Rivier UNIVERSITY

Rivier University

2026-2027

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 2026-2027 academic year. Some academic, administrative and policy sections of the 2026-2027 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**.

ACADEMIC CALENDAR 2026-2027

FALL SEMESTER 2026		**September 8 - December 18**
Mon-Fri	Aug. 24 - Sep. 4	Family Nurse Practitioner On Campus Intensives
Monday	7-Sep	Labor Day - No classes
Tuesday	8-Sep	Academic Convocation
Tuesday	8-Sep	Term 1 (7-week classes) and 14-week classes Professional Studies/Online/Graduate/Doctoral classes begin
Wednesday	9-Sep	Classes begin for 14-Week Day
Monday	14-Sep	End of Add/Drop period for Term 1 (7-week classes) and 14-week Professional Studies/Online/Graduate/Doctoral classes at 5 p.m.
Tuesday	15-Sep	End of Add/Drop period for 14-week Day classes at 5 p.m.
Monday	5-Oct	Final date to withdraw "W" from Term 1 (7-week classes)
Monday	5-Oct	Final day to complete "I" from Summer '26
Monday	12-Oct	Columbus Day - No meeting for 14 weekday classes. Term I (7-week classes) and 14-week Professional Studies/Online/Graduate/Doctoral classes meet
Tues-Mon	October 20-26	Final Class meeting/Final Exams for Term 1 (7-week classes)
Friday	23-Oct	MIDTERM GRADES DUE for all 14-week undergraduate classes
Wednesday	28-Oct	Term 2 (7-week classes) begin
Friday	30-Oct	Final Grades for Term 1 (7-week classes) due by 12 p.m.
Tuesday	3-Nov	Add/Drop period for Term 2 (7-week classes) ends at 5 p.m.
Tuesday	17-Nov	Final date to withdraw "W" from 14-week classes
Tuesday	24-Nov	Final date to complete "I" from Term 1 (7-week classes)
Tuesday	24-Nov	Final date to withdraw "W" from Term 2 (7- week classes)
Wednesday	25-Nov	Thanksgiving Vacation Begins-Wed. noon; vacation for all classes
Monday	30-Nov	Classes Resume
Tuesday	1-Dec	Intent to Graduate for January commencement due
Monday	14-Dec	14-week classes end
Mon-Fri	December 14-18	Final Class meeting/Final Exams for Term 2 (7-week classes)
Tues-Fri	December 15-18	Final Exams for 14-week Day/Professional Studies/Online/Graduate/Doctorate
Saturday	19-Dec	Make up day for final exams
Tuesday	22-Dec	Final grades for all classes due by 12 p.m.

SPRING SEMESTER 2027		JANUARY 18 - MAY 7
Mon-Fri	January 4 - 15	Family Nurse Practitioner On Campus Intensives
Monday	18-Jan	Martin Luther King Day - all 7-week classes will meet. No meeting for 14-week classes.
Tuesday	19-Jan	All 14-week classes begin
Monday	25-Jan	Add/Drop period for all classes ends at 5 p.m.
Monday	1-Feb	Intent to Graduate for May commencement due
Monday	15-Feb	Final date to withdraw "W" from Term 1 (7-week classes)
Monday	15-Feb	Final day to complete "I" from Fall '26
Tues-Fri	March 2 - 5	Final Class meeting/Final Exams for Term 1 (7-week classes)
Saturday	6-Mar	Make up day for Term 1 (7-week classes)
Mon-Fri	March 8 - 12	Spring Vacation for 14-week classes only
Tuesday	9-Mar	MIDTERM GRADES DUE for 14-week undergraduate classes
Tuesday	9-Mar	Final Grades due for Term 1 (7-week classes) by 12 p.m.
Friday	19-Mar	Term 2 (7-week classes) begin
Thursday	25-Mar	Add/Drop period for Term 2 (7-week classes) ends at 5 p.m.
Thursday	25-Mar	Easter recess begins: No meeting for 14-week Day/Professional Studies/Online/Graduate/Doctorate classes. Term 2 (7-week classes) will meet
Friday	26-Mar	Good Friday - no classes
Sunday	28-Mar	Easter Sunday
Monday	29-Mar	Classes resume
Monday	5-Apr	Final date to withdraw "W" from 14-week classes
Thursday	15-Apr	Final date to withdraw "W" from Term 2 (7-week classes)
Thursday	15-Apr	Final day to complete "I" from Term 1 (7-week classes)
Monday	3-May	14-week Day classes end
Mon-Fri	May 3 - 7	Final Class meeting/Final Exams for Term 2 (7-week classes)
Tues-Fri	May 4 - 7	Final Exams for 14-week Day/Prof. Studies/Online/Graduate/Doctorate classes
Saturday	May 8	Make up day for final exams
Tuesday	11-May	Final grades for all classes due by 12 p.m.
Sunday	16-May	Commencement

SUMMER SEMESTER		**May 10 - August 26**
Term 1 (7-week format)		**May 10- July 1**
Monday	10-May	Classes begin
Friday	14-May	Add/Drop period for Term 1 (7-week classes) ends at 5 p.m.
Monday	31-May	Memorial Day - no classes held
Friday	4-Jun	Make up day for Monday (5/31) classes
Friday	June 11	Final date to withdraw "W" from Term 1 (7-week classes)
Friday	June 11	Final date to complete "I" from Spring '27
Friday	June 18	Juneteenth Observed - offices closed, online and clinicals will meet
Mon-Thurs	June 28 - July 1	Final Class meeting/Final Exams for Term 1 (7-week classes)
Tuesday	6-Jul	Final grades due by 12 p.m.
Term 2 (7-week format)		**July 2 - August 26**
Friday	2-Jul	Classes begin
Monday	5-Jul	Independence Day Observed - no classes held
Thursday	8-Jul	Add/Drop period for Term 2 (7-week classes) ends at 5 p.m.
Friday	9-Jul	Make up day for Friday (7/5) classes
Thursday	5-Aug	Final date to complete "I" from Summer-Term 1
Thursday	5-Aug	Final date to withdraw "W" from any Term 2 classes
Friday	30-Jul	Intent to Graduate for September commencement due
Mon-Thurs	August 20 - 26	Final Class meeting/Final Exams for Term 2 (7-week classes)
Tuesday	31-Aug	Final grades due by 12 p.m.
Summer Long format		**May 10- August 26**
Monday	10-May	Classes begin
Friday	14-May	Add/Drop period for Summer Long classes ends at 5 p.m.
Monday	May 31	Memorial Day - no classes held
Friday	4-Jun	Make up day for Monday (5/31) classes
Friday	11-Jun	Final date to complete "I" from Spring '27
Friday	June 18	Juneteenth Observed - offices closed, online and clinicals will meet
Monday	July 5	Independence Day Observed - no classes held
Friday	9-Jul	Make up day for Friday (7/5) classes
Friday	22-Jul	Final date to withdraw "W" from any Summer Long classes
Friday	30-Jul	Intent to Graduate for September commencement due
Mon-Thurs	August 20-26	Final Class meeting/Final Exams for Summer Long classes
Tuesday	31-Aug	Final grades due by 12 p.m.

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, 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 60 programs leading to associate, bachelor's master's and doctoral degrees.

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

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 and school counseling professions are approved by the New Hampshire Department of Education.

Rivier's Doctor of Psychology in Counseling and School Psychology (Psy.D.) has been accredited by the American Psychological Association (APA), which grants national accreditation for programs in health service psychology. The program's current APA accreditation status of accreditation expires on August 4, 2033. 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

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 119th Street
Overland Park, KS 66213
(913) 339-9356 Email: 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

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
Hellenic American University
Keene State College
Massachusetts College of Pharmacy and Health Sciences
New England College
Plymouth State University
Rivier University
Saint Anselm College
Southern New Hampshire University
University of New Hampshire
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.

Benoit Hall

The Division of Counseling and Psychology and the Division of Education and Leadership are located in the University's Benoit Hall. The 43,000 square-foot building contains state-of-the-art classrooms with advanced technological resources, computer laboratories and faculty offices.

Dion Campus Center

Dion Center, the University's only 24/7 facility sits at the geographic center of campus. This facility is home to Raider Crossing, Rivier's source for University merchandise, food and convenience store. Also located here are the Dining Center, the Office of Public Safety & Security, the Office of Student Experience, Student Engagement, Office of Student Diversity and Inclusion, Campus Ministry and Service Learning, Dean of Students. Student Government, and the Student Organization Club room. Dion Center also houses several meeting and conference spaces (including the 5,000 sq. ft. Dion Reception Room).

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.

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 is the resource library 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 library currently has more than 90,000 print volumes, subscribe to roughly 65 journal titles (of which about 40 are electronic), and patrons have online access through the library website to more than 325,000 electronic books and approximately 60 online journal research databases (which provide access to approximately 150,000 additional electronic journals). A reference librarian is available at the library for more than 75 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.

Rivier Village

Rivier Village offers four-person (4) apartments for upperclassmen. The first two of six buildings opened in the spring of 2024, with an additional two opening in Fall 2026. Each apartment has on to two bathrooms, a full kitchen, a living area, and an in-unit washer and dryer. In each building, seven (7) apartments offer four single bedrooms, while two (2) apartments offer two (2) double bedrooms, and one apartment houses two students in a double bedroom. The main entrances open to a common room with soft seating and a fireplace, while the second floors have two hallway-end study nooks. The Village offers independent living in a meal-plan-optional residential community. Rivier Village houses 148 students and is staffed with a residence director and four resident assistants.

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.

A $1.3 million congressionally directed funding project enabled us to create a state-of-the-art simulation lab that reflects management of the critical care patient.

The 30,000 square-foot renovation incorporates 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 is housed on 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 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 enhances the delivery of business programs in management, finance, marketing, sport management, cybersecurity management, and homeland security. The creation of the cybersecurity lab with advanced technology and the collaborative spaces for project-based learning 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 welcomes students, faculty, alumni, and visitors at the entrance to the Division of Business and Security Studies office suite. The Enterprise Zone offers plenty of "huddle space" and fosters exciting opportunities for interaction and innovation.

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

Admissions

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 Licensure - Some graduate level programs lead to both a degree and license by a state (or national) agency. Individuals who do not wish to enroll in a degree program and are interested solely in pursuing programs leading to state licensure should follow the same admissions guidelines listed above. Specific requirements are listed in the program information which refer to "work leading to licensure." To obtain an individual education plan for licensure 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 a student contingent upon the satisfactory completion of a variety of outstanding material that may be in progress, or 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. Specific requirements for the probation are expressed to the student on their acceptance notification.

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 submit an application with the office of admission and 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 for 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.

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

Undergraduate studies occur through two categories: Undergraduate Day and Professional Studies. For the purpose of Undergraduate 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. 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 (email) 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.

Undergraduate Day 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 for Undergraduate Day

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. Tours may be scheduled Monday through Friday and on selected Saturdays during the academic year.

Undergraduate Day 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;
- A high school transcript including at least 9th through 11th grades.
  - Additional grades including first quarter or first semester senior year grades may be requested prior to admission
  - A final official high school transcript including the date of graduation is required prior to enrollment.
  - Applicants who have earned a GED should submit an official copy of the test results;
- Optional for all majors: Standardized Test Scores. For those applicants that want to submit SAT scores, the Rivier University SAT code number is 3728

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;
- Optional for all majors: Standardized Test Scores. 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

Incoming 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 Day First-Year Nursing Majors

Undergraduate Day applicants for the Bachelor of Science in Nursing (BSN) 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

Undergraduate Day Transfer Application Process & General Guidelines

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

- Application for Admission
- An official high school transcript or official GED results. The high school transcript/ GED is waived for transfer applicants with more than 30 credits completed at a regionally accredited college or university. This does not include credits taken as dual enrollment or alongside receiving a high school diploma.
- 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.

Rivier University has developed a number of articulation agreements with colleges and universities, as well as the New Hampshire Transfer Guarantee. 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.

Transfer Nursing Majors
Bachelor of Science in Nursing (BSN) Degree Program (Undergraduate Day)

Applicants who wish to major in Nursing must provide evidence of satisfactory completion (77 percent or higher) of high school or college level biology, chemistry and algebra. Applicants must also provide evidence of an additional math course and college level Anatomy and Physiology I and II within the last 5 years with a grade of B- or greater.

Associate of Science in Nursing (ASN) Degree Program (Professional Studies)

Applicants who are not LPNs or RNs must submit an application with official transcripts and TEAS scores to be considered for admission to the ASN program. Rivier University has a holistic review process, which means that all application materials are considered.

Students must fulfill these requirements prior to beginning nursing courses:

- Satisfactory completion (77 percent or higher) of high school or college level biology, chemistry and algebra
- Anatomy and Physiology I with Lab - 4 Credits (within the last 5 years with a B- or greater)
- Anatomy and Physiology II with Lab - 4 Credits (within the last 5 years with a B- or greater)
- Bioethics - 3 Credits
- English Composition - 3 Credits
- General Psychology - 3 Credits
- Humanities Elective - 3 Credits
- Lifespan Development - 3 Credits
- Microbiology with Lab - 4 Credits (within the last 5 years with a B- or greater)
- Sociology Elective - 3 credits

Advanced Placement for Licensed Practical Nurses: Associate of Science in Nursing (ASN) Degree Program (Professional Studies)

All licensed practical nurses (LPNs) are eligible to apply for advanced placement in the ASN program. Applicants may be granted advanced placement contingent upon proof of an unencumbered LPN license, a review of their LPN curriculum, and the successful challenge of NURS-101 Nursing Fundamentals with the Nursing Acceleration Challenge Exam (NACE).

Prior to registering for the challenge exam, applicants must submit an application for admission with official transcripts. Once admitted, LPNs should consult with the Nursing Academic Advisor prior to registering for the challenge exam. Rivier University has a holistic review process, which means that all application materials are considered. The challenge exam may be taken twice with a recommended interval of at least one month between attempts.

Students must fulfill these requirements prior to beginning nursing courses:

- Anatomy and Physiology I with Lab - 4 Credits (within the last 5 years with a B- or greater)
- Anatomy and Physiology II with Lab - 4 Credits (within the last 5 years with a B- or greater)
- Bioethics - 3 Credits
- English Composition - 3 Credits
- General Psychology - 3 Credits
- Humanities Elective - 3 Credits
- Lifespan Development - 3 Credits
- Microbiology with Lab - 4 Credits (within the last 5 years with a B- or greater)
- Sociology Elective - 3 credits

Accelerated Bachelor of Science in Nursing (ABSN) Degree Program (Professional Studies)

Applicants must submit an application and all college/university transcripts to be considered for admission to the ABSN program. A bachelor's degree in another field is required.

Students must fulfill these requirements prior to beginning nursing courses:

- Anatomy and Physiology I with Lab - 4 Credits
- Anatomy and Physiology II with Lab - 4 Credits
- Bioethics - 3 Credits
- Lifespan Development - 3 Credits
- Microbiology with Lab - 4 Credits
- Biostatistics - 3 credits

Bachelor of Science in Nursing for Registered Nurses (RN-BSN) Degree Program (Professional Studies)

Registered nurses who are graduates of the Rivier University ASN program need only to submit an application and proof of current unencumbered RN licensure. Applicants who have graduated from other ACEN-accredited associate degree programs must submit an application, all college/university and professional school transcripts, a high school transcript/GED, and proof of current unencumbered RN licensure.

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 Advisor, Program Coordinator 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)
- 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)

- 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 and doctoral transfer credit must have been completed within the past six years. Exceptions may be approved on a case-by-case basis by the divisional dean.
- Depending on the type of degree the candidate is applying to, there is a limit to the number of transfer credits accepted. Please see below for limits on transfer credits accepted:
    - Associate's Degree - No more than 45 credits.
    - Accelerated Bachelor of Science in Nursing - No more than 40 credits.
    - Applied Bachelor's Degrees - no more than 60 credits.
    - Bachelor’s Degrees - No more than 90 credits.
    - Graduate Degree - No more than 12 credits.
    - Doctoral Degrees and no more than 9 credits.
- The undergraduate transfer applicant must earn a minimum of 30 credits from Rivier University before a bachelor's degree can 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.
- 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 Advisor 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) or the Association of International Credential Evaluators (www.aice-eval.org). Completed International Transcript Evaluations will be sent directly from the evaluation agency to: 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's Degree-level courses, including BIOL 105 Human Anatomy and Physiology I, BIOL 106 Human Anatomy and Physiology II, PSYC 101 General Psychology, and PSYC 212 Life Span Development.
- Transfer credit will not be awarded for credits taken from or transcribed through Portage Learning or Geneva College. This policy applies to credit for classes enrolled after 7/1/2023.
- Transfer credit will not be awarded for credits taken from or transcribed through Sophia Learning and/or Study.com. This policy applies to credit for classes enrolled after 10/1/2024.
- Transfer credit will not be awarded for credits taken from or transcribed through Straighterline. This policy applies to credit for classes enrolled after 8/15/2025.
- Students with the International Baccalaureate® (IB) diploma may be given transfer credit for individual courses on the Higher-Level Examinations with a score of 5, 6, or 7. Credit may be used to satisfy general requirements. No credit is given for scores lower than 5 on the Higher-Level exams. No credit will be given for any Subsidiary-Level or Standard-Level exams. Official scores must be sent directly from the testing organization to the Rivier University Office of the Registrar. Direct course equivalency will be reviewed on a case-by-case basis through the faculty program coordinator of the corresponding division.
- 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 at 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 Program Coordinator, Program Director or 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 CFPL 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 Program Coordinator, Program Director or Dean of the Division. Fees are charged on a per credit basis.

Assessment and Placement Tests

Writing Assessment and Placement

The following policy applies to transfer students:

- Transfer students who have received a grade of C or better in a writing course equivalent to ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context 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/The Application Process section below. All international students in the Undergraduate Day 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 the Office of Global Engagement, or designee, serves as the International Student Advisor to international students and provides 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/academics/global-engagement/ for more information.

The Application Process

Applicants who are not a United States Citizen or Permanent Resident follow the general application 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 post-secondary education (college or university), as well as official copies of degrees awarded. International school transcripts may be required to be evaluated by an agency approved by: CGFNS International, Inc., the National Association of Credential Evaluators (www.naces.org) or the Association of International Credential Evaluators (www.aice-eval.org). The agency chosen should be asked to evaluate both the student's transcript and the degrees awarded. A course-by-course evaluation is required. The student is responsible for the agency fee. Completed International Transcript Evaluations will be sent directly from the evaluation agency to: Rivier University Office of Admissions, 420 S. Main Street, Nashua NH 03060.

Evidence of English Proficiency

Official and verifiable test score reports/results are required. The approved testing providers are listed below:

- Required Score for TOEFL: 61
- Required Score for IELTS: 5.5
- Required Score for Duolingo: 95
- Required Scores for PTE: 49
- Proficiency Test Exceptions:
  Providing a language proficiency test score may not be required if an applicant satisfies one or more of these conditions:
  - SAT 1 or ACT test results may replace language proficiency tests.
  - The applicant has already earned a college or university degree in the United States.
  - The applicant has successfully completed at least two years of full-time academic study in a diploma- or degree-granting program in the United States.
  - Undergraduate Day applicants currently enrolled in full-time academic study in a regionally accredited high school diploma-granting institution in the United States.
  - The student is from an Anglophone country.
  - 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).

Curricular Practical Training

Curricular Practical Training (CPT) is employment that is an integral part of an established curriculum and is directly related to the student's major field of study, as defined in 8 CFR 214.2(f)(10)(i).

For graduate-level programs in which experiential learning is directly tied to a specific required or recommended course or program requirement, CPT eligibility may occur at the point the student enrolls in that designated course, including during the student's initial academic term.

In such cases, CPT eligibility is based on curricular necessity, not duration of enrollment. The experiential learning component is considered an essential academic requirement of the program rather than supplemental employment.

Accordingly, students enrolled in graduate programs-such as MS Computer Science, MS Computer Information Systems, and MS Artificial Intelligence - whose curricula include specific credit-bearing courses recommending or requiring experiential learning may be eligible for CPT when the following conditions are met:

- The practical training is directly tied to a specific academic course or program requirement.
- The student is enrolled in the designated experiential learning course.
- The employment is directly related to the student's major field of study.
- Faculty oversight is documented through defined learning outcomes, supervision, and academic evaluation; and
- CPT is authorized in advance by the Designated School Official (DSO) and properly recorded in SEVIS prior to the start of employment.

Note: the programs listed above are illustrative. Other SEVP approved programs may also allow for CPT eligibility.

CPT authorization is determined on a case-by-case basis and granted only when the experiential learning experience is academically integral to the curriculum, consistent with federal regulations. CPT is program-specific and is not automatically approved based on degree-level.

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 Advisor and must have the plan approved by the academic program director/department 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 from the Program Coordinator, Program Director or Dean

of the Division 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 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.

Students who have completed a Master's degree *outside of the United States* may be eligible to apply for a similar degree program at Rivier University.

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 Coordinator, Program Director or Dean of the Division. An applicant for readmission will be treated in the same manner as an applicant for initial admission.

Service Member Readmission Policy

Per Chapter 3 of Volume 2 of the Federal Student Aid Handbook, and in line with the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), Rivier University will readmit service members and reservists if they are unable to attend class or have to suspend their studies due to service requirements. Accommodations may include options such as withdrawal or leaves of absences, as well as readmission at the conclusion of active duty. Details regarding the accommodations made will be based on a student's specific military obligation.

At the time of readmission, the service member will be admitted at the same enrollment status, with the same credit hours previously completed, and with the same academic standing, into the next available class or classes in the student's program beginning after the student provides notice of intent to re-enroll, unless a later date is requested. If the exact program is no longer offered, admittance will be offered to the program that is most similar to that program unless the student requests or agrees to admission to a different program.

If the student is admitted to the same program, for the academic year in which the student returns the University shall assess fees and tuition consistent with the provisions of 34 CFR 668.18(a)(2)(iii)(E)(1). If the student is admitted to a different academic program, and for subsequent academic years for a student admitted to the same program the University shall assess tuition and fees consistent with the provisions of 34 CFR 668.18(a)(2)(iii)(E)(2). The University is not required to readmit the student on the student's return if: (*1*) after reasonable efforts by the University, the University determines that the student is not prepared to resume the program at the point where the student left off; (*2*) after reasonable efforts by the University, the University determines that the student is unable to complete the program; or (*3*) the University determines that there are no reasonable efforts the University can take to prepare the student to resume the program at the point where the student left off or to enable the student to complete the program.

Service members are encouraged to contact the Veterans Coordinator for assistance with initiating specific procedures regarding withdrawals, leaves of absence, readmission, and information regarding other policies that may be particularly applicable to students in the military.

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 Advisor 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 Advising.
- If a student receives financial aid, they must contact the Financial Aid Office 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.

Academic Renewal Policy (Graduate Students Only)

Academic renewal is a process that allows graduate students to exclude previously low grades from their GPA calculation in their academic record from years prior to completing a degree or a certificate. It's also known as "grade forgiveness". Students can petition to have D or F grades excluded from GPA calculations, but the grades and courses will still appear on their transcript. Academic renewal can help students who have shown improved academic performance, and can make it easier to transfer, complete degrees and certificates, and avoid academic probation or disqualification. Consideration for the Academic Renewal Policy must be approved through the Office of the Vice President of Academic Affairs. The Academic Renewal Policy may be used one-time only throughout a graduate program of study.

Students are responsible for all outstanding financial obligations prior to taking new course(s) and must meet with a representative from the Financial Aid Office if a financial hold has been placed on their account.

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

To be considered for admission, the applicant must submit the following:

- An admissions application form available online at 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 or HiSET, the official GED or HiSET must be submitted. The high school transcript or GED/HiSET 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. In addition to the application, students must submit the following supplemental materials:

- 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.
- Current Resume
- Doctor of Psychology (PsyD) only: Letters of Recommendation and Statement of Purpose as noted in PsychologyCAS

Timely Submission of Documents

Applicants are encouraged to submit materials all at once for a more efficient and timely processing of their application. Applicants should ensure that letters of recommendation are submitted by checking with the authors. While the Office of Admissions will contact applicants regarding documents 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

Admission for Graduate study at Rivier University operates under a "rolling admissions" system. Applications, however, should be submitted with consideration given to having all materials processed prior to the start of the new semester. A student who has been accepted into a graduate program must attend within a year of acceptance or will 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. Non-matriculated students intending to move to degree-seeking status 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.

Transfer Admission for Graduate and Doctoral Students

Candidates for a master's degree program at Rivier University may transfer a maximum of 12 graduate credits, provided that: (1) these credits were earned at a regionally accredited college or university, (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.

Applied Bachelor Degree

An applied bachelor's degree or a degree in three enables students to graduate faster, save money, and enter the workforce sooner. Programs are designed for career-focused students eager to enter the workforce quickly and have an early career pathway they want to pursue in high-demand professions. The programs consist of a minimum of 90 credits that provide a foundation in critical thinking, reasoning and ethical decision making as well as major requirements and a professional core with an emphasis on career-oriented skills including leadership.

Bachelor 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 or an Applied 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 or an Applied 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 Coordinator, Program Director or the 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 Program Coordinator or Program Director for alternatives to the comprehensive examination.

Examinations for Education Programs

Students enrolled in education programs leading to licensure 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 education licensure 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 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 Ed.S. 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 Program Coordinator, Program Director or 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 undergraduate full-time course 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 Advisor. 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 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	Credits	Status
12 or more	Full-time	6 or more	Full-time	6	Full-time
6-11	Half-time	3-5	Half-time	3-5	Half-time
1-5	Less than half-time	1-2	Less than half-time		

Undergraduate 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 Program Coordinator, Program Director or 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 Advisor. For graduate students, include the Program Coordinator, Program Director or the Dean 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 Program Coordinator, Program Director or the Dean.

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 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 non-attendance 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 Program Coordinator, Program Director or 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 Non-attendance Policy

Habitual non-attendance is defined as an absence in any course for any reason equal to three full weeks of missed class sessions. This translates to:

Course length	Course meetings/week	Number of absences
14-week course	2 times per week	6 absences
14-week course	3 times per week	9 absences
14-week course	1 time per week	3 absences
7-week course	2 times per week	4 absences
7-week course	1 time per week	2 absences

and for online courses, two or more absences within a 14-day period.

For undergraduate students, faculty members will notify the Office of Academic Advising when a student has reached the habitual non-attendance criteria for their course(s). The Academic Advisor will then attempt to resolve the issue of habitual non-attendance with the student. It is the responsibility of the student to notify their Academic Advisor or Program Director of any intention to withdraw from a course or to withdraw from the University.

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

For graduate and doctoral students, the faculty member will attempt to resolve the issue of habitual non-attendance with the student. Faculty members will notify the Office of the Registrar and the respective Program Director/Program Coordinator when a student has reached the habitual non-attendance criteria for their course(s). It is the responsibility of the student to notify the Program Director/Program Coordinator or the Office of the Registrar of any intention with withdraw from a course or to withdraw from the University.

For online class attendance, students must log in at least once a week at a minimum, but multiple logins are highly recommended for academic obligations. Attendance in online courses is determined by active participation through submitting an academic assignment, taking an exam, engaging in an interactive tutorial or computer-assisted instruction, participating in an online discussion about academic matters, and initiating contact with faculty members to ask questions about the academic content of the course.

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. If the student stops participating, please contact the Office of the Registrar.

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

Attendance Policy for F-1 Students
The F-1 immigration regulations require international students to register for full time classes and attend on campus. Complying with this policy is critical to maintain F-1 visa status. Not participating in classes will not only cause issues with your F-1 status but can also lead to academic probation/dismissal.

What is Rivier University's Attendance Policy?
There are three categories of attendance: Present, Participating Present, and Absent.

Present

- Students are required to be physically present for all classes unless otherwise informed by their instructor.

Absent

- A student who is not present for a scheduled class period will be recorded as absent by the instructor regardless of the reason. Contacting your professor ahead of time that you are going to be absent is your responsibility and may lead to the opportunity to make up work, but the absence will still be recorded.
- *Being late for class is also considered an absence.* If you arrive after the professor starts class, you will be marked as absent. This is considered an "unapproved" absence. You should notify your instructor immediately by email, voice mail or message on canvas if you think you will arrive late due to an emergency.
- The Office of Global Engagement will be notified by the professors of the habitual absences of F-1 students.
- **Only** the Office of Global Engagement (OGE) may excuse absence for reasons of documented emergencies. OGE will inform instructors of excused absences. Students may be allowed to make up work at the instructor's discretion, but any students who missed any part of class must be marked absent for that session.

Example of excused absences:

- Personal emergencies, including but not limited to illness or medical reasons with a U.S. doctor's note.
- Death in the family with a copy of funeral program.

In the event of a medical emergency and/or a medical reason for your absence, the note from a U.S. doctor should explain that you have an acceptable medical reason for being absent, and it should say approximately when you will be able to return. This note should be presented to your instructor and copied to the Office of Global Engagement. Rivier University recognizes the value of religious observances. It is recommended that students observe religious practices before or after any scheduled class.

Examples of unapproved absences:

- Religious observance
- Government appointments (i.e. drivers license appointments, etc.)
- Oversleeping
- Transportation issues
- Phone or internet service issues
- Other personal or family issues

These unapproved reasons will not result in an excused absence, and your instructor might not allow you to make up missing work, resulting in a grade penalty. This is not negotiable and cannot be appealed. The overall grade might be affected and could lead to academic probation and/or dismissal which will be subject for SEVIS record termination

A student who accumulates absences of more than one (1) class over a period of a seven (7) week class or three (3) missed meeting for a 14 week class may also be recommended for academic probation, dismissal or SEVIS termination for reasons of habitual absence.

Participating Present

At the instructor's discretion, a student may be marked Participating Present.

Examples of participating Present:

- A student has completed all course requirements prior to the end of the semester or term.
- An instructor may require students to perform work outside of the classroom during the normal class meeting time. For example, performing research in the Library.
- An instructor may conclude that a student is sufficiently ahead of the syllabus and that their best use of time is outside of the classroom.

Not Participating

A student is considered to be not participating if on the last day of drop/add they have not attended class, not informed the instructor, and have no activity in Canvas. Any instructor considering reporting an F-1 visa holder as not participating should inform OGE and the department Chair before entering ad determination. OGE will contact the student and provide feedback to the instructor. Students marked as non-participating are likely to be in violation of their visa requirements and immediately deported. It is critical to involve OGE in any determination of non-participation.

What is the Student's Responsibility?

- You are an international student who holds an F-1 visa. This visa requires you to comply with the immigration regulations for the duration of your status. **Class attendance and participation are important components of maintaining your legal status. You must attend classes regularly.** Remember the definition of the "habitual absences" (missed over one class for 7 week and missed 3 classes for a 14 week) can result in academic probation which leads to dismissal and SEVIS termination. (NOTE: Once your record is terminated, you will be required to leave the United States of America within a restricted timeline or transfer to another SEVP approved school immediately upon notification of your dismissal).

- It is your responsibility to **arrive at Rivier campus before the semester begins.** *If you are not able to attend on time, notify the Office of Global Engagement and defer attendance to the next academic session to ensure preparedness.* If you fail to do this and miss classes, your absences will be marked accordingly.
- Even if your absence is not excused, you may still be able to make up work. It is your responsibility to ask your instructor questions, especially about the missed class policies. Communication with your instructor is important. If you think you will be absent from class, communicate as soon as possible. Inform your instructor of why you will need to be absent and when you will return.

What are the Consequences of Missing Class?

- Non-attendance and non-compliance of the university's policy may lead to academic probation and/or dismissal which could lead to losing your F1 status due to SEVIS termination.

SEVIS termination means you will be subject to immediate deportation from the country and/or to transfer to another SEVP approved university. This policy is important to follow diligently to avoid being in this situation.

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 or doctoral 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 misrepresent yourself by having someone attend class posing as you in your absence or to falsely report your attendance while you are absent.
- 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 Program Coordinator, Program Director or the 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, they 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 Vice President of Academic Affairs (VPAA). The VPAA 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 at Rivier University. Any full-time day student desiring to enroll in an online course must first consult with an Academic 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 $130 "Online Course Fee". 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, students can make changes in their courses selected during the add/drop period, the first five business days of the semester/term. Add/Drop for students can be made online through Colleague Self-Service. 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.

Directed Study

The purpose of a Directed Study is for juniors and/or seniors to complete their degree, offering classes that might not otherwise be available. In most cases, a Directed Study is offered because a course has low enrollment or a degree program is being phased out. A Directed Study may involve more than one student (same course); however, this will be considered as one Directed Study, providing the

faculty member meets all students together. A student must give evidence of capability for independent work and must be approved by the faculty member and/or Program Coordinator, Program Director or the Dean of the division.

Credits and Contact Hours
The number of course credits is predetermined by the faculty member, Program Coordinator, Program Director or the Dean, and should normally align with an existing course. The number of contact hours shall be four contact hours per credit during the semester/term which the Directed Study takes place. Under ordinary circumstances the student should complete the Directed Study within the semester/term during which the student(s) is registered. If for some legitimate reason the student is unable to complete the work within the semester/term, the student becomes subject to the general regulation concerning an incomplete grade.

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 if it is beyond the regular course withdrawal period. (Please refer to the Academic Calendar for dates.)

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, prior to the start of the final examination period.

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 Office of Admissions to submit an application for readmission. All students should check their program handbook or with their Program Coordinator or 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 withdraw from a course in Colleague with a "W", with the exception of those students who may have received a grade and therefore cannot be dropped. In Colleague Self-Service, students can withdraw from the course by clicking "Drop". If they are withdrawing from all courses, with the intent to withdraw from the University or take a hiatus/Leave of Absence, they will need to contact the Office of the Registrar by sending an email from the student's Rivier email address. Undergraduate day students should reach out to their Academic Advisor prior to withdrawing. 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 and time to withdraw from a course. Students withdrawing from their registered courses are financially responsible for their courses unless the course(s) is dropped prior to the course start date. Please refer to the financial information section of the catalog for details on tuition refunds or refer to the Withdrawal and Refund Policy online. 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 and in compliance with the code of professional conduct (refer to the Graduate Studies Code of Professional Conduct policy). 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 180 days in a 12-month period, triggering loan repayment calculations. A student who desires to take a leave of absence must complete a Leave of Absence form and submit it to their advisor, Program Coordinator or Program Director in order to officially arrange for a leave. A date of return will be agreed upon, in advance, between the student and the advisor, and stated on the Leave of Absence form. A copy of this form will be forwarded to the Office of the Registrar.

Failure to complete the Withdrawal/Leave of Absence Form may result in an Administrative Withdrawal as outlined in the withdrawal policy above. The only exception to this policy pertains to student students in Graduate Nursing Programs who are not required to complete an LOA form in the summer semester/term, but must do so in the Fall and Spring semester/terms. The 180-day rule would still apply to this population.

Students who return to the University immediately after the approved period for a leave of absence may 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 their 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 or Program 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. Graduate and Doctoral students can submit the form to their Program Coordinator, Program Director or 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.

Military Deployment/Reassignment

The University is required to have a policy and appropriate procedures to assist students who must withdraw from the University due to military deployment or reassignment. This policy applies to both the active military member and their spouse [pursuant to PA House Bill No. 1460].
Rivier University will provide the following options for students who have been deployed or reassigned for military service in order to appropriately maintain the student's academic and financial records Rivier University.

- In the event that a student, who is a member of the reserve component of the armed forces of the United States, shall be called/ordered to active duty (including active State duty), the student and/or student's spouse can request and receive a granted military leave of absence. This does not apply to active duty for training.
- Upon release from military duty, the student or student's spouse will be restored to the educational status enjoyed prior to the duty period, without loss of academic credits earned, scholarships or grants awarded or tuition and other fees paid prior to the commencement of military duty. Veterans who officially notify the Office of the Registrar that they are being deployed will be withdrawn from classes that are in process and those charges will be removed.
- The affected student should notify the instructor(s) of the deployment. An Add/Drop/Withdraw form should be submitted to the Office of the Registrar indicating the request for military withdrawal, along with copies of all applicable deployment orders.

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 Advisor or appropriate Program Coordinator or 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 advisor and have the plan approved by the Program Coordinator or Program Director 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, an undergraduate day student may earn a minor in a discipline designated by the University. Students should discuss their intent to earn a minor with their Academic 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. The form is available through Colleague Self-Service, under Graduation Overview. There are three graduation dates per year September 2, January 2 and the date of 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 Coordinator, Program Director or faculty advisor in their department to be certain that all requirements for graduation have been met. Students are responsible to make sure that all financial accounts are settled in full before diplomas can be issued.

To graduate by the end of their final semester, undergraduate students 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 2nd, January 2nd, and in 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, they 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

Special Categories

* P	Pass
*PR	In Progress
* AU	Audit
* NC	No Credit
* I	Incomplete/Contract Approved ***This request must be made before the scheduled final examination***. See Incomplete below for more information.
* W	Withdrawal from Class/Official Notification
**NF	Administrative Failure / No Official Notification
**VF	Violation Failure

* 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 stopped attending/participating in a course and 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.

VF (0.000)
Indicates that the student had an academic integrity violation grade penalty. A VF (violation 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 period begins***. 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 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 Vice President for Academic Affairs.

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. Undergraduate 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 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 period begins***. 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 Vice President for Academic Affairs.

Repeated Courses

Undergraduate students are encouraged to speak with their Academic Advisor 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 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.

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 Program Coordinator, Program Director or the Dean of the Division.

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 Program Coordinator, Program Director or the Dean of the division in which the course was offered, or to the divisional dean if the grade review is between the student and the Program Coordinator or Program Director.

If no satisfactory resolution is reached after contacting the department coordinator/program director, the student may appeal to the Vice President for Academic Affairs (VPAA). The VPAA 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 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 Probation

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 Coordinator, Program Director 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 or doctoral student whose cumulative grade average falls below "B" (3.000) is grade deficient and is placed on academic probation. The graduate student has two additional semesters to regain satisfactory standing. Doctoral students have two semesters, with the exception of dissertation or scholarly project courses. In those cases, doctoral students have only one semester to regain their satisfactory standing. A student demonstrating an inability to perform at the graduate or doctoral 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 or doctoral student earns two failing grades, the student may be dismissed from their program of study. A failed course may be repeated once. Only the second grade earned affects the grade point average, with the exception of dissertation or scholarly project courses, but the failure remains on the transcript. Courses in which a student receives a grade of "C" or better cannot be repeated for credit.

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 their Academic Advisor. 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 Advisor. 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.

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 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 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.

When students generate text using artificial intelligence (AI) services, including chatbots and other natural-language generators, this can also be a breach of academic integrity if the work is represented as that of the student. All text generated by AI must be identified and cited by the student even if the student edits the text. This applies to papers, discussion group posts, computer code and all other academic work.

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 Program Coordinator, Program Director or Dean of the infraction and reason for recommending a formal review;
- review by the Program Coordinator, Program Director or 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 then 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 they will not be fairly heard by the faculty member, the student or the instructor may contact the Program Coordinator, Program Director or Dean. For the purposes of academic integrity matters, the relevant Program Coordinator, Program Director or 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 Program Coordinator, Program Director or 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 Program Coordinator, Program Director or Dean. The decision of the Program Coordinator, Program Director or 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 Program Coordinator, Program Director or Dean. This grievance, with all relevant evidence attached, is submitted in the form of a written letter addressed to the Program Coordinator, Program Director or Dean, who will appoint and chair a review committee, consisting of the Program Coordinator, Program Director or 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 Program Coordinator, Program Director or 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 they will not be heard by the faculty member, they 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 Program Coordinator, Program Director or 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 Program Coordinator, Program Director or Dean, who will attempt to resolve the issue as soon as is reasonably feasible. The decision of the Program Coordinator, Program Director or Dean shall be forwarded in writing to all parties.

If the student remains unsatisfied, they may file a formal grievance within ten days of this communication. This grievance, with all relevant data attached, is submitted in writing to the Program Coordinator, Program Director or Dean, 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 Program Coordinator, Program Director or 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.

Dismissal Policies
For information about the Student Code of Conduct, including community standards, dismissals and appeals, please refer to the Student Handbook which can be found on our website at: https://www.rivier.edu/student-life/community-standards/student-handbook/.

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 Colleague Self-Service 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.

Transfer Credits

For information on the Rivier University Transfer Credit Policy, please click the Admissions section of this catalog.

Transcripts/Academic Record

Official transcripts may be ordered for current students through Colleague Self-Service, through the Rivier University website, 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, except for those students who used Title IV federal financial aid. 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, 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. 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 Financial

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 Accounts Office. Officially registered students may confirm their registration via the student portal. Students receive notification of the registration process from their Academic Advisor, Program Coordinator, 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 students should schedule appointments with their Academic Advisors. Graduate students are encouraged to contact their Program Coordinator or Program Director.

Full payment of fees must be made on or before August 15 for the fall semester, on or before January 5 for the spring semester, and on or before May 5 for the summer 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.

Fraud Prevention Policy

Rivier University reserves the right to verify the identity, academic records, and eligibility of all applicants for admission. This process is designed to protect the integrity of our admissions system and safeguard the identity and credit of all individuals. Submission of false or misleading information — including the use of another person’s identity or a fictitious identity — may result in denial of admission, cancellation of registration, and disqualification from federal financial aid. In accordance with federal law (34 C.F.R. § 668.16(g)), the University may use internal verification systems and, when required, report suspected fraud to the U.S. Department of Education Office of the Inspector General and law enforcement. These measures are in place to ensure fairness and compliance, while respecting the dignity and privacy of all applicants.

