

# RUTGERS

THE STATE UNIVERSITY  
OF NEW JERSEY

Rutgers University

**2025-2026 Camden Undergraduate Catalog**

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# Undergraduate Education in Camden (CUG)

## UNDERGRADUATE EDUCATION IN CAMDEN

There are two undergraduate liberal arts colleges and two undergraduate professional schools at Rutgers University-Camden: the Camden College of Arts and Sciences and University College-Camden, and the School of Business-Camden and the School of Nursing-Camden.

The Camden College of Arts and Sciences serves liberal arts students who attend classes on campus, while University College-Camden is primarily for students who already possess an associate's degree and study off campus at our satellite locations. The School of Business-Camden and the School of Nursing-Camden serve students in their respective professional programs with both day and evening courses.

While all the colleges are dedicated to providing the highest-quality education, each college establishes its own admissions and scholastic standing requirements, and each offers specific academic programs designed to serve its students' needs. Students should consult each college section of this catalog both for a general description of the college and for a list of the academic programs offered.

## Academic Excellence (CUG)

### ACADEMIC EXCELLENCE

Rutgers University-Camden colleges provide a strong and dynamic curriculum to help their students develop into knowledgeable, productive citizens. Their instructional staffs are rich in experience and background, and a favorable faculty-student ratio permits an intimate working relationship between the undergraduate and his or her professors.

The colleges enjoy full accreditation by many organizations, including the Middle States Association of Colleges and Secondary Schools, the American Chemical Society, the National Association of State Directors of Teacher Education and Certification, the National League of Nursing, the National Association for the Accreditation of Clinical Laboratory Sciences, and the American Assembly of Collegiate Business Schools.

## The Campus (CUG)

### THE CAMPUS

Located in the city of Camden, the campus is in the transportation hub of southern New Jersey, directly across the Delaware River from Center City Philadelphia. Numerous highways, the River LINE light-rail system, and the PATCO High Speed Line provide quick, dependable access to the urban campus. Approximately 90 percent of the students, most of whom are from the Delaware Valley region, commute daily.

The major buildings on campus include the Campus Center with a student health center; the Business and Science Building; the Science Building; three residence halls; Paul Robeson Library; Armitage Hall, a classroom/office building with a wing for administrative services; the Athletic and Fitness Center; and the Fine Arts Building, which

houses the 663-seat Walter K. Gordon Theater, the Stedman Art Gallery, and classrooms. Two blocks from the main campus, Rutgers University-Camden also includes a state-of-the-art Nursing and Science Building, and, as of 2020, will include space in the Joint Health Sciences Center.

The Rutgers-Camden Tower houses 252 undergraduate students in 42 suites. The Apartments residence hall houses upper-class undergraduates. Construction on a new graduate residence facility was completed in 2012. In addition, many students reside nearby in private apartments.

## Summer and Winter Session (CUG)

### SUMMER AND WINTER SESSION

The Rutgers University-Camden Summer Session offers over 300 day, evening, and online courses through the cooperation of the Camden College of Arts and Sciences, School of Business-Camden, University College-Camden, School of Nursing-Camden, and School of Social Work. The Summer Session consists of three sessions, which run from Memorial Day to mid-August.

With comparatively small class sizes, the Summer Session offers a wide variety of undergraduate and graduate courses suited to many majors and interest areas. Usually courses are offered in four-week sessions in early morning, late morning, afternoon, and evening sections. In order to accommodate some laboratory science and studio courses, longer and shorter course formats are scheduled. Please pay careful attention to the particular course description in the summer schedule, available online.

Students may register for the Summer Session from March until the desired course begins. For further details, consult the [Summer Session website](#).

Similar to the Summer Session, the Winter Session is an accelerated session held between the fall and spring semesters at Camden. Continuing and visiting students may choose from approximately 75 regular courses offered during their winter break. Details and information can be obtained from the [Winter Session website](#).

## Requirements (CUG)

### REQUIREMENTS

[Placement Examinations for Entering Students](#)

[General Education Requirements](#)

[Graduation Requirements](#)

[Major Programs](#)

[Minor Programs](#)

[Minor Programs](#)

[Departmental Honors Programs](#)

[Campus-To-Career Experiential Learning Programs](#)

## Graduation (CUG)

### GRADUATION

## Camden College of Arts and Sciences (CCAS)

### CAMDEN COLLEGE OF ARTS AND SCIENCES

The Camden College of Arts and Sciences (CCAS) is the largest unit on this campus and is responsible for the education of many of our undergraduates. Students in the College of Arts and Sciences enjoy the advantages of a personalized liberal arts education as well as the benefits of studying at a campus of a research university, particularly the opportunity to work closely with our distinguished faculty. Our small size enables the faculty to give our students special attention in a comfortable intellectual setting, where they receive excellent preparation for graduate education, professional school, and the workplace.

Students have a broad choice of [majors and programs](#) in the humanities, the arts, the social sciences, and the natural and physical sciences, including those in traditional liberal arts fields as well as more professionally-oriented courses of study. We provide opportunities for students to [engage in original research](#) with a faculty mentor. CCAS students also can be part of a highly selective [Honors College](#), which offers a challenging academic program that includes seminars, junior and senior year projects, and extracurricular activities.

## Office of the Dean (CCAS)

### OFFICE OF THE DEAN

**Dean:** John Griffin, B.S. University of North Carolina Wilmington; M.S. Ohio State; Ph.D., Ohio State

**Associate Dean:** Michelle Meloy, B.S., Indiana (Bloomington); Ph.D., Delaware

**Associate Dean:** Joseph C. Schiavo, B.A., M.A., and Ph.D., Rutgers

**Associate Dean:** Suneeta Ramaswami, B.A. Wellesley ; Ph.D. University of Pennsylvania

**Director of Administrative Operations :** Christine Beswick

**Business Manager:** Casey DeJoseph

**Assistant Dean :** Maria Buckley

**Assistant Dean:** Julie Roncinske

**Assistant Dean/Director for FASC Advising Office:** Danyelle Thurman

**Assistant Dean, Graduate School of Arts and Sciences:** Danielle Askew, M.P.A.

**Assistant Dean, Graduate School of Arts and Sciences:** Christian Kubik Cedeno, M.F.A.

**Assistant Dean, Graduate School of Arts and Sciences:** Erick Watt-Udogu

**Business Specialists:** Zelda Walker, Stacey Shelle, Maged Youssef

**Web Designer:** Kate Blair

**Senior Administrative Assistant to the Dean:** Andrea Ohrenich

**Administrative Assistant, Graduate School of Arts and Sciences:** Kayla Allende

**Administrative Coordinator:** Melinda Aviles

The Office of the Dean administers the academic programs of the Camden College of Arts and Sciences (CCAS). It is responsible for program planning, faculty appointments, the maintenance of instructional standards, the observance of the college's academic policies, and the academic excellence of the college.

## **History and Aims of the College (CCAS)**

### **HISTORY AND AIMS OF THE COLLEGE**

Since its origin in 1927 as the College of South Jersey, the Camden College of Arts and Sciences has undergone a dramatic growth in curricular offerings, facilities, and the size of the student body. As the largest academic unit at Rutgers-Camden, this is where you'll find everything from a traditional liberal arts education rooted in the humanities to technical degrees that prepare you to explore the frontiers of science. We're proud to deliver Rutgers-Camden's widest array of degree programs at the baccalaureate, master's, and doctoral levels.

Our faculty are experts from across the academic spectrum, from writers and anthropologists to historians and chemists. No matter the field, they all believe in putting what is learned in the classroom to use both at home and abroad.

The college is committed to maintaining its tradition as a liberal arts institution. A broad range of subjects in the humanities, social sciences, and natural and physical sciences is available to its students. General education requirements ensure that students gain an understanding of all areas of the liberal arts curriculum.

At Rutgers-Camden we are focused on practical learning, providing our students with numerous opportunities to gain valuable hands-on experience in the real world. With many options for collaboration and discovery, the Faculty of Arts and Sciences is a great place to realize your academic dreams and embark on your professional career.

## Academic Policies (CCAS)

### ACADEMIC POLICIES

Note: See also the general University Policies and Procedures for regulations that pertain to all three undergraduate colleges.

#### College of Arts and Sciences Office of Academic Advising

Danyelle Thurman, M.S.W., Director, Assistant Dean

Meghan Burns, M.S., Assistant Dean

Francis Clark, M.A., Assistant Dean

Kyle Jenkins, M.S., Assistant Dean

Eliezer Marcellus, Ph.D., Assistant Dean

Jennifer Thiel, M.A., Assistant Dean

The Faculty of Arts and Sciences CCAS Advising Office assists students with meeting their academic requirements from the time they are accepted until graduation. Advisers provide guidance to all students on major, general education, and graduation requirements.

Advisers are also available to help undecided students as well as those pursuing transfer admission to various professional programs such as business, engineering, social work, and nursing. Our advisers help students select majors and minors, provide training on Degree Navigator, assist students on probation and those seeking to reenroll, and oversee the School-to-School transfer and graduation certification processes.

The most up-to-date information about advising, including a FAQ, can be found at the [website](#) of the Office of Academic Advising.

Students are strongly encouraged to meet with their academic advisors every semester to make sure that they register for courses that keep them on track for graduation and career goals.

#### Selecting Courses

Registration for the fall and spring semesters occurs during the months of November and April. Students should consult their academic adviser before registering for courses. Most currently enrolled students can select their courses through [webreg](#). However, students in academic jeopardy normally are required to select their courses in person and with the approval of a dean or faculty adviser.

#### Course Load

A typical course load for a full-time student is 15 credits. For each hour of class time, students are expected to do a minimum of two hours of out-of-class study. Students should plan their course loads accordingly.

### **Overloads**

Students who wish to take more than the maximum number of credits allowed in a given semester can request permission to take additional credits, which are considered an overload. Students may be permitted to register for an overload if they meet the criteria described below and obtain permission from their academic advising dean.

Students should take an overload only for compelling reasons. Each student who has the required cumulative grade-point average and is considering taking an overload should discuss carefully with his or her adviser whether an overload is in the student's best interest. Exceptions to these rules can be made only through the approval process noted below.

### **Fall and Spring semesters**

A student who takes more than 19 credits in the fall or spring semesters has an overload. Students who wish to take an overload must meet the following cumulative grade-point average requirements and obtain the required permission(s) as described below. Students in their first semester at the college may not register for more than 19 credits. All overloads must be approved by a student's academic adviser.

To take an overload of 19.5-22 credits, continuing undergraduates must have a cumulative grade-point average of at least 3.00.

To take an overload of 22.5-25 credits, continuing undergraduates must have a cumulative grade-point average of at least 3.50.

Graduating seniors who do not meet the above cumulative grade-point average requirements but have at least a 2.00 cumulative grade-point average may be approved for an overload if they need such a schedule in order to graduate at the end of the semester in question.

### **Summer Session**

Students may enroll in up to 12 credit hours without additional permission. Students who wish to register for more than the permissible credit loads must meet the following requirements and obtain permission as detailed below.

Enrollment in 13-17 credit hours requires a cumulative grade-point average of at least 3.00.

Enrollment in 18 or more credit hours requires a cumulative grade-point average of at least 3.50.

### **Winter Session**

Current students may enroll in up to 4 credit hours without additional permission. Enrollment in more than 4 credits is not permitted.

### **Overload Approval Process**

Students must seek permission from their Camden College of Arts and Sciences (CCAS) advising dean for fall/spring overloads up to 22 credit hours, summer overloads up to 15 credit hours, and winter overloads up to 6 credit hours. Requests for overloads above these thresholds require approval of the CCAS associate dean for undergraduate education.

Any student seeking approval for an overload must complete the Permission for Academic Overload Form, which can be found on the [advising website](#), and submit it to the appropriate adviser.

### **Change of Courses**

The addition, substitution, or dropping of courses is permitted only during the add/drop period of the semester as shown on the academic calendar. Courses dropped between the end of the add/drop period and the end of the 10th week of the semester are considered a [withdrawal](#). Courses dropped during the add/drop period do not appear on a student's transcript. Courses from which a student withdraws remain on the transcript with a W designation in place of a grade.

No course may be dropped during the last week of class.

Students considering any change in courses should discuss their plan with their academic adviser before doing so and consult the registrar's office for complete registration information.

Semester-specific deadlines for adding, dropping, and withdrawing from courses can be found on the Registrar's [website](#).

### **Day and Evening Class Schedules and Hours**

Starting and closing dates for each semester, scheduled holidays, and other important scheduling information can be found in the [academic calendar](#). Classes typically meet Monday through Friday between the hours of 8:00 a.m. and 5:00 p.m. Classes typically meet for three 55-minute periods a week, two 80-minute periods a week, one 160-minute period a week, or a combination thereof. Laboratory, studio art, and theater arts classes generally vary in the length of period from those above.

Evening classes normally are scheduled to meet either two evenings per week or in a single session, i.e., one double-period class per week. There are two class periods per evening for courses meeting twice a week, each running for an hour and 20 minutes with a 15-minute break between classes; the periods begin at 6:00 p.m. and 7:35 p.m. Classes meeting once a week usually begin at 6:00 p.m.

## **Major Programs (CCAS)**

### **MAJOR PROGRAMS**

The Camden College of Arts and Sciences (CCAS) offers the major programs listed below and described in detail in the [Programs, Faculty, and Courses](#) chapter.

A major program includes 30 to 72 credits of coursework in the selected major department, and any other courses required, as specified by that department. However, the total number of credits specified by the department may not exceed 80.

*Bachelor of Arts*

Rutgers University

014 Africana Studies

080 Art (concentrations in animation; arts education; art therapy; graphic design; intermedia and electronic arts; painting and drawing; photography; sculpture)

120 Biology

160 Chemistry

163 Childhood Studies

198 Computer Science

202 Criminal Justice

209 Digital Studies

220 Economics

350 English

420 French

443 Gender Studies

470 German

480 Global Studies

499 Health Sciences

510 History

555 Individualized Major

606 Liberal Studies

640 Mathematics

700 Music

730 Philosophy

750 Physics

790 Political Science

830 Psychology

840 Religion

910 Social Work

Rutgers University

920 Sociology

940 Spanish

965 Theater

975 Urban Studies

*Bachelor of Science*

120 Biology

121 Computational and Integrative Biology

160 Chemistry

198 Computer Science

555 Individualized Major

640 Mathematics

750 Physics

890 General Science

CCAS also offers special concentrations for students interested in premedicine, preengineering (005), prelaw, and prepharmacy (720).

## Minor Programs (CCAS)

### Minor Programs

The majority of the departments offer approved minor programs of study. Students pursuing either the B.A. or B.S. degree may elect an approved minor.

A number of interdisciplinary minors are also available including: Africana studies, American studies, biology, childhood studies, ethics, European studies, gender studies, Latin American studies, and urban studies.

## Dean's List (CCAS)

### Dean's List

The dean's list recognizes current academic achievement. The list is published at the end of each semester. Full-time students are eligible if they have completed 12 or more credits for numerical grade credit with a semester grade-point average of 3.5 or better. Part-time students are eligible if during the previous academic year they have completed 12 or more credits for numerical grade credit with a grade-point average of 3.5 or better.

# Honor Societies (CCAS)

## Honor Societies

**Alpha Phi Sigma.** Alpha Phi Sigma recognizes excellence of undergraduate and graduate students of criminal justice, as well as juris doctorate students. The goals of Alpha Phi Sigma are to honor and promote academic excellence, community service, educational leadership, and unity.

**Athenaeum Honor Society.** The members of Athenaeum, the honor society of the college, are elected from among the best scholars in the upper classes. Membership is limited to seniors who have earned at least 60 credits at the college with a cumulative grade-point average of no less than 3.5 and juniors who have earned at least 80 credits at the college with a cumulative grade-point average of no less than 3.7. In addition, the society may, from time to time, elect honorary members.

**Delta Delta Epsilon.** Delta Delta Epsilon is an international honor society that is dedicated to stimulating academic achievement, promoting community understanding, and advancing the fields of forensic science.

**Iota Iota Iota, Triota.** This National Women's Studies Honor Society has 50 chapters nationwide. The Greek letter, "iota," was selected for the name to represent the three goddesses Inanna, Ishtar, and Isis. Iota Iota Iota strives to maintain the feminist values central to Women's Studies and to encourage diversity, egalitarianism, and a supportive academic environment for all students.

**Omicron Delta Epsilon.** Membership in this international honor society in economics requires junior or senior status, standing in the top 25 percent of class, exceptionally high grade-point averages overall and in economics, and departmental approval.

**Phi Alpha, Nu Omicron.** Phi Alpha is the national social work honor society. The Rutgers-Camden chapter is called Nu Omicron. Its purpose is to advance excellence in social work practice and to encourage, stimulate, and maintain scholarship of the individual members. To be eligible for membership, a student must have senior standing, have completed 21 credits in the social work program, a 3.25 cumulative GPA, and a 3.5 GPA in social work courses. In addition to academic excellence, a student must demonstrate leadership, a high standard of personal behavior, and a dedication to social work practice.

**Phi Alpha Theta.** Membership in this international organization for aspiring historians requires that students complete four courses in history at Rutgers University-Camden, have a grade-point average in history of 3.1 or better, and an overall grade-point average of 3.0.

**Phi Beta Kappa.** Undergraduate arts and sciences students at Rutgers University-Camden may be selected for membership in the Rutgers chapter of Phi Beta Kappa, the oldest and most prestigious liberal arts honorary society in the United States. The organization was founded in 1776 at the College of William and Mary in Virginia. The Alpha chapter in the state of New Jersey was established at Rutgers College in 1869. Each spring semester, Phi Beta Kappa invites to membership in the society outstanding juniors and seniors who are liberal arts majors. All liberal arts majors must have an outstanding academic record (a GPA of 3.5 if seniors, 3.8 if juniors) and have taken a year of foreign language at the intermediate level. However, for election to Phi Beta Kappa, there is not a simple checklist of requirements. Generally, in addition to high academic standing, students must have completed

a significant number of credits at Rutgers (the numbers vary depending on academic status and whether one has transferred), have demonstrated success broadly across the liberal arts, have taken a foreign language at least through the intermediate level, and be enrolled in a curriculum that is not predominantly professional training.

**Pi Gamma Mu.** Pi Gamma Mu recognizes academic excellence in the fields of anthropology, criminal justice, economics, cultural geography, history, international relations, social philosophy, social work, sociology, political science, and psychology. Our mission is to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service.

**Pi Mu Epsilon.** Students who have completed the work of at least the sophomore year with honors in mathematics and who have a high class standing will be considered for membership in the national mathematics honor society.

**Phi Sigma Alpha.** Students attaining honors standing in the college and in political science are eligible for nomination to membership in this national political science honor society.

**Psi Chi.** Membership in the national honor society for psychology is available to students with a grade point average in psychology of 3.5 or better, based on at least 9 credits taken in psychology at Rutgers University-Camden, and an overall grade point average of 3.25.

**Sigma Delta Pi.** Students are selected on the basis of high scholastic achievement in Hispanic studies for this national Spanish honor society.

**Sigma Tau Delta.** Sigma Tau Delta confers distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies.

**Sigma Theta Tau.** Membership in the national honor society of nursing is competitive and is based on scholarship and leadership.

**Upsilon Sigma.** Upsilon Sigma is an international, multidisciplinary honor society which recognizes and encourages excellence in scholarship, leadership, and engagement in urban studies and related fields.

## Awards and Prizes (CCAS)

### Awards and Prizes

The following prizes are open annually to Camden College of Arts and Sciences students and University College-Camden students. Further information can be obtained from the various disciplines offering the prizes, the alumni office, or the assistant dean for student affairs. Other awards may be given to qualified students.

#### Alumni Association

Edward J. Bloustein Community Service Award

Rutgers University-Camden Alumni Association Outstanding Senior Award

Rutgers University-Camden Alumni Association Outstanding Adult Student Award

Rutgers University-Camden Alumni Association Writing Award

#### Student Affairs

Rutgers University

Tommaso A. Borda Memorial Award

James M. Gaffney Memorial Award

Honors College

Honors College Award

Honors College Engagement Award

Honors College Outstanding Senior Award

Undergraduate Research

Paul Robeson Library Undergraduate Research Award

### **Africana Studies**

Africana Studies Major Award

Africana Studies Minor Award

Outstanding Contribution to Africana Studies Award

### **Biology**

Dr's. Owen and Ronald Rahman Award

Gerald S. Weissman Memorial Prize in Biology

### **Chemistry**

American Chemical Society Award, Philadelphia Section

American Chemical Society Award for Excellence in Chemical Safety and Ethics

American Chemical Society Organic Division Undergraduate Award

American Chemical Society Division of Physical Chemistry Award

American Institute of Chemistry Award

Analytical Division of American Chemical Society Award

Dr's. Owen and Ronald Rahman Award

### **Childhood Studies**

Childhood Studies Outstanding Graduating Senior Award

Computer Science

Computer Science Academic Achievement Award

Rutgers University

Digital Studies

Greg Lastowka Award

Kriste Lindenmeyer Outstanding Digital Studies Research Award

### **Economics**

Economics Department Award

### **English and Communications**

Ralph Bergen Allen Prize

English Department Prize

Dr. Louis Forman Humanities Award

Betty Harris Jones English Department Award

Patricia McCracken-Kelly Fund Award

John C. Wentz Memorial Prize

### **Gender Studies**

Gender Studies Major Award

Gender Studies Minor Award

### **Global Studies**

Global Studies Prize

### **Health Sciences**

Health Sciences Award for Excellence

Health Sciences Award for Achievement in Research

Health Sciences Award for Applied Health Work and Volunteering

### **History**

Edward McNall Burns Memorial Award

Dr. Louis Forman Humanities Award

History Department Award

History Department Paper Prize

National Society of Colonial Dames in the State of New Jersey Award

**Liberal Studies**

Undergraduate Liberal Studies Award

Mathematical Sciences

Career Motivation Award in Mathematics

Mathematical Sciences Distinguished Service Award

Mathematical Sciences Scholarship Award

Philosophy and Religion

Sybil S. Cohen Philosophy Award

Howard Morris Stuckert Memorial Award

Hugh White Memorial Award

**Physics**

Physics Department Award

**Political Science**

Jacob Abraham and Mildred Amelia Baron Fund Award

Robert D. Packard Award

Jack Marvin and Lenore Weiner Memorial Endowed Award

**Psychology**

Charles Kaden Memorial Award

Psychology Department Award

Psychology Department Award for Public Service

Psychology Department Award for Achievement in Research

**Social Work**

Dean's Recognition Award for Excellence in Baccalaureate Social Work Education

Brian C. Wright Social Work Award

Sociology, Anthropology, and Criminal Justice

Stacia Gilliard-Matthews Award for Outstanding Student Achievement

George Masterton Award in Anthropology

Rutgers University

George Masterton Award in Criminal Justice

George Masterton Award in Sociology

### **Urban Studies**

Urban Studies Student Achievement Award

Visual, Media, and Performing Arts

Martin Dillon Memorial Award

Envisioneer Award in Graphic Design

Excellence in Art History Award

Excellence in Theater Award

GDLOFT Design and Service Award

John J. Giannotti Award

William M. Hoffman Jr. Award for Excellence in Drawing and Painting

Edyta Kuciapa Award in Graphic Design

Brian McAndrews Memorial Award

Stedman Purchase Award

Eric Thivierge Award in Animation

Visual, Media, and Performing Arts Service Award

Mary Jane Kelleher Wille Memorial Prize

### **World Languages and Cultures**

French Prize

Michele Muncy Academic Excellence Award in French

Michele Muncy Academic Excellence Award in Spanish

Petros Odabashian Award

Iris Rodriguez Prize

## **Scholarships (CCAS)**

### **Scholarships**

Students are encouraged to visit the [FASC website](#) for information on scholarship opportunities and information on how to apply for funding.

## University College-Camden (UCC)

### UNIVERSITY COLLEGE-CAMDEN

University College-Camden (School 64) provides programs of study leading to undergraduate degrees geared to the needs of full- and part-time students with an associate in arts (A.A.) or associate in science (A.S.) degree, who are now enrolled in degree completion programs at Rutgers University-Camden off-campus sites.

The curricula of the Faculty of Arts and Sciences-Camden are built on a solid foundation in liberal arts and sciences. The Faculty of Arts and Sciences-Camden offers several major programs leading to the bachelor of arts degree. They are liberal studies, political science, and psychology, as well as the individualized major.

## University College Camden - Office of the Dean (UCC)

### Office of the Dean

**Dean:** John Griffin, Ph.D.

**Associate Dean:** Sarah Allred, Ph.D.

**Coordinator of Administrative Services:** Maria Buckley

University College-Camden offers off-campus students a unique opportunity to take advantage of the resources of a leading research university while maintaining their busy lives. The college welcomes adult learners and other nontraditional students.

University College-Camden is the off-campus degree-granting unit for the Faculty of Arts and Sciences-Camden. University College-Camden dean's office is responsible for program planning, part-time faculty appointments, maintenance of instructional standards, the enforcement of Rutgers' academic policies, and student support.

## History and Aims of the College (UCC)

### History and Aims of the College

The original mission of University College-Camden (School 64) since the college was founded in 1934 was to provide programs of study leading to undergraduate degrees that primarily were geared to the needs of adult, part-time students. The mission now has been extended to include full- and part-time students with an associate in arts (A.A.) or associate in science (A.S.) degree, who are now enrolled in degree completion programs at Rutgers University-Camden off-campus sites.

The curricula of the Faculty of Arts and Sciences-Camden are built on a solid foundation in liberal arts and sciences. The Faculty of Arts and Sciences-Camden offers seven major programs leading to the bachelor of arts degree. They are liberal studies, criminal justice, political science, and psychology, as well as the individualized major.

#### A Diversified Student Body

The student population of University College-Camden is composed of full- and part-time adult learners in degree completion or certificate programs. The college welcomes qualified students with an associate in art (A.A.), associate in science (A.S.), or associate in applied science (A.A.S.) degree.

## Academic Policies and Procedures (UCC)

### ACADEMIC POLICIES AND PROCEDURES

For information on Academic Policies and Procedures please refer to that section under the [Camden College of Arts and Science](#).

Note: See also the University Policies and Procedures section for regulations that pertain to all the undergraduate colleges.

## Programs of Study (UCC)

### PROGRAMS OF STUDY

Eleven major programs of study that lead to a baccalaureate degree are available in their entirety in the evening. Students not interested in pursuing a degree program may, within prescribed limits, schedule individual courses on a nonmatriculated basis.

Programs of Study at Joint Base McGuire-Dix-Lakehurst

Rutgers, The State University of New Jersey, and Joint Base McGuire-Dix-Lakehurst (JBMDL) have established a partnership to bring service members and their dependents, retirees, civilian employees, and area residents opportunities to pursue their college education while staying close to home. This initiative provides high-quality undergraduate, graduate, and certificate programs, supported by University College at Rutgers University-Camden campus.

University College at Rutgers-Camden is the academic unit that is dedicated to supporting nontraditional and veteran students. As a participant of Service Members Opportunity College (SOC), we recognize the educational value of military training and experience. We will use the American Council of Education (ACE) college credit recommendations listed on your military transcript to determine college credit equivalencies at Rutgers-Camden. In most cases, ACE-recommended credits will be used to fulfill some of your free-elective requirements.

**At JBMDL**, Rutgers offers bachelor's degree completion programs for students with associate degrees or approximately two years college:

Criminal Justice

Liberal Studies

Above majors can be combined with optional minors in:

National Security, Intelligence, and Counter Terrorism Studies

Graduate courses leading to a master's degree:

## Rutgers University

### Master of Arts in Liberal Studies

As well as certificate programs: National Security/Homeland Security (undergraduate or postbaccalaureate; can be completed in two semesters)

Convenient evening and weekend classes.

Classroom, online, and hybrid (half face-to-face, half online) course available.

Seven-week accelerated format (online classes 14 weeks).

### **Programs of Study at Atlantic Cape**

Business Bachelor of Arts in Business Administration

Criminal Justice Bachelor of Arts in Criminal Justice

Health Sciences Bachelor of Science in Health Administration Bachelor of Science in Health Sciences

Labor and Employment Relations Bachelor of Science in Labor and Employment Relations

Liberal Studies Bachelor of Arts in Liberal Studies

Nursing Registered Nurse to Bachelor of Science in Nursing

Political Science Bachelor of Arts in Political Science

Psychology Bachelor of Arts in Psychology

Public Health Bachelor of Science in Public Health

Social Work Master of Social Work (M.S.W.) for Professionals Bachelor of Arts in Social Work

### **Programs of Study at Brookdale**

Business Bachelor of Arts in Business Administration

Criminal Justice Bachelor of Arts in Criminal Justice

Journalism

Journalism and Media Studies

Labor and Employment Relations Bachelor of Science in Labor and Employment Relations

Liberal Studies Bachelor of Arts in Liberal Studies

Nursing Master of Nursing

School Nurse Certification

Registered Nurse to Bachelor of Science in Nursing

Rutgers University

Political Science Bachelor of Arts in Political Science

Psychology Bachelor of Arts in Psychology

Public Health Bachelor of Science in Public Health

Social Work Bachelor of Arts in Social Work

### **Programs of Study at Mercer**

Criminal Justice Bachelor of Arts in Criminal Justice

Labor and Employment Relations Bachelor of Science in Labor and Employment Relations

Nursing Registered Nurse to Bachelor of Science in Nursing

Political Science Bachelor of Science in Political Science

### **Programs of Study at Raritan Valley**

Criminal Justice Bachelor of Arts in Criminal Justice

Labor and Employment Relations Bachelor of Science in Labor Studies

Liberal Studies Bachelor of Arts in Liberal Studies

Political Science Bachelor of Arts in Political Science

### **Programs of Study at Camden County College**

Business Administration Bachelor of Arts in Business Administration

Criminal Justice Bachelor of Arts in Criminal Justice

Liberal Studies Bachelor of Arts in Liberal Studies

Political Science Bachelor of Arts in Political Science

Psychology Bachelor of Arts in Psychology

## **Honors and Awards (UCC)**

### **HONORS AND AWARDS**

#### **Dean's List**

The dean's list recognizes current academic achievement. The list is published at the end of each semester. Full-time students are eligible if they have completed 12 or more credits for numerical grade credit with a semester grade-point average of 3.5 or better. Part-time students are eligible if they are matriculated and if, during the previous academic year, they have completed 12 or more credits for numerical grade credit with a grade-point average of 3.5 or better.

## **Awards and Prizes**

The following prizes are open annually to Camden College of Arts and Sciences students and University College-Camden students. Further information can be obtained from the various disciplines offering the prizes, the alumni office, or the assistant dean for student affairs. Other awards may be given to qualified students.

### **Alumni Association**

Edward J. Bloustein Community Service Award

Rutgers University - Camden Alumni Association Outstanding Senior Award

Rutgers University - Camden Alumni Association Outstanding Adult Student Award

Rutgers University - Camden Alumni Association Writing Award

### **Student Affairs**

Tommaso A. Borda Memorial Award

James M. Gaffney Memorial Award

### **Honors College**

Honors College Award

Honors College Engagement Award

Honors College Outstanding Senior Award

Undergraduate Research

Paul Robeson Library Undergraduate Research Award

### **Africana Studies**

Africana Studies Major Award

Africana Studies Minor Award

Outstanding Contribution to Africana Studies Award

### **Biology**

Drs. Owen and Ronald Rahman Award

Gerald S. Weissman Memorial Prize in Biology

### **Chemistry**

American Chemical Society Award, Philadelphia Section

American Chemical Society Award for Excellence in Chemical Safety and Ethics

Rutgers University

American Chemical Society Organic Division Undergraduate Award

American Chemical Society Division of Physical Chemistry Award

American Institute of Chemistry Award

Analytical Division of American Chemical Society Award

Drs. Owen and Ronald Rahman Award

### **Childhood Studies**

Childhood Studies Outstanding Graduating Senior Award

Computer Science

Computer Science Academic Achievement Award

Digital Studies

Greg Lastowka Award

Kriste Lindenmeyer Outstanding Digital Studies Research Award

### **Economics**

Economics Department Award

### **English and Communication**

Ralph Bergen Allen Prize

English Department Prize

Dr. Louis Forman Humanities Award

Betty Harris Jones English Department Award

Patricia McCracken-Kelly Fund Award

John C. Wentz Memorial Prize

### **Gender Studies**

Gender Studies Major Award

Gender Studies Minor Award

Global Studies

Global Studies Prize

### **Health Sciences**

## Rutgers University

Health Sciences Award for Excellence

Health Sciences Award for Achievement in Research

Health Sciences Award for Applied Health Work and Volunteering

### **History**

Edward McNall Burns Memorial Award

Dr. Louis Forman Humanities Award

History Department Award

History Department Paper Prize

National Society of Colonial Dames in the State of New Jersey Award

### **Liberal Studies**

Undergraduate Liberal Studies Award

### **Mathematical Sciences**

Career Motivation Award in Mathematics

Mathematical Sciences Distinguished Service Award

Mathematical Sciences Scholarship Award

### **Philosophy and Religion**

Sybil S. Cohen Philosophy Award

Howard Morris Stuckert Memorial Award

Hugh White Memorial Award

### **Physics**

Physics Department Award

### **Political Science**

Jacob Abraham and Mildred Amelia Baron Fund Award

Robert D. Packard Award

Jack Marvin and Lenore Weiner Memorial Endowed Award

### **Psychology**

Charles Kaden Memorial Award

Rutgers University

Psychology Department Award

Psychology Department Award for Public Service

Psychology Department Award for Achievement in Research

### **Social Work**

Dean's Recognition Award for Excellence in Baccalaureate Social Work Education

Brian C. Wright Social Work Award

Sociology, Anthropology, and Criminal Justice

Stacia Gilliard-Matthews Award for Outstanding Student Achievement

George Masterton Award in Anthropology

George Masterton Award in Criminal Justice

George Masterton Award in Sociology

### **Urban Studies**

Urban Studies Student Achievement Award

### **Visual, Media, and Performing Arts**

Martin Dillon Memorial Award

Envisioneer Award in Graphic Design

Excellence in Art History Award

Excellence in Theater Award

GDLOFT Design and Service Award

John J. Giannotti Award

William M. Hoffman Jr. Award for Excellence in Drawing and Painting

Edyta Kuciapa Award in Graphic Design

Brian McAndrews Memorial Award

Stedman Purchase Award

Eric Thivierge Award in Animation

Visual, Media, and Performing Arts Service Award

Mary Jane Kelleher Wille Memorial Prize

## World Languages and Cultures

French Prize

Michele Muncy Academic Excellence Award in French

Michele Muncy Academic Excellence Award in Spanish

Petros Odabashian Award

Iris Rodriguez Prize

# Student Organizations and Activities (UCC)

## STUDENT ORGANIZATIONS AND ACTIVITIES

To meet the needs and interests of its diversified adult student body, University College-Camden has developed a student life program that extends the educational experience beyond the classroom by providing cultural, intellectual, and professional activities.

Many of the student organizations are oriented to discipline-related activities; others offer excellent training as well as opportunities to participate directly in college and university governance. Student leaders take responsibility for the operation and financial allocations of the special interest clubs and organizations. A list of the organizations and activities currently active on the campus may be obtained from the [Office of Student Involvement](#).

University College-Camden students are urged to participate in cultural and social activities. Theatrical presentations, art exhibitions, athletic events, and lectures are scheduled during evening hours throughout the year.

# Programs, Faculty, and Courses (CCAS)

## PROGRAMS, FACULTY, AND COURSES

[Accounting 010](#)

[Africana Studies 014](#)

[Art 080](#)

[Art History 082](#)

[Arts and Sciences 090 \(Interdisciplinary Courses\)](#)

[Astronomy 100](#)

[Biology 120](#)

[Biology, Computational and Integrative 121](#)

[Business Administration 135](#)

Rutgers University

Business Law 140

Chemistry (Biochemistry 115, Chemistry 160)

Childhood Studies 163

Computer Science 198

Digital Studies 209

Economics 220

English and Communication 192,350,352,354,570,615,842, 989

Finance 390

Forensic Science 412

French 420

Gender Studies 443

Geology 460

German 470

Global Studies 480

Health Sciences 499

History 509,510,512,516

Honors College 525

Human Resources Management 533

Individualized Majors and Minors 555

Journalism 570

Latin American and Latino Studies (LALS) Minor

Liberal Studies 606

Linguistics 615

Management 620

Management Science and Information Systems 623

Marketing 630

Mathematical Sciences (Mathematics 640, Statistics 960)

Rutgers University

Medicine, Dentistry, and Veterinary Medicine

Museum Studies 698

Music 700, Applied Music 701

Pharmacy 720

Philosophy and Religion 730, 840

Physics 750

Political Science 790

Psychology 830

Religion 840

Reserve Office Training Programs

Social Work 910

Sociology (920), Anthropology (070), and Criminal Justice (202)

Spanish 940

Statistics 960

Teacher Education 964

Theater Arts (Dance 203, Theater Arts 965)

World Languages and Culture (French 420, German 470, Global Studies 480, Spanish 940)

Urban Studies 975

Programs, Faculty, and Courses (CCAS)

## Course Notation Information

## Course Notation Information

### Explanation of Three-Part Course Numbers

The number preceding each course title is divided into three parts. The first two digits are the administrative code, the next three digits are the subject code, and the final three digits are the course code.

#### *Administrative Codes*

24 Rutgers Law School

## Rutgers University

50 Camden College of Arts and Sciences (undergraduate daytime and evening courses)

52 School of Business-Camden (undergraduate daytime and evening courses)

53 School of Business-Camden (graduate daytime and evening courses)

56 Camden College of Arts and Sciences (graduate daytime and evening courses)

57 School of Nursing-Camden (undergraduate daytime and evening courses)

58 School of Nursing-Camden (graduate daytime and evening courses)

64 University College-Camden

### ***Subject Codes***

A subject code indicates the subject matter of the course. (This list does not constitute a list of majors.)

005 Engineering Transfer

006 Prebusiness

010 Accounting

014 Africana Studies

070 Anthropology

080 Art (design, electronic art, fine arts)

082 Art History

090 Arts and Sciences

100 Astronomy

115 Biochemistry

120 Biology

135 Business Administration

140 Business Law

160 Chemistry

163 Childhood Studies

198 Computer Science

202 Criminal Justice

203 Dance

Rutgers University

209 Digital Studies

220 Economics

300 Education

310 European Studies

350 English Literature

352 English, American Literature

354 English, Film

390 Finance

412 Forensic Science

415 Foreign Languages

420 French

443 Gender Studies

460 Geology

470 German

480 Global Studies

499 Health Sciences

509 History, Historical Methods and Research

510 History, European

512 History, American

516 History, African, Asian, Latin American, and Comparative

525 Honors College

533 Human Resource Management

555 Student-Proposed Majors and Minors

570 Journalism

590 Latin American Studies

606 Liberal Studies

615 Linguistics

## Rutgers University

620 Management

623 Management Science and Information Systems

630 Marketing

640 Mathematical Sciences

657 Media Studies

698 Museum Studies

700 Music

701 Music, Applied

705 Nursing

720 Pharmacy

730 Philosophy

750 Physics

790 Political Science

830 Psychology

840 Religion

910 Social Work

920 Sociology

940 Spanish

960 Statistics

964 Teacher Education (formerly Teacher Preparation Program)

965 Theater Arts

975 Urban Studies and Metropolitan Planning

989 Writing

### *Course Codes*

Courses coded from 100 to 299 are introductory and intermediate undergraduate courses; codes from 300 to 499 indicate advanced undergraduate courses. Courses coded from 500 to 799 are graduate courses and are described in the graduate catalogs of the university.

Two course codes separated by a comma indicate that each semester course may be taken independently of the other (example: 50:160:453,454). Two course codes separated by a hyphen indicate that satisfactory completion of the first semester course is a prerequisite to the second semester (example: 50:750:203-204); the first semester may be taken for credit without the second, except if a statement is added to indicate that both semester courses must be completed in order to receive credit.

Programs, Faculty, and Courses (CCAS)

## Changes in Course Numbers and/or Titles

### Changes in Course Numbers and/or Titles

In most cases, if a course number has changed recently, the previous course number is given below the title of the course with the following notation: (Formerly 00:000:000). Nevertheless, it is the student's responsibility to read course descriptions carefully and, when in doubt, to check with his or her adviser or the appropriate department to avoid registering for a course that the student may have already taken. Credit is not given twice for the same course, despite a change in number and/or title.

Programs, Faculty, and Courses (CCAS)

## Other Course Notations

### Other Course Notations

If the course title is followed by an (R), i.e., General Chemistry (R), the course may be repeated under the course repetition procedure described in the [Academic Policies and Procedures](#) chapter.

A course title followed by a (W) is writing intensive.

A course followed by a (G) fulfills the global requirement.

A course followed by a (D) fulfills the diversity requirement.

Credits awarded for the successful completion of each course are indicated in parentheses following the course title. The notation (BA) indicates that the number of credits is determined by arrangement with the department offering the course.

### **General Education Course Categories Abbreviations (used in the catalog and Schedule of Classes)**

Art, Aesthetics, and Theories of Interpretation	AAI
Critical Writing, Reading, and Communication	CRC
Engaged Civic Learning	ECL
Ethics and Values	EAV
Experiential Learning	XPL
Foreign Languages	FOL
Global Communities	GCM
Heritages and Civilizations	HAC
Logical and Quantitative Reasoning	LQR
Mathematical Literacy	MAL
Multicultural Diversity in the United States	DIV
Physical and Life Sciences	PLS
United States in the World	USW

The Office of the Registrar maintains a page with the most up-to-date general education coding and course information: <https://registrar.camden.rutgers.edu/undergraduate-graduation-requirements#Communications>.

The university reserves the right to augment, modify, or cancel the courses listed in the catalog, or to change degree requirements. Except for certain types of advanced courses, a course will automatically be withdrawn if fewer than 10 students register for it.

## Rutgers School of Business-Camden (RSBC)

### RUTGERS SCHOOL OF BUSINESS-CAMDEN

#### History and Overview

Rutgers is one of the nation's oldest, largest, and most distinguished institutions of higher learning in the nation. Founded in 1766, Rutgers is the eight-oldest university in America.

In 1950, the South Jersey Law School and the College of New Jersey became the Camden campus of Rutgers, The State University of New Jersey. Located in the heart of the Camden Waterfront at the foot of the Ben Franklin Bridge, just across the Delaware River from Philadelphia, Rutgers University-Camden is an institution with an international reputation for research, teaching, and service.

In 1988, the growing demand for business offerings led to the founding of the School of Business-Camden, the first business school in southern New Jersey to earn prestigious accreditation from AACSB International. Today, the School of Business-Camden is a premier institution for undergraduate and graduate studies.

Boasting various degree program options including: on-campus study in Camden, off-campus study at locations throughout Southern New Jersey, and virtual study through degree programs offered online, Rutgers School of Business-Camden remains a distinguished and sought-after choice for higher education.

### **Mission and Vision**

**Academic Excellence.** The undergraduate programs at Rutgers School of Business-Camden prepare students for a wide range of professional positions with innovative curricula and world-class faculty. Through top-notch research and extensive business involvement, the work of the faculty has a significant and continual impact on our students and the business world.

**Global Integration.** The learning experience extends far beyond campus borders. The School of Business-Camden is known for its innovative study programs, international faculty, and opportunities to participate in international experiences. Recent classes have visited South Africa, Brazil, and South East Asia, among others.

**Experiential Learning.** The school's close proximity to Philadelphia and New York provides opportunities to experience the business world in two of the largest financial centers in the United States.

**Build Your Passion.** The School of Business-Camden offers a variety of organizations through which students can supplement classroom learning, create a professional network, and socialize with peers. Participation in these student-run organizations encourages leadership development and provides opportunities for students to build upon their passion outside of the classroom.

**Accreditation.** All of the programs are accredited by the [Association to Advance Collegiate Schools of Business\(AACSB International\)](#). Curriculum, staffing, and resources conform to the guidelines of that organization: [accreditation](#).

### **Rutgers School of Business-Camden Undergraduate Majors**

*(click on links for current information)*

[Bachelor of Science](#) - Accounting, Finance, Management or Marketing

[Bachelor of Science Tracks](#)

[Bachelor of Arts](#) - Business Administration (offered 100% online)

[Bachelor of Arts](#) - Business Administration (offered off-campus)

[Bachelor of Arts Concentrations](#)

## **Degree Programs (RSBC)**

### **Degree Programs**

Rutgers School of Business-Camden (RSBC) offers four majors leading to the bachelor of science (B.S.) degree: accounting (010), finance (390), management (620), and marketing (630), as well as a bachelor of arts (B.A.) degree in business administration (135).

The bachelor of science degrees can be completed only through on-campus course offerings while the bachelor of arts degree can only be completed online or at one of our off-campus locations through a combination of face-to-face and online course offerings.

RSBC students may also complete a concentration/track in corporate finance, data analytics, digital marketing, or strategic human resource management (see details in this catalog).

All Rutgers School of Business-Camden undergraduate students must complete course requirements in five broad areas:

1. Major prerequisites
2. General education requirements
3. Business core requirements
4. Major requirements
5. Business, free, or related electives

See degree pages for more details or go [here](#).

Degree Programs (RSBC)

## Bachelor of Science

### Bachelor of Science

#### General Curricular Requirements

##### Bachelor of Science General Curricular Requirements

Students complete a total of 120 credits to satisfy graduation requirements.

For detail on curriculum requirements refer to this [link](#).

##### Major Prerequisite Requirements (30 credits; 10 courses)

These 10 courses are a combination of courses taught from the Rutgers Camden College of Arts and Sciences (CCAS - school 50) and Rutgers School of Business-Camden (RSBC - school 52). These courses are the prerequisites for courses in the business core and major areas of the curriculum and are generally taken within the first two years of study.

50:220:102 Microeconomic Principles (meets LQR Gen Ed requirement)

50:220:103 Macroeconomic Principles

50:640:130 Calculus for Business, Economics, and Life Sciences OR 50:640:121 Calculus I

50:960:283 Introduction to Statistics I

50:960:284 Introduction to Statistics II

52:010:101 Introduction to Financial Accounting

52:010:202 Management Accounting

52:135:101 Business Essentials\*

52:623:201 Introduction to Business Computing

52:140:101 Business Law I: Legal Environment

\*Students who enter as transfer students may fulfill the business essentials requirement through a combination of Introduction to Business and Introduction to Management courses. Students who transfer from other institutions may satisfy this requirement with the completion of an approved upper-level business course (consult with Rutgers School of Business-Camden Academic Services office).

### **General Education Requirements (21 credits; seven courses)**

These are a set of courses covering a broad array of themes and subjects, designed to give students a well-rounded education and exposure to the liberal arts disciplines. General education (GE) themed electives are searchable via the [schedule of classes](#). New Jersey associate in arts and associate in science (A.A./A.S.) degree holders are waived of general education requirements if they are eligible for the [New Jersey Statewide Transfer Agreement](#).

50:989:101 English Composition I

50:989:102 English Composition II

See Schedule of Classes - Arts and Aesthetics (AAI)

See Schedule of Classes - Global Communities (GCM)

See Schedule of Classes - Heritages and Civilizations (HAC)

See Schedule of Classes - Logical and Quantitative Reasoning (LQR)

See Schedule of Classes - Physical and Life Sciences (PLS)

See Schedule of Classes - United States in the World (USW)

### **Business Core Requirements (30-31 credits; 11 to 12 courses)**

The business core is a sequence of courses taught across various areas in the business school that forms the intellectual and theoretical foundation upon which advanced study in specific business areas is built. These courses may be taken concurrently with major and General Education requirements.

52:135:202 Professional Skills Forum I

52:135:204 Career Development Strategies

52:135:206 Professional Development Strategies

52:135:250 Business Communications (Writing Intensive - WRI)\*\*

52:390:301 Principles of Finance

52:620:301 Ethics and Social Responsibility in Business (meets Ethics and Values - EVA - General Education requirement)

52:620:303 Organizational Behavior

52:620:321 Optimization and Spreadsheet Modeling

52:620:325 Operations Management

52:623:302 IT and Project Management

52:630:201 Principles of Marketing

52:620:450 Business Policy\*\*

\*\*Business Communications (WRI) and Business Policy (Capstone) must be completed at Rutgers School of Business-Camden.

### **Major Requirements (24-27 credits; eight to nine courses)**

Requirements for each major are specific to that subject area. Typically, there are eight required courses for the completion of each business major (with the exception of the accounting major, which requires nine courses). These courses must follow specific prerequisite guidelines and may be completed with GE and business core requirements.

### **Free Electives (11-15 credits; five to seven courses)**

These course credits may be earned through completion of any degree credit bearing coursework. Students may use free elective coursework toward completion of a minor.

### **Bachelor of Science in Accounting**

The program in accounting provides students with a comprehensive foundation in the theory of accounting, financial accounting and reporting, managerial and cost accounting, taxation, concepts of auditing, and business law. It is built on a broad background in humanities, liberal arts, economics, and business administration. The accounting program gives students the foundation and skills to pursue careers with public accounting firms, corporations, government, and nonprofit organizations. The program provides the background to sit for the Certified Public Accountant (C.P.A.), Certified Management Accountant (C.M.A.), and Certified Internal Auditor (C.I.A.) examinations. Graduates of this program can also pursue further graduate or professional education.

### **Major Requirements (27 credits)**

52:010:305 Intermediate Accounting I

52:010:306 Intermediate Accounting II

52:010:383 or 384 Individual Federal Tax or Corporate Federal Tax Accounting

52:010:401 Advanced Accounting

52:010:415 Concepts of Auditing

52:010:\_\_\_ Accounting elective (300 level or above)

52:\_\_:\_\_ Approved elective

52:\_\_:\_\_ Approved elective

52:\_\_:\_\_ International business elective

**Accounting Elective:** Students are required to complete three (3) credits in an Accounting (010) elective at or above the 300 level. Note: Internships/Co-ops, Independent Study, Study Abroad courses CANNOT be applied to meet this requirement.

**Approved Electives:** Students are required to complete six (6) credits in RSBC (school 52) courses at or above the 300 level.

- Accounting Internship (52:010:497) or Accounting Cooperative (52:010:498) course may be applied to meet the approved elective requirement.
- Approved elective courses may be from any of the disciplines listed: Accounting (010), Business Administration (135), Finance (390), Human Resource Management (533), Management (620), Management Science and Information Systems (623), or Marketing (630) AND must be at or above the 300-level.
- No more than six (6) credits of experiential learning (XPL) coursework may be applied toward major requirements (check with academic adviser).

**International Business Elective:** Students are required to complete three (3) credits in a course from the list below:

52:390:350 Multinational Finance

52:620:369 Multinational Business

52:630:371 International Marketing

52:\_\_:\_\_ any school of 52 Learning Abroad course

50:220:329 Economics of International Finance

50:220:331 International Economics

For updates to curriculum see: [here](#).

## Bachelor of Science in Finance

The program in finance provides students with solid theoretical and practical knowledge of domestic and international finance in the areas of corporate finance, financial derivatives, investments, portfolio management, financial markets, and institutions. Graduates from the finance program are prepared to enter positions in corporations, financial institutions, brokerage houses, and investment banks. As consultants and entrepreneurs, they enter government work as corporate finance officers, bank officers, and investment and credit analysts.

### Major Specific Courses (24 credits)

52:390:310 Corporate Finance

52:390:315 Investments and Portfolio Management

52:390:330 Short Term Financial Management

52:390:350 Multinational Finance

52:390:410 M&A Finance

52:390:\_\_\_ Finance elective

\_\_:\_\_:\_\_ Approved elective

\_\_:\_\_:\_\_ Approved elective

**Finance Electives:** Students are required to complete three (3) credits in finance (390) electives ONLY at or above the 300 level. Please note: Finance Internship, Independent Study, Study Abroad course, and economics courses WILL NOT be applied as finance electives.

**Approved Electives:** Students are required to complete six (6) credits chosen from the list below:

52:390:497 Finance Internship (XPL)

52:390:487 Independent Study Research in Finance (XPL)

50:220:203 Intermediate Economic Theory: Micro

50:220:204 Intermediate Economic Theory: Macro

50:220:301 Money and Banking

50:220:322 Econometrics

50:220:391 Mathematical Economics

52:\_\_:\_\_ any School of Business-Camden (school 52) subject 010, 135, 390, 533, 620, 623, or 630) course at or above the 300 level

50:220:392 Business Cycles and Forecasting

50:220:397 Industrial Economics

50:960:337 Managerial Statistics

50:960:467 Introduction to Sampling

50:960:481,482 Mathematical Theory of Statistics

50:960:490 Experimental Design and Analysis

For updates to curriculum see: [here](#).

### **Bachelor of Science in Human Resource Management**

Human Resource Management (HRM) is a business discipline that specializes in the strategic, effective management of people to assist organizations gain a competitive advantage and mitigate risks. The Bureau of Labor Statistics and Market Demand analyses show that the career prospects for professionals in human resource management are steadily increasing. As a professional discipline, students can obtain additional human resource management credentials to signal their expertise in the field by passing human resource management certification exams such as those offered by the Society for Human Resource Management (SHRM) and the Human Resources Certification Institute (HRCI). Graduates with a HRM Major are prepared to enter positions in corporations, financial institutions, brokerage houses, and investment banks, as consultants and entrepreneurs they enter government work in positions, such as HR Generalist, HR Management, Labor Relations Coordinator, etc.

#### **Major Prerequisite Requirements (33-34 credits)**

#### **General Education Requirements (18 credits)**

#### **Business Core Requirements (30 credits)**

#### **Major Requirements (18 credits)**

52:533:365 Fundamentals of Human Resource Management

52:533:461 Compensation and Benefits

52:533:463 Talent Management

52:533:480 Strategic HRM Capstone

52:533/620:300+ HRM or Management Elective 1

52:533/620:300+ HRM or Management Elective 2

#### **Free Electives (20-21 credits)**

52:\_\_:300 + Business Elective 1

52:\_\_:300 + Business Elective 2

::\_\_ Free Elective 1

::\_\_ Free Elective 2

::\_\_ Free Elective 3

::\_\_ Free Elective 4

::\_\_ Free Elective 5

For further details including requirements of [Finance, Business, and Free Electives see website](#), or email [RSBC Academic Advising](#).

### **Bachelor of Science in Management**

The management major provides training in analyzing problems, making decisions, delegating assignments, training and supervising employees, budgeting, and coordinating. This major provides the skills needed to secure an entry-level position, as well as the tools needed by top management to lead an organization. The management area encompasses operations, entrepreneurship, management information systems, strategy, and international business.

Management majors can pursue a specialization in general management, strategy/entrepreneurship, or ecommerce technology. The general management specialization provides students with broad exposure to several management subfields. Strategy/international business/entrepreneurship specialization provides training to be an entrepreneur in a global economy. The ecommerce technology specialization prepares students to develop skills necessary to help businesses compete and develop strategies for web-based interactions among companies, employees, customers, and suppliers.

### Major Requirements (24 credits)

52:533:365 Strategic Human Resource Management

52:620:369 Multinational Business

52:623:\_\_\_ Ecommerce elective (300 level or above)

52:533/620/623:\_\_\_ Management elective (300 level or above)

52:533/620/623:\_\_\_ Management elective (300 level or above)

52:533/620/623:\_\_\_ Management elective (300 level or above)

52:\_\_:\_\_\_ Approved elective (any School of Business discipline course 300 level or above)

52:\_\_:\_\_\_ Approved elective (any School of Business discipline course 300 level or above)

### Management Electives 52:533/620/623:

- Students are required to complete nine (9) credits in Management (620), Human Resource Management (533), or Ecommerce and Information Technology (623) elective area courses at or above the 300 level.
- Students may choose to complete all three area elective courses from the designated areas, human resource management, management information systems, international business, entrepreneurship and strategy for a management area concentration. For more details [here](#).

### Ecommerce Elective (52:623:\_\_\_):

- Students are required to complete three (3) credits in an Ecommerce (623) elective at or above the 300 level.

### Approved Electives:

- Students are required to complete six (6) credits in any School of Business-Camden (school 52) (subject 010, 135, 390, 533, 620, 623, or 630) course at or above the 300 level.

For updates to curriculum see [here](#).

## Bachelor of Science in Marketing

Marketing provides students with a solid foundation in marketing principles and techniques. Marketing equips students with the quantitative and qualitative skills necessary to investigate and analyze customer behavior, competitors, and external groups who may be affected by the marketing process. Specializations in marketing research is available.

For current curriculum requirements see [here](#).

### Major Requirements (24 credits)

52:630:385 Marketing Research

52:630:\_\_\_ Marketing elective (300 level or above)

52:630:\_\_\_ Marketing elective (300 level or above)

52:630:\_\_\_ Marketing elective (300 level or above)

52:630:\_\_\_ Marketing elective (300 level or above)

\_\_:\_\_:\_\_\_ Approved elective

\_\_:\_\_:\_\_\_ Approved elective

52:\_\_:\_\_\_ International Business elective

**Marketing Electives:** Students are required to complete twelve (12) credits from the offerings of school 52, subject 630 courses at or above the 300 level. The Marketing Internship course 52:630:497 may be applied to meet no more than three (3) of the (six) 6 required marketing elective credits.

**Approved Electives:** Students are required to complete six (6) credits from the following approved elective options:

52:\_\_:\_\_\_ any school 52 (subject code 010, 135, 390, 533, 620, 623, or 630) course at or above the 300 level

50:830:\_\_\_ any psychology (50:830) course at the 300 level or above

52:960:\_\_\_ any statistics (50:960) course at the 300 level or above

50:220:308 Managerial Economics

50:920:301 Methods and Techniques of Social Research

**International Business Elective:** Students are required to complete three (3) credits in a course from the list below:

52:630:371 International marketing (preferred option)

52:390:350 Multinational Finance

52:620:369 Multinational Business

52:\_\_:\_\_ any School of Business-Camden Learning Abroad course

For updates to curriculum see [here](#).

Degree Programs (RSBC)

## Bachelor of Arts in Business Administration (B.B.A.)

## Bachelor of Arts in Business Administration (B.B.A.)

### Bachelor of Arts in Business Administration (B.B.A.)

A student seeking the B.B.A degree must be admitted into either the 100 percent online B.B.A program or the off-campus B.B.A program (at one of our partner institutions).

#### General Curricular Requirements

Students complete a total of 120 credits to satisfy graduation requirements.

#### *Major Prerequisite Requirements - Level I (22 credits; eight courses)*

50:220:102 Microeconomics

50:220:103 Macroeconomics

52:135:120 Introduction to Quantitative Business Skills

52:620:210 Excel for Business (1 credit)

52:135:214 Introduction to Business Statistics

52:010:101 Introduction to Financial Accounting

52:623:201 Introduction to Business Computing

52:140:101 Business Law

#### *Major Prerequisite Requirements - Level II (11 credits; four courses)*

52:135:205 Quantitative Business Skills/Calculus for Business Administration

52:135:216 Applied Business Statistics

52:010:202 Management Accounting

52:135:206 Professional Development Strategies (2 credits)

#### General Education Requirements (21 credits; 7 courses)

General education themed electives are searchable via the [schedule of classes](#). New Jersey associate in arts and associate in science (A.A./A.S.) degree holders are waived of general education requirements if they are eligible for the [New Jersey Statewide Transfer Agreement](#).

50:989:101 English Composition I

50:989:102 English Composition II

See Schedule of Classes: Art and Aesthetics Interpretation (AAI)

See Schedule of Classes: Global Communities (GCM)

See Schedule of Classes: Heritages and Civilizations (HAC)

See Schedule of Classes: Physical and Life Sciences (PLS)

See Schedule of Classes: U.S. in the World (USW)

**Business Core Requirements (27 credits; nine courses)**

- 52:620:301 Ethics and Social Responsibility in Business(meets Ethics and Values EVA- General Education requirement)
- 52:135:250 Business Communications (Writing Intensive - WRI)
- 52:390:301 Principles of Finance
- 52:620:303 Organizational Behavior
- 52:620:321 Optimization and Spreadsheet Modeling
- 52:620:325 Operations Management
- 52:623:302 IT and Project Management
- 52:630:201 Principles of Marketing
- 52:620:450 Business Policy (Capstone)

**Major Requirements (21 credits; seven courses)**

- 52:533:365 Strategic HRM
- 52:620:369 Multinational Business
- Five (5) Advanced Topic in Business

**Business or Related Electives (18 credits; six courses)**

Six (6) courses in Business or Related Electives

For concentrations requirements see [here](#).

For more detail on the bachelor of arts in business administration (B.B.A.) degree program offered off-campus visit the [website](#).

For admissions information visit [here](#).

Degree Programs (RSBC)

## Undergraduate Tracks and Concentrations

## Undergraduate Tracks and Concentrations

The following tracks/concentrations are available to Rutgers School of Business-Camden students enrolled in the undergraduate program (bachelor of science or bachelor of arts) unless otherwise noted.

Substitutions for courses may be made but only upon approval of the appropriate area head or of the associate dean for undergraduate programs. All requests must go through your academic adviser (Rutgers School of Business-Camden [Academic Services Office](#)).

Refer to the following website for descriptions, details, and updates: [Here](#).

**Corporate Finance track/concentration:** The courses in this track prepare students to make sound business decisions. This track benefits both entrepreneurs and those seeking an entry-level position in a corporation with the goal of one day attaining the position of chief financial officer.

52:390:310 Corporate Finance

52:390:315 Investments and Portfolio Management

52:390:330 Short-Term Financial Management

52:390:350 Multinational Finance

52:390:410 M&A Finance

**Data Analytics track/concentration:** Data analytics involves quantitative and qualitative techniques and tools to analyze and exploit the massive amount of data generated in business. The data analytics skill set will be valuable in a wide range of businesses and organizations in government, education, and other sectors.

52:620:321 Optimization and Spreadsheet Modeling

52:620:430 Introduction to Big Data Applications

52:620:432 Text and Social Media Mining

52:623:447 Data Management and Analytics with R

**Digital Marketing track/concentration:** Students will gain cutting-edge marketing knowledge and skills in social media, search engine marketing, content marketing, digital marketing analytics, and more to develop high-performing integrated marketing plans that deliver on key marketing metrics.

52:630:361 Digital Marketing Fundamentals

52:630:362 Principles of Digital Analytics

52:630:363 Social Media Marketing

52:630:364 Digital Content Creation

**Strategic Human Resource Management track/concentration:** The courses in this track focus on workplace issues crucial for performance, including team building, evaluating needs for training and development, guiding employees' career progression, assessing compensation, and managing diversity by using evidence-based practices based on the latest research. Interested students can also use this module to prepare for the competency-based **Society for Human Resource Management (SHRM) Certification exam** -- *the industrywide gold standard in demonstrating expertise in personnel management.*

52:533:360 Career Planning and Career Management

52:533:365 Strategic Human Resource Management

52:533:461 Compensation and Benefits

52:533:463 Talent Management: Attracting, Developing, and Retaining Employees

**Financial Analyst track (open to bachelor of science students only):** The track encompasses a large proportion of the knowledge incorporated into the Chartered Financial Analyst (CFA) Program Level 1 Exam, the most respected and recognized investment management designation in the world. Students acquire a comprehensive understanding of equity, debt, and derivative securities and markets. They acquire the quantitative tools needed

to analyze investment opportunities, manage portfolios, assess and manage financial risks, and make lending decisions. Likely job titles include financial analyst, financial adviser, relationship manager, portfolio manager, risk manager, and research analyst.

52:390:315 Investments and Portfolio Management

52:390:425 Fixed Income Securities

52:390:435 Derivative Securities

52:390:464 Equity Investments

Degree Programs (RSBC)

## Business Minors

### Business Minors

#### Minor Programs for Non-School of Business-Camden Students

Students who are not enrolled in a Rutgers School of Business-Camden (RSBC) major but wish to minor in accounting, business administration, finance, human resource management, international business, management, management information systems and ecommerce, or marketing must meet the following criteria:

Students may apply for admission to a business studies minor program after completion of 45 course credits.

#### *Guidelines*

1. Must have a 2.5 or better cumulative GPA to declare minor.
2. Please be mindful of course prerequisites.
3. Enrollment in restricted (school 52 only) courses will require permission of a Rutgers School of Business-Camden academic adviser.
4. All courses must be completed with a grade of C or better.

*Below are the list of minors for nonbusiness majors and their required credits for certification:*

- Accounting Minor - 12 credits
- Business Administration Minor - 15 credits
- Finance Minor - 12 credits
- Human Resource Management Minor - 12 credits
- International Business Minor - 12 credits
- Management Minor - 15 credits
- Management Information Systems and Ecommerce Minor - 12 credits
- Marketing Minor - 12 credits

For more information, contact the [Academic Services Office](#) at 856-225-6216.

#### Business Minor for School of Business-Camden Students

Students enrolled in a Rutgers School of Business-Camden major may choose to pursue a minor course of study in a different subject area to complement their selected major.

Minors may be selected from the following subject areas:

- Accounting (010)
- Finance (390)
- Human Resource Management (533)
- Management (620)
- Management Information Systems (623)(620)
- Marketing (630)
- Leadership Studies

A minor in accounting, finance, management, marketing, managing information systems, or human resource management consists of nine (9) additional credits in a different subject area than your major. The leadership minor is 12 (twelve) credits.

For more information, please contact the Rutgers School of Business-Camden [Academic Services Office](#).

Degree Programs (RSBC)

## Dual-Degree Programs

### Dual-Degree Programs

### Bachelor of Science / Master of Accounting (B.S. / M.Acc.)

The accelerated bachelor of science/master of accounting program (B.S./M.Acc.) dual-degree program at Rutgers School of Business-Camden (RSBC) offers highly motivated undergraduates an opportunity to accelerate their studies toward a master's degree in accounting.

#### **Program Eligibility:**

Be a matriculating Rutgers School of Business-Camden student pursuing a bachelor of science (B.S.) in accounting.

#### **Eligible Applicants Must:**

- Have and maintain a cumulative GPA of at least 3.0 at the point of application and through degree completion.
- Have successfully completed Intermediate Accounting I with a minimum grade of C or better.
- Have earned approximately 90 credits by the end of junior year (including applicable transfer credits).
- Maintain full-time undergraduate status (12 credits) during the fall and spring semesters of their senior year.

In addition to the above, candidates entering the master of accounting (M.Acc.) program must complete their bachelor of science degree in accounting from Rutgers School of Business-Camden and appropriately be certified for degree upon completion.

For more information, current entrance requirements, and program application refer to the [website](#).

## **Bachelor of Arts or Bachelor of Science / Master of Business Administration (B.A. or B.S. / M.B.A.)**

The accelerated dual-degree bachelor of arts or bachelor of science/master of business administration (B.A. or B.S./M.B.A.) program gives highly motivated undergraduate students the opportunity to earn a master of business administration (M.B.A.) degree in conjunction with their undergraduate degree.

### **Program Eligibility**

Students must be enrolled (matriculated) in one of the following programs:

- B.S. in accounting, finance, management, or marketing
- B.A. in business administration
- B.A. in economics
- B.A. in biology

### *Eligible Applicants Must:*

- Have and maintain a cumulative GPA of at least 3.0 at the point of application and through degree completion.
- Have earned approximately 90 credits by the end of junior year (including applicable transfer credits).
- Maintain full-time undergraduate status (12 credits) during the fall and spring semesters of your senior year.
- Have successfully completed the bachelor of science/arts degree and be certified for degree.

Students must meet all applicable coursework requirements from the qualification checklist (see checklist per [this website](#))

For more detailed information on the program, current entrance requirements, the curriculum Flight Plan, and the program application, view the [UG-MBA Dual Degree Packet](#).

## **Bachelor of Arts or Bachelor of Science / Master of Science (B.A. or B.S. / M.S.)**

The accelerated dual-degree bachelor of arts or bachelor of science/master of science degree (B.A or B.S./M.S.) is a rigorous, career-focused program designed for goal driven students.

### **Program Eligibility:**

Students must be enrolled (matriculated) in one of the following programs:

- B.S. in accounting, finance, management, or marketing
- B.A. in business administration

### Eligible Applicants Must:

- Have and maintain a cumulative GPA of at least 3.0 at the point of application and through B.S. or B.A. degree completion.
- Successfully complete at least two undergraduate statistics courses with a grade of B or better.
- Have earned approximately 90 credits by the end of junior year (including applicable transfer credits).
- Maintain full-time undergraduate status (12 credits) during the fall and spring semesters of your senior year.
- Successfully complete the bachelor of science/arts degree and be certified for degree upon completion.

For more detailed information on the program, entrance requirements, and the program application, visit [here](#).

## Course Listing and Descriptions (RSBC)

Course Listing and Descriptions (RSBC)

### Course Numbers

#### Course Numbers

#### Changes in Course Numbers and/or Titles

It is the student's responsibility to read course descriptions carefully, and, when in doubt, to check with his or her adviser or the appropriate department to avoid registering for a course that the student already may have taken. Credit will not be given twice for the same course, despite a change in number and/or title.

#### Explanation of Three-Part Course Numbers

The number preceding each course title is divided into three parts. The first two digits are the administrative code (standing for a faculty or a school), the next three digits are the subject code, and the final three digits are the course code.

#### *Administrative Codes*

24 - Rutgers Law School

50 - Camden College of Arts and Sciences (daytime and evening courses)

52 - School of Business-Camden

56 - Graduate School-Camden

64 - University College Camden

#### *Subject Codes*

A subject code indicates the subject matter of the course. (This list does not constitute a list of majors nor does it constitute a list of all subjects offered at the university.)

Accounting (010)

Business Administration (135)

Business Law (140)

Finance (390)

Human Resource Management (533)

Management (620)

Management Science and Information Systems (623)

Marketing (630)

### **Course Codes**

Courses coded from 100 to 299 are introductory and intermediate undergraduate courses; codes from 300 to 499 indicate advanced undergraduate courses. Courses coded from 500 to 799 are graduate courses and are described in the graduate catalogs of the university.

Two course codes separated by a comma indicate that each semester course may be taken independently of the other (example: 50:160:453,454). Two course codes separated by a hyphen indicate that satisfactory completion of the first-semester course is a prerequisite to the second semester (example: 50:750:203-204); the first semester may be taken for credit without the second, except if a statement is added to indicate that both semester courses must be completed in order to receive credit (example: 50:160:335-336).

Credits awarded for the successful completion of each course are indicated in parentheses following the course title. The notation of BA indicates that the number of credits is determined by arrangement with the department offering the course.

Unless otherwise indicated, a course normally meets each week for a number of lecture hours equal to the number of credits to be earned. Special hours are modes of class, other than lecture, are usually indicated in italics below the course title (i.e., "by arrangement" for courses delivered 100 percent online).

Course Listing and Descriptions (RSBC)

## **Accounting 010**

### **Accounting 010**

#### **52:010:101 *Introduction to Financial Accounting* (3)**

An introduction to accounting theory and practice and its function as the communications medium of the modern business information system.

***Prerequisite: Any course equal or greater than 50:640:042 or 52:135:120.***

**52:010:202 Management Accounting (3)**

The management uses of accounting data for planning, control, and decision-making emphasized in the study of cost accounting, budgeting, and internal reporting procedures.

*Prerequisite: 52:010:101.*

**52:010:305 Intermediate Accounting I (3)**

In-depth development of both the basic theory underlying financial accounting and the accounting process, with an emphasis on their application to items on financial statements. Covers the various reporting and disclosure requirements under generally accepted accounting principles.

*Prerequisite: 52:010:202.*

**52:010:306 Intermediate Accounting II (3)**

Continuation of 52:010:305. Covers how enterprises account for liabilities and equity accounts, including current and noncurrent liabilities, leases, pensions, income taxes, contributed capital, retained earnings, and stock options. Additional topics cover earnings per share, the statement of cash flows, accounting changes, and error corrections.

*Prerequisite: 52:010:305.*

**52:010:372 Essentials in Financial Statement Analysis (3)**

A study of the basic elements that affect the examination and interpretation of financial statements from the viewpoint of various users such as investors, creditors, and others. Thorough consideration of accounting implications, analytical methods, and item content of formal statements, with attention to economic implication of financial reporting.

*Prerequisite: 52:010:101. Restricted to 135 majors.*

**52:010:383 Individual Federal Income Tax (3)**

An analysis of the federal tax laws as they apply to the income of individuals. Specifically, analysis of gross income, exclusions, business and nonbusiness deductions, gains and losses, and capital gain and loss treatment.

*Prerequisite: 52:010:305 or 52:010:306.*

**52:010:384 Taxation of Business Entities (3)**

An analysis of the federal tax laws as they apply to the income of partnerships, decedents, estates and trusts, and corporations. Focus on corporate distributions, especially taxed corporations, capital changes, liquidations, and corporate reorganizations. (Previous title: Corporate Federal Tax Accounting).

*Prerequisite: 52:010:305 or 306.*

**52:010:390 Cost Accounting (3)**

Identifying, measuring, accumulating, analyzing, preparing, interpreting, and utilizing financial information used by management for product and service costing and pricing, planning, and control to help meet organizational objectives. Standards for ethical conduct for management accountants.

*Prerequisite: 52:010:305 or 52:010:306.*

**52:010:401 Advanced Accounting (3)**

Emphasis on the acquisition method of accounting for mergers and acquisitions, the cost and equity methods of accounting for an investment subsequent to its acquisition, and consolidations that result from intercorporate stock exchanges. Accounting for foreign operations, partnerships, and for state and municipal government entities.

*Prerequisites: 52:010:305 and 52:010:306.*

**52:010:415 Concepts of Auditing (3)**

Objectives and concepts of auditing including audit planning, the internal control structure, audit evidence, audit sampling, materiality and audit risk, and reporting on audited financial statements. Overviews of audit methodology, auditing standards, and code of professional conduct.

*Prerequisites: 52:010:305 and 52:010:306.*

**52:010:432 Accounting Information Systems (3)**

Examines concepts, principles, and components of computerized accounting information systems, system flowcharts, internal controls, hardware and software study, structured red systems analysis, structured systems design, systems implementation and operation, and AIS application.

*Prerequisite: 52:010:202.*

**52:010:441 Accounting Theory (3)**

Contemporary theories explaining accounting and auditing phenomena. Alternative hypotheses and views to explain existing and emerging issues and observations in areas relating to the markets for accounting and auditing services. Accounting regulations and rule setting and the accounting profession.

*Prerequisite: 52:010:305 or 52:010:306.*

**52:010:472 Financial Statement Analysis (3)**

A study of the various factors that affect the critical examination and interpretation of financial statements from the viewpoints of various groups using such data. Thorough consideration of accounting problems, analytical methods, and item content of formal statements, with attention to statements of cost analysis and other specialized control reports.

*Prerequisite: 52:010:305 or 52:010:306.*

**52:010:487 Independent Study in Accounting (BA,1-3)**

Individual study under the supervision of a member of the accounting faculty in an area of accounting study, on a project or on a paper of the sort not usually undertaken in a regular course, in order to deepen and broaden the student's professional horizon and enrich his or her educational experience.

*Prerequisite: Instructor discretion.*

**52:010:491,492 Special Topics in Accounting (3,3)**

Designed to integrate course materials, introduce newer philosophies and techniques in accounting, and apply them to selected problems. Extensive reading and research reports required. Topics vary from year to year.

*Prerequisite: Instructor discretion.*

**52:010:495 Honors Thesis in Accounting (3)**

An individual research project.

*Prerequisite: Permission of instructor.*

**52:010:497 Accounting Internship (3)**

The Rutgers School of Business-Camden internship program offers qualified students an opportunity to gain professional employment experience that complements their academic background in business. The internship program is designed to supplement the academic program by giving students a real-world employment experience prior to graduation.

*Prerequisite: Permission of internship director/instructor.*

**52:010:498 Accounting Cooperative (BA, 3-6)**

Provides students with an opportunity to earn real-life experience that is integrated with their coursework. Cooperative education helps students explore and confirm their career aspiration by assisting them in various areas of career development. Students should develop self-confidence, professionalism, and sense of career direction. Credits determined by cooperative director/instructor.

*Prerequisite: Permission of cooperative director/instructor.*

Course Listing and Descriptions (RSBC)

## **Business Administration 135**

### **Business Administration 135**

**52:135:101 Business Essentials (3)**

Assists students in understanding how the components of the business curriculum fit together to form a cohesive whole, and how the curriculum fits within their professional development, their profession, the economy, and society as a whole. Students will also build skills in writing, speaking, networking, manners, and the consideration of others. In addition, this course will build skills necessary to succeed in a university environment, such as time management, study skills, critical thinking skills, research skills, and how to learn independently. Finally, the seminar should help create a bond between students through team projects and case studies.

*For first-year students in the School of Business-Camden (school 52) and pre-business majors (006) in schools 50 (Camden College of Arts and Sciences) and 64 (University College-Camden).*

**52:135:120 Introduction to Quantitative Skills for Business (3)**

This course provides students with the basic analytical foundations needed for majoring in business and economics. It reviews concepts such as algebraic equations and inequalities, foundations of probability, probability mass and density functions, polynomials, and elementary coordinate geometry. Emphasis will be placed on modeling real-world applications.

**52:135:202 Professional Skills Forum I (1)**

This course will focus on career-related skills required for successful internship, job interview, and in early professional life. Topics and activities include: résumé writing and critique; interviewing skills; email etiquette; dining etiquette; dress for success; use of social media in a professional setting; how to break down a job post; workplace relationship; etc. Students will be required to attend various workshops as required by the course instructor.

*This course must be taken within a student's first two semesters and may require an additional course fee.*

**52:135:203 Professional Skills Forum II (1)**

This course will focus on enhancing the career-related skills required for exploration into a specific industry, career, and profession; linked to the student's academic major. Topics and activities include: change management, personal appearance and business etiquette, interview preparation, internship preparation, personal budgeting, linkages with industry groups, career exploration strategies, leadership style, and awareness/exposure to businesses. All topics are linked to the foundational NACE core competencies required for college graduates. Students will be required to attend classroom meetings and individual coaching sessions and complete individual assignments, as directed by the instructor.

*This course must be taken within a student's sophomore or junior year of study and may require an additional course fee.*

**52:135:204 Career Development Strategies (1)**

This course will reinforce and put into practice the career-related skills required for successful entry into a professional career. Topics and activities include: personal finance metrics and formulas, mock interviews and preparations, change readiness, professional presence, the hiring contract and acceptance process, industry and professional organization leveraging, and leadership style deployment. All topics are linked to the foundational NACE core competencies required for college graduates. Students will be required to attend classroom meetings, individual coaching sessions, simulations and role plays, complete individual assignments and individual coaching sessions, as required by the course instructor.

*This course must be taken prior to a student's senior year of study and may require an additional fee. Prerequisite: 52:135:203.*

**52:135:205 Basic Calculus for Business Administration (3)**

Provides a mathematical foundation for students interested in majoring in business and economics. Topics include review of basic algebra, linear equations, functions, and graphs; mathematics of finance (including simple and compound interest, future and present value of annuity); systems of linear equations; limits; and the understanding of the use and application of derivatives as well as integration.

*Open to 52:135 majors only. Prerequisite: 50:640:043 or higher; or 52:135:120.*

**52:135:206 Professional Development Strategies (2)**

This competency-based course will provide students with career-based strategies for developing team building and leadership skills, career exploration opportunities, and building one's personal brand, through virtual engagement modalities and best practices. Students will virtually participate in course activities, individual coaching sessions, simulations and role plays, and complete individual assignments, as required by the course instructor. Students will develop a plan to ensure a defined path toward post-graduation career goals.

*This course must be taken prior to a student's senior year of study and may require an additional course fee.*

**52:135:214 Introduction to Business Statistics (3)**

An introduction to the concepts, theory, and statistical tools for analyzing business conditions, forecasting, and decision-making. Provides the knowledge base for collecting, organizing, and summarizing data and includes such topics as sampling, classifying, frequency distribution, dispersion, regression and correlation analysis, and forecasting.

*Prerequisite: 52:135:120 or 50:640:103 or 50:640:104 or 50:640:106 or 50:640:109 or 50:640:113 or 50:640:114 or 50:640:115 or 50:640:121 or 50:640:129 or 50:640:130. Students may not earn credit for both this course and 52:620:214.*

**52:135:216 Applied Business Statistics (3)**

Provides business students with additional statistical tools used in analyzing business conditions, forecasting, and decision-making. Instead of focusing on theoretical formulae, students will learn to apply these tools for analyzing and interpreting data routinely collected by businesses in order to formulate marketing strategies, financial plans, and investment decisions. This course will provide the knowledge base and practical examples of how to select and apply appropriate statistical techniques and to interpret and communicate results. Students will work in teams to collect and analyze data on a local business and present written and oral reports on their statistical findings.

*Prerequisite: 52:135:214 or 52:620:214 or 50:960:183 or 50:960:283. Credit cannot be received for both this course and 52:620:216 or 50:960:284 Introduction to Statistics II.*

**52:135:220 Quantitative Business Skills (3)**

Provides a mathematical foundation for students interested in majoring in business and economics. Topics include review of basic algebra, linear equations, functions and graphs; mathematics of finance (including simple and compound interest, future and present value of annuity); systems of linear equations; limits; and derivatives as well as integration.

*Prerequisite: 52:135:220 or 50:640:103 or 50:640:104 or 50:640:106 or 50:640:109 or 50:640:113 or 50:640:114 or 50:640:115 or 50:640:121 or 50:640:129 or 50:640:130. Formerly 52:620:215. Student may not earn credits for both this course and 52:620:215.*

**52:135:250 Business Communications (W) (3)**

Business Communications is the study of spoken and written communication in business. Planning, composing, and carrying out communications with employees, management, stockholders, customers, the general public, and government entities. Approximately one-half of the course involves written communication and one-half involves spoken communication. A working knowledge of Microsoft Office programs (e.g., MS Word, MS PowerPoint) is strongly recommended.

*Prerequisite: 50:350:102 or 50:989:102.*

**52:135:310 Raising Capital for Entrepreneurs (3)**

Discusses how to raise initial capital and evaluates the trade-offs among alternative financing sources over a company's life. Topics include angel investors, private placements, venture capital, junk bonds, initial public offerings (IPOs), and related management issues.

*Prerequisites: Enrollment in School of Business-Camden (school 52) and completion of 30 credits.*

**52:135:420 International Study - South Africa (3)**

The School of Business-Camden offers a 3-credit course on doing business in South Africa. The course highlight is a 12-day study trip over spring break to South Africa, where students visit businesses and government/community enterprises to learn about management and marketing opportunities, challenges, and practices in this region. Course meetings will be scheduled prior to the trip, accompanied by class meetings and student presentations following the trip.

*Restricted to 135 major students. Special permission number from instructor required.*

**52:135:426 Learning Abroad Program (3)**

The School of Business-Camden offers a 3-credit course on doing business in a foreign country. The course highlight is a 10- to 12-day study abroad trip where students visit businesses and government/community enterprises to learn about management and marketing opportunities, challenges, and practices in the applicable country. Course meetings will be scheduled prior to the trip, accompanied by class meetings and student presentations following the trip.

*Restricted to 135 major student. Special permission number from instructor required.*

**52:135:497 Business Administration Internship (BA)**

The Rutgers School of Business-Camden internship program offers qualified students an opportunity to gain professional employment experience that complements their academic background in business. The internship program is designed to supplement the academic program by giving students a real-world employment experience prior to graduation.

*Prerequisite: Permission of internship director/instructor.*

### **52:135:499 Business Leader Development Program (BLDP) Seminar (3)**

The Business Leader Development Program (BLDP) is a customized approach through which high-potential students develop the skills and habits of leadership to carry forward into their business careers. BLDP seminars typically examine current leadership topics in a seminar setting. A seminar on a different topic will be offered each semester and will rotate among the disciplines of accounting, finance, human resource management, management, and marketing. Typically, one-half of the seminar meetings will consist of outside speakers from the business community who have knowledge and expertise in that semester's topic. Seminar participants will be given opportunities to interact and network with these business leaders. Seminar size is limited to 15 students. Please see the [BLDP website](#) for further information, for past and upcoming seminar topics, and application information.

*Prerequisite: Admission to seminar is by application only. Applications are accepted on a rolling basis beginning in January for fall semester and September for spring semester.*

Course Listing and Descriptions (RSBC)

## **Business Law 140**

### **Business Law 140**

#### **52:140:101 Business Law I: Legal Environment (3)**

Focuses on legal and regulatory environment of business. Fundamental ideas on the law and its relationship to business; government regulation; and such topics as the law of the employment relationship, occupational safety and health, financial regulation, antitrust, consumer protection, product liability, and the environment.

*Prerequisite: 50:350:102 or 50:989:102.*

#### **52:140:102 Business Law II: Uniform Commercial Code (3)**

Preparation for the New Jersey C.P.A. examination. Emphasis on aspects of the Uniform Commercial Code. Topics include the formation, operation, and discharge of contracts; agency; commercial paper; debtor-creditor relationships including bankruptcy; property; partnership and corporations with respect to liability, the power of their officers, and the rights of stockholders; and negotiable instruments and bailments.

*Prerequisite: 52:140:101.*

Course Listing and Descriptions (RSBC)

## **Finance 390**

### **Finance 390**

#### **52:390:101 Introduction to Finance and Investment (3)**

This course deals with understanding the economics of markets and prices, stock and bond financial markets and financial decision-making, time value of money, risk and discount rates, and the valuation of assets. The course will involve substantial applications of the skills learned in the course.

#### **52:390:125 Financial Literacy (2)**

The course will serve as an introduction to personal finance and covers the basic principles needed for effective personal finance management. It will cover topics such as financial decision-making through creation of financial

plan and budget, personal taxation, risk management through insurance, proper use of credit, as well as investing in stocks and bonds for retirement.

*Open to School of Business-Camden (school 52) students only.*

**52:390:301 Principles of Finance (3)**

Financial statements and ratio analysis; time value of money and discounted cash flow valuation; bond and stock valuation; capital budgeting; and risk and return.

*Prerequisites: (52:010:101 and 50:640:113 and 50:960:183) or (52:010:101 and 50:640:113 and 50:960:283) or (52:010:101 and 50:640:115 and 50:960:183) or (52:010:101 and 50:640:115 and 50:960:283) or (52:010:101 and 52:135:120 and 52:135:214) or (52:010:101 and 52:135:120 and 52:135:216).*

**52:390:306 Business Valuation (3)**

The ability to estimate the worth of a business is a valuable skill for anyone who plays a role in financial markets, or who needs to estimate the economic value of an enterprise for a variety of business and legal purposes. This course introduces the basic approaches to business valuation. The valuation process includes company analysis, industry and economic analysis, and financial analysis.

*Prerequisite: 52:390:301.*

**52:390:310 Corporate Finance (3)**

Cost of capital; capital structure; payout policy; introduction to international aspects of corporate finance; options and corporate finance.

*Prerequisites: (52:390:301 and 50:640:130 and 50:960:284) or (52:390:301 and 50:640:121 and 50:960:284) or (52:390:301 and 50:640:118 and 50:960:284) or (52:390:301 and 52:135:205 and 52:135:216) or (52:390:301 and 52:135:205 and 52:620:216).*

**52:390:315 Investments and Portfolio Management (3)**

Organization and functioning of securities markets; efficient capital markets; modern portfolio management; asset pricing models; security valuation principles and practices; analysis and management of bonds and common stocks; derivative securities; and evaluation of portfolio performance.

*Prerequisites: (52:390:301 and 50:960:284 and 50:640:130) or (52:390:301 and 50:960:284 and 50:640:121) or (52:390:301 and 50:960:284 and 50:640:118 and 50:640:118) or (52:360:301 and 52:135:205 and 52:135:216) or (52:390:301 and 52:135:205 and 52:620:216).*

**52:390:325 Financial Markets and Institutions (3)**

Roles of financial markets and institutions; determination and structure of interest rates; functions of the Federal Reserve System, its monetary policy, and implications; debt and equity securities markets; commercial bank operations and bank regulation; nonbank operations.

*Prerequisite: 52:390:301.*

**52:390:330 Short-Term Financial Management (3)**

Efficient management of the firm's short-term assets and liabilities. Topics include cash management and banking relations, short-term investments, accounts receivable management, accounts payable management, short-term borrowing, and electronic data interchange. Background material on commercial banking and the Federal Reserve System is also covered.

*Prerequisite: 52:390:301.*

**52:390:350 *Multinational Finance (3)***

Financial management for the multinational firm. Topics include understanding exchange rates, balance of payments accounting, the international monetary system, foreign exchange markets, measuring and managing foreign exchange exposure, international capital budgeting, and financing international projects.

*Prerequisite: 52:390:301.*

**52:390:379 *Financial Modeling (3)***

Model-building and analysis of financial data using techniques and computer software such as Microsoft Excel. This course makes the connection between textbook finance and solving real-world business problems. The course provides a patterned map for solving common financial models with spreadsheets. Topics include corporate finance problems, standard portfolio problems, fixed income models, and option pricing.

*Prerequisite: 52:390:301.*

**52:390:410 *M&A Finance (3)***

Introduces students to the primary valuation methodologies currently used on Wall Street to value mergers and acquisitions (M&A). Real-world data from Bloomberg are integrated into the lessons. Qualitative dimensions, such as deal structure, form of financing, and acquisition strategies, are incorporated into the M&A analysis.

*Prerequisite: 52:390:310.*

**52:390:415 *Statistical Financial Modeling (3)***

Model-building and analysis of financial data using statistical techniques and computer software such as SAS or SPSS. Topics include financial ratios and bond ratings, prediction of financial distress and acquisitions, evaluation of business loans, estimation of portfolio inputs, evaluation of portfolio performance, and sales and earnings forecasting.

*Prerequisite: 52:390:315.*

**52:390:425 *Fixed-Income Securities (3)***

Bond price, yield, and total-return determination; interest rate risk; duration and convexity; the institutional characteristics of fixed-income markets; the term structure of interest rates; forwards, futures, options, and swaps of fixed-income securities; hedging with derivative securities; and mortgage pass-through securities.

*Prerequisite: 52:390:301.*

**52:390:435 *Derivative Securities (3)***

Functioning of futures and options markets; futures price structure; hedging; risk and return; futures contracts on stock indices, interest rates, and currency; options price structure and arbitrage, valuation, and trading strategies; options contracts on stock indices, interest rate, and currency; swaps.

*Prerequisite: 52:390:315.*

**52:390:464 *Equity Investments (3)***

The purpose of this course is to investigate, evaluate, and apply various equity analysis and valuation methods as well as equity portfolio management and performance measurement techniques. Methods range from adjusting book, discounted cash flow, and market multiplier approaches. SWOT (strengths, weaknesses, opportunities, and threats) analytical approaches are also used. Differential equity portfolio formation approaches will focus on style analyses and sector rotation strategies, as well as various portfolio performance measurement and evaluation methods.

*Prerequisite: 52:390:315.*

**52:390:470 Equity Trading (3)**

Introduces students to various equity portfolio implementation techniques. Through the extensive use of TraderEx simulation software, students implement equity trades within order-driven, dealer-driven, hybrid, dark pool, continuous, and call auction market environments. The objective is to provide opportunities for students to learn ways to minimize implementation shortfall through judicious trading techniques.

*Prerequisite: 52:390:301.*

**52:390:487 Independent Study in Finance (BA, 1-3)**

Individual study under the supervision of finance faculty, usually on a specified project or paper, designed to enrich the educational experience.

*Prerequisite: Permission of instructor.*

**52:390:491,492 Special Topics in Finance (3,3)**

Designed to integrate course materials; introduce new philosophies, theories, and techniques in finance; and apply them to selected problems. Extensive reading and research reports required. Topics vary from year to year.

*Prerequisites: As determined by instructor.*

**52:390:495 Honors Thesis in Finance (3)**

An individual research project.

*Prerequisite: Permission of instructor.*

**52:390:497 Finance Internship (3)**

The Rutgers School of Business-Camden internship program offers qualified students an opportunity to gain professional employment experience that complements their academic background in business. The internship program is designed to supplement the academic program by giving students a real-world employment experience prior to graduation.

*Prerequisite: Permission of internship director/instructor.*

Course Listing and Descriptions (RSBC)

## Honors College 525

### Honors College 525

**52:525:300,301 Honors Seminar (3,3)**

A series of interdisciplinary courses in business with special topics designed for the Honors College. Specific topics change each semester.

*Prerequisite: Honors College students only.*

Course Listing and Descriptions (RSBC)

## Human Resources Management 533

### Human Resources Management 533

**52:533:360 Career Planning and Career Management (3)**

Explores theory, research, and practice related to the planning and managing of careers in organizations. Individual

career planning and management are the major part of the course. Students will be expected to reflect on past experiences, tie them to recurrent life themes, and develop a plan for the future. It is also possible that other topics ranging from one's career life span might also be discussed. Multiple individual presentations will also occur during the semester.

**52:533:365 *Strategic Human Resource Management (3)***

Emphasizes the importance of human resource management functional specialties (i.e., planning, recruitment, selection, employee development, compensation, and employee relations) in terms of alignment with and support of the organization's strategy and objectives. Special attention is given to business problems and strategic decision-making related to the successful management of human resources in organizations.

**Prerequisite:** 52:620:303.

**52:533:370 *Legal Issues in Human Resource Management (3)***

Designed to expose students to legislation and court rulings that impact the management of human resources in the organization. Topics include, but are not limited to, equal employment, privacy, employee selection and testing, wage/hour regulations, safety and health, worker's compensation, unemployment insurance, intellectual property, and other emerging issues in employment law.

**Prerequisite:** 52:533:365.

**52:533:460 *Employee and Labor Relations (3)***

A study of the relationships between management and employees of the organization in both unionized and nonunion environments, and in both the private and public sectors. Nonunion employee relations requires leadership for a positive work climate, including the development of programs, policies, and practices in support of employees and the work they do (e.g., safety and wellness) and general conflict resolution. Labor relations with unionized employees offers more emphasis on administering due process and collective bargaining, developing strategies for contract negotiations and implementation of negotiated agreements, and alternative dispute resolution.

**Prerequisite:** 52:533:365.

**52:533:461 *Compensation and Benefits (3)***

Considers the role of compensation as part of an organization's business strategy. Compensation techniques used to achieve internal and external equity are covered, focusing on job evaluations and wage and salary surveys. Incentive pay schemes, pay based on seniority, and knowledge-based pay plans are also discussed. The role of employee benefits as compensation is given significant attention, including both legally mandated and discretionary benefits. Issues connected with executive pay and international differences in compensation are covered.

**Prerequisite:** 52:533:365.

**52:533:462 *Workforce Planning and Employment (3)***

Takes a detailed look at the workforce planning components of human resource management including planning, recruitment, selection, placement, retention, and workforce reductions. Special emphasis is placed on ensuring equal employment opportunity and understanding how organizations should acquire and align their human resources to maximize organizational performance.

**Prerequisite:** 52:533:365.

**52:533:463 Talent Management: Attracting, Developing, and Retaining Employees (3)**

This course will address several key topics in human resource management aimed at providing students with a foundation in managing talent in organizations. Topics include organizational policies and practices associated with recruiting employees, training and developing employees, and keeping employees engaged.

*Prerequisite: 52:533:365.*

**52:533:487 Independent Study in Human Resource Management (3)**

Individual study under the supervision of the human resource management faculty, usually on a specified project or paper, to deepen and broaden the student's professional horizon and enrich the educational experience.

*Prerequisite: Permission of instructor.*

**52:533:491,492 Special Topics in Human Resource Management (3,3)**

Designed to integrate course materials, introduce newer philosophies and techniques in human resource management, and apply them to selected problems. Extensive readings and research reports required. Topics vary from semester to semester.

*Prerequisites: As determined by instructor.*

**52:533:495 Honors Thesis in Human Resource Management (3)**

An individual research project.

*Prerequisite: Permission of instructor.*

**52:533:497 Human Resource Management Internship (3)**

The Rutgers School of Business-Camden internship program offers qualified students an opportunity to gain professional employment experience that complements their academic background in business. The internship program is designed to supplement the academic program by giving students a real-world employment experience prior to graduation.

*Prerequisite: Permission of internship director/instructor.*

Course Listing and Descriptions (RSBC)

## Management 620

### Management 620

**52:620:102 Introduction to Social Entrepreneurship (3)**

Introduces techniques and frameworks to design and develop new ventures to improve people, the planet, and/or generate sustainable profit.

**52:620:210 Excel for Business Applications (1)**

Introduces students to advanced spreadsheet applications in business using Excel. Topics covered will include VLOOKUP/HLOOKUP; INDEX; array functions; character functions (left, mid, search); graphing; regression analysis (including LINEST); Goal Seek; Solver; etc., that are crucial for the modern business environment.

*Prerequisite: 52:623:201.*

**52:620:225 Introductory Python for Data Analytics (1)**

Introduces students to the Python programming environment and common Python features that data scientists use. Students will learn the fundamentals of programming, including data input/output, conditional statements,

looping, and data structures. The course also covers various Python toolkits such as the Pandas library for data cleaning and processing.

*Prerequisite: 52:620:210.*

**52:620:301 Ethics and Social Responsibility of Business (3)**

Economic, legal, ethical, and social issues that arise out of a business organization's relationships with such internal and external stakeholders as employees, clients, customers, the government, and the public at large.

*Satisfies the general education theme of ethics and values (EAV). Prerequisite: Must have at least sophomore standing (30 credits).*

**52:620:303 Organizational Behavior (3)**

An examination of the human dynamics in organizations, focusing on individuals and small groups in organizational settings. Concentrates on communication, leadership, control systems, organization structures, and the thinking of leading organization theorists.

*Satisfies the general education theme of engaged civic learning (ECL). Prerequisite: Must have at least sophomore standing (30 credits).*

**52:620:310 Ethics and Law in Business (3)**

Explores the ethics and the intersection with a variety of laws that impact business practice--whether mutually supportive, seemingly contradictory, or areas in which law does not currently exist for direct comparison.

*Prerequisite: Must have at least sophomore standing (30 credits).*

**52:620:311 Civic Engagement (3)**

A service learning course that includes active participation in community service, along with studying its foundations and relevance for business professionals. Projects vary by semester, ranging from standard volunteerism to more complex partnerships with established community groups. A notable portion of course time will be outside the classroom, so scheduling may not be standard; details for each offering must be considered at time of enrollment to avoid conflicts.

**52:620:315 Corporate Restructuring and Turnarounds (3)**

Analyzes the reasons companies underperform, provides diagnostic tools to identify problems, and discusses the means for pushing a company to superior performance. Topics include headcount management; price strategy; new products and revenue streams; asset management; analysis of products, customers, facilities, and divisions; process improvement; and cost analysis and execution.

*Prerequisite: Must have at least sophomore standing (30 credits).*

**52:620:320 Total Quality Management (3)**

Key principles of total quality management including information and analysis, strategic quality planning, process quality management, operational results, and customer satisfaction. Focus on increasing productivity through continuous improvement in quality.

*Prerequisite: 50:960:183 or 50:960:283 or 52:135:214.*

**52:620:321 Optimization and Spreadsheet Modeling (3)**

This course uses spreadsheets to introduce various optimization techniques such as linear programming, network flows, simulation and network models and their business applications. The course focuses on analytical and managerial aspects of modelling the business environment.

*Prerequisite: 50:960:183 or 50:960:283 or 52:135:214 or 52:620:214.*

**52:620:325 Operations Management (3)**

A study of the methods used to solve problems typically confronted in the management of production facilities and office services. Topics include the location and layout of facilities and operations, methods analysis and work measurement, materials handling, production control, inventory control, quality control, office automation, budgeting, and decision-making.

*Prerequisite: 50:960:183 or 50:960:283 or 52:620:214 or 52:135:214.*

**52:620:326 Supply Chain Analytics (3)**

Examines how to improve supply chain interactions in various functional areas (such as engineering, information systems, logistics, operations, purchasing, and sales) across a range of industries; implementation of integrated supply chain strategy.

*Prerequisite: 50:960:183 or 50:960:283 or 52:135:214 or 52:620:214.*

**52:620:369 Multinational Business (3)**

The theoretical and practical aspects of a firm operating in an international environment, problems and risks that may be encountered, and various bases for profitable operations. Multicultural course.

*Prerequisite: Must have at least sophomore standing.*

**52:620:401 Leadership (3)**

Analyzes the skills necessary to lead individuals, teams, and organizations in the 21st century. Exemplary topics include theoretical models of leadership; the influence of technology on leadership practices; the foundations of a diverse workforce and its implications for leadership; motivation of the post-baby boomer generations; decision-making in fast-changing environments; and leading yourself. Practical exercises will help the students to develop their own leadership style.

*Prerequisite: 52:620:303.*

**52:620:420 International Study Management - South Africa (3)**

The School of Business-Camden offers a 3-credit course on doing business in South Africa. The course highlight is a 12-day study trip over spring break to South Africa, where students visit businesses and government/community enterprises to learn about management and marketing opportunities, challenges, and practices in this region. Course meetings will be scheduled prior to the trip, accompanied by student presentations following the trip.

*Prerequisite: Special permission number from instructor required.*

**52:620:426 Learning Abroad Program (3)**

The School of Business-Camden offers a 3-credit course on doing business in a foreign country. The course highlight is a 10- to 12-day study abroad trip where students visit businesses and government/community enterprises to learn about management and marketing opportunities, challenges, and practices in the applicable country. Course meetings will be scheduled prior to the trip, accompanied by class meetings and student presentations following the trip.

*Prerequisite: Permission of instructor.*

**52:620:432 Text and Social Media Mining (3)**

This course has two primary objectives. First, students will be exposed to various data science tools for extracting and analyzing information from social media such as Twitter and will analyze this data to develop business insights. Second, students will be exposed to toolkits for analyzing unstructured information and text mining constructs such as dictionary creation, document classification, retrieval and clustering of documents, and entity extraction.

*Prerequisites: 52:620:321, 52:623:447, and 52:620:225.*

**52:620:450 Business Policy (3)**

An integrative course in general management oriented to an overall view of policy formulation from the perspective of senior managers. Case studies used as supplementary readings. Students expected to analyze situations, isolate major problems, and recommend solutions.

*Prerequisites: Completion of 90 credits and (52:390:301 and 52:630:201 and 52:620:303 and 52:620:325) or (52:390:301 and 52:630:201 and 52:620:303 and 52:620:321). Must be enrolled in School of Business-Camden (school 52).*

**52:620:483 Entrepreneurship: New Venture Creation (3)**

Concentrates on the start-up of a new venture. The main objectives are: (1) understanding entrepreneurs; (2) seeking and evaluating opportunities for new ventures; and (3) marshaling resources to convert these opportunities into businesses. Students conduct a feasibility analysis and write a business plan for a new venture they have chosen.

*Prerequisite: 52:010:101.*

**52:620:486 Developing a Consulting Business (3)**

Analyzes the issues in starting and growing a consulting business and develops a plan for implementation.

*Prerequisites: 52:010:101 and enrollment in School of Business-Camden (school 52).*

**52:620:487 Independent Study in Management (BA)**

Individual study under the supervision of the management faculty, usually on a specified project or paper, to deepen and broaden the student's professional horizon and enrich the educational experience.

*Prerequisite: Permission of instructor.*

**52:620:490 Mergers and Acquisitions (3)**

Mergers and Acquisitions course provides an overview of mergers and acquisitions (M&A) and introduces the primary valuation methodologies currently used on Wall Street to value deals. Qualitative dimensions, such as deal structure, form of financing, and acquisition strategies, are incorporated into the merger analysis. To achieve these objectives, the course strikes a balance between lecture and student participation.

**52:620:491,492 Special Topics in Management (3,3)**

Designed to integrate course materials, introduce newer philosophies and techniques in management, and apply them to selected problems. Extensive readings and research reports required. Topics vary from semester to semester.

*Prerequisites: As determined by instructor.*

**52:620:495 Honors Thesis in Management (3)**

Individual research project.

*Prerequisite: Permission of instructor.*

**52:620:497 Management Internship (3)**

The Rutgers School of Business-Camden internship program offers qualified students an opportunity to gain professional employment experience that complements their academic background in business. The internship program is designed to supplement the academic program by giving students a real-world employment experience prior to graduation.

*Satisfies the general education theme of experiential learning (XPL). Prerequisite: Permission of internship director/instructor.*

# Management Science and Information Systems (623)

## Management Science and Information Systems (623)

### **52:623:201 Introduction to Business Computing (3)**

Introduction to computers and information technology, with an emphasis on personal computers and their applications. Understanding of and hands-on experience with application software including word processors, spreadsheets, database systems, electronic mail, and web browsers. Introductory problem solving and computer programming.

*Prerequisite: Any course greater than 50:640:042 or 50:640:043 or 52:135:120 or 50:640:103 or 50:640:104 or 50:640:106 or 50:640:109 or 50:640:113 or 50:640:114 or 50:640:115 or 50:640:121 or 50:640:129 or 50:640:118. Students may not earn credit for both this course and 52:135:201.*

### **52:623:302 IT and Project Management (3)**

Information technology (IT) is a valuable resource needed to achieve the strategic goals of an organization. This course helps managers identify strategic objectives and manage projects that are important for information technology and ecommerce. Case studies and other assignments will support key concepts and ideal business practices while teaching how to balance critical organizational objectives.

*Prerequisite: 52:135:201 or 52:623:201.*

### **52:623:335 Systems Analysis and Design (3)**

Analysis and design of information systems in organizations. Course includes the traditional life cycle approach and rapid application development used for designing information systems and applications. Emphasis on determining information requirements for development of ecommerce for both traditional and web-based businesses.

*Prerequisite: 52:135:201 or 52:623:201.*

### **52:623:336 Decision Support and Analytics (3)**

Management information systems course analyzes the problem-solving style of decision-makers in business. Emphasizes analyzing and designing computer-based interactive decision support systems that aid decision-makers in solving semistructured problems.

*Prerequisite: 52:135:201 or 52:623:201.*

### **52:623:343 Emerging Information Technology (3)**

Information technologies (IT) are often introduced into organizations without proper managerial support. This course examines many emerging information technologies and demonstrates how to successfully introduce these new technologies into organizations.

*Prerequisite: 52:623:201.*

### **52:623:445 Global Issues in Ecommerce Technology (3)**

This international course serves to integrate all the strategic aspects of ecommerce. Business-to-consumer and business-to-business ecommerce explored through cases involving organizations whose ecommerce sites are evolving or those that have succeeded or failed.

*Prerequisite: 52:623:302.*

**52:623:447 Data Management and Analytics with R (3)**

Introduces students to modern database concepts, enables them to retrieve and manipulate data, and shows them how to perform analysis on the data using the language R. Significant emphasis will be placed on data retrieval and manipulation using SQL and using R for statistical analysis, predictive analytics, and presenting analysis results to support business decisions.

*Prerequisites: 52:623:201 and (50:960:284 or 52:135:216 or 52:620:216).*

**52:623:448 Fundamentals of Networks and Security for Business (3)**

Presents the concepts of data communication, computer networks, and information security that are especially relevant to the business environment. Students learn about fundamentals of data communication, computer networks in the modern enterprise, internet technologies, information security basics, and assessing and securing systems.

*Prerequisite: 52:623:302.*

**52:623:487 Independent Study in Ecommerce (3)**

Individual study under the supervision of the ecommerce and information technology faculty, usually on a specified project or paper, to deepen and broaden the student's professional horizon and enrich the educational experience.

*Prerequisite: Permission of instructor.*

**52:623:491 Special Topics in Management Information Systems (3)**

Designed to integrate course materials, introduce newer philosophies and techniques in management information systems (MIS), and apply them to selected problems. Extensive readings and research reports required. Topics vary from semester to semester. Taught by an ecommerce and information technology faculty member.

*Prerequisites: As determined by instructor.*

**52:623:497 Ecommerce and Information Technology Internship (3)**

The Rutgers School of Business-Camden internship program offers qualified students an opportunity to gain professional employment experience that complements their academic background in business. The internship program is designed to supplement the academic program by giving students a real-world employment experience prior to graduation.

*Prerequisite: Permission of internship director/instructor.*

Course Listing and Descriptions (RSBC)

## Marketing 630

### Marketing 630

**52:630:101 Introduction to Marketing Essentials (3)**

This course is designed for students interested in exploring how marketing is developed, produced, promoted, and distributed. Topics covered include basic marketing; economic, legal, and ethical issues concerning marketers; selling; advertising; and promotion.

**52:630:201 Principles of Marketing (3)**

An introduction to the activities involving the exchange of goods, services, and ideas for the satisfaction of human wants. Marketing examined as it relates to the other functions of the organization, to consumers, and to society.

*Prerequisite: 50:220:102.*

**53:630:315 *The Business of Sports (3)***

Covers both professional and college sports as a business. We will analyze and discuss issues that make the business of sports different from other industries as well as the similarities. Issues will include league structure, team operations, revenue sources, media influence, stadium operations, stadium development, finances and costs, labor relations, college business issues, college issues, social issues, and valuation and profit.

*Prerequisite: 52:630:201.*

**52:630:353 *Advertising and Promotion Management (3)***

Reviews theoretical basis of persuasion. Within the context of integrated marketing communications, emphasis on issues associated with planning and executing effective integrated advertising, sales promotion, publicity, and personal selling programs. Addresses marketing communication tools including online communication, ecommerce communication opportunities, and traditional marketing communications media.

*Prerequisite: 52:630:201.*

**52:630:355 *Personal Selling (3)***

Detailed coverage of principles and techniques of personal selling and sales management. Emphasis is on selling as a form of two-way communication to first understand the customer's needs and then make clear to the customer how the salesperson's proposed solution would best satisfy those needs.

*Prerequisite: 52:630:201.*

**52:630:361 *Digital Marketing Fundamentals (3)***

This course introduces students to the foundations of digital marketing practice and explores how to harness the power of digital within a business environment. Students will develop the skills and competency needed to create and organize digital assets into a sound digital marketing strategy, including: search engine optimization, web design, paid search, paid advertising, email marketing, mobile, and social media.

*Prerequisite: 52:630:201.*

**52:630:362 *Principles of Digital Marketing Analytics (3)***

This course focuses on learning and applying analytical skills to support digital marketing strategies. Students will learn quantitative and qualitative tools to maximize the value of digital data (data visualization, regression modeling, attribution methods, textual analysis, etc.). The applications will emphasize the use of data to learn about consumers and optimize marketing effectiveness. Finally, the course addresses how to select analytics solutions that support an organization's overall marketing strategy.

*Prerequisite: 52:630:201.*

**52:630:363 *Social Media Marketing (3)***

In this course, students will learn how to plan and implement effective social media marketing campaigns. Using a mix of theoretical and practical exercises, students will learn to use social media as a versatile marketing tool. Objectives include learning principles that provide a deeper understanding of social media and tactics to engage customers through paid, owned, and earned social media. The course introduces social media metrics and discusses how to evaluate the effectiveness of social media activity. Students will also gain hands-on experience executing a social media campaign.

*Prerequisite: 52:630:201.*

**52:630:364 *Digital Content Creation (3)***

Students will learn how to create, plan, and implement a content marketing strategy. Students will gain practical experience in engaging audiences, writing compelling copy, creating branded videos, and building a company's

professional brand and authority, measuring the efficacy of owned content, and leveraging outreach techniques and content networks to effectively distribute content.

*Prerequisite: 52:630:201.*

**52:630:365 Pricing Strategies (3)**

Costs, competition, and the customer's needs in price-setting considerations. Integration of these and other factors for developing profit-maximizing pricing strategies. Particular attention given to the determinants, measurements, and prediction of customer price sensitivity.

*Prerequisites: 52:630:201 and 50:960:183 or 50:960:283 or 52:135:214.*

**52:630:368 Retailing (3)**

A comprehensive view of retailing and an application of marketing concepts in a practical retail managerial environment. Analysis of current multichannel retail strategies among brick-and-mortar and web-based firms. Topics include the development of a retail format and its strategy; the analysis of a target market; demographic analysis using census data; site selection; retail personnel issues; and retail and category management. Buying, financial analysis, and pricing will also be investigated. Cases will examine current-day changes among prominent retailers, and website content will be analyzed from the perspective of the retailer-customer interface.

*Prerequisite: 52:630:201.*

**52:630:369 Product Development and Planning (3)**

In this course students collaborate on ideas in a team environment to gain an understanding of product development focusing on creative processes including basic design techniques, technical considerations, colors, materials, and production methods. Business solutions incorporate analyzing society, target markets, current trends, sourcing, costs, and marketing efforts. Final line ideas are presented.

*Prerequisite: 52:630:201.*

**52:630:371 International Marketing (3)**

Businesspersons have the responsibility to understand the complexities of global markets, but many have only studied their own home country's business practices. The aim of this course is to examine the how companies enter international markets and their choices in standardizing or adapting the marketing mix. You'll learn to experience an unfamiliar market setting, build skills in using online international databases, and present a group project on a topic of global interest. Completion of Principles of Marketing is required.

*Prerequisite: 52:630:201.*

**52:630:374 Consumer Analysis (3)**

Study of the consumer decision-making process and the impact of relevant psychological, sociological, and cultural variables. Attention to recent research regarding psychological and contextual determinants of buying and consumer behaviors. Implications for positioning and communication strategy as well as public policy and consumer protection.

*Prerequisite: 52:630:201.*

**52:630:375 Brand Management (3)**

Analyzing all aspects of a brand including strategic plans to create, build, and leverage a brand's equity or value over time. Course topics will include brand values, positioning, awareness, image, and loyalty. The course will cover frameworks for developing and launching brand extensions and co-brands, global branding, sustainability, and methods to assess brand performance and profitability.

*Prerequisite: 52:630:201.*

**52:630:385 Marketing Research (3)**

Study of how organizations collect and use information about consumers, competitors, and the environment. Topics include information system needs for marketing decision-making; exploratory, descriptive, and experimental research designs; data collection methods; and analysis techniques for describing research results. Special emphasis given to the effects of new technology on understanding consumer behavior. A major research project is required.

*Prerequisites: 52:630:201 and 50:960:183 or 50:960:283 or 52:135:214.*

**52:630:387 Database Marketing (3)**

Emphasizes analytical approaches to customer relationship management including customer acquisition, customer development, and customer retention. Review of statistical concepts with extensive use of the software package SPSS. Students acquire the skills necessary to construct various types of predictive models using customer databases. Includes a comparison of traditional RFM (regency/frequency/monetary) versus other more advanced approaches, such as decision trees and logistic regression, in maximizing the profitability of marketing campaigns.

*Prerequisites:(50:960:183 and 50:960:284 and 52:630:201) or (50:960:283 and 50:960:284 and 52:630:201) or (52:135:214 and 52:630:201).*

**52:630:403 Strategic Marketing Planning (3)**

A top management perspective on the overall marketing task, including planning, organizing, controlling, and integrating all the activities of the marketing department. Integration of marketing with other operations of the business unit. Major strategic problems and current trends identified and analyzed.

*Prerequisites:(50:960:183 and 50:960:284 and 52:630:201) or (50:960:283 and 50:960:284 and 52:630:201) or (52:135:214 and 52:630:201).*

**52:630:420 International Study Marketing - South Africa (3)**

The School of Business-Camden offers a 3-credit course on doing business in South Africa. The course highlight is a 12-day study trip over spring break to South Africa, where students visit businesses and government/community enterprises to learn about management and marketing opportunities, challenges, and practices in this region. Course meetings will be scheduled prior to the trip, accompanied by class meetings and student presentations following the trip.

*Prerequisite: By permission of instructor.*

**52:630:426 Learning Abroad Program (3)**

The School of Business-Camden offers a 3-credit course on doing business in a foreign country. The course highlight is a 10- to 12-day study abroad trip where students visit businesses and government/community enterprises to learn about management and marketing opportunities, challenges, and practices in the applicable country. Course meetings will be scheduled prior to the trip, accompanied by class meetings and student presentations following the trip.

*Prerequisite: By permission of instructor.*

**52:630:487 Independent Study in Marketing (BA)**

Individual study under the supervision of the marketing faculty, usually on a specified project or paper, to deepen and broaden the student's professional horizon and enrich the educational experience.

*Prerequisites: Permission of instructor. Must be enrolled in School of Business-Camden (school 52).*

**52:630:491,492 Special Topics in Marketing (3,3)**

Designed to integrate course materials, introduce newer philosophies and techniques in marketing, and apply them to selected problems. Extensive readings and research reports required. Topics vary from semester to semester, including topics such as services marketing or nonprofit marketing.

*Prerequisites: As determined by instructor.*

**52:630:495 Honors Thesis in Marketing (3)**

Individual research project.

*Prerequisite: Permission of instructor.*

**52:630:497 Marketing Internship (3)**

The Rutgers School of Business-Camden internship program offers qualified students an opportunity to gain professional employment experience that complements their academic background in business. The internship program is designed to supplement the academic program by giving students a real-world employment experience prior to graduation.

*Prerequisite: Permission of internship director/instructor.*

# Academic Policies and Procedures School of Business-Camden (RSBC)

## ACADEMIC POLICIES AND PROCEDURES

Note: See also the general University Policies and Procedures section for regulations that pertain to all three Rutgers University-Camden undergraduate colleges.

For Rutgers School of Business-Camden specific policies and procedures see [here](#).

The descriptions below are specific to Rutgers School of Business-Camden and take precedence.

Academic Policies and Procedures School of Business-Camden (RSBC)

## Academic Services/Advising

### Academic Services/Advising

The Rutgers School of Business-Camden Academic Services Office is designed to foster interactive learning among students, faculty, and staff, which leads to active learning, personal responsibility, and positive attitudes toward academic life. Our mission is to support all students in the pursuit of educational, career, and personal goals and to assist students in the creation of the conditions that will lead to their optimal performance.

Additional information regarding the Rutgers School of Business-Camden academic services office and its services can be found [here](#).

Academic Policies and Procedures School of Business-Camden (RSBC)

# Student Responsibility to Keep Informed

## Student Responsibility to Keep Informed

This catalog provides a compendium of the rules governing undergraduate work at the university. Students are expected to familiarize themselves with the principal rules and regulations contained in it.

It is a student's responsibility to be informed of the policies, procedures, and regulations published in and distributed by Rutgers School of Business-Camden (RSBC), Rutgers University-Camden campus, and university publications. This information will be distributed in a wide variety of media, including but not limited to email, newsletters, official announcements, and the [myRutgers Portal](#). Students are strongly urged to regularly access and review this information and to comply with any change in policies, regulations, or the established practices of the School of Business-Camden.

Academic Policies and Procedures School of Business-Camden (RSBC)

# Scholastic Standing Policies and Procedures

## Scholastic Standing Policies and Procedures

### Scholastic Standing Committee

The Rutgers School of Business-Camden (RSBC) Scholastic Standing Committee (SSC) oversees the implementation of academic regulations and receives petitions for exemptions from RSBC academic policy, such as change of courses after the deadlines, course overload requests, reinstatement after academic dismissal, intrauniversity admission to the RSBC, and retroactive withdrawal from courses. The SSC will inform students in writing of its determinations.

### Retroactive Withdrawals

The Scholastic Standing Committee considers petitions for retroactive withdrawal no later than one year after the end of the semester in which the courses in question were taken. Any student wishing to submit a petition to the committee should obtain the proper forms from the Academic Services Office on the second floor of the Business Science Building or from the [forms page](#) of the [Academic Services Office website](#). Such petitions are considered by the SSC on the basis of technical error, new information, and/or extenuating circumstances. Petitions that address failure(s) in Webreg should include the registration confirmation. Only fully documented written petitions are considered.

### Progress Reporting

Faculty may issue a progress report through RaptorConnect if they find that a student's performance and/or attendance are unsatisfactory. Early warnings are issued by the eighth week of the semester. Students are encouraged to meet with their faculty to learn what steps may be taken to improve one's academic performance. Students may also meet with the Academic Services Office staff if additional attention is desired to address the area(s) of concern.

### **Cumulative Grade-Point Average (CGPA)**

Students who have transferred from other accredited colleges/universities may receive advanced standing for courses taken, as determined by the transfer credit evaluation; however, non-Rutgers grades are not recorded on the academic records, nor are such grades calculated in the cumulative grade-point average. The CGPA appearing on the academic record is a reflection of the scholastic performance of the student only while enrolled in the Rutgers system and is the basis for the determination of academic standing and any academic honors or penalties.

### **Scholastic Standing Guidelines (Academic Performance)**

At the conclusion of each semester, students' grades are reviewed for academic performance. Any student whose semester GPA is less than 2.000 or whose cumulative grade-point average is less than 2.300 is directed to meet with the Academic Services staff and may be referred to the Scholastic Standing Committee for additional review and action. The following is an outline of the procedures used by RSBC regarding student academic performance:

#### **Academic Warning (W)**

Academic warnings are issued to students with a semester GPA below 2.000 or with CGPA between 2.000-2.299.

#### **Placed on Probation (PP)**

Students are placed on academic probation for having a CGPA below 2.000 and are subject to the conditions listed below. Students may be placed on probation only once in their college careers. Any future semester wherein the student earns a CGPA of less than 2.000 he or she will be placed on continued probation. The student must:

1. Achieve a minimum semester GPA of 2.000 in the next semester of enrollment.
2. Enroll in no more than 12-13 credits.
3. Complete monthly Check-In meetings with Learning Center Specialist (schedule appointments via RaptorConnect) throughout the upcoming semester.
4. Utilize resources via the [Learning Center](#).

If these conditions are not met, the student may face Academic Dismissal.

#### **Continued Probation (CP)**

Students are placed on continued probation if they have met the conditions of their placed-on-probation status, but have not yet earned a minimum CGPA of 2.000. If a student was once placed on probation, returned to good academic standing, and then their CGPA falls below 2.000 for an additional time during their college career, the student will be placed on continued probation and be subject to the conditions listed below. The student must:

1. Achieve a minimum semester GPA of 2.500 in the next semester of enrollment.
2. Enroll in no more than 12-13 credits.
3. Complete monthly Check-In meetings with Learning Center Specialist (schedule appointments via RaptorConnect) throughout the upcoming semester.
4. Utilize resources via the [Learning Center](#).

If these conditions are not met, the student may face Academic Dismissal.

## Academic Dismissal (D)

Students may face academic dismissal from the university if any of the following occurs:

1. They have not met the conditions of their probationary status.
2. They are native students (those who began their college careers at Rutgers University-Camden) whose cumulative grade-point average drops below the following levels:
  - 1.400 after one year of attendance
  - 1.700 after two years of attendance
  - 1.900 after three years of attendance
3. They are transfer students that do not achieve the following minimum cumulative grade-point average:
  - 1.400 between 22 to 56 attempted Rutgers-Camden credits
  - 1.700 between 57 to 88 attempted Rutgers-Camden credits
  - 1.900 between 89 or more attempted Rutgers-Camden credits

Academically dismissed students are prohibited from enrolling in any Rutgers University-Camden course for a period of at least one academic year, exclusive of Summer Session. Students are strongly encouraged to meet with a member of the Academic Services Office staff to explore the conditions and/or actions which may have resulted in dismissal and to explore the options available to them for reinstatement.

## Dismissal Appeal

Dismissed students may file an appeal, requesting a review of the dismissal decision in writing (a hard copy) within 10 days of their notification of dismissal. The appeal should be addressed to RSBC-SSC and delivered to the Rutgers School of Business-Camden Academic Services Office. All appeals will be reviewed by the Scholastic Standing Committee and students will be notified in writing of the SSC's determination.

## Reinstatement after Dismissal

For reinstatement after academic dismissal students must fully complete and submit a [Reinstatement Appeal Form](#) to the Scholastic Standing Committee (submit to the Academic Services Office). If coursework was completed outside of Rutgers, official transcripts from another institution should be submitted directly to: Rutgers School of Business-Camden Academic Services Office, Attn: Reinstatement Transcript Review, 227 Penn Street, Camden, NJ 08102.

Academic Policies and Procedures School of Business-Camden (RSBC)

# Student Appeals/Grade Disputes

## Student Appeals/Grade Disputes

The faculty member sets the curriculum, the assignments, and the grading for a course.

Grade disputes must adhere to the following process as necessary:

Step 1: The grade dispute must be directed initially to the faculty, in writing, within 10 working days of the grade being assigned.

Step 2: Disputes unresolved at this level are referred, in writing, to the appropriate area head (consult with your academic adviser as to the appropriate area head).

Step 3: Disputes unresolved at this level should be direct in writing to the associate dean of undergraduate programs.

Student appeals must follow the same structure as above.

Academic Policies and Procedures School of Business-Camden (RSBC)

## Repeated Course Policy

### Repeated Course Policy

Students receiving a grade of D or F in a course may use the Repeat Course option **UP TO FOUR TIMES** at any time during their matriculation status in a degree program. Exercise of this repeat course option is subject to the following restrictions:

- This applies only to courses taken at Rutgers, The State University of New Jersey.
- The option may be exercised only once for each course.
- The exact course needs to be repeated - substitutions are not applicable.
- Not all courses are eligible for the repeat option (consult Rutgers School of Business-Camden [RSBC] [Academic Services](#)).
- Students opting to repeat must indicate their intent by prefixing the symbol R to the credit value of the course at the time of registration.
- Certain course are excluded from the repeat option due to unique circumstances (special topic courses, internships, etc).
- Curriculum requirement in some departments and programs may exclude students from using this option. Students should consult RSBC [Academic Services](#) for advice.

Both the original and the repeated course grade appear on the student's permanent academic record, but only the better of the two grades of the repeated course is computed in the cumulative grade-point average. Degree credit is allowed only once, when the course is passed the first time.

Academic Policies and Procedures School of Business-Camden (RSBC)

# Academic Forgiveness Policy

## Academic Forgiveness Policy

The spirit of this policy is to provide students who have been separated from college for dismissal, or dropping out during the middle of a semester, with a second opportunity for pursuing a baccalaureate degree from the college. The forgiveness aspect of the policy is intended to remove the impact of a poor semester average on the cumulative grade-point average. It is intended that this policy be applied to a student's academic record only one time.

There are seven considerations in the proposed forgiveness policy:

1. The student must have been matriculated in the college for at least two successive semesters.
2. The student must have been in a nonregistered status for at least 10 successive semesters and have a cumulative grade-point average of below 2.00.
3. The policy is limited to one entire semester of coursework or 12 total credits of coursework.
4. Courses granted forgiveness will still have the original grade appear on the student's transcript, however, the grades for these courses will not factor into the student's cumulative grade-point average.
5. The student must petition the Scholastic Standing Committee (SSC) for permission to be readmitted to the college.
6. The SSC will review the petition and remove, by way of E prefix, from the cumulative average all of the grades and degree credits from one semester of poor academic performance or a maximum of 12 credits from more than one semester.
7. Upon receiving permission to reenroll, the student will be required to achieve a semester average of at least 2.500 and to maintain a cumulative average consistent with that specified in the catalog for remaining in good academic standing.

Students can obtain the necessary [forms](#) to apply for academic forgiveness through the Rutgers School of Business-Camden Academic Services Office. All forms are to be submitted to the RSBC [Academic Services Office](#).

Academic Policies and Procedures School of Business-Camden (RSBC)

# Academic Credit for Transfer Courses

## Academic Credit for Transfer Courses

### Transfer Courses from Other Four-Year Schools

Incoming transfer students are generally granted transfer credit for upper-level business courses taken in business programs accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, if the student earned a grade of C or better. Business courses are upper level when they are at or above the 300 level in the Rutgers catalog. Students may be granted credit for upper-level courses taken at non-AACSB-accredited

programs by approval of the associate dean for undergraduate programs or the area head of the department/discipline from which the course is offered. Transfer credit is rarely granted for upper-level courses taken before the student has completed 60 college credits. The maximum number of credits transferred may not exceed 90 credits from a four-year institution.

Students must adhere to the guidelines for transfer credit review as outlined [here](#).

### **Transfer Courses from Two-Year Schools**

Students transferring from other schools should consult with admissions counselors to learn if any articulation agreements are in place to define which courses at the school from which they are transferring are acceptable for meeting admission requirements. Please note the information on NJ Transfer below.

As noted above, the maximum number of credits transferred may not exceed 90 credits from a four-year institution, 60 of which may be from a two-year college. The maximum number of credits accepted from a two-year college is the number of credits required to earn the associate of arts or associate of science degree, not to exceed 60 credits.

Transfer students who are accepted into Rutgers School of Business-Camden have their credits evaluated by the Rutgers-Camden Office of New Student Programs. Course syllabi must be submitted electronically via [Rutgers Undergraduate Admissions](#) and students must adhere to the guidelines for transfer credit review as outlined [here](#).

Credits accepted by Rutgers are awarded toward the total 120 credits needed for graduation however, certain courses in business while credited toward the degree may not be accepted for specific course requirements in the programs offered by Rutgers School of Business-Camden.

### **Comprehensive Statewide Articulation Agreement**

The agreement with New Jersey community colleges and New Jersey public four-year institutions provides a seamless transition from public associate to public baccalaureate degree programs and supports the successful acquisition of baccalaureate degrees by transfer students.

Students who have completed an associate of arts (A.A.) or an associate of science (A.S.) degree from a New Jersey county college in January 2005 or thereafter and who have completed the required general education curriculum specified in the New Jersey Comprehensive State-Wide Transfer Agreement as a part of their degree, will have 60 degree credits transferred toward a baccalaureate degree program. Go to [this link](#) for details of the transfer agreement.

### **NJ Transfer ([njtransfer.org](http://njtransfer.org)) Data Information System**

Rutgers participates with the NJ Transfer Articulation System. NJ Transfer is a computerized data information system designed to ease the transition from these institutions to Rutgers. Students attending one of New Jersey's two-year colleges can access the [NJ Transfer website](#) to obtain detailed information about transferring to Rutgers. Students may determine the transferability of the courses they are completing at their community college.

# Graduation Requirements

## Graduation Requirements

Below is an itemized list of specific requirements that all successful candidates will satisfy in order to graduate:

1. Students must successfully earn a minimum of 120 degree credits in order to earn a bachelor of science or bachelor of arts degree from the School of Business-Camden.
2. Students must have a cumulative grade-point average of at least 2.000.
3. Students must have fulfilled all major prerequisites with grades of C or better.
4. Students must have fulfilled all general education requirements with no more than two D grades.
5. Students must earn a cumulative grade-point average of at least 2.000 in the business core, with no more than one D grade in this area.
6. Students must have fulfilled all major requirements with no more than one D grade.
7. Students must complete 30 of their final 42 credits at Rutgers University-Camden, including at least 12 credits in the major (residency requirement).
8. Students must have successfully discharged all academic, disciplinary, and financial obligations to the university.

### Filing for a Diploma

The Rutgers School of Business-Camden (RSBC) awards degrees three times a year: January, May, and August. Students who complete their studies in the summer should file for an August dated diploma. Students who complete their studies in December should file for a January dated diploma. Those who complete their studies in May should file for a May dated diploma. To be considered for graduation, seniors must submit a [Diploma Application](#) with the appropriate time frames as stated on that website.

### Minor Certification

Rutgers School of Business-Camden students with an arts and sciences minor (i.e., economics, psychology, etc.) are required to submit an approved and signed Minor Certification form from the appropriate department chair to the Rutgers School of Business-Camden [Academic Services Office](#). All minors must be declared and posted to student's transcript prior to applying for a diploma.

Alternatively, department faculty may confirm minor completion, in writing, via email or department approval form. Minor certification confirmation must be submitted to the Academic Services Office at the least one month prior to degree completion.

Bachelor of arts in business administration students (online and off-campus) are eligible to complete minors, however not all minors offered can be completed in a fully online or off-campus format. Those minors that do not offer required courses online or off campus will not be available to the bachelor of arts in business administration students.

For updates to the requirements please refer to the Rutgers School of Business-Camden [Academic Services Office](#).

Academic Policies and Procedures School of Business-Camden (RSBC)

## Declaration of School of Business-Camden Double Major

### Declaration of School of Business-Camden Double Major

Rutgers School of Business-Camden students may declare a double major within the business school by completing the [Declaration of Major/Minor Form](#) and submitting the completed form to the Rutgers-Camden One Stop Student Services Center, 311 N. 5th Street, Camden, NJ 08102.

Academic Policies and Procedures School of Business-Camden (RSBC)

## Declaration of Major for Pre-Business Students

### Declaration of Major for Pre-Business Students

Rutgers School of Business-Camden students who are accepted into Rutgers School of Business-Camden as a Pre-Business major (006) must declare their specific business major once they have earned at least 60 credits.

Academic Policies and Procedures School of Business-Camden (RSBC)

## Second Degree Candidates

### Second Degree Candidates

A student wishing to earn a second undergraduate degree, but the *first degree was not earned at Rutgers University*:

- Degree-holding students who want to earn a second bachelor's degree at Rutgers School of Business-Camden (RSBC) must apply [online](#) through the Rutgers-Camden Admissions Office.

A student wishing to return for a second undergraduate degree, and the *first degree was earned at Rutgers University*:

- Rutgers graduates must reenroll via the [Re-Enrollment Application](#).

All second-degree candidates must complete all Rutgers School Business-Camden (RSBC) major prerequisite courses, the business core and major requirements, and complete a minimum of 30 credits. Those already holding a bachelor's degree from RSBC must complete the major courses and a minimum of 30 credits. This presumes the core has already been completed. If however, additional courses have been added to the core, these must be completed for graduation.

Degree-holding students who wish to earn a major in accounting and sit for the C.P.A. exam should consult with the [Academic Services Office](#) to determine the combination of courses that are most appropriate for their needs. Currently, only those students with 150 credits may sit for the test.

Academic Policies and Procedures School of Business-Camden (RSBC)

## Using Graduate Courses

### Using Graduate Courses

Rutgers School of Business-Camden undergraduate students are not eligible to enroll in any Rutgers graduate courses unless they are admitted to one of School of Business-Camden dual-degree programs or receive specific approval from the associate dean for undergraduate and/or graduate programs.

Academic Policies and Procedures School of Business-Camden (RSBC)

## Senior Citizen Audit Program

### Senior Citizen Audit Program

Please visit [here](#) for details on the Rutgers University Senior Citizen Audit Program.

## Honors College and Business Leader Development Programs (RSBC)

### Honors College and Business Leader Development Programs

#### Honors College

The Honors College provides a course of study with provocative new courses designed for honors students. Students experience honors seminars in a variety of topics from the sciences, humanities, and social sciences.

For more information on the honors college program (honors college activity is done along with your business school degree program), visit [here](#) or speak to your Rutgers School of Business-Camden academic adviser.

#### Business Leader Development Program (BLDP)

The Rutgers School of Business-Camden's Business Leader Development Program (BLDP) is where tomorrow's business and community leaders can hone the skills they need to reach their full potential as leaders. Students who qualify for the BLDP will have the opportunity to network and receive enhanced training and mentorship by Rutgers School of Business-Camden faculty, as well as area business leaders. BLDP students who demonstrate ongoing leadership, both in and outside the school (accumulated and verified as "leadership units"), receive recognition at graduation and a notation of program completion under "Honors" on their transcript.

For more information visit [here](#) or speak to your Rutgers School of Business-Camden academic adviser.

# Honors and Awards (RSBC)

## Honors and Awards

**Dean's List.** *The dean's list recognizes current academic achievement. The list is published at the end of each semester. Full-time students are eligible if they have completed 12 or more credits for numerical grade credit with a semester grade-point average of 3.5 or better. Part-time students are eligible if they have completed 12 or more credits during the preceding academic year for numerical grade credit with a grade-point average of 3.5 or better.*

### Honors Societies

**Athenaeum.** The Athenaeum honor society was founded in 1952 by Rutgers professors to encourage and recognize academic excellence on the Rutgers University-Camden campus. Candidates for membership must be in their junior or senior year at Rutgers-Camden. Juniors must have a minimum cumulative GPA of 3.7 and have completed at least 80 credits at Rutgers-Camden by the end of the fall semester of their junior year. Seniors must have a minimum GPA of 3.5 and 60 credits earned at Rutgers-Camden by the end of the fall semester of their senior year. For more information, please visit [here](#).

**Beta Alpha Psi, Kappa Gamma Chapter.** An honors organization for financial information students and professionals (all majors may apply). There are over 300 chapters and university campuses with over 300,000 members initiated since its formation in 1919. All chapters are AACSB accredited. This is not a fraternity or sorority but an honors organization. For more information, please visit [here](#).

**Beta Gamma Sigma.** This is an international honor society, by invitation only, recognizing the academic achievements of students enrolled in business programs accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. For more information, please visit [here](#).

**Mu Kappa Tau.** National Marketing Honor Society. The purpose of Mu Kappa Tau is to recognize academic excellence and encourage individuals seeking lifetime commitment to an exceptional standard of ethics and achievement within the marketing discipline. Membership is by invitation to qualified marketing majors who have demonstrated academic excellence. For more information, please visit [here](#).

**New Jersey Collegiate Business Administration Honor Society.** The New Jersey Collegiate Business Administration Association established a statewide honor society for students studying business at both the two- and four-year colleges in New Jersey. Each year, the top 1 percent of undergraduate students pursuing degrees are offered an invitation to join (by invitation only).

# Internship Program (RSBC)

## Internship Program

### Rutgers School of Business-Camden Internship Program

The Rutgers School of Business-Camden (RSBC) internship program offers qualified students an opportunity to complement their academic program with real-world employment experience prior to graduation.

Students must have completed Business Communications, Organizational Behavior, and Principles of Marketing courses.

**Internship Program Requirements:**

- Internships can be completed during the fall, spring, or summer semester.\*
- RSBC internships are completed for a minimum of 3 and a maximum of 6 course credits.
- Students must complete at least 120 hours in their internship position during the semester of enrollment.
- Written assignments pertaining to the experience are required, as per the course syllabus.
- Students must have a minimum of 60 credits completed at time of application to the internship course.
- Students must have completed two courses within the business core (refer to your academic adviser or the internship coordinator for details).
- Students applying for course credit for their internship must have a cumulative Rutgers GPA of 2.75 or better.
- Internships can be extended to two semesters with approval from the Academic Services Office/Internship Coordinator. A repeated course number will most likely be used to designate the extension.

\*Internships that do not align with a traditional semester schedule may still be considered. Contact the internship/academic director for consideration of a nonconforming schedule.

For complete program guidelines visit [here](#) or contact the Rutgers School of Business-Camden [Academic Services Office](#).

## **Admissions - All Undergraduate Programs at Rutgers School of Business-Camden (RSBC)**

### **Admissions - All Undergraduate Programs at Rutgers School of Business-Camden**

Admissions to a business major in Rutgers School of Business-Camden is based on academic criteria only. The school, in accordance with policies and procedures established by the Rutgers School of Business-Camden and by university regulations, seeks to attract applications from a wide variety of potential students. Qualified students are admitted to the school without regard to race, color, creed, national origin, sex, sexual orientation, disability or handicap, or age.

All applicants and interested persons who seek admission or want to learn more about the [Rutgers School of Business-Camden \(RSBC\)](#) are strongly encouraged to review the school's website.

An admission application, as well as other important information regarding the admissions process, including, but not limited to, admissions criteria, application deadlines, credential submission, and other relevant information, can be obtained via the [university's admissions website](#).

**First-Year Students.** This option is available to applicants who have not completed 12 transferable credits and most often is the route used by high school students who plan to continue their education immediately upon high school graduation. First-year students may be accepted into RSBC directly with an indication of a business major on the initial application.

First-year students should apply online through the [Rutgers University-Camden Office of Admissions](#).

**Transfer Students (non-Rutgers students).** Transfer students who have completed at least 24 credits with a cumulative GPA of 3.000 are eligible to be admitted directly into RSBC. Students who have completed less than 24 credits or with a cumulative GPA of less than 3.000 are individually reviewed to determine eligibility into RSBC. Admission into RSBC does not guarantee admission into a specific major area of study until all the major prerequisite courses have been successfully completed. Admission does not guarantee transfer credit determination.

For transfer policies please refer to [RSBC Academic Policies](#).

Applicants who wish to transfer directly into RSBC from a collegiate institution other than Rutgers should apply online through the [Rutgers University-Camden Office of Admissions](#).

**School-to-School Transfers (current Rutgers students).** This option is designed for students who are currently enrolled in an undergraduate division of the university and seek admission to RSBC. An application, as well as information concerning admission requirements, application deadlines, credentials submission, and related matters may be found at the [School-to-School Transfer](#) website.

**Reenrollment and Second-Degree Candidates (former Rutgers students).** This option is for former Rutgers students who wish to reenroll to complete their undergraduate studies or seek to complete an additional Rutgers degree. An application, as well as information concerning admission requirements, application deadlines, credentials submission, and related matters may be found at the [Re-enrollment Application](#) website.

**Second-Degree Candidates (non-Rutgers students).** Applicants who hold a bachelor's degree from a regionally accredited collegiate institution other than Rutgers should follow the same application process, deadlines, credential requirements, scholarship opportunities, and related matters can be found on the [university's admissions](#) website. Admission into RSBC does not guarantee admission into a specific major area of study until all major prerequisite courses have been successfully completed.

**Nonmatriculated Students.** A nonmatriculated applicant is defined as an undergraduate student not currently enrolled in any undergraduate division of Rutgers University who seeks to enroll in coursework, but does not plan to earn or work toward a degree. Information concerning admission requirements, application deadlines, credentials submission, and related matters may be found at the [university's admissions](#) website. Questions regarding nonmatriculated status at the Rutgers School of Business-Camden can be directed to the Rutgers School of Business-Camden [Academic Services Office](#).

## Administration and Faculty (RSBC)

### Administration and Faculty

## Administration

### Administration

Please visit our [website](#) for the most current Administration Directory.

Monica Adya, Dean

Oscar Holmes IV, Associate Dean for Undergraduate Programs, RUSE Director

Snehamay Banerjee, Associate Dean for Graduate Programs and Professor

Ivo Jansen, Area Head for Accounting

Rakesh Sambharya, Area Head for Management, Strategy, and International Business

Eugene Pilotte, Director of Finance Markets Lab, Area Head for Finance

Samuel Rabinowitz, Area Head for Marketing, Organization Behavior, and Human Resource Management

Robert Palumbo, Regional Director Small Business Development Center

Nathan Levinson, Director of Academic Administration

Rachel Tomlinson, Director of Operations and Administration

Jonathan Lane, Assistant Director, Executive Education

Kandace Diedrick, Assistant Dean, Bachelor of Science and Academic Services Office

Christine Ebner, Assistant Dean, Online Programs

Cal Maradonna, Program Coordinator, Off-Campus Bachelor of Business Administration (B.B.A.) Program

Beverly Ballard, Assistant Director, Professional Degree Programs

Ralph Giraud, Coordinator, Financial Markets Lab

Natalie Cox, Student Engagement, Empowerment and Development Office (SEED), Internships Coordinator

Carla Mandell, Project and Data Manager, Student Engagement, Empowerment and Development Office

Administration and Faculty (RSBC)

## Faculty

### Faculty

Please visit our [website](#) for the most current Faculty Directory.

Dean

Rutgers University

Monica Adya, Dean and Professor of Management, Ph.D., Case Western Reserve

**Distinguished Professor**

Kenneth E. Kendall, Ph.D., SUNY (Buffalo)

**Professors**

Snehamay Banerjee, Ph.D., Maryland

Jaishankar Ganesh, Ph.D., Houston

Carol Kaufman-Scarborough, Ph.D., Temple

Julie E. Kendall, Ph.D., Nebraska (Lincoln)

Sungsoo Kim, Ph.D., CUNY (Baruch College)

Briance Mascarenhas, Ph.D., California (Berkeley)

Maureen (Mimi) Morrin, Ph.D., New York-Leonard N. Stern School of Business

Eugene A. Pilotte, Ph.D., Indiana

Samuel Rabinowitz, Ph.D., Michigan State

Rakesh Sambharya, Ph.D., Temple

Robert M. Schindler, Ph.D., Massachusetts

Chester Spell, Ph.D., Georgia Institute of Technology

**Associate Professors**

Vadim Balashov, Ph.D., Tulane

Nathan Fong, Ph.D., Massachusetts Institute of Technology-Sloan School of Management

Chon-Huat Goh, Ph.D., Texas

Jun Guo, Ph.D., SUNY (Binghamton)

Franklin S. Houston, Ph.D., Purdue

Ivo Jansen, Ph.D., Indiana

Oscar Holmes IV, Ph.D., Alabama

Emel Kahya, Ph.D., Rice

Rong Ma, Ph.D., Memphis

David Pedersen, Ph.D., Drexel

Rutgers University

Deeksha Singh, Ph.D., National University of Singapore

Yuliya Strizhakova, Ph.D., Connecticut

Edward Werner, Ph.D., Arizona State

**Assistant Professors**

Justin Deng, Ph.D., New York

Supradeep Dutta, Ph.D., Purdue

David Dwertmann, Ph.D., St. Gallen (Switzerland)

John D. Eshleman, Ph.D., Louisiana State

Dinesh Iyer, Ph.D., Purdue

Wei Jiao, Ph.D., SUNY (Binghamton)

Neda Khanjari, Ph.D., Northwestern

Jung Yeun Kim, Ph.D., SUNY (Binghamton)

Ethan Kinory, Ph.D., SUNY (Baruch College)

Kristie McAlpine, Ph.D., Cornell

Murad Mithani, Ph.D., Rensselaer Polytechnic

Srinivasa (Karti) Puranam, Ph.D., Rutgers

Shweta Srinivasan, Ph.D., Arizona

Yaou Zhou, Ph.D., Drexel

Ozum Zor, Ph.D., Rutgers

**Clinical Associate Professors**

Ram Gopalan, Ph.D., Massachusetts Institute of Technology

Richard Michelfelder, Ph.D., Fordham

Shankar Sundaresan, Ph.D., Rochester

**Clinical Assistant Professors**

Joseph Canada, Ph.D., Central Florida

Andrei Nikiforov, Ph.D., Missouri (Columbia)

David Vance, M.B.A., Drexel; J.D., Rutgers

## **Assistant Professor of Professional Practice**

Hyun Gon Kim, Ph.D., Rutgers

## **Instructors of Professional Practice**

Ralph Giraud, M.S., Colorado (Denver)

Jinho Kim, Ph.D., Rutgers

Kelechi Nwoke, Ph.D., Rutgers

# **School of Nursing-Camden (SNC-U)**

## **School of Nursing-Camden**

The Rutgers School of Nursing-Camden is committed to meeting its threefold mission of education, research, and service in southern New Jersey and the Delaware Valley. Our program has been preparing nursing students for baccalaureate-level professional practice for more than 45 years.

The nursing faculty at the Rutgers School of Nursing-Camden are award-winning teachers, scientists, and clinicians. They believe that education for professional nursing is best accomplished in a university setting, where a spirit of inquiry, the excitement of discovery, and creative and critical thinking flourish. Within such settings, the future nurse can best reach his or her individual potential and gain an appreciation of the multifaceted roles and functions of nursing within society.

The School of Nursing-Camden has a four-year baccalaureate program leading to a bachelor of science degree in nursing, an accelerated bachelor's degree in nursing for individuals with degrees in other fields, an R.N.-B.S. completion program and a master's degree in school nursing. The dynamic nursing curriculum integrates nursing knowledge and the acquisition of nursing practice skills with courses from the natural and social sciences, liberal arts, and the humanities. With this broad educational foundation, students can better understand the various dimensions of the individuals, families, and groups they will care for as nursing professionals, and come to value the lifelong learning expected of them.

The School of Nursing-Camden also offers a doctor of nursing practice (D.N.P.) in two tracks: adult gerontology primary care nurse practitioner and family nurse practitioner, as well as a post-master's option for nurse practitioners holding a master of science in nursing degree. The School of Nursing-Camden offers post-baccalaureate certificates in wound ostomy continence and school nursing. Jointly with the School of Business-Camden, the School of Nursing-Camden offers a doctor of nursing practice/master of business administration (D.N.P./M.B.A.) degree in executive nursing leadership.

The Rutgers resources, the school's simulated learning lab, and clinical collaborations established with local and regional Delaware Valley health care providers provide important supervised clinical experiences. Clinical collaborations expose students to interdisciplinary team experiences and provide faculty access to conduct their research and apply findings toward evidence-based changes in clinical practice. Nursing students have research opportunities with faculty as well as opportunities to be civically engaged through service learning experiences in New Jersey and the greater Delaware Valley, and through study abroad.

# Programs, Faculty, and General Information (SNC-U)

## Programs, Faculty, and General Information

The School of Nursing-Camden publishes a [\*Student Handbook\*](#) every two years. Please consult the handbook for the most current information about the school and its programs. Students will be notified in writing of any changes to the handbook. All students are required to sign an acknowledgement that they have read the handbook.

## Faculty and Staff (SNC-U)

### Faculty

#### Leadership

Donna Nickitas, PhD, RN, NEA-BC, CNE, FNAP, FAAN, Dean and Professor

Marie T. O'Toole, EdD, RN, FAAN, ANEF, Senior Associate Dean, Academic and Faculty Affairs, and Professor

Mei R. Fu (Qiu), PhD, RN, FAAN, Senior Associate Dean, Nursing Research, and Professor

Cynthia G. Ayres, PhