, case conceptualization, and intervention for diverse patient populations. Audio and video recording, individual and group supervision will be utilized. This is a Psy.D. elective practicum experience.  
Credits: 1

**ED 845 - Advanced Clinical Experience III**  
This course is a continuation of ED 844. This minimum 250-hour practicum for fourth year doctoral students will emphasize integration of assessment,

case conceptualization, and intervention for diverse patient populations. Audio and video recording, individual and group supervision will be utilized. This is a Psy.D. elective practicum experience.  
Credits: 1

**ED 852 - Leadership for Transformation**  
The current models, theories, and constructs for leadership and learning are examined. Current knowledge in human growth and development and learning are presented as the basis of leadership for transformation. Leadership requires learning and understating of the organizations and systems that enhance participation, innovation, and growth. The development of leadership is based on the application of research in a social setting as a course research project. Steps in the development of the dissertation proposal and content for the dissertation are integrated into the course. Submission of course artifacts to the Personal Learning Portfolio is required. **Prerequisites & Notes** *Offered: Fall, term 1*  
Credits: 3

**ED 853 - Advances in Mind, Brain, and Learning**  
Recent advances in the investigation of the brain, mind, and thought are explored for their implications for learning in various contexts. The course provides students with current research in the fields of cognition, neuroscience, and learning that may be employed to effect transformational change in personal and professional settings in the community. Recent and classical learning theories are employed to enable students to identify and enhance their own learning and that of others. Submission of course artifacts to the Personal Learning Portfolio is required. **Prerequisites & Notes** *Offered: summer, term 2*  
Credits: 3

**ED 854 - Positive Learning Environments**  
Creation of positive learning environment within the context of schools, organizations, agencies, and systems is grounded in the leadership, the nature of communication and interaction among participants, and structural and organization elements of the environment and often embedded in the conduct of the policies, practices, and procedures that constitute the goal and purpose of group. Select individuals, cases, and practices are analyzed for the ways the creation of a positive learning environment is

created, innovation is sparked, and change leading to transformation is achieved. Steps in the development of the dissertation proposal and dissertation are integrated into the course. Submission of course artifacts to the Personal Learning Portfolio is required. **Prerequisites & Notes** *Offered: Fall, term 2*  
Credits: 3

#### **ED 856 - Culturally Competent Leadership**

The course emphasizes the importance of culturally competent leadership. Exploration of cultural identity is a purposeful and transformational process that requires students to actively be involved in the multicultural identity process in order to achieve an increased level of cultural competency. Students consider how their own cultural identity informs their leadership. Emphasis is placed on the acquisition of specific multicultural awareness, knowledge, and competencies to become culturally competent leader and create environments that foster a high level of performance for those who live, learn, and work within those environments. Submission of course artifacts to the Personal Learning Portfolio is required. **Prerequisites & Notes** *Offered: spring, term 1*  
Credits: 3

#### **ED 857 - Leadership in the Information Age**

The differentiation of information technology and curriculum is examined in order to identify how each contributes to teaching and learning in the classroom, the cultural shifts for educators and learners, and the transformation of curriculum and pedagogies in the twenty-first century. Beyond the specifics of technological innovation, this course explores how leadership influences global information in the act of teaching and learning as it leads to the reformulation of the curriculum and learning for all students and educators. Submission of course artifacts to the Personal Learning Portfolio is required. **Prerequisites & Notes** *Offered summer, term 1*  
Credits: 3

#### **ED 860 - Colloquium I**

A one-credit on-campus colloquium program is offered for all students. The colloquium is held on Friday evening (5:00PM-9:00PM) and Saturday (9:00AM-4:00PM) on a predetermined schedule. In general, the first year, the September program focuses on an orientation to the doctoral study by

students and faculty including the program handbook, framework for course offerings, research methods and designs, development of dissertation proposal, conduct of data collection, analysis, for writing of the dissertation. Participation is required. Students are responsible for cost of travel, accommodations, and other expenses associated with colloquiums.  
Credits: 1

#### **ED 861 - Colloquium II**

A one-credit on-campus colloquium program is offered for all students. The colloquium is offered on Friday evening (5:00PM-9:00PM) and Saturday (9:00AM-4:00PM) on a predetermined schedule. In Spring of the second year, the program takes place in the context of a Doctoral Student Research Conference, a regional conference at Rivier University at which doctoral students present their ideas for their research, discuss the process of doctoral study, and form focus groups on select topics of interest in the conduct and completion of their dissertation. Students are responsible for cost of travel, accommodations, and other expenses associated with colloquiums.  
Credits: 1

#### **ED 862 - Colloquium III**

Each year a one credit On-Campus Colloquium program is offered for all students in the program. The colloquium is offered on Friday evening (5:00PM-9:00PM) and Saturday (9:00AM-4:00PM) on a predetermined schedule. In September of the third year, students present and critique their dissertation proposals and dissertation results to mentor peers into the process of doctoral research. Students are responsible for cost of travel, accommodations, and other expenses associated with colloquiums.  
Credits: 1

#### **ED 864 - Research Methods and Design in Psychological Research**

This course provides an overview of the primary research traditions through a student developed research study. In the context of the student's own research study the methods and designs associated in the qualitative and quantitative research are explicated and an in-depth examination of the existing research in the area of the student's own interest. The course focus is the understanding of the appropriate use of the methods, designs, and analyses in answering a research question or hypothesis. The

formulation of a research study is examined to enable practitioners versed in research to contribute to the evidence base and application of psychology. A graduate course in fundamentals of research, methods and design, or statistics within the last three years is recommended prior to this course. This is a Psy.D. core curriculum course and the first class in the Psy.D. research sequence. **Prerequisites & Notes** *Offered: fall*  
Credits: 3

#### **ED 872 - Mixed and Integrated Research Methods and Designs**

Analytical approaches in multiple research methods or designs are applied to research data collection and analysis. The strengths, limitations, and integration of multiple methods are identified. The applicable research methods and designs in data collection, analysis, and interpretation are applied to specific research data. Dissertation research data is required. **Prerequisites & Notes** Permission of Director *Offered: as needed*  
Credits: Variable 1-3

#### **ED 874 - Writing in the Social Sciences**

Forms and styles of writing associated with the individual and collective chapters of a doctoral dissertation and research articles in the social sciences are presented. Each chapter of the dissertation are examined for the shift in form and content employed to convey the content and method(s) associated in a variety of dissertation studies and research articles. The focus is on the development of an argument involving the various forms of social science writing. Steps in the development of the dissertation proposal and dissertation are integrated into the course. Submission of course artifacts to the Personal Learning Portfolio is required. **Prerequisites & Notes** *Offered: spring, term 2*  
Credits: 3

#### **ED 876 - Qualitative Methods**

Qualitative methods and designs associated with data collection, analysis, and reporting are presented for the process of inquiry. The various methods, techniques and strategies associated with qualitative research are applied to a research study prior to the conduct of a dissertation. A qualitative study is conducted in a social setting within a community as the basis for determining the effective exercise of leadership. A graduate course in fundamentals of research, methods and

design, or statistics, within the last three years, is recommended prior to this course. Steps in the development of the dissertation proposal and dissertation are integrated into the course. Submission of course artifacts to the Personal Learning Portfolio is required.

**Prerequisites & Notes** *Offered: fall, term 1*

Credits: 3

#### **ED 877 - Quantitative Methods**

The foundational concepts behind the research design, collection, and interpretation of quantitative social scientific data are examined. Students are expected to demonstrate an understanding of quantitative concepts by designing, implementing, and interpreting both individual and group quantitative research studies. Students learn to identify the particular analysis required and how to interpret the results of an array of commonly used quantitative methods. A graduate course in fundamentals of research, methods and design, or statistics, within the last three years, is recommended prior to this course. Steps in the development of the dissertation proposal and dissertation are integrated into the course. Submission of course artifacts to the Personal Learning Portfolio is required. **Prerequisites & Notes** *Offered: spring, term 1*

Credits: 3

#### **ED 878 - Qualitative Analysis**

In this course analytical approaches to qualitative data are applied. Educational cases studies are examined for their methods of analysis and contribution to the generation of theory. Students are expected to be actively involved in the analysis of their own research data. Steps in the development of the dissertation proposal and dissertation are integrated into the course. Submission of course artifacts to the Personal Learning Portfolio is required.

**Prerequisites & Notes** *Offered: fall, term 2*

Credits: 3

#### **ED 879 - Quantitative Analysis**

The course focuses on the application of the various forms of statistical analysis employed in quantitative, experimental, and qualitative research, and in multiple forms of research design and methodology. After a review and demonstration of the application of a statistical method(s), the outcome of the course is the systematic application and analysis of the correct statistical design(s) and method(s) to a student's own doctoral dissertation study and

research. Steps in the development of the dissertation proposal and dissertation are integrated into the course. Submission of course artifacts to the Personal Learning Portfolio is required. **Prerequisites & Notes**

*Offered: spring, term 2*

Credits: 3

#### **ED 880 - Leading Change**

The principals of transformation change are applied to programs, services, and workplace in the educational, social, behavioral, and health services. From an understanding of the whole person leadership roles in organizations and systems are analyzed to reinvent programs, services and policies. The goal of transformational change of systems based on an understanding of the person is the reinvention of programs, services, policies, and practices on behalf of others. Steps in the development of the dissertation proposal and content for the dissertation are integrated into the course.

Submission of course artifacts to the Personal Learning Portfolio is required.

**Prerequisites & Notes** *Offered:*

*summer, term 1*

Credits: 3

#### **ED 881 - Quantitative Analysis in Psychology**

The foundational concepts behind the research design, collection, and interpretation of quantitative social scientific data are examined. Students are expected to demonstrate understanding of quantitative concepts by designing, implementing, and interpreting both individual and group quantitative research studies. Students learn to identify the particular analysis required and how to interpret the results of an array of commonly used quantitative methods in psychology. A graduate course in fundamentals of research, methods and design, or statistics within the last three years is recommended prior to this course. This is a Psy.D. core curriculum course and the second class in the Psy.D. research sequence. **Prerequisites & Notes**

*Offered: spring*

Credits: 3

#### **ED 886 - Doctoral Clinical Internship I**

The student is required to complete an internship covering a 50-week period of 2,000 hours. An internship site that is accredited by the American Psychological Association or a member of the Association of Psychology Internship Centers is preferred.

**Prerequisites & Notes** *Offered: fall*

Credits: 0

#### **ED 887 - Doctoral Clinical Internship II**

The student is required to complete an internship covering a 50-week period of 2,000 hours. An internship site that is accredited by the American Psychological Association or a member of the Association of Psychology Internship Centers is preferred.

**Prerequisites & Notes** *Offered: spring*

Credits: 0

#### **ED 889 - Written Comprehensive Examinations**

The purpose of the written comprehensive examination is to assist students to integrate and evaluate their knowledge, research, and scholarship across their program of study. In the Doctor of Education (Ed.D.) program the examination is focused on the themes of leadership, learning and research. It serves as preparation for the writing of the student's dissertation proposal and dissertation. In the Doctor of Psychology (Psy.D.) the integrative and evaluative function also includes professional service aspects of counseling and school psychology. Students must satisfactorily complete the written examination before the program director will sign the internship readiness forms.

Credits: Non-credit

#### **ED 890 - Directed Research and Advisement**

Students in the doctoral program in leadership and learning who have not completed their dissertation proposal enroll in directed research and advisement throughout the development and defense of the dissertation proposal. Students complete this course with the successful defense of their dissertation proposal. ED890 a pass-fail course. **Prerequisites & Notes**

Permission of Program Director *Offered: every semester*

Credits: 4

#### **ED 891 - Oral Comprehensive Examinations**

The purpose of the oral comprehensive examination is to assist students to integrate and evaluate their knowledge, research, and scholarship across their program of study. In the doctorate in education the examination is focused on the written examination and serves as preparation for the oral defense of their dissertation proposal and dissertation. In the doctorate in counseling and school psychology the integrative and evaluative function also includes professional service aspects of

counseling and school psychology. Students must satisfactorily complete the oral examination before the program director will sign the internship readiness forms. **Prerequisites & Notes** Students must pass the written comprehensive exam before taking the oral comprehensive exam. Credits: Non-credit

### **ED 892 - Directed Research in Psychology**

Research problems, hypotheses, and questions in school and counseling psychology are developed into a dissertation research proposal based on the accumulated knowledge of the core classes. Perspective, knowledge, and research in psychology are applied to the development of the student's own dissertation proposal. Students are expected to make significant progress in the development of their research project proposal within the context of the class. This is a pass/fail course. Students must maintain continuous enrollment in this course until the successful defense of their dissertation proposal. This is the third class in the Psy.D. research sequence. **Prerequisites & Notes** Offered: every semester Credits: 2

### **ED 894 - Dissertation Research Advisement**

Students are enrolled in directed research and advisement throughout the development and defense of the dissertation proposal. Students complete this course with the successful defense of their dissertation proposal. **Prerequisites & Notes** Offered: summer, term 2 Credits: 3

### **ED 895 - Dissertation Research**

Following the defense of the dissertation proposal the student is enrolled in dissertation research. This course is required throughout the completion of their dissertation research and defense of their research project. Students complete this course with the successful defense of their dissertation. This is a pass/fail course. **Prerequisites & Notes** ED 890 or ED894 Offered: every semester Credits: minimum 12

### **ED 896 - Research in Psychology**

Following ED 892, students are enrolled in this course throughout the development and defense of the research project. Students complete this course with the successful defense of their research project. This is a pass/fail

course. This is the fourth class in the Psy.D. research sequence.

**Prerequisites & Notes** Offered: every semester. Credits: 1-3

### **ENG 113 - Effective Presentations**

This course focuses on the dynamics of effective speaking, such as voice quality, articulation, poise, and nonverbal expression. Students prepare informative, motivational, and persuasive speeches. Some video-taping of presentations is done. Performance techniques suitable for addressing the camera will be discussed. It is required of all Marketing Communications, English and English Education majors. Credits: 3

### **ENG 115 - Expositions and Arguments**

One of two First Year Seminars, this course explores the ways in which the inherent dignity and sacredness of the human person and "non-human" creation is defined, explored, and challenged in a range of classic and contemporary expository and argumentative texts. In a seminar, students are expected to participate in discussions, and all students will lead one discussion during the term. This seminar requires a set sequence of writing assignments across sections. The seminar culminates in a symposium during which students present an argument. Taken first or second semester of first year. It fulfills the General Education first-year writing requirement. **Prerequisites & Notes** It fulfills the General Education first-year writing requirement. This course is cross listed with ENG 120 and FYS 115. Credits: 3

### **ENG 120 - Composition in Context**

Composition in Context I is a writing/reading course that focuses on literacy within the context of significant social themes and issues. It prepares students to write effectively and read critically for engaged participation in the College, the United States, and the global community. Composition in Context I focuses on informative and persuasive writing, and strategies for developing, organizing, revising, evaluating, and editing successful written work in response to reading. It fulfills the General Education first year writing requirement. **Prerequisites & Notes** It fulfills the General Education first year writing requirement. This course is cross listed with ENG 115 and

FYS 115. Credits: 3

### **ENG 205 - Introduction to Creative Writing**

This course is an introduction to writing fiction and poetry with a focus on technique and voice. Students will produce several pieces of short fiction and several poems. Includes reading and analysis of contemporary short fiction and contemporary poetry. May be repeated once for credit. This course may be writing assisted. Credits: 3

### **ENG 210 - Advanced Composition**

This course focuses on students' own writing, providing advanced study of rhetorical strategies, grammar, usage, style, editing, diction, argument and persuasion, and research methods. **Prerequisites & Notes** ENG 115 or ENG 120 Credits: 3

### **ENG 211 - Major British Writers to 1785**

This course explores selected major figures in English literature from the medieval period through the eighteenth century including historical, philosophical, and social background to the works. Includes such writers as the Gawain poet, Chaucer, Margery Kempe, Shakespeare, Spenser, Donne, Anne Finch, Milton, Dryden, Pope, Swift, and Johnson. **Prerequisites & Notes** ENG 115 or ENG 120 Credits: 3

### **ENG 223 - Shakespeare**

This course offers a study of the poetic and dramatic aspects of Shakespeare's art, focusing on selected tragedies, comedies, and history plays. Students consider the historical context and varieties of critical interpretations. **Prerequisites & Notes** ENG 115 or ENG 120 Credits: 3

### **ENG 260 - The Literature of Self-Discovery**

This course explores the ways in which children and adults throughout the centuries have discovered and invented their identities in literature. It examines the role of the imagination and language in defining oneself, and the conflicts between self and society which often result. **Prerequisites & Notes** ENG 115 or ENG 120 Credits: 3

**ENG 278 - The American Dream**

This course presents literary representations of "The American Dream", tracing its changing meaning and situating such representations in the broader context of American culture. Students will read classic and contemporary literature that explores the definitions of "the dream," where they have come from, how they have changed, the problems involved in their pursuit, the criticism of them, and the possible alternatives available to those who choose to opt out of their pursuit altogether. **Prerequisites & Notes** ENG 115 or ENG 120  
Credits: 3

**ENG 341 - JYS: World Voices and Cultures**

The course uses contemporary literature as a means of connecting imaginatively to the lived experience and creative expression of people throughout the world. It fulfills the Junior Year Seminar general education requirement. **Prerequisites & Notes** ENG 115 or ENG 120;  
Credits: 3

**ENG 342 - JYS: The Nonviolent Alternative**

Participants in this seminar will study the literature of nonviolence as it has developed in the 20th and 21st centuries, using the title of Thomas Merton's collection of essays, "The Nonviolent Alternative" as the central theme. The course is concerned about how individuals - and by extension corporate bodies - might internalize nonviolent response to violence. As such, participants in the seminar will explore nonviolence as a way of being in the world. The seminar includes textual study, and practice in Yoga, Tai Chi Tao, and Aikido. Participants will also consider nonviolence in the context of globalization and Roman Catholic social teaching. It fulfills the Junior Year Seminar general education requirement. **Prerequisites & Notes** ENG 115 or ENG 120.  
Credits: 3

**ENG 355 - American Literature and its Roots**

This course focuses on Spanish/French/British encounters, with an emphasis on colonial America and how its forms shaped the rise of 19th and 20th century literature. At the center of the course are travel narratives, the sermon tradition, the nature and rise of symbolism, the role of religion in a capitalist society, democracy and questions of race, and theories of art,

among others. **Prerequisites & Notes** ENG 115 or ENG 120  
Credits: 3

**ENG 356 - Romanticism and Transcendentalists**

With an emphasis on poetry and non-fiction prose, this course considers the romantic and transcendentalist movements in literature on both sides of the Atlantic. While particular emphasis will be placed on the 19th century, the course will also attend to the ways in which romanticism and transcendentalism continue into the 20th century. **Prerequisites & Notes** ENG 115 or ENG 120  
Credits: 3

**ENG 395 - Special Topics**

This course provides students an opportunity to explore topics, writers, and genres, not elsewhere covered in the 300-level curriculum. **Prerequisites & Notes** ENG 115 or ENG 120  
Credits: 3

**ENG 425 - Directed Study**

Directed studies provide for student-initiated and planned exploration of an advanced topic in an area of special interest not available in listed course offerings. **Prerequisites & Notes** Permission of the department. Senior and qualified junior majors only.  
Credits: 3

**ENG 430 - English Language: Development and Issues**

This course provides students with an introduction to the historical, linguistic, grammatical, and social dimensions of the English language. It includes such topics as the social history and development of English; morphemic, syntactic, and semantic views of language; the nature of and difference between descriptive and prescriptive grammars; the nature of dialect and variation in language; and social, cultural, and political issues related to language use. **Prerequisites & Notes** ENG 115 or ENG 120. This course is required of all English and English Education majors.  
Credits: 3

**ENG 466 - Modern and Contemporary World Poetry**

This course studies modern and contemporary world poetry, including poetry of the commonwealth and colonies written in English. **Prerequisites & Notes** ENG 115 or ENG 120  
Credits: 3

**ENG 472 - Modern and Contemporary World Fiction**

This course studies fiction written in English between World War I to the present with special emphasis on British and American perspectives on modernism, as well as on the blurring of national boundaries resulting from British and American colonial expansion and the legacy of World War II. **Prerequisites & Notes** ENG 115 or ENG 120  
Credits: 3

**ENG 495 - Internship/Project**

Internships provide students with the opportunity to engage in supervised work experience or to engage in a scholarly or creative project. This course may be repeated. **Prerequisites & Notes** Students intern a minimum of 120 hours for 3 credits, or 240 hours for 6 credits. This course is repeatable.  
Credits: 3-6

**ENG 530 - English Language: Development and Issues**

Provides students with an introduction to the historical, social, and psycholinguistic, and grammatical dimensions of language, including the theories and processes by which individuals acquire, understand, and use language. This course includes the history and development of English, linguistic views of language through grammatical theories, the underlying causes of dialect and variation in language, and the social, cultural, and political issues related to language use. It is required of M.A.T. candidates.  
Credits: 3

**ENG 620 - Modern and Contemporary World Fiction**

This course studies fiction written in English between World War I to the present with special emphasis on British and American perspectives on modernism, as well as on the blurring of national boundaries resulting from British and American colonial expansion and the legacy of World War II.  
Credits: 3

**ENG 622 - Young Adult Literature**

This course focuses on the nineteenth and twentieth century English language novels often taught in middle and high school classrooms and the "bridge" between such classics and young adult fiction. Special attention is paid to these questions: why do we value classic novels? How can they connect to more contemporary young adult literature? How can we help middle and high school students value both? Students

will be expected to engage in reading and online activities both during and after the face-to-face period.

Credits: 3

### **ENG 630 - Literary Non-Fiction**

While the new SAT calls for increased use of nonfiction texts in all classrooms, secondary English teachers are often torn between the need to help students navigate such texts and the belief that literary texts should make up the bulk of the reading they do with their students. By exploring different examples of nonfiction texts, developing close reading techniques, integrating nonfiction texts in an organic way into instruction, and realizing that "nonfiction" and literary are not mutually exclusive categories, teachers can meet the new standards while keep literary study at the center of their respective classrooms.

Credits: 3

### **ENG 636 - Modern and Contemporary World Poetry**

This course studies modern and contemporary world poetry, including poetry of the commonwealth and colonies written in English.

Credits: 3

### **ENG 725 - Directed Study**

The Directed Study in Writing provides students with the opportunity to explore a unique project not otherwise available in the curriculum. Directed Study is available to students who have completed a minimum of 24 hours of study. Students in the M.A.T. programs are limited to one directed study of any kind.

Credits: 3

### **FR 101 - Elementary French I**

This course is a study of the basics of French language and culture that introduces the fundamentals of spoken and written French within the context of culture. It is designed for students with no French background or up to two years of high school French.

**Prerequisites & Notes** *Offered: fall semester*

Credits: 3

### **FR 102 - Elementary French II**

This course which is a continued study of the basics of French language and culture emphasizes speaking, listening, reading and writing with a special focus on culture. **Prerequisites & Notes**

FR 101 or equivalent. *Offered: spring semester*

Credits: 3

### **FR 111 - Intermediate French I**

This course designed for students with one year of college French or two years or more of high school French, strengthens cultural, speaking and listening skills as well as reading and writing, using both texts and audio-visual material. It includes a review of the essentials of French grammar.

Credits: 3

### **FR 112 - Intermediate French II**

This course which is a continuation of French 111 is designed to strengthen cultural, speaking, listening, reading and writing skills in French. **Prerequisites & Notes** FR 111 or equivalent.

Credits: 3

### **GEO 210 - Global Geography and World Cultures**

This survey course provides a conceptual framework for understanding modern geography. World cultures are emphasized, including historical, political, economic, physical, social, and regional contexts.

Credits: 3

### **GSP 101 - Human Dignity**

This course focuses on the fundamental principle of Catholic Social Teaching - that the dignity of the human person is the foundation of a moral vision for society. Through the study of literary, theological, and expository texts from around the globe, students will pose and explore the following essential questions: What is dignity? What is the human person? What is the self?

Credits: 3

### **GSP 102 - Serving for Dignity**

This seminar continues the study of the dignity of the human person through an examination of literary, theological, and expository texts. The seminar culminates in a technologically mediated project in which students identify and analyze cultural expressions of and challenges to the dignity of the human person. A cultural/service immersion experience is a central component of this course.

Credits: 3

### **GSP 201 - The Community**

This course focuses on a fundamental principle of Catholic Social Teaching - how we organize our society in economics and politics, in law and policy and how this organization directly affects human dignity and the capacity of individuals to grow in community. Through the study of some key social and historical periods around the globe, and by looking at some social and

cultural forms as expressed in literature, art, politics, and economics among other areas students will pose and explore these essential questions: How do economic and political systems help or hinder human being? What is the relationship of literature and art to political systems? What do political and economic systems and the literature and art that challenge and support these systems reveal about the nature of human community?

Credits: 3

### **GSP 202 - Serving the Community**

This seminar course continues the study of the organization of our society through an examination of some key social and historical periods around the globe, focusing on social and cultural forms as expressed in literature, art, politics, and economics among other areas. The seminar culminates in a technologically mediated project in which students identify one or more challenges facing a community, both analyzing the causes and exploring solutions. A cultural/service immersion experience is a central component of this course.

Credits: 3

### **GSP 301 - Spirit, Mind, Matter, and Justice**

This course focuses on three fundamental principles of Catholic Social Teaching-option for the poor, solidarity, and care of creation. Through the study of key philosophical and theological texts from around the globe, students will explore these essential questions: What is poverty? What is solidarity? What is it to care for creation?

Credits: 3

### **GSP 302 - A New World**

In this culminating seminar, students bring together their experiences in the Global Scholars Program, focusing on this question: In what ways do the principles of Roman Catholic Social Teaching help me attend to the germinal call to create a new and better world? The seminar attends, in particular, to imagined utopias, dystopias, and anti-utopias throughout history. In response to their study of utopias, dystopias, and anti-utopias, students will develop and present a "habituating service project" that addresses a significant challenge - theoretical or practical. The project will draw on the principles of Catholic Social Teaching, the interdisciplinary work of the preceding terms, and independent research. Technologically mediated, the

project will be presented publicly at a Global Scholars Program Symposium.  
Credits: 3

#### **GSP 400 - Senior Thesis**

Students engage in significant independent research under the guidance of a faculty member. The research may focus on any area of study, but 1) must attend in some way to the themes, ideas, concepts in GSP and 2) must eventuate in the form of text (e.g., written essay, documentary film) that can be presented publicly.  
Credits: 3

#### **HIS 101 - United States History I**

The course deals with United States history from 1607 to 1865. Attention is given to America's colonial development, the growth of a spirit of American independence, the drafting of the Federal Constitution, Jacksonian democracy, and the Civil War.  
Credits: 3

#### **HIS 102 - United States History II**

The course examines United States history from 1865 to the present. It deals with Reconstruction, modern reform movements, and U.S. involvement in both World Wars, the Cold War, and the aftermath of the Cold War. **Prerequisites & Notes** HIS 101 is not a prerequisite for HIS 102.  
Credits: 3

#### **HIS 203 - Interactions: The West in the World I**

The course provides an overview of the important historical, political, cultural, social, and economic movements that tie the development of Europe to the development of the rest of the globe from the origins of civilizations to the brink of European hegemony in the late seventeenth century. Based on a foundation in the democratic, Judeo-Christian-Muslim religious and scientific traditions of the West, other important cultures such as those of China, India, the Ottoman Empire, pre-Columbian America, and Africa will be analyzed to identify comparative, synthetic, and antagonistic elements.  
Credits: 3

#### **HIS 204 - Interactions: The West in the World II**

The course provides an overview of the important historical, political, economic, social, and cultural movements and events that tie Europe to the development of the rest of the globe from the late seventeenth century to the end of European hegemony in the late twentieth century. Based on a

foundation in the rise of secularism in the enlightenment, the western ideological tradition, and in their development in the West, the response to these developments around the globe and the evolution of global relations in a post-colonial world will be analyzed.

**Prerequisites & Notes** HIS 203 is not a prerequisite for HIS 204.

Credits: 3

#### **HIS 215 – History through Film**

Students will study twentieth-century film as they would study any other piece of evidence such as texts, visual images, especially photography and the arts, artifacts, music, etc. Of these films, students will ask the questions every historian and every researcher asks, both those more superficial (who, what, when, how?) and those more subtle (intended and unintended implicit meaning, evidence about the creator of the artifact, etc.). This is not a course in cultural studies or film studies, but a course in cultural history. Films will include feature films, documentaries, shorts, animated films, etc. Film titles may include all or part of "Birth of a Nation" (1915), "Battleship Potemkin" (1925) "Metropolis" (1927), "Die Bûchse der Pandora" (1929), "Der blaue Engel" (1930), "All Quiet on the Western Front" (1930), "Triumpf des Willens" (1934), "Modern Times" (1936) or "The Great Dictator" (1940), "Why We Fight" (1942), "Mrs. Miniver," (1942), "Cabin in the Sky" (1943), "Best Years of Our Lives" (1946), "Die M rderer sind unter uns" (1946) or "Citta Aperta" (1945), "Bridge on the River Kwai" (1957), "Ballad of a Soldier" (1959), "Dr. Strangelove" (1964), "Zulu" (1964), "The Battle of Algiers" (1966), "Heat of the Night" (1967), "Look Who's Coming to Dinner" (1967), "Z" (1969), "Deer Hunter" (1978), "Gandhi" (1982), "The Day After" (1983), "Red Dawn" (1984), "Malcolm X" (1992), "Downfall" (2004).

**Prerequisites & Notes Offered:** -  
*Summer*

Credits: 3

#### **HIS 218 - Women in Politics**

This is a course on women in politics throughout history and today. Top themes addressed will be definitions of women and gender, the political representation of women, and regional comparisons. We are an institution founded by and for women and two-thirds of our student body are women. Additionally, women's involvement in politics is relevant because of an increase of woman leaders around the world.

Credits: 3

#### **HIS 220 - Comparative Elections, Parties, and Voting**

This is a course on elections, political parties, and voting behavior. Top themes addressed will be differing electoral systems and party systems, why and how people vote, and regional comparisons. 2020 is an election year in the U.S., and a class about elections, voting, and political parties is highly relevant to students' lives as they watch the presidential election. Considering the increasing divisiveness in American politics over recent years, it is important for students to understand the history and legacy of our electoral systems and how they can affect political discourse and the quality of democracy.

Credits: 3

#### **HIS 250 - The Historian's Tools**

The Historian's Tools is an intermediate course to be taken early in the course of study. In this course, students will learn to survey the literature using modern bibliographic research tools, to outline the basic elements of an historical essay, to identify topics of interest to members of the discipline, and to develop their analytical skills. It prepares students for their work in the advanced electives and for the Senior Seminar. May be writing assisted.

**Prerequisites & Notes** Sophomore standing

Credits: 3

#### **HIS 307 - United States Foreign Policy in the Twentieth Century**

This course investigates the major developments in U.S. foreign relations in the twentieth century. Students will discuss the emergence of the United States as a world power and the future of America's great power status: continued hegemony, first among equals, or terminal decline.

Credits: 3

#### **HIS 315 - Modern China**

This course provides a history of China from the Opium Wars to the present. It explores the political, economic, social, and intellectual upheavals which constitute recurrent elements in Chinese history.

Credits: 3

#### **HIS 320 - Modern Russia**

This course is a survey of the history of Russia since the age of Catherine the Great and the U.S.S.R. until its collapse. Emphasis is placed on the political, economic, and social developments of the nineteenth century, the revolution of 1917, and the evolution



of the Soviet state. Cross-listed with POL 320. **Prerequisites & Notes** This course is cross-listed with POL 320. Credits: 3

### **HIS 343 - JYS Duty to Resist**

Civic and faith-based duty to resist injustice and tyranny is regaining importance around the world as liberal democracy faces new perils. In this course, students will learn about resistance to tyranny in Europe in the twentieth century as a basis for comparison with civic and faith-based responsibilities today. By analyzing resistance to fascism, communism, and imperialism, students will understand better the motivations to resist, the obstacles in the way of resistance, and the measure of success and failure of resistance. Students will study resistance to the Nazis, Gandhi's resistance to the British, and Mandela's resistance to Apartheid. Credits: 3

### **HIS 375 - Adolf Hitler and the Third Reich**

In this course, students will analyze the development of Germany from the end of the First World War to Germany's collapse in 1945. While work will focus on the nature and development of the national socialist regime and on the Shoah, we will also consider the history of anti-Semitism and the nature of democracy in Weimar Germany. Credits: 3

### **HIS 401 - Constitutional History of the U.S.**

This course is a study of the evolution of constitutional law in the United States. It begins with the drafting and ratification of the Constitution and the doctrine of judicial review and chronicles the development of major constitutional principles in the nineteenth and early twentieth centuries. Constitutional decisions dealing with civil rights and First Amendment guarantees are discussed in depth. **Prerequisites & Notes** This course is cross listed with POL 401. Credits: 3

### **HIS 425 - Directed Study**

This is a student-initiated and -planned exploration of an advanced topic in an area of special interest not available in listed course offerings. **Prerequisites & Notes** Permission of the department. Seniors and qualified junior majors only Credits: 3

### **HIS 437 - The Atlantic World**

This course will explore the interaction of Europe, Africa, and the Americas from the Age of Exploration until 1825. We will focus on the English and French North American colonies, with some discussion of the Spanish, Portuguese, and Dutch colonies. We will incorporate geography, economics, and politics in the history of triangular trade in the Atlantic World. We will also investigate the African slave trade and its importance to Europe and America. Credits: 3

### **HIS 464 - The New Globalism**

The purpose of this course is to examine the multidimensional transformation occurring across the globe: technological, economic, cultural, and institutional. The course will enable students to consider the opportunities as well as the perils created by such transformation. **Prerequisites & Notes** Cross-listed with POL464. Credits: 3

### **HIS 475 - The Senior Seminar**

The Senior Seminar is a capstone course that should be taken in one of the student's last two semesters of study. In the Senior Seminar, students are to take the skills introduced in The Historian's Tools and developed in the advanced electives to craft a significant essay in which they demonstrate mastery of the craft. This essay will serve not only as a successful culmination of study in the history major, but also as an example of achievement with which to bolster a graduate school or professional school application. This course designation is used in conjunction with the registration for another advanced history elective. Credits: 3

### **HIS 495 - Internship**

Through the internship students are provided an opportunity to gain supervised work experience in an area related to history and political science. It is available to senior majors who have maintained a 2.5 average in their major or minor field. Credits: 3

### **HIS 496 - Internship II**

Through an extension of the first internship course or through a second internship, internship students are provided an opportunity to gain additional supervised work experience in an area related to history and political science. It is available to junior and senior majors who have maintained a 2.5 average in their major or minor field.

Successful completion of Internship I is required. **Prerequisites & Notes** HIS495 Credits: 3-6

### **HLS 101 - US Homeland Security**

This course provides a general overview of the development of U.S. homeland security policy. Policies and programs are examined from an all-hazards perspective. Roles of federal, state and local governments, agencies, industry, and non-profit sector organizations are discussed. Credits: 3

### **HLS 201 - Evolution of Terrorism**

This course examines the evolution of domestic and foreign-initiated terror activities, is support of advocating a change in a nation's domestic or foreign policy. The course considers factors of conflict and ideology, in the organizing, planning and conduct of terror activities aligned with the actor's agenda. Emerging terror-based nefarious business enterprises are discussed. Credits: 3

### **HLS 214 - Internship Seminar**

This internship seminar provides students with an experiential learning opportunity that allows them to utilize basic skills and knowledge of behavior thus far acquired. The student is expected to complete an internship of a minimum of 60 hours in an approved setting. Written reports are required. The student, in conjunction with the faculty program advisor, must arrange possible internship placements during the previous semester. Open to sophomores or above. **Prerequisites & Notes** Open to sophomores or above. This course is cross-listed with BUS 214 Credits: 3

### **HLS 217 - Multicultural Competence A**

This course introduces students to the cultural studies of a specific geographical region. It addresses the region's history, language, religion, social, and political evolution as well as that region's role in the current global environment. Students will be introduced to basic analysis skills using the DIME, ASCOPE, SWEAT-MSO, PMESII-PT and systems analysis models to facilitate an understanding the region studied. A different geographical region will be studied with each course offering. Geographical areas have included: Russia, Southeast Asia, Latin America, Africa, and the Middle East. Credits: 3

**HLS 218 - Multicultural Competence B**

This course introduces students to the cultural studies of a specific geographical region. It addresses the region's history, language, religion, social, and political evolution as well as that region's role in the current global environment. Students will be introduced to basic analysis skills using the DIME, ASCOPE, SWEAT-MSO, PMESII-PT and systems analysis models to facilitate an understanding of the region studied. A different geographical region will be studied with each course offering. Geographical areas have included: Russia, Southeast Asia, Latin America, Africa, and the Middle East.  
Credits: 3

**HLS 231 - Critical Infrastructure Protection**

This course examines the field of critical infrastructure protection, which is one of the cornerstones of homeland security. Focus is placed on the identification and analysis of critical infrastructure systems including security and threat assessments. Includes mitigation of threats as well as evaluation and revision of security measures in order to protect critical infrastructures.  
Credits: 3

**HLS 300 - Emergency Management**

The aim of this course is to provide an overview of Emergency Management (EM) roles and responsibilities relevant to government and community agencies. Topics include concepts, principles, prevention, preparedness, planning, information management, response, relief and recovery.  
Credits: 3

**HLS 311 - Strategic Geography**

This course is concerned with the study of the needs of nations to have control of, or access to, spatial areas that have an impact on their security and prosperity. These spatial areas change with human needs and development. The course will discuss and examine all dimensions of geography, with a focus on physical, human, economic, and military geography. Students will explore the subject by applying overarching concepts to analyze geopolitical security situations presented through a series of country and region vignettes tied to current events.  
Credits: 3

**HLS 320 - Strategic Intelligence**

This course provides an overview of strategic intelligence, and its role as an

instrument of a nation's power. The components of organization administration, clandestine and open-source research methods, program management, intelligence tasking, data collection, analysis, and dissemination are considered. Select domestic and foreign strategic intelligence organizations are examined.  
Credits: 3

**HLS 330 - Non-Governmental Organizations**

This course offers insight on the role of non-governmental organizations (NGOs) in homeland and international security. Participants gain contextual knowledge about the activities of NGOs in various policy fields such as economic development, environmental protection, market regulation, security, democratization, and human rights.  
Credits: 3

**HLS 401 - Global Security**

This course is the study of transnational security issues which have global implications such as war, terrorism, crime, conflicts, population movements, famine, disease, poverty, natural disasters and accidents. The course provides theoretical perspectives and methods of analysis for understanding the nature and origins of such security threats, the tools needed of in-depth examination of emerging threats, and the measures needed to counter undesirable global outcomes.  
Credits: 3

**HLS 412 - International Law**

This course is an in-depth analysis of litigation of international laws in U.S. courts. Topics to include sovereign immunity, international treaties, international courts, claims and adjudications.  
Credits: 3

**HLS 491 - Post Disaster Response and Recovery**

The purpose of this course is to uncover the principles that promote effective disaster response and recovery operations. The course will review popular myths and realities regarding human behavior in catastrophic events in addition to divergent approaches for disaster management. The importance of addressing the needs of the affected population will be discussed and will include recommendations to fulfill a variety of important response and recovery functions. Various problems associated with response and recovery operations will be identified.  
Credits: 3

**HLS 495 - Internship/Seminar**

The internship provides the student an opportunity to gain work experience in an international security environment. In working a minimum of 120 hours for an organization in a professional capacity, the student learns first-hand how these organizations operate and how theories discussed in the classroom apply in this field of work. The student employee will gain valuable practical experience and training. **Prerequisites & Notes** Permission of the department and a cumulative general average of B (3.00). This course is cross listed with BUS 495. Students intern a minimum of 120 hours for 3 credits, or 240 hours for 6 credits.  
Credits: 3

**HLS 496 - Internship Seminar II**

The course is designed to provide the homeland and international security student a second internship opportunity with a new learning experience in a specialized work area. The student employee will gain valuable practical experience and training. **Prerequisites & Notes** Permission of the department.  
Credits: 3-6

**HSC 105S - Problem-Based Learning Seminar in Anatomy & Physiology I**

This course will engage students in problem-based learning to apply the principles of Anatomy and Physiology I. In-class team activities and student writing will reinforce the understanding of the basic biological concepts of cell structure, tissue organization, and fundamental cellular chemistry. The human body's organization of integumentary, skeletal, muscular, and nervous systems with respect to diseases and conditions that disrupt the normal processes of the human body will be explored.  
Credits: 1

**HSC 106S - Problem-Based Learning Seminar in Anatomy & Physiology II**

This course will engage students in problem-based learning to apply the principles of Anatomy and Physiology II. In-class team activities and student writing will reinforce the understanding of the basic biological concepts, and the human body's organization of the special senses, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, and reproductive systems will be the focus with respect to diseases and conditions that disrupt the normal processes of the human body.  
Credits: 1

**HSC 111 - Medical Terminology**

Medical terminology is an essential stepping stone to many medical and ancillary health care careers. This course will allow employees working in health-related fields to develop an understanding of the proper use, spelling, pronunciation and meaning of medical terms. A basic overview of anatomy and human pathology will be presented as the student builds a medical vocabulary.

Credits: 3

**HSC 495 - Health Science Internship**

The health science internship is an integral component of the health science degree and offers students the opportunity to have applied health science practice or research experience. Students will participate in a project with health science partners in hospitals, local and state health departments, non-profit organizations, academia and other organizations that engage in health science activities. The internship project and the preceptor must meet the approval of the faculty advisor. The course includes a seminar component (1 credit) and the internship experience (120 hours, 3 credits).

**Prerequisites & Notes** Permission from the program director needed.

*Offered Spring Semester*

Credits: 4

**HUM 200 - Literature, Art and the Human**

Literature, Art and the Human engages students in exploring the ways in which literature and the visual arts represent, challenge and illuminate the key question of the sophomore year of the core curriculum: Who is my neighbor? The course focuses on the ways in which literature and art can lead us to a deeper understanding about various human relationship to others, to nature and to the divine. As a sophomore year course, HUM 200 builds on the writing, reading, speaking and critical thinking skills developed in first year.

Credits: 3

**HUS 101 - Human Services: Agency & Advocacy**

This course examines the social, political, and historical roots of the human services profession. Major emphasis will be given to the impact of social movements on social and economic justice for all. Students will also engage in career discernment to better understand the purpose and efficacy of social services and educational institutions. The concept of eudaimonia will be examined as well as

identification of personal strengths to develop strategies that can enhance personal and professional well-being.

Credits: 3

**HUS 495 - Internship**

Students are expected to complete a total of 120 hours for 3 credits, or 240 hours for 6 credits over the semester under professional supervision in a social service agency or program. In addition, students attend a bi-weekly seminar with the faculty instructor.

**Prerequisites & Notes** Permission of the faculty member coordinating social work and psychology internships is required. Students must arrange internship placement during the previous semester. The deadline for fall internships is March 15; deadline for spring internships is October 15. HUS 495 is open to Juniors or above.

Credits: 3

**ITAL 101 - Italian Language and Culture I**

This course is a study of the basics of Italian language and culture. It introduces the fundamentals of spoken and written Italian within the context of culture. It is intended for students with no background in Italian or up to two years of high school Italian.

Credits: 3

**ITAL 102 - Italian Language and Culture II**

This course is a continues study of the basics of Italian language and culture that emphasizes speaking, listening, reading and writing with a special focus on culture. **Prerequisites & Notes** ITAL 101 or equivalent

Credits: 3

**JYS 344 - Propaganda & Conspiracy Theories (JYS)**

The purpose of this Junior year Seminar is to discuss the history and politics of propaganda and conspiracy theories. Top themes addressed will be the background and historical use of political propaganda and political efficacy. This course will also discuss the challenges that propaganda and conspiracy theories pose to the values of a just society and the life and dignity of all people, as discussed in Catholic Social Teaching.

Credits: 3

**LNS 108 - Student Success: Campus to Community I**

This one-credit pass/fail course is the first semester of a full year program designed to help freshmen adjust to the expectations and realities of college life.

The class focuses on building personal motivation for succeeding in college, identifying and understanding reasons for academic success, managing time effectively, prioritizing responsibilities, becoming active learners, preparing for and taking tests, and locating campus resources.

Credits: 1

**LNS 109 - Student Success: Campus to Community II**

This one credit pass/fail course is the second semester of a full year program designed to help develop broader cultural and global perspectives through civic engagement. The class focuses on active participation from a community of learners who engage with each other through discussion, reading and reflection. Students will engage in volunteer and cultural activities within the community to support the College's mission to transform hearts and minds to serve the world.

Credits: 1

**MA 100 - Math Refresher**

This course is designed for students with little or no background in algebra, as well as students needing a review of basic algebra. The principal objective of the course is to develop and to strengthen the skills needed for subsequent courses. Topics include operations with rational and signed numbers, working with percentages and proportions, simplifying and evaluating algebraic expressions, converting from verbal to symbolic expressions, and solving linear equations and inequalities. Students will be introduced to graphing linear and quadratic equations and solving applied and geometrical problems. Does not fulfill the general education mathematics requirement. Not available for credit to students who have successfully completed a course equivalent to MA112 or higher. **Prerequisites & Notes** *Offered: Fall Semester.*

Credits: 3

**MA 110 - Introductory Statistics**

This course provides an introduction to the basic techniques of statistical analysis for students who need a working knowledge of procedures for evaluating statistical data. Applications to business, health sciences, and nursing research will be emphasized. Topics include visual displays of data, sampling, normal distribution, the central limit theorem, parameter estimation, hypothesis testing, correlation and linear regression. Use of technology, such as a spreadsheet or

statistical software, will be introduced. This course does not fulfill the general education mathematics requirement. This course is intended for students with no background in statistics.

**Prerequisites & Notes** MA 100 or its equivalent.

Credits: 3

### **MA 112 - College Algebra**

This course places primary emphasis on problem-solving through algebraic reasoning and graphing. Topics include solving linear and polynomial equations and inequalities, simplifying and evaluating polynomial, rational, radical, piecewise-defined, exponential and logarithmic expressions, graphing linear and quadratic functions, and solving applied problems and systems of linear equations. Not available for credit to students who have successfully completed a course equivalent to MA 130 or higher. Exceptions must be approved by the department of mathematics and computer science.

**Prerequisites & Notes** MA 100 or placement by the department.

Credits: 3

### **MA 123 - Quantitative Literacy**

Students will learn how to read, understand, and interpret the numerical data that permeates our lives. Topics include, but are not limited to, problem solving, proportions, percentages, and an introduction to descriptive statistics. Applications will be drawn from nursing, personal finance, current events, and other disciplines at the college. Students will have the opportunity to use one or more of the following forms of technology for more involved calculations and data representation: statistical package, spreadsheet, or calculator. Not available to students who have earned credit for a mathematics course numbered 150 or above.

**Prerequisites & Notes** MA 100 or placement by the department.

Credits: 3

### **MA 126 - Puzzles, Patterns and Probabilities**

This course is designed to help students develop mathematical thinking skills as they learn about some of the great theories and interesting applications of mathematics. Students explore, question, explain, and define mathematical ideas. Discoveries that have shaped mathematical thinking are discussed along with several unresolved questions in the field.

Number theory, infinity, and probability are explored. **Prerequisites & Notes** MA 100 or placement by the

department.

Credits: 3

### **MA 127 - Geometrical Explorations**

This course explores geometry through a discovery-based, tactile, and visual approach. The course encourages discovery and reasoning through in-class investigations which may use technology, manipulatives, and geometrical tools. Students develop a deeper understanding of basic geometry, including measurement in two and three dimensions, isometries and similarities, and connections to arithmetic. Applications may include quilt patterns, polyhedra, kaleidoscopes, projections, and fractals.

Credits: 3

### **MA 130 - Functions**

This course is designed to give students the preparation they need to succeed in calculus and to apply their knowledge of algebraic and transcendental functions to other fields of study. Linear, exponential, logarithmic, trigonometric, polynomial, rational, and piecewise-defined functions are examined from symbolic, graphical, numerical, and verbal points of view. Topics include sketching and analyzing graphs, rates of change, inverses, and transformations of functions.

Applications to science, social science, and business will be included. A scientific graphing calculator is required. This course is not available for credit to students who have successfully completed a course equivalent to MA 165 or higher. Exceptions must be approved by the department of mathematics and computer science.

**Prerequisites & Notes** MA 112 or strong high school algebra background.

Credits: 3

### **MA 165 - Calculus I with Lab**

This course is a study of functions, limits, the derivative, techniques of differentiation, continuity, and applications of differentiation. Integration is introduced. Symbolic, graphical, and numerical approaches are used to understand concepts and solve calculus problems. Technology, such as the graphing calculator and/or mathematics software systems, aids in developing mathematical connections. A scientific graphing calculator is required. **Prerequisites & Notes** MA 130 or its equivalent

Credits: 4

### **MA 166 - Calculus II**

Calculus II is the second part of the calculus sequence and a continuation of

Calculus I. The course is centered on the concept of a definite integral and includes in-depth studies of integration techniques and applications of integration. Taylor and Maclaurin series are also included in this course. Symbolic, graphical, and numerical approaches are used to understand concepts and solve calculus problems. Technology, such as a graphing calculator and/or mathematics software systems, aids in developing mathematical connections.

**Prerequisites & Notes** MA 165 or its equivalent

Credits: 3

### **MA 200 - Mathematics Tutoring Experience**

This course is a stand-alone service learning course for the purpose of providing assistance to the university Academic Support Center, a local school, or social service agency in delivering mathematical support for students. Students will train for tutoring mathematics, lead a minimum of 24 hours of lab/tutoring sessions, and write a paper and journal about the experience. **Prerequisites & Notes** Recommendation of the mathematics faculty based on the student's experience and performance in mathematics course(s).

Credits: 1

### **MA 205 - History of Mathematics**

This course provides an overview of the history of mathematics from the Stone Age to the Digital Age, including an in-depth analysis of the cultural settings of the various eras. Students do mathematics from each era.

**Prerequisites & Notes** MA166

Credits: 3

### **MA 210 - Linear Algebra**

This course is an introduction to vector spaces and subspaces, linear dependence and independence, basis and dimension, matrix algebra, solution of equations by matrix reduction, determinants, matrix inversion, linear transformations, eigenvalues, and eigenvectors. Technology, such as the graphing calculator and/or mathematical software systems, is used in this course. **Prerequisites & Notes** MA 165 or its equivalent or permission of the instructor

Credits: 3

### **MA 220 - Calculus III**

The purpose of this course is to enrich and expand students' understanding of calculus concepts. It is a study of multivariable calculus, including partial

derivatives and multiple integrals, vectors and geometry of space, polar coordinates, complex numbers, and parametric equations. **Prerequisites & Notes** MA 166  
Credits: 3

### **MA 295 - Early Internship in Mathematics**

This course enables students to experience how mathematics is applied to business, industry, non-profit organization, or government by working at a location which appreciates and applies mathematical thinking or methods. Students will be expected to reflect on the work culture, the role of mathematics in careers, and the importance of non-computational skills such as communication, personal responsibility, and team work.

**Prerequisites & Notes** Sophomore and junior mathematics majors by permission of department.  
Credits: 3

### **MA 310 - Discrete Mathematics**

This course is an introduction to the mathematical theory underlying computer science, including propositional calculus, proof writing, mathematical induction, recursion, algorithms, sets, binary relations and their properties, functions, graphs, networks, and trees. Counting arguments and discrete probability are also discussed. **Prerequisites & Notes** MA 165 or MA 210  
Credits: 3

### **MA 317 - Problem-Solving and Modeling**

This course prepares students to apply their mathematical skills to the analysis and solution of mathematical and real-world problems. Methods of modeling continuous and discrete data using mathematical functions and technological tools will be practiced. Mathematical problem-solving practices, strategies and techniques will be explored. **Prerequisites & Notes** MA 166 and MA 310  
Credits: 3

### **MA 320 - Classical Geometries**

This course is a survey of geometry as a form of axiomatic reasoning; sets of axioms; theorems and the nature of proof; Euclidean and non-Euclidean models; the hyperbolic parallel postulate; transformational geometry; and analytic geometry. In addition, dynamic geometry software will guide some exploration of models and development of conjectures. This course may be writing assisted.

**Prerequisites & Notes** MA 210 or MA 310  
Credits: 3

### **MA 330 - Mathematical Statistics**

This is a study of descriptive and inferential statistics that includes the theory of probability; continuous random variables and their density functions; moments of distributions; binomial, Poisson, normal, gamma, beta, and exponential distributions; statistical inference by empirical methods; least-squares regression and correlation; chi-square and goodness of fit; and analysis of variance. **Prerequisites & Notes** MA 166  
Credits: 3

### **MA 420 - Abstract Algebra**

This course is an introduction to abstract algebraic structures including groups, rings, division rings, and fields. The main focus is on the theory of groups: Abelian and non-Abelian groups; cyclic groups, groups of permutations, dihedral groups, direct products, and homomorphisms. Axiomatic approach to building mathematical theory is emphasized. **Prerequisites & Notes** MA 210 and MA 310  
Credits: 3

### **MA 425 - Directed Study**

This course is a student-initiated and -planned exploration of a selected topic in an area of special interest not available in listed course offerings. **Prerequisites & Notes** Permission of the department. Senior and qualified junior majors only  
Credits: 3

### **MA 490 - Mathematics Research**

This is a capstone course which includes a major research paper and presentation as well as additional experiences designed to aid students in making the transition from college to graduate school or industry. Open to seniors only.  
Credits: 3

### **MA 495 - Internship**

This internship requires a minimum of 120 hours of student involvement in a professional environment conducive to a meaningful learning experience in math-oriented work. Open to qualified juniors and seniors. **Prerequisites & Notes** Permission of the department and a cumulative general average of B (3.0).  
Credits: 3

### **MA 502 - Linear Algebra**

Geometrical, algebraic, and theoretical understanding is emphasized in this study of vector spaces and subspaces, matrix algebra, linear independence and dependence, orthogonality, bases, dimension, linear transformations, eigenvalues, and eigenvectors. Students will gain insight into application in business and industry, the effectiveness and efficiency of algorithms and the theoretical and computational tools available for working with matrices and vectors.  
Credits: 3

### **MA 508 - Discrete Mathematics**

This introduction to the mathematical theory necessary for computer science and further studies in mathematics includes logic, sets, sequences, recursion, functions and relations, modular arithmetic, combinatorics, probability and graph theory. The focus will be on the understanding of concepts and the writing of elementary proofs, including proofs by induction. The purpose and design of algorithms will be discussed. **Prerequisites & Notes** Calculus II or Linear Algebra, or permission of the department.  
Credits: 3

### **MA 509 - History of Mathematics**

This survey of the history of mathematics from the Ancient Egypt and Babylonia to the modern times focuses on the evolution of mathematical thinking as a part of the evolution of human culture. Students do mathematics from various epochs and explore mathematical ideas, methods and philosophies of various countries and societies. Students complete two individual projects during the course: a project on the life and work of a prominent mathematician in historical context, and a project following the development of a certain mathematical idea or concept through history. **Prerequisites & Notes** Calculus I  
Credits: 3

### **MA 511 - Calculus III**

The purpose of this course is to enrich and expand students understanding of calculus concepts beyond the levels of knowledge and competence acquired at the undergraduate level. Topics include coordinate geometry of multidimensional space, multivariable calculus, precise definition of the limit, infinite sequences and series, polar coordinates, and complex numbers. **Prerequisites & Notes** Calculus II  
Credits: 3

**MA 525 - Mathematical Problem-Solving and Modeling**

Students in this course hone their mathematical reasoning and communication skills by using a wide variety of mathematical skills and concepts to solve non-routine problems. The Extreme Principle, symmetry, Pigeonhole Principle, parity, and cross-over techniques are among the mathematical strategies used. In addition, students learn how to develop and analyze discrete mathematical models of phenomena from fields such as biology, business, sociology, and environmental studies and the parallels between discrete and continuous modeling. **Prerequisites & Notes** Calculus II and Discrete Mathematics Credits: 3

**MA 532 - Classical Geometries**

This course explores the structure of geometry as an axiomatic theory. The focus is on the role of axioms; geometric models; neutral geometry; Euclidean and non-Euclidean geometries; Euclidean, hyperbolic, and elliptic parallel postulates. The students will develop an understanding of the nature, principles and techniques of mathematical proofs and enhance their proof writing skills. Dynamic geometry software will be used for visualization of concepts and development of conjectures. **Prerequisites & Notes** Discrete Mathematics or permission of the department. Credits: 3

**MA 540 - Mathematical Statistics**

Topics in this course include the theory of probability; continuous random variables and their density functions; moments of distributions; binomial, Poisson, normal, gamma, beta, and exponential distributions; statistical inference by empirical methods; least-squares regression and correlation; chi-square and goodness of fit; and analysis of variance. There is an extensive use of technology. This course builds upon and challenges students beyond the levels of knowledge and competence acquired at the undergraduate level. **Prerequisites & Notes** Calculus II Credits: 3

**MA 553 - Abstract Algebra**

This course is an introduction to abstract algebraic structures including groups, rings, integral domains, division rings, and fields. The axiomatic approach to building mathematical theory will be applied throughout the course as students explore examples,

suggest conjectures, and prove theorems about these structures. Examples such as unitary groups, matrix groups, and polynomial rings will be discussed. Students will delve more deeply into the algebraic structure of our familiar number systems: the integer numbers, the rational numbers, the real numbers, and the complex numbers. **Prerequisites & Notes** Linear Algebra, Discrete Mathematics Credits: 3

**MA 565 - Concepts in Calculus**

The course requires preliminary knowledge of differentiating and integrating techniques and focuses on the conceptual aspects of calculus. It revisits the fundamental concepts of a function (defined in Cartesian, parametric, and polar systems), limit, derivative, tangency, definite and indefinite integrals, infinite sequences and series, and multivariable differentiation and integration. The concepts are viewed in the historical development; special attention is paid to the complementary impulses of mathematical precision and practical applicability. **Prerequisites & Notes** Calculus I and Calculus II Credits: 3

**MA 590 - Topics in Mathematics**

This course provides students with the opportunity to study an area of mathematics beyond the scope of other courses in this catalog. Examples include differential equations, coding theory, symbolic logic, numerical methods, mathematical voting theory, game theory, and applied geometry. **Prerequisites & Notes** Dependent on the particular topic. Credits: 3

**MA 610 - Topics in Mathematics Education**

This course allows students to explore selected issues and recommended practices in mathematics education in greater depth. Nationally recognized guidelines and state or regional initiatives will be addressed. Topics will be based on the instructor's expertise, students need, and current trends in education. Topics may include learning expectations and assessment at the local, state, and national levels; the teaching of mathematics to students with special needs; challenging the gifted students; school reform issues; curriculum development and alignment; and teacher mentoring/coaching. Credits: 3

**MA 700 - Directed Study**

This course centers on a student-initiated and planned exploration of a special topic. Credits: 3

**NSG 101 - Nursing Fundamentals**

Nursing 101 introduces the concepts and skills that are essential to the practice of professional nursing in varied settings. This course incorporates concepts that affect individuals throughout the lifespan, including caring, wellness, health promotion, teaching, communication skills and basic physical and psychosocial needs. Through guided classroom and clinical laboratory learning opportunities students are aided in developing the humanistic values central to cultural, spiritual, psychosocial, legal and ethical nursing practice. The nursing process organizes and frames class content with emphasis on development of effective nurse/patient relationships, basic clinical assessment skills and critical thinking skills. (Five credit theory: three credit clinical) (ASN and BSN course) **Prerequisites & Notes** BIO 105, BIO 106 BSN: BIO 201, ASN: BIO 201. Credits: 8

**NSG 102 - Care of the Adult I**

Nursing 102 introduces the student to the nursing management of the medical-surgical patient with health conditions in a variety of healthcare environments. The concepts of health promotion and disease prevention are emphasized to improve a patient's physical and psychosocial health. The nursing process provides a framework for learning and incorporates a holistic approach to nursing care. This course will include a variety of concepts such as pain and medication management, nutrition, lab, and diagnostic interpretation. Patient centered care, integrating the concepts of caring, safety, and competency will be provided to patients with health concerns through clinical and simulation experiences. (Five credit theory: four credit clinical) (ASN and BSN course). **Prerequisites & Notes** NSG 101 Credits: 9

**NSG 103 - Foundations of Pharmacology**

This course provides an introduction to the science of pharmacology with emphasis on the mechanisms of action, interactions, adverse effects, and nursing implications of each drug classification using a body systems approach. The course will include the

effects of drug therapy across the lifespan, cultural considerations, the role and responsibility of the nurse to provide safe, effective administration of drug therapy within a legal/ethical framework as outlined by the nursing process. (ASN Course). **Prerequisites & Notes** NSG 102  
Credits: 3

### **NSG 190 - Essentials of Community Health Nursing**

Students will be introduced to community and populations with a focus on health promotion and disease prevention. Opportunities will be provided for students to recognize how cultural and religious influences as well as social correlates of health impact wellness. The role of the community health nurse within a variety of settings will be explored. Community resources will be identified. (.5 credit theory, .5 credit clinical) (ASN course).

**Prerequisites & Notes** NSG 102  
Credits: 1

### **NSG 201 - Mental Health Nursing**

Nursing 201 presents the concepts used in psychiatric mental health nursing. Emphasis is placed on the therapeutic use of self and on nursing interventions which promote health and harmony. Students are introduced to a variety of treatment modalities and are guided in clinical experiences as they develop beginning competencies when caring for clients experiencing mental illness. (ASN course) (Two credit theory: one credit clinical).

**Prerequisites & Notes** NSG 102  
Credits: 3

### **NSG 202 - Care of the Childbearing Family**

Nursing 202 provides the evidence-based knowledge necessary to meet the comprehensive and continuing health care needs of the childbearing family. A holistic and mutually agreeable approach to the plan of care is emphasized, believing that pregnancy and childbirth are normal life processes. The student will apply the nursing process, develop competence, think critically, and remain sensitive to the various changes experienced by the family during the childbearing cycle. (Two credit theory: two credit clinical) (ASN and BSN course). **Prerequisites & Notes** BSN: NSG 102 ASN: NSG 102  
Credits: 4

### **NSG 203 - Care of the Adult II**

Nursing 203 builds upon knowledge obtained in all previous courses while maintaining a focus on the nursing care

of the adult. Emphasis is placed on promoting competence and confidence throughout the healthcare continuum as students continue to develop therapeutic relationships with adults of all ages and their families. The clinical laboratory experience is designed to promote critical thinking and problem-solving skills. Selected clinical experiences are provided to prepare students for the transition from nursing school to entry-level practice. (Five credit theory; five credit clinical) (ASN Course). **Prerequisites & Notes** NSG 103, NSG 190, NSG 201, NSG 202 and NSG 205 or approval of the Director  
Credits: 10

### **NSG 205 - Care of the Child**

Nursing 205 focuses on the unique experiences of children and their families as they cope with issues of health and illness in a variety of situations. The course is based on a philosophy of child care that respects children as individuals and yet views them as part of families and the world. Nursing 205 follows the child and family from the neonatal period through adolescence. The nursing process provides the means through which students learn to collect, organize, and analyze information as they work to develop therapeutic relationships with children and their families. (Two credit theory: one credit clinical) (ASN and BSN course). **Prerequisites & Notes** BSN: NSG 102 or ASN: NSG 102  
Credits: 3

### **NSG 206 - Professional Issues in Nursing**

This course enhances students' awareness of current issues and their impact on the nursing profession. Current issues include the changes in the health care delivery system, nursing education and health care policy. The focus of leadership theories and skills will be directed toward the role of the Associate of Science Degree nurse. Legal issues discussed will focus on the Nurse Practice Act. Students will be guided in preparation for the NCLEX-RN, entry into practice, career opportunities and professional growth. (ASN course). **Prerequisites & Notes** NSG 103, NSG 190, NSG 201, NSG 202 and NSG 205  
Credits: 1

### **NSG 222 - Pathopharmacology I**

NSG 222 is the first course of a two-course sequence, which integrates concepts from pathophysiology and pharmacology. Concepts of pharmacology are applied with

emphasis on the mechanism of action, interactions, adverse effects, and nursing implications of each drug classification using a body systems approach. Pathophysiological changes as a result of disease processes in the systems of the human body are explored. The course will include the effects of drug therapy across the lifespan, cultural considerations, the role and responsibility of the nurse to provide safe, effective administration of drug therapy within a legal/ethical framework as outlined by the nursing process. (BSN course) **Prerequisites & Notes** Co-requisite: NSG 102  
Credits: 3

### **NSG 223 - Pathopharmacology II**

The second course of a two-course sequence, integrates concepts from pathophysiology and pharmacology. Concepts of pharmacology are applied with emphasis on the mechanism of action, interactions, adverse effects, and nursing implications of each drug classification using a body systems approach. Pathophysiological changes as a result of disease processes in the systems of the human body are explored. The course will include the effects of drug therapy across the lifespan, cultural considerations, the role and responsibility of the nurse to provide safe, effective administration of drug therapy within a legal/ethical framework as outlined by the nursing process. (BSN course) **Prerequisites & Notes** NSG 222  
Credits: 3

### **NSG 302 - Health Policy and Politics**

This course prepares the student to act as an advocate on behalf of clients, families, communities, and health professionals. This course offers students of nursing and public health the opportunity to explore health care, political processes, and health-related issues through an analysis of legal concepts, decision-making and, ethical reasoning in examining health policies at state and federal levels. Students will attend selected organizational meetings to observe the policy process. This course is cross-listed with PH302. (RN-BSN course) **Prerequisites & Notes** RN licensure, NSG 404 and NSG 410 or approval of the Director  
Credits: 3

### **NSG 303 - Pathopharmacology in Acute and Chronic Disease**

The sciences of pathophysiology and pharmacology lay the foundation for RNs to develop evidence based patient centered plans of care. Across the life

span case scenarios for select diseases serve as a basis for the RN to apply acute and chronic pharmacological disease management within the role of the professional nurse. (RN-BSN course) **Prerequisites & Notes** RN licensure, NSG 404 and NSG 410 or approval of the Director  
Credits: 3

### **NSG 310 - Health Assessment**

Nursing 310 introduces the student to history taking with physical examination techniques of the client throughout the life cycle. The course focus is on the analysis of physical examination data so that the client's response to actual or potential health problems can be determined. (BSN and RN-BSN course) **Prerequisites & Notes** BSN: NSG 202 and NSG 205, RN-BS: RN licensure, NSG 404 and NSG 410 or approval of the Director  
Credits: 3

### **NSG 320 - Families and Health in a Multicultural Society**

Nursing 320 assists the student in gaining knowledge and skills necessary for professional nursing with families across the life span in a multicultural society. Students apply a holistic approach to family assessment using conceptual frameworks of family nursing and transcultural nursing. Goals of family nursing with the three levels of prevention are explored. Cultural variations in families are analyzed. Emphasis is placed on providing effective, culturally competent, family-centered care. Community agencies providing service to culturally diverse families throughout the life span will be identified. (RN-BSN course). **Prerequisites & Notes** RN licensure, NSG 404 and NSG 410 or approval of the Director  
Credits: 3

### **NSG 330 - Research Methods**

This course focuses on the elements of the research process, critical review of healthcare research, and the translation of research into the development of knowledge in healthcare disciplines. Students participate in a simulated research process through identification of a research problem, application of an appropriate theoretical framework, and a review of the literature. Students will suggest changes in healthcare practice based on research findings and discuss strategies for evaluation of outcomes. This course may be writing assisted. (BSN and RN-BSN course) **Prerequisites & Notes** An undergraduate statistics course is

required as a pre/co-requisite for all students.  
BSN: Pre/Co-requisite: PSY 204 or MA 110 and NSG 350  
RN-BS: RN licensure, Prerequisite: PSY 204 and NSG 302 and NSG 303 and NSG 310 and NSG 320 or approval of the Director  
PH: Prerequisite: PSY 204 or MA 110 and PH 101  
Credits: 3

### **NSG 350 - Community and Mental Health Nursing**

NSG 350 offers theory and practice in improving community and mental health advocacy and care of diverse individuals, families, groups, and communities. Building on public health theories addressed in PH 101, students will examine the health care system and its outcomes, opportunities for improvement, and the influences of policy, politics, and funding allocations. They will use a combined nursing process/public health framework to improve the mental and physical health of diverse populations at risk across the levels of prevention. Clinical practice will occur in a variety of primary care, community, and simulation laboratory setting. (5 credit theory; 4 credit clinical) (BSN course). **Prerequisites & Notes** NSG 202, NSG 205  
Credits: 9

### **NSG 379 - Quality and Informatics in Practice**

This course prepares nurses to incorporate informatics and quality improvement into nursing practice. This course enhances computer literacy skills and examines the value of technology in healthcare as a whole. The quality improvement (QI) process and overarching QI initiatives within the healthcare system such as preventable harm, best practice and patient satisfaction will be addressed. The relationship between informatics and quality improvement will be integrated throughout the course. (RN-BSN course) **Prerequisites & Notes** RN Licensure; NSG 330 and designated last course, faculty approval required.  
Credits: 3

### **NSG 404 - Leadership and Management in Health Care**

Nursing 404 focuses on organizational behavior theories and interpersonal skills. Emphasis is placed on management of human and fiscal resources in a variety of health care settings. Ethical and legal principles of leadership will be integrated throughout the course. (BSN and RN-BSN course)

**Prerequisites & Notes** BSN: NSG 430 or RN-BS: RN licensure; RIV 120 (or faculty approval)  
Credits: 3

### **NSG 409 - Community and Public Health Nursing**

This course provides the student with an understanding of the foundation of community/public health nursing. The course will examine issues affecting local and global populations. Care of special populations will be addressed across the lifespan. Population health issues such as epidemiology, communicable diseases, chronic health problems, substance use disorder, homelessness, environmental and societal violence and emergency preparedness will be viewed from multilevel perspectives. Students will assess a community develop a plan of care for primary, secondary, and tertiary prevention. Students will incorporate the nation's Healthy People initiatives in the classroom and through assignments. (RN-BSN course) **Prerequisites & Notes** RN licensure, NSG 302 and NSG 303 and NSG 310 and NSG 320 or approval of the Director  
Credits: 3

### **NSG 410 - Holistic Nursing**

Holistic Nursing integrates the art and science of caring and healing. This course provides an opportunity for students to reflect on their journey in living a healthy, dynamic, and inspired life. Students investigate the unity and relatedness of all aspects of living and dying with dignity and grace. The course awakens the healing potentials within oneself and others utilizing different strategies to strengthen the whole self in body, mind and spirit. Students experience personal and professional growth as they learn to trust themselves and others more openly thus creating a healing community of colleagues. Students will verify the meaning of a holistic perspective in their daily lives as well as in their clinical practice. (RN-BSN course) **Prerequisites & Notes** Pre/corequisite: RN licensure and RIV 120  
Credits: 3

### **NSG 430 - Care of the Acutely Ill Adult**

NSG 430 builds upon knowledge obtained in previous courses while maintaining a focus on the nursing management of the adult with acute health conditions. Emphasis is placed on promoting competence and confidence throughout the healthcare



continuum as students provide patient-centered care to adults and their families. This course will include concepts of various disease processes and will utilize the nursing process to develop and implement evidenced-based plans of care for the target population. Clinical and simulation experiences focus on integrating caring, safety and competency into the management of the acutely ill patient. (Five credit theory; three credit clinical) (BSN course). **Prerequisites & Notes** NSG 310 and NSG 350  
Credits: 8

#### **NSG 458 - Nursing Capstone**

This capstone course is the synthesis of previously learned knowledge and skills with a focus on transition to the role of the nurse. Emphasis is placed on quality and safety guidelines, standards of care and informatics competencies. Clinical and simulation experiences focus on transitioning to practice, synthesizing/organizing/prioritizing patient-centered care for the patient with complex health concerns. The student will engage in networking and advocacy to assist them in planning future career goals. This seminar further prepares the student transitioning into the nursing workforce by preparing for professional licensure. (Two credit theory; four credit clinical) (BSN course). **Prerequisites & Notes** NSG 430  
Credits: 6

#### **NSG 502 - Psychopharmacology**

This course provides knowledge of psychotropic medications for treating mental health clients, including children, adolescents, adults and older adults. Selection, monitoring, and assessment of psychotropic medications based on current research will be addressed. An additional focus will be to develop an understanding regarding neurobiological processes and the relationship to psychopathology and pharmacological intervention. **Prerequisites & Notes** Offered: Spring, Summer, Fall Semester  
Credits: 1

#### **NSG 510 - Advanced Family Nursing Theory I**

This course focuses on the health and health-related behaviors of adults and their families. The course provides theoretical and experiential learning relevant to the promotion and maintenance of health as well as the diagnosis and management of health problems common to adults in diverse healthcare settings. Nursing management of healthcare needs

through diagnostic health teaching, risk factor modification, and the use of pharmacologic and non-pharmacologic interventions is emphasized. Students are led to an understanding of the nature of the family and the influence of culture and values on health through lecture, discussion, and case presentations. **Prerequisites & Notes** BIO 504, NSG 516, NSG 517, NSG 518, NSG 602, NSG 606 Co-requisites: NSG 511 Offered: Spring, Fall Semester (Online), Spring Semester (Hybrid)  
Credits: 3

#### **NSG 511 - Family Nurse Practitioner Practicum I and Seminar**

This course focuses on the application of theory and research findings to the health and health-related problems of adults and their families. The diagnostic process of comprehensive assessment, problem identification and critical thinking, the selection of appropriate therapeutics including pharmacologic intervention, and the evaluation of outcomes are emphasized through supervised practice in a primary care role. Common health problems of the adult client are encountered in a learning environment which fosters the development of sound clinical judgment. The practicum comprises 120 clinical hours for two credits. The seminar is a one credit course that meets for 28 hours class time. **Prerequisites & Notes** BIO 504, NSG 516, NSG 517, NSG 518, NSG 602, NSG 606 Co-requisites: NSG 510 Offered: Spring, Fall Semester (Online), Spring Semester (Hybrid)  
Credits: 3

#### **NSG 512 - Advanced Family Nursing Theory II**

This course builds on Advanced Family Nursing Theory I and focuses on healthcare of infants, children and the childbearing family in diverse settings. Students will continue to develop their role by assessment and management of client healthcare needs. The role and function of advanced practice nurses in applying theory and using clinical judgment is evaluated. **Prerequisites & Notes** NSG 510 and NSG 511 Co-requisite: NSG 513 Offered: Spring, Fall Semester (Online), Fall Semester (Hybrid)  
Credits: 3

#### **NSG 513 - Family Nurse Practitioner Practicum II and Seminar**

This course focuses on the application of theory and research findings to the primary healthcare of childbearing

families. The course provides opportunities for students to assess, diagnose, and manage common health problems of infants, children, adolescents, and childbearing women in supervised practice. Preventive healthcare is emphasized. Selection and interpretation of diagnostic examinations common to ambulatory care, and the utilization of pharmacologic and non-pharmacologic interventions are addressed. The practicum comprises 240 clinical hours for four credits. The seminar is a one credit course that meets for 28 hours class time. **Prerequisites & Notes** NSG 510 and NSG 511 Co-requisite: NSG 512 Offered: Spring, Fall Semester (Online), Fall Semester (Hybrid)  
Credits: 5

#### **NSG 515 - Family Nurse Practitioner Practicum III and Seminar**

This course focuses on the application of theory and research findings to the primary care of families within the context of communities and the larger society which forms the social environment for healthcare. The course provides opportunities for students to assess the health of a client population, as well as individual and family health in a community-based setting. Students are expected to demonstrate progress toward autonomous practice in clinical decision making, selection of diagnostic and therapeutic strategies, and evaluation of outcomes. Transition to the role of the Family Nurse Practitioner is fostered under the guidance of preceptors in the practice setting. The practicum comprises 240 clinical hours for four credits. The seminar is a one credit course that meets for 28 hours class time. **Prerequisites & Notes** NSG 512 and NSG 513 Offered: Spring, Fall Semester (Online), Spring Semester (Hybrid)  
Credits: 5

#### **NSG 516 - Advanced Health Assessment**

This course focuses on the development of advanced nursing practice skills through comprehensive health history interviewing, physical assessment, and the identification and interpretation of selected diagnostic tests. The comprehensive client database is gathered and interpreted through application and synthesis of knowledge of the biological and social sciences. Theoretical content related to primary care, health behavior, and the role of the nurse in advanced practice settings is presented. This course should be taken immediately prior to the

student's first practicum semester.

**Prerequisites & Notes** *Offered Fall Semester (Hybrid Track), Spring, Summer, Fall Semester (Online Track)*  
Credits: 3

### **NSG 517 - Advanced Role of the Nurse**

Theoretical content related to primary care, health behavior, and the role of the nurse in advanced practice settings is presented. This course material will help to describe an integrated understanding of Advanced Practice Nursing which will provide clarity and structure for students regarding the Advanced Practice Role of the Nurse Practitioner. This course defines and strengthens the understanding of advanced practice nursing, its definitions, competencies, roles, and the issues facing advanced practice nursing. It will also address the potential opportunities and strategies to assist advanced practice nurses to take advantage of the uncertainty and complexity of the health care environment and to set the stage for the exploration of new roles for advanced practice nursing. **Prerequisites & Notes** *Offered: Spring, Summer, Fall Semester*  
Credits: 1

### **NSG 518 - Advanced Pharmacology**

This course focuses on developing the tools (knowledge, skills, attitudes, and competencies) needed by the advanced practice nurse to ensure that management of pharmacologic agents is based on sound therapeutic judgments and decision-making processes founded by knowledge of pharmacology. This course will cover pharmacodynamics and pharmacokinetics of drugs in persons both well and ill, as well as the relationship between the pathophysiology of disease particularly as it relates to pharmacotherapeutics across the lifespan. **Prerequisites & Notes** *Offered: Spring, Summer, Fall Semester*  
Credits: 3

### **NSG 520 - Advanced Psychiatric Nursing Theory I**

This course is designed to provide an introduction to advanced mental-health psychiatric nursing of patient populations across the life span through the synthesis of theories and clinical research from nursing, psychiatry, psychology and sociology. Major theoretical perspectives of personality development and psychotherapy will be presented and discussed with the

integration of relevant nursing interventions, DSM IV TR diagnostic codes, and relevant nursing diagnoses. Major psychiatric diagnoses will be reviewed with the aim of: 1) understanding their origin, 2) understanding their presentation and impact upon personal and interpersonal functioning, 3) identifying appropriate models of clinical intervention, 4) identifying appropriate psychopharmacological agents and their safe and efficacious utilization, and 5) identifying the educational needs of patients, their families, and healthcare professionals with regard to mental health issues. The role of the nurse as a psychotherapist and psychopharmacologist will be examined with an emphasis on the integration of the art and the science of "caring". **Prerequisites & Notes** BIO 504, NSG 502, NSG 516, NSG 517, NSG 518, NSG 602, NSG 606 Co-requisite: NSG 521 *Offered: Spring, Fall Semester*

### **NSG 521 - Advanced Psychiatric Nurse Practicum/Seminar I**

This course includes a practicum combined with a seminar and is designed to help the student integrate advanced clinical and theoretical material for patient populations across the life span related to: (1) developing psychotherapeutic relationships and skills in triage, crisis intervention, and individual therapy; (2) assessing, diagnosing, treatment planning, and evaluation of outcomes with individuals in triage, crisis intervention and individual therapy; and (3) application of knowledge of psychopharmacology to the patient situation. **Prerequisites & Notes** BIO 504, NSG 502, NSG 516, NSG 517, NSG 518, NSG 602, NSG 606 Co-requisite: NSG 520. *Offered: Spring, Fall Semester*  
Credits: 3

### **NSG 522 - Advanced Psychiatric Nursing Theory II**

This course will provide students with cognitive and experiential learning for patient populations across the life span in the areas of group dynamics, group psychotherapy, family systems theory and family therapy. General Systems theory will be presented for understanding the forces which operate within groups and families, with special application to therapeutic groups and family therapy. Group dynamics in educational settings will also be discussed with emphasis upon facilitating optimal learning experiences. Significant tasks and responsibilities of the group and family therapist will be

identified. Major models of group and family therapy will be introduced with emphasis on the use of interactional brief approaches appropriate to a variety of nursing settings. Ethical issues confronting group members and therapists will be discussed.

**Prerequisites & Notes** NSG 520, NSG 521 Co-requisites: NSG 523. *Offered: Spring, Fall Semester*  
Credits: 3

### **NSG 523 - Advanced Psychiatric Nurse Practicum/Seminar II**

This course includes a practicum combined with a seminar and is designed to help the student integrate advanced clinical and theoretical material for patient populations across the life span related to: 1) developing psychotherapeutic relationships and skills in the modalities of milieu, group, family and couple's therapy; 2) assessing, diagnosing, treatment planning, and evaluation of outcomes with emphasis on individuals referred to milieu, group, family and/or couple's therapy; and 3) application of knowledge of psychopharmacology to patients across the life span. **Prerequisites & Notes** NSG 520, NSG 521 Co-requisite: NSG 522 *Offered: Spring, Fall Semester*  
Credits: 4

### **NSG 525 - Advanced Psychiatric Nurse Practicum/Seminar III**

This course includes a practicum combined with a seminar and is designed to help the student integrate advanced clinical and theoretical material for patients across the life span related to various types of complex issues in assessment and therapies in the advanced psychiatric nursing practice role. The practicum and seminar content will be determined by the faculty and student in relation to the course objectives combined with the student's experience, achievements and career goals. Using experience from the students and faculty, the seminar will focus on case material interwoven with theory with a major focus on complex assessment, diagnostic and treatment issues to include medication. The combined clinical experience and seminar will cover issues essential in preparation for the advanced practice role. **Prerequisites & Notes** NSG 522 and NSG 523 *Offered: Spring, Fall Semester*  
Credits: 5

**NSG 550 - Curriculum Development in Nursing**

This course will focus on the seven essential components of a nursing program: structure and governance, material resources, students, faculty, curriculum, and evaluation. Using nursing case studies, lecture, and discussion methodologies, students will be guided through a process of faculty role development, as they investigate concepts, discover relationships, plan educational units, and evaluate outcomes. **Prerequisites & Notes** Offered: Fall Semester Credits: 3

**NSG 552 - Technology in Nursing Education**

This course, appropriate for nurse educators and nurse leaders, examines the role of technology in the curriculum and its impact on nursing education. Student will apply the modern technologies and principles of curriculum development in producing programs of instruction. This course focuses on how to integrate technologies into teaching and to use them to facilitate student learning. This course is organized around best practices such as promoting active learning, respecting students' diverse ways of learning, fostering collaboration among the students, and providing rich and rapid feedback. Nurse educators will find resources for attaining curriculum goals of integrating health information technology, informatics, and information literacy into the curriculum; harmonizing generational differences among students with varying abilities to use technology; developing self-directed learners, and assuring that all students learn how to acquire and use information necessary for clinical practice. Of particular interest is the emphasis on the use of health information technologies for enhancing patient care, clinical decision making, and promoting patient safety.

**Prerequisites & Notes** Offered: Spring Semester Credits: 3

**NSG 553 - Introductory Nursing Education Practicum/Seminar**

This course provides the opportunity for students to apply theories of caring, teaching-learning, and nursing as they are socialized to the role of the nurse educator. With the supervision of a preceptor in selected agencies, students acquire beginning skills in developing teaching plans, identifying appropriate teaching strategies, and communicating information in formal

teaching-learning situations. Students are placed in agencies that offer the opportunity for teaching adult learners in academic nursing programs, continuing education, and clinical teaching with practicing nurses in various educational settings. Using academic resources, the student composes bibliographic support for instructional topics, and uses contemporary classroom technologies as instructional materials. A two-hour seminar provides opportunities for students to share their practicum experiences, improve communication skills in presentations and discuss theoretical and practical issues relevant to nursing education. The practicum comprises 120 clinical hours. The seminar is one credit. **Prerequisites & Notes** NSG 550 NSG 552 NSG 615 NSG 616 Offered: Fall Semester Credits: 3

**NSG 555 - Advanced Nursing Education Practicum/Seminar**

This course prepares the student for practice as a nurse educator through planning, implementing and evaluating instructional units in selected settings with the guidance of a nurse educator preceptor. The course focuses on real-world teaching experiences which provide opportunities for students to refine skills in designing learning experiences for learners with a variety of learning needs and abilities. With supervision by preceptor and faculty, students develop evaluative criteria useful in assessing educational effectiveness, perform as instructors in didactic and laboratory settings and participate in self and peer evaluation. Feedback from learners, preceptor, peers and faculty is used to adapt and improve teaching strategies. The practicum comprises 180 clinical hours. The seminar is one credit. **Prerequisites & Notes** NSG 553. Offered: Spring Semester Credits: 4

**NSG 561 - Advanced Nursing Leadership I**

The focus of this course is the analysis of leadership and management within complex health care systems. Principles and application of management processes will be explored, including planning, organizing, leadership and decision-making. Emphasis is placed on the evaluation and integration of research findings from business and nursing service perspectives. Importance is placed on systematic investigation of nursing situations to discriminate between clinical problems, leadership and management issues.

Students focus on complexity science, refinement of the functional roles, planning ethical and legal issues, problem analysis and program development. **Prerequisites & Notes** Co-requisite: NSG 562 Offered: Fall Semester Credits: 3

**NSG 562 - Advanced Nursing Leadership I Practicum**

The focus of this course is on promoting the coordination and integration of organizational components through the development of organizational assessment and judgment skills, the analysis of management problems and the use of management plans in a variety of health systems. The application of advanced knowledge, theory and relevant research is emphasized. The Scope and Standards for Nurse Administrators provides a conceptual framework for educating and developing nurses in the professional practice of administrative nursing and health care. **Prerequisites & Notes** Co-requisite: NSG 561 Offered: Fall Semester Credits: 2

**NSG 563 - Advanced Nursing Leadership II**

This course focuses on promoting adaptation of optimal delivery of nursing services through human systems interactions. Theories of decision-making, change, conflict management, risk management, and relevant research findings provide the framework for exploring the process of change. Budget, quality assurance, performance appraisal, strategic planning, staffing and scheduling, managing a culturally diverse workforce, and ethical/legal issues are also addressed. The application of nursing and health care informatics is emphasized.

**Prerequisites & Notes** NSG 561, NSG 562 Co-requisite: NSG 564 Offered: Spring Semester Credits: 3

**NSG 564 - Advanced Nursing Leadership II Practicum**

Students will experience the role of the leader in a health care setting where nursing leadership and management are practiced in health systems. Student placements are based on individual interest, goals and learning needs. The development and application of conceptual models in the practice setting is explored as advanced knowledge is synthesized.

**Prerequisites & Notes** Co-requisite:

NSG 563 *Offered: Spring Semester*  
Credits: 2

### **NSG 601 - Quality Healthcare Improvement**

This course focuses on the knowledge and skills required to assure high quality, safe, and efficient family health care outcomes in a variety of practice settings. The PDCA (plan, do, check, and act) cycle for identifying need and planning change will be integral to course work. Current health policy including the impact of the PPACA as they relate to safe, high quality, effective, equitable, patient centered and efficient care will be addressed. Interdisciplinary team work, collaboration, and positive practice environments will be studied and assessed. Strategies for assuring accountability and reliability in care processes will also be studied, as well as considering healthcare access and cost. The work of key national and international regulatory, discipline specific and quality/safety oriented professional associations will be reviewed. **Prerequisites & Notes** *Offered: Spring, Summer, Fall Semester*  
Credits: 3

### **NSG 602 - Evidence-Based Practice in Nursing & Healthcare**

This course will focus on the comprehensive framework of criteria for the evaluation of reports of nursing research. The framework will incorporate the components of conceptual, theoretical and empirical structures for nursing research. The course focus will be on evaluation and synthesis of research rather than the conduct of original research. **Prerequisites & Notes** *Offered: Spring, Summer, Fall Semester*  
Credits: 3

### **NSG 606 - Research Capstone Advisement**

This course provides the opportunity for graduate nursing students to develop a project with faculty guidance. The completion of a project is a requirement of the graduate nursing program for all students who do not select the thesis option. Projects may include such activities as completion of a scholarly paper, i.e., integrative review of the literature; a proposal for an innovative program of health service delivery; a pilot study for an original research proposal; or other scholarly projects which demonstrate the student's critical thinking, creativity, and scholarship. Projects are developed with direction from faculty, and are completed by

students working independently. **Prerequisites & Notes** *NSG 602 Offered: Spring, Summer, Fall Semester*  
Credits: 2

### **NSG 610 - Advanced Health Policy**

This course is designed to empower the advanced nursing student with the tools to influence health policy as a nurse leader and patient advocate. The course will analyze the legal, ethical, cultural and social issues inherent in policy development. Students will consider the many dimensions of the present health care crisis, such as cost, access, equity, quality, globalization and provision of care to diverse populations across the lifespan and select a health policy issue of interest. The student will complete an immersion experience to further their understanding of the issue and will analyze the policy in written, graphic and oral forms. **Prerequisites & Notes** *Offered: Spring, Summer, Fall Semester*  
Credits: 3

### **NSG 615 - Advanced Health Assessment for Nurse Educators**

This course focuses on the advanced health assessment skills of the master's prepared nurse. Emphasis is on comprehensive data collection, health risk appraisal, developmental and family/systems assessments, and advanced physical assessment relative to the Nurse Educator or Nurse Leader roles. Course topics include acute and chronic illness, genetics, cultural and spiritual needs, documentation standards, health literacy, and principles of teaching and learning. Additional focus on the decision-making process related to normal and abnormal health status of individuals and diverse populations is included. **Prerequisites & Notes** *Offered: Fall Semester*  
Credits: 3

### **NSG 616 - Assessment and Evaluation in Nursing Education**

This course helps future educators measure and evaluate the level of learning their students have achieved and presents fundamental concepts of what constitutes reliable tools and rubrics for measuring students' classroom and clinical performance. It explains how to develop a test blueprint, assemble, administer, write and score all types of tests and test questions, and analyze tests and test performance for both classroom and clinical evaluation. Concerns such as academic honesty, cheating, and maintaining test security throughout the testing process are discussed as well as guidelines for

detering cheating on both paper and pencil and online exams are included. This course offers strategies for evaluating higher cognitive levels of learning (Blooms Taxonomy) and for evaluating written assignments with scoring rubrics. In addition, it explores important social, ethical and legal issues associated with testing and evaluation. Evaluation strategies used by nurse educators are discussed as well as how they balance the aspects of admission, progression, and retention to ensure good program outcomes. **Prerequisites & Notes** *Offered: Spring Semester*  
Credits: 3

### **NSG 620 - Biostatistics for the Health Sciences**

This graduate level course will provide students with a broad overview of biostatistical methods and concepts used in the health sciences. The emphasis is on interpretation and concepts rather than calculations or mathematical details. Statistical formulas will be kept to a minimum. An objective is to provide students with an ability to read the scientific literature in order to critically evaluate study designs and methods of data analysis. Basic concepts of statistical inference including hypothesis testing will be reviewed. Specific topics will include levels of measurement, frequency distributions, power analysis, reliability and validity and correlations. Additional topics will include linear regressions, t-tests, ANOVA, and Chi-Squared analysis. Examples of statistical methods will be drawn from the current biomedical literature. **Prerequisites & Notes** *Offered: Spring, Summer, Fall Semester*  
Credits: 3

### **NSG 700 - Directed Study**

The Directed Study in Nursing provides students with the opportunity to explore a unique project not otherwise available in the curriculum. **Prerequisites & Notes** Permission of Graduate Nursing Education Program Director required. *Offered: Spring, Summer, Fall Semester*  
Credits: variable

### **NSG 715 - Leadership Capstone Practicum**

This course is designed to for those students who enter the DNP Systems Leadership Track with less than 500 supervised practicum hours earned in their Master's program. Working with the Program Director, students will develop individualized goals working under the direction of a nurse leader, in

the area of information systems, nursing leadership, data driven decision making or any other health-care topic that designed to improve population health outcomes or decrease the per capita cost of healthcare. Under advisement of the DNP Program Director, students may enroll in 2-4 credits per semester, repeated to a maximum of 8 credits total or until 500 supervised practicum hours have been earned. **Prerequisites & Notes** *Offered: Spring, Summer, Fall Semester*  
Credits: 2-4

#### **NSG 800 - Scientific Foundations for Practice**

This course will take a practical approach to the application of nursing theories and discuss the philosophy of science, foundations of knowledge and development, and how to integrate and disseminate knowledge in advanced practice nursing. Interdisciplinary theories will also be discussed, with an emphasis on the advanced practice nurse's role on interdisciplinary patient care team. **Prerequisites & Notes** *Offered: Fall Semester*  
Credits: 3

#### **NSG 802 - Interpretation of Quantitative Research for Healthcare**

The foundational concepts of this course are designed to assist the advanced practice nurse become proficient in the reading and interpretation of quantitative health sciences research. Statistical concepts related to the health sciences will be included, to promote synthesis of the data and direct application to improved patient outcomes or practice change. Students are expected to demonstrate understanding of quantitative concepts by interpreting both individual and group quantitative research studies. Students learn to identify the particular analysis required and how to interpret the results of an array of commonly used quantitative methods. A graduate course in fundamentals of research, methods and design, or statistics within the last three years is recommended prior to this course. **Prerequisites & Notes** *Offered: Summer Semester*  
Credits: 3

#### **NSG 805 - Health Research Methods**

This course builds on student's understanding of scholarly inquiry, knowledge generation, research design methods and research utilization as best practices in health care. Specifically the course objective will focus on critically evaluating a research study design, the data collection

process, the analysis and the presented interpretation of the results as it related to the potential improvement of patient outcomes. **Prerequisites & Notes** *Offered: Spring Semester*  
Credits: 3

#### **NSG 810 - Epidemiology in Advanced Practice Nursing**

This course introduces students to the study of diseases and ill health through patterns of occurrence in human populations. The approaches of epidemiology in estimating the burden of disease, and in evaluating primary, secondary, and tertiary prevention strategies are analyzed. Statistical concepts related to epidemiological research is explored. **Prerequisites & Notes** *Offered: Spring Semester*  
Credits: 3

#### **NSG 815 - Evidence Based Leadership Practices**

This course will focus on translating research evidence into quality practices that improve patient outcomes. A unique integrative, collaborative approach will be used to apply critical appraisal of the research process. Three sections of scholarship are included: critical appraisal of research to support scholarship, scholarship of administrative practice, and scholarship of clinical practice. **Prerequisites & Notes** *Offered: Fall Semester*  
Credits: 3

#### **NSG 895 - Doctor of Nursing Practice Scholarly Project Practicum**

Doctor of Nursing Practice students are required to complete a clinical scholarly project in order to meet the program requirements and be eligible for graduation. The DNP Scholarly Project is a project that brings together the practice and scholarship aspects of the Doctor of Nursing Practice degree. It is designed to address complex practice issues that affect groups of patients, healthcare organizations, or healthcare systems utilizing informatics, technology, and in-depth knowledge of the clinical and behavioral sciences. The clinical scholarship required in the DNP Scholarly Project reflects mastery and competency in the student's area of expertise.

Over the four clinical practicum semesters a DNP student will form a Scholarly Project Team, minimally including the student, a faculty guide, and an external expert who has expertise in the student's identified topic of interest. Under the direction of the approved Scholarly Project Team, the

student will develop, implement, evaluate and disseminate a sustainable, evidence-based project targeted to improve patient safety and quality of care, in a complex healthcare system. There will be one on campus Seminar required each semester while enrolled in NSG 895.

Students enrolled in NSG 895 will continue this course until completion of their scholarly project. The student will be required to enroll in the course a minimum four times, a total of 12 credits. Additional enrollment into the practicum for varied credits (1-3) will be allowed at the discretion of the Program Director until completion of the scholarly project. **Prerequisites & Notes** 12 Credits required for program completion. Students must enroll in 3 credits per semester until 12 credits are earned; then may enroll in 1-3 credits at the discretion of the Program Director until the DNP Scholarly Project is completed.  
Credits: 12

#### **NSG 900 - APRN Re-Entry Clinical Practicum**

This course focuses on the application of theory and research findings to the primary care of families within the context of communities and the larger society, which forms the social environment for health care. The course provides opportunities for students to assess the health of a client population, as well as individual and family health in a community-based setting. Students are expected to demonstrate progress toward autonomous practice in clinical decision-making, selection of diagnostic and therapeutic strategies, and evaluation of outcomes. Re-introduction to the role of the Family Nurse Practitioner is fostered under the guidance of preceptors in the practice setting. **Prerequisites & Notes** Permission of Graduate Nursing Education Program Director required. *Offered: Spring, Summer, Fall Semester*  
Credits: variable

#### **PH 101 - Introduction to Public Health**

This course provides a comprehensive overview of the basic principles of public health, using a cross-cutting systematic approach that incorporates a historical and modern day perspective on examining disease causation, social determinants of health, epidemiology and prevention interventions for individual and population-based care. **Prerequisites & Notes** *Offered: Fall*

Semester  
Credits: 3

### **PH 125 - Environmental Health**

This introductory course focuses on the physical, biological and human factors that affect the natural and built environment and the impact of these factors on the health of individuals and communities. This course reviews global environmental concerns that address occupational health and safety, air and water quality, food safety, sanitation and environmental justice.

**Prerequisites & Notes** PH 101  
Credits: 3

### **PH 201 - Epidemiology in Public Health**

This course examines the historical and current uses of epidemiology and the links between data, epidemiologic analysis, patterns of disease and injury in identifying public health problems, disease patterns and the evaluation of effective interventions. **Prerequisites & Notes** PH 101 *Offered: Spring Semester*  
Credits: 3

### **PH 202 - Health Systems and Services**

This course explores the public health professionals' role in health care and the public health workforce with special emphasis on managed care, organizational health care, public health systems, public health services and access to care at national and international levels. **Prerequisites & Notes** PH 101  
Credits: 3

### **PH 203 - Public Health Seminar**

This course offers a forum for presentations and case studies on environmental health, food safety, disease outbreaks and health issues across the lifespan. These significant health issues will be taught by public health officials with expertise in these areas. Discussions will assist students in connecting theory to practice. **Prerequisites & Notes** PH 101  
Credits: 3

### **PH 204 - Health Promotion, Marketing & Communications**

This interactive course investigates communication theory and techniques, and marketing concepts utilizing mass media strategies to produce effective public health promotion messaging. **Prerequisites & Notes** PH 101  
Credits: 3

### **PH 214 - Public Health Internship I**

This course offers students the opportunity to apply basic public health knowledge gained in the classroom to a project in their area of interest. The students will work with public health practitioners or researchers in a public health work setting. The students will complete a minimum of 40 hours on the project per credit. **Prerequisites & Notes** Approval of the program Director.  
Credits: 1-6

### **PH 225 - Introduction to Quantitative Public Health Data Management**

This course focuses on the creation, management and analysis of quantitative public health data sets. Students will become familiar with software packages that are used for data entry, cleaning, analysis, and presentation. Software packages that may be used in the class include EpiInfo, MS Access, SPSS, and/or SAS. Concepts that will be covered include form creation, data entry, quality control, programming skills, and effective presentation of public health data. **Prerequisites & Notes** PH 101 and undergraduate statistics *Offered: Spring Semester*  
Credits: 3

### **PH 302 - Health Policy and Politics**

Health Policy and Politics prepares the student to act as an advocate on behalf of clients, families, communities, and health professionals. This course offers students of nursing and public health the opportunity to explore health care, political processes and health related issues through an analysis of legal concepts, decision-making and ethical reasoning in examining health policies at state and federal levels. Students attend selected organizational meetings to observe the policy process. **Prerequisites & Notes** PH 101.  
Credits: 3

### **PH 304 - Food Safety and Hygiene**

This course surveys food safety practices, food borne illnesses/outbreaks and the importance of hygiene practice with safe food handling for preserving population health. **Prerequisites & Notes** PH 101  
Credits: 3

### **PH 313 - Public Health Internship II**

This course offers students the opportunity to apply their public health knowledge and skills to a project in their area of interest. Students will work in one or more of the essential services of public health. The students will work with public health practitioners or

researchers in a public health work setting and will complete a minimum of 40 hours on the project per 1 credit. **Prerequisites & Notes** Approval of the program director.  
Credits: 1-6

### **PH 320 - Nutrition: A Public Health Perspective**

This course will introduce students to the factors that influence the nutritional status of a population. Students will learn basic concepts of human nutrition, examine the role of nutrition in relation to chronic disease prevention, and learn how to identify and critically evaluate sources of nutrition information. Issues related to food policy, sustainability, and food industry practices will also be addressed. **Prerequisites & Notes** PH 101. *Offered: Spring Semester*  
Credits: 3

### **PH 330 - Public Health Research**

This course focuses on the elements of the research process, critical review of healthcare research, and the translation of research into the development of knowledge in healthcare disciplines. Students participate in a simulated research process through identification of a research problem, application of an appropriate theoretical framework and a review of the literature. Students will suggest changes in healthcare practice based on research findings and discuss strategies for evaluation of outcomes. This course may be writing assisted. **Prerequisites & Notes** PH 101, undergraduate Statistics course *Offered: Fall Semester*  
Credits: 3

### **PH 336 - Public Health Emergency Preparedness**

This course highlights approaches to national and international threats to health, issues of preparedness, response to natural disasters and innovative approaches to addressing health problems across the globe. **Prerequisites & Notes** PH 101  
Credits: 3

### **PH 400 - Global Health and Health Disparities**

The course addresses public health issues of national and international importance. The focus areas include HIV, poverty, and exploring health disparities of vulnerable populations including women, infants and children. Measuring health and socio-economic development (equity and social justice) are explored in conjunction with examining approaches to reducing morbidity and mortality. **Prerequisites**

**& Notes PH 101**  
Credits: 3

**PH 402 - Program Planning and Evaluation**

This course examines the elements of program development through identifying risk factors, analyzing data sets, reviewing cost effective interventions and program effectiveness using community assessment models for program planning and evaluation.  
**Prerequisites & Notes** PH 101  
Credits: 3

**PH 404 - Communicable Diseases and Non-Communicable Diseases**

This course is an exploration of prevention, detection and control of communicable diseases, non-communicable diseases (diabetes, hypertension, cancer, obesity), unintentional injury and violence.  
**Prerequisites & Notes** PH 101  
*Offered: Fall Semester*  
Credits: 3

**PH 425 - Directed Study**

This course is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in listed course offerings.  
**Prerequisites & Notes** Permission of department required. Senior and qualified junior majors only.  
Credits: 3

**PH 495 - Public Health Internship/Capstone**

This course offers students the opportunity to explore areas of interest in public health practice in local, state, national or international levels. The capstone project must meet the approval of the Program Director and Dean. 175 hours. **Prerequisites & Notes** Permission of Program Director required. Seniors and qualified juniors only.  
Credits: 6

**PH 501 - Public Health: a Population-based Approach**

This course explores the paradigm shift of traditional public health practice approaches to the incorporation of a population-based framework. Students will explore the concept of the social determinants of health, principles of health equity and the importance of using an equity framework in program design. Students will have the opportunity to have a hands on approach through various immersion experiences in designated community-based agencies. 2.5 theory credits and

.5 immersion credits (30 hours).  
Credits: 3

**PH 504 - Communicable & Non-Communicable Disease Epidemiology**

This course provides students with a global perspective of the epidemiology of communicable diseases, covering methods of infectious disease epidemiology and the "new" public health environment of chronic diseases. Students will apply epidemiologic principles to examine the molecular mechanisms for disease pathogenesis and relevant epidemiologic issues of prevention and control of communicable and non-communicable diseases. Students will have the opportunity to have a hands on approach through various immersion experiences in designated public health agencies. 2.5 theory credits and .5 immersion credits (30 hours).  
Credits: 3

**PH 510 - Behavioral Health & Health Promotion**

This course examines how theory informs health promotion and public health practice, and health behaviors in the context of 21st century public health. Students will gain a theoretical and conceptual perspective of the public health research and practice that informs models of health promotion. Using an applied learning approach, students will evaluate theory-based public health programs and link principles to practice. Students will have the opportunity to have a hands on approach through various immersion experiences in designated agencies. 2.5 theory credits and .5 immersion credit (30 hours).  
Credits: 3

**PH 520 - Public Health Genomics & Informatics**

This course focuses on the emerging field of public health genomics and the role genomics plays in trending the leading causes of death in the United States. Students will investigate the interaction of diseases, the environment, and behavioral risk factors in relation to public health genomics as a means of improving public health outcomes. Students will also explore the dynamics of integrating informatics data.  
Credits: 3

**PH 530 - Environmental Health**

This course frames the impact of environmental influences on health and well-being. Addressing public health

aspects of environmental issues, students will be exposed to the fundamental science and methods of environmental health; regulatory domains of environmental health law; environmental hazards, such as toxins, chemicals and natural biohazards; occupational health; and the hazards of living in the natural world. Students will have the opportunity to have a hands on approach through various immersion experiences in designated communities. 2.5 theory credits and .5 immersion credits (30 hours).  
Credits: 3

**PH 550 - Global Health**

This course will allow students to apply principles of population-based public health approaches to understand and develop sustainable solutions to complex global health challenges. Using case-based and problem-based learning approaches students will apply system-level thinking, critical thinking and problem-solving skills during interactive lectures that utilize multimedia resources.  
Credits: 3

**PH 575 - Practicum & Seminar**

Practicum experiences expose students to the complexity of population-based public health practice in the "real world". Students will be able to integrate, apply and synthesize knowledge through experiential activities in the public health work environment. Sites may include local and state public health agencies, local non-profits, community-based organizations, state associations, hospitals and community clinics. All students are expected to complete 125 hours of practicum work experience in a structured setting with agency leadership support. Students will have defined project oriented work assigned to them as agreed upon by the student and the agency. Students will need to produce a tangible deliverable to satisfactorily complete the practicum experience. This may include a draft proposal; literature review; analysis/evaluation of agency program; report on significant participation of or development of an event; creation of a public service announcement, brochure, flyer and/or media release. Students will also be required to participate in weekly online seminars to share lessons learned. A final oral presentation of the experience and product as well as an evaluation of the experience is required.  
**Prerequisites & Notes** *Offered: Spring Semester*  
Credits: 4

**PHI 205 - Theories of Ethics**

What makes an action morally good or bad? This course is designed to be a comparative study of the major classical, modern, and contemporary ethical theories concerning the origin and nature of moral value.

Credits: 3

**PHI 209 - Contemporary Moral Issues**

This course is an examination of the moral and legal ramifications of various prominent contemporary issues worked out against the background provided by ethical theory. Topics for consideration include: abortion, euthanasia, capital punishment, war and peace, terrorism, violence, sexuality, discrimination, animal rights, world hunger, and the environment.

Credits: 3

**PHI 223 - Technology, Values, and Society**

This course is a study of the history and philosophy of technology, that examines the nature of technology, its impact on society, and its implications for a broad range of social and moral values.

Topics for consideration include: biomedical technology, computer and information technology, technological risk, technology and the environment, technology and gender, and technology and public policy.

Credits: 3

**PHI 341 - JYS: Ethics and Technology**

This course examines moral, legal, social and policy implications of emerging and converging technologies in the twenty-first century. Controversies that arise at the intersection of computer/information technology and biotechnology are a focus of discussion. These controversies include the "global information divide" and unequal access to technologies that affect vital human resources. Writing assisted.

**Prerequisites & Notes** Fulfills the Junior Year Seminar general education requirement.

Credits: 3

**PHY 101 - Introduction to Physical Science**

This course introduces students to fundamental concepts in the physical sciences. Examples from everyday life are used to identify and promote an understanding of some basic principles that govern the physical world. Logical reasoning, critical thinking, modeling, and communication skills are emphasized. **Prerequisites & Notes**

*Offered: when needed.*

Credits: 4

**PHY 103 - Everyday Science**

This is a web-based core science course intended to clarify misconceptions, extend the science knowledge base and apply scientific reasoning to answer questions from everyday life. Basic academic skills will be emphasized. It is completely delivered over the Internet.

**Prerequisites & Notes** Rivier University entrance requirements, good research skills and the ability to work independently. *Offered: summer term 1*  
Credits: 3

**PHY 105 - Crazy Ideas and Scientific Theories**

This is a web based core science course which will expose students to some modern ideas that have been proposed as scientific theories, provide a way to evaluate whether an idea has merit as a scientific theory, and give the student a framework to evaluate which of two competing theories has more merit. Basic skills, such as logical reasoning and academic writing, will be emphasized. It is completely delivered over the Internet. **Prerequisites & Notes** Rivier University entrance requirements, good research skills and the ability to work independently.

*Offered: fall every other year (upcoming fall 2023)*

Credits: 3

**PHY 107 - Investigating our World**

In PHY107 students will explore physical phenomena, develop questions from the exploration, organize experimentation, collect data, present results, and make sense of the overall endeavor. Common phenomena that are easily accessible with readily available materials will be investigated. Basic physical science content will be infused throughout the course.

Assignments about teaching and learning science will also be required.

**Prerequisites & Notes** *Offered: spring semester*

Credits: 4

**PHY 111 - Physics I**

PHY111 is the first course in a two-semester, algebra-based sequence that covers fundamental principles of physics. Topics include: kinematics, forces in static and dynamic equilibrium, force and acceleration, rotational motion and centripetal forces, torque, work and energy, conservation of linear and rotational energy, conservation of momentum, oscillatory motion, sound,

and other selected topics.

**Prerequisites & Notes** Two years of high school mathematics--algebra and above. *Offered: every other year*  
Credits: 3

**PHY 111L - Physics Laboratory I**

This laboratory course develops an understanding of concepts covered in PHY 111 through experimentation.

**Prerequisites & Notes** Corequisite: Accompanies PHY 111; one three-hour lab per week. *Offered: every other year*  
Credits: 1

**PHY 112 - Physics II**

PHY112 is the second course in a two-semester, algebra-based sequence that covers fundamental principles of physics. Topics include: electrostatics, electricity, magnetism, nuclear physics, optics, and other selected topics.

**Prerequisites & Notes** PHY 111

*Offered: spring every other year*

Credits: 3

**PHY 112L - Physics Laboratory II**

This laboratory course develops an understanding of concepts covered in PHY 112 through experimentation.

**Prerequisites & Notes** Corequisite: Accompanies PHY 112; one three-hour lab per week. *Offered: spring every other year*

Credits: 1

**POL 218 - Women in Politics**

This is a course on women in politics throughout history and today. Top themes addressed will be definitions of women and gender, the political representation of women, and regional comparisons. We are an institution founded by and for women and two-thirds of our student body are women. Additionally, women's involvement in politics is relevant because of an increase of woman leaders around the world.

Credits: 3

**POL 220 - Comparative Elections, Parties, and Voting**

This is a course on elections, political parties, and voting behavior. Top themes addressed will be different electoral systems and party systems, why and how people vote, and regional comparisons. 2020 is an election year in the U.S., and a class about elections, voting, and political parties is highly relevant to students' lives as they watch the presidential election. Considering the increasing divisiveness in American politics over recent years, it is important for students to understand the history and legacy of our electoral systems and



how they can affect political discourse and the quality of democracy.

Credits: 3

### **POL 235 - Democratic Transitions**

The course examines the interaction between domestic and international factors in bringing about democratic transitions. By considering numerous examples in a variety of countries and continents, this course will also focus on how authoritarian regimes breakdown and when democratic consolidation occurs.

Credits: 3

### **POL 250 - Introduction to Political Science**

This course is a study of fundamental problems of political science and a comparison of various political systems, institutions, and political processes.

Credits: 3

### **POL 252 - U.S. Federal, State and Local Government**

This course provides an introduction to the government of the United States at the national, state, and local level with an emphasis on the structures and institutions of government as well as the background of federal-democratic processes, public opinion, voting behavior, pressure groups and political parties.

Credits: 3

### **POL 292 - Comparative Politics**

This course is an analysis of the processes and functions found in different political systems. The politics of selected countries representing different levels of development are examined.

Credits: 3

### **POL 294 - International Relations and Politics**

This course is a study of the behavior of states in their relation with each other in view of providing an understanding of causes of war and the conditions of peace. Topics covered include origins of the modern international system, the Cold War and beyond, evolution of the world economy, the global transformation and fragmentations, international security, and international law and organizations.

Credits: 3

### **POL 307 - United States Foreign Policy in the Twentieth Century**

This course investigates the major developments in U.S. foreign relations in the twentieth century. Students will discuss the emergence of the United

States as a world power and investigate U.S. involvement in two World Wars and the results of that involvement.

Credits: 3

### **POL 315 - Modern China**

This course provides a history of China from the Opium Wars to the present. It explores the political, economic, social, and intellectual upheavals which constitute recurrent elements in Chinese history.

Credits: 3

### **POL 320 - Modern Russia**

This course is a survey of the history of Russia and the U.S.S.R. Emphasis will be placed on the political, economic, and social developments of the nineteenth century, the revolution of 1917, and the evolution of the Soviet state. Cross-listed with HIS320.

Credits: 3

### **POL 401 - Constitutional History of the U.S.**

This course is a study of the evolution of constitutional law in the United States. It begins with the drafting and ratification of the Constitution and the doctrine of judicial review and chronicles the development of major constitutional principles in the nineteenth and early twentieth centuries. Constitutional decisions dealing with civil rights and First Amendment guarantees are discussed in depth. Cross-listed with HIS 401.

Credits: 3

### **POL 412 - International Law**

In this course students will examine the law of nations, subjects of international law, the law and the individual territorial questions, international transactions, and war.

Credits: 3

### **POL 425 - Directed Study or Community Service**

This is a student-initiated and -planned exploration of an advanced topic in an area of special interest not otherwise available for study. Permission of the department faculty advisor is required. It may consist of formal, supervised study of a law-related academic subject with a qualified Rivier instructor. Alternatively, it may involve a law-related, unpaid community service project. Either alternative must be accompanied by a syllabus or learning contract stating the educational goals of the project or course of study as developed and agreed upon in advance by the student, department faculty advisor, and instructor or work supervisor. For a

service-learning project, the contract must also state the agreed-upon community service goals. Limited to seniors and qualified juniors who are pre-law students.

Credits: 3

### **POL 464 - The New Globalism**

The purpose of this course is to examine the multidimensional transformation occurring across the globe: technological, economic, cultural, and institutional. The course will enable students to consider the opportunities as well as the perils created by such transformation. Cross-listed with HIS464.

Credits: 3

### **POL 495 - Internship**

The internship will provide students with an opportunity to gain supervised work experience in an area related to history and political science. It is available to senior majors who have maintained a 2.5 average in their major or minor field.

Credits: 3

### **POL 496 - Internship II**

The internship will provide students with an opportunity to gain supervised work experience in an area related to history and political science. It is available to senior majors who have maintained a 2.5 average in their major or minor field. Students are required to intern a minimum of 100 hours for three credits with the host organization over the course of the semester (approximately 7.5 hours per week for a 15-week semester), but the host organization itself may require its interns to complete more hours. Students must check in with the instructor at least once every two weeks and must submit weekly reports describing their activities the previous week and other aspects of their internship. At the end of the semester, students will submit a report reflecting on their internship experience. This particular section is intended for students who have already completed a semester at their internship and are continuing for a second semester.

**Prerequisites & Notes** POL495

Credits: 3-6

### **PSY 101 - General Psychology**

This course is an introduction to the aims and methods of modern psychology and a survey of the central areas of psychological investigation. Topics include but are not limited to: research methods, biological foundations of behavior, sensation and perception, emotion, learning, memory, human development, personality theory,

psychological disorders, and social psychology influence and interaction.  
Credits: 3

### **PSY 203 - Psychology of Communication**

This course is an exploration of the many ways in which humans communicate and miscommunicate with each other. How humans communicate in dyads, small groups and on social media is explored. Topics include: language acquisition, verbal and nonverbal messages, person perception, emotions and affective communication, interpersonal relations, listening, persuasion and group dynamics.  
Credits: 3

### **PSY 204 - Biostatistics**

This course is an introduction to basic concepts of measurement and statistical analysis with special emphasis on applications in health science and nursing research. Topics include: scales of measurement, tables and graphs, descriptive statistics, probability and inferential statistics, including estimation and hypothesis testing, t-test, ANOVA, correlation and regression, chi-square, nonparametric methods, and selection of the appropriate statistical test.  
**Prerequisites & Notes** A prior course in college Algebra is strongly recommended.  
Credits: 3

### **PSY 205 - Statistics for the Behavioral Sciences**

This course is an introduction to basic concepts of measurement and statistical analysis with special emphasis on applications in behavioral and social science research. Topics include: scales of measurement, tables and graphs, descriptive statistics, probability and inferential statistics, including estimation and hypothesis testing, various t-tests, univariate ANOVA, correlation and regression, chi-square, nonparametric methods, and selection of the appropriate statistical test. Psychology majors must take this course in the fall of their sophomore year. **Prerequisites & Notes** PSY 101 or permission of instructor. This course requires a one-credit weekly SPSS Statistics lab component. A prior course in college algebra is strongly recommended.  
Credits: 3

### **PSY 205L - Statistics Lab**

Students will demonstrate a basic understanding of how to utilize a statistical software package to create

tables and graphs, find measures of central tendency and variability, as perform univariate statistical analyses, including t-tests, ANOVA, correlation and regression.  
Credits: 1

### **PSY 208 - Child Psychology**

This course is a comprehensive exploration of the physical, social, and psychological processes of growth and development through age 12 including a survey of research methods and designs commonly used in developmental psychology. May be writing assisted. **Prerequisites & Notes** PSY 101 or permission of the instructor. Students cannot take both PSY 208 and PSY 212.  
Credits: 3

### **PSY 210 - Human Sexuality**

This course provides students with a general overview of the physical, emotional, and relational aspects of sexuality from a psychological perspective. Historical and cross-cultural attitudes and behaviors are explored, along with spiritual and ethical issues and concerns. Topics include research methods and challenges, sexual systems and response, conception and prenatal development, fertility awareness, contraception, sexual development across the lifespan, love and relationships, sexual orientation, and gender issues.  
Credits: 3

### **PSY 211 - Adolescent Psychology**

This course is designed to provide students with a comprehensive examination of adolescent growth and adjustment. It places emphasis on physical, intellectual and emotional development, including a survey of problems and research findings in the critical phases of development.  
Credits: 3

### **PSY 212 - Life Span Development**

This course gives a general overview of the biophysical, cognitive, affective, and social domains of normal development throughout the lifespan. It includes the variables affecting these domains; and the nature-nurture situations that make each person unique. This course is designed for psychology majors concentrating in areas other than human development and majors from other disciplines. **Prerequisites & Notes** PSY 101 or permission of instructor. Students cannot take both PSY208 Child Psychology and PSY212 Lifespan Development.  
Credits: 3

### **PSY 214 - Internship I**

Students are expected to complete a total of 120 hours for 3 credits, or 240 hours for 6 credits over the semester under professional supervision in a social service agency or program. In addition, students attend a bi-weekly seminar with the faculty instructor.  
**Prerequisites & Notes** Permission of the instructor in conjunction with the faculty member coordinating social work and psychology internships is required. Students must arrange internship placement during the previous semester. The deadline for fall internships is March 15; deadline for spring internships is October 15. PSY 214 is open to sophomores or above.  
Credits: 3-6

### **PSY 230 - Forensic Psychology**

Students will explore the application of psychological theory and research techniques to legal issues such as the psychopathology and psychodynamics of crime; false and recovered memories; social psychology of the courtroom; witness and victim interrogation and testimony; the insanity defense; jury selection; the penalty phase of a trial; use of polygraphs; and profiling. Students will participate in experiential learning through mock exercises related to the topics covered in the course.  
Credits: 3

### **PSY 240 - Social Psychology**

This course analyzes the intra- and interpersonal influences on human beliefs and behaviors such as conformity, self-justification, attraction, prejudice, altruism, and aggression. Main topics include: attribution theory, attitude formation and change, social cognition and research methods, with special emphasis on experimental design.  
Credits: 3

### **PSY 242 - Research Methods in Psychology**

This course is an investigation of the scientific method, with special emphasis on descriptive, experimental, and applied research. Topics include: research ethics, direct observation, surveys and questionnaires, independent and within subjects' experimental designs, program evaluation, and how to write scientific research reports and literature reviews in APA style format. This course may be writing assisted. **Prerequisites & Notes** PSY 101 and PSY 205 or permission of instructor. Psychology majors are strongly advised to take PSY 205 in the

fall semester prior to taking PSY242 in the spring semester.

Credits: 3

### **PSY 250 - Psychological Disorders**

This course provides an introduction to the various psychological disorders as well as an overview of the research methods and treatment of mental illness. Issues of etiology and theories of psychopathology will be examined as well as cultural differences and ethical concerns.

Credits: 3

### **PSY 301 - Drugs and Behavior**

This course is an exploration of the ways psychoactive drugs affect individuals, family and society. Topics include classification of drugs; biological mechanisms via which drugs produce effects on mind and behavior; drug side effects; tolerance, addiction and withdrawal; chemical therapies for mental illness; drugs and society; and ethical concerns. **Prerequisites & Notes** PSY 101 or permission of instructor.

Credits: 3

### **PSY 304 - Cognitive Psychology**

This course is the study of cognitive processes underlying human behavior and experience. Topics include: attention and perceptual processes, learning, memory and mnemonics, metacognition, mental imagery, language comprehension and production, intelligence, problem solving and creativity, and cognitive development.

**Prerequisites & Notes** PSY 101 or permission of instructor.

Credits: 3

### **PSY 306 - Adult Psychology**

This course considers the developmental tasks of adult life, current questions in regard to "emerging adulthood", and the dynamics of growing older in contemporary society. Topics include: physical maturation and health, intellectual changes, gender and family roles, career and work, and bereavement and death. **Prerequisites & Notes** PSY 101 or permission of instructor.

Credits: 3

### **PSY 307 - Personality Theory**

This course is a review of classic theories and modern research associated with major personality theorists that examines the range of perspectives and assessment methods used by psychologists to examine human personality. Topics include: methods and issues in personality

assessment, and major themes and underlying assumptions of the dispositional, biological, psychodynamic, behaviorist, social-cognitive learning, and phenomenological-humanistic perspectives. **Prerequisites & Notes** PSY 101 or permission of instructor

Credits: 3

### **PSY 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare**

This course is a study of psychological influences on health and illness and the response of individuals when they do get ill. Topics include the biopsychosocial model; health promotion; the practice and modification of health behaviors; health-compromising behaviors; stress reaction and coping mechanisms; the use of health services, patient-practitioner interaction, pain and its management, management of chronic illness, and psychological issues in terminal illness. **Prerequisites & Notes** PSY 101 or permission of instructor

Credits: 3

### **PSY 313 - Contemporary Controversies in Psychology**

Contemporary Controversies in Psychology is an intermediate level course on scientific writing and presentation that will explore controversial themes in psychology. Students will learn how to critically review, summarize, and integrate existing research in both written and oral format with adherence to APA style. This course will include such topics as ethics in research, biological, cognitive, and social processes, human development and mental health. Overall, this course focuses on the development of critical thinking skills and the ability to present one's ideas clearly, accurately and succinctly through group presentations, debates and scientific papers. It may be writing assisted. **Prerequisites & Notes** PSY 101, PSY 205 and PSY 242

Credits: 3

### **PSY 350 - Human Motivation**

This course is an exploration of theories of human motivation. Motivations are the psychological processes that direct us to achieve goals and to persist in certain behaviors. There are many factors influencing motivation including emotions, socio-cultural events, and personal cognitions. Students will explore research and theory in the field of motivation and apply the principles of motivation in applied settings like places of work or education, as well as in their

personal lives. **Prerequisites & Notes** PSY101 and junior/ senior standing or permission of instructor.

Credits: 3

### **PSY 401 - Psychological Testing and Assessment**

This course investigates the theory, practice, and interpretation of psychological testing as applied to the various disciplines within the behavioral sciences. **Prerequisites & Notes** PSY 101; PSY 205; Junior or Senior level or permission of instructor.

Credits: 3

### **PSY 402 - Counseling Theory and Practice**

This course is an investigation of counseling theories and therapeutic approaches combined with an introduction to basic counseling skills.

**Prerequisites & Notes** PSY 101; Junior or Senior level or permission of instructor.

Credits: 3

### **PSY 403 - Clinical Psychology**

This course examines the major clinical and personality disorders, with consideration of etiology and treatment, both chemical and psychotherapeutic. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders. Issues of social policy and ethical concern are explored.

**Prerequisites & Notes** PSY 101; Junior or Senior level or permission of instructor.

Credits: 3

### **PSY 404 - Sensation and Perception**

This course is a study of the psychophysical processes involved in sensation and perception, with a special emphasis on the visual system, including the perception of objects, color, depth, size and movement. This course also explores the auditory system, the bodily and chemical senses, and perceptual development and disorders. **Prerequisites & Notes** PSY 101; Junior or Senior level or permission of instructor.

Credits: 3

### **PSY 406 - Applied Behavior Analysis**

This course is the study of specific strategies and procedures for changing behavior, emphasizing selection, definition, measurement, evaluation, and analysis of behavior change; increasing existing behavior and developing new behaviors through stimulus control; decreasing behavior; promoting generality of behavior change; and special applications.

**Prerequisites & Notes** PSY 101;  
Junior or Senior level or permission of  
instructor.  
Credits: 3

**PSY 407 - Introduction to Neuroscience**

This course is a study of the neural mechanisms underlying behavior and experience, including research in psychopharmacology, neuropsychology, psychophysiology, and comparative psychology. Topics include: evolution, genetics, anatomy and function of the nervous system, physiological research methods, brain dysfunction, mechanisms of sensation and perception, hormones and sex, neuroplasticity, emotions, and mental illness. **Prerequisites & Notes** PSY 101; Junior or Senior level or permission of instructor.  
Credits: 3

**PSY 408 - Coordinating Seminar**

This course is a capstone experience of the Psychology major designed to prepare majors for careers and graduate school study in psychology following graduation. It includes a comprehensive review of psychological concepts, principles and theories learned throughout undergraduate study, development of a career and graduate school portfolio, and further development of critical thinking skills through discussion of controversial issues. This course is offered in the fall semesters only. It may be writing assisted. **Prerequisites & Notes** PSY 101; Junior or Senior level or permission of instructor.  
Credits: 3

**PSY 425 - Directed Study**

This course is a student-initiated and -planned faculty-supervised exploration of an advanced topic in an area of special interest not available in listed course offerings. **Prerequisites & Notes** Permission of the department required. Senior and qualified junior majors only  
Credits: 3

**PSY 450 - Substance Use Disorder Rehabilitation**

This course provides a comprehensive overview of evidence-based assessment and treatment practices in Substance Use Disorder (SUD) counseling. Assessment tools and treatment plan development and implementation, including a consideration of client involvement, relapse prevention, and continuing after care will be covered. **Prerequisites &**

**Notes** Pre/corequisite: PSY 301  
Credits: 3

**PSY 451 - Ethics in Substance Use Disorder Treatment**

This course provides an examination of the ethics and legal issues in the advocacy and treatment of clients with Substance Use Disorder (SUD). Emphasis is given to the NAADAC/NCCAP (2016) Code of Ethics which established SUD counselors' responsibility to ensure the safety and welfare of their clients.

**Prerequisites & Notes** Pre/corequisite: PSY 301  
Credits: 3

**PSY 495 - Internship II**

Students are expected to complete a total of 120 hours for 3 credits, or 240 hours for 6 credits over the semester under professional supervision in a social service agency or program. In addition, students attend a bi-weekly seminar with the faculty instructor. **Prerequisites & Notes** Permission of the faculty member coordinating social work and psychology internships is required. Students must arrange internship placement during the previous semester. The deadline for fall internships is March 15; deadline for spring internships is October 15. PSY 495 is open to Juniors or above.  
Credits: 3-6

**REL 115 - The Dignity of Creation: God and the Created Order**

One of two First Year Seminars, this course focuses on the ways in which the Christian tradition in general and Roman Catholicism in particular have articulated and explored the idea of God's relationship to humans and the non-human world, placing this articulation and exploration in dialogue with other world religious traditions. In a seminar, students are expected to participate in discussions and all students will lead one discussion during the term. The seminar requires a set sequence of writing assignments across sections. The seminar culminates in a symposium during which students critique an argument. This course is taken first or second semester of the first year. **Prerequisites & Notes** Fulfills the introductory general education requirement.  
Credits: 3

**REL 210 - Women in Christianity and Society**

This course considers the ways in which Christian traditions have treated women. Contemporary women's

writings comprise the majority of reading, but students will be exposed to historical sources, including the Bible and women's writings from various times and places, for new ways of envisioning theological concepts. Students will examine their own experiences of gender and religion, discover how they might recover part of a largely hidden history of women in Christianity, and study the contemporary conversation between Christianity and feminism.  
Credits: 3

**REL 215 - Prophetic Witness**

This course centers on the nature and dynamics of prophetic witness, focusing in particular on the ways in which prophets criticize existing social orders and offer visions of a just and peace-filled life. Particular focus is given to what it means to live authentically. The course offers an overview of the nature and dynamic of prophetic witness in general, and focuses in particular on a pair of exemplar prophets, one in the historical Jewish tradition, and one in a modern/contemporary tradition.  
Credits: 3

**REL 220 - Ecotheology**

This course is an exploration of the relationship between God and the earth drawing on the Jewish, Christian, and Muslim scriptures and the writings of prominent ecological theologians. These theologians will help the student to rethink the relationship between God and the earth and to develop a "greener" theology.  
Credits: 3

**REL 235 - Theism, Atheism, and Liberation**

This course explores influential options in theism and atheism in Western culture insofar as they are tied directly with the goal of liberation from the ills of human existence. Students will come to an understanding of the way that religious and non-religious questions are integrally related with the question of liberation in human existence.  
Credits: 3

**REL 240 - Reconciliation in a World of Conflict**

The twentieth century has been labeled as the most violent century ever: more than 200 million killed as a consequence of systematic repression, political upheaval, ethnic or religious war. Enlisting a theological lens, this course examines the Christian resources and contribution to the problem of reconciliation. This course

first explores the ambivalent role of religion in history as a source of conflict as well as peace. After examining some of the most important secular approaches to the problem of personal and social conflict, the focus will be on the main Christian theologies of reconciliation. Theologies will be examined through individual case studies, with particular attention given to the conflicts in the Balkan region, South Africa, and El Salvador.  
Credits: 3

### **REL 253 - The Self: Integrating Spirituality and Ethics**

Ethics and morality typically deal with the question of what is right and wrong for our actions. Spirituality at its most general is thought to be oriented towards attaining a happy, integrated life. This course will raise questions about what it means to live a moral and ethical life. Students will also examine the relationship between spirituality and what is means to be a "whole" self/person.  
Credits: 3

### **REL 255 - Special Topic: Faith, Religion and Social Justice**

This course focuses on a single issue or set of issues concerning the interplay of faith, religion and social justice not otherwise offered in the curriculum. Samples of topics that might be considered: The Holocaust and God, the Banality of Evil, Justice in the Liberation of Re-reading the Bible, Feminism and Patriarchy.  
Credits: 3

### **REL 330 - World Religions**

This course is an introduction to the religious experiences of the major religious traditions of the world. Emphasis is placed on the beliefs, sacred writings, rituals, and codes of behavior of these religions and the influence these religions exert on contemporary world situations.  
Credits: 3

### **REL 363 - Christian Ethics**

An overview of Christian ethics, this course emphasizes historical and contemporary Roman Catholic ethical frameworks. Various frameworks will be considered such as law, duty, human fulfillment, social justice and virtue. Topics will include biblical, spiritual and philosophical resources for Christian ethics, ethical decision making, and moral reasoning. Contemporary ethical issues in biotechnology and social justice will be considered.  
Credits: 3

### **REL 379 - Bioethics**

This course is a study of the ethical issues raised by rapidly expanding technology in the areas of medical interventions, treatment options in health care, and the ethical impact of those technologies which affect the ecological balance of our human environment. The basic principles of moral valuing are applied to the dilemmas studied and are examined from the point of view of human dignity and destiny as science and faith inform one another.  
Credits: 3

### **REL 385 - JYS: Challenge of Peace**

This course is a critical study of the human and economic costs of violence, non-violent alternatives, conflict resolution, the peace and justice connection, the role of the individual, family, school, and organized religion in developing an orientation for peace and social justice. Special emphasis is placed on Catholic social teaching. Individual, spiritual, and educational perspectives on peace and social justice are experienced through discussions, role playing, teaching, and community service. Multicultural issues related to peace are delineated and explored. \*A one-credit service-learning project may be taken in conjunction with this course. It is writing assisted. It fulfills the Junior Year Seminar general education requirement.  
Credits: 3

### **REL 387 - Death and Dying**

This course focuses on the development, psychosocial, and spiritual issues involved in grief and loss throughout the life cycle. Students will be encouraged to examine and experience their own issues and feelings encountered in life's journey toward death and beyond. This course is for anyone who expects to walk the road from grief to hope through the healing presence of community and who seeks to help others in this journey.  
Credits: 3

### **REL 425 - Directed Study**

This course is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in listed course offerings.  
**Prerequisites & Notes** Approval of the department required. Seniors and qualified Juniors only.  
Credits: 3

### **RIV 120 - Dignity, Work, Vocation**

This course provides an opportunity to examine the nature of dignity, work and vocation in the light of the educational and professional goals within the context of Roman Catholic Social Teaching and Rivier's mission "to transform hearts and minds to serve the world." This course partially fulfills the Religious Studies requirement for professional studies students.  
Credits: 3

### **SL 100 - Serving the World**

Designed to promote students' understanding and appreciation of the value of service both as an end in itself and as a means to achieve a higher level of learning. Through active participation in off-campus service projects, students will have an experiential base from which to reflect upon service, learning, community, and social justice in the context of their own educational and personal goals. The course will include directed readings, field work, class discussions, journaling, and a final portfolio project.  
Credits: 1

### **SOC 101 - Introductory Sociology**

This course is an introduction to social behavior, social structures, and social processes such as socialization, social change, modernization, social stratification, and discrimination. It is a study of interaction in groups, from small groups such as families to large groups as corporations and nations, and the effect of groups on social behavior and social life  
Credits: 3

### **SOC 105 - Social Problems**

This course is a study of contemporary social problems with an emphasis on the United States. Topics include drug/alcohol abuse, crime, homelessness, poverty and domestic violence. \*A one-credit service learning project may be taken in conjunction with this course.  
Credits: 3

### **SOC 201 - Cultural Anthropology**

This course provides a survey of the basic concepts and content of anthropology emphasizing culture; the nature of culture and society; ecological, economic, political, religious, and kinship systems in non-industrial societies; anthropology in the modern world.  
Credits: 3

**SOC 203 - Criminology**

This course is an investigation of the incidence, distribution, and etiology of crime that examines changing philosophies and programs of treatment and rehabilitation.

Credits: 3

**SOC 205 - The Family**

This course is a study of the family as a universal institution with emphasis on women's issues, including perspectives on alternative family forms. Topics include marriage, parenting, aging, family conflict and violence, family change. Comparison is made to families in other countries.

Credits: 3

**SOC 207 - Sociology of Aging/Gerontology**

This course is a study of the social aspects of the aging process that focuses on the aging person as a member of groups within a changing society. Topics include the biological, social, and psychological dimensions of growing older. \*A one-credit service-learning project may be taken in conjunction with this course.

Credits: 3

**SOC 208 - Computers and Society**

This course examines the computer revolution in its early stages as a background for predictions about where it is headed and how it will continue to impact on society. It is open to all majors, but particularly useful to those in business, computer science, social science, health care, and education.

Credits: 3

**SOC 210 - Women and Society**

This course explores the changing status and roles of women in the United States with a primary focus on contemporary society; comparisons are made to women of other countries.

Topics include: sex roles and socialization, work, family, politics, religion, feminism, and media.

Credits: 3

**SOC 220 - Health and Society**

This course is a sociological investigation of the field of medicine and health care that covers such topics as the social causation of illness, health care occupations, and the provision of health care services.

Credits: 3

**SOC 225 - Women and Work**

This course is a study of women's work experience, both in traditional occupations and outside the home, and

in non-traditional occupations. It analyzes social factors shaping women's occupational choices and experiences such as family roles, training and education, discrimination, sex roles, labor market conditions and practices.

Credits: 3

**SOC 301 - Social Theory**

In this course students will study nineteenth and twentieth-century sociological theorists such as Marx, Weber, Durkheim, Mead, and Freud, who were most influential in the development of sociology and modern social thought. **Prerequisites & Notes** SOC 101 or permission of instructor.

Credits: 3

**SOC 304 - Youth and Society**

This is a study of the period of youth and adolescence viewed from the frame of reference of basic sociological concepts.

**Prerequisites & Notes** SOC 101 or permission of instructor.

Credits: 3

**SOC 310 - Minority Groups**

This course is a study of racial, economic, religious, political, and ethnic minorities. It covers relations between minority and dominant groups such as prejudice, discrimination, racism, assimilation, and pluralism. Particular focus is given to minority relations in the United States with comparisons made to racial and ethnic minorities of other nations including South Africa and Northern Ireland.

Credits: 3

**SOC 320 - Race, Sex, and Class**

This course is a study of social inequality in the United States. Basic patterns of inequality and stratification in terms of race, sex, and class divisions are explored.

Credits: 3

**SOC 402 - Deviant Behavior**

This course is a sociological analysis of the nature, possible causes, and societal reactions to various defined deviant behaviors that uses a societal perspective to focus on crime, drug addiction, alcoholism, sexual deviance, and mental illness. Emphasis is placed on the definition of, and the reactions to, deviance.

Credits: 3

**SOC 406 - Research Methods**

This course is a survey of various methods employed in social scientific inquiry such as questionnaires, observations, interviewing, and sampling.

It includes student participation in the design, data collection, analysis (including statistical analysis), and report-writing phases of research.

Credits: 3

**SOC 409 - Religion and Society**

In this course students will analyze the meanings and forms of religious experience in society. The impact upon society as seen through the writings of Peter Berger, Emile Durkheim, Gerhard Lenski, among others will be examined.

Credits: 3

**SOC 425 - Directed Study**

This course is a student-initiated and -planned exploration of an advanced topic in an area of special interest not available in listed course offerings.

**Prerequisites & Notes** Permission of the department required. Senior and qualified Junior majors only.

Credits: 3

**SOC 495 - Internship**

This internship, intended for sociology majors, requires a minimum of 120 hours of student engagement at a site that is approved by the instructor. Students will meet regularly with the professor to share their experiences at their sites and will discuss the relationship of the work to sociological theories and concepts. Various career/professional settings will be chosen as sites for the internship. Weekly journal entries, describing and discussing the work experience of the previous week, are required each week. The internship journals will be submitted to the instructor and form the basis of the regular meetings. The site supervisor's and student's course evaluation of performance will be included in the final grade rewarded.

**Prerequisites & Notes** Open to juniors and above; permission of the instructor.

Credits: 3

**SPA 101 - Elementary Spanish I**

This course is a study of the basics of Spanish language and culture. It introduces the fundamentals of spoken and written Spanish within the context of culture. It is intended for students with no background in Spanish or up to two years of high school Spanish.

**Prerequisites & Notes** Offered: fall semester

Credits: 3

**SPA 102 - Elementary Spanish II**

This course is a continued study of the basics of Spanish language and culture that emphasizes speaking, listening, reading and writing with a special focus

on culture. **Prerequisites & Notes** SPA 101 or equivalent. *Offered: spring semester*  
Credits: 3

### **SPA 105 - Spanish for Health Care Professionals**

Spanish for Health Care Professionals will provide health care students an opportunity to experience the nature of the Hispanic world. Exposure to this world, with its various cultural and linguistic diversities, will give students a deeper understanding of their Hispanic patients' needs. The course focuses on medical terminology and builds on the fundamentals of the four skills: reading, writing, listening and speaking.

**Prerequisites & Notes** *Offered: fall and spring semesters*  
Credits: 3

### **SPA 111 - Intermediate Spanish I**

This course designed for students with one year of college Spanish or two years or more of high school Spanish, strengthens cultural, speaking and listening skills as well as reading and writing, using both texts and audio visual material. It includes a review of the essentials of Spanish grammar.

**Prerequisites & Notes** *Offered: fall semester*  
Credits: 3

### **SPA 112 - Intermediate Spanish II**

This course which is a continuation of SPA 111 is designed to strengthen cultural, speaking, listening, reading and writing skills in Spanish. **Prerequisites**

**& Notes** SPA 111 or equivalent

*Offered: spring semester*  
Credits: 3

### **SPM 180 - Foundations of Sport Management**

Introduces sport management profession and provides students with a comprehensive understanding of nature of sport and how it has evolved as an enterprise. The student will be able to apply the functions of planning, organizing, leading, and evaluating to the goals of a variety of sport organizations. Primary focus is on sport industry, including professional sport, amateur sport, for-profit sport participation, non-profit sport participation, sporting goods, and sport services.  
Credits: 3

### **SPM 201 - Sport in Society**

Sociological concepts and theories are introduced and used to examine the nature of sport and how it mirrors society. Contemporary issues and controversies in sport are discussed as

well as the potential strategies to promote social and economic justice.  
Credits: 3

### **SPM 210 - History and Politics of Sports**

Beginning with analysis of the role of the ancient Olympic Games, the role of gladiatorial games and other athletic competitions in ancient Rome, this course offers an historical survey as well as the contemporary politics of sports in their broader social, political, and economic contexts. The role of medieval jousting, athletic rites of manhood, and athletic events as class delineators (from medieval jousting to cricket, boxing, and yachting) will be analyzed. In the modern era, the development of sports as exhibitions of nationalism and imperialism, as well as the development of the modern leisure sports and fitness movement will be considered.  
Credits: 3

### **SPM 251 - Event & Venue Security**

In this course students examine fundamental principles and current issues in sports security management including the challenges, concepts, strategies, and skills needed to manage sports related security operations and activities. Focus is on operational and strategic leadership in security program and policy management, personnel management, detailed planning and evaluation, effective communication, and current tactics and procedures.  
Credits: 3

### **SPM 275 - Leadership and Management in Coaching**

This course compares and contrasts leadership and management responsibilities in coaching and athletic administration. Students will learn the concepts, principles, and the latest thinking in leadership and management within the sports industry.  
Credits: 3

### **SPM 320 - Sports Analytics**

This course will introduce the students to the theory, development, and application of analytics in sports. Students will consider athlete performance, athlete management, data collection and presentation strategies, event operational strategies, and in-competition applications. Students will be exposed to and make use of statistical techniques. Additionally, students will use various software tools to collect, analyze, and present findings.  
**Prerequisites & Notes** SPM 180 or

BUS 175  
Credits: 3

### **SPM 349 - Sport Events and Operations Management**

Students will grasp the competencies necessary to plan, manage, and operate sports and recreation events and facilities. Topics will include scheduling of events, security, supervision of personnel, risk management, customer service, and product or service quality. This course is in partnership with the University's Athletics Department and will require field experience at times during class periods.  
Credits: 3

### **SPM 400 - Sport Law and Ethics**

The legal and ethical aspects of sport and their implications will be discussed. The course will examine the legal foundations and the legislative process; contracts and tort law; regulatory agents and methods of compliance; the principles and practices of safety, emergency, and risk management as related to sport.  
Credits: 3

### **SPM 419 - Sports Economics and Finance**

This course presents the application of economic principles and financial practices to professional and amateur sports. The course will include simulations on ticket pricing/demand relationships, concession and sponsorship revenue, budgeting, and forecasting. Students will analyze public and private financing of facilities, financial challenges facing the profession, sources of funding, budgeting, financial statements, and the overall economic impact of sport enterprises.  
Credits: 3

### **SPM 430 - Special Topics in Sports**

Occasionally the department offers special topical courses focusing on current issues, trends, or changes in the field of sport management not covered elsewhere in the curriculum. Topics vary but include the general areas of accounting, business, international business, management and marketing.  
Credits: 3

### **SST 516 - Economic Analysis**

The course focuses on managerial applications of key macroeconomic and microeconomic principles that impact the national economy and the implications for global markets. Fundamental economic principles are applied to resolve market issues that

impact the sustainability of national and global markets. The focus is on management principles applied to economic fundamentals. This course is cross listed with BUS 529.  
Credits: 3

#### **SST 518 - Women in Politics**

This is a course on women in politics throughout history and today. Top themes addressed will be definitions of women and gender, the political representation of women, and regional comparisons. We are an institution founded by and for women and two-thirds of our student body are women. Additionally, women's involvement in politics is relevant because of an increase of woman leaders around the world.  
Credits: 3

#### **SST 520 - Comparative Elections, Parties, and Voting**

This will be a course on elections, political parties, and voting behavior. Top themes addressed will be different electoral systems and party systems, why and how people vote, and regional comparisons. 2020 is an election year in the U.S., and a class about elections, voting, and political parties is highly relevant to students' lives as they watch the presidential election. Considering the increasing divisiveness in American politics over recent years, it is important for students to understand the history and legacy of our electoral systems and how they can affect political discourse and the quality of democracy.  
Credits: 3

#### **SST 530 - Global and Cultural Geography**

Global and Cultural Geography is a survey course that provides a conceptual framework for understanding modern geography. World cultures are emphasized. Coverage also includes historical, political, economic, physical, social, and regional geography.  
Credits: 3

#### **SST 535 - Democratic Transitions**

This course examines the interaction between domestic and international factors in bringing about democratic transitions. By considering numerous examples in a variety of countries and continents, this course will also focus on how authoritarian regimes breakdown and when democratic consolidation occurs.  
Credits: 3

#### **SST 542 - U.S. Federal, State and Local Government**

This course provides an introduction to the government of the United States at the national, state, and local level with an emphasis on the structures and institutions of government as well as the background of federal-democratic processes, public opinion, voting behavior, pressure groups and political parties.  
Credits: 3

#### **SST 550 - International Relations and Politics**

This course is a study of the behavior of states in their relation with each other in view of providing an understanding of causes of war and the conditions of peace. Through organizing concepts of security and political economy, students will examine a variety of phenomena including the state and nation, international organizations, political change, and international political economy.  
Credits: 3

#### **SST 554 - Comparative Politics**

The course examines similarities and differences among selected countries representing different levels of development. This examination focuses on the following themes: a world of states, governing the economy, the democratic idea, and the politics of collective identities.  
Credits: 3

#### **SST 556 - Contemporary Ideologies**

This course offers a comprehensive study of the political and theoretical foundations of the major political ideologies-liberalism, democracy, socialism, communism, fascism-and their variants.  
Credits: 3

#### **SST 558 - International Organizations**

The course examines the theory and practice of international organizations while recognizing that such organizations are part of a complex web of relations that have national, international, and transnational ties. A list of organizations examined includes the United Nations, World Bank, International Monetary Fund, World Trade Organization, European Union, Mercosur, etc.  
Credits: 3

#### **SST 560 - Rise of Modern China**

A history of China from the Opium Wars to the present; explores the political, economic, social, and intellectual

upheavals that constitute recurrent elements in Chinese history.  
Credits: 3

#### **SST 562 - Rise of Russia**

A survey of the history of Russia and the U.S.S.R. Emphasis on the political, economic, and social developments of the nineteenth century, the revolution of 1917, and the evolution of the Communist and post-communist state.  
Credits: 3

#### **SST 570 - America on the World Stage**

This course examines recent American foreign policy as well as the linkage between foreign and domestic policy. Coverage also includes economic and military affairs.  
Credits: 3

#### **SST 575 - Studies in National Socialist Germany**

Students will analyze the development of Germany from the end of the First World War to Germanys collapse in 1945. While work will focus on the nature and the development of the national socialist regime and on the Shoah, the course includes the history of anti-Semitism and the struggle between modernity and conservatism in Weimar Germany.  
Credits: 3

#### **SST 603 - The Constitution in Context**

This course addresses the evolution of the US Constitution in its historical context. Begins with the drafting and ratification of the Constitution and the doctrine of judicial review; chronicles the development of major constitutional principles in the nineteen and early twentieth centuries. Constitutional decisions dealing with civil rights and the First Amendment guarantees are discussed in depth.  
Credits: 3

#### **SST 637 - The Atlantic World**

This course will explore the interaction of Europe, Africa, and the Americas from the Age of Exploration until 1825. It will focus on the English and French North American colonies, with some discussion of the Spanish, Portuguese, and Dutch colonies. It will also incorporate geography, economics, and politics in the history of triangular trade in the Atlantic World. Finally, students in the course will investigate the African slave trade and its importance to Europe and America.  
Credits: 3



**SST 660 - The Politics and Economics of Globalization**

This course will focus on the political, economic, technological, and cultural environments of industrialized countries, less developed countries, and least developed countries. Important questions addressed include the novelty of globalization as a new phenomenon, its potential threat to the Westphalian order, globalization's effects on democracy, and other consequences and responses result from technological, economic, cultural and political transformation.  
Credits: 3

**SST 700 - Directed Study**

The Directed Study provides students with the opportunity to explore a unique project not otherwise available in the curriculum. A Directed Study is available to students who have not completed a minimum of 24 hours of study. Students are limited to one directed study of any kind.  
Credits: 3

**SST 725 - Master's Thesis**

Students who do not seek certification complete their graduate study in the program by writing a significant research essay under the direction of a full-time faculty member of the Department of History and Political Science.  
Credits: 3

**SW 108 - Introduction to Social Work**

This course provides an in-depth exploration of the profession of social work. This includes a survey of the variety of populations and settings in which social workers practice, as well as study of the mission, values and historical development of social work. A consideration of the issues involved in becoming a helping professional with attention to the principles and competencies of the social work practitioner will also be an integrating focus of the course.  
Credits: 3

**SW 201 - Social Work Methods**

This course focuses on the development of skills and competencies in generalist social work practice with diverse populations. Emphasis is placed on an understanding of the change process and the centrality of the helping relationship in facilitating this process. Social work values and principles of ethical practice are an integral part of the learning process. A 15-hour field project in a social work setting (approved in advance by the instructor) is required of all students taking Social

Work Methods.  
Credits: 3

**SW 305 - Social Work with Children and Families**

This course focuses on challenges encountered by children and their families and the variety of social work roles and interventions which are employed to promote the resumption of healthy growth and development. Competencies in working with children and their parents are a central theme of the course.  
Credits: 3

**SW 313 - Internship I**

Students are expected to complete a total of 120 hours for 3 credits, or 240 hours for 6 credits over the semester. under professional supervision in a social service agency or program. In addition, students attend a bi-weekly internship seminar with the faculty instructor. The student, in conjunction with the Director of the Social Work Program, must arrange internship placement during the previous semester. The deadline for fall internships is March 15; deadline for spring internships is October 15.  
**Prerequisites & Notes** Permission of Social Work Director  
Credits: 3-6

**SW 315 - Human Behavior in the Social Environment**

This course uses an ecological framework to view the interplay of forces that shape human behavior and the environments in which it occurs. The life course is viewed in the context of biological, psychological and social forces which influence development throughout life. The impact of the lenses through which human behavior is viewed, both in broadening and limiting our understanding, is a continuing theme through the course. The influence of race, class, ethnicity, gender and sexual orientation is also considered. **Prerequisites & Notes** Junior status or permission of instructor  
Credits: 3

**SW 401 - Social Welfare Policy**

This course provides an analysis of contemporary public policy and social programs in the United States from the perspective of social welfare history. The intent is to build skills in critical analysis of social issues as well as the development of skills as a policy practitioner. **Prerequisites & Notes** Junior status or permission of instructor  
Credits: 3

**SW 425 - Directed Study**

This course is a student-initiated and -planned exploration of an advanced topic in an area of special interest not available in listed course offerings.  
**Prerequisites & Notes** Permission of the department required. Senior and qualified Junior majors only.  
Credits: 3

**SW 455 - Topics in Social Work**

This course provides students with the opportunity to explore a range of topics and current issues not covered elsewhere in the curriculum. Examples include trauma in the lives of women, issues in substance abuse, working with individuals with developmental disabilities.  
Credits: 3

**SW 495 - Internship II**

Students are expected to complete a total of 120 hours for 3 credits, or 240 hours for 6 credits over the semester under professional supervision in a social service agency or program. In addition, students attend a bi-weekly internship seminar with the faculty instructor. This internship is a continuation of SW 313 for those students who elect to complete two semesters of field work. The student, in conjunction with the Director of the Social Work Program, must arrange internship placement during the previous semester. The deadline for fall internships is March 15, for spring internships it is October 15.  
**Prerequisites & Notes** Permission of Social Work Director  
Credits: 3-6

**WRIT 102 - Writing Tutorial**

Students enrolled in ENG 102, *Introduction to College Writing*, meet with a professional writing consultant for a weekly, 30-minute tutorial to set and achieve composition goals connected to their coursework in addition to writing projects from other classes.  
Credits: 1

## Faculty and Administrative Staff

### Faculty Full-Time

- **Baldwin, Colleen**

*Assistant Professor, Nursing*  
B.S., University of Massachusetts,  
Boston;  
M.S., Regis College

- **Ballentine, Stephanie**

*Assistant Professor, Nursing*  
B.S.N., M.S., Rivier University

- **Bergeron, Holly**

*Assistant Professor, Nursing*  
B.S., Southern New Hampshire  
University;  
M.S., University of New Hampshire

- **Centra, Tania**

*Assistant Professor, Nursing*  
B.S.N., Universite Larquentienne;  
M.S., Texas A&M University;  
D.N.P., University of New  
Hampshire

- **Clement, Ashley**

*Assistant Professor, Nursing*  
B.S., Rivier College;  
M.S.N., Salem State University

- **Chuyan, Olga**

*Assistant Professor, Mathematics*  
M.S., Ph.D., Moscow State  
University

- **Demers, Shanna**

*Assistant Professor, Biology*  
B.S., Minot State University;  
M.S., North Dakota University

- **DeProfio, James**

*Assistant Professor, Business*  
B.S., Plymouth State University;  
M.Ed., Endicott College

- **DeSilva-Mousseau, Angela**

*Professor, Education & Counseling*  
B.S., Union College;  
M.A., Ph.D., Boston College

- **Doherty, Timothy J.**

*Professor, English*  
B.A., M.A., Ph.D., University of  
Massachusetts, Amherst

- **Fogg, Catherine**

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