What do we mean by fraud?

- Identity/ID theft
- Synthetic IDs
- Academic/Test Impersonation
- Student Aid Fraud
- Third-party/Bot Application Schemes

- Falsified Documents (IDs, transcripts, residency, dependency, etc.)

Who reviews fraud cases?

- Rivier University investigates suspected fraud using a collaborative approach. This involves Admissions, Financial Aid, Student Accounts, Registrar, Information Technology staff, and other departments as needed.

Fraud review process

1. Student accounts are flagged for potential fraud and further investigation. This may require students to bring in identification to campus and/or use of electronic verification.
2. Temporary holds are placed on the account to protect the student and funds.
3. Identity verification outreach is conducted (the student may have up to 5 days to respond).
4. If identity is verified, then holds are lifted and the student account may be removed from the fraud protocol. If fraud is confirmed or there is no response, the process continues to step 5.
5. If the student is enrolled in coursework or has financial aid:
    a. The departments impacted will work together to compile fraud cases and determine whether to terminate enrollment.
    b. If the student is enrolled in coursework, faculty may be contacted to verify participation. This may result in the student receiving a grade of “NF” or “F.”
    c. Financial Aid will make the final determination to remove financial aid.
6. Final actions taken and cases may be reported to the Office of Inspector General.

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.

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill."

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 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 their 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 Advising upon completion of study, prior to the students last semester of study a 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 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, led 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

Office of Financial Aid

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 Office of Financial Aid 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 Office of Financial Aid 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.gov/h/apply-for-aid/fafsa.

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 Office of Financial Aid must provide maximum self-help funding as the foundation of each financial aid offer. You can contact the Office of Financial Aid at (603) 897-8488 or at 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. 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 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 and Doctoral full time is 6 or more credits, 3-5 is considered half-time. If a Graduate or Doctoral student is enrolled for less than three credit hours, they are not eligible to receive financial aid.
- 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 / permanent resident card).

Financial Need

A student's financial need is the cost of attendance minus the Student Aid Index (SAI). Students may not receive financial aid in excess of their cost of attendance. The Office of Financial Aid 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 Office of Financial Aid. 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 SAI 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 Counselor. 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%.

Veteran Students

All students receiving VA educational benefits are required to maintain Satisfactory Academic Progress according to published standards established and enforced by the University. Rivier University's Standards of Academic Progress have been approved by the State Approving Agency (SAA) and accepted by VA.

U.S. Code, Title 38, Sections 1674 and 1724, requires that educational assistance benefits to veterans and other eligible persons be discontinued when the student ceases to make satisfactory progress toward completion of their training objective. Accordingly, Rivier University will discontinue certification of enrollment and inform the VA of a termination (due to unsatisfactory academic progress) for students who remain on academic probation for more than two consecutive semesters. This may result in the student being overpaid. Students have a right to appeal terminations. The VA determines whether or not payment will be terminated and the conditions for reinstatement.

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 Advisor (Undergraduate) or Faculty Advisor (Graduate/ Doctoral) 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), "VF" (Violation 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 Office of the Registrar and the professor become "F" (Failing) grades. Transfer credits are included as both credits earned and credits attempted. "P" (Passing) grades 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 Office of Financial Aid.

Summer Aid

Students wishing to receive financial aid for the summer sessions should contact the Office of Financial Aid 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 Withdrawal and Refund Policy.

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.

There is a tuition differential between full-time undergraduate, part-time day and part-time evening study, graduate, graduate nursing, graduate nursing clinical, and the various doctoral programs.

Students can view their semester charges/credits and make payments on Colleague Self-Service. Parents and guardians can make payments and/or sign up for a payment plan via the payment portal at the Rivier University Payment Center.

Required Deposits

A tuition deposit due by May 1 is required of first-time students: $500 for Undergraduate 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 2026-2027
Please click our website for our Tuition and Fees.

The University administration reserves the right to adjust charges when it becomes necessary to do so.

Raider Bucks

Students may use their ID card to purchase products or to pay for available services at locations around Rivier including the Regina Library Cafe and Raider Crossing. They may add dollars and manage their Raider Bucks balance via University OneCard.

Course Add/Drop Refund and Withdrawal Policy

Students must officially withdraw from their course(s) if they are no longer able to attend Rivier University. 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 Advisor and/or Financial Aid Counselor to discuss the consequences prior to withdrawal. Students are responsible for their charges up to the official withdrawal date. Drop dates may be found on the Withdrawal and Refund Policy page.

Withdrawals after the Drop date - the 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 of notification to the Office of Residence Life & Housing and the last day of residence in accordance with the University refund schedule. There is no refund on meal plans after the add/drop period has ended or if the meal plan has been utilized that semester. In the case of withdrawal or change from resident to commuter status between Fall and Spring semester, the house deposit is forfeited.

It is the student's responsibility to verify the amount of their semester charges on Colleague Self-Service upon being registered for courses and to be aware of the payment due dates and the course Add/Drop Refund and Withdrawal dates. Students may print their statement from the Self-Service portal. Late fees will be assessed after the payment due date. A finance charge of 1.5% per month will be assessed on the unpaid balance.

Students who have two ACH payments return within a six-month period will be restricted from using that payment method and will be required to use credit/debit as guaranteed payment. Students who miss three scheduled payment dates will be considered in default and will be removed from the plan and will no longer be able to use that payment option.

Payment Due Dates

Students must resolve their balance either by paying in full or by enrolling in a University payment plan by the following dates:

- Fall: August 13
- Spring: December 9
- Summer: April 23

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 deadline.**

Resolving the balance may involve a combination of financial aid, student sponsorships, payments, and a payment plan. Students must complete all requirements and submit signed paperwork by the payment due date to the Office of Financial Aid for their financial aid to be shown as an estimated credit on their bill.

Payment Options

Students may view their charges/credits and print a statement on Colleague Self-Service. Parents and guardians (authorized users) may make payments and sign up for a payment plan at the Rivier University Payment Center.

Payment options include direct payments, financial aid, payment plans, and deferred payment plans (for students anticipating employer reimbursement).

Students applying for deferred payments for employer reimbursement must submit their application, including employer verification, by the semester due date.

If a student's employer wishes to sponsor payments and be directly billed, they must submit a Letter of Credit to the Student Accounts office by the tuition deadline. The email address is StudentAccounts@Rivier.edu.

Rivier offers a Strategic Partners Program to support workforce development. Undergraduate Day and Psy.D. students are ineligible. To learn more about the Strategic Partners discount, visit here.

All payment information may be found on the Payment Options page. Accepted payment types include cash, check, and credit/debit card. Credit/debit card payments will be charged a convenience fee by our credit card processor at the time of payment. Mail checks to: Student Accounts Office, Rivier University, 420 South Main St., Nashua, NH 03060.

Housing: Room and Board Policy

Room refunds are calculated based on the date of notification of the Office of Residence Life & Housing

and the last day of residence in accordance with the University refund schedule. There is no refund on meal plans after the add/drop period has ended or if the meal plan has been utilized that semester. In the case of withdrawal or change from resident to commuter status between the Fall and Spring semester, the housing deposit is forfeited.

Returned/Insufficient Funds Check Policy (Protested Check)

When a 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 re-registration)
- 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. Undergraduate 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 Academic Advising for more information. (For more information see Audit Policy.)

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 Undergraduate Day 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 Elder hostel 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.

Veterans and their Dependents Tuition and Payment Information

Upon acceptance to Rivier, you will work with both the VA School Certifying Official and a Student Accounts Representative to determine your eligibility and payment options. Your GI Bill® eligibility is based on when you served your country and other requirements determined by the U.S. Department of Veterans Administration. Learn more about your eligibility for military benefits through the VA, including information on Post-9/11 GI Bill®, Montgomery GI Bill® - Active Duty (MGIB-AD), Montgomery GI Bill® - Selected Reserve (MGIB-SR), Reserve Educational Assistance Program (REAP), Vocational Rehabilitation and Employment.

If you plan to use financial aid with your VA Benefit, a Rivier Student Accounts representative will help arrange your financial aid and finalize your paperwork. Students using the Post-9/11 GI Bill® at less than 100 percent eligibility will be responsible for the percentage not covered by the VA.

Veterans Benefits and Transition Act of 2018 Compliance

Under Title 38 US Code 3679 (e), with respect to any students using VA Education Chapter 31 (Vocational Rehabilitation & Employment), Chapter 33 (Post-9/11 GI Bill®), Chapter 35 (Survivors' and Dependents' Educational Assistance - DEA), or Chapter 1606 (Montgomery GI Bill Selected Reserve - MGIB SR) benefits, while payment to the institution is pending from the VA, Rivier University will not:

- Prevent the student's enrollment.
- Assess a late penalty fee to the student.
- Require the student to secure alternative or additional funding.

- Deny the student's access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee payments to the institution.

To qualify for this provision, such students may be required by the school to:

- Produce the VA's Certificate of Eligibility or eBenefits entitlement summary by the first day of class.
- Provide a written request to be certified.
- Provide any additional information needed to properly certify the enrollment as described in other Rivier's policies.

However, Rivier University reserves the right to require additional payment or impose a late fee for the amount of tuition or fees due, which is the difference between the amount of the covered individual's financial obligation and the amount of the VA education benefit disbursement.

- Once our VA School Certifying Official has reviewed your VA documentation, your academic advisor can assist in your course enrollment.
- Yellow Ribbon Program: Veterans who are receiving 100% in tuition benefits may be eligible for funding under the Yellow Ribbon Program, if the veteran has met the maximum allowance determined annually by the VA.
- Visit Financial Aid for information on tuition and fees, refund policy, and other financial information.
- Principles of Excellence (Shopping Sheet template): Students will receive a personalized Shopping Sheet upon admission or after applying for financial aid.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

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 21st century, prepared to address the world's most pressing issues.

The Interdisciplinary Seminars

GLSC 101 *Human Dignity*

GLSC 102 *Serving for Dignity*

GLSC 201 *The Community*

GLSC 202 *Serving the Community*

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

GLSC 302 *A New World*

Elective or GLSC 400 Students who complete the six GLSC courses will choose EITHER an elective outside of their major field of study or GSLC 400 Senior Thesis.

Substitution Table: GSLC seminars replace courses students would otherwise complete as part of Journeys of Transformation, Rivier's undergraduate core curriculum:

Term	Honors Course	Core Courses Substituted
Fall 1	GLSC 101 Human Dignity	RELS 115 God and the Created Order
Spring 1	GLSC 102 Serving for Dignity	ENGL 115 Expositions and Arguments
Fall 2	GLSC 201 The Community	HIST 203 or 204 Interactions: The West in the World
Spring 2	GLSC 202 Serving the Community	ENGL 200 Literature, Art and the Human SERV 100 Serving the World
Fall 3	GLSC 301 Spirit, Mind, Matter, Justice	RELS 2XX (choice)
Spring 3	GLSC 302 A New World	PHIL 2XX (choice) JYS/Capstone Seminar
Fall/Spring 4	Elective OR GSLC 400 Senior Thesis	Elective created by program

Leadership Development and Cultural/Service Immersion

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

GLSC 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

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) 862-7075. 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.

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 on the following pages are courses offered at the University of Massachusetts at Lowell.

General Military Course (GMC) Subjects

AERO 1010	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	1 credit

	characteristics, missions, and organization of the Air Force. Heritage and Values of the United States Air Force Part II	Students learn the responsibility, authority, and functions of military officers and commanders.
AERO 1020	The focus of this course will be on the evolution of airpower and the principles of war and tenets of airpower through computer simulation. Team and Leadership Fundamentals Part I	1 credit
AERO 2010	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. Team and Leadership Fundamentals Part II	1 credit
AERO 2020	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

	Leading People and Effective Communication Part I	
AERO 3010	This course teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Leading People and Effective Communication Part II	1 credit
AERO 3020	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
AERO 4010	National Security Affairs/Active Duty Prep Part I This course teaches students advanced skills and knowledge in management and leadership.	3 credits
AERO 4020	National Security Affairs/Active Duty Prep Part II	3 credits

AF 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 experiential learning through community service. The office oversees the SERV100 course, works with faculty to help to incorporate meaningful service opportunities that are connected to the core concepts in various courses, and provides other opportunities for service and social justice education.

- First-Year Day of Service: A Saturday in September when all first-year students serve the local Nashua community with peers from their Student Success course.
- SERV100: Serving the World: A required course for undergraduate students, in which they complete a minimum of 20 hours of service to a single organization of their choice along with weekly assignments and monthly class discussions.
- Support for Faculty: The Office provides a support to faculty who are interested in incorporating service into their existing courses by providing lists of community partners, making connections and introductions, serving as a sounding board while thinking through implementation, etc.
- Service Immersion Trips: The Office coordinates at least one service immersion trip per year, which includes educational meetings about the receiving community and key social justice issues they experience. Recent groups have served in Arizona, Tennessee, Puerto Rico and New Jersey.

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 or by visiting them in Adrienne Hall, Room 110, and/or the Student Accounts Office at 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.

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.

For information about the Student Code of Conduct, including community standards, please refer to the Student Handbook which can be found on our website at: https://www.rivier.edu/student-life/community-standards/student-handbook/.

Academic 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 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 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 Advising is open full-time for undergraduate day and professional studies students.

Academic Support Center

The Academic Support Center provides individualized academic services and coaching for Rivier University students, including undergraduate, online, professional studies, and graduate students. The Center is staffed by professional writing consultants, peer tutors, and peer mentors. Assistance is available for writing, academic skills, and course content. The Academic Support Center also provides workshops for classes and groups of students on subjects such as writing, study skills, test taking skills and time management.

Academic Support services can be accessed through reserved, drop-in, and online appointments with consultants and reserved and drop-in hours for content-specific tutoring. Students can meet with a consultant or tutor weekly or as needed throughout the semester. All the Center's services are free for Rivier students.

Regina Library Service

The Regina Library supports student learning and research both in person and virtually. Reference librarians are available to help students with

research strategies and locating resources. Students may contact library staff in-person, by telephone, text, e-mail, chat, or set up an in-person or virtual appointment.

The library provides access to an extensive collection of online journals through research databases as well as a robust collection of e-books and print materials. Interlibrary loan services supplement these resources; students can track and retrieve their requests through the RivILL portal, which is accessible through the Regina Library website.

The library provides a variety of study areas with options for collaborative or individual work, including open-seating areas with tables and lounge furniture, six study rooms (three reservable), a quiet study space, a computer lab, and a café. Computers, printers, and scanners are also available in addition to accessories like charging cables, laptops, whiteboards and markers, and other items to support study needs.

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, and enhances the career preparation and employability of students in all academic disciplines. The program includes mentorship through Rivier's Office of Career Services and Life Success, 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.

Rivier University provides the academic rigor, active learning experiences, community service, leadership, and internship opportunities to fully prepare students for meaningful employment. Confidence in the quality of a Rivier education enables the University to ensure invested students will secure employment within nine months of graduation. If not, the University will provide additional support to its graduates. Students who enroll in the Employment Promise Program will receive career investment goals and must actively participate in career development opportunities as part of their overall educational experience.

Each EPP student receives a unique career investment plan customized to their individual strengths and career goals. Plans include academic, leadership, professional development, and service experiences to enhance career preparations and employability.

If students meet their career investment goals and are not employed in their field within nine months after graduation, the University will either make their monthly federal subsidized student loan payments for up to a year or enroll graduates in a Rivier master's degree program, tuition-free.

The program demonstrates the University's confidence in its educational experience marked by distinctive academic programs, committed faculty, and active learning. Rivier is the only institution in New Hampshire to offer this program.

For more information, students should contact the Office of Admissions or the Office of Career and Life Success.

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. Rooted in the Roman Catholic mission of the university, Campus Ministry educates the whole person and equips students to lead lives of deeper meaning and purpose through opportunities for faith formation, service, spiritual and personal growth, peace and social justice, and leadership development. People of all faith traditions are welcome and encouraged to participate. Whether you practice a particular faith, no faith at all, or are uncertain about your faith, you belong here. We are here to support you in your journey.

- 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 Office of Career and Life Success actively supports students in their career planning and job search efforts. Its online resources offer insights into various industries, potential employers, and effective job search techniques. The office provides programs, workshops, and personalized career advising sessions to guide students through decision-making processes and equip them with essential job search skills like resume writing and interviewing. Students shouldn't miss the annual job fairs - a valuable opportunity to connect with potential employers. The Office of Career and Life Success can be found in the Learning Commons or visit online at www.rivier.edu/cdc. For more information, individuals can reach out to the office at (603) 897-8227 or 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.

eCampus.com Online Bookstore

eCampus.com is a premier online retailer of new, used and electronic textbooks for sale or rent, study materials, and book buyback services. This new online bookstore will provide competitive pricing with a price match guarantee, seamless adoption of instructional materials, and multiple delivery options, including shipping to the student's home address or to Rivier's Mailroom. Resident students will have secure access to their purchases through a locker system installed near the Memorial Hall mailroom.

Office of Disability Services

Rivier University is committed to providing equal access to all students. The Office of Disability Services (ODS) works with students who have documented disabilities to determine reasonable accommodations that support full participation in academic programs and campus life. Students seeking accommodations should contact ODS as early as possible to begin the process, including submitting appropriate documentation and engaging in an interactive conversation about individual needs and available supports. Approved accommodations are communicated to faculty through an official accommodation letter. Students are encouraged to share this information with their instructors at the start of each semester to ensure timely implementation. Rivier strives to provide appropriate accommodations, and this requires students to take responsibility for requesting services, providing

documentation, and communicating with ODS in a timely manner. Accommodations are not retroactive and cannot fundamentally alter the essential requirements of a course or program.

For more information or to get started, please contact the Office of Disability Services at **disabilityservices@rivier.edu** or visit: 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.

- 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 and around campus.
- 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 at the Dining Hall and they also allow you to purchase items with Flex Cash or Raider Bucks at Raider Grounds. In order to use the ID cards at these locations, appropriate arrangements must be made at the Student Accounts 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 for $25.00.
- 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 FI 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, sports medicine clinic and offices. Home to men's and women's basketball and men's and women's volleyball. It is the university space for athletics, recreational activities, and intramurals. The Linda Robinson Pavilion and Raider Softball Field are home to the university's field hockey, men's and women's soccer, men's and women's lacrosse and softball programs. 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) and Massachusetts State Collegiate Athletic Conference (MASCAC, ice hockey only) in Division III institutions place highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. The University and the NCAA 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, Volleyball, Ice

Hockey, Basketball, Softball, and Lacrosse. Men compete in Soccer, Basketball, Ice Hockey, Volleyball, Baseball, and Lacrosse.

Information about any program is available in the Athletics Department offices in the Muldoon Center or at www.rivierathletics.com.

Office of Community and Connections

The Office of Community and Connections is deeply committed to holistic student development, offering programming related to topics like bias, belonging, cultural competency, and equity. Whether through our heritage and Identity Months or our "Time to Talk" series, we celebrate the identities and communities that are a part of Rivie with an immersive approach through acknowledgement, education, and healthy dialogue

The Office of Student Diversity and Inclusion focuses on two major goals within the academic year: Enhance Student Belonging and Advance Student Employability.

Raider Crossing

An in-person Spirit, Retail and Convenience Shop is located on the lower level of the Dion Center. In addition, an E-Commerce store can be found here. (see ecampus.com - Rivier's online bookstore). Customers can find University branded items in both locations, including, but not limited to sweatshirts, t-shirts, mugs, stickers, water bottles and basic convenience items.

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 Presentation Hall in three-person pods (1 double room & 1 single room) with a shared bathroom. Brassard Hall a suite-style residence hall with 4 doubles and 1 triple, with 2 bathrooms and shared common areas, and Rivier Village, 4-person apartments featuring 4 single rooms or 2 double rooms, with a full kitchen, living room, two bathrooms, and in-unit washer/dryer.

The Residence Life staff includes undergraduate resident assistants (RAs), full-time resident directors (RDs) for each building, and a Director of Residence Life and Housing. RAs and RDs live on campus and 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 guaranteed 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 and extra-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 point of care testing. 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 resident student has difficulty obtaining transportation to after-hours medical care, they are encouraged to contact the Residence Life on-duty staff.

- **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), 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 are available in the Public Safety Office, located in room 204 of the Dion Center.

Undergraduate 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.

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.

- ENGL 115 Expositions and Arguments Credits:3
- RELS 115 The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 Student Success: Campus to Community I Credits: 1
- SSCC 109 Student Success: Campus to Community II Credits: 1
- BIOL 112 Stewards of the Living World Credits: 3

2. Who is My Neighbor?

Students explore this question in their second and third years.

- ENGL 200 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
- HIST 203 Interactions: the West in the World I Credits: 3 or
- HIST 204 Interactions: the West in the World II Credits: 3
- SERV 100 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: MATH 112 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. SPAN 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)**

ENGL 120	English Composition
MATH	MATH 112 or above
RELS 120	Dignity, Work, Vocation
RELS	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)

Programs of Study

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

Division of Arts and Sciences		
Associate Degree Programs	Liberal Studies, A.A.	
	Individualized Studies, A.A.	
Applied Bachelor Degree Programs	Artificial Intelligence, A.B.S.	
	Criminal Justice, A.B.S.	
Bachelor Degree Programs	Artificial Intelligence, B.S.	
	Biology, B.S.	
	Biotechnology, B.S.	
	Computer Science, B.S.	
	Criminal Justice, B.S.	
	Environmental Studies and Sustainability, B.A.	
	Forensic Science, B.S.	
	Human Services, B.A.	
	Liberal Studies, B.A.	
	Pre-Law	
Graduate Degree Programs	Applied Artificial Intelligence, M.S.	
	Computer Information Systems, M.S.	
	Computer Science, M.S.	
Division of Business and Security Studies		
Applied Bachelor Degree Programs	Business Management, A.B.S.	
	Business Management, A.B.S./M.B.A. (3+1)	
Bachelor Degree Programs	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)	
	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	Cybersecurity Leadership, M.B.A. (STEM)	
	Healthcare Administration, M.B.A.	Online only
	Information Technology Management, M.B.A. (STEM)	
	Management, M.B.A.	
	Management/Marketing Concentration, M.B.A.	Online only
Division of Counseling and Psychology		
Bachelor Degree Programs	Psychology, B.A.	
	Psychology, B.A. in Mental Health & Addiction Studies Track	
Graduate Degree Programs	Clinical Mental Health Counseling, M.A.	
	Counseling, Ed.S. (Post-Master's)	
	School Counseling, M.Ed.	
	Education Studies: Counseling and School Psychology, M.Ed.	
	Psychology, M.A.	
Doctoral Degree Program	Counseling and School Psychology, Psy.D.	
Division of Education and Leadership		
Applied Bachelor Degree Program	Elementary Education, A.B.A.	
Bachelor Degree Programs	Elementary Education, B.A.	

Doctoral Degree Program	Leadership and Learning, Ed.D.	
Division of Nursing and Health Professions		
Associate Degree Programs	Nursing, A.S.N.	
	Nursing (LPN-RN), A.S.N.	
Bachelor Degree Programs	Applied Exercise Science, B.S.	
	Health Science, B.S.	
	Accelerated Bachelor of Science in Nursing, B.S.N.	
	Nursing, B.S.N.	
	Nursing (RN to BSN), B.S.N.	Online only
Graduate Degree Programs		
	Nursing, Adult-Gerontology Acute Care Nurse Practitioner Track, M.S.N.	
	Nursing, Adult-Gerontology Acute Care Nurse Practitioner Track, M.S.N. (Bridge Option)	
	Nursing, Adult-Gerontology Acute Care Nurse Practitioner Track, M.S.N. (RN-MS Option)	
	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.	
	Nursing: Leadership in Health Systems Management, M.S.N. (Bridge Option)	
	Nursing: Leadership in Health Systems Management, M.S.N. (RN-MS Option)	
Certificates	Various Post-Masters Certificates in Adult Gerontology Acute Care, Family Nursing, Psychiatric/Mental Health Nursing, and Nursing Education	
Doctoral Degree Programs	(Click here for Doctoral Programs of Nursing Practice for divisional information)	
	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
- Finance
- Marketing
- Psychology
- Sport Management

Division of Arts and Sciences

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 Requirements
Pathway to ASN Program (30 credits)
Required Courses:

- BIOL 105 - Human Anatomy and Physiology I and Lab Credits: 4
- BIOL 106 - Human Anatomy and Physiology II and Lab Credits: 4
- BIOL 201 - Medical Microbiology and Lab Credits: 4
- ENGL 120 - Composition in Context Credits: 3

Humanities elective (3 credits)

- PSYC 101 - General Psychology Credits: 3
- PSYC 212 - Life Span Development Credits: 3
- RELS 379 - Bioethics Credits: 3

Sociology elective Credits: 3

Foundation Requirements (12 credits)

- MATH 112 - College Algebra or above Credits: 3
- PSYC 204 - Biostatistics Credits: 3
- RELS 120 - Dignity, Work, Vocation Credits: 3
- PSYC/SOCI elective Credits: 3

Or
Pathway to Education (30 credits)
Concentration Requirements (21 credits)
General Electives (9 credits)
Foundation Requirements (12 credits)

- ENGL 120 - Composition in Context Credits: 3
- RELS 120 - Dignity, Work, Vocation Credits: 3
- MATH 112 - College Algebra Credits: 3
  College Algebra or above
- Religion Elective Credits: 3

Both Pathways require:
Area Distribution Requirements (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

Degree Requirements (60 credits)

Associate of Arts in Liberal 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.

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.

Major Requirements (36 credits)

- ENGL 200 - Credits: 3
- Humanities 200 - Credits: 3
- Mathematics - Credits: 3
- Modern Language - Credits: 6
- Natural Science - Credits: 3
- Philosophy or Religious Studies - Credits: 3
- Social Science - Credits: 3
- Liberal Arts - Credits: 9 (Three electives from any of the areas listed above).

- HIST 203 - Interactions: the West in the World I Credits: 3

  or
- HIST 204 - Interactions: the West in the World II Credits: 3

General Education Requirements (minimum 6 credits)
General Electives (18 credits)
Degree Requirements (60 credits)

Bachelor of Arts in Environmental Studies and Sustainability

The Environmental Studies and Sustainability major enables students to critically analyze environmental issues through an interdisciplinary framework drawing from the natural sciences, social sciences, and humanities to address challenges related to human interactions with the environment.

Student Learning Outcomes

Students will be able to:

1. Analyze and apply foundational concepts in natural sciences as they relate to human interactions with the environment.

2. Integrate and apply multiple perspectives from the humanities and social sciences to analyze environmental challenges.

3. Understand the relationships between human societies and natural environments from historical and contemporary perspectives.

4. Evaluate environmental changes incorporating ethical concepts and systems based thinking.

5. Communicate complex environmental issues effectively to both specialist and nonspecialist audiences using written, oral, and digital formats

6. Propose sustainable solutions that acknowledge the importance of local environmental stewardship and community engagement using an interdisciplinary framework.

Assessment

Program faculty will conduct assessment of student learning outcomes. Using the curriculum map, signature assignments from selected courses will be utilized to gauge student learning outcomes. Data will be collected at intervals throughout the program for assurance of learning outcomes accompanied by a closing the loop exercise which will inform teaching practices and make any necessary adjustments in the curriculum. The capstone will be the place where mastery of learning outcomes will be assessed in the form of a summative evaluation. During the final semester, the capstone project that will require students to demonstrate mastery of interdisciplinary methods applied to a real-world case or scenario

Major Requirements (40 credits)
Core Requirements (37 credits)

- BIOL 120 - Field Experience in Biology Credits: Variable
- BIOL 355 - Environmental Sustainability Credits: 3
- BUSS 338 - Environmental Economics Credits: 3
- HIST 216 - Environmental History and Environmentalism Credits: 3
- INDS 101 - Introduction to Interdisciplinary Studies Credits: 3
- INDS 495 - Internship Credits: 3-6-9
- MATH 110 - Introductory Statistics Credits: 3
- PHIL 210 - Environmental Ethics Credits: 3
- POLS 338 - Environmental Policy Credits: 3

Major Electives (3 credits)
Choose 1 of the following:

- BUSS 391 - Sustainable Value Credits: 3
- ENGL 356 - Romantics and Transcendentalists Credits: 3
- POLS 294 - International Relations and Politics Credits: 3

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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 (Minimum): 120 credits

Bachelor of Arts in Human Services

A Bachelor of Arts in Human Services is an interdisciplinary program that prepares students to work in the social service field, drawing upon the social sciences and humanities as well as the disciplines of social work, counseling, sociology (including criminology), psychology and business. Students learn how to identify the needs of individuals, families, and communities, the services that they are entitled to, and to effectively deliver such services. Graduates are qualified for entry-level careers in social work, counseling, case management, juvenile justice and other professions, as well as continuing their studies in graduate programs in social work, counseling, and public administration. Employers likely include schools, hospitals, government agencies, and non-profit organizations.

A Bachelor of Arts in Human Services aligns with Rivier University's mission "to transform hearts and minds to serve the world," its "respect for all people" and its charge to members of the Rivier community 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."

Program Learning Outcomes

1. Analyze foundational concepts in social services at the societal, political and moral level.
2. Integrate and apply multiple perspectives from the humanities and social sciences to identify the needs of individuals and groups receiving, or entitled to, various forms of social services.
3. Communicate effective strategies and policies at the individual and community level for various human service programs to both specialist and non-specialist audiences using written, oral, and digital formats.
4. Develop the skills necessary to effectively support clients receiving various types of social service programs, ensuring ethical practice in alignment with Catholic Social Teaching, while preparing for professional service upon graduation.
5. Demonstrate readiness to coordinate and manage activities of social service programs and community outreach, including through collaboration with colleagues and community stakeholders.

Major Requirements (42 credits)

- HIST 214 - Social Movements in the U.S. Credits: 3
- INDS 101 - Introduction to Interdisciplinary Studies Credits: 3
- INDS 495 - Internship Credits: 3-6-9
- MATH 110 - Introductory Statistics Credits: 3
- PHIL 209 - Contemporary Moral Issues Credits: 3
- POLS 254 - U.S. Public Policy Credits: 3
- RELS 120 - Dignity, Work, Vocation Credits: 3
- SOCI 105 - Social Problems Credits: 3

Major Electives (15 credits)
Choose 5 of the following:
At least one course must be at the 300 and at least one course must be at the 400 level.

- BUSS 302 - Organizational Behavior Credits: 3
- CRIM 270 - Introduction to Victimology Credits: 3
- CRIM 326 - Juvenile Justice Credits: 3
- HSEM 330 - Non-Governmental Organizations Credits: 3
- POLS 218 - Women in Politics Credits: 3
- PSYC 101 - General Psychology Credits: 3
- PSYC 203 - Psychology of Communication Credits: 3
- PSYC 208 - Child Psychology Credits: 3
- PSYC 211 - Adolescent Psychology Credits: 3
- PSYC 212 - Life Span Development Credits: 3

- PSYC 240 - Social Psychology Credits: 3
- PSYC 250 - Psychological Disorders Credits: 3
- PSYC 301 - Drugs and Behavior Credits: 3
- PSYC 306 - Adult Psychology Credits: 3
- PSYC 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3
- PSYC 350 - Human Motivation Credits: 3
- PSYC 402 - Counseling Theory and Practice Credits: 3
- PSYC 450 - Substance Use Disorder Rehabilitation Credits: 3
- PUBH 125 - Environmental Health Credits: 3
- RELS 210 - Women in Christianity and Society Credits: 3
- SOCI 101 - Introductory Sociology Credits: 3
- SOCI 203 - Criminology Credits: 3
- SOCI 205 - The Family Credits: 3
- SOCI 207 - Sociology of Aging/Gerontology Credits: 3
- SOCI 210 - Women and Society Credits: 3
- SOCI 220 - Health and Society Credits: 3
- SOCI 304 - Youth and Society Credits: 3
- SOCI 310 - Minority Groups Credits: 3
- SOCI 320 - Race, Sex, and Class Credits: 3
- SOCI 402 - Deviant Behavior Credits: 3
- SOWK 201 - Social Work Methods Credits: 3

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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 (Minimum): 120 credits

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 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)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

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

- ENGL 200 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.

- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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)

Applied Bachelor of Science in Artificial Intelligence

Rivier's Applied B.S. in Artificial Intelligence is a three-year, 90 credit degree program that will prepare you with technical and practical skills to solve real-world problems across diverse industries including robotics, healthcare, finance, manufacturing, and more.

Artificial Intelligence graduates will be workforce ready and well-positioned for success in a competitive job market. Career opportunities span a wide range of industries with roles, including AI engineer, AI solutions developer, data analyst, machine learning engineer and more.

Major Requirements (45 credits)

- COMP 101 - Coding Adventures I Credits: 3
- COMP 103 - Coding Adventures II Credits: 3
- COMP 290 - Computer Graphics Credits: 3
- COMP 315 - Introduction to Algorithms Credits: 3
- COMP 335 - Database Management Systems Credits: 3
- COMP 442 - Information Technology Credits: 3
- COMP 444 - Knowledge-Based Systems Credits: 3
- COMP 446 - Data Mining Credits: 3
- COMP 447 - Artificial Intelligence and Machine Learning Credits: 3
- COMP 449 - Robotics Credits: 3
- COMP 450 - Capstone Project Credits: 3
- COMP 452 - Intelligent Systems Credits: 3
- COMP 460 - Deep Learning Credits: 3
- COMP 461 - Natural Language Processing Credits: 3
- COMP 495 - Internship I Credits: 3

Major Elective (3 Credits)

- Take 3 Credits from any undergraduate COMP course.

Professional Core (12 Credits)

- CYBR 250 - Cyber Law & Ethics Credits: 3
- MATH 210 - Linear Algebra Credits: 3
  Take 1 of the following courses:
- PSYC 101 - General Psychology Credits: 3
- SOCI 101 - Introductory Sociology Credits: 3
- SOCI 201 - Cultural Anthropology Credits: 3
- Take 3 credits from a 400 level BUSS course.

Common Core - (30 Credits)
Who am I and What is the World?
Students explore these questions in their first year common core courses.

- BIOL 112 - Stewards of the Living World Credits: 3
- ENGL 115 - Expositions and Arguments Credits: 3

- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1

Who is My Neighbor?
Students explore this question in their second year.

- ENGL 200 - Literature, Art and the Human Credits: 3
- MATH 110 - Introductory Statistics Credits: 3
- SERV 100 - Serving the World Credits: 1

Take 1 of the following History courses.

- HIST 203 - Interactions: the West in the World I Credits: 3
- HIST 204 - Interactions: the West in the World II Credits: 3
- HIST 216 - Environmental History and Environmentalism Credits: 3

How Shall We Live?
Students explore this question in their third year.

- PHIL 223 - Technology, Values, and Society Credits: 3
- 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.
- Religion: Faith, Religion, and Social Justice Credits: 3
  Students take one Religion course developed with this theme at its center.

Applied Bachelor of Science in Criminal Justice

The 90-credit Criminal Justice curriculum is interdisciplinary with courses in law, behavioral, natural, social sciences and the humanities. Students develop their interpersonal skills, proficiency in appropriate technologies, and critical thinking skills that are needed for success in the criminal justice field. Course content includes examining the criminal justice system, and the exploration of social welfare issues, application of electronic databases to conduct research and analyze data.

1. 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, using appropriate disciplinary terminology.
2. Conduct legal and criminological research utilizing statuary and case law, and secondary sources, including by differentiating between relevant/irrelevant and reliable/unreliable information and sources.
3. 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"
4. Understand the respect due to individuals, historically marginalized communities, and victims of crime.
5. Communicate orally and in writing, through effective organization and the use of proper grammar, syntax, and vocabulary.
6. Make ethically sound decisions based on professional ethics, civil law, and criminal law.
7. Comport oneself in the context of job searches and employment in a professional manner that reflects positively on oneself, one's profession and the Rivier community. This includes personal appearance, behavior, and the ability to complete assignments as instructed.

Major Requirements (45 credits)
Core Requirements (24 Credits)

- CRIM 160 - Introduction to Criminal Justice Credits: 3
- CRIM 200 - Legal Writing and Research Credits: 3
- CRIM 214 - Internship I Credits: 3-9
- CRIM 220 - Criminal Law and Procedure Credits: 3
- CRIM 240 - Policing Credits: 3
- CRIM 330 - Corrections and Community Supervision Credits: 3
- CRIM 395 - Internship Seminar Credits: 3-6
- CRIM 400 - Professional Ethics Credits: 3

Major Electives (6 Credits)

- Take 6 Credits from CRIM.

Supporting Requirements (15 Credits)

- HIST 401 - Constitutional History of the U.S. Credits: 3
- MATH 110 - Introductory Statistics Credits: 3
- PSYC 230 - Forensic Psychology Credits: 3
- SOCI 203 - Criminology Credits: 3
- SPAN 101 - Elementary Spanish I Credits: 3

Professional Core (12 Credits)

- PHIL 209 - Contemporary Moral Issues Credits: 3
- CYBR 250 - Cyber Law & Ethics Credits: 3
- COMP 120 - Introduction to Computing and Information Literacy Credits: 3

- Take 3 credits from HSEM

General Education Requirements (30 credits)
Who am I and What is the World?
Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- BIOL 112 - Stewards of the Living World Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1

Who is My Neighbor?
Students explore this question in their second year.

- ENGL 200 - Literature, Art and the Human Credits: 3
- SERV 100 - Serving the World Credits: 1

Take 1 of the following:
- HIST 203 - Interactions: the West in the World I Credits: 3
- HIST 204 - Interactions: the West in the World II Credits: 3
- HIST 216 - Environmental History and Environmentalism Credits: 3

How Shall We Live?
Students explore this question in their third year.
- Religion: Faith, Religion, and Social Justice Credits: 3
  Students take one Religion course developed with this theme at its center.
- 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.

Culture through Language
- Take 3 credits from SPAN or ITAL

General Electives (9 Credits)

Bachelor of Science in Artificial Intelligence (Day)

The Bachelor of Science in Artificial Intelligence (BS-AI) program is designed to equip students with practical skills in the rapidly evolving field of artificial intelligence. This program emphasizes the application of AI principles and techniques to solve real-world problems across diverse domains, including robotics, healthcare, finance, manufacturing, and more.

Graduates of the BS-AI program will be prepared to pursue careers in AI development, AI applications, machine learning, robotics, data analysis, and other related fields, where they will play a critical role in shaping the future of AI technology.

Major Requirements (51 credits)
- COMP 101 - Coding Adventures I Credits: 3
- COMP 103 - Coding Adventures II Credits: 3
- CYBR 250 - Cyber Law & Ethics Credits: 3
- COMP 290 - Computer Graphics Credits: 3
- COMP 315 - Introduction to Algorithms Credits: 3
- COMP 335 - Database Management Systems Credits: 3
- COMP 405 - Introduction to Software Engineering Credits: 3
- COMP 442 - Information Technology Credits: 3
- COMP 444 - Knowledge-Based Systems Credits: 3
- COMP 446 - Data Mining Credits: 3
- COMP 447 - Artificial Intelligence and Machine Learning Credits: 3
- COMP 449 - Robotics Credits: 3
- COMP 450 - Capstone Project Credits: 3
- COMP 452 - Intelligent Systems Credits: 3
- COMP 460 - Deep Learning Credits: 3
- COMP 461 - Natural Language Processing Credits: 3
- COMP 495 - Internship I Credits: 3

Major Electives (9 credits)
Take three courses from any undergraduate level COMP, CYBR, MATH, or PHYS course, including:

- COMP 245 - Introduction to Computer Architecture Credits: 3
- COMP 301 - Computer Science Fundamentals Credits: 3
- COMP 308 - Computer Networks Credits: 3
- COMP 360 - Web Development Credits: 3
- COMP 370 - Game Programming I Credits: 3
- COMP 371 - Game Programming II Credits: 3
- COMP 385 - Object-Oriented Programming using Java Credits: 3
- COMP 425 - Directed Study Credits: 3
- COMP 431 - Operating Systems Credits: 3
- COMP 437 - Game Engine Design Credits: 3
- COMP 496 - Internship II Credits: 3
- COMP 497 - Internship III Credits: 3

Mathematics Requirements (6 credits)
- MATH 110 - Introductory Statistics Credits: 3
- MATH 210 - Linear Algebra Credits: 3

General Education Requirements (42-45 credits)

Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

Associated with General Core

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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.

Common Core - How Shall We Live? (3 credits)

- PHIL 223 - Technology, Values, and Society Credits: 3

General Electives (15 Credits)

Degree Requirements (Minimum): 120 credits

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.

Pre-Professional Programs:
Pre-Med: The Biology major with a Pre-Med designation prepares students for the academic and professional demands of medical school. Students build a strong foundation in the life sciences while completing prerequisite courses required for admission to medical programs. Hands-on laboratory experiences and research opportunities deepen scientific understanding and critical thinking skills. Advising is tailored to support MCAT preparation, application strategy, and experiential learning such as clinical shadowing. Graduates emerge well-equipped to pursue careers in medicine with both scientific knowledge and a commitment to compassionate care.

Pre-Vet: The Biology major with a Pre-Vet designation equips students with the knowledge and experience needed for veterinary school. Coursework emphasizes animal biology, anatomy, and related sciences essential for veterinary studies. Students are encouraged to gain practical experience through internships, animal care opportunities, or volunteer work. Faculty advising helps guide students through veterinary school prerequisites and application processes. This pathway fosters both scientific expertise and a dedication to animal health and welfare.

Pre-Dental: The Biology major with a Pre-Dental designation prepares students for successful admission to dental school. The program focuses on core sciences like biology, chemistry, and anatomy that are critical for dental education. Students develop fine attention to detail and strong analytical skills through lab work and coursework. Advising includes preparation for the Dental Admission Test (DAT) and guidance on building a competitive dental school application. Graduates are prepared to pursue education in dentistry with a solid academic foundation and a passion for patient care.

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 BIOL 103 General Biology I.

Major Requirements (36-39 Biology/55-58 total credits)
Biology Core Requirements (27 credits)

- BIOL 103 - General Biology I Credits: 4
- BIOL 104 - General Biology II Credits: 4
- BIOL 202 - Genetics Credits: 4
- BIOL 206 - General Microbiology Credits: 4
- BIOL 214 - Ecology Credits: 4
- BIOL 390 - Seminar in Biology Credits: 3
- BIOL 426 - Special Problem in Biology Credits: 4

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.

- BIOL 301 - Animal Physiology Credits: 4
- BIOL 303 - Population and Evolutionary Genetics Credits: 3
- BIOL 305 - Animal Behavior Credits: 4
- BIOL 308 - Molecular Cell Biology Credits: 4
- BIOL 312 - Immunology Credits: 4
- BIOL 350 - Environmental and Applied Microbiology Credits: 4
- BIOL 355 - Environmental Sustainability Credits: 3
- BIOL 385 - Integrative Biotechnology Credits: 3
- BIOL 402 - Field Biology Credits: 4
- BIOL 404 - Developmental Biology Credits: 4
- BIOL 409 - Parasites, Pathogens, and Infectious Diseases Credits: 4

Allied Health Track

- BIOL 301 - Animal Physiology Credits: 4

- BIOL 303 - Population and Evolutionary Genetics Credits: 3
- BIOL 308 - Molecular Cell Biology Credits: 4
- BIOL 312 - Immunology Credits: 4
- BIOL 385 - Integrative Biotechnology Credits: 3
- BIOL 404 - Developmental Biology Credits: 4
- BIOL 409 - Parasites, Pathogens, and Infectious Diseases Credits: 4

Environmental Science Track

- BIOL 301 - Animal Physiology Credits: 4
- BIOL 303 - Population and Evolutionary Genetics Credits: 3
- BIOL 305 - Animal Behavior Credits: 4
- BIOL 308 - Molecular Cell Biology Credits: 4
- BIOL 350 - Environmental and Applied Microbiology Credits: 4
- BIOL 355 - Environmental Sustainability Credits: 3
- BIOL 385 - Integrative Biotechnology Credits: 3
- BIOL 402 - Field Biology Credits: 4

Math/Science Requirements (19 credits)

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

Two of the following
(One fulfilled in the general education area.)

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

Recommended

- CHEM 306 - Biochemistry I Credits: 3
- CHEM 307 - Biochemistry II Credits: 3
- MATH 110 - Introductory Statistics Credits: 3
- PHYS 111 - Physics I Credits: 3
- PHYS 111L - Physics Laboratory I Credits: 1
- PHYS 112 - Physics II Credits: 3
- PHYS 112L - Physics Laboratory II Credits: 1
- RELS 379 - Bioethics Credits: 3

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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 24 credits)
Degree Requirements (minimum 120 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 Requirements (34 credits)

- BIOL 103 - General Biology I Credits: 4
- BIOL 104 - General Biology II Credits: 4
- BIOL 202 - Genetics Credits: 4
- BIOL 206 - General Microbiology Credits: 4
- BIOL 220 - Biotechnology Credits: 4
- BIOL 308 - Molecular Cell Biology Credits: 4

Or

- BIOL 312 - Immunology Credits: 4
- BIOL 350 - Environmental and Applied Microbiology Credits: 4
- BIOL 385 - Integrative Biotechnology Credits: 3
- BIOL 496 - Biotechnology Internship Credits: 3

Science Requirements (26-27 credits)

- CHEM 104 - General Chemistry I Credits: 3
- CHEM 104L - General Chemistry Laboratory I Credits: 1
- CHEM 105 - General Chemistry II Credits: 3
- CHEM 105L - General Chemistry Laboratory II Credits: 1
- CHEM 201 - Organic Chemistry I Credits: 3
- CHEM 201L - Organic Chemistry Laboratory I Credits: 1
- CHEM 202 - Organic Chemistry II Credits: 3
- CHEM 202L - Organic Chemistry Laboratory II Credits: 1
- CHEM 306 - Biochemistry I Credits: 3
- PHYS 111 - Physics I Credits: 3
- PHYS 111L - Physics Laboratory I Credits: 1
- CHEM 307 - Biochemistry II Credits: 3

Or

- PHYS 112 - Physics II Credits: 3
- PHYS 112L - Physics Laboratory II Credits: 1

Business Requirements (9 credits)

- BUSS 175 - Principles of Management Credits: 3

Choose two of the following:

- BUSS 305 - Entrepreneurship and Innovation Credits: 3
- BUSS 315 - International Business Credits: 3
- BUSS 226 - Principles of Project Management Credits: 3
- BUSS 295 - Business Law Credits: 3
- BUSS 391 - Sustainable Value Credits: 3

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

Associated with General Core

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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)

Bachelor of Science in Computer Science (Day)

Students in Rivier's Computer Science program acquire a conceptual understanding of computer systems and significant project experience in computing areas such as programming, networking, operating systems, software engineering, databases, and web development.

In this program, you will:

- Develop proficiency in programming, algorithms, data structures, and computer systems.
- Understand the application of software engineering principles in development, testing, and maintenance of software systems.
- Adapt to new technologies, programming languages, and methodologies.
- Understand global issues and cultural diversity in computing.

Concentrations in Data Science, Cybersecurity, Software Development, and Game Programming allow you to tailor your degree to your individual career interests and goals. A 4+1 program in Computer Science is also available at Rivier, providing students with a seamless transition into graduate studies and beyond.

Through the 4+1 program, students who receive their bachelor's degree in Computer Science are able to pursue a Master of Science degree in Computer Science from Rivier in just one year through the University's combined 4+1 BS/MS program.

Core Requirements (39 credits)

- COMP 101 - Coding Adventures I Credits: 3
- COMP 103 - Coding Adventures II Credits: 3
- COMP 245 - Introduction to Computer Architecture Credits: 3
- COMP 301 - Computer Science Fundamentals Credits: 3
- COMP 308 - Computer Networks Credits: 3
- COMP 315 - Introduction to Algorithms Credits: 3
- COMP 335 - Database Management Systems Credits: 3

- COMP 385 - Object-Oriented Programming using Java Credits: 3
- COMP 405 - Introduction to Software Engineering Credits: 3
- COMP 431 - Operating Systems Credits: 3
- COMP 450 - Capstone Project Credits: 3
- COMP 495 - Internship I Credits: 3
- CYBR 250 - Cyber Law & Ethics Credits: 3

Major Elective Requirements (18 credits)
Any COMP, CYBR, MATH, or PHYS

Choose seven of the following:

- COMP 290 - Computer Graphics Credits: 3
- COMP 360 - Web Development Credits: 3
- COMP 442 - Information Technology Credits: 3
- COMP 444 - Knowledge-Based Systems Credits: 3
- COMP 446 - Data Mining Credits: 3
- COMP 448 - Computer Security Credits: 3
- COMP 455 - Topics in Computer Science Credits: 3
- COMP 496 - Internship II Credits: 3
- COMP 497 - Internship III Credits: 3
- CYBR 310 - Ethical Hacking & Systems Defense Credits: 3

Mathematics Requirements (17 credits)

- MATH 110 - Introductory Statistics Credits: 3
- MATH 165 - Calculus I with Lab Credits: 4
- MATH 210 - Linear Algebra Credits: 3
- MATH 310 - Discrete Mathematics Credits: 3
- PHYS 111 - Physics I Credits: 3
- PHYS 111L - Physics Laboratory I Credits: 1

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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.

Common Core - How Shall We Live? (3 credits)

- PHIL 223 - Technology, Values, and Society Credits: 3

General Electives (minimum 7-9 credits)
Degree Requirements (minimum 120 credits)

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.

Pre-Professional Programs:

Pre-Law: The Criminal Justice major with a Pre-Law designation prepares students for the rigors of law school and legal careers. Students gain a strong understanding of the justice system while developing critical thinking, research, and analytical skills. Coursework emphasizes ethics, public policy, and the legal principles that shape society. Faculty advising supports LSAT preparation and guides students through the law school application process. Graduates are well-prepared to pursue legal studies and careers dedicated to justice, advocacy, and public service.

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 Requirements (27-30 credits)

- CRIM 160 - Introduction to Criminal Justice Credits: 3
- CRIM 200 - Legal Writing and Research Credits: 3
- CRIM 220 - Criminal Law and Procedure Credits: 3
- CRIM 240 - Policing Credits: 3
- CRIM 270 - Introduction to Victimology Credits: 3
- CRIM 326 - Juvenile Justice Credits: 3
- CRIM 330 - Corrections and Community Supervision Credits: 3
- CRIM 400 - Professional Ethics Credits: 3
- CRIM 395 - Internship Seminar Credits: 3-6

Science, History, Social Science Requirements(15 credits)

- HIST 102 - United States History II Credits: 3
- HIST 401 - Constitutional History of the U.S. Credits: 3
- POLS 252 - U.S. Federal, State and Local Government Credits: 3
- PSYC 230 - Forensic Psychology Credits: 3
- SOCI 203 - Criminology Credits: 3

General Education Requirements (42-45 credits)

Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

Associated with General Core

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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)

Bachelor of Science in Forensic Science (Day)

Major Requirements
Forensic Science Requirements (44 credits)

- CRIM 160 - Introduction to Criminal Justice Credits: 3
- CRIM 200 - Legal Writing and Research Credits: 3
- CRIM 214 - Internship I Credits: 3-9
- CRIM 220 - Criminal Law and Procedure Credits: 3
- CRIM 308 - Crime Scene Investigation Credits: 3
- CRIM 313 - Internship II Credits: 3-6
- CRIM 410 - Homicide Investigation Credits: 3
- CYBR 171 - Introduction to Cybersecurity Credits: 3
- FORS 101 - Introduction to Forensic Science Credits: 3
- FORS 201 - Fundamentals of Lab Techniques Credits: 3
- FORS 301 - Instrumental Analysis Credits: 4
- FORS 450 - Forensic DNA Analysis Credits: 4

Additional course requirement Forensic Capstone - 3 cr. still in progress
Supporting Requirements (40 Credits)

- BIOL 103 - General Biology I Credits: 4
- BIOL 103L - General Biology I Lab Credits: 0
- BIOL 104 - General Biology II Credits: 4
- BIOL 104L - General Biology II Lab Credits: 0
- BIOL 202 - Genetics Credits: 4
- BIOL 202L - Genetics Lab Credits: 0
- CHEM 104 - General Chemistry I Credits: 3
- CHEM 104L - General Chemistry Laboratory I Credits: 1
- CHEM 105 - General Chemistry II Credits: 3
- CHEM 105L - General Chemistry Laboratory II Credits: 1
- CHEM 201 - Organic Chemistry I Credits: 3
- CHEM 201L - Organic Chemistry Laboratory I Credits: 1
- CHEM 202 - Organic Chemistry II Credits: 3

- CHEM 202L - Organic Chemistry Laboratory II Credits: 1
- COMP 120 - Introduction to Computing and Information Literacy Credits: 3
- HIST 401 - Constitutional History of the U.S. Credits: 3
- MATH 110 - Introductory Statistics Credits: 3
- PSYC 230 - Forensic Psychology Credits: 3

General Education Requirements (36 credits)
Who am I and What is the World?
Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- BIOL 112 - Stewards of the Living World Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- SERV 100 - Serving the World Credits: 1

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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.

Mathematics (3 credits)

- One course in Mathematics: MATH 112 College Algebra or above Credits: 3

Culture through Language (6 credits)
Students must demonstrate university-level introductory competency in a language other than English.

Master of Science in Applied Artificial Intelligence

Master of Science in Applied Artificial Intelligence prepares students to design, develop, and deploy AI solutions across diverse industries. It encompasses foundational AI principles with practical applications, focusing on machine learning, natural language processing, computer vision, and data-driven decision-making. Students gain hands-on experience with modern AI tools and frameworks, such as TensorFlow, PyTorch, and OpenAI, and explore emerging topics like ethical AI, explainability, and generative models.

Core Requirements (27 Credits)

- COMP 545 - Artificial Intelligence and Machine Learning Credits: 3
- COMP 549 - Robotics Credits: 3
- COMP 560 - Python Programming Credits: 3
- COMP 616 - Data Mining Credits: 3
- COMP 664 - Knowledge-Based Systems Credits: 3
- COMP 670 - Big Data Credits: 3
- COMP 671 - Deep Learning Credits: 3
- COMP 672 - Speech and Language Processing Credits: 3
- COMP 688 - Applied AI Capstone Project Credits: 3

Recommended Applied Artificial Intelligence Electives (3 Credits)
Any COMP prefix

- COMP 610 - Database Management Systems Credits: 3
- COMP 697 - Advanced Internship Credits: 1-3, depending on the duration of the internship
- COMP 698 - Professional Internship Credits: 3

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 BUSS/COMP 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.

Prerequisite
- Undergraduate statistics (or evidence of completion)

Core Requirements (30 Credits)
- BUSS 502 - Business Research and Communications Credits: 3
- BUSS 560 - Organizational Dynamics Credits: 3
- BUSS 574 - Project Management Credits: 3
- BUSS 699 - Strategies of Innovation Credits: 3
- BUSS 675 - Operations and Quality Management Credits: 3

  Or
- BUSS 690 - Quantitative Process Improvement in Organizations Credits: 3
- COMP 553 - Networking Technologies Credits: 3
- COMP 572 - Computer Security Credits: 3
- COMP 610 - Database Management Systems Credits: 3
- COMP 612 - Information Technology Credits: 3

Recommended Electives (6 Credits)
- BUSS 625 - Special Topics in Business Credits: 3
- BUSS 644 - Risk Management and Decision Making Credits: 3
- BUSS 651 - Leading Projects through Virtual Environments Credits: 3
- BUSS 675 - Operations and Quality Management Credits: 3
- BUSS 690 - Quantitative Process Improvement in Organizations Credits: 3
- COMP 597 - Multimedia and Web Development Credits: 3
- COMP 616 - Data Mining Credits: 3
- COMP 664 - Knowledge-Based Systems Credits: 3
- COMP 690 - Topics in Computer Science Credits: 3
- COMP 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:
- BUSS 698 - Professional Internship Credits: 3-6
- COMP 697 - Advanced Internship Credits: 1-3, depending on the duration of the internship
- COMP 698 - Professional Internship Credits: 3

Degree Requirements (36 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.

Core Requirements (24 Credits)

For additional information about pre-requisites and admissions requirements, see information about the Computer Science department.
- COMP 505 - Computer Science Fundamentals Credits: 3

- COMP 552 - Object-Oriented Design Credits: 3
- COMP 553 - Networking Technologies Credits: 3
- COMP 554 - Operating Systems Credits: 3
- COMP 556 - Computer Architecture Credits: 3
- COMP 557 - Algorithms Credits: 3
- COMP 585 - Practical Java Programming Credits: 3
- COMP 699 - Professional Seminar Credits: 3

Computer Science Electives (12 Credits)
Degree Requirements (36 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.

Minor Requirements

- BIOL 200-400 - Three electives

- BIOL 103 - General Biology I Credits: 4
- BIOL 104 - General Biology II Credits: 4

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.

Minor Requirements (18-19 credits)
To complete the minor, student shall complete 6 Computer Science courses totaling 18 credits, including four designated courses and two electives. The selection of courses is made in consultation with the Director of the Computer Science programs. A computer science minor generally includes:

- COMP 101 - Coding Adventures I Credits: 3
  or
- COMP 301 - Computer Science Fundamentals Credits: 3
- COMP 245 - Introduction to Computer Architecture Credits: 3
- COMP 308 - Computer Networks Credits: 3
- COMP 315 - Introduction to Algorithms Credits: 3 *
- 6 credits of Computer Science Electives

* Requires MATH 310 Discrete Mathematics

In addition, it is recommended that students complete one course in Statistics.

Minor in Criminal Justice

Minor Requirements (15 credits)

- CRIM 160 - Introduction to Criminal Justice Credits: 3
- CRIM 200 - Legal Writing and Research Credits: 3

Choose three of the following (Only one can be a 200-level course):

- CRIM 220 - Criminal Law and Procedure Credits: 3
- CRIM 240 - Policing Credits: 3
- CRIM 270 - Introduction to Victimology Credits: 3
- CRIM 301 - Drugs and the Criminal Justice System Credits: 3
- CRIM 308 - Crime Scene Investigation Credits: 3
- CRIM 326 - Juvenile Justice Credits: 3
- CRIM 330 - Corrections and Community Supervision Credits: 3
- CRIM 350 - Organized and Transnational Crime Credits: 3
- CRIM 400 - Professional Ethics Credits: 3

Recommended Internship
Although not required, students are strongly encouraged to take one of the CJ internship courses:

- CRIM 214 - Internship I Credits: 3-9
- CRIM 313 - Internship II Credits: 3-6
- CRIM 395 - Internship Seminar Credits: 3-6

Division of 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

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
- Develop an understanding of the diversity and complexity of human cultures and 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
- Assess individual and societal responsibility when encountering new environments and complex challenges
- Analyze and reflect upon the diversity inherent in one's personal beliefs and biases to understand their role in contributing to the complexity of human interactions within an organization
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching

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!

Graduate Programs
The Division of Business and Security Studies offers a Master of Business Administration Management, Master of Business Administration in Cybersecurity Leadership (a **STEM MBA**) 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.

Applied Bachelor of Science in Business Management

The Applied Business Management 3-Year Degree will support student efforts to transform hearts and minds to serve the world. The differentiated format of the Applied Business Management 3-Year degree provides opportunities for students to achieve curricular and co-curricular growth and advancement.

Students graduating with an Applied Bachelor's of Science in Business Management will be proficient in the following Program 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.
- Develop an understanding of the diversity and complexity of human cultures and 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 Requirement (51 Credits)

- BUSS 176 - Professional Preparation for Management Credits: 3
- BUSS 182 - Professional Communications Credits: 3
- BUSS 194 - Microsoft Applications Credits: 3
- BUSS 216 - Marketing for a Connected World Credits: 3
- BUSS 222 - Financial Reporting and Analysis Credits: 3
- BUSS 223 - Emerging Trends in Project Management Credits: 3
- BUSS 228 - Microeconomics Analysis Credits: 3
- BUSS 242 - Financial Literacy and Life Planning Credits: 3
- BUSS 319 - Managerial Finance Credits: 3
- BUSS 351 - Applied Statistics Credits: 3
- BUSS 390 - Organizational Leadership Credits: 3
- BUSS 476 - Strategic Management and Community Policy Credits: 3
- BUSS 495 - Internship/Seminar Credits: 3-6-9 - Must take 6 credit internship.
- BUSS 496 - Internship Seminar II Credits: 3-6-9 - Must take 6 credit internship.
- CYBR 171 - Introduction to Cybersecurity Credits: 3

Professional Core (12 Credits)

- PHIL 209 - Contemporary Moral Issues Credits: 3
- CYBR 390 - Leadership Through Crisis Credits: 3
- COMP 120 - Introduction to Computing and Information Literacy Credits: 3
- SOCI 201 - Cultural Anthropology Credits: 3

General Education Requirements (27 credits)
Who am I and What is the World?
Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- BIOL 112 - Stewards of the Living World Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1

Who is My Neighbor?
Students explore this question in their second year.

- ENGL 200 - Literature, Art and the Human Credits: 3
- SERV 100 - Serving the World Credits: 1

Choose 1 of the following:

- HIST 203 - Interactions: the West in the World I Credits: 3
- HIST 204 - Interactions: the West in the World II Credits: 3
- HIST 216 - Environmental History and Environmentalism Credits: 3

How Shall We Live?
Students explore this question in their third year.

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

Applied Bachelor of Science/Master of Business Administration (3 + 1 Program)

The Division of Business and Security Studies is pleased to offer to all applied undergraduates with an earned applied 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 3 + 1 ABS/MBA program. The 3 + 1 program is designed for students who earn a Applied Bachelor of Science (ABS) degree in Business Management. You must have earned a cumulative grade point average of 3.0 in order to be considered for the program.

The 3 + 1 MBA program provides a seamless transition from an applied 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 ABS degree prior to entering the fourth-year MBA program.
- Applicants shall have earned a cumulative GPA of at 3.0 by the completion of the third year in college.
- Each applicant will be interviewed by the Dean of Business or designee to determine candidacy for the four-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 fourth-year MBA upon completion of the applied undergraduate degree.

Applied Bachelor Degree Requirement (Years 1-3) (minimum 90 credits)
The Applied 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.

- Applied Bachelor of Science in Business Management

Graduate Degree Requirements (Year Four - MBA) (30 credits)
Graduate Core Requirements (21 credits)

- BUSS 699 - Strategies of Innovation Credits: 3
- BUSS 644 - Risk Management and Decision Making Credits: 3
- BUSS 550 - Global Finance for Managers Credits: 3
- BUSS 574 - Project Management Credits: 3
- BUSS 523 - Marketing and New Product Development Credits: 3

Choose two of the following:

- BUSS 502 - Business Research and Communications Credits: 3
- BUSS 560 - Organizational Dynamics Credits: 3
- BUSS 675 - Operations and Quality Management Credits: 3

Graduate Business Concentration Requirements (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

- BUSS Elective 1
- BUSS Elective 2
- BUSS Elective 3

Information Technology Management

- BUSS 651 - Leading Projects through Virtual Environments
- COMP 572 - Computer Security
- COMP 610 - Database Management Systems
- COMP 616 - Data Mining

Marketing

- BUSS 581 - Digital Marketing & Analytics
- BUSS 680 - Sales Management

- BUSS 687 - Strategic Brand Management

Degree Requirements (minimum 120 credits)
- Minimum 90 Undergraduate credits
- 30 Graduate 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 practical 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.
- Develop an understanding of the diversity and complexity of human cultures and 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 Requirements (42-48 credits)
- BUSS 176 - Professional Preparation for Management Credits: 3
- BUSS 182 - Professional Communications Credits: 3
- BUSS 194 - Microsoft Applications Credits: 3
- BUSS 216 - Marketing for a Connected World Credits: 3
- BUSS 222 - Financial Reporting and Analysis Credits: 3
- BUSS 227 - Macroeconomics Analysis Credits: 3
- BUSS 228 - Microeconomics Analysis Credits: 3
- BUSS 309 - Managerial Accounting Credits: 3
- BUSS 319 - Managerial Finance Credits: 3
- BUSS 351 - Applied Statistics Credits: 3
- BUSS 390 - Organizational Leadership Credits: 3
- BUSS 449 - Business Seminar and Beyond Credits: 3
- BUSS 476 - Strategic Management and Community Policy Credits: 3
- BUSS 495 - Internship/Seminar Credits: 3-6-9

Business Management Requirements (15 credits)
- BUSS 305 - Entrepreneurship and Innovation Credits: 3
- BUSS 315 - International Business Credits: 3

Choose three of the following:
- BUSS 214 - Internship Seminar Credits: 3
- BUSS 223 - Emerging Trends in Project Management Credits: 3
- BUSS 302 - Organizational Behavior Credits: 3
- BUSS 335 - Digital Media: Market Trends and Opportunities Credits: 3
- BUSS 354 - Business Intelligence & Analytics Credits: 3
- BUSS 430 - Special Topics in Business Credits: 3

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

Associated with General Core
Who is My Neighbor? Students explore this question in their second and third years. **(6 credits)**
- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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 & emergency management. 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.
- Develop an understanding of the diversity and complexity of human cultures and relationships involved in an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic intellectual tradition.

Major Requirements (Credits 66-72)

Business Requirements (21 credits)

- BUSS 176 - Professional Preparation for Management Credits: 3
- BUSS 182 - Professional Communications Credits: 3
- BUSS 222 - Financial Reporting and Analysis Credits: 3
- BUSS 223 - Emerging Trends in Project Management Credits: 3
- BUSS 231 - Critical Infrastructure Protection Credits: 3
- BUSS 351 - Applied Statistics Credits: 3
- BUSS 354 - Business Intelligence & Analytics Credits: 3

Computer Science Requirements (15 credits)

- COMP 101 - Coding Adventures I Credits: 3

- COMP 245 - Introduction to Computer Architecture Credits: 3
- COMP 308 - Computer Networks Credits: 3
- COMP 335 - Database Management Systems Credits: 3
- COMP 448 - Computer Security Credits: 3

Cybersecurity Requirements (30-36 credits)

- CYBR 171 - Introduction to Cybersecurity Credits: 3
- CYBR 250 - Cyber Law & Ethics Credits: 3
- CYBR 280 - Programming & Scripting for Cybersecurity Managers Credits: 3
- CYBR 310 - Ethical Hacking & Systems Defense Credits: 3
- CYBR 320 - Strategic Intelligence Credits: 3
- CYBR 390 - Leadership Through Crisis Credits: 3
- CYBR 410 - Cybersecurity Risk Assessment Credits: 3
- CYBR 479 - Senior Capstone Seminar Credits: 3
- CYBR 491 - Post Disaster Response and Recovery Credits: 3
- CYBR 495 - Internship Credits: 3-6-9

General Education Requirements (42-45 credits)

Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

Associated with General Core

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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

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.
- Develop an understanding of the diversity and complexity of human cultures and 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 (57-63 credits)
Business Requirements (42-48 credits)
- BUSS 176 - Professional Preparation for Management Credits: 3
- BUSS 182 - Professional Communications Credits: 3
- BUSS 194 - Microsoft Applications Credits: 3
- BUSS 216 - Marketing for a Connected World Credits: 3
- BUSS 222 - Financial Reporting and Analysis Credits: 3
- BUSS 227 - Macroeconomics Analysis Credits: 3
- BUSS 228 - Microeconomics Analysis Credits: 3
- BUSS 309 - Managerial Accounting Credits: 3
- BUSS 319 - Managerial Finance Credits: 3
- BUSS 351 - Applied Statistics Credits: 3
- BUSS 390 - Organizational Leadership Credits: 3
- BUSS 449 - Business Seminar and Beyond Credits: 3
- BUSS 476 - Strategic Management and Community Policy Credits: 3
- BUSS 495 - Internship/Seminar Credits: 3-6-9

Finance Requirements (15 credits)
- BUSS 358 - Money, Credit and Financial Intermediaries Credits: 3
- BUSS 364 - Investment Management Credits: 3

Choose three of the following:
- BUSS 214 - Internship Seminar Credits: 3
- BUSS 223 - Emerging Trends in Project Management Credits: 3
- BUSS 242 - Financial Literacy and Life Planning Credits: 3
- BUSS 391 - Sustainable Value Credits: 3
- BUSS 418 - International Economics and Finance Credits: 3

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

Associated with General Core
Who is My Neighbor? Students explore this question in their second and third years. **(6 credits)**
- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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 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.

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.
- Develop an understanding of the diversity and complexity of human cultures and 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 (57-63 credits)
Business Requirements (42-48 credits)

- BUSS 176 - Professional Preparation for Management Credits: 3
- BUSS 182 - Professional Communications Credits: 3
- BUSS 194 - Microsoft Applications Credits: 3
- BUSS 216 - Marketing for a Connected World Credits: 3
- BUSS 222 - Financial Reporting and Analysis Credits: 3
- BUSS 227 - Macroeconomics Analysis Credits: 3
- BUSS 228 - Microeconomics Analysis Credits: 3
- BUSS 309 - Managerial Accounting Credits: 3
- BUSS 319 - Managerial Finance Credits: 3
- BUSS 351 - Applied Statistics Credits: 3
- BUSS 390 - Organizational Leadership Credits: 3
- BUSS 449 - Business Seminar and Beyond Credits: 3
- BUSS 476 - Strategic Management and Community Policy Credits: 3
- BUSS 495 - Internship/Seminar Credits: 3-6-9

Marketing Requirements (15 credits)

- BUSS 229 - Advertising Management and Promotions Credits: 3
- BUSS 327 - Marketing Research Credits: 3

Choose three of the following:

- BUSS 214 - Internship Seminar Credits: 3
- BUSS 223 - Emerging Trends in Project Management Credits: 3
- BUSS 328 - Professional Selling & Sales Management Credits: 3
- BUSS 335 - Digital Media: Market Trends and Opportunities Credits: 3
- BUSS 342 - Sports and Entertainment Marketing Credits: 3

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

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

- ENGL 200 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.

- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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 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 also allows for a smooth transition to the Master of Business Administration (M.B.A.) program.

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.
- Develop an understanding of the diversity and complexity of human cultures and 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 Requirements (42-48 credits)

- BUSS 176 - Professional Preparation for Management Credits: 3
- BUSS 182 - Professional Communications Credits: 3
- BUSS 194 - Microsoft Applications Credits: 3
- BUSS 216 - Marketing for a Connected World Credits: 3
- BUSS 222 - Financial Reporting and Analysis Credits: 3
- BUSS 227 - Macroeconomics Analysis Credits: 3
- BUSS 228 - Microeconomics Analysis Credits: 3
- BUSS 309 - Managerial Accounting Credits: 3

- BUSS 319 - Managerial Finance Credits: 3
- BUSS 351 - Applied Statistics Credits: 3
- BUSS 390 - Organizational Leadership Credits: 3
- BUSS 449 - Business Seminar and Beyond Credits: 3
- BUSS 476 - Strategic Management and Community Policy Credits: 3
- BUSS 495 - Internship/Seminar Credits: 3-6-9

Sport Management Requirements (18 credits)

- BUSS 342 - Sports and Entertainment Marketing Credits: 3
- SPOR 180 - Foundations of Sport Management Credits: 3
- SPOR 201 - Sport in Society Credits: 3
- SPOR 275 - Leadership and Management in Coaching Credits: 3
- SPOR 400 - Sport Law and Ethics Credits: 3

Choose one of the following courses:

- SPOR 210 - History and Politics of Sports Credits: 3
- SPOR 251 - Event & Venue Security Credits: 3
- SPOR 320 - Sports Analytics Credits: 3
- SPOR 349 - Sport Events and Operations Management Credits: 3
- SPOR 430 - Special Topics in Sports Credits: 3
- SPOR 419 - Sports Economics and Finance Credits: 3

General Education Requirements (42-45 credits)

Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

Associated with General Core

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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

Master of Business Administration in Cybersecurity Leadership (STEM)

The Master of Business Administration in Cybersecurity Leadership, a STEM program, combines traditional business education with elements from the fields of computer science, cybersecurity, and psychology. The M.B.A. program is designed to prepare graduates to lead and manage cybersecurity initiatives within modern organizations while addressing the evolving challenges in the digital landscape.

- Demonstrate effective leadership by evaluating, synthesizing, and creating cybersecurity strategies guided by ethical principles and industry best practices.
- Synthesize critical thinking logically and analytically about complex local and global problems.
- Evaluate and communicate effectively in a range of strategic business environments.
- Assess individual and societal responsibility when encountering new environments and complex challenges.
- Analyze and reflect upon the diversity inherent in one's personal beliefs and biases to understand their role in contributing to the complexity of human interactions within an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

Core Requirements (24 credits)

- BUSS 502 - Business Research and Communications Credits: 3
- BUSS 510 - Accounting For Managers Credits: 3
- BUSS 574 - Project Management Credits: 3
- BUSS 644 - Risk Management and Decision Making Credits: 3
- BUSS 661 - Organizational Development and Change Credits: 3
- BUSS 670 - Seminar in Organizational Leadership Credits: 3
- BUSS 675 - Operations and Quality Management Credits: 3
- CYBR 690 - Cybersecurity Human Factors Credits: 3

Cybersecurity Requirements (12 credits)

- BUSS 651 - Leading Projects through Virtual Environments Credits: 3
- COMP 553 - Networking Technologies Credits: 3
- COMP 572 - Computer Security Credits: 3
- CYBR 553 - Business Aspects in Cyber Law Credits: 3

Degree Requirements (36 credits)

Master of Business Administration in Healthcare Administration (Online)

The goal of the Master of Business Administration in Health Care Administration (M.B.A. H.C.A) 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.
- Assess individual and societal responsibility when encountering new environments and complex challenges.
- Analyze and reflect upon the diversity inherent in one's personal beliefs and biases to understand their role in contributing to the complexity of human interactions within an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

Course Requirements (36 credits)

- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 560 - Organizational Dynamics Credits: 3
- BUSS 569 - Healthcare Administration Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3
- BUSS 652 - Healthcare Policy: Development and Implications Credits: 3
- BUSS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
- BUSS 659 - Crisis Management and Conflict Resolution Credits: 3
- BUSS 660 - Human Resources Management Credits: 3
- BUSS 662 - Healthcare Law and Ethics Credits: 3
- BUSS 679 - Facilities Planning Credits: 3
- BUSS 681 - Healthcare Marketing Strategies Credits: 3
- BUSS 688 - Strategies of Healthcare Administration Credits: 3

Degree Requirements (36 credits)

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.
- Assess individual and societal responsibility when encountering new environments and complex challenges.
- Analyze and reflect upon the diversity inherent in one's personal beliefs and biases to understand their role in contributing to the complexity of human interactions within an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

Core Requirements (24 credits)

- BUSS 502 - Business Research and Communications Credits: 3
- BUSS 510 - Accounting For Managers Credits: 3
- BUSS 523 - Marketing and New Product Development Credits: 3
- BUSS 550 - Global Finance for Managers Credits: 3
- BUSS 644 - Risk Management and Decision Making Credits: 3
- BUSS 699 - Strategies of Innovation Credits: 3

Choose one of the following:

- BUSS 560 - Organizational Dynamics Credits: 3
- BUSS 574 - Project Management Credits: 3
- BUSS 675 - Operations and Quality Management Credits: 3

Information Technology Concentration Requirements (12 credits)

- BUSS 651 - Leading Projects through Virtual Environments Credits: 3
- COMP 553 - Networking Technologies Credits: 3
- COMP 610 - Database Management Systems Credits: 3
- COMP 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 MBA 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.
- Assess individual and societal responsibility when encountering new environments and complex challenges.
- Analyze and reflect upon the diversity inherent in one's personal beliefs and biases to understand their role in contributing to the complexity of human interactions within an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

Core Requirements (27 credits)

- BUSS 502 - Business Research and Communications Credits: 3
- BUSS 510 - Accounting For Managers Credits: 3
- BUSS 523 - Marketing and New Product Development Credits: 3
- BUSS 550 - Global Finance for Managers Credits: 3
- BUSS 574 - Project Management Credits: 3
- BUSS 644 - Risk Management and Decision Making Credits: 3
- BUSS 699 - Strategies of Innovation Credits: 3

Choose one of the following:

- BUSS 560 - Organizational Dynamics Credits: 3
- BUSS 675 - Operations and Quality Management Credits: 3

Business Electives (9 credits)

- CYBR 553 - Business Aspects in Cyber Law Credits: 3
- BUSS 555 - ESG Investing Credits: 3
- BUSS 569 - Healthcare Administration Credits: 3

- BUSS 581 - Digital Marketing & Analytics Credits: 3
- BUSS 590 - Public Relations and Decision Making Credits: 3
- BUSS 623 - Negotiation Skills for Managers Credits: 3
- BUSS 625 - Special Topics in Business Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3
- BUSS 651 - Leading Projects through Virtual Environments Credits: 3
- BUSS 652 - Healthcare Policy: Development and Implications Credits: 3
- BUSS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
- BUSS 659 - Crisis Management and Conflict Resolution Credits: 3
- BUSS 660 - Human Resources Management Credits: 3
- BUSS 661 - Organizational Development and Change Credits: 3
- BUSS 662 - Healthcare Law and Ethics Credits: 3
- BUSS 670 - Seminar in Organizational Leadership Credits: 3
- BUSS 679 - Facilities Planning Credits: 3
- BUSS 680 - Sales Management Credits: 3
- BUSS 681 - Healthcare Marketing Strategies Credits: 3
- BUSS 682 - Marketing Research and Analysis Credits: 3
- BUSS 687 - Strategic Brand Management Credits: 3
- BUSS 690 - Quantitative Process Improvement in Organizations Credits: 3
- BUSS 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.

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.
- Assess individual and societal responsibility when encountering new environments and complex challenges.
- Analyze and reflect upon the diversity inherent in one's personal beliefs and biases to understand their role in contributing to the complexity of human interactions within an organization.
- Compare and contrast the social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.

Core Requirements (27 credits)

- BUSS 510 - Accounting For Managers Credits: 3
- BUSS 523 - Marketing and New Product Development Credits: 3
- BUSS 550 - Global Finance for Managers Credits: 3
- BUSS 574 - Project Management Credits: 3
- BUSS 644 - Risk Management and Decision Making Credits: 3
- BUSS 699 - Strategies of Innovation Credits: 3

Choose two of the following:

- BUSS 560 - Organizational Dynamics Credits: 3
- BUSS 502 - Business Research and Communications Credits: 3
- BUSS 675 - Operations and Quality Management Credits: 3

Marketing Concentration Requirements: (9 credits)

Choose three of the following:

- BUSS 581 - Digital Marketing & Analytics Credits: 3
- BUSS 590 - Public Relations and Decision Making Credits: 3
- BUSS 680 - Sales Management Credits: 3
- BUSS 682 - Marketing Research and Analysis Credits: 3
- BUSS 687 - Strategic Brand Management Credits: 3

Degree Requirements (36 credits)

Minor in Cybersecurity Management

Minor Requirements (15 credits)

- BUSS 175 - Principles of Management Credits: 3
- COMP 245 - Introduction to Computer Architecture Credits: 3
- CYBR 171 - Introduction to Cybersecurity Credits: 3

Choose two of the following:

- BUSS 180 - Business Communications Credits: 3
- COMP 101 - Coding Adventures I Credits: 3
- COMP 308 - Computer Networks Credits: 3
- CYBR 250 - Cyber Law & Ethics Credits: 3
- CYBR 310 - Ethical Hacking & Systems Defense Credits: 3
- CYBR 410 - Cybersecurity Risk Assessment Credits: 3
- HSEM 231 - Critical Infrastructure Protection Credits: 3
- HSEM 320 - Strategic Intelligence Credits: 3

Minor in Finance

Required Courses (15 credits)

- BUSS 220 - Financial Accounting Credits: 3
- BUSS 240 - Personal Finance Credits: 3
- BUSS 319 - Managerial Finance Credits: 3
- BUSS 364 - Investment Management Credits: 3
- BUSS 391 - Sustainable Value Credits: 3

Minor in Marketing

Minor Requirements (15 credits)

- BUSS 175 - Principles of Management Credits: 3
- BUSS 215 - Principles of Marketing Credits: 3

Choose three of the following:

- BUSS 229 - Advertising Management and Promotions Credits: 3
- BUSS 327 - Marketing Research Credits: 3
- BUSS 328 - Professional Selling & Sales Management Credits: 3
- BUSS 342 - Sports and Entertainment Marketing Credits: 3

Minor in Sport Management

Minor Requirements (15 credits)

- BUSS 175 - Principles of Management Credits: 3
- BUSS 215 - Principles of Marketing Credits: 3
- SPOR 180 - Foundations of Sport Management Credits: 3
- SPOR 201 - Sport in Society Credits: 3

Choose one of the following:

- BUSS 342 - Sports and Entertainment Marketing Credits: 3
- SPOR 210 - History and Politics of Sports Credits: 3
- SPOR 275 - Leadership and Management in Coaching Credits: 3
- SPOR 349 - Sport Events and Operations Management Credits: 3
- SPOR 400 - Sport Law and Ethics Credits: 3
- SPOR 419 - Sports Economics and Finance Credits: 3

Division of Counseling and Psychology

Bachelor of Arts in Psychology

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 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.

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.

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 (40-43 credits)

- PSYC 200 - Two electives
- PSYC 300 - Three electives
- PSYC 300/400 - One elective
- PSYC 400 - One elective

- PSYC 101 - General Psychology Credits: 3
- PSYC 205 - Statistics for the Behavioral Sciences Credits: 3
- PSYC 205L - Statistics Lab Credits: 1
- PSYC 242 - Research Methods in Psychology Credits: 3
- PSYC 404 - Sensation and Perception Credits: 3
  or
- PSYC 407 - Introduction to Neuroscience Credits: 3
- PSYC 410 - Research in Psychology Credits: 3
  or
- PSYC 495 - Internship II Credits: 3-6

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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 (minimum 120 credits)

Bachelor of Arts in Psychology: Mental Health & Addiction Studies Track

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 Mental Health and Addiction Studies is designed to address the challenges associated with psychological and substance use disorders ("SUD"). With an emphasis on applied learning, students are well prepared for careers in counseling, recovery services, advocacy, and public health.

Program graduates will be workforce ready and 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 behavioral health care are growing and offer many career opportunities.

Psychology Requirements (16 credits)

- PSYC 101 - General Psychology Credits: 3
- PSYC 205 - Statistics for the Behavioral Sciences Credits: 3
- PSYC 205L - Statistics Lab Credits: 1
- PSYC 242 - Research Methods in Psychology Credits: 3
- PSYC 404 - Sensation and Perception Credits: 3
  Or
- PSYC 407 - Introduction to Neuroscience Credits: 3

Mental Health and Addiction Studies Requirements (24 credits)

- PSYC 250 - Psychological Disorders Credits: 3
- PSYC 301 - Drugs and Behavior Credits: 3
- PSYC 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3
- PSYC 402 - Counseling Theory and Practice Credits: 3
- PSYC 450 - Substance Use Disorder Rehabilitation Credits: 3
- Choice of: PSYC 212 - Lifespan Development; PSYC 208 Child Psychology; PSYC 211 Adolescent Psychology; PSYC 306 Adult Psychology
- PSYC 451 - Ethics in Substance Use Disorder Treatment Credits: 3
- PSYC 200 - Elective - Credits: 3

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1

- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

Associated with General Core

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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 (36 credits)

Degree Requirements (Minimum): 120 credits

Master of Arts in Clinical Mental Health Counseling (Online)

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 Requirements (12 Credits)

- CNSL 610 - Basic Human Interaction Credits: 3
- CNSL 614 - Clinical Counseling Theories Credits: 3
- CNSL 615 - Clinical Counseling Techniques Credits: 3
- CNSL 616 - Group Counseling Credits: 3

Counseling Content Requirements (21 Credits)

- CNSL 611 - Psychotherapy for Children Credits: 3
- CNSL 618 - Ethics of Clinical Counseling Credits: 3
- CNSL 622 - Diagnosis and Treatment Credits: 3
- CNSL 625 - Testing and Assessment Credits: 3
- CNSL 629 - Addictive Behaviors Credits: 3
- CNSL 681 - Career and Lifestyle Development Credits: 3
- CNSL 720 - Social and Cultural Foundations Credits: 3

Foundational Requirements (6 Credits)

- CNSL 501 - Research Literacy & Program Evaluation for Counselors Credits: 3
- CNSL 505 - Advanced Psychology of Human Development Credits: 3

Recommended Electives (3 Credits)

- CNSL 620 - Spiritual Dimensions of Counseling Credits: 3
- CNSL 623 - Marriage and Family Therapy Credits: 3
- CNSL 626 - Positive Psychology Credits: 3

Internship/Seminars (12 Credits)

- CNSL 650 - Internship/Seminar in Clinical Mental Health Counseling I Credits: 6
- CNSL 651 - Internship/Seminar in Clinical Mental Health Counseling II Credits: 6

Skills Application (9 Credits)

- CNSL 500 - Counseling Residency I Credits: 3
- CNSL 630 - Counseling Residency II Credits: 3
- CNSL 647 - Practicum in Counseling Credits: 3

Additional Program Requirements

- Formal Dispositional Review during Residencies
- Successful completion of Comprehensive Examination

Degree Requirements (63 Credits)

Master of Arts in Psychology

The Master of Arts in Psychology is a 36-credit graduate program designed to be completed in one academic year. This program serves as an entry point for students who are interested in the field of psychology and helping professions but are still exploring their long-term career direction. Grounded in foundational psychological theory, applied counseling skills, and reflective practice, the program provides students with both the academic knowledge and experiential insight needed to make informed decisions about their professional paths. Students will engage in coursework that introduces core concepts in psychology, human development, psychopathology, and counseling processes, while also emphasizing self-reflection, interpersonal awareness, and professional disposition. A central aim of the program is to support students in assessing their readiness, fit, and alignment with the demands of helping professions, including the emotional, ethical, and relational competencies required for effective practice. Throughout the program, students will be exposed to multiple career pathways within the broader field of psychology. Faculty mentorship and structured experiences will help students differentiate between licensure-based tracks and alternative professional roles, fostering clarity around next steps. Graduates of the M.A. in Psychology program may choose to apply for advanced standing or transfer into one of the university's licensure-track programs, including Clinical Mental Health Counseling (CMHC), School Counseling (SC), or the Doctor of Psychology (PsyD), pending admission requirements. Alternatively, students who complete the program will earn a standalone master's degree in psychology, preparing them for a range of entry-level roles in human services, behavioral health support, community agencies, research settings, and related fields that do not require licensure.

This program is ideal for individuals seeking a structured yet flexible pathway into the field of psychology; one that prioritizes both academic preparation and intentional career exploration.

Counseling Core Requirements (12 credits)

- CNSL 610 - Basic Human Interaction Credits: 3
- CNSL 614 - Clinical Counseling Theories Credits: 3

- CNSL 615 - Clinical Counseling Techniques Credits: 3
- CNSL 616 - Group Counseling Credits: 3

Counseling Content Requirements (12 credits)

- CNSL 623 - Marriage and Family Therapy Credits: 3
- CNSL 622 - Diagnosis and Treatment Credits: 3
- CNSL 629 - Addictive Behaviors Credits: 3
- CNSL 721 - Advanced Multicultural Perspectives Credits: 3

Counseling Foundational Requirements (12 credits)

- CNSL 501 - Research Literacy & Program Evaluation for Counselors Credits: 3
- CNSL 505 - Advanced Psychology of Human Development Credits: 3
- CNSL 618 - Ethics of Clinical Counseling Credits: 3
- CNSL 720 - Social and Cultural Foundations Credits: 3

Degree Requirements (36 Credits)

Additional Program Requirements

- Formal Dispositional Review
- Successful completion of Comprehensive Examination

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. 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 counselor by the New Hampshire Education Department or for licensure as a clinical mental health counselor by the New Hampshire Board of Mental Health Practice.

Counseling Core Requirements (13 Credits)

- CNSL 610 - Basic Human Interaction Credits: 3
- CNSL 614 - Clinical Counseling Theories Credits: 3
- CNSL 615 - Clinical Counseling Techniques Credits: 3
- CNSL 616 - Group Counseling Credits: 3
- CNSL 672 - Introduction to Counseling Credits: 1

Counseling Content Requirements (9 Credits)

- CNSL 622 - Diagnosis and Treatment Credits: 3
- CNSL 720 - Social and Cultural Foundations Credits: 3
- CNSL 721 - Advanced Multicultural Perspectives Credits: 3

Foundational Requirements (9 Credits)

- CNSL 501 - Research Literacy & Program Evaluation for Counselors Credits: 3
- CNSL 505 - Advanced Psychology of Human Development Credits: 3
- CNSL 626 - Positive Psychology Credits: 3

Concentration Requirements (6 Credits)

Counseling

- CNSL 611 - Psychotherapy for Children Credits: 3
- CNSL 623 - Marriage and Family Therapy Credits: 3

School Psychology

- CNSL 530 - Assessment of Learning and Reading Disabilities Credits: 3
- CNSL 538 - Cognitive Assessment I Credits: 3

Additional Program Requirements

- Formal Dispositional Review
- Successful completion of Comprehensive Examination

Degree Requirements (37 Credits)

Master of Education in School Counseling: (Online)

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 counselor, K-12) by the New Hampshire Education Department. With emphasis on the American School Counselor Association (ASCA) National Model, this program is designed to provide students with conceptualization and intervention skills for the school setting.

Upon completion of this program, you may be eligible for licensure 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.

Students enrolled in the School Counseling licensure track program are responsible for remaining informed of current and changing New Hampshire Department of Education (NHED) licensure requirements, including but not limited to certification standards, required examinations, policies, and application procedures. In accordance with NHED expectations, students are advised to periodically review NHED licensure requirements and examination policies throughout their program of study. Students are also responsible for obtaining and maintaining an active Educator Identification Number (ED ID) and Professional Educator Preparation Program (PEPP) clearance status at the start of the program and throughout enrollment. Maintenance of these requirements is necessary for participation in clinical experiences and for the

University to recommend candidates for licensure upon successful completion of all program, University, and NHED requirements.

Counseling Core Requirements (12 Credits)
- CNSL 610 - Basic Human Interaction Credits: 3
- CNSL 614 - Clinical Counseling Theories Credits: 3
- CNSL 615 - Clinical Counseling Techniques Credits: 3
- CNSL 616 - Group Counseling Credits: 3

Counseling Content Requirements (15 Credits)
- CNSL 612 - Professional Issues in School Counseling Credits: 3
- CNSL 613 - Collaboration and Intervention Credits: 3
- CNSL 622 - Diagnosis and Treatment Credits: 3
- CNSL 681 - Career and Lifestyle Development Credits: 3
- CNSL 720 - Social and Cultural Foundations Credits: 3

Foundational Requirements (6 Credits)
- CNSL 501 - Research Literacy & Program Evaluation for Counselors Credits: 3
- CNSL 505 - Advanced Psychology of Human Development Credits: 3

Recommended Electives (3 Credits)
- CNSL 611 - Psychotherapy for Children Credits: 3
- CNSL 620 - Spiritual Dimensions of Counseling Credits: 3
- CNSL 623 - Marriage and Family Therapy Credits: 3
- CNSL 626 - Positive Psychology Credits: 3

Internship/Seminars (12 Credits)
- CNSL 648 - Internship in School Counseling I Credits: 6
- CNSL 649 - Internship in School Counseling II Credits: 6

Skills Application (9 Credits)
- CNSL 500 - Counseling Residency I Credits: 3
- CNSL 630 - Counseling Residency II Credits: 3
- CNSL 647 - Practicum in Counseling Credits: 3

Additional Program Requirements
- Formal Dispositional Review during Residencies
- Successful completion of Comprehensive Examination

Degree Requirements (57 Credits)

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 licensure upon completion of New Hampshire Education Department standards and requirements.

Students enrolled in the Ed.S. Counseling licensure track program are responsible for remaining informed of current and changing New Hampshire Department of Education (NHED) licensure requirements, including but not limited to certification standards, required examinations, policies, and application procedures. In accordance with NHED expectations, students are advised to periodically review NHED licensure requirements and examination policies throughout their program of study. Students are also responsible for obtaining and maintaining an active Educator Identification Number (ED ID) and Professional Educator Preparation Program (PEPP) clearance status at the start of the program and throughout enrollment. Maintenance of these requirements is necessary for participation in clinical experiences and for the University to recommend candidates for licensure upon successful completion of all program, University, and NHED requirements.

Prerequisites (24 Credits)
- CNSL 505 - Advanced Psychology of Human Development Credits: 3
- CNSL 610 - Basic Human Interaction Credits: 3
- CNSL 614 - Clinical Counseling Theories Credits: 3
- CNSL 615 - Clinical Counseling Techniques Credits: 3
- CNSL 616 - Group Counseling Credits: 3
- CNSL 622 - Diagnosis and Treatment Credits: 3
- CNSL 720 - Social and Cultural Foundations Credits: 3

Or their equivalents

Core Requirements (27 Credits)
- CNSL 611 - Psychotherapy for Children Credits: 3
- CNSL 623 - Marriage and Family Therapy Credits: 3
- CNSL 625 - Testing and Assessment Credits: 3
- CNSL 626 - Positive Psychology Credits: 3
- CNSL 629 - Addictive Behaviors Credits: 3
- CNSL 681 - Career and Lifestyle Development Credits: 3
- CNSL 704 - Personality Assessment I Credits: 3
- CNSL 705 - Neuropsychological Assessment I Credits: 3
- CNSL 721 - Advanced Multicultural Perspectives Credits: 3

Recommended Electives (9 Credits)

- CNSL 538 - Cognitive Assessment I Credits: 3
- CNSL 539 - Information Processing and Cognition Credits: 3
- CNSL 612 - Professional Issues in School Counseling Credits: 3
- CNSL 613 - Collaboration and Intervention Credits: 3
- CNSL 620 - Spiritual Dimensions of Counseling Credits: 3
- CNSL 648 - Internship in School Counseling I Credits: 6
- CNSL 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

Degree Requirements (36 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." The 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 Psy.D. program enables professionals to join other future psychologists in "intellectual inquiry and dialogue."

Purpose of the Doctoral Program in Counseling and School Psychology

The Rivier University doctoral program in Counseling and School Psychology builds upon existing M.A. 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 impact of the doctorate in psychology is favorable to the State of New Hampshire and the surrounding area. Currently, there are no other combined and integrated doctoral level training programs in the substantive areas of Counseling and School Psychology at any College or University with the state. New Hampshire is experiencing a "graying" of the professional workforce of psychologists, leading to concern by 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.

Mission Statement, Aims, Objectives and Competencies

Mission Statement

To prepare graduates in the psychological intellectual tradition with the broad and general knowledge and skills to function as entry-level professional psychologists.

Aims of the Psy.D Program

- **Aim 1:** To graduate health service psychologists who are competent and reflective practitioner-scholars.
- **Aim 2:** To graduate health service psychologists who are knowledgeable about and clinically skilled in the areas of assessment, diagnosis, intervention, multiculturalism, and supervision and consultation.
- **Aim 3:** To graduate health service psychologists competent in the comprehension, conduct, and application of research to professional practice.
- **Aim 4:** To graduate students with a strong commitment to their identity as health service psychologists and a strong commitment to ethical practice in psychology.

Competencies and Elements of the Psy.D. Program

To meet these aims, the Program has established the following competencies and related elements (or outcomes) to address discipline-specific knowledge and profession-wide competencies in health service psychology in the practice areas of counseling and school psychology.

Competency 1: Discipline-Specific Knowledge

Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies.

- **Element 1a:** Students demonstrate an appropriate mastery of the discipline-specific knowledge of health service psychology (e.g., developmental, biological, cognitive/affective, and social aspects of behavior), and the history of the discipline of psychology.
- **Element 1b:** Students demonstrate a substantial understanding of the integration of discipline-specific knowledge of health service psychology.
- **Element 1c:** Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics.

Competency 1: Communication and Interpersonal Skills

Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence.

- **Element 2a:** Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- **Element 2b:** Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; and demonstrate a thorough grasp of professional language and concepts.

- **Element 2c:** Students demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 3: Professional Values and Attitudes
Students demonstrate behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

- **Element 3a:** Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- **Element 3b:** Students engage in self-reflection regarding one's personal and professional functioning; and engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- **Element 3c:** Students actively seek and demonstrate openness and responsiveness to feedback and supervision.
- **Element 3d:** Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 4: Assessment
Students develop knowledge and skills in evidenced-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.

- **Element 4a:** Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- **Element 4b:** Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- **Element 4c:** Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- **Element 4d:** Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- **Element 4e:** Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 5: Intervention
Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of clients' problems and needs, respectful of clients' values, preferences, and diverse backgrounds.

- **Element 5a:** Students establish and maintain effective relationships with the recipients of psychological services.
- **Element 5b:** Students develop evidence-based intervention plans specific to the service delivery goals.
- **Element 5c:** Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- **Element 5d:** Students demonstrate the ability to apply the relevant research literature to clinical decision-making.
- **Element 5e:** Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- **Element 5f:** Students evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 6: Supervision
Students develop skills in mentoring and monitoring other professionals to help develop skill in professional practice.

- **Element 6a:** Students demonstrate foundational knowledge and initial skills in the instruction, oversight, and supervision of trainees and other professionals.
- **Element 6b:** Students demonstrate knowledge and respect for the appropriate use of the supervisory relationship, including the roles of supervisor/supervisee, boundaries, and ethics.

Competency 7: Individual and Cultural Diversity
Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.

- **Element 7a:** Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- **Element 7b:** Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including

research, training, supervision/consultation, and service.

- **Element 7c:** Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or world views create conflict with their own. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 8: Research
Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base, and to acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature.

- **Element 8a:** Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology.
- **Element 8b:** Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.

Competency 9: Ethical and Legal Standards
Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work.

- **Element 9a:** Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.
- **Element 9b:** Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- **Element 9c:** Students conduct themselves in an ethical manner in all professional activities.

Competency 10: Consultation and Interprofessional/Interdisciplinary Skills
Students develop skills to engage in consultation and interdisciplinary collaboration with individuals or groups to address problems and promote effectiveness in professional activities.

- **Element 10a:** Students respect the roles and perspectives of other professions and demonstrate knowledge, skills, and attitudes regarding interprofessional and interdisciplinary consultation in all professional roles.
- **Element 10b:** Students demonstrate knowledge of consultation models and practices.

Admissions and Coursework
The program accepts and enrolls a diverse student group each fall semester. Applicants need a minimum of a master's degree to be considered for admission to the program. However, students with a bachelor's degree can be provisionally admitted to the doctorate in a future year, conditional on their successful completion of the Master's in Psychology at Rivier, including the Formal Disposition review, or equivalent coursework and experience. The number of credit hours required to complete the program is dependent on previously completed coursework. There is no upper limit to the number of Foundation Courses that can be counted towards completion. However, only twelve (12) credit hours of doctoral coursework at the 800-level can be transferred into the program. Foundation Courses may have been completed at another university and/or towards another graduate degree. Psy.D. program Core Requirements include forty-six (46) credit hours from required doctoral courses, nine (9) credit hours from doctoral elective courses, six (6) credit hours from required practicums, and a minimum of seven (7) credit hours from doctoral dissertation research. Students must also successfully complete written and oral comprehensive examinations, as well as a full-time APPIC or equivalent internship experience (2,000 hours).

Psy.D. Program Foundation Course Requirements (48 credits)
These courses are all included in the M.A. in Psychology program.

- CNSL 501 - Research Literacy & Program Evaluation for Counselors Credits: 3
- CNSL 505 - Advanced Psychology of Human Development Credits: 3
- CNSL 530 - Assessment of Learning and Reading Disabilities Credits: 3
- CNSL 538 - Cognitive Assessment I Credits: 3
- CNSL 610 - Basic Human Interaction Credits: 3
- CNSL 614 - Clinical Counseling Theories Credits: 3

- CNSL 615 - Clinical Counseling Techniques Credits: 3
- CNSL 616 - Group Counseling Credits: 3
- CNSL 618 - Ethics of Clinical Counseling Credits: 3
- CNSL 623 - Marriage and Family Therapy Credits: 3
- CNSL 622 - Diagnosis and Treatment Credits: 3
- CNSL 629 - Addictive Behaviors Credits: 3
- CNSL 704 - Personality Assessment I Credits: 3
- CNSL 705 - Neuropsychological Assessment I Credits: 3
- CNSL 720 - Social and Cultural Foundations Credits: 3
- CNSL 721 - Advanced Multicultural Perspectives Credits: 3

Doctoral Core Requirements (46 credits)

- CNSL 801 - History and Systems Credits: 3
- CNSL 802 - Biological Bases of Behavior Credits: 3
- CNSL 803 - Cognitive-Affective Bases of Behavior Credits: 3
- CNSL 804 - Social Bases of Behavior Credits: 3
- CNSL 806 - Seminar: Psychopathology and Interventions Credits: 3
- CNSL 809 - Psychometrics Credits: 3
- CNSL 810 - Cognitive Assessment II Credits: 3
- CNSL 812 - Personality Assessment II Credits: 3
- CNSL 815 - Evidence Based Treatment: Children and Families Credits: 3

  Or
- CNSL 816 - Evidence Based Treatment: Adults Credits: 3
- CNSL 820 - Developmental Psychology Credits: 3
- CNSL 821 - Professional Psychology: Ethics and Standards Credits: 3
- CNSL 825 - Aging Credits: 3
- CNSL 833 - Supervision, Consultation and Systems Credits: 3
- CNSL 838 - Seminar: Internship and Professional Development Credits: 1
- CNSL 864 - Research Methods and Design in Psychological Research Credits: 3
- CNSL 881 - Quantitative Analysis in Psychology Credits: 3
- CNSL 886 - Doctoral Clinical Internship I Credits: 0
- CNSL 887 - Doctoral Clinical Internship II Credits: 0
- CNSL 888 - Doctoral Clinical Internship III Credits: 0

Doctoral Elective Requirements (9 Credits)

- CNSL 807 - Psychopharmacology Credits: 3
- CNSL 808 - Foundations of Neuropsychology Credits: 3
- CNSL 814 - Seminar: Group Psychotherapy Credits: 3
- CNSL 830 - School Based Consultation Credits: 3
- CNSL 831 - Classroom Based Assessment Credits: 3
- CNSL 832 - Community Consultation Credits: 3
- CNSL 835 - School Neuropsychology Credits: 3

  *Additional doctoral-level electives are currently in development. Courses not listed above may be approved for electives at the discretion of the Program Director.

Practicum Requirements (6 credits minimum)
All students entering the PSYD will be required to complete a minimum of 6 credits/sections of practicum experiences. The determination of a student's starting point (Tier 1/CNSL-792 or Tier 2/CNSL-840) will be made by the Program Director, based on prior field training as part of an organized clinically-forward master's program.

Tier 1

- CNSL 792 - Initial Practicum I Credits: 1
- CNSL 793 - Initial Practicum II Credits: 1
- CNSL 794 - Initial Practicum III Credits: 1

Tier 2

- CNSL 840 - PsyD Practicum I Credits: 1
- CNSL 841 - PsyD Practicum II Credits: 1
- CNSL 842 - PsyD Practicum III Credits: 1

Tier 3

- CNSL 843 - Advanced Clinical Experience I Credits: 1
- CNSL 844 - Advanced Clinical Experience II Credits: 1
- CNSL 845 - Advanced Clinical Experience III Credits: 1
- CNSL 846 - Advanced Clinical Experience IV Credits: 1
- CNSL 847 - Advanced Clinical Experience V Credits: 1

Dissertation Research (minimum 7 credits)

- CNSL 892 - Directed Research in Psychology Credits: 2
- CNSL 896 - Research in Psychology Credits: 1-3

Minor in Psychology

Minor Requirements (19 credits)
A minimum of six courses, including:

- PSYC - Three electives

- PSYC 101 - General Psychology Credits: 3
- PSYC 204 - Biostatistics Credits: 3

or

- PSYC 205 - Statistics for the Behavioral Sciences Credits: 3
- PSYC 205L - Statistics Lab Credits: 1
- PSYC 242 - Research Methods in Psychology Credits: 3

Division of Education and Leadership

Mission Statement

The Rivier University Division of Education and Leadership 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 and learning of those from diverse social, economic, and cultural origins. The Rivier University Division of Education and Leadership 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 cultural 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 Leadership 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 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 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.

Undergraduate Programs

The Education programs at Rivier University provide undergraduate candidates with a program of study in elementary education. This program builds on the University's liberal arts curriculum.

Candidates have multiple opportunities in clinical experiences related to their coursework and program. These teaching and learning experiences are scaffolded to involve children and adolescents. Candidates acquire a variety of instructional and assessment strategies to facilitate the learning of a diverse population of students in a variety of educational settings.

Candidates must complete and pass all three parts of the Basic Academic Skills Assessment before clinical practice (student teaching).

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 New Hampshire Department of Education (NHED).

Elementary Education

The undergraduate program in elementary education provides courses that meet the NHED licensure standards for teachers, grades K-6 or K-8 (see program handbook for specific requirements). Candidates 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.

Clinical Experience

Candidates in the elementary major complete 185 hours of clinical experience prior to clinical practice. Clinical 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 candidates in clinical experiences.

Clinical Practice

Clinical practice (student teaching) involves a semester-long placement in an elementary school classroom. Rivier University encourages candidates to develop professional relationships with clinical experience educators throughout their program of study in order to identify an optimal placement for clinical practice. Candidates are assigned a clinical experience supervisor for guidance and assessment during the clinical practice. Candidates may choose to complete clinical practice within a 25 mile radius of the Rivier University campus. Candidates apply to clinical practice in the semester prior to clinical practice. Criteria for acceptance to clinical practice include the following:

- Minimum 2.5 GPA
- Completion of required hours of clinical experience
- Positive evaluations from clinical experience educators in clinical experience
- Professional behavior in all interactions involving clinical experience settings
- Participation in University professional development opportunities
- Acceptance into Professional Educator Preparation Program (PEPP)

Assessment

Assessment of candidates' 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 clinical practice; 4) completion of clinical practice; and, 5) program completion. Faculty utilize a variety of informal and formal measures to assess candidate course performance, including: examinations, case studies, reflective journal entries, lesson plans, and an electronic program portfolio. Through feedback from the clinical experience educator and clinical experience supervisor, candidates are provided regular, systematic, and cumulative information on their progress in the process of becoming a teacher.

The program of teacher preparation engages candidates as active participants in self-reflection on teaching performance and student learning. Candidates construct a teaching and learning portfolio of artifacts that serve as evidence of their development in learning and teaching during coursework and in the clinical practice. Evaluations by the clinical experience educator and clinical experience supervisor serve as evidence that the NHED standards have been integrated into the clinical practice. Detailed information concerning clinical experiences and the culminating clinical

practice are included in the candidate's program of study and the Initial Licensure Program Handbook.

Professional Educator Preparation Program (PEPP)
Candidates apply to PEPP when they have met the following criteria:

- Completion of required hours of clinical experience
- Positive evaluations from clinical experience educators in clinical experience
- Attained a minimum 2.5 GPA
- Passed and submitted passing scores on the Basic Academic Skills Assessment

Elementary Education initial licensure students are required to take the Basic Skills Assessment prior to completion of EDUC102 Issues and Influences in Education in the spring semester of the freshmen year.

Candidates transferring from other institutions with 30 or more credits are required to demonstrate successful completion of the Basic Skills Assessment at the time of admission to PEPP and prior to enrollment in education courses.

Professionalism
Candidates 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 clinical experiences, and clinical practice. Candidates 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. Candidates 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 including fingerprinting. The candidate will assume the responsibility for all costs related to this process.

ePortfolio and Live Text
Candidates seeking recommendation for New Hampshire Department of Education licensure in K-6 or K-8 elementary education must complete an ePortfolio using the Live Text software system. The ePortfolio is a student-generated document designed to demonstrate candidate growth and progress in relation to state licensure requirements.

Partnership
The Division of Education and Leadership collaborates with a number of school districts and social service agencies each year to provide clinical experiences in the programs.

Teacher Licensure
For licensure in New Hampshire, teacher candidates must:

- Receive a grade of B or better in EDUC420 Student Teaching Seminar
- Meet all of the roles, responsibilities, competencies, and dispositions required for clinical practice
- Pass the Basic Academic Skills Assessment or an equivalent requirement as determined by the NHED

Upon completion of licensure programs, you may be eligible for licensure in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Applied Bachelor of Arts in Elementary Education

Rivier's Applied B.A. in Elementary Education is a three-year, 90-credit degree program that provides candidates with an immersive educational experience to prepare for early entry into the workforce as an elementary school teacher. The program is designed for those who intend to pursue New Hampshire site-based licensure.

As an Elementary Education major, candidates will be part of an innovative lab school collaboration with the Nashua (N.H.) School District. Candidates participate in an embedded practicum each semester in a Nashua elementary school and receive mentorship from experienced educators.

Graduates will have the opportunity for employment in the state of New Hampshire with a Statement of Eligibility leading to acceptance into a New Hampshire school district's on-site licensure program. Those seeking to work outside of New Hampshire should consult the Department of Education in that state for eligibility requirements prior to enrolling in this program.

Major Requirements (27 Credits)

- EDUC 102 - Issues and Influences in Education Credits: 3
- EDUC 108 - Human Development and Learning Credits: 3
- EDUC 406 - Family and Community Leadership Credits: 3
- EDUC 290 - Fostering Literacy I: Emergent through Early (Pre-K-3) Credits: 3
- EDUC 225 - Science and Math Methodology Credits: 3
- EDUC 326 - Assessment and Data Instruction Credits: 3
- EDUC 335 - Teaching Techniques and Methods Credits: 3
- EDUC 415 - Legal and Ethical Issues in Education Credits: 3

- EDUC 361 - Integrated Methods II: Social Studies, Science, Math & Technology (4-8) Credits: 3

Lab School Requirements (27 Credits)

- EDUC 120 - Applied Practice: Lab School Orientation Credits: 3
- EDUC 351 - Creating Positive Learning Environments: Lab School Credits: 3
- EDUC 331 - Education Technology and Learning Tools: Lab School Credits: 3
- EDUC 340 - Interdisciplinary Instruction: Lab School Credits: 3
- EDUC 336 - Learning Differences: Lab School Credits: 3
- EDUC 430 - Multicultural Teaching and Learning: Lab School Credits: 3
- EDUC 422 - Student Teaching: Lab School Credits: 9

Professional Core (9 Credits)

- PSYC 240 - Social Psychology Credits: 3
- Take 1 course in Mathematics: MATH-112 or above Credits: 3
- COMP 120 - Introduction to Computing and Information Literacy Credits: 3

Common Core - (27 Credits)

Who am I and What is the World?

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

- BIOL 112 - Stewards of the Living World Credits: 3
- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1

Who is My Neighbor?

Students explore this question in their second year.

- ENGL 200 - Literature, Art and the Human Credits: 3
- SERV 100 - Serving the World Credits: 1
- HIST 216 - Environmental History and Environmentalism Credits: 3

How Shall We Live?

Students explore this question in their third year.

- PHIL 223 - Technology, Values, and Society Credits: 3
- 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.
- Religion: Faith, Religion, and Social Justice Credits: 3
  Students take one Religion course developed with this theme at its center.

Bachelor of Arts in Elementary Education (Day)

Candidates 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. See program handbook for additional licensure exams.

Upon completion of this program, you may be eligible for licensure in all 50 states, the District of Columbia, and U.S. Territories, the Department of Defense Schools, Alberta, British Columbia, and Ontario per the NASDTEC Interstate Agreement.

Education Major Requirements (63-68 credits)

Education Core Requirements (36 credits)

- EDUC 108 - Human Development and Learning Credits: 3
- EDUC 110 - Teaching, Technology, Learning Environment Credits: 3
- EDUC 285 - Fundamentals of Math I (K-3) Credits: 3
- EDUC 290 - Fostering Literacy I: Emergent through Early (Pre-K-3) Credits: 3
- EDUC 325 - Assessment Informed Instruction Credits: 3
- EDUC 360 - Integrated Methods I: Social Studies, Science, Math & Technology (K-3) Credits: 3
- EDUC 370 - Understanding Students with Exceptionalities Credits: 3
- EDUC 406 - Family and Community Leadership Credits: 3
- EDUC 420 - Student Teaching and Seminar Credits: 12

Elementary Education Requirements (12 credits)

- EDUC 102 - Issues and Influences in Education Credits: 3
- EDUC 286 - Fundamentals of Math II (4-8) Credits: 3
- EDUC 291 - Fostering Literacy II: Critical Readers & Writers Credits: 3
- EDUC 361 - Integrated Methods II: Social Studies, Science, Math & Technology (4-8) Credits: 3

Disciplinary Concentration Requirements (15-20 credits)

Students in elementary education must complete their major by selecting one of the following disciplinary content areas.

Mathematics (15-16 credits)

- MATH 110 - Introductory Statistics Credits 3
  or
  MATH 330 - Mathematical Statistics Credits 3
- MATH 127 - Geometrical Explorations Credits 3
  or
  MATH 320 - Classical Geometries Credits 3

Choose two courses:

- MATH 130 - Functions Credits 3
- MATH 165 - Calculus I with Lab Credits 4
- MATH 166 - Calculus II Credits 3

Choose one course:

- MATH 210 - Linear Algebra Credits 3
- MATH 310 - Discrete Mathematics Credits 3

Sciences (19-20 credits)

- BIOL 103 - General Biology I Credits 4
- BIOL 104 - General Biology II Credits 4
- CHEM 104 - General Chemistry I Credits 4
- CHEM 105 - General Chemistry II Credits 4
- BIOL - 200 level elective Credits 3-4

Social studies (15 credits)

Note: Either HIST 203 or HIST 204 will be taken to fulfill the Core Requirement.

- HIST 101 - United States History I Credits 3
  or
- HIST 102 - United States History II Credits 3
- HIST 203 - Interactions: the West in the World I Credits 3
  or
- HIST 204 - Interactions: the West in the World II Credits 3
- HIST 210 - Global Geography and World Cultures Credits 3
- POLS - One Political Science Elective Credits 3
- History, Geography, or Political Science Elective Credits 3

Licensure Requirements (6-7 credits)

- HIST 101 - United States History I Credits: 3

or

- HIST 102 - United States History II Credits: 3
- Physical Science: Select one course from Chemistry or Physics.

General Education Requirements (42-45 credits)

Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

Associated with General Core

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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)

Doctor of Education (Ed.D.) in Leadership and Learning

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 class 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.

Core Requirements (33 Credits)

- EDUC 852 - Leadership for Transformation Credits: 3
- EDUC 853 - Advances in Mind, Brain, and Learning Credits: 3
- EDUC 854 - Positive Learning Environments Credits: 3
- EDUC 856 - Culturally Competent Leadership Credits: 3
- EDUC 857 - Leadership in the Information Age Credits: 3
- EDUC 874 - Writing in the Social Sciences Credits: 3
- EDUC 876 - Qualitative Methods Credits: 3
- EDUC 877 - Quantitative Methods Credits: 3
- EDUC 878 - Qualitative Analysis Credits: 3
- EDUC 879 - Quantitative Analysis Credits: 3
- EDUC 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.

- EDUC 894 - Dissertation Research Advisement Credits: 3 minimum 3
- EDUC 895 - Dissertation Research Credits: 3, a minimum of 12 credits required in program

Degree Requirements (minimum 51 Credits)

Minor in Education

The Education minor is designed for students with an interest in education who seek knowledge and skills for effective teaching and learning. The Education minor is especially appropriate for students who plan to work with youth in a coaching, mentoring, or community leadership capacity.

Minor Requirements (15 credits)

- EDUC 108 - Human Development and Learning Credits: 3
- EDUC 102 - Issues and Influences in Education Credits: 3
- EDUC 406 - Family and Community Leadership Credits: 3
- EDUC 370 - Understanding Students with Exceptionalities Credits: 3
- EDUC Elective Credits: 3

Division of Nursing and Health Professions

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.

Please see the Nursing Student Handbook for more detailed information.

Major Requirements (42 credits)

- NURS 101 - Nursing Fundamentals Credits: 8
- NURS 102 - Care of the Adult I Credits: 9
- NURS 103 - Foundations of Pharmacology Credits: 3
- NURS 190 - Essentials of Community Health Nursing Credits: 3
- NURS 201 - Mental Health Nursing Credits: 3
- NURS 202 - Care of the Childbearing Family Credits: 3
- NURS 203 - Care of the Adult II Credits: 9
- NURS 205 - Care of the Child Credits: 3
- NURS 206 - Professional Issues in Nursing Credits: 1

General Education Requirements (30 credits)

- Humanities - One elective
- SOCI - One elective

- BIOL 105 - Human Anatomy and Physiology I Credits: 4
- BIOL 106 - Human Anatomy and Physiology II Credits: 4
- BIOL 201 - Medical Microbiology Credits: 4
- ENGL 120 - Composition in Context Credits: 3
- PSYC 101 - General Psychology Credits: 3
- PSYC 212 - Life Span Development Credits: 3
- RELS 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 NURS 102 Care of the Adult I.

Pre-Requisites:

- LPN Licensure; completion of all Nursing Admission requirements
- Nursing Acceleration Challenge Examination (NACE)
  - NURS 101 Nursing Fundamentals*****

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 NURS 101 Nursing Fundamentals 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)

- NURS 101 - Nursing Fundamentals Credits: 8
- NURS 102 - Care of the Adult I Credits: 9
- NURS 103 - Foundations of Pharmacology Credits: 3
- NURS 190 - Essentials of Community Health Nursing Credits: 3
- NURS 201 - Mental Health Nursing Credits: 3
- NURS 202 - Care of the Childbearing Family Credits: 3
- NURS 203 - Care of the Adult II Credits: 9
- NURS 205 - Care of the Child Credits: 3
- NURS 206 - Professional Issues in Nursing Credits: 1

Accelerated Bachelor of Science in Nursing, B.S.N.

The Accelerated Bachelor of Science in Nursing (BSN) is designed for individuals with a bachelor's degree in another discipline. This 83-credit program equips you with the knowledge and clinical expertise needed to transition into nursing efficiently and effectively.

The ABSN curriculum combines classroom instruction, laboratory and simulation training, and practical clinical experiences, ensuring that graduates are prepared to excel in a wide range of healthcare environments.

The program is designed to be completed in as little as 16 months but must be finished within three years. Students will collaborate with the program director to develop a personalized plan of study tailored to meet their individual academic and professional goals.

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.

Please see the Student Nursing Handbook for more detailed information.

Accelerated Nursing Core Prerequisites

- BIOL 105 - Human Anatomy and Physiology I Credits: 4
- BIOL 106 - Human Anatomy and Physiology II Credits: 4
- BIOL 201 - Medical Microbiology Credits: 4
- PSYC 204 - Biostatistics Credits: 3
- PSYC 212 - Life Span Development Credits: 3
- RELS 379 - Bioethics Credits: 3

Accelerated Nursing Core Courses

- NURS 101 - Nursing Fundamentals Credits: 8
- NURS 102 - Care of the Adult I Credits: 9
- NURS 202 - Care of the Childbearing Family Credits: 3
- NURS 205 - Care of the Child Credits: 3
- NURS 222 - Pathopharmacology I Credits: 3
- NURS 223 - Pathopharmacology II Credits: 3
- NURS 310 - Health Assessment Credits: 3
- NURS 330 - Research Methods Credits: 3
- NURS 350 - Community and Mental Health Nursing Credits: 9
- NURS 404 - Leadership and Management in Health Care Credits: 3
- NURS 430 - Care of the Acutely Ill Adult Credits: 8
- NURS 458 - Nursing Capstone Credits: 7

Degree Requirements (83 credits)

Bachelor of Science in Applied Exercise Science

The Bachelor of Science in Applied Exercise Science, provides students with an overview of the study of the human body and its response to movement and exercise. It provides insight into the benefits of physical exercise and examines the connection between exercise, nutrition, and health. Students who study exercise science in an undergraduate program often take courses related to nutrition, exercise psychology, physics, chemistry, kinesiology, and anatomy and physiology. Exercise science is a broad industry and professionals in this field can work for a variety of employers, such as gyms and fitness centers, hospital rehabilitation centers, physical therapy clinics or sports teams.

Student Learning Outcomes:
Upon successful completion of the Applied Exercise Science degree requirements, graduates will be able to:

1. Describe and discern the career paths in exercise science.
2. Demonstrate a sound knowledge base of physiological principles of exercise and their developmentally appropriate application across the lifespan.
3. Identify and analyze critical components of physical movement.
4. Incorporate the physiological principles of exercise as they apply to endurance & strength-based physical activity, sport performance, and rehabilitation.
5. Measure and assess fitness levels, performance, and physiological effects during exercise via testing modalities that measure body composition, flexibility, muscular endurance & strength, cardio-respiratory health.
6. Evaluate and predict the developmentally appropriate nutritional requirements that influence human health and physical performance.
7. Design and implement physical activities, fitness programs, learning experiences that are developmentally appropriate, safe, and that are effective & efficient to enhance human health and performance.

Major Requirements (72-74 credits)

- EXER 101 - Introduction to Applied Exercise Science Credits: 3
- EXER 200 - Exercise Psychology Credits: 3
- EXER 206 - Strength Training & Conditioning Credits: 3
- EXER 305 - Exercise Physiology Credits: 3
- EXER 305L - Exercise Physiology Lab Credits: 1
- EXER 335 - Dynamics of Human Movement Credits: 3
- EXER 335L - Dynamics of Human Movement Lab Credits: 1
- EXER 360 - Exercise Testing & Prescription Credits: 3
- EXER 360L - Exercise Testing & Prescription Lab Credits: 1
- EXER 495 - Exercise Science Internship Credits: 4-6
- BIOL 105 - Human Anatomy and Physiology I Credits: 4
- BIOL 106 - Human Anatomy and Physiology II Credits: 4
- BIOL 201 - Medical Microbiology Credits: 4
- CHEM 104 - General Chemistry I Credits: 3
- CHEM 104L - General Chemistry Laboratory I Credits: 1
- CHEM 105 - General Chemistry II Credits: 3
- CHEM 105L - General Chemistry Laboratory II Credits: 1
- PHYS 111 - Physics I Credits: 3
- PHYS 111L - Physics Laboratory I Credits: 1
- PHYS 112 - Physics II Credits: 3
- PHYS 112L - Physics Laboratory II Credits: 1
- HSCI 325 - Principles of Nutrition Credits: 3
- HSCI 335 - Health Research Methods Credits: 3
- PSYC 101 - General Psychology Credits: 3
- PSYC 205 - Statistics for the Behavioral Sciences Credits: 3
- PSYC 205L - Statistics Lab Credits: 1
- PSYC 212 - Life Span Development Credits: 3
- PSYC 301 - Drugs and Behavior Credits: 3

General Education Requirements (42-45 credits)
Who am I and What is the World? Students explore these questions in their first year common core courses.

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- BIOL 112 - Stewards of the Living World Credits: 3
- SERV 100 - Serving the World Credits: 1

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

- ENGL 200 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.
- HIST 203 Interactions: The West in the World I Credits: 3 or
- HIST 204 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: MATH 112 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)

Bachelor of Science in Health Science

The focus of this 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 analyst assistants, 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 sometimes paid for by their employer or where they received their internships. This degree also prepares students for graduate school across the healthcare continuum.

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.

Health Science Requirements (60-62 credits)

- BIOL 105 - Human Anatomy and Physiology I Credits: 4 (with lab)
- BIOL 106 - Human Anatomy and Physiology II Credits: 4 (with lab)
- BIOL 201 - Medical Microbiology Credits: 4 (with lab)
- BUSS 175 - Principles of Management Credits: 3
- HSCI 110 - Health Careers Seminar Credits: 1
- HSCI 111 - Medical Terminology Credits: 3
- HSCI 201 - Introduction to Epidemiology Credits: 3
- HSCI 235 - Health Behavior and Promotion Credits: 3
- HSCI 325 - Principles of Nutrition Credits: 3
- HSCI 335 - Health Research Methods Credits: 3
- HSCI 360 - Human Health and Diseases Credits: 3
- HSCI 405 - Applied Health Data Methods Credits: 3
- HSCI 495 - Health Science Internship Credits: 4-6
- PUBH 101 - Introduction to Public Health Credits: 3
- PSYC 101 - General Psychology Credits: 3
- PSYC 205 - Statistics for the Behavioral Sciences Credits: 3
- PSYC 205L - Statistics Lab Credits: 1
- PSYC 301 - Drugs and Behavior Credits: 3

- PSYC 309 - Health Psychology: An Integrated Approach to Behavioral Healthcare Credits: 3
- CHEM 102 - Principles of Chemistry Credits: 3

General Education Requirements (40-42)

- ENGL 115 - Expositions and Arguments Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- BIOL 112 - Stewards of the Living World Credits: 3
- MATH 112 - College Algebra Credits: 3 Math Elective - Math 112 or higher Credits / Units: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- HIST 203 - Interactions: the West in the World I Credits: 3

  or
- HIST 204 - Interactions: the West in the World II Credits: 3
- SERV 100 - Serving the World Credits: 1
- ENGL 200 - Literature, Art and the Human Credits: 3
- SPAN 105 - Spanish for Health Care Professionals Credits: 3

Religion Elective - 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 (18 credits)
Degree Requirements (120 credits)

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 to two clinical days, and 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.

Please see the Student Nursing Handbook for more detailed information.

Major Requirements (65 credits)

- NURS 101 - Nursing Fundamentals Credits: 8
- NURS 102 - Care of the Adult I Credits: 9
- NURS 202 - Care of the Childbearing Family Credits: 3
- NURS 205 - Care of the Child Credits: 3
- NURS 222 - Pathopharmacology I Credits: 3
- NURS 223 - Pathopharmacology II Credits: 3
- NURS 310 - Health Assessment Credits: 3
- NURS 330 - Research Methods Credits: 3
- NURS 350 - Community and Mental Health Nursing Credits: 9
- NURS 404 - Leadership and Management in Health Care Credits: 3

- NURS 430 - Care of the Acutely Ill Adult Credits: 8
- NURS 458 - Nursing Capstone Credits: 7
- PUBH 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
- ENGL 115 - Expositions and Arguments Credits: 3
- HIST 203 - Interactions: the West in the World I Credits: 3

or
- HIST 204 - Interactions: the West in the World II Credits: 3
- ENGL 200 - Literature, Art and the Human Credits: 3
- JYS - One justice and Global responsibility course Credits: 3
- SSCC 108 - Student Success: Campus to Community I Credits: 1
- SSCC 109 - Student Success: Campus to Community II Credits: 1
- Modern Language - One course Credits: 3
- PHIL 337 Bioethics in Healthcare Credits: 3
- RELS 115 - The Dignity of Creation: God and the Created Order Credits: 3
- RELS - One Faith, Religion and Social Justice course Credits :3
- SERV 100 - Serving the World Credits: 1

Behavioral Sciences
- PSYC 101 - General Psychology Credits: 3
- PSYC 212 - Life Span Development Credits: 3
- SOCI - One elective Credits: 3

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.

- BIOL 105 - Human Anatomy and Physiology I Credits: 4
- BIOL 106 - Human Anatomy and Physiology II Credits: 4
- BIOL 112 - Stewards of the Living World Credits: 3
- BIOL 201 - Medical Microbiology Credits: 4
- MATH 112 - College Algebra Credits: 3

or General elective
- PSYC 204 - Biostatistics Credits: 3

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) ENGL 120 Composition in Context or its equivalent;
b) Humanities - One elective and
c) Sociology - One elective.

ENGL 120 Composition in Context and the literature elective must be completed prior to taking NURS 330 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:

- NURS 101 - Nursing Fundamentals Credits: 8
- NURS 102 - Care of the Adult I Credits: 9
- NURS 103 - Foundations of Pharmacology Credits: 3
- NURS 190 - Essentials of Community Health Nursing Credits: 3
- NURS 201 - Mental Health Nursing Credits: 3
- NURS 202 - Care of the Childbearing Family Credits: 3
- NURS 203 - Care of the Adult II Credits: 9
- NURS 205 - Care of the Child Credits: 3
- NURS 206 - Professional Issues in Nursing Credits: 1
- BIOL 105 - Human Anatomy and Physiology I Credits: 4
- BIOL 106 - Human Anatomy and Physiology II Credits: 4
- BIOL 201 - Medical Microbiology Credits: 4
- PSYC 101 - General Psychology Credits: 3
- PSYC 212 - Life Span Development Credits: 3

General Education Requirements (minimum 18 credits)
In fulfillment of the general education degree requirements, the following must be taken.

- ENGL 120 - Composition in Context Credits: 3
  ENGL 120 and the literature elective must be completed prior to taking NURS 330 Research Methods.
- PSYC 204 - Biostatistics Credits: 3
- RELS 379 - Bioethics Credits: 3
- RELS 120 - Dignity, Work, Vocation Credits: 3
- Humanities - One elective Credits: 3
- PSYC/SOCI - One psychology or sociology elective Credits: 3

Humanities: Select from Communication, English, History, Modern Language, Philosophy or Religion.
Major Requirements (27 credits)

- NURS 302 - Health Policy and Politics Credits: 3
- NURS 310 - Health Assessment Credits: 3
- NURS 320 - Families and Health in a Multicultural Society Credits: 3
- NURS 330 - Research Methods Credits: 3
- NURS 379 - Quality and Informatics in Practice Credits: 3
- NURS 404 - Leadership and Management in Health Care Credits: 3
- NURS 409 - Community and Public Health Nursing Credits: 3
- NURS 410 - Holistic Nursing Credits: 3

General Electives
Students choose additional courses to reach the total number of credits required for the degree.

Degree Requirements (minimum 120 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 five areas of concentration:

- Adult Gerontology - Acute Care Nurse Practitioner Track (AG-ACNP)
- Family Nurse Practitioner Track (FNP)
- Psychiatric/Mental Health Nurse Practitioner Track (Cohort Model) (PMHNP)
- Nursing Education Track (NE)
- Nursing Leadership Track (NL)

The Adult Acute Care nurse Practitioner Track prepares students to provide continuous and comprehensive advanced nursing care to acutely ill adult-gerontology patients age 17 or older in acute care environments. Graduates of the AG-ACNP track are eligible to sit for national certification through the American Association of Critical Care Nurses (AACN) or the American Nurses Credentialing Center (ANCC).

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.

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, Adult Gerontology Acute Care 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 Adult Gerontology-Acute Care Nursing, 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, 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 Associates 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
- For NP Tracks only; 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.
- Applicants to the AG-ACNP track also need to provide evidence of successful completion of a BLS and ACLS 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 Brykcznski (1985) as set forth in the curriculum guidelines published by the National Organization of Nurse Practitioner Faculties (NONPF). Graduates of the Family Nurse Practitioner, Adult Gerontology Acute Care 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 disciples 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 DNHP uses a number of direct measures of student learning in their various programs, to include course quizzes and examinations; standardized exams, 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 four courses (12 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: Adult-Gerontology Acute Care Nurse Practitioner Track

This degree option prepares students to provide continuous and comprehensive advanced nursing care to acutely ill adult-gerontology patients in acute care environments. Graduates of the AG-ACNP track are eligible to sit for national certification through the American Association of Critical Care Nurses (AACN) or the American Nurses Credentialing Center (ANCC).

Prerequisites
- Undergraduate statistics (or evidence of completion).

Core Requirements (46 Credits)
- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 516 - Advanced Health Assessment Credits: 3

- NURS 517 - Advanced Role of the Nurse Credits: 1
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 620 - Biostatistics for the Health Sciences Credits: 3
- NURS 630 - Acute Care Theory I Credits: 2
- NURS 631 - Acute Care Theory II Credits: 2
- NURS 635 - Acute Care Skills Lab I Credits: 1
- NURS 636 - Acute Care Skills Lab II Credits: 1
- NURS 638P - Acute Care Practicum I Credits: 4
- NURS 638S - Acute Care Seminar I Credits: 1
- NURS 639P - Acute Care Practicum II Credits: 4
- NURS 639S - NSG Acute Care Seminar II Credits: 1
- NURS 640P - Acute Care Practicum III Credits: 4
- NURS 640S - Acute Care Seminar III Credits: 1
- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3

Additional Program Requirements

- Students may take four courses (12 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 Programs 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.

Degree Requirements (48 credits)

Master of Science in Nursing: Adult-Gerontology Acute Care Nurse Practitioner Track (Bridge)

This degree option prepares students to provide continuous and comprehensive advanced nursing care to acutely ill adult-gerontology patients in acute care environments. Graduates of the AG-ACNP track are eligible to sit for national certification through the American Association of Critical Care Nurses (AACN) or the American Nurses Credentialing Center (ANCC).

Prerequisites

- Undergraduate statistics (or evidence of completion).
- A portfolio may be required if the applicants non-nursing Baccalaureate Degree GPA is <3.0.

Core Requirements (54 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3
- NURS 409 - Community and Public Health Nursing Credits: 3
- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 516 - Advanced Health Assessment Credits: 3
- NURS 517 - Advanced Role of the Nurse Credits: 1
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 620 - Biostatistics for the Health Sciences Credits: 3
- NURS 630 - Acute Care Theory I Credits: 2
- NURS 631 - Acute Care Theory II Credits: 2
- NURS 635 - Acute Care Skills Lab I Credits: 1
- NURS 636 - Acute Care Skills Lab II Credits: 1
- NURS 638P - Acute Care Practicum I Credits: 4
- NURS 638S - Acute Care Seminar I Credits: 1
- NURS 639P - Acute Care Practicum II Credits: 4
- NURS 639S - NSG Acute Care Seminar II Credits: 1
- NURS 640P - Acute Care Practicum III Credits: 4
- NURS 640S - Acute Care Seminar III Credits: 1
- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3

Additional Program Requirements

- Students may take four courses (12 credits) from a list of specified courses prior to matriculating.
- Students must follow their Programs of Studies when registering for courses. If students wish to make a change to their Programs 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.

Degree Requirements (54 credits)

Master of Science in Nursing: Adult-Gerontology Acute Care Nurse Practitioner Track (RN-MSN)

This degree option prepares students to provide continuous and comprehensive advanced nursing care to acutely ill adult-gerontology patients in acute care environments. Graduates of the AG-ACNP track are eligible to sit for national certification through the American Association of Critical Care Nurses (AACN) or the American Nurses Credentialing Center (ANCC).

Prerequisite

- Undergraduate statistics (or evidence of completion).
- Complete a professional portfolio documenting Masters of BS competencies.

Core Requirements (54 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3
- NURS 409 - Community and Public Health Nursing Credits: 3
- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 516 - Advanced Health Assessment Credits: 3
- NURS 517 - Advanced Role of the Nurse Credits: 1
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 620 - Biostatistics for the Health Sciences Credits: 3
- NURS 630 - Acute Care Theory I Credits: 2
- NURS 631 - Acute Care Theory II Credits: 2
- NURS 635 - Acute Care Skills Lab I Credits: 1
- NURS 636 - Acute Care Skills Lab II Credits: 1
- NURS 638P - Acute Care Practicum I Credits: 4
- NURS 638S - Acute Care Seminar I Credits: 1
- NURS 639P - Acute Care Practicum II Credits: 4
- NURS 639S - NSG Acute Care Seminar II Credits: 1
- NURS 640P - Acute Care Practicum III Credits: 4
- NURS 640S - Acute Care Seminar III Credits: 1
- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3

Additional Program Requirements

- Students may take four courses (12 credits) from a list of specified courses prior to matriculating.
- Students must follow their Programs of Studies when registering for courses. If students wish to make a change to their Programs 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.

Degree Requirements (54 credits)

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.

Course Requirements (20 credits)

- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Degree Requirements (20 credits)

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)

Required Courses (45 Credits)

- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 510 - Advanced Family Nursing Theory I Credits: 3
- NURS 511 - Family Nurse Practitioner Practicum I and Seminar Credits: 5
- NURS 512 - Advanced Family Nursing Theory II Credits: 3
- NURS 513 - Family Nurse Practitioner Practicum II and Seminar Credits: 5
- NURS 515 - Family Nurse Practitioner Practicum III and Seminar Credits: 5
- NURS 516 - Advanced Health Assessment Credits: 3

- NURS 517 - Advanced Role of the Nurse Credits: 1
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take four courses (12 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.

Degree Requirements (45 Credits)

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.

Core Requirements (51 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3

(or evidence of completion, or challenge class once accepted)

- NURS 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.
- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 510 - Advanced Family Nursing Theory I Credits: 3
- NURS 511 - Family Nurse Practitioner Practicum I and Seminar Credits: 5
- NURS 512 - Advanced Family Nursing Theory II Credits: 3
- NURS 513 - Family Nurse Practitioner Practicum II and Seminar Credits: 5
- NURS 515 - Family Nurse Practitioner Practicum III and Seminar Credits: 5
- NURS 516 - Advanced Health Assessment Credits: 3
- NURS 517 - Advanced Role of the Nurse Credits: 1
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take NURS 404 Leadership and Management in Health Care and NURS 409 Community and Public Health Nursing 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.

Degree Requirements (51 credits)

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

Core Requirements (51 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3
  (or evidence of completion or challenge class once accepted)
- NURS 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.
- NURS 510 - Advanced Family Nursing Theory I Credits: 3
- NURS 511 - Family Nurse Practitioner Practicum I and Seminar Credits: 5
- NURS 512 - Advanced Family Nursing Theory II Credits: 3
- NURS 513 - Family Nurse Practitioner Practicum II and Seminar Credits: 5
- NURS 515 - Family Nurse Practitioner Practicum III and Seminar Credits: 5
- NURS 516 - Advanced Health Assessment Credits: 3
- NURS 517 - Advanced Role of the Nurse Credits: 1
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take NURS 404 Leadership and Management in Health Care and NURS 409 Community and Public Health Nursing 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.

Degree Requirements (51 credits)

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.

Core Requirements (42 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3

(or evidence of completion, or challenge class once accepted)

- NURS 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.

- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 569 - Healthcare Administration Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3
- BUSS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
- NURS 570 - Advanced Nursing Leadership Theory Credits: 3

- NURS 571P - Advanced Nursing Leadership Practicum Credits: 2
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take NURS 404 Leadership and Management in Health Care and NURS 409 Community and Public Health Nursing 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.

Degree Requirements (42 Credits)

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)

Core Requirements (36 Credits)

- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 569 - Healthcare Administration Credits: 3
- NURS 570 - Advanced Nursing Leadership Theory Credits: 3
- NURS 571P - Advanced Nursing Leadership Practicum Credits: 2
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3
- BUSS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3

Additional 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.

Degree Requirements (36 credits)

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)

Core Requirements (42 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3

*(or evidence of completion or challenge class once accepted)

- NURS 409 - Community and Public Health Nursing Credits: 3

*(or evidence of completion or challenge class once accepted)

*Both NURS 404 and NURS 409 must be taken prior to NURS 561.

- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 569 - Healthcare Administration Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3
- BUSS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
- NURS 570 - Advanced Nursing Leadership Theory Credits: 3
- NURS 571P - Advanced Nursing Leadership Practicum Credits: 2
- NURS 601 - Quality Healthcare Improvement Credits: 3

- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take NURS 404 Leadership and Management in Health Care and NURS 409 Community and Public Health Nursing 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.

Degree Requirements (42 Credits)

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)

Core Requirements (32 Credits)

- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 550 - Curriculum Development in Nursing Credits: 3
- NURS 552 - Technology in Nursing Education Credits: 3
- NURS 559P - Advanced Clinical Education Practicum Credits: 2
- NURS 559S - Advanced Clinical Education Seminar Credits: 1
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 615 - Advanced Health Assessment for Nurse Educators Credits: 3
- NURS 616 - Assessment and Evaluation in Nursing Education Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take four courses (12 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.

Degree Requirements (32 Credits)

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.

Core Requirements (38 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3
  *(or evidence of completion or challenge class once accepted)
- NURS 409 - Community and Public Health Nursing Credits: 3
  *(or evidence of completion or challenge class once accepted)
  *Both NURS 404 and NURS 409 must be taken prior to NURS 615.
- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 518 - Advanced Pharmacology Credits: 3

- NURS 550 - Curriculum Development in Nursing Credits: 3
- NURS 552 - Technology in Nursing Education Credits: 3
- NURS 559P - Advanced Clinical Education Practicum Credits: 2
- NURS 559S - Advanced Clinical Education Seminar Credits: 1
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 615 - Advanced Health Assessment for Nurse Educators Credits: 3
- NURS 616 - Assessment and Evaluation in Nursing Education Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take NURS 404 Leadership and Management in Health Care and NURS 409 Community and Public Health Nursing 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.

Degree Requirements (38 Credits)

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)

Core Requirements (38 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3
  *(or evidence of completion or challenge class once accepted)
- NURS 409 - Community and Public Health Nursing Credits: 3
  *(or evidence of completion or challenge class once accepted)
  *Both NURS 404 and NURS 409 must be taken prior to NURS 615.
- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 550 - Curriculum Development in Nursing Credits: 3
- NURS 552 - Technology in Nursing Education Credits: 3
- NURS 559P - Advanced Clinical Education Practicum Credits: 2
- NURS 559S - Advanced Clinical Education Seminar Credits: 1
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 615 - Advanced Health Assessment for Nurse Educators Credits: 3
- NURS 616 - Assessment and Evaluation in Nursing Education Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take NURS 404 Leadership and Management in Health Care and NURS 409 Community and Public Health Nursing 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.

Degree Requirements (38 Credits)

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)

Core Requirements (43 Credits)

- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 502 - Psychopharmacology Credits: 1
- NURS 516 - Advanced Health Assessment Credits: 3
- NURS 517 - Advanced Role of the Nurse Credits: 1
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 520 - Advanced Psychiatric Nursing Theory I Credits: 3
- NURS 521 - Advanced Psychiatric Nurse Practicum/Seminar I Credits: 5
- NURS 522 - Advanced Psychiatric Nursing Theory II Credits: 3
- NURS 523 - Advanced Psychiatric Nurse Practitioner Practicum/Seminar II Credits: 5
- NURS 525 - Advanced Psychiatric Nurse Practicum/Seminar III Credits: 5
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take four courses (12 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.

Degree Requirements (43 Credits)

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.

Core Requirements (49 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3

(*or evidence of completion or challenge class once accepted)

- NURS 409 - Community and Public Health Nursing Credits: 3

(*or evidence of completion or challenge class once accepted)

*Both NURS 404 and NURS 409 must be taken prior to NURS 516 and NURS 517.

- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 502 - Psychopharmacology Credits: 1
- NURS 516 - Advanced Health Assessment Credits: 3
- NURS 517 - Advanced Role of the Nurse Credits: 1
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 520 - Advanced Psychiatric Nursing Theory I Credits: 3
- NURS 521 - Advanced Psychiatric Nurse Practicum/Seminar I Credits: 5
- NURS 522 - Advanced Psychiatric Nursing Theory II Credits: 3
- NURS 523 - Advanced Psychiatric Nurse Practitioner Practicum/Seminar II Credits: 5
- NURS 525 - Advanced Psychiatric Nurse Practicum/Seminar III Credits: 5
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take NURS 404 Leadership and Management in Health Care and NURS 409 Community and Public Health Nursing 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.

Degree Requirements (49 Credits)

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)

Core Requirements (49 Credits)

- NURS 404 - Leadership and Management in Health Care Credits: 3

(*or evidence of completion or challenge class once accepted)

- NURS 409 - Community and Public Health Nursing Credits: 3

(*or evidence of completion or challenge class once accepted)

*Both NURS 404 and NURS 409 must be taken prior to NURS 516 and NURS 517.

- NURS 507 - Advanced Pathophysiology Credits: 3
- NURS 502 - Psychopharmacology Credits: 1
- NURS 516 - Advanced Health Assessment Credits: 3
- NURS 517 - Advanced Role of the Nurse Credits: 1
- NURS 518 - Advanced Pharmacology Credits: 3
- NURS 520 - Advanced Psychiatric Nursing Theory I Credits: 3
- NURS 521 - Advanced Psychiatric Nurse Practicum/Seminar I Credits: 5
- NURS 522 - Advanced Psychiatric Nursing Theory II Credits: 3
- NURS 523 - Advanced Psychiatric Nurse Practitioner Practicum/Seminar II Credits: 5
- NURS 525 - Advanced Psychiatric Nurse Practicum/Seminar III Credits: 5
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 606 - Research Capstone Advisement Credits: 2
- NURS 620 - Biostatistics for the Health Sciences Credits: 3

Additional Program Requirements

- Students may take NURS 404 Leadership and Management in Health Care and NURS 409 Community and Public Health Nursing 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.

Degree Requirements (49 Credits)

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 Adult Gerontology/Acute Care Nursing, 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), the National Organization of Nurse Practitioner Faculties (NONPF) Core Competencies for Nurse Practitioners and the American Association of Critical Care Nurses (AACN). 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, high-fidelity simulators, 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. 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 (for the NP track only)
- Provide evidence of an undergraduate statistics course
- Applicants to the AG-ACNP Track also need to provide evidence of successful completion of a BLS and ACLS 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 Brykcznski (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, Adult Gerontology Acute Care NP 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 disciples 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 DNHP uses a number of direct measures of student learning in their various programs, to include course quizzes and examinations; standardized exams, 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 four courses (12 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 (AG-ACNP, 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 minimal completion time for the certificates is three semesters.

Post Master's AG-ACNP, FNP, 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. These three courses must meet current requirements to sit for national certification.

Adult-Gerontology Acute Care Nurse Practitioner Track
Students will be required, minimally to take the following courses:

- NURS 630 - Acute Care Theory I Credits: 2
- NURS 631 - Acute Care Theory II Credits: 2
- NURS 635 - Acute Care Skills Lab I Credits: 1
- NURS 636 - Acute Care Skills Lab II Credits: 1
- NURS 638P - Acute Care Practicum I Credits: 4
- NURS 638S - Acute Care Seminar I Credits: 1
- NURS 639P - Acute Care Practicum II Credits: 4
- NURS 639S - NSG Acute Care Seminar II Credits: 1
- NURS 640P - Acute Care Practicum III Credits: 4
- NURS 640S - Acute Care Seminar III Credits: 1

Family Nurse Practitioner Track
Students will be required, minimally, to take the following courses:

- NURS 510 - Advanced Family Nursing Theory I Credits: 3
  (unless already completed)
- NURS 511 - Family Nurse Practitioner Practicum I and Seminar Credits: 5
- NURS 512 - Advanced Family Nursing Theory II Credits: 3
  (unless already completed)
- NURS 513 - Family Nurse Practitioner Practicum II and Seminar Credits: 5
- NURS 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:

- NURS 502 - Psychopharmacology Credits: 1
- NURS 520 - Advanced Psychiatric Nursing Theory I Credits: 3
  (unless already completed)
- NURS 521 - Advanced Psychiatric Nurse Practicum/Seminar I Credits: 5
- NURS 522 - Advanced Psychiatric Nursing Theory II Credits: 3
  (unless already completed)
- NURS 523 - Advanced Psychiatric Nurse Practitioner Practicum/Seminar II Credits: 5
- NURS 525 - Advanced Psychiatric Nurse Practicum/Seminar III Credits: 5

Nursing Education Track
Students will be required, minimally, to take the following courses:

- NURS 550 - Curriculum Development in Nursing Credits: 3
- NURS 552 - Technology in Nursing Education Credits: 3
- NURS 559P - Advanced Clinical Education Practicum Credits: 2
- NURS 615 - Advanced Health Assessment for Nurse Educators Credits: 3
- NURS 616 - Assessment and Evaluation in Nursing Education 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: 36-64

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).

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: Lead 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 Masters 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. 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 (39-64 credits)

- Professional Practice Track 39 credits
- Systems Leadership Track 39-64 credits depending on the point of entry into the program 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 (NURS 601), Advanced Health Policy (NURS 610) 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-four (39-64) credits. Graduates of Rivier University who successfully completed the Quality Health Care Improvement Course (NURS 601), Advanced Health Policy (NURS 610), or Compliance and Risk Management in Healthcare Settings (BUSS 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.

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 NURS 601 Quality Healthcare Improvement and NURS 610 Advanced Health Policy 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.

Core Requirements (27 Credits)

- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3

- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 800 - Scientific Foundations for Practice Credits: 3
- NURS 802 - Interpretation of Quantitative Research for Healthcare Credits: 3
- NURS 805 - Health Research Methods Credits: 3
- NURS 810 - Epidemiology in Advanced Practice Nursing Credits: 3
- NURS 815 - Evidence Based Leadership Practices Credits: 3

Practicum Requirements (12 Credits)
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-four (39-64) credits.

Graduates of Rivier University who successfully completed the NURS 601 Quality Healthcare Improvement, NURS 610 Advanced Health Policy, or BUSS 654 Compliance and Risk Management in Healthcare Settings 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.

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.

Required Core Courses (27 Credits)
- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3
- BUSS 659 - Crisis Management and Conflict Resolution Credits: 3
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 802 - Interpretation of Quantitative Research for Healthcare Credits: 3
- NURS 805 - Health Research Methods Credits: 3
- NURS 810 - Epidemiology in Advanced Practice Nursing Credits: 3
- NURS 815 - Evidence Based Leadership Practices Credits: 3

Required Practicum Courses (12-20 Credits)
- NURS 715 - Leadership Capstone Practicum Credits: 1-4
  *2-4 credits per semester; repeat to max of 8 credits.

Degree Requirements (39-47 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-four (61-64) credits.

Graduates of Rivier University who successfully completed NURS 601 Quality Healthcare Improvement, NURS 610 Advanced Health Policy, or BUSS 654 Compliance and Risk Management in Healthcare Settings 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).

Core Requirements (49 Credits)
- BUSS 569 - Healthcare Administration Credits: 3
- BUSS 559 - Healthcare Finance Credits: 3
- BUSS 632 - Healthcare Information Systems Credits: 3
- BUSS 654 - Compliance and Risk Management in Healthcare Settings Credits: 3
- BUSS 659 - Crisis Management and Conflict Resolution Credits: 3
- NURS 570 - Advanced Nursing Leadership Theory Credits: 3
- NURS 571P - Advanced Nursing Leadership Practicum Credits: 2
- NURS 601 - Quality Healthcare Improvement Credits: 3
- NURS 602 - Evidence-Based Practice in Nursing & Healthcare Credits: 3
- NURS 610 - Advanced Health Policy Credits: 3
- NURS 620 - Biostatistics for the Health Sciences Credits: 3
- NURS 802 - Interpretation of Quantitative Research for Healthcare Credits: 3
- NURS 805 - Health Research Methods Credits: 3
- NURS 810 - Epidemiology in Advanced Practice Nursing Credits: 3
- NURS 815 - Evidence Based Leadership Practices Credits: 3

Practicum Requirements (12-20 Credits)
- NURS 715 - Leadership Capstone Practicum Credits: 1-4
  *2-4 credits per semester; repeat to max of 8 credits.

Degree Requirements (61-64 Credits)

Course Descriptions

Applied Exercise Science

EXER 101 - Introduction to Applied Exercise Science
This introductory course in Applied Exercise Science (AES) is designed for AES majors. This course provides the historical background and evolution of the field of applied exercise science. The student will gain exposure to the various career options and settings for professional practice. Introduction to the AES curriculum, policies, and procedures for the major will also be provided.
Prerequisites & Notes
Offered: Spring
Credits: 3

EXER 200 - Exercise Psychology
This course covers applied and theoretical issues related to the psychology of physical activity and exercise. Theories of exercise behavior and motivation are examined in relation to the increasing problems of exercise adherence and physical inactivity. Other topics discussed include: psychological and psychobiological responses to exercise, exercise patterns in different populations, the relationship between exercise and mental health, strategic interventions that promote physical activity, and problems associated with excessive exercise. The course is a lecture and discussion format.
Prerequisites & Notes
PSYC 101 General Psychology
Offered: Fall
Credits: 3

EXER 206 - Strength Training & Conditioning
This introductory course examines and critiques developmentally appropriate principles and practical applications for in rest, recovery, and adaptation to construct strength training and conditioning programs. Students will learn how to develop, implement, and assess the results of training programs that are designed to optimize strength, power, and physical activity, in both wellness programs and one's athletic performance. Analysis of contraindicated exercises, plyometrics training, as well as, safe and effective ergogenic aids will be discussed.
Prerequisites & Notes
BIOL 105 Human Anatomy and Physiology I, BIOL 106 Human Anatomy and Physiology II
Offered: Spring
Credits: 3

EXER 305 - Exercise Physiology
Students will learn the theory and application of human physiology as well as adaptations that occur during exercise and training. The design of safe and effective exercise programs for physical education, personal fitness, and the competitive athlete will be discussed and implemented. Emphasis is placed on bioenergetics as well as circulatory, respiratory, and neuromuscular responses and adaptations to the physical stress of exercise. The effects of environmental factors and ergogenic aids on athletic performance will be examined.
Prerequisites & Notes
BIOL 105 Human Anatomy and Physiology I, BIOL 106 Human Anatomy and Physiology II, CHEM 104, CHEM 105
Co-requisite EXER 305L Exercise Physiology Lab
Offered: Fall
Credits: 3

EXER 305L - Exercise Physiology Lab
The laboratory exercises are designed to reinforce physiological adaptations that are a function of physical activity, exercise, fitness, and competitive training on holistic health and human performance. Students will develop the knowledge and skills to identify the various types of muscle contraction and to understand and evaluate work/power/energy concepts. Students will also be able to describe the effects of exercise training on blood pressure, oxygen consumption, energy expenditure, lactate metabolism, pulmonary function, body composition and electrocardiogram assessments.
Prerequisites & Notes
Offered: Fall
Credits: 1

EXER 335 - Dynamics of Human Movement
This introductory course will trace the history and evolution of the study of the dynamics of human movement. Students will need to apply the content learned in anatomy and physiology of the human musculoskeletal system, mathematical functions, and physics to the study of the dynamics of human movement. Students will be introduced to static and dynamic forces that involves trigonometry and an introduction to vector analysis. Kinematic software applications will be used to simulate and analyze human motions that are required to perform various sport skills.
Prerequisites & Notes
BIOL 105 Human Anatomy and Physiology I, BIOL 106 Human Anatomy and Physiology II, PHYS 111 Physics I, and PHYS 112 Physics II
Co-requisite EXER 335L Dynamics of Human Movement Lab
Offering: Spring
Credits: 3

EXER 335L - Dynamics of Human Movement Lab

Lab exercises will reinforce key lecture class concepts. Emphasis is given on the identification and application of kinematic principles to analyze human movement. The course will use the concept of vectors to understand and predict human performance, and to understand the concept of cause and effect of force on objects and human levers. Additionally, topics including, range of motion, center of gravity, and Newton's laws of linear and rotary motion will be analyzed for the safety, effectiveness, and improvement in various sport skills.
Prerequisites & Notes
Offered: Spring
Credits: 1

EXER 360 - Exercise Testing & Prescription
This course covers both theory and practice of the various testing procedures used in assessment of human health, physical education, fitness, and competitive human performance. Students will develop the knowledge and skills to perform exercise testing, analyze results, and prescribe safe and effective exercise plans. Protocols for pretest screening as well as methods for measuring blood pressure, oxygen consumption, energy expenditure, lactate metabolism, muscular strength, pulmonary function, body composition, and electrocardiogram assessments will be covered.
Prerequisites & Notes
EXER 305 Exercise Physiology
Offered: Fall
Credits: 3

EXER 360L - Exercise Testing & Prescription Lab
The lab includes the comprehensive coverage of the testing procedures used in the assessment of human health, physical education, fitness, and competitive human performance. Students will develop the applied knowledge and skills to perform exercise testing, analyze results, and prescribe safe and effective exercise plans. The lab will cover the protocols for pretest screening as well as methods for measuring blood pressure, oxygen consumption and energy expenditure, lactate metabolism, muscular strength, pulmonary function, body composition, and electrocardiogram assessments.
Prerequisites & Notes
Offered: Fall
Credits: 1

EXER 495 - Exercise Science Internship
The internship experience is an integral component of the exercise science degree and offers students the opportunity to have applied experience. Through participating in an internship, students learn to apply academic learning in a professional setting, perform work related to their career interest, and receive supervision and training. They can also assess the possibilities of permanent employment. The internship experience provides an opportunity to bridge the gap between theory and practice. The internship project and the supervisor must meet the approval of the faculty advisor. The internship course includes a seminar component (1 credit) and the internship experience (120 hours, 3 credits).
Prerequisites & Notes
Approval by Program Director
Offered: Spring
Credits: 4-6

Biology

BIOL 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

BIOL 103L - General Biology I Lab
This laboratory course accompanies BIOL 103 lecture, providing hands-on experience with fundamental topics in biology. This laboratory course is intended for students considering Biology as a major.
Prerequisites & Notes
Must be taken at the same time as BIOL 103
Credits: 0

BIOL 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
BIOL 103 General Biology I or permission of the department.
Credits: 4

BIOL 104L - General Biology II Lab
This laboratory course accompanies BIOL 104 lecture, providing hands-on experience with an emphasis on the mechanisms of evolution, taxonomy, morphology, and phylogeny. This laboratory course is intended for students considering Biology as a major.
Prerequisites & Notes
Must be taken at the same time as BIOL 104.
Credits: 0

BIOL 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

BIOL 105L - Anatomy & Physiology I Lab
This laboratory course accompanies BIOL 105 lecture, providing hands-on experience with the structures and functions of the human body. Students will explore anatomical models, perform physiological experiments, and engage in microscopic examination of tissues to reinforce theoretical concepts covered in lecture. The lab emphasizes practical investigation of the integumentary, skeletal, muscular, and nervous systems. Students will develop essential laboratory skills while gaining a deeper understanding of the human body.
Prerequisites & Notes
Must be taken at the same time as BIOL 105
Credits: 0

BIOL 106 - Human Anatomy and Physiology II
This course is a continuation of BIOL 105 Human Anatomy and Physiology I. It examines the reproductive, lymphatic, endocrine, circulatory, respiratory, digestive, and urinary systems.
Prerequisites & Notes
BIOL 105 Human Anatomy and Physiology I or permission of the department.
Credits: 4

BIOL 106L - Anatomy & Physiology II Lab
This laboratory course accompanies the BIOL 106 lecture, providing hands-on experience with the structures and functions of the human body. Students will explore anatomical models, perform physiological experiments, and engage in microscopic examination of tissues to reinforce theoretical concepts covered in lecture. The lab emphasizes practical investigation of the endocrine, cardiovascular, respiratory, lymphatic, immune, digestive, and urinary systems. Students will develop essential laboratory skills while gaining a deeper understanding of the human body.
Prerequisites & Notes
Must be taken at the same time as BIOL 10
BIOL 105 must be completed prior to taking this course
Credits: 0

BIOL 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 infections disease, cancer, and cardiovascular problems are used as instructional models.
Credits: 3

BIOL 110 - Human Biology II
This course if a continuation of BIOL 109 Human Biology I designed to complete the overview of body systems and to develop the concept of homeostasis.
Credits: 3

BIOL 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

BIOL 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

BIOL 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

BIOL 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

BIOL 104 General Biology II or BIOL 105 Human Anatomy and Physiology I and BIOL 106 Human Anatomy and Physiology II.
Credits: 4

BIOL 201L - Medical Microbiology Lab

This laboratory course accompanies BIOL 201 lecture, providing hands-on experience with 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

Must be taken at the same time as BIOL 201
Take BIOL 104 or BIOL 105 and BIOL 106 - Must be completed prior to taking this course.
Credits: 0

BIOL 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

BIOL 103 General Biology I
Credits: 4

BIOL 202L - Genetics Lab

This laboratory course accompanies BIOL 202 lecture, providing hands-on experience with molecular approaches to explore classical and modern theories of transmission genetics, including DNA structure and function, Mendelian inheritance, gene mapping, and population genetics.

Prerequisites & Notes

Must be taken at the same time as BIOL 202
BIOL 103 must be completed prior to taking this course.
Credits: 0

BIOL 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

BIOL 103 General Biology I
Credits: 4

BIOL 206L - General Microbiology Lab

This laboratory course accompanies BIOL 206 lecture, providing hands-on experience with the physiological characteristics unique to bacteria, fungi, and viruses. Students 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

Must be taken at the same time as BIOL 206
BIOL 103 must be completed prior to taking this course
Credits: 0

BIOL 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

BIOL 104 General Biology II or permission of the department.
Credits: 4

BIOL 214L - Ecology Lab

This laboratory course accompanies BIOL 214 lecture, providing hands-on experience with standard field research methods and data collection techniques.

Prerequisites & Notes

Must be taken at the same time as BIOL 214
BIOL 104 must be completed prior to taking this course
Credits: 0

BIOL 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

Permission of the department.
Credits: 4

BIOL 220L – Biotechnology Lab

This laboratory course accompanies BIOL 220 lecture, providing hands-on experience with basic lab skills needed to perform experiments in any research setting.

Prerequisites & Notes

Must be taken at the same time as BIOL 220
Credits: 0

BIOL 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

BIOL 214 Ecology or permission of the department.
Credits: 4

BIOL 301L - Animal Physiology Lab

This laboratory course accompanies BIOL 301 lecture, providing hands-on experience with physiology among animal species using human physiology as a baseline for many comparisons. This laboratory course involves considerable use of electronic physiological monitoring and computer equipment.

Prerequisites & Notes

Must be taken at the same time as BIOL 301
BIOL 214 must be completed prior to taking this course
Credits: 0

BIOL 303 - Population and Evolutionary Genetics

In this course students will explore gene flow within and between populations. Special emphasis is placed on genetic based selection factors that enhance reproductive success. The impact of changing allele frequencies on the evolution of species is also a topic of discussion. Students will be introduced to current thought within the theory of evolution and discuss specific examples in the literature.

Prerequisites & Notes

BIOL 103 General Biology I, BIOL 104 General Biology II, BIOL 202 Genetics.
Credits: 3

BIOL 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

BIOL 214 Ecology or permission of the department.
Credits: 4

BIOL 305L - Animal Behavior Lab

This laboratory course accompanies BIOL 305 lecture, providing hands-on experience in the study of animal behavior. Students will investigate topics including proximate and ultimate causation, development of behavior, predator-prey interactions, and sexual selection.

Prerequisites & Notes

Must be taken at the same time as BIOL 305
BIOL 214 must be completed prior to taking this course
Credits: 0

BIOL 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

BIOL 104 General Biology II, BIOL 202 Genetics
Credits: 4

BIOL 308L - Molecular Cell Biology Lab

This laboratory course accompanies BIOL 308 lecture, providing hands-on experience with cellular structures and processes from a molecular perspective. Topics include cellular organization and function, cellular signaling, and cell growth and differentiation.

Prerequisites & Notes

Must be taken at the same time as BIOL 308
BIOL 104 and BIOL 202 must be completed prior to taking this course
Credits: 0

BIOL 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

BIOL 103 General Biology I and BIOL 202 Genetics
Credits: 4

BIOL 312L – Immunology Lab

This laboratory course accompanies BIOL 312 lecture, providing hands-on experience with various aspects of the immune response, including the selection and production of antibodies, cell-mediated responses, and nonspecific immune responses. Immunological principles will be demonstrated during this laboratory course.

Prerequisites & Notes
Must be taken at the same time as BIOL 312
BIOL 103 and BIOL 202 must be completed prior to taking this course
Credits: 0

BIOL 342 - JYS: Life Under the Microscope
This course will familiarize students with the microbial world and broaden their understanding of the impact that microbes have had and continue to have on society. Examples of topics include: cholera, the potato blight, the exploitation of microorganisms in the food and pharmaceutical industry, and the use of microorganisms in acts of terror.
Prerequisites & Notes
Fulfills the Junior Year Seminar general education requirement.
Credits: 3

BIOL 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
BIOL 201 Medical Microbiology or BIOL 206 General Microbiology
Credits: 4

BIOL 350L – Environmental/Applied Microbiology Lab
This laboratory course accompanies BIOL 350 lecture, providing hands-on experience with the various roles microorganisms play in the biotic world and their present and potential uses in industry. Students will propose and implement a small scientific study designed to demonstrate the versatility and importance of microorganisms in applied technologies
Prerequisites & Notes
Must be taken at the same time as BIOL 350
BIOL 201 or BIOL 206 must be completed prior to taking this course.
Credits: 0

BIOL 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: BIOL 112 Stewards of the Living World and Non-majors: no prerequisites.
Credits: 3

BIOL 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 BUSS 430 Special Topics in Business.
Credits: 3

BIOL 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

BIOL 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

BIOL 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
BIOL 202 Genetics or permission of the department.
Credits: 4

BIOL 404L - Developmental Biology Lab
This laboratory course accompanies BIOL 404 lecture, providing hands-on experience with 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
Must be taken at the same time as BIOL 404
BIOL 202 must be completed prior to taking this course.
Credits: 0

BIOL 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
BIOL 201 Medical Microbiology or BIOL 206 General Microbiology or permission of the department.
Credits: 4

BIOL 409L - Parasites, Pathogens, & Infectious Diseases Lab
This laboratory course accompanies BIOL 409 lecture, providing hands-on experience with important parasites (worms and protozoans), bacteria, and viruses that cause disease in humans and animals. Prepared slides and living material are used in the laboratory.
Prerequisites & Notes
Must be taken at the same time as BIOL 409
BIOL 201 or BIOL 206 must be completed prior to taking this course.
Credits: 0

BIOL 425 - Directed Study
This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.
Prerequisites & Notes
Open to senior and qualified junior undergraduate students. Permission from the department. Requires approval from the Dean & VPAA.
Offered: As needed
Credits: 2 - 4

BIOL 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
BIOL 390 Seminar in Biology
Credits: 4

BIOL 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

Business

BUSS 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. Trends related to the management of people and other organizational resources are explored. Students apply the fundamental management skills of planning, organizing, influencing, and controlling to solve management problems through the use of industry and group projects.
Prerequisites & Notes
Offered: Every Fall semester
Credits: 3

BUSS 176 – Professional Preparation for 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. Trends related to the management of people and other organizational resources are explored. Students apply the fundamental management skills of planning, organizing, influencing, and controlling to solve management problems through the use of industry and group projects.

Prerequisites & Notes

Offered: Every Fall semester

Credits: 3

BUSS 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

Offered: *Every Spring semester/Summer REAP course for incoming freshmen only.*

Credits: 3

BUSS 182 - Professional 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

Offered: *Every Spring semester/Summer REAP course for incoming freshmen only.*

Credits: 3

BUSS 193 - Office Applications

Students will learn and apply the most widely used office applications, with an 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; including creating and utilizing spreadsheet formulas and functions through cell references, database filters, goal seeking, and what-if analysis. detailed word processing documents, effective presentations, and combining the resulting documents into a single, cohesive report. Students will also learn to integrate and create linkages between applications, and to utilize online sources for data acquisition. An exercise-oriented approach provides students with the opportunity to understand and manage the capabilities of Microsoft Excel, Word and PowerPoint.

Prerequisites & Notes

Offered: Fall and Spring semesters

Credits: 3

BUSS 194 - Microsoft Applications

Students will learn and apply the most widely used office applications, with an 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; including creating and utilizing spreadsheet formulas and functions through cell references, database filters, goal seeking, and what-if analysis. detailed word processing documents, effective presentations, and combining the resulting documents into a single, cohesive report. Students will also learn to integrate and create linkages between applications, and to utilize online sources for data acquisition. An exercise-oriented approach provides students with the opportunity to understand and manage the capabilities of Microsoft Excel, Word and PowerPoint.

Prerequisites & Notes

Offered: Fall and Spring semesters

Credits: 3

BUSS 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 member and program director will arrange possible internship placements.

Prerequisites & Notes

Open to sophomores or above. This course is cross-listed with CYBR 214 Internship Seminar

Offered: Spring semester
Credits: 3

BUSS 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. The students will prepare a marketing plan and develop key strategies for each component of the marketing mix through exposure to industry case studies.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 216 - Marketing for a Connected World
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. The students will prepare a marketing plan and develop key strategies for each component of the marketing mix through exposure to industry case studies.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: *Fall semester*
Credits: 3

BUSS 222 - Financial Reporting and Analysis
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.
Prerequisites & Notes
Offered: *Fall semester*
Credits: 3

BUSS 223 - Emerging Trends in 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), costs, and how they support the organization's strategic goal and objectives.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 224 - Principles of Macroeconomics
This course applies key data and tools used to analyze an economy at the aggregate level.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 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), costs, and how they support the organization's strategic goal and objectives.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 227 – Macroeconomics Analysis
This course applies key data and tools used to analyze an economy at the aggregate level.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

BUSS 228 - Microeconomics Analysis
This course explores the concepts of various pricing models. Major emphasis is placed on microeconomic analysis of individual markets and firms.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 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
BUSS 215 Principles of Marketing
Offered: Fall semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Every Fall Semester
Credits: 3

BUSS 242 - Financial Literacy and Life Planning
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.
Prerequisites & Notes
Offered: Every Fall Semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Fall semester even years
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Fall semester odd years
Credits: 3

BUSS 304 - Human Resources Management
This course explores and analyzes 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
BUSS 175 Principles of Management
Offered: Fall semester (Even years)
Credits: 3

BUSS 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
BUSS 175 Principles of Management and BUSS 220 Financial Accounting
Offered: Spring semester
Credits: 3

BUSS 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
BUSS 220 Financial Accounting
Offered: Spring semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Fall semester (Odd years)
Credits: 3

BUSS 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

BUSS 220 Financial Accounting

Offered: Fall semester

Credits: 3

BUSS 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

BUSS 215 Principles of Marketing; MATH 110 Introductory Statistics or BUSS 351 Applied Statistics

Offered: Fall semester

Credits: 3

BUSS 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

BUSS 215 Principles of Marketing

Offered: Spring Semester odd years

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: Spring Only

Credits: 3

BUSS 338 - Environmental Economics

This course introduces the foundational principles of environmental economics, focusing on the interactions between economic systems and the natural environment. It is designed for students with minimal prior exposure to economics. The course examines critical global challenges such as climate change, pollution, and resource depletion, using economic theory to explore potential solutions. Students will engage with core economic concepts such as supply and demand, market failures, and externalities, applying these ideas to environmental problems. The course also covers the valuation of ecosystem services, the principles of sustainable resource management, and the concept of a circular economy. Using case studies, discussions, and problem-solving exercises, students will develop the skills necessary to critically evaluate environmental policies and propose strategies to promote sustainability.

Course outcomes:

Students will be able to:
1. Explain Core Economic Concepts in Environmental Contexts: Understand and articulate basic economic principles such as scarcity, opportunity cost, supply and demand, and market failures, and apply these concepts to environmental challenges like pollution and resource depletion.

2. Analyze Market Failures and Externalities in Environmental Issues: Identify market failures, particularly negative externalities, and assess why these problems often require intervention through environmental policies or regulations.

3. Understand the Economics of Climate Change: Discuss the economic drivers and impacts of climate change, including the role of greenhouse gas emissions, and evaluate policy options such as carbon taxes and cap-and-trade systems.

4. Evaluate Ecosystem Services and Their Economic Value: Understand the concept of ecosystem services and assign economic value to the benefits provided by natural ecosystems, such as clean water, air filtration, and carbon sequestration.

5. Explore the Circular Economy and Sustainable Resource Management: Examine how the circular economy promotes sustainability by reducing waste and reusing resources and analyze how these principles can be applied to sustainable resource management.

6. Assess Environmental Policies Using Economic Tools: Apply basic economic analysis tools, such as cost-benefit analysis, to evaluate the effectiveness of environmental policies, including taxes, subsidies, and regulations, in addressing environmental issues.

7. Analyze the Economics of Natural Resource Use: Explore the economics of renewable and non-renewable resource management and examine the trade-offs between economic development and the conservation of critical resources.

8. Develop Problem-Solving Skills Using Economic Reasoning: Apply economic reasoning to propose solutions to environmental problems, taking into account the trade-offs between economic growth and sustainability in decision-making processes.

Prerequisites & Notes
Offered Every Spring (starting spring 2028)
Credits: 3

BUSS 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
BUSS 215 Principles of Marketing
Offered: Spring semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

BUSS 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
BUSS 193 Office Applications OR BUSS 351 Applied Statistics
Offered: Fall Semester
Credits: 3

BUSS 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
BUSS 224 Principles of Macroeconomics
Offered: Fall semester (Odd years)
Credits: 3

BUSS 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
BUSS 319 Managerial Finance
Offered: Spring semester
Credits: 3

BUSS 390 - Organizational Leadership
Students will study individual, group behavior, and leadership in business organizations, including such topics as power, organizational culture, organizational change, and the use of AI in organizational leadership. Leadership theories, followership principles, and interdisciplinary thinking will be learned and applied using contemporary case studies. Students will complete a practical research project on a company of their choice throughout the semester. Research will include analysis of corporate mission, vision, and strategic plan, organizational structure, physical plant, logos, marketing, web presence, leadership, and personal interviews.
Prerequisites & Notes
Every Fall Semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Spring semester (Even years)
Credits: 3

BUSS 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
BUSS 224 Principles of Macroeconomics
Offered: Fall semester (Odd years)
Credits: 3

BUSS 425 - Directed Study
This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.
Prerequisites & Notes
Open to senior and qualified junior undergraduate students. Permission from the department. Requires approval from the Dean & VPAA.
Offered: As needed
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: As needed
Credits: 3

BUSS 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 hands-on experience in searching for and obtaining employment after graduation.
Prerequisites & Notes
Seniors only.
Offered: Fall semester
Credits: 3

BUSS 476 - Strategic Management and Community Policy
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.
Offered: Spring semester
Credits: 3

BUSS 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.
Offered: Spring semester
Credits: 3

BUSS 495 – Internship/ Seminar
This course is designed to provide the student with an experiential learning opportunity in a specialized work area. The student employee will gain valuable practical experience and training. The internship class is available to rising juniors and seniors with a minimum CGPA of 2.667.
Prerequisites & Notes
Permission of the department and a cumulative general average of B- (2.667). Students required to work a minimum of 120 hours for 3 credits, 240 hours for 6 credits, 360 hours for 9 credits.
Offered: Every semester
Credits: 3-6-9

BUSS 496 - Internship Seminar II
The course is designed to provide the business student with 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.
Offered: Every semester
Credits: 3-6-9

BUSS 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.
Prerequisites & Notes
Offered: Fall and Spring semester
Credits: 3

BUSS 503 - Leadership and Public Administration in Action
This course introduces students to the theories, practices, and challenges of leadership within public-sector and nonprofit organizations. Students explore how public administrators make decisions, manage people and resources, create public value, and respond to complex social problems. Through case studies, simulations, and applied activities, the course emphasizes ethical leadership, organizational behavior, accountability, and effective communication in diverse communities.
Prerequisites & Notes
No pre-requisites or co-requisites. Offered Fall Semester
Credits: 3

BUSS 510 – Accounting For Managers
This foundational graduate course introduces the essential principles of accounting, focusing on the preparation and analysis of financial statements and the role of accounting in reporting financial data. Students will learn to use spreadsheets and/or accounting software to enhance their understanding and application of these concepts. Emphasis is placed on analyzing and evaluating financial statements to support informed decision-making. Additionally, the course highlights the relevance of accounting to financial planning, forecasting, and strategic

planning.
Prerequisites & Notes
Offered: Every Spring semester
Credits: 3
BUSS 514 - Data Analytics for Public Decision Making
Students will explore qualitative and quantitative techniques to utilize data for effective public sector decision-making, moving from raw data and "first principles" to applied predictive and spatial analytics. Students will also understand the importance of data visualization and how to interpret data in fair and unbiased ways.
Prerequisites & Notes
No pre-requisites or co-requisites. Offered Fall semester.
Credits: 3
BUSS 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.
Prerequisites & Notes
Offered: Fall and Summer semesters
Credits: 3
BUSS 530 - Managerial Economics
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.
Prerequisites & Notes
Offered every semester, as needed.
Credits: 3
BUSS 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
BUSS 510 Accounting For Managers or equivalent.
Offered: Every Spring semester
Credits: 3
BUSS 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.
Prerequisites & Notes
Offered: Spring semester (Odd years)
Credits: 3
BUSS 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.
Prerequisites & Notes
Offered: Every Summer
Credits: 3
BUSS 560 - Organizational Dynamics
This course examines organizational dynamics, focusing on the interactions among individuals, teams, and organizational structures. Key topics include leadership, communication, decision-making, and the influence of organizational culture on performance. Students will explore theories of motivation, change management, and group behavior, applying these concepts to real-world scenarios. The course is designed to help students from diverse industries develop self-awareness and behavioral skills to navigate and adapt to organizational change and development more effectively.
Prerequisites & Notes
Offered: Every Fall and Spring semester
Credits: 3
BUSS 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.

Prerequisites & Notes

Offered: Fall semester

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: Every fall and spring

Credits: 3

BUSS 581 - Digital Marketing & Analytics

This course explores key trends in digital marketing, focusing on strategies that drive online success. Topics include website design for conversion, search marketing, social media selling, content marketing, persona development, and more. Students will learn fundamental digital marketing concepts and analytics, gain an overview of various online marketing tools and strategies, and understand the role Artificial Intelligence will play in shaping the future of digital marketing. By the end of the course, students will be equipped with the knowledge to create effective digital marketing campaigns.

Prerequisites & Notes

Offered: Spring semester

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: Fall semester (Odd years)

Credits: 3

BUSS 609 - Budgeting and Strategy for Public Leaders

This course develops the knowledge and skills required of public service professionals to manage public resources ethically, strategically, and effectively in complex governance environments. Emphasizing the distinctive legal, political, and accountability frameworks of public and nonprofit organizations, students examine budgeting as a core managerial and policy tool that links organizational mission, strategic priorities, and public value.

Prerequisites & Notes

Offered Spring semester

Credits: 3

BUSS 619 - Crisis Management in Public Administration

This course immerses students in the complex, high-stakes world of crisis leadership within the public sector. Learners explore how governments and public institutions anticipate, prepare for, respond to, and recover from crises ranging from natural disasters and public health emergencies to political upheavals and organizational failures. The course blends theory with real-world case studies, emphasizing strategic decision-making, interagency coordination, communication under pressure, and ethical leadership. By the end, students develop the analytical and managerial capabilities needed to navigate uncertainty and safeguard public trust during moments of disruption.

Prerequisites & Notes

Offered Spring semester.

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: Spring semester

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: As needed

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: Spring semester

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: Fall semester

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: Every spring

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: Summer semester

Credits: 3

BUSS 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.

Prerequisites & Notes

Offered: Fall semester

Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 660 - Human Resources Management
This course explores the policies within a business that have a direct impact on human resource management. Key topics include compensation, training and development, recruitment, selection, and retention, as well as job analysis and organizational structure. Students will also examine legal considerations, workplace safety, employment practices, and employee health and welfare. The course emphasizes how these various factors shape Human Resource (HR) strategies and contribute to creating a productive and compliant work environment. Students will gain a comprehensive understanding of how business policies influence workforce management and organizational success.
Prerequisites & Notes
Offered: Every fall
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 670 - Seminar in Organizational Leadership
An interdisciplinary seminar that will study the nature of leadership in the 4th 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.
Prerequisites & Notes
Offered: Summer semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Fall and Spring semesters
Credits: 3

BUSS 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.
Prerequisites & Notes

Offered: Every Summer
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Summer semester
Credits: 3

BUSS 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
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Fall semester (Even years)
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Summer semester
Credits: 3

BUSS 688 - 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 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.
Offered: Summer semester
Credits: 3

BUSS 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

BUSS 695 - 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.

Offered: As needed

Credits: 3

BUSS 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.

Offered: Every semester

Credits: 3-6

BUSS 699 - 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.

Offered: Every semester

Credits: 3

Chemistry

CHEM 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

CHEM 104 - General Chemistry I

CHEM 104 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

CHEM 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 CHEM 104 General Chemistry I.

Prerequisites & Notes

Corequisite: Accompanies

CHEM 104 General Chemistry I; one three-hour lab per week.
Offered: Fall semester
Credits: 1

CHEM 105 - General Chemistry II
CHEM-105 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
CHEM 104 General Chemistry I
Offered: Spring semester
Credits: 3

CHEM 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 CHEM 105 General Chemistry II.
Prerequisites & Notes
Corequisite: Accompanies CHEM 105 General Chemistry II; one three-hour lab per week.
Offered: Spring semester
Credits: 1

CHEM 201 - Organic Chemistry I
CHEM 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
CHEM 104 General Chemistry I and CHEM 105 General Chemistry II or equivalent.
Offered: Fall semester
Credits: 3

CHEM 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 CHEM 201 Organic Chemistry I.
Prerequisites & Notes
Corequisite: Accompanies CHEM 201 Organic Chemistry I; one three-hour lab per week.
Offered: Fall semester
Credits: 1

CHEM 202 - Organic Chemistry II
CHEM 202 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
CHEM 201 Organic Chemistry I
Offered: Spring semester
Credits: 3

CHEM 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 CHEM 202 Organic Chemistry II; one three-hour lab per week.
Offered: Spring semester
Credits: 1

CHEM 306 - Biochemistry I
CHEM 306 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, bio-chemical energetics, major catabolic and selected anabolic pathways, photosynthesis, nucleotide metabolism, and gene expression and regulation.
Prerequisites & Notes
CHEM 201 Organic Chemistry I and CHEM 202 Organic Chemistry II.
Offered: Fall semester (Odd years)
Credits: 3

CHEM 307 – Biochemistry II
CHEM 307 is the second semester of a two-semester sequence that provides a detailed study of the chemistry of biological systems.
Prerequisites & Notes
CHEM 306 Biochemistry I
Offered: Spring semester (Even years)
Credits: 3

Computer Science

COMP 101 - Coding Adventures I
This course is an introduction to problem solving and procedural programming using a high-level programming language. Topics include primitive data types, control structures and simple input-output operations. Emphasis is on functional abstraction and recursion, user-defined types, and data structures
Credits: 3

COMP 103 - Coding Adventures II
This course builds upon the foundation established in Coding Adventures I providing in-depth advanced programming concepts and software development techniques. It focuses on complex programs and introduces students to key software engineering practices.
Prerequisites & Notes
COMP 101 Coding Adventures I or equivalent or permission by department
Credits: 3

COMP 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 Canvas). 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.
Prerequisites & Notes
This course is not intended for Computer Science majors.
Credits: 3

COMP 245 - Introduction to Computer Architecture
This course is an introduction to the building blocks and organization of 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.
Prerequisites & Notes
Offered: *Fall semester*
Credits: 3

COMP 290 - Computer Graphics
An introduction to 2D and 3D computer graphics and rendering techniques: lines and polygons; shading; clipping windows and viewports; orthogonal and frustum perspective; two-, three-, and four-dimensional matrix transformation; the "look at" transformation; lighting models; texture mapping and mipmapping; alpha blending, depth testing, and other rasterization-time tools and techniques.
Prerequisites & Notes
COMP 301 Computer Science Fundamentals and MATH 210 Linear Algebra
Credits: 3

COMP 301 - Computer Science Fundamentals
This foundation course is a broad-based introduction to the basic topics of computer science. The course presents the basic organization and operation of computer systems, both hardware and software. The general concepts of algorithms are introduced and their importance to software design and implementation is studied, with programming assignments used to explore these concepts. The course also introduces important formal computer science topics such as computer organization, data structures, and data storage.
Prerequisites & Notes
Offered: *Fall semester*
Credits: 3

COMP 308 - Computer Networks
This course introduces Computer Networks aligning with CompTIA Network+ standards. It covers key networking concepts, including services, topologies, and cloud integration, and imparts practical skills in routing, wireless technologies, and Ethernet solutions. The course emphasizes network security, trouble shooting, and the management of network devices. It introduces virtualized networks and protocols essential for network efficiency and security.
Prerequisites & Notes
COMP 245 Introduction to Computer Architecture or equivalent
Offered: *Spring semester*
Credits: 3

COMP 315 – Introduction to Algorithms
An introduction to algorithm analysis and design focused on using mathematics principles. Techniques of theoretical and experimental analysis and algorithmic strategies are introduced using pseudo-code or object-oriented programming languages. Emphasis is placed on recursion, search, sorting, graph, and tree algorithms. Programming implementations of various algorithmic strategies are explored.
Prerequisites & Notes
COMP 301 Computer Science Fundamentals and MATH 310 Discrete Mathematics.
Credits: 3

COMP 335 - Database Management Systems
An introduction to database management systems with emphasis on the relational database model (RDBMS). The basic principles of the relational database model are discussed with practical examples. These principles are then used as a basis for learning and using Structured Query Language (SQL), using both the Data Definition Language (DDL) and Data Manipulation Language (DML) aspects. The practical use of SQL is strongly emphasized. In addition, Entity-Relationship modeling, Database Normalization, and stored procedures are introduced. The concepts are reinforced using database servers and/or other database implementations.
Prerequisites & Notes
COMP 301 Computer Science Fundamentals or equivalent
Offered *Spring semester*
Credits: 3

COMP 341 - JYS: The Digital World
This seminar looks at the practicalities, opportunities, and risks of living in the digital world. It explores 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 access versus those with little 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

COMP 360 - Web Development
This course is designed to give students a solid grounding in the practical aspects of creating and developing static and dynamic Internet web sites. The emphasis will be on practical programming aspects. Theory will be covered as an introduction to actively using technology. The course will include coverage of HTML, CSS, and JavaScript.
Prerequisites & Notes
COMP 301 Computer Science Fundamentals
Credits: 3

COMP 370 - Game Programming I
Game Programming I offers a comprehensive introduction to the foundational concepts of game programming. Students will learn the basics of game design, including game mechanics, level design, and user interface development. The course will focus on practical skills in programming, using a popular and industry-relevant game engine. Through hands-on projects, students will develop their first simple games, gaining insights into the game development pipeline, including asset integration, scripting, and debugging.
Prerequisites & Notes
COMP 290 Computer Graphics and COMP 385 Object-Oriented Programming using Java.
Credits: 3

COMP 371 - Game Programming II
Building upon the foundations laid in Game Programming I, this advanced course, designed for junior-level students, delves deeper into the intricacies of game development. Students will explore advanced topics such as artificial intelligence in games, physics engines, complex animations, and networked game programming. Utilizing a state-of-the-art game engine, students will work on more sophisticated projects, focusing on multiplayer game aspects, optimization techniques, and mobile game development. This course aims to equip students with the skills required to create fully functional, polished games.
Prerequisites & Notes
COMP 308 Computer Networks and COMP 370 Game Programming I.
Credits: 3

COMP 385 - Object-Oriented Programming using Java
This course provides practical knowledge of Object-Oriented programming techniques. Students learn how to write object-oriented programs for a variety of applications. Topics covered include object-oriented concepts, abstraction, inheritance, and polymorphism; the use of packages and the scoping of variables; inner classes; event-driven programming; and standard libraries, including Graphical User Interface (GUI) programming.
Prerequisites & Notes
COMP 301 Computer Science Fundamentals
Credits: 3

COMP 405 - Introduction to Software Engineering
This course presents various aspects of software engineering, system analysis, design, and implementation and is combined with the application of software engineering principles and techniques in an ongoing student project. This course may be writing assisted.
Prerequisites & Notes
COMP 385 Object-Oriented Programming using Java or equivalent
Credits: 3

COMP 425 - Directed Study
This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.
Prerequisites & Notes
Open to senior and qualified junior undergraduate students. Permission from the department - Requires approval from the Dean & VPAA.
Offered: As needed
Credits: 3

COMP 431 - Operating Systems
Organization of contemporary operating systems, including program organization and running; concurrency and synchronization constructs; multithreading and context switching; virtual memory; interrupt systems; file management; message passing; management of distributed computing; device drivers; GUI considerations.
Prerequisites & Notes
COMP 301 Computer Science Fundamentals
Credits: 3

COMP 435 - Technology Entrepreneurship

This course introduces students to the principles and practices of technology entrepreneurship. Students will be placed in a startup environment where business students focus on business aspects (market analysis, business planning, financial projections, etc.) and computer science students focus on system prototype implementations. Both groups will learn the theory of the other discipline, providing a holistic understanding of the startup ecosystem. The course emphasizes collaboration, innovation, and practical experience.

Prerequisites & Notes

This course may be taught by both the Department of Computer Science and the Division of Business and Security Studies.

Offered in Spring semester.

Credits: 3

COMP 437 - Game Engine Design

Game Engine Design is focused on the underlying architecture and technologies of game engines. This course goes beyond using existing game engines to understanding how they are designed and built. Topics include graphics rendering, physics simulation, AI, sound, and user input systems. Students will engage in a project to create components of a game engine or modify existing open-source engines, providing hands-on experience in engine architecture and performance considerations.

Prerequisites & Notes

COMP 315 Introduction to Algorithms and COMP 371 Game Programming II.

Credits: 3

COMP 442 - Information Technology

An overview of information technology including relational databases, document image management, electronic data interchange, and Internet data access. Students create and access a relational database and perform operations done in a data warehousing environment. Issues and trade-offs relating to enterprise computing are discussed. Research on current information technology subjects is required for a class project.

Prerequisites & Notes

COMP 301 Computer Science Fundamentals

Credits: 3

COMP 444 - Knowledge-Based Systems

This course is designed to explore the theory, design, and implementation of intelligent systems that use knowledge to solve complex problems. This course covers topics such as knowledge representation, rule-based reasoning, model-based reasoning, and case-based reasoning. Students learn to acquire, represent, and utilize domain-specific knowledge for tasks like decision-making, diagnosis, and problem-solving and have hands-on experience in building knowledge-based systems and applications involving symbolic reasoning.

Prerequisites & Notes

COMP 301 Computer Science Fundamentals

Credits: 3

COMP 446 - 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.

Prerequisites & Notes

COMP 301 Computer Science Fundamentals

Credits: 3

COMP 447 - Artificial Intelligence and Machine Learning

The course introduces the student to the terminology, concepts, and techniques of artificial intelligence and machine learning using a series of lectures, exercises, and concrete programming problems. The course covers knowledge representation, neural networks, Markov models, logic programming, and natural language models.

Prerequisites & Notes

COMP 301 Computer Science Fundamentals and MATH 210 Linear Algebra

Credits: 3

COMP 448 - Computer Security

An introduction to the methods, algorithms, and tools for computer 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. The course is aligned with CompTIA Security+ certification.

Prerequisites & Notes

COMP 245 Introduction to Computer Architecture and COMP 308 Computer Networks or equivalent or Permission of Instructor.

Offered: *Fall semester*

Credits: 3

COMP 449 - Robotics

This course examines algorithms for motion planning, current technologies for sensing, and methodologies for course correction used in

mobile robotics and other autonomous systems. Hands-on programming of a robot is explored.
Prerequisites & Notes
COMP 301 Computer Science Fundamentals and MATH 210 Linear Algebra
Credits: 3
COMP 450 - Capstone Project
A capstone experience of the Computer Science major, which includes a major project and presentation as well as additional experiences designed to exposed students to reviewing and synthesizing concepts and principles learned throughout undergraduate study.
Prerequisites & Notes
Senior standing and a minimum of ten Mathematics and Computer Science courses.
Credits: 3
COMP 452 - Intelligent Systems
Explores the principles and techniques underlying the development of advanced computational systems that exhibit human-like intelligence or decision-making capabilities. This course covers various facets of artificial intelligence, including machine learning, natural language processing, computer vision, and expert systems. Students delve into algorithms and models that enable machines to learn, reason, and make informed decisions. Students will gain the skills to design, implement, and evaluate intelligent systems for diverse domains like robotics, healthcare, finance, and more.
Prerequisites & Notes
COMP 301 Computer Science Fundamentals
Credits: 3
COMP 455 - Topics in Computer Science
A select group of topics offered on a timely basis. Examples include Machine Learning, Intelligent Systems, Computer Security, Network Management, Data Mining, Information Technology, and Optimization Techniques.
Prerequisites & Notes
Dependent on the particular topic.
Credits: 3
COMP 460 - Deep Learning
This course focuses on deep learning theory, systems, and applications for deep learning including convolutional neural networks, recurrent and recursive neural networks, and Boltzmann machines.
Prerequisites & Notes
COMP 447 Artificial Intelligence and Machine Learning
Credits: 3
COMP 461 - Natural Language Processing
This course explores computational techniques for processing and analyzing human language. It covers a range of topics including speech recognition, text-to-speech systems, natural language understanding, and machine translation. Students will learn about language modeling, syntactic and semantic analysis, and the application of machine learning techniques in processing spoken and written language. The course combines theoretical knowledge with practical exercises, allowing students to develop applications such as chatbots, voice-activated systems, and automated translation services.
Prerequisites & Notes
COMP 447 Artificial Intelligence and Machine Learning
Credits: 3
COMP 478 - Advanced Networking
This course provides an in-depth exploration of modern and emerging networking technologies in LANs and WANs including multi-Gigabit Ethernet, along with current wireless technologies. It explores the use of advanced routers and layer 2/3 switches in network interconnection. A comprehensive study of TCP/IP protocols and IPv6 is included, focusing on internet functioning. The course includes Quality of Service (QoS) for multimedia content and network traffic management. It introduces Software-Defined Networking (SDN) and Network Function Virtualization (NFV) concepts highlighting their roles in network management and scalability.
Prerequisites & Notes
COMP 308 Computer Networks
Credits: 3
COMP 495 - Internship I
This course is designed to provide the student with related work experience in a computer-oriented environment as early as the sophomore year.
Prerequisites & Notes
Permission of the department
Credits: 3
COMP 496 - Internship II
This course is designed to provide the student with related work experience in a computer-oriented environment. Open to seniors and qualified juniors.
Prerequisites & Notes
Permission of the department.
Credits: 3
COMP 497 - Internship III
This course is designed to provide the student with related work experience in a computer-oriented environment. Open to seniors and qualified juniors.
Prerequisites & Notes
Permission of the department.
Credits: 3
COMP 505 - Computer Science Fundamentals
This foundation course is a broad-based introduction to the basic topics of computer science. The course presents the basic organization and operation of computer systems,

both hardware and software. The general concepts of algorithms are introduced and their importance to software design and implementation is studied, with programming assignments used to explore these concepts. The course also introduces important formal computer science topics such as computer organization, data structures, and data storage.
Prerequisites & Notes
Offered: *Fall, Spring, and as needed in Summer. 14 weeks.*
Credits: 3

COMP 545 - Artificial Intelligence and Machine Learning
The course introduces the student to the terminology, concepts, and techniques of artificial intelligence and machine learning using a series of lectures, exercises, and concrete programming problems. The course covers knowledge representation, neural networks, Markov models, logic programming, and natural language models.
Prerequisites & Notes
COMP 505 Computer Science Fundamentals and COMP 560 Python Programming or competence in python programming.
Offered: *Fall semester. 7-week hybrid.*
Credits: 3

COMP 549 - Robotics
This course examines algorithms for motion planning, current technologies for sensing, and methodologies for course correction used in mobile robotics and other autonomous systems. Hands-on programming of a robot is explored.
Prerequisites & Notes
COMP 505 Computer Science Fundamentals
Offered: *Fall semester*. *7-week hybrid.*
Credits: 3

COMP 552 - Object-Oriented Design
This course covers object-oriented systems analysis and design taught in a group project environment. Students take the role of a system analyst. They analyze a system to identify a business process in need of improvement. A project proposal is made using a System Request methodology. Once approved, students proceed through all aspects of the system lifecycle using UML and object-oriented design techniques. Students document their project in a report and professional presentation.
Prerequisites & Notes
Offered: Fall, Spring, and Summer. 7-week hybrid.
Credits: 3

COMP 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 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 are presented.
Prerequisites & Notes
Offered: *Fall, Spring, and Summer semesters. 7-week hybrid.*
Credits: 3

COMP 554 - Operating Systems
An introduction to modern operating systems design and implementation. Topics covered include: 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.
Prerequisites & Notes
Offered: *Fall, Spring, and Summer semesters. 7-week hybrid.*
Credits: 3

COMP 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.
Prerequisites & Notes
Offered: *Fall, Spring, and Summer semesters. 7-week hybrid.*
Credits: 3

COMP 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.
Prerequisites & Notes
COMP 505 Computer Science Fundamentals
Offered: *Fall and Spring semesters. 14 weeks*.
Credits: 3

COMP 560 - Python Programming
This course teaches Python Programming in a software engineering context. Common libraries are explored in the

context of python programming idioms and language facilities.
Prerequisites & Notes
Offered: *Fall, Spring, and as needed in Summer semesters. 7-week hybrid.*
Credits: 3

COMP 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.
Prerequisites & Notes
COMP 553 Networking Technologies
Offered: *Fall, Spring, and Summer semesters. 7-week hybrid*.
Credits: 3

COMP 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.
Prerequisites & Notes
COMP 553 Networking Technologies
Offered: *Fall and Summer semesters. 7-week hybrid.*
Credits: 3

COMP 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.
Prerequisites & Notes
COMP 505 Computer Science Fundamentals
Offered: *Fall and Spring semesters. 14 weeks.*
Credits: 3

COMP 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), and other technologies and languages.
Prerequisites & Notes
Offered: *Fall, Spring, and as needed in Summer semesters. 7-week hybrid.*
Credits: 3

COMP 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

COMP 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 projects.
Prerequisites & Notes
Offered: *Fall, Spring, and as needed in Summer semesters. 7-week hybrid.*
Credits: 3

COMP 612 - Information Technology
An overview of information technology including relational databases, document image management, electronic data interchange, and Internet data access. Students create and access a relational database and perform operations done in a data warehousing environment. Issues and trade-offs relating to enterprise computing are discussed. Research on current information

technology subjects is required for a class project.
Prerequisites & Notes
Offered: *Fall, Spring, and as needed in Summer semesters. 7-week hybrid.*
Credits: 3

COMP 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.
Prerequisites & Notes
Offered: *Summer semester and as needed. 7-week hybrid.*
Credits: 3

COMP 634 - Cloud Administration
This course covers essential concepts and technologies in Cloud Computing. It includes foundational elements of data center operations, focusing on Compute (VM), Storage, and Networking. Starting with Amazon Web Services (AWS), we explore IaaS offerings like EC2, block and object-based storage solutions, and VPC for cloud networking. Advanced topics include autoscaling, integration of Docker and DevOps methodologies within AWS. Concluding with a group project.
Credits: 3

COMP 635 - Technology Entrepreneurship
This course introduces students to the principles and practices of technology entrepreneurship. Students will be placed in a startup environment where business students focus on business aspects (market analysis, business planning, financial projections, etc.) and computer science students focus on system prototype implementations. Both groups will learn the theory of the other discipline, providing a holistic understanding of the startup ecosystem. The course emphasizes collaboration, innovation, and practical experience.
Prerequisites & Notes
This course may be taught by both the Department of Computer Science and the Division of Business and Security Studies.
Offered Spring semester.
Credits: 3

COMP 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.
Prerequisites & Notes
Offered: *Spring semester. 7-week hybrid*.
Credits: 3

COMP 670 - Big Data
An overview of the emerging Big Data systems. Topics include Big Data definitions, taxonomy, use cases and requirements, security and privacy, general and reference architectures, and standards.
Prerequisites & Notes
COMP 505 Computer Science Fundamentals and COMP 560 Python Programming or competence in python programming.
Offered: *Fall and as needed in Summer semesters. 7-week hybrid*.
Credits: 3

COMP 671 - Deep Learning
This course focuses on deep learning theory, systems, and applications, starting with a refresher for math and machine learning concepts for deep learning, convolutional neural networks, recurrent and recursive neural networks, and Boltzmann machines.
Credits: 3

COMP 672 - Speech and Language Processing
This course introduces the core principles and techniques behind speech and natural language processing. It covers components of phonetics, syntax, semantics, and dialogue systems. It provides practical skills for working with speech and text data, including data preprocessing and analysis.
Credits: 3

COMP 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.
Prerequisites & Notes
COMP 505 Computer Science Fundamentals and COMP 552 Object-Oriented Design.
Offered: *Fall semester. 7-week hybrid.*
Credits: 3

COMP 688 - Applied AI Capstone Project
A capstone project in applied artificial intelligence with the emphasis on the student's application of prior course work. Projects are selected by students with instructor approval prior to the start of the semester. Individuals design and implement a moderately large applied AI system as the deliverable for this course.
Prerequisites & Notes
COMP 560 and Final semester standing
Credits: 3

COMP 689 - Reading and Research
Further directed study in an area of a special topic that is not otherwise available in the curriculum. Outcomes may include a survey paper similar to ACM Computing Surveys, code implementation of the topic, and a presentation of the study.
Prerequisites & Notes
COMP 505 Computer Science Fundamentals, COMP 557 Algorithms, and COMP 585 Practical Java Programming.
Offered: *Fall, Spring, and Summer semesters. 14 weeks.*
Credits: 3

COMP 690 - Topics in Computer Science
A select group of topics offered on a timely basis. Examples are Deep Learning, Speech and Language Processing, Cloud Administration, Cloud Programming, Computational Complexity, Distributed Computing, Parallel Processing, High-Performance Computing, Human-Computer Interfaces, System and Network Programming, System Simulation and Modeling, Image Processing, Data Modeling, Software Reliability, Numerical Methods, Computational Geometry, Functional Languages, and Advanced Operating Systems.
Prerequisites & Notes
Approval of the faculty advisor.
Offered: A*s needed. 7-week hybrid.*
Credits: 3

COMP 691 - Topics in Computer Science
A select group of topics offered on a timely basis. Examples are Deep Learning, Speech and Language Processing, Cloud Administration, Cloud Programming, Computational Complexity, Distributed Computing, Parallel Processing, High-Performance Computing, Human-Computer Interfaces, System and Network Programming, System Simulation and Modeling, Image Processing, Data Modeling, Software Reliability, Numerical Methods, Computational Geometry, Functional Languages, and Advanced Operating Systems.
Prerequisites & Notes
Permission of the Department
Credits: 3

COMP 692 - Topics in Computer Science
A select group of topics offered on a timely basis. Examples are Deep Learning, Speech and Language Processing, Cloud Administration, Cloud Programming, Computational Complexity, Distributed Computing, Parallel Processing, High-Performance Computing, Human-Computer Interfaces, System and Network Programming, System Simulation and Modeling, Image Processing, Data Modeling, Software Reliability, Numerical Methods, Computational Geometry, Functional Languages, and Advanced Operating Systems.
Prerequisites & Notes
Permission of the Department
Credits: 3

COMP 693 - Topics in Computer Science
A select group of topics offered on a timely basis. Examples are Deep Learning, Speech and Language Processing, Cloud Administration, Cloud Programming, Computational Complexity, Distributed Computing, Parallel Processing, High-Performance Computing, Human-Computer Interfaces, System and Network Programming, System Simulation and Modeling, Image Processing, Data Modeling, Software Reliability, Numerical Methods, Computational Geometry, Functional Languages, and Advanced Operating Systems.
Prerequisites & Notes
Permission of the Department.
Credits: 3

COMP 694 - Topics in Computer Science
A select group of topics offered on a timely basis. Examples are Deep Learning, Speech and Language Processing, Cloud Administration, Cloud Programming, Computational Complexity, Distributed Computing, Parallel Processing, High-Performance Computing, Human-Computer Interfaces, System and Network Programming, System Simulation and Modeling, Image Processing, Data Modeling, Software Reliability, Numerical Methods, Computational Geometry, Functional Languages, and Advanced Operating Systems.
Prerequisites & Notes
Permission of the Department.
Credits: 3

COMP 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

COMP 698 Professional Internship; & Approval of the faculty advisor (program director).

Offered: *Every semester*

Credits: 1-3, depending on the duration of the internship

COMP 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).

Offered: *Every semester*

Credits: 3

COMP 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

COMP 505 Computer Science Fundamentals, COMP 552 Object-Oriented Design, COMP 557 Algorithms

Co-requisite: COMP 585 Practical Java Programming

Taken just prior to program completion.

Offered: *Fall, Spring, and as needed in Summer semesters. 14 weeks.*

Credits: 3

Counseling

CNSL 500 - Counseling Residency I

This course will serve as the first of two residency requirements for students enrolled in the M.A. in Clinical Mental Health Counseling (CMHC) and M.Ed. in School Counseling ROL programs. The focus of Residency 1 will be a practice of basic counseling skills and theories of counseling. The format of the course will be experiential in nature. Students will demonstrate the acquisition of basic counseling skills used in the relationship building phase of counseling. An emphasis will be placed on linking counseling theory with practice. A microskills training approach to relationship building will be used to focus on (1) framing the counseling session; (2) using open and closed ended questions; (3) paraphrasing; (4) reflective listening; (5) interpretation and challenging and (6) goal setting. Residency 1 is a three credit hybrid course that will be held both online and on campus. Students will be active participants in mock counseling sessions designed to enhance skills learned in CNSL 610, Basic Human Interaction and CNSL 614, Theories of Counseling.

Prerequisites & Notes

Take CNSL 610 and CNSL 614 - Must be completed prior to taking this course.

Offered: Spring and Summer.

Credits: 3

CNSL 501 - Research Literacy & Program Evaluation for Counselors

This seven-week graduate-level course introduces counseling students to research literacy, program evaluation, and data-informed decision-making. Designed for a mixed cohort of Clinical Mental Health Counseling and School Counseling students, the course balances foundational research knowledge with applied skills relevant to clinical and educational settings. Students learn to critically evaluate

research, conduct needs assessments, interpret data, and design evaluation plans that support evidence-based practice and program improvement.
Prerequisites & Notes
Offered: Spring and Summer
Credits: 3

CNSL 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.
Prerequisites & Notes
Offered: Summer
Credits: 3

CNSL 530 - Assessment of Learning and Reading Disabilities
This course provides an analysis of a variety of techniques used by school psychologists in the diagnostic assessment of neurodevelopmental disorders of learning. Emphasis will be placed on (1) defining assessment of educational ability; (2) survey batteries for achievement testing; (3) diagnostic testing for wide range achievement; and (4) assessment of specific learning disorders in reading, math, and written expression.
Prerequisites & Notes
Offered: Summer
Credits: 3

CNSL 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.
Prerequisites & Notes
Offered: As Needed
Credits: 3

CNSL 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

CNSL 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: As Needed
Credits: 3

CNSL 610 - Basic Human Interaction
This online, synchronous 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.
Prerequisites & Notes
Offered: Fall, Spring and Summer
Credits: 3

CNSL 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.
Prerequisites & Notes
Offered: Fall
Credits: 3

CNSL 612 - Professional Issues in School Counseling
This online, synchronous 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
Credits: 3

CNSL 613 - Collaboration and Intervention
This online, synchronous 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 pursing post-secondary education and employment is also emphasized.
Prerequisites & Notes
Offered: Fall
Credits: 3

CNSL 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.
Prerequisites & Notes
Offered: Fall, Spring and Summer
Credits: 3

CNSL 615 - Clinical Counseling Techniques
This online, synchronous 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.
Prerequisites & Notes
CNSL 610 Basic Human Interaction and CNSL 614 Clinical Counseling Theories.
Offered: Fall, Spring and Summer
Credits: 3

CNSL 616 - Group Counseling
This online, synchronous 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.
Prerequisites & Notes
CNSL 615 Clinical Counseling Techniques.
Offered: Fall, Spring
Credits: 3

CNSL 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.

Prerequisites & Notes

Offered: Fall, Spring and Summer

Credits: 3

CNSL 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.

Prerequisites & Notes

Offered: Summer

Credits: 3

CNSL 622 - Diagnosis and Treatment

This course introduces students to the concepts of assessment, diagnosis and treatment of DSM disorders in children, adolescents and adults. An experiential 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.

Prerequisites & Notes

Offered: Fall and Spring

Credits: 3

CNSL 623 - Marriage and Family Therapy

This course provides an introduction to the theory and practice of marriage and family therapy, with an emphasis on Emotion-Focused Therapy. 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.

Prerequisites & Notes

Offered: Summer

Credits: 3

CNSL 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.

Prerequisites & Notes

Offered: Summer

Credits: 3

CNSL 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 first hand 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.

Prerequisites & Notes

Offered: Fall.

Credits: 3

CNSL 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.

Prerequisites & Notes

Offered: Spring and Summer

Credits: 3

CNSL 630 - Counseling Residency II

This hybrid course will serve as the second of two residency requirements for students enrolled in the M.A. in Clinical Mental Health Counseling (CMHC) and M.Ed. in School Counseling, Rivier Online Programs (ROL). The focus of Residency II will be a review of advanced counseling skills, group counseling and case conceptualization skills. The format of the course will be experiential in nature. Students will demonstrate the acquisition of advanced counseling skills used in the working phase of counseling. An emphasis will be placed on linking counseling

theory with practice. Advanced skills include therapeutic approaches including Person Centered Therapy, Existential Therapy, Gestalt Therapy, Cognitive Behavioral Therapy, and Family Systems Therapy. An experiential approach will be used to guide students from case conceptualization to treatment.

Prerequisites & Notes

CNSL 500, CNSL 610, CNSL 614, CNSL 615, CNSL 616 must be completed prior to taking this course.

Offered: Spring and Summer

Credits: 3

CNSL 647 - Practicum in Counseling

This course provides students in Clinical Mental Health Counseling and School Counseling with their initial supervised clinical experience in counseling. Students will complete a minimum of 100 total clock hours over 14 weeks, including at least 20 hours of shadowing and 40 hours of direct service with clients at approved practicum sites. Biweekly synchronous group supervision sessions and individual/triadic supervision are provided to support skill development, self-awareness, and professional identity. The course integrates counseling theory, ethics, multicultural competence, and reflective practice, bridging academic preparation with applied clinical experience. This practicum is designed to meet CACREP (2016) Section 3 requirements and NHDOE standards for both Clinical Mental Health Counseling and School Counseling students.

Prerequisites & Notes

CNSL-630 must be taken prior to taking this course.

Credits: 3

CNSL 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. A case study approach is used.

Prerequisites & Notes

Offered: Fall

Credits: 6

CNSL 649 - Internship in School Counseling II

This course is a continuation of CNSL 648 Internship in School Counseling I. 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. Students will prepare both an electronic portfolio as emphasis is placed on preparing for marketability as a school counselor. A case study approach is used.

Prerequisites & Notes

CNSL 648 Internship in School Counseling I

Offered: Spring

Credits: 6

CNSL 650 – Internship/ Seminar in Clinical Mental Health Counseling I

The internship sequence (CNSL 650 and CNSL 651) requires 700-1000 hours of 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

CNSL-647 Practicum must be taken prior to this course.

Offered: Fall

Credits: 6

CNSL 651 - Internship/ Seminar in Clinical Mental Health Counseling II

CNSL 651 is a continuation of CNSL 650 Internship/ Seminar in Clinical Mental Health Counseling I/the Internship Sequence. Students remain at their internship site and the focus is on developing advanced evaluation, counseling, and intervention skills. Professional identity is emphasized.

Prerequisites & Notes

CNSL-650 internship/ Seminar in Clinical Mental Health Counseling I must be taken prior to this course.

Offered: Spring

Credits: 6

CNSL 672 - Introduction to Counseling

This course provides an orientation to the field of counseling for students enrolled in some graduate 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: Fall, Spring and Summer

Credits: 1

CNSL 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 Education Department.

Prerequisites & Notes

Offered: Spring and Summer

Credits: 3

CNSL 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.

Prerequisites & Notes

Offered: Summer

Credits: 3

CNSL 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 neuroanatomy and topics related to assessment in the school setting.

Prerequisites & Notes

Offered: Summer

Credits: 3

CNSL 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: As needed.

Credits: 3

CNSL 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 CNSL 715 Internship Seminar in School Psychology I. Site placements and seminar attendance extend the student's focus on previously learned tools, procedures, and competencies.

Prerequisites & Notes

CNSL 715 Internship Seminar in School Psychology I.

Offered as needed

Credits: 3

CNSL 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 CNSL 715 Internship Seminar in School Psychology I and CNSL 716 Internship Seminar in School Psychology II. Site placements and seminar attendance extend the student's focus on previously learned tools, procedures, and competencies.

Prerequisites & Notes

CNSL 715 Internship Seminar in School Psychology I and CNSL 716 Internship Seminar in School Psychology II or CNSL 722 Internship Seminar in School Psychology I.

Offered as needed

Credits: 3

CNSL 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

CNSL 715 Internship Seminar in School Psychology I and CNSL 716 Internship Seminar in School Psychology II and CNSL 717 Internship Seminar in School Psychology III.

Offered as needed

Credits: 3

CNSL 720 - Social and Cultural Foundations
CNSL 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.
Prerequisites & Notes
Offered: Fall and Spring
Credits: 3

CNSL 721 - Advanced Multicultural Perspectives
This course is a continuation of CNSL 720 Social and Cultural Foundations. 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.
Prerequisites & Notes
CNSL 720 Social and Cultural Foundations
Offered: Spring and Summer
Credits: 3

CNSL 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 as needed
Credits: 6

CNSL 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 CNSL 722 Internship Seminar in School Psychology I. Site placements and seminar attendance extend the student's focus on learned tools, procedures, and competencies.
Prerequisites & Notes
CNSL 722 Internship Seminar in School Psychology I.
Offered as needed
Credits: 6

CNSL 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. CNSL 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, under the supervision of a licensed mental health or certified school counselor. This is a Psy.D. practicum experience for students who have not completed a graduate-level, clinically-forward internship.
Prerequisites & Notes
Offered: Fall and Spring
Credits: 1

CNSL 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. CNSL 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, under the supervision of a licensed mental health or certified school counselor. This is a Psy.D. practicum experience for students who have not completed a graduate-level, clinically-forward internship.
Prerequisites & Notes
Offered: Fall and Spring
Credits: 1

CNSL 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, under the supervision of a licensed mental health or certified school counselor. This is a Psy.D. practicum experience for students who have not completed a graduate-level, clinically-forward internship.
Prerequisites & Notes

Offered: Fall and Spring
Credits: 1

CNSL 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: Summer
Credits: 3

CNSL 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: Fall
Credits: 3

CNSL 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: Fall
Credits: 3

CNSL 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: Spring
Credits: 3

CNSL 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 . Personality disorders will be emphasized. This is a Psy.D. core curriculum course.

Prerequisites & Notes

Offered: Spring
Credits: 3

CNSL 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.

Prerequisites & Notes

Offered: As Needed
Credits: 3

CNSL 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
CNSL 802 Biological Bases of Behavior or equivalent
Offered: As Needed
Credits: 3

CNSL 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: Fall
Credits: 3

CNSL 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. This is a Psy.D. core curriculum course.
Prerequisites & Notes
CNSL 538 Cognitive Assessment I.
Offered: Fall
Credits: 3

CNSL 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
CNSL 704 Personality Assessment I
Offered: Spring
Credits: 3

CNSL 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
CNSL 616 Group Counseling
Offered: As Needed
Credits: 3

CNSL 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 Fall
Credits: 3

CNSL 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

CNSL 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

CNSL 505 Advanced Psychology of Human Development or equivalent.

Offered: Spring
Credits: 3

CNSL 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: Spring
Credits: 3

CNSL 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: Summer
Credits: 3

CNSL 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.

Prerequisites & Notes

Offered: As Needed
Credits: 3

CNSL 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.

Prerequisites & Notes

Offered: As Needed
Credits: 3

CNSL 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.

Prerequisites & Notes

Offered: As Needed
Credits: 3

CNSL 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: Fall
Credits: 3

CNSL 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

CNSL 705 Neuropsychological Assessment I

Offered: As Needed

Credits: 3

CNSL 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

CNSL 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: Fall and Spring

Credits: 1

CNSL 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: Fall and Spring

Credits: 1

CNSL 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: Fall and Spring

Credits: 1

CNSL 843 - Advanced Clinical Experience I

This course is restricted to Advanced Standing students who have completed CNSL 840 PsyD Practicum I, CNSL 841 PsyD Practicum II, and CNSL 842 PsyD Practicum III. 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. practicum experience.

Prerequisites & Notes

Offered: Fall and Spring

Credits: 1

CNSL 844 - Advanced Clinical Experience II

This course is a continuation of CNSL 843 Advanced Clinical Experience I. 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. practicum experience.

Prerequisites & Notes

Offered: Fall and Spring

Credits: 1

CNSL 845 - Advanced Clinical Experience III

This course is a continuation of CNSL 844 Advanced Clinical Experience II. 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. practicum experience.

Prerequisites & Notes

Offered: Fall and Spring

Credits: 1

CNSL 846 - Advanced Clinical Experience IV
This course is restricted to Advanced Standing students who have completed CNSL 843, CNSL 844, and CNSL 845. This minimum 250-hour practicum per semester for fourth year and fifth-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 course for students who entered the program with a completed supervised internship at the graduate level.
Prerequisites & Notes
Prerequisite: CNSL 843, CNSL 844, CNSL 845
Offered: Fall and Spring
Credits: 1
CNSL 847 - Advanced Clinical Experience V
This course is restricted to Advanced Standing students who have completed CNSL 846. This minimum 250-hour practicum per semester for fourth-year and fifth-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 course for students who entered the program with a completed supervised internship at the graduate level.
Prerequisites & Notes
Prerequisite: CNSL 846
Offered: As Needed
Credits: 1
CNSL 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 second class in the Psy.D. research sequence.
Prerequisites & Notes
Offered: Spring
Credits: 3
CNSL 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 first class in the Psy.D. research sequence.
Prerequisites & Notes
Offered: Fall
Credits: 3
CNSL 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
CNSL 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
CNSL 888 - Doctoral Clinical Internship III
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. (This syllabus is for the third portion for the entire internship year).
Prerequisites & Notes
Prerequisite: CNSL 886, CNSL 887. *Offered: Summer*
Credits: 0
CNSL 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: Fall, Spring and Summer

Credits: 2

CNSL 896 - Research in Psychology

Following CNSL 892 Directed Research in Psychology, 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: Fall, Spring and Summer

Credits: 1-3

Criminal Justice

CRIM 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.

Prerequisites & Notes

Offered: Fall and Spring semesters

Credits: 3

CRIM 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.

Prerequisites & Notes

Offered: Fall semester

Credits: 3

CRIM 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. By arrangement

Credits: 3-9

CRIM 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.

Prerequisites & Notes

Offered: Fall semester

Credits: 3

CRIM 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.

Prerequisites & Notes

Offered: Spring semester

Credits: 3

CRIM 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.

Prerequisites & Notes

Offered: Spring semester (Even years)

Credits: 3

CRIM 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.

Prerequisites & Notes

Offered: As an elective

Credits: 3

CRIM 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.

Offered: Fall semester (Odd years)

Credits: 3

CRIM 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 CRIM 214 Internship I or CRIM 395 Internship Seminar, and are in good academic standing. By arrangement

Credits: 3-6

CRIM 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.

Prerequisites & Notes

Offered: Spring semester

Credits: 3

CRIM 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.

Prerequisites & Notes

Offered: Spring semester

Credits: 3

CRIM 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.

Prerequisites & Notes

Offered: Spring semester

Credits: 3

CRIM 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.
Prerequisites & Notes
Offered: Spring semester (Even years)
Credits: 3

CRIM 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.
Offered: Spring semester
Credits: 3-6

CRIM 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
Prerequisites & Notes
Offered: Fall semester
Credits: 3

CRIM 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.
Offered: Fall semester (Even years)
Credits: 3

CRIM 425 - Directed Study or Community Service
This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.
Prerequisites & Notes
Open to senior and qualified junior undergraduate students. Permission from the department. Requires approval from the Dean & VPAA.
Offered: As needed
Credits: 3

Cybersecurity

CYBR 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

CYBR 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 BUSS 214 Internship Seminar and HSEM 214 Internship Seminar.
Offered: Spring semester
Credits: 3

CYBR 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

CYBR 280 - Programming & Scripting for Cybersecurity Managers
This course will introduce students to various programming, coding, and scripting languages (e.g., C++, Python, and Linux operating system). 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 exercises and labs.
Prerequisites & Notes
CYBR 171 Introduction to Cybersecurity or equivalent and COMP 245 Introduction to Computer Architecture or equivalent and COMP 101 Computer Science Fundamentals or equivalent.
Offered: Spring semester
Credits: 3

CYBR 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
CYBR 280 or equivalent
Offered: Spring semester
Credits: 3

CYBR 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

CYBR 390 - Leadership Through Crisis
"Leadership Through Crisis" is designed to equip students with the skills and knowledge necessary to lead effectively during times of crisis. The course will explore various types of crises, including natural disasters, economic downturns, and organizational failures, and will examine the role of leadership in navigating these challenges. Through case studies, simulations, and interactive discussions, students will develop a deep understanding of crisis management and the critical leadership competencies required to guide organizations through turbulent times. This course will provide students with the theoretical knowledge and practical skills needed to lead effectively in times of crisis, preparing them to handle the unexpected with confidence and resilience.
Prerequisites & Notes
Offered: Every Spring
Credits: 3

CYBR 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 as well as the National Security Agency's (NSA-CD) suggested knowledge units and competencies.
Prerequisites & Notes
CYBR 310 or equivalent
Offered: Fall semester
Credits: 3

CYBR 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

CYBR 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

CYBR 495 - Internship
The course is designed to provide the student with an experiential learning opportunity

in a specialized work area. The student employee will gain valuable practical experience and training. The internship class is available to rising juniors and seniors with a minimum CGPA of 2.667.
Prerequisites & Notes
Permission of the department and a CGPA of B- 2.667. Minimum of 120 hours for 3 credits, 240 hours for 6 credits, and 360 hours for 9 credits.
Offered: *Every Semester*
Credits: 3-6-9

CYBR 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.
Prerequisites & Notes
Offered: Every Spring
Credits: 3

CYBR 690 - Cybersecurity Human Factors
This seminar explores prioritizing people and evaluating solutions to improve cybersecurity resiliency. It is no longer enough to create a secure infrastructure for information. Organizations must also address the human factors of cybersecurity by cultivating an informed and proactive workforce. Countering cyber threats requires a focus on people and behaviors, not just technology. This course will utilize elements of positive psychology to propose strategically people-focused programs that address enterprise-wide cybersecurity efforts.
Prerequisites & Notes
Offered: Every Summer
Credits: 3

Early Childhood Education

ECED 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 semester
Credits: 3

ECED 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 semester
Credits: 3

Education

EDUC 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
Candidates continuing in an education licensure program will be expected to take the Basic Skills Assessments before the completion of this course. Twenty-five hours of field experience are required. This course is cross listed with EDUC 150 Foundations of Secondary Education.
Offered: Spring semester
Credits: 3

EDUC 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 semester

Credits: 3

EDUC 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 semester

Credits: 3

EDUC 120 - Applied Practice: Lab School Orientation

This course orients students to the lab school. Students apply beginning skills for teaching practice with elementary school students. There is an emphasis on self-care, classroom environment, routines, and relationships in elementary grades. Students learn to collaborate with the school community, plan and instruct, and assess using formative and summative assessment and feedback.

Prerequisites & Notes

Twenty-five hour clinical field experience in the Lab School is required for this course.

Credits: 3

EDUC 202 - Disability and Society

Disability is part of the human experience. This course provides a deeper understanding of the experience of living with physical, emotional, and cognitive differences within U.S. and global society. Students address such questions as: What is disability? How has disability been defined in various times and places? What ideologies, cultural systems, faith perspectives, and social norms have shaped our understanding of disability? Particular focus will be placed on the ways that disability rights groups and scholars have forged new ground in the reconceptualization of disability from a human rights perspective and as a shared source of community.

Credits: 3

EDUC 203 - Disability in the Workplace

This course will identify ways in which disability affects the workplace, focusing on student's skills in working with colleagues, supervisors, clients, customers, or patients with disabilities they will encounter in their communities. Students will complete an applied project related to their future profession or career by selecting an element, situation, or practice in the setting related to disability (such as providing healthcare to individuals with disabilities, disability in the retail workplace, coaching inclusive sports teams) to solidify both their experience and the lessons to carry forward into their future career. The course will foreground the voices of Rivier graduates to consider the identity, inclusion, participation, and success of youth with disabilities in education and higher education, as well as the transition from education to employment.

Credits: 3

EDUC 225 - Science and Math Methodology

Students in this course will develop procedural fluency and conceptual understanding in elementary mathematics concepts to include counting and cardinality; operations and algebraic thinking; measurement and data; geometry; ratios and proportional relationships; number systems; expressions and equations; and statistics and probability. Students will model, through design of instruction and assessment, for solving to mastery; abstract and quantitative reasoning; constructing arguments and critiquing student reasoning; and modeling and strategic use of mathematical tools and manipulatives. Students will

demonstrate understanding and application of basic concepts of science: earth and space science; life science; physical science; engineering and technology. Students will be able to model the scientific method and the integration of mathematics with science.
Credits: 3

EDUC 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 semester
Credits: 3

EDUC 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 semester
Credits: 3

EDUC 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 semester
Credits: 3

EDUC 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 semester
Credits: 3

EDUC 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 semester
Credits: 3

EDUC 326 - Assessment and Data 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 clinical field experience are required.
Credits: 3

EDUC 331 - Education Technology and Learning Tools: Lab School
This course will practice and implement a wide repertoire of effective education technology integration and use of learning

tools for documentation, data collection, and assessment. Students will design, implement, and evaluate meaningful, authentic learning experiences using a range of education technology and learning tools. Foundations of technology integration, classroom applications and legal, ethical, and socially-responsible use of technology will be emphasized. The importance of collaboration, communication, and professional growth will be emphasized to support and enhance student learning and allow equal access to the digital world.

Prerequisites & Notes

Twenty-five hours of clinical field experience hours in a Lab School are required.

Credits: 3

EDUC 335 - Teaching Techniques and Methods

This course focuses on the models for teaching and learning. Students prepare to apply specific methodologies with elementary school students. There is an emphasis on the measurement of student progress, data collection, and assessment of learning outcomes in elementary grades. Students learn to collaborate with the school community, to differentiate instruction, to teach in the discipline, to develop and evaluate programs, and to employ current educational research in curriculum and instruction.

Credits: 3

EDUC 336 - Learning Differences: Lab School

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 clinical field experience in the Lab School are required.

Credits: 3

EDUC 340 - Interdisciplinary Instruction: Lab School

Students learn and practice instructional techniques that foster interdisciplinary skills across the content areas at the elementary level. Students will practice and implement content area vocabulary development; the textbook study strategies; writing across content areas; and integrated instruction to promote critical understanding and content knowledge. Students will identify and implement Common Core Standards in interdisciplinary content areas.

Prerequisites & Notes

Students will complete 25 hours of clinical field experience in the Lab School.

Credits: 3

EDUC 351 - Creating Positive Learning Environments: Lab School

This course advances preservice teachers' understanding of innovative applications of content and design of the positive learning environment to engage all learners. Various perspectives on best approaches to creating access to positive learning environments are evaluated. Topics include promoting collaboration within the classroom community with learners, families, colleagues, other professionals, and community members, using knowledge of planning learning experiences, including cross-disciplinary, that meet the needs of every learner.

Prerequisites & Notes

Students will spend 25 hours in the lab school classroom, observing lessons, interacting with the classroom community, and implementing at least one lesson with special consideration to the learning environment.

Credits: 3

EDUC 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 semester

Credits: 3

EDUC 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 semester
Credits: 3
EDUC 370 - Understanding Students with Exceptionalities
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.
Offered: Fall semester
Credits: 3
EDUC 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 semester
Credits: 3
EDUC 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 semesters
Credits: 3
EDUC 415 - Legal and Ethical Issues in Education
This course examines legal and ethical issues in education. Students will consider everyday dilemmas in education to encourage thinking through the ethical issues involved. An interdisciplinary approach to decision making related to the values and principles for educational policy and practice will be used in the course. Students will be encouraged to discuss decisions, deepen their own understanding and express shared values with practicing peers as they consider values and moral principles.
Credits: 3
EDUC 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 semesters
Credits: 12

EDUC 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 seven 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 seven 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

EDUC 422 - Student Teaching: Lab School
Students participate in approximately 14 weeks of full-time school experience in the lab school setting under the supervision and mentoring of cooperating teachers and college supervisors. Placements require approval of the program director and the lab school principal. Observations and assessments are made by the college supervisor and the cooperating teacher 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.
Credits: 9

EDUC 425 - Directed Study
This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.
Prerequisites & Notes
Open to senior and qualified junior undergraduate students. Permission from the department Requires approval from the Dean & VPAA.
Offered: As needed
Credits: 3

EDUC 430 - Multicultural Teaching and Learning: Lab School
This course examines the equitable practices and policies for students. Classroom environments where every student feels valued and respected are explored. Students will apply effective strategies for equity in lesson planning, choosing instructional materials and creating and managing an inclusive learning community. Social, behavioral and academic factors will be part of the framework of the course.
Prerequisites & Notes
Twenty-five hours of clinical field experience in the Lab School are required.
Credits: 3

EDUC 495 - Internship I
This internship seminar provides students an opportunity to gain supervised experience related to either a site internship or special project. This course is open to Education degree sophomores, juniors and seniors and students from other majors. Students will complete an internship within an education or community based setting for 120 hours (three credits) over the course of the semester. Students attend a seminar class to ensure progress, and to discuss their experiences and job opportunities in the field of education.
Credits: 3

EDUC 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 semester
Credits: 3

EDUC 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 semesters
Credits: 6

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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: Every semester
Credits: 3

EDUC 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
EDUC 894 Dissertation Research Advisement
Offered: Every semester
Credits: 3, a minimum of 12 credits required in program

English

ENGL 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 expositional 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 ENGL 120 Composition in Context.

Offered: Fall and Spring semesters

Credits: 3

ENGL 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 ENGL 115 Expositions and Arguments and RELS 115 - The Dignity of Creation: God and the Created Order.

Offered: Summer semester

Credits: 3

ENGL 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, ENGL 200 builds on the writing, reading, speaking and critical thinking skills developed in first year.

Credits: 3

ENGL 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.

Prerequisites & Notes

Offered: Fall semester (Odd years)

Credits: 3

ENGL 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

ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context.

Offered: Spring semester (Odd years)

Credits: 3

ENGL 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

ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context

Offered: Fall semester (Even years)

Credits: 3

ENGL 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

ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context

Offered: Fall semester

Credits: 3

ENGL 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 changes, 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

ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context

Offered: Summer semester

Credits: 3

ENGL 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 Expositions and Arguments or ENG 120 Composition in Context;
Credits: 3

ENGL 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
ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context.
Credits: 3

ENGL 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 or art, among others.
Prerequisites & Notes
ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context.
Offered: Fall semester (Even years)
Credits: 3

ENGL 356 - Romantics 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
ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context.
Offered: Spring semester (Even years)
Credits: 3

ENGL 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
ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context.
Offered: Fall semester (Odd Years)
Credits: 3

ENGL 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
ENGL 115 Expositions and Arguments or ENGL 120 Composition in Context.
Offered: Fall semester (Even years)
Credits: 3

Forensic Science

FORS 101 - Introduction to Forensic Science
This course introduces students to the principles and practices of forensic science and its role in the criminal justice system. Topics include crime scene investigation, evidence collection and preservation, fingerprint analysis, DNA profiling, toxicology, and digital forensics. Students explore the scientific methods used to analyze physical evidence and learn about legal standards, ethical considerations, and chain-of-custody procedures. Through lectures and case studies, students gain foundational knowledge essential for careers in forensic science and related fields.
Credits: 3

FORS 201 - Fundamentals of Lab Techniques
This course provides hands-on training in essential laboratory techniques used in forensic science. Students learn proper safety protocols, evidence handling, and documentation procedures while mastering basic skills such as microscopy, pipetting, solution preparation, and operation of common forensic instruments. Emphasis is placed on chain-of-custody compliance, quality assurance, and accurate data recording. Through practical exercises and case-based scenarios, students develop the technical proficiency and ethical awareness required for advanced forensic analysis and professional practice in crime laboratories and investigative settings.
Prerequisites & Notes
FORS 101
Credits: 3

FORS 301 - Instrumental Analysis
This course introduces students to advanced analytical techniques and instrumentation used in forensic laboratories. Emphasis is placed on the principles, operation, and applications of instruments such as gas chromatography (GC), liquid chromatography (LC), mass spectrometry (MS), infrared (IR) and UV-visible spectroscopy. Students learn sample preparation, calibration, and data interpretation for forensic evidence including drugs, toxins, and trace materials. Laboratory sessions provide hands-on experience with instrument operation, troubleshooting, and quality assurance protocols, preparing students for professional practice in forensic chemistry and toxicology.
Prerequisites & Notes
CHEM 104, CHEM 105, FORS 101, FORS 201
Credits: 4

FORS 450 - Forensic DNA Analysis
This course provides an overview of the scientific principles, analytical methods, and interpretive practices used in forensic DNA analysis. Students will explore modern DNA typing technologies, population genetics concepts, statistical evaluation of DNA evidence, and the strengths and limitations of current forensic approaches. Emphasis is placed on scientific understanding, critical thinking, and professional communication, with students applying concepts to case-based examples drawn from real forensic investigations. The course prepares students to evaluate DNA evidence in a legal and investigative context and to understand its role within the broader field of forensic science.
Prerequisites & Notes
BIOL 103, CHEM 104, CHEM 201, FORS 101, FORS 201, FORS 301; Prerequisite or Corequisite: BIOL 202
Credits: 4

Global Scholars

GLSC 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?
Prerequisites & Notes
Offered: Fall semester
Credits: 3

GLSC 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

GLSC 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?

Prerequisites & Notes

Offered: Fall semester

Credits: 3

GLSC 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.

Prerequisites & Notes

Offered: Spring semester

Credits: 3

GLSC 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?

Prerequisites & Notes

Offered: Fall semester

Credits: 3

GLSC 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.

Prerequisites & Notes

Offered: Spring semester

Credits: 3

GLSC 400 - Senior Thesis

Students who complete the Global Scholars Program (six courses (18 credits) that substitute for eight courses (22 credits) in the Core Curriculum earn one elective course (3 credits). GSP students may choose one of two options:

- An elective of their choosing, with one caveat: it may not me in their major.
- 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.

Prerequisites & Notes

Offered: As needed

Credits: 3

Global Studies

STUDY 425-429 - Study Abroad

RELS 425-429 are placeholder courses for undergraduate study abroad students. Approval must be granted by the Office of Global Engagement. Permission required.

Credits: 3

Health Science

HSCI 110 - Health Careers Seminar

This course will explore the diverse healthcare profession, including different health-related career pathways, the requirements necessary to apply to health professional schools, and discussions about students' course selections to reach their career goals. Students will explore what a typical day looks like in different professions, the traits and skills that are helpful to those in the profession, and the types of organizations one can be employed. Students will hear from invited speakers about their health profession careers.

Prerequisites & Notes

Offered: Spring semester

Credits: 1

HSCI 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

HSCI 201 - Introduction to Epidemiology
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
PUBH 101 Introduction to Public Health
Offered: Spring semester
Credits: 3

HSCI 235 - Health Behavior and Promotion
This course focuses on health behavior and multilevel influences on health, including behavioral theories and strategies to promote healthy lifestyles. Students examine strategies to improve health behaviors, such as education, interventions, and policy-level changes, and discuss their relative effectiveness. In addition, students will explore and apply theoretically based principles and strategies to implement a health promotion program or intervention.
Prerequisites & Notes
PUBH 101 Introduction to Public Health
Offered: Fall semester
Credits: 3

HSCI 325 - Principles of Nutrition
This course will introduce students to the principles of nutritional science and 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 disease prevention and health promotion, 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
PUBH 101 Introduction to Public Health
Offered: Spring semester
Credits: 3

HSCI 335 - Health 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.
Prerequisites & Notes
PUBH 101 Introduction to Public Health and Undergraduate Statistics Course (MATH 110 Introductory Statistics or PSYC 205 Statistics for the Behavioral Sciences.
Offered: Fall semester
Credits: 3

HSCI 360 - Human Health and Diseases
This course is an exploration of prevention, detection and control of communicable diseases, non-communicable diseases, and unintentional/ intentional injury. The course includes a survey of disease descriptions, epidemiology, etiologies, signs, symptoms, and diagnoses, as well as treatments and prevention methods of various health topics.
Prerequisites & Notes
PUBH 101 Introduction to Public Health
Offered: Fall semester
Credits: 3

HSCI 405 - Applied Health Data Methods
This course provides students an opportunity to complete an applied project using population health data sets. Students will be introduced to different types of quantitative health data, with a focus on secondary datasets, and provided the opportunity for hands-on learning. Data analysis and interpretation is central in providing underlying evidence for health decisions, guidelines, policy formulation and intervention action. Concepts that will be covered include dataset creation and entry, programming skills, and effective written and presentation of health data.
Prerequisites & Notes
Undergraduate Statistics Course (MATH 110 Introductory Statistics, PSYC 204 Biostatistics or PSYC 205 Statistics for the Behavioral Sciences), Undergraduate Research Methods Course (HSCI 335 Health Research Methods, PSYC 242 Research Methods in Psychology, or NURS 330 Research Methods)
Offered: Spring semester
Credits: 3

HSCI 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: 4-6

History

HIST 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.

Prerequisites & Notes

Offered: Fall (day and online), Summer (odd years)

Credits: 3

HIST 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

HIST 101 United States History I is not a prerequisite for HIST 102.

Offered: Fall and Spring (day), every Spring (online), Summer (even years)

Credits: 3

HIST 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.

Prerequisites & Notes

Offered: Fall and Spring (day), every Fall (online), Summer (odd years)

Credits: 3

HIST 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

HIST 203 Interactions: the West in the World I is not a prerequisite for HIST 204.

Offered: Fall and Spring Day, every Spring (online), Summer (even years)

Credits: 3

HIST 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.

Prerequisites & Notes

Offered: Fall semester (Even years)

Credits: 3

HIST 214 - Social Movements in the U.S.

This course examines the rise of twentieth-century social movements in the United States, particularly as they constitute "signs of the times." The role of social movements as "intermediate bodies" (Tocqueville), i.e., as necessary actors in a democracy, will be investigated. The effectiveness of social movements will be analyzed based on subsequent social and political change. American movements will be studied in their global context.

Students will define the concept of a social movement and its purpose.

Students will explain the role of social movements and organizations as intermediary bodies.

Students will explain the evolution of social movements over time.

Students will explain the significance of specific social movements in U.S. History.

Students will explain the ways social movements support Catholic Social Teaching.
Credits: 3

HIST 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 Büchse 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 Mörderer 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 semester
Credits: 3

HIST 216 - Environmental History and Environmentalism
This course surveys the history of human interaction with the environment in North America from the pre-Columbian exchange era to the present day. The development of environmental groups and movements is discussed. While the course focuses on the territory of today's United States, the study of environmental developments and environmental movements globally provides context.
Credits: 3

HIST 217 - History of Humans in their Environment
This course provides a survey of the global human interaction with the environment from the Renaissance to the present day. Students will study environmental history in the context of the development of the modern state, political ideologies, modern economies, cultural, and social developments. The concepts of change over time and of civic responsibility for the community will be emphasized.
Credits: 3

HIST 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.
Prerequisites & Notes
Offered: Spring semester (Even years)
Credits: 3

HIST 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.
Prerequisites & Notes
Offered: Fall semester (Even years)
Credits: 3

HIST 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
Offered: Fall semester (Odd year)
Credits: 3

HIST 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.
Prerequisites & Notes
Offered: Spring semester (Even years)
Credits: 3

HIST 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.
Prerequisites & Notes
Offered: Fall semester (Even years)
Credits: 3

HIST 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.
Prerequisites & Notes
Offered: Spring semester and some Fall semesters
Credits: 3

HIST 344 - JYS: Propaganda & Conspiracy Theories
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.
Prerequisites & Notes
Offered: Every Spring semester
Credits: 3

HIST 345 - JYS: History and Politics of Genocide
History and Politics of Genocide: Almost eighty years after the definition of the term "genocide" and the codification in international law by the UN Genocide Convention, historians, lawyers, and political scientists continue to debate to which historical crimes the definition applies. Students will review the definition, examine case studies, and consider the problems of categorizing an event as genocidal or not. Students will also consider how to respond to genocidal acts in the light of Catholic Social Teaching.
Credits: 3

HIST 375 - 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.
Prerequisites & Notes
Offered: Fall semester (Odd years)
Credits: 3

HIST 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 POLS 401 Constitutional History of the U.S.
Offered: Fall semester
Credits: 3

HIST 425 - Directed Study
This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.
Prerequisites & Notes
Open to senior and qualified junior undergraduate students. Permission from the department - Requires approval from the Dean & VPAA.
Offered: As needed
Credits: 3

HIST 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
Offered: Fall semester (Odd years)
Credits: 3

Homeland Security & Emergency Management

HSEM 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 3
HSEM 150 - Introduction to Homeland Security & Critical Infrastructure Protection
"Homeland Security & Critical Infrastructure Protection" is designed to provide students with an in-depth understanding of the strategies, policies, and practices involved in protecting a nation's critical infrastructure. The course will cover various aspects of homeland security, including threat assessment, risk management, and emergency response. Through lectures, case studies, and practical exercises, students will learn how to safeguard essential services and assets from a wide range of threats, including terrorism, natural disasters, and cyber-attacks. This course aims to equip students with the knowledge and skills necessary to protect critical infrastructure and ensure national security, preparing them to address the complex challenges of the modern world.
Credits: 3
HSEM 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3
HSEM 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 BUSS 214 Internship Seminar
Offered: Spring semester
Credits: 3
HSEM 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.
Prerequisites & Notes
Offered: Fall semester (Even years)
Credits: 3
HSEM 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3
HSEM 250 - Geographic Information Systems
This course provides a practical, hands-on approach to spatial database design and spatial data analysis with Geographical Information Systems (GIS), and its utility in numerous professional disciplines. Students will apply geospatial analysis to enhance situational awareness, disseminate information, protect infrastructure and help communities recover from destructive and devastating events.
Prerequisites & Notes

Offered: Spring semester
Credits: 3

HSEM 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.
Prerequisites & Notes
Offered: Fall semester (Even years)
Credits: 3

HSEM 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.
Prerequisites & Notes
Offered: Fall semester (Odd years)
Credits: 3

HSEM 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

HSEM 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.
Prerequisites & Notes
Cross-listed with POLS 294 International Relations and Politics
Offered: Spring semester (Odd years)
Credits: 3

HSEM 344 - JYS: Leadership Lab
This seminar explores ethical and, by extension, unethical leadership, focusing on questions like: What is it to lead? What is it to be led, and to follow? What is ethical leadership? What is unethical leadership? Emphasis will be placed on cultivating critical thought, sound judgment, and respect for all people. Students will employ case studies to evaluate a diverse spectrum of effective leaders, their motivations, behaviors, ethical standards, and actions. Students will be exposed to different standards of acceptable social behavior and etiquette from around the world; especially those related to the poor and powerless.
Prerequisites & Notes
Fulfills JYS requirement.
Offered: Spring semester
Credits: 3

HSEM 390 - Leadership Through Crisis
"Leadership Through Crisis" is designed to equip students with the skills and knowledge necessary to lead effectively during times of crisis. The course will explore various types of crises, including natural disasters, economic downturns, and organizational failures, and will examine the role of leadership in navigating these challenges. Through case studies, simulations, and interactive discussions, students will develop a deep understanding of crisis management and the critical leadership competencies required to guide organizations through turbulent times. This course will provide students with the theoretical knowledge and practical skills needed to lead effectively in times of crisis, preparing them to handle the unexpected with confidence and resilience.
Credits: 3

HSEM 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.
Prerequisites & Notes
Offered: Spring semester (Even years)
Credits: 3
HSEM 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.
Prerequisites & Notes
Offered: Fall semester (Odd years)
Credits: 3
HSEM 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3
HSEM 492 - Co-Operative Internship
The HSEM4 92 Co-Op offers students a hands-on experience in Homeland Security and Emergency Management through placements with relevant agencies, organizations, or businesses. Students will integrate theoretical knowledge with practical application, enhancing their skills and understanding of the field.
Credits: 12
HSEM 495 - Internship/ Seminar
The course is designed to provide the student with an experiential learning opportunity in a specialized work area. The student employee will gain valuable practical experience and training. The internship class is available to rising juniors and seniors with a minimum CGPA of 2.667.
Prerequisites & Notes
Permission of the department and a CGPA of B- 2.667. Must complete a minimum of 120 hours for 3 credits, 240 hours for 6 credits, and 360 hours for 9 credits.
Offered: Every semester
Credits: 3-6-9
HSEM 496 - Internship Seminar II
The course is designed to provide the homeland and international security student with 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.
Offered: Every semester
Credits: 3-6

Humanities

HUMA 341 - Disability, Difference, and Human Dignity
Disability is an interwoven part of the human experience, not the exception. This course examines how individuals experience physical, emotional, and cognitive difference within U.S. and world society. Students will explore such questions as: What is disability? How has disability been defined in other times and places? What ideologies, cultural systems, faith perspectives, and social norms have shaped our understanding of disability? Special focus is placed on the work of disability activists and scholars who continue to reframe disability as a human rights issue and a source of community identity.
Credits: 3
INDS 101 - Introduction to Interdisciplinary Studies
The course is an introduction to the concepts and methods of interdisciplinary studies. Students will learn how to approach complex phenomena using methodologies drawn from different disciplines to gain greater insights to integrate knowledge to solve problems.

Course outcomes:
Students will be able to:

1. Demonstrate an understanding of why interdisciplinary studies are important to education, problem solving, and innovation.

2. Explain why systems thinking is important.

3. Identify the defining aspects of discipline and how this information is used in interdisciplinary work.

4. Explain the difference between disciplinary and interdisciplinary approaches to

learning and constructing knowledge.

5. Identify and explain theories of interdisciplinarity

6. Utilize methodologies from different disciplines to gain greater insight into complex phenomena

7. Map interdisciplinary connections and understand commonly used approaches to achieve integration.
Credits: 3

INDS 495 - Internship
Students complete an internship with a governmental, non-profit, or business entity engaged in environmental or sustainable activities. 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.

Course outcomes:
Students will be able to:

1. Gain practical experience with an employer in the field of Environmental Studies and Sustainability.

2. Demonstrate an understanding of the difference between a job and a profession, and the responsibilities that come with the latter.

3. Explore and discuss with fellow students the practical challenges and ethical dilemmas that balancing economic growth and sustainability pose, in the context of Catholic Social Teaching.

4. Sharpen their job-seeking skills, including the ability to write a resume and cover letter tailored to the individual position that they are seeking, and their interviewing skills.

5. Improve their writing and public speaking skills.

6. Learn about, including through their own research, various career opportunities that exist within the field of environmental studies and sustainability, and in particular, their chosen profession, and communicate what they learned to the instructor and to fellow students.
Credits: 3-6-9

Italian

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 Italian Language and Culture I or equivalent.
Credits: 3

Mathematics

MATH 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 MATH 112 College Algebra or higher.

Prerequisites & Notes
Offered: Fall semester
Credits: 3

MATH 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
Students needing to strengthen basic algebra skills, especially the ability to solve linear equations, are directed to take MATH 100 prior to enrolling in this course.

Not available for credit to students who have earned credit for PSYC 204 Biostatistics, PSYC 205 Statistics for the Behavioral Sciences, or BUSS 351 Applied Statistics.
Credits: 3

MATH 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 MATH 130 Functions or higher. Exceptions must be approved by the department of mathematics and computer science.
Prerequisites & Notes
Students needing to strengthen basic algebra skills, especially the ability to solve linear equations, are directed to take MATH 100 prior to enrolling in this course.
Not available for credit for students who have completed MATH 130 Functions or higher.
Credits: 3

MATH 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 130 or above.
Prerequisites & Notes
Students needing to strengthen basic algebra skills, especially the ability to solve linear equations, are directed to take MATH 100 prior to enrolling in this course.
Credits: 3

MATH 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
Students needing to strengthen basic algebra skills, especially the ability to solve linear equations, are directed to take MATH 100 prior to enrolling in this course.
Credits: 3

MATH 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.
Prerequisites & Notes
Students needing to strengthen basic algebra skills, especially the ability to solve linear equations, are directed to take MATH 100 prior to enrolling in this course.
Credits: 3

MATH 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 MATH 165 Calculus I with Lab or higher. Exceptions must be approved by the department of mathematics and computer science.
Prerequisites & Notes
Students are expected to have a strong high school algebra background, including the ability to simplify linear and polynomial expressions, solve linear and polynomial equations, and interpret word problems and graphs, before enrolling in this

course.
Credits: 3

MATH 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.

Prerequisites & Notes

MATH 130 Functions or its equivalent.

Credits: 4

MATH 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.

Prerequisites & Notes

MATH 165 Calculus I with Lab or its equivalent.

Credits: 3

MATH 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

MATH 165 Calculus I with Lab or its equivalent or permission of the instructor.

Credits: 3

MATH 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

MATH 166 Calculus II

Credits: 3

MATH 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

MATH 165 Calculus I with Lab or MATH 210 Linear Algebra

Credits: 3

MATH 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

MATH 165 Calculus I with Lab

Credits: 3

MATH 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

MATH 166 Calculus II

Credits: 3

MATH 425 - Directed Study

This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.

Prerequisites & Notes

Open to senior and qualified junior undergraduate students. Permission from the department - Requires approval from the Dean & VPAA.

Offered: As needed

Credits: 3

Nursing

NURS 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
BIOL 105 Human Anatomy and Physiology I, BIOL 106 Human Anatomy and Physiology II
Credits: 8
NURS 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
NURS 101 Nursing Fundamentals
Credits: 9
NURS 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
NURS 102 Care of the Adult I
Credits: 3
NURS 190 - Essentials of Community Health Nursing
NURS190 offers theory and practice in care of diverse individuals and communities. Students will be introduced to community and populations with a focus on health promotion and disease. Opportunities will be provided for students to recognize how the social determinants of health, cultural, and religious preferences impact wellness. Students will learn the role of the nurse within a variety of community settings. Clinical practice will occur within a variety of community and simulation laboratory settings. (2 credit theory, 1 credit clinical)(ASN course).
Prerequisites & Notes
NURS 102 Care of the Adult I
Credits: 3
NURS 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
NURS 102 Care of the Adult I
Credits: 3
NURS 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) (BSN, ABSN and ASN courses).
Prerequisites & Notes
Pre/corequisite:
BSN: NURS 102 Care of the Adult I
ABSN: Pre/co-requisite NURS 102 Care of the Adult I
ASN: NURS 102 Care of the Adult I
Credits: 3
NURS 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; four credit clinical) (ASN Course).

Prerequisites & Notes
NURS 103 Foundations of Pharmacology, NURS 190 Essentials of Community Health Nursing, NURS 201 Mental Health Nursing, NURS 202 Care of the Childbearing Family and NURS 205 Care of the Child or approval of the Director.
Credits: 9

NURS 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) (BSN, ABSN and ASN course).

Prerequisites & Notes
Pre/corequisite:
BSN: NURS 102 Care of the Adult I
ABSN: Pre or co-requisite NURS 102 Care of the Adult I
ASN: NURS 102 Care of the Adult I
Credits: 3

NURS 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
ASN: Co-requisite NURS 203 Care of the Adult II
Credits: 1

NURS 222 – Pathopharmacology I
Nursing 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 and ABSN course)

Prerequisites & Notes
BSN: NURS 101 Nursing Fundamentals or approval of the Director.
ABSN: Pre or co-requisite NURS 101 Nursing Fundamentals
Credits: 3

NURS 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 and ABSN course)

Prerequisites & Notes
BSN: NURS 102 Care of the Adult I and NURS 222 Pathopharmacology I or approval of the Director.
ABSN: NURS 102 Care of the Adult I and NURS 222 Pathopharmacology I or approval of the Director.
Credits: 3

NURS 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. (RN-BSN course)

Prerequisites & Notes

RN licensure

Credits: 3

NURS 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, RN-BSN and ABSN course)

Prerequisites & Notes

BSN: NURS 202 Care of the Childbearing Family and NURS 205 Care of the Child,

RN-BS: RN licensure, or approval of the Director.

ABSN: Pre or co-requisite NURS 101 Nursing Fundamentals

Credits: 3

NURS 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.

Credits: 3

NURS 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, ABSN and RN-BSN course)

Prerequisites & Notes

An undergraduate statistics course is required as a pre/co-requisite for all students.

BSN: Pre/Co-requisite: PSYC 204 Biostatistics or MATH 110 Introductory Statistics and NURS 350 Community and Mental Health Nursing.

ABSN: Co-requisite: NURS 101 Nursing Fundamentals

RN-BS: RN licensure, PSYC 204 Biostatistics or approval of the Director.

PH: Prerequisite: PSYC 204 Biostatistics or MATH 110 Introductory Statistics and PUBH 101 Introduction to Public Health.

Credits: 3

NURS 350 - Community and Mental Health Nursing

Nursing 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 and ABSN course).

Prerequisites & Notes

BSN: NURS 202 Care of the Childbearing Family, NURS 205 Care of the Child or Director approval.

ABSN: NURS 101 Nursing Fundamentals and pre/co-requisite NURS 310 Health Assessment

Credits: 9

NURS 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; NURS 330 Research Methods, designated as last course or approval of the Director.
Credits: 3

NURS 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, RN-BSN and ABSN course)

Prerequisites & Notes

BSN:NURS 430 Care of the Acutely Ill Adult or
RN-BS: RN licensure; RELS 120 Dignity, Work, Vocation or approval of the Director.
ABSN: NURS 101 Nursing Fundamentals
Credits: 3

NURS 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, NURS 302 Health Policy and Politics and NURS 303 Pathopharmacology in Acute and Chronic Disease and NURS 310 Health Assessment and NURS 320 Families and Health in a Multicultural Society or approval of the Director.
Credits: 3

NURS 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 RELS 120 Dignity, Work, Vocation or approval of the Director.
Credits: 3

NURS 415 - Health, Illness & SDOH

The sciences of pathophysiology and pharmacology lay the foundation for RNs to develop an evidence-based plan of care in promoting health among diverse populations. This course will provide students with an overview of and treatment of acute and chronic diseases across the lifespan. Additionally, this course examines the impact that social determinants of health (SDOH), diversity, equity, inclusion (DEI), systemic racism, and genetics have on chronic disease. Chronic disease is multifactorial. This course focuses on illness prevention, disease management, and the role of the nurse.

Prerequisites & Notes

NURS 404 - Leadership and Management in Health Care and NURS 410 - Holistic Nursing
Credits: 3

NURS 430 - Care of the Acutely Ill Adult

Nursing 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 and ABSN course).

Prerequisites & Notes

BSN: NURS 310 Health Assessment and NURS 350 Community and Mental Health Nursing
ABSN: NURS 102 Care of the Adult I
Credits: 8

NURS 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. (Three credit theory; four credit clinical) (BSN and ABSN course).

Prerequisites & Notes

BSN: NURS 430 Care of the Acutely Ill Adult

ABSN: Pre or co-requisite NURS 430 Care of the Acutely Ill Adult

Credits: 7

NURS 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: Every semester

Credits: 1

NURS 507 - 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

NURS 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

Offered: Fall and Spring semester

Credits: 3

NURS 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 250 clinical hours for four credits. The seminar is a one credit course that meets on campus for one week.

Prerequisites & Notes

NURS 510 Advanced Family Nursing Theory I

Offered: Fall and Spring semesters

Credits: 5

NURS 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

NURS 510 Advanced Family Nursing Theory I

Offered: Fall and Spring semesters

Credits: 3

NURS 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 250 clinical hours for four credits. The seminar is a one credit course with 2 days of on campus requirements.

Prerequisites & Notes

NURS 512 - Advanced Family Nursing Theory II

Offered: Fall and Spring semesters

Credits: 5

NURS 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 250 clinical hours for four credits. The seminar is a one credit course that meets on campus for 2 days.

Prerequisites & Notes

NURS 512 Advanced Family Nursing Theory II and NURS 513 Family Nurse Practitioner Practicum II and Seminar

Offered: Fall and Spring semester

Credits: 5

NURS 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: Every semester

Clinical Rate.

Credits: 3

NURS 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: Every semester

Credits: 1

NURS 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: Every semester

Credits: 3

NURS 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

Offered: Fall and Spring semesters

Credits: 3

NURS 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. There is one weekend on campus requirement for seminar.

Prerequisites & Notes

NURS 507 Advanced Pathophysiology, NURS 502 Psychopharmacology, NURS 516 Advanced Health Assessment, NURS 517 Advanced Role of the Nurse, NURS 518 Advanced Pharmacology, NURS 602 Evidence-Based Practice in Nursing & Healthcare, NURS 606 Research Capstone Advisement Must be taken after or with NURS 520 - Advanced Psychiatric Nursing Theory I

Offered: Fall and Spring semesters

Credits: 5

NURS 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

NURS 520 Advanced Psychiatric Nursing Theory I.

Offered: Fall and Spring semesters

Credits: 3

NURS 523 - Advanced Psychiatric Nurse Practitioner 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. There is one weekend on campus requirement for seminar.

Prerequisites & Notes

NURS 520 Advanced Psychiatric Nursing Theory I, NURS 521 Advanced Psychiatric Nurse Practicum/Seminar I

Offered: Fall and Spring semesters

Credits: 5

NURS 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

NURS 522 Advanced Psychiatric Nursing Theory II and NURS 523 Advanced Psychiatric Nurse Practitioner Practicum/Seminar II. There is a one weekend on campus requirement for seminar.

Offered: Fall and Spring semesters

Credits: 5

NURS 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

NURS 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

NURS 559P - Advanced Clinical Education Practicum

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, clinical, and laboratory settings and participate in self and peer evaluation. The use of technology and artificial intelligence in both the classroom and clinical environments to assist with student learning and to improve patient outcomes is integrated throughout the course. Feedback from learners, preceptor, peers and faculty is used to adapt and improve teaching strategies. Course requires a Liability Insurance Fee of $19.

Prerequisites & Notes

Offered every Fall and Spring

Credits: 2

NURS 559S - Advanced Clinical Education 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, clinical, and laboratory settings and participate in self and peer evaluation. The use of technology and artificial intelligence in both the classroom and clinical environments to assist with student learning and to improve patient outcomes is integrated throughout the course. Feedback from learners, preceptor, peers and faculty is used to adapt and improve teaching strategies.
Prerequisites & Notes
Offered: Every fall and spring
Credits: 1

NURS 570 - Advanced Nursing Leadership Theory
The focus of this course is the analysis of leadership and management within complex health care systems, as well as promoting the optimal delivery of nursing services through innovation and leadership in nursing. Principles and application of management processes will be explored, including planning, organizing, leadership and data driven decision-making. Budget, quality assurance, performance appraisal, strategic planning, staffing, scheduling, managing a culturally diverse workforce, and ethical/legal issues are also addressed. Students focus on complexity science, refinement of the functional roles, planning ethical and legal issues, problem analysis and program development. There is a clinical practicum course (NURS571P) associated with this course.
Prerequisites & Notes
Co-Req: NURS571P (Adv Nurse Leader Practicum)
Pre/Co-Requisite: Students must take all other courses within their curriculum prior to being accepted into the NURS570 Advanced Nursing Leadership Theory Course.
Offered: Spring semester
Credits: 3

NURS 571P - Advanced Nursing Leadership Practicum
The focus of this course is on promoting the coordination and integration of organizational components through the development of organizational assessment and judgement 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
Students must take all other courses within their curriculum prior to being accepted into the NURS571P Advanced Nursing Leadership Practicum course.
Co-Req: NURS570 (Adv Nurse Leader Theory)
Offered: Spring semester
Credits: 2

NURS 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 teamwork, 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 Online: Every semester
Credits: 3

NURS 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 Online: Every semester
Credits: 3

NURS 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
NURS 602 Evidence-Based Practice in Nursing & Healthcare
Offered Online: Every semester
Credits: 2

NURS 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 Online: Every semester
Credits: 3

NURS 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 Online: Fall semester
Credits: 3

NURS 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 deterring 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 Online: Spring semester
Credits: 3

NURS 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 Online: Every semester
Credits: 3

NURS 630 - Acute Care Theory I

This is the first of two sequential theory courses in the adult-gerontology acute care nurse practitioner (AGACNP) concentration. This course is designed to develop theoretical and clinical competencies in the care of adults and older adults with acute, critical and/or complex chronic health conditions or injury commonly seen across the continuum of acute care delivery systems. It builds upon concepts and skills derived from prerequisite courses and emphasizes the utilization of critical thinking and evidence-based practice to support the diagnosis and management of these patients.

Prerequisites & Notes

This course must be taken simultaneously with NURS 635 Acute Care Skills Lab I *Offered Online: Fall semester*

Credits: 2

NURS 631 - Acute Care Theory II

This is the second of two sequential theory courses in the adult-gerontology acute care nurse practitioner (AGACNP) concentration. This course continues to develop theoretical and clinical competencies in the care of adults and older adults with acute, critical and/or complex chronic health conditions or injury. It builds upon concepts and knowledge developed in Adult-Gerontology Acute Care Theory I and focuses on the refinement of critical thinking skills and evidence-based practice to support the diagnosis and management of these patients.

Prerequisites & Notes

This course must be completed simultaneously with NURS 636 Acute Care Skills Lab II. (Pre-Req: NURS 630 Acute Care Theory I, NURS 635 Acute Care Skills Lab I).

Offered Online: Spring semester

Credits: 2

NURS 635 - Acute Care Skills Lab I

This is the first in a series of two acute care skills labs in the AG-ACNP Program. This lab is designed to promote the clinical skill competence necessary to assess and manage the care of adults and older adults with acute, critical and/or complex chronic health conditions or injury in the acute care setting. Skill competence and procedures discussed will align with the current professional standards and competencies expected of the AG-ACNP. There is a one weekend on campus requirement.

Prerequisites & Notes

This course must be completed simultaneously with NURS 630 Acute Care Theory I.

Offered Online: Fall semester

Credits: 1

NURS 636 - Acute Care Skills Lab II

This is the second in a series of two acute care skills labs in the AG-ACNP Program. This lab is designed to promote the clinical skill competence necessary to assess and manage the care of adults and older adults with acute, critical and/or complex chronic health conditions or injury in the acute care setting. Skill competence and procedures discussed will align with the current professional standards and competencies expected of the AG-ACNP. There is a one weekend on campus requirement.

Prerequisites & Notes

This course must be completed simultaneously with NURS 631 Acute Care Theory II. (Pre-Req: NURS 630 Acute Care Theory I, NURS 635 Acute Care Skills Lab I)

Offered Online: Spring semester

Credits: 1

NURS 638P - Acute Care Practicum I

This is the first of three clinical practicum experiences that will provide the student with experiential learning and observation in the acute care arena for a total of 250 directly supervised hours working with a qualified preceptor to provide care to patients with acute and chronic medical conditions. The assigned faculty member will monitor the student's clinical logs and progression during the semester, including working closely with the student and reviewing feedback from the associated preceptor.

Prerequisites & Notes

This course must be completed simultaneously with NURS 638S Acute Care Seminar I. (Pre-Req: NURS 631 Acute Care Theory II, NURS 636 Acute Care Skills Lab II).

Offered: Fall semester

Credits: 4

NURS 638S - Acute Care Seminar I

This is the first in a series of three seminars where the AG-ACNP student will attend an on-campus event that provides the student with the opportunity to work with Standardized Patients in structured case scenarios, in the nursing simulation center. The student role as AG-ACNP in each case scenario is to work towards competence in application of theoretical, clinical, and evidence-based knowledge previously learned to improve patient outcomes. Debriefing after each scenario and faculty feedback to students will be an integral part of this on-campus experience. The AG-ACNP must pass a competency examination during this seminar prior to initiation of their NURS 638P Acute Care

Practicum I hours. There is a one weekend on campus requirement for seminar.

Prerequisites & Notes

This course must be completed simultaneously with NURS 638P Acute Care Practicum I (Pre-Req: NURS 631 Acute Care Theory II, NURS 636 Acute Care Skills Lab II).

Offered: Fall semester

Credits: 1

NURS 639P - Acute Care Practicum II

This is the second of three clinical practicum experiences that will provide the student with experiential learning and observation in the acute care arena for a total of 250 directly supervised hours working with a qualified preceptor to provide care to patients with acute and chronic medical conditions. The assigned faculty member will monitor the student's clinical logs and progression during the semester, including working closely with the student and reviewing feedback from the associated preceptor.

Prerequisites & Notes

This course must be completed simultaneously with NURS 639S NSG Acute Care Seminar II. (Pre-Req: NURS 638P Acute Care Practicum I, NURS 638S Acute Care Seminar I).

Offered: Spring semester

Credits: 4

NURS 639S - NSG Acute Care Seminar II

This is the second in a series of three seminars where the AG-ACNP student will attend an on-campus event that provides the student with the opportunity to work with Standardized Patients and high-fidelity simulators in more complex case scenarios, in the nursing simulation center. The student role as AG-ACNP in each case scenario is to demonstrate competence in application of theoretical, clinical, and evidence-based knowledge previously learned to improve patient outcomes. Debriefing after each scenario and faculty feedback to students will be an integral part of this on-campus experience. The AG-ACNP must pass a competency examination during this seminar to progress in the program. There is a one weekend on campus requirement for seminar.

Prerequisites & Notes

This course must be completed simultaneously with NURS 639P Acute Care Practicum II. (Pre-Req: NURS 638P Acute Care Practicum I, NURS 638S Acute Care Seminar I).

Offered: Spring semester

Credits: 1

NURS 640P - Acute Care Practicum III

This is the third of three clinical practicum experiences that will provide the student with experiential learning and observation in the acute care arena for a total of 250 directly supervised hours working with a qualified preceptor to provide care to patients with acute and chronic medical conditions. The assigned faculty member will monitor the student's clinical logs and progression during the semester, including working closely with the student and reviewing feedback from the associated preceptor.

Prerequisites & Notes

This course must be completed simultaneously with NURS 640S Acute Care Seminar III. (Pre-Req: NURS 639P Acute Care Practicum II, NURS 639S NSG Acute Care Seminar II).

Offered: Fall semester

Credits: 4

NURS 640S - Acute Care Seminar III

This is the third in a series of three seminars where the AG-ACNP student will attend an on-campus event that provides the student with the opportunity to work with Standardized Patients and high-fidelity simulators in more complex case scenarios, in the nursing simulation center. The student role as AG-ACNP in each case scenario is to demonstrate mastery of application of theoretical, clinical, and evidence-based knowledge. Debriefing after each scenario and faculty feedback to students will be an integral part of this on-campus experience. The AG-ACNP must pass a competency examination during this seminar to be successful in demonstrating attainment of the track-specific program outcomes. An exit examination will also be administered during this course, to provide the student with information on individual mastery of knowledge, as they prepare for the AG-ACNP certification examination. There is a one weekend on campus requirement for seminar.

Prerequisites & Notes

This course must be completed simultaneously with NURS 640P Acute Care Practicum III. (Pre-Req: NURS 639P Acute Care Practicum II, NURS 639S NSG Acute Care Seminar II).

Credits: 1

NURS 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: Every semester

Credits: variable

NURS 715 - Leadership Capstone Practicum

This course is designed 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: Every semester

Credits: 1-4

NURS 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 advance practice nurse's role on interdisciplinary patient care team.

Prerequisites & Notes

Offered: Fall semester (online)

Credits: 3

NURS 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 (online)

Credits: 3

NURS 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 and Fall semester (online)

Credits: 3

NURS 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 (online)

Credits: 3

NURS 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 (online)

Credits: 3

NURS 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 NURS 895.

Students enrolled in NURS 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

Philosophy

PHIL 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.

Prerequisites & Notes

Offered: Fall and Spring semesters

Credits: 3

PHIL 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.

Prerequisites & Notes

Offered: Every semester

Credits: 3

PHIL 210 - Environmental Ethics

This course is a rigorous moral examination of the global climate crisis using (1) the background and tools provided by the discipline of philosophy, and (2) films and TV shows. The former includes logic, critical thinking, ethical theories, and the history of philosophy of nature. The latter includes documentaries, science fiction, comedy, and drama.

Course outcomes:

Students will be able to:

1. Describe the moral, historical, political, cultural, and legal context of environmental issues.

2. Demonstrate the development of their ability to address the climate crisis by engaging rigorously with the content of this course, including exhibiting original insights about environmental ethics.

3. Develop the ability to not only formulate claims about scientific environmental facts, but also to justify their claims. Students will demonstrate the ability to identify weaknesses in ad hoc opinions and fallacious reasoning, beginning to see how these contribute to our global problem. Students will develop and begin to use tools to resist poor reasoning and its effects.

4. Engage in the discovery of (a.) ethical nuance, (b.) both the difficulty and the possibility of applying logic, critical thinking, and ethical theory to practice, and (c.) the importance of such application.

5. Demonstrate an understanding of the value in collaborative learning. Students will demonstrate the development of writing and oral communication skills, active reading, critical thinking, and creative thinking skills.

6. Demonstrate the honing and development of their thoughts and opinions about humanity's greatest, most fundamental questions, including those above and the following: How shall we live? What is a good life? How are ethical theories best applied to the moral problems of today? What is the relationship between man's political life and man's ethical life? Why is all life so valuable?

7. Demonstrate that the course has prompted them to live more reflectively and conscientiously regarding our environmental crisis.

8. Demonstrate an enhanced understanding of self, others, and the world as a result of rigorously examining the climate crisis through this course. Students will meaningfully engage in a connection to something larger. They will be provoked to take risks and effect change.

Credits: 3

PHIL 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

PHIL 337 - Bioethics in Healthcare
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.
Credits: 3

PHIL 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

PHIL 344 - JYS: Love and Hope in the Good Life
This course orients students to some of humanity's best philosophical attempts to define the nature of love and hope, as well as their respective roles in the life well lived. A central goal of this course is to provoke those who take it toward a more nuanced, comprehensive vision of reality, resulting in a renewed and improved perspective on responsibility and accountability toward oneself, others, and the world.
Prerequisites & Notes
Fulfills the Junior Year Seminar
Offered: Spring semester
Credits: 3

Physics

PHYS 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: As needed
Credits: 4

PHYS 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 semester
Credits: 3

PHYS 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 semester (Every other year)
Credits: 3

PHYS 107 - Investigating our World
In PHYS 107 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

PHYS 111 - Physics I
PHYS 111 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: Fall semester (Even years)
Credits: 3

PHYS 111L - Physics Laboratory I
This laboratory course develops an understanding of concepts covered in PHYS 111 Physics I through experimentation.
Prerequisites & Notes
Corequisite: Accompanies PHYS 111 Physics I; one three-hour lab per week.
Offered: Fall semester (Even years)
Credits: 1
PHYS 112 - Physics II
PHYS 112 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
PHYS 111 Physics I
Offered: Spring semester (Odd years)
Credits: 3
PHYS 112L - Physics Laboratory II
This laboratory course develops an understanding of concepts covered in PHYS 112 Physics II through experimentation.
Prerequisites & Notes
Corequisite: Accompanies PHYS 112 Physics II; one three-hour lab per week.
Offered: Spring semester (Odd years)
Credits: 1

Political Science

POLS 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.
Prerequisites & Notes
Offered: Spring semester (Even years)
Credits: 3
POLS 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.
Prerequisites & Notes
Offered: Fall semester (Even years)
Credits: 3
POLS 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.
Prerequisites & Notes
Offered: Fall semester (Odd years), Summer semester (Even years)
Credits: 3
POLS 254 - U.S. Public Policy
This course introduces students to how public policy is made in the United States at the federal level. Students will become familiar with the key actors involved in the policy making process, how societal problems are placed on the public agenda for consideration and the role that various stakeholders including interest groups role have in the process. A special emphasis will be placed on public policies in the areas of health, education and social welfare. The course will also consider the stage of policy implementation and service delivery as policies are carried out at the state and local levels of government.

Students will:
- Identify key actors and stakeholders involved in the U.S. federal policy-making process, including government officials, interest groups, and other influential entities.
- Analyze how societal problems are placed on the public agenda and explore the factors that influence which issues are prioritized in the policy-making process.
- Evaluate public policies in the areas of health, education, and social welfare, assessing their effectiveness, challenges, and impact on various populations.
- Examine the stages of policy implementation and assess how federal policies are executed and adapted at the state and local levels of government.

Credits: 3

POLS 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.

Prerequisites & Notes
Offered: Spring semester (Odd years)
Credits: 3

POLS 338 - Environmental Policy
Environmental policy in the US has developed over the last half century to address complex challenges including water and air quality, climate change, and competing demands on natural resources resulting in laws and regulations to protect the environment. This course will analyze the policy process in the U.S. and consider the role of federal, state, and local governments in formulating and implementing environmental policies. The role of advocacy groups will also be considered in terms of their importance in highlighting environmental problems and their effect on policy changes.

Course outcomes:

Students will be able to:
1. Identify components of the U.S. policy process as it relates the formulation of environmental policy.

2. Evaluate key environmental challenges and how they are addressed by the policy making process.
3. Integrate historical, social, and economic perspectives as they influence how environmental challenges are addressed in the formulation of policy.

4. Address shortcomings in environmental policy by utilizing an interdisciplinary framework for understanding and addressing complex challenges.
Credits: 3

POLS 375 - 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.
Prerequisites & Notes
Offered: Fall semester (Odd years)
Credits: 3

POLS 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 HIST 401 Constitutional History of the U.S..
Prerequisites & Notes
Offered as an elective.
Offered: Fall semester
Credits: 3

Prior Learning

CFPL 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 Leaning 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 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

Psychology

PSYC 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.
Prerequisites & Notes
Offered - Fall and Spring semesters
Credits: 3

PSYC 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.
Prerequisites & Notes
Offered Spring/Odd semester
Credits: 3

PSYC 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.
Offered Fall semesters
Credits: 3

PSYC 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
PSYC 101 General Psychology or permission of instructor. This course requires a one-credit weekly computer Statistics lab component. A prior course in college algebra is strongly recommended.
Offered Fall semesters.
Credits: 3

PSYC 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.
Prerequisites & Notes
Offered Fall semesters.
Credits: 1

PSYC 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
PSYC 101 General Psychology or permission of the instructor. Students cannot take both PSYC 208 Child Psychology and PSYC 212 Life Span Development. *Offered Spring/Odd semesters.*
Credits: 3

PSYC 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.
Prerequisites & Notes
Offered Fall/Odd semesters.
Credits: 3

PSYC 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.
Prerequisites & Notes
Offered Fall/Even semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology or permission of instructor. Students cannot take both PSYC 208 Child Psychology and PSYC 212 Life Span Development.
Offered Spring semesters.
Credits: 3

PSYC 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; the deadline for spring internships is October 15. PSYC 214 is open to sophomores or above.
Offered: Fall and Spring semesters
Credits: 3-6

PSYC 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.
Prerequisites & Notes
Offered Spring semesters.
Credits: 3

PSYC 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.
Prerequisites & Notes
Offered Spring/Even semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology and PSYC 205 Statistics for the Behavioral Sciences or permission of instructor. Psychology majors are strongly advised to take PSYC 205 Statistics for the Behavioral Sciences in the fall semester prior to taking PSYC 242 in the spring semester.
Offered Spring semesters.
Credits: 3

PSYC 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.
Prerequisites & Notes
Offered Fall semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology or permission of instructor.
Offered Spring semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology or permission of instructor.
Offered Fall/Odd semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology or permission of instructor.
Offered Spring/Even semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology or permission of instructor.
Offered Spring/Odd semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology or permission of instructor.
Offered Fall semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology and junior/senior standing or permission of instructor.
Offered as needed.
Credits: 3

PSYC 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
PSYC 101 General Psychology; Junior or Senior level or permission of instructor.
Offered Fall/Odd semesters.
Credits: 3

PSYC 403 - Clinical Psychology
This course examines the major clinical and personality disorders, with consideration of etiology and treatment from a biopsychosocial perspective. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders. Issues of social policy and ethical concern are explored.

Prerequisites & Notes
PSYC 101 General Psychology; Junior or Senior level or permission of instructor.
Offered Fall/Even semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology; Junior or Senior level or permission of instructor.
Offered Spring/odd semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology;

Junior or Senior level or permission of instructor.
Offered Fall/even semesters.
Credits: 3

PSYC 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
PSYC 101 General Psychology; Junior or Senior level or permission of instructor.
Offered Spring/Even semesters.
Credits: 3

PSYC 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. It may be writing assisted.
Prerequisites & Notes
PSYC 101 General Psychology; Junior or Senior level or permission of instructor.
Offered Fall semesters.
Credits: 3

PSYC 410 - Research in Psychology
In this senior level course, students will develop their information literacy, research, and writing skills by designing, conducting, and presenting an original empirical study or systematic literature review.
Prerequisites & Notes
PSYC-408 Coordinating Seminar.
Offered Spring semesters.
Credits: 3

PSYC 414 - 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 course is cross listed with CNSL 614 Clinical Counseling Theories.
Prerequisites & Notes
Open to students in their Senior year with special permission from the undergraduate Psychology program coordinator.
Offered Spring semesters.
Credits: 3

PSYC 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.
Offered as needed.
Credits: 3

PSYC 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: PSYC 301 Drugs and Behavior.
Offered Spring/odd semesters.
Credits: 3

PSYC 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: PSYC 301 Drugs and Behavior.
Offered Spring/even semesters.
Credits: 3

PSYC 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 psychology internships is required. Students must arrange internship placement during the previous semester. The deadline for fall internships is March 15; the deadline for spring internships is October 15. PSYC 495 is open to Juniors or above.

Offered: Fall and Spring semesters
Credits: 3-6

PSYC 496 - Internship III
PSYC-496 Internship III is a 3 or 6 credit internship that follows PSYC 495 Internship II. It allows students to continue at the internship site for a full-year experience, taking PSYC 495 Internship II in the fall and PSYC-496 in the spring. Students will be 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
PSYC 495 Internship II .
Offered Fall and Spring semesters.
Credits: 3 or 6

Public Health

PUBH 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

Religious Studies

RELS 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.
Offered: Fall and Spring semesters
Credits: 3

RELS 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.

Prerequisites & Notes
Offered: *Fall (online), Spring, and Summer semester.*
Credits: 3

RELS 200 - Dignity and the Human Vocation
Fundamental to a Christian vision of the world is an affirmation of the dignity of the human person in community. This course explores both the personal and social elements of that dignity, particularly in terms of the dignity of the human person who is invited to fulfillment through the work they do in the world. Students will explore theologies and philosophies of vocation and work, including personal and social ethical implications.

Prerequisites & Notes
RELS 115
Credits: 3

RELS 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.

Prerequisites & Notes
Offered: Fall semester (Even years)
Credits: 3

RELS 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.

Prerequisites & Notes
Offered: Fall semester (Even years)
Credits: 3

RELS 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.

Prerequisites & Notes

Offered: Fall semester (Even years)

Credits: 3

RELS 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.

Prerequisites & Notes

Offered: Spring semester (Even years)

Credits: 3

RELS 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.

Prerequisites & Notes

Offered: Spring semester (Odd years)

Credits: 3

RELS 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.

Prerequisites & Notes

Offered: Occasionally

Credits: 3

RELS 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.

Prerequisites & Notes

Offered: Summer semester

Credits: 3

RELS 342 - JYS: Consumer Culture and Ethics

This course operates on the premise that the human community is called ever to re-create the cultural conditions in which we live such that they may best foster the common good. The course focuses in particular on global consumer culture as the context in which persons and organizations act. Students will analyze, evaluate, and engage the culture itself as well explore possibilities for both personal and social transformation. In fulfilling the Junior Year Seminar requirement, students will research and present their findings on a particular element of consumer culture.

Prerequisites & Notes

Fulfills JYS requirement.

Offered: Spring semester

Credits: 3

RELS 343 - JYS: The Problem of Evil

This Junior Year Seminar course is an exploration of the theological problem of evil and the Christian response in justice. Grounded in classical definitions of theodicy, focus will be given to contemporary experiences of evil - particularly genocide and systemic racism - and theological reflection in light of these experiences. Students are invited to reflect on the experiences of evil and justice in contemporary media and to develop their own approach to finding meaning and justice in the face of evil.

Prerequisites & Notes

Fulfills JYS requirement.

Offered: Spring semester

Credits: 3

RELS 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.

Prerequisites & Notes

Offered: Fall semester (Odd years)

Credits: 3

RELS 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.

Prerequisites & Notes

Offered: Spring semester day, online Every semester.

Credits: 3

RELS 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.

Prerequisites & Notes

Offered: Every semester online

Credits: 3

RELS 425 - Directed Study

This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.

Prerequisites & Notes

Open to senior and qualified junior undergraduate students. Permission from the department - Requires approval from the Dean & VPAA.

Offered: As needed

Credits: 3

Service Learning

SERV 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.

Prerequisites & Notes

Offered: Fall and Spring semesters

Credits: 1

Social Work

SOWK 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

SOWK 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

SOWK 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 though 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

SOWK 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

SOWK 425 - Directed Study

This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.

Prerequisites & Notes

Open to senior and qualified junior undergraduate students. Permission from the department - Requires approval from the Dean & VPAA.

Credits: 3

SOWK 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

Sociology

SOCI 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.

Prerequisites & Notes

Offered: Fall and Spring, even Falls online, even Summers

Credits: 3

SOCI 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.

Prerequisites & Notes

Offered: Fall semester (day and online), Spring and Summer semesters (online)

Credits: 3

SOCI 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.

Prerequisites & Notes

Offered: Fall semester day (Even years), Spring semester online (Even years)

Credits: 3

SOCI 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.

Prerequisites & Notes

Offered: Spring semester (day)

Credits: 3

SOCI 205 - The Family

This course is a study of the family as a universal institution with an emphasis on women's issues, including perspectives on alternative family forms. Topics include marriage, parenting, aging, family conflict and violence, and family change. Comparison is made to families in other countries.

Prerequisites & Notes

Offered: Fall semester day (Even years), Spring semester online (Odd years)

Credits: 3

SOCI 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.

Prerequisites & Notes

Offered: Spring semester day (Odd years), Fall semester online (Even years)

Credits: 3

SOCI 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.

Prerequisites & Notes

Offered: Fall semester (Odd years)

Credits: 3

SOCI 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.

Prerequisites & Notes

Offered: Spring semester (Even years), Summer semester (Odd years)

Credits: 3

SOCI 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
SOCI 101 Introductory Sociology or permission of instructor.
Offered: Spring semester (Even years)
Credits: 3

SOCI 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
SOCI 101 Introductory Sociology or permission of instructor.
Offered: Spring semester day (Odd years), Fall semester online (Odd years)
Credits: 3

SOCI 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.
Prerequisites & Notes
Offered: Spring semester day (Even years)
Credits: 3

SOCI 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.
Prerequisites & Notes
Offered: Fall semester day (Even years), Summer semester (Odd years)
Credits: 3

SOCI 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.
Prerequisites & Notes
Offered: Spring semester day (Odd years), Fall semester online (Odd years)
Credits: 3

SOCI 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.
Prerequisites & Notes
Offered: Spring semester (Odd years)
Credits: 3

SOCI 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, and Gerhard Lenski, among others, will be examined.
Prerequisites & Notes
Offered: Spring semester day (Even years -every other), Summer semester (Odd years-every other)
Credits: 3

SOCI 425 - Directed Study
This course, open to seniors and qualified juniors, is a student-initiated and planned exploration of an advanced topic in an area of special interest not available in the standard curriculum.
Prerequisites & Notes
Open to senior and qualified junior undergraduate students. Permission from the department - Requires approval from the Dean & VPAA.
Offered: As needed
Credits: 3

Spanish

SPAN 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

SPAN 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
SPAN 101 Elementary Spanish I or equivalent.
Offered: Spring semester
Credits: 3

SPAN 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

Study Skills

SSCC 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 1

SSCC 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 1

SSCC 120 - Servant Leadership
This course develops leadership skills to prepare students for leadership positions on campus and in the community. The course focuses on direct application of skills such as effective communication, active listening, conflict resolution, providing support for others as well as helping students develop skills specific to peer tutoring and peer mentoring positions.
Credits: 1

Sport Management

SPOR 180 - Foundations of Sport Management
Introduces sport management profession and provides students with a comprehensive understanding of the 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 the sports industry, including professional sports, amateur sports, for-profit sports participation, non-profit sports participation, sporting goods, and sports services.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

SPOR 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

SPOR 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.
Prerequisites & Notes
Offered: Spring semester (Odd years)
Credits: 3

SPOR 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.
Prerequisites & Notes
Offered: Fall semester (Odd years)
Credits: 3

SPOR 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

SPOR 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
SPOR 180 Foundations of Sport Management or BUSS 175 Principles of Management or Permission of the Program Director
Offered: Spring semester
Credits: 3

SPOR 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

SPOR 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.
Prerequisites & Notes
Offered: Fall semester
Credits: 3

SPOR 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.
Prerequisites & Notes
Offered: Spring semester
Credits: 3

SPOR 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.
Prerequisites & Notes
Offered: As needed
Credits: 3

Faculty and Administrative Staff

Faculty Full-Time

- **Baldwin, Colleen**
  Assistant Professor, Nursing
  B.S., University of Massachusetts, Boston;
  M.S., D.N.P., Regis College
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  B.A., Brown University;
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  Assistant Professor, Applied Exercise Science
  B.S., University of Massachusetts-Lowell;
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  Ed.D., Rivier University
- **Burpee, Catherine**
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  M.S., Rivier University
- **Clement, Ashley**
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- **Coffey, Melissa**
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  B.S., Syracuse University;
  M.Ed., Liberty University;
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  B.A., Saint Anselm College;
  M.Ed., Franklin Pierce University;
  Ed.D., Rivier University
- **Cunningham, Julie**
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  M.S.N., Rivier University
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  M.S.N., Southern New Hampshire University
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  M.S., Western Governors University
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  B.S., M.S., University of New Hampshire;
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  Professor, Criminal Justice
  B.A., University of Massachusetts, Amherst;
  J.D., Boston College Law School
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  M.A., University of Michigan;
  Ed.D., Harvard University
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  Assistant Professor, Spanish
  B.A., M.A.T., Rivier College
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  Associate Professor, Nursing
  B.S.N., University of New Brunswick, Canada;
  M.S., Rivier College;
  DNP, Rivier University
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  Assistant Professor, Psychology
  B.A., Middlebury College;
  M.A., Ph.D., University of Montana
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  B.S., Northeastern University;
  E.M.B.A., Rivier College;
  Ed.D., Rivier University
- **Johnson, Caitlyn**
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M.S.N., Southern New Hampshire University

- **Kohler, Emlee**
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- **Lai, Geneva**
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- **MacIntyre, Erin**
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- **Martell, Elizabeth**
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B.S.N., M.S.N., University of Phoenix

- **Maykel, Cheryl**
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M.S.N., Franklin Pierce University

- **Meehan, Mark**
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Ph.D., University of South Carolina

- **Menke, Martin**
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M.A., Ph.D., Boston College

- **Monico, Diane**
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Ph.D., Capella University

- **O'Hara, Judi**
Assistant Professor, Nursing
B.S.N., M.S.N., University of Massachusetts, Lowell;
Ed.D., Rivier University

- **Parillo, Alicia**
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M.A., Northeastern University

- **Park, Juhee**
Assistant Professor, Biology
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Ph.D., Massachusetts Institute of Technology

- **Penn, David**
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B.A., University of Nebraska-Lincoln;
M.Div., Sioux Falls Seminary;
Ph.D., Boston University

- **Phillips, Sarah**
Assistant Professor, Public Health
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M.S., M.P.H., Tufts University

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B.S., M.S., Ph.D., Georgia Institute of Technology

- **Plowell, Belinda**
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M.S.W., Boston College

- Psy.D., Alliant International University/CSPP

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- **Salem, Fatma**
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- **Schoenfeld, Naomi**
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Ph.D., Arizona State University

- **Sheff, Emily**
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  B.S., Northeastern University;
  M.S., Boston College;
  Ph.D., Villanova University
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  M.A.., Ph.D., University of Massachusetts, Lowell
- **Spadano, Joseph**
  Professor, Education
  B.S., Fitchburg State College;
  M.Ed., Ed.D., University of Massachusetts, Lowell
- **Spohn, Karen O.**
  Associate Professor, Business

Half-Time Faculty

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  M.S., University of Phoenix;
  D.N.P., Walden University

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  B.S., Keene State College;
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  Ph.D., Capella University
- **Stull, Bradford T.**
  Professor, English
  B.A., Phillips University;
  M.Div., University of Chicago;
  M.A., Ph.D., University of Illinois, Chicago
- **Wayne, Kevin T.**
  Professor, Business
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  M.B.A., Southern New Hampshire University;
  D.B.A., Nova Southeastern University
- **Welch, Christopher**
  Associate Professor, Religious Studies
  B.A., Tulane University;
  M.T.S., Weston Jesuit School of Theology;
  Ph.D., Boston College, School of Theology and Ministry
- **Williams, Paula**
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  M.S., Ed.D., University of Massachusetts, Lowell
- **Zoltko, Michael**
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- **Clark, Nicole**
  Senior Lecturer in Nursing
  Pharm.D., Massachusetts College of Pharmacy
- **Dwyer, Jane**
  Senior Lecturer in Psychology
  D.Min., Graduate Theological Foundation, Notre Dame
- **Foley, John**
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  Pharm.D., Northeastern University
- **Greene, Richard**
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  M.S., Ph.D., University of Alabama/Huntsville
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  M.S., Rivier College
- **Vendituoli, Peter**
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  M.S., University of New Hampshire

Emeriti

- Denise Baxter - Nursing
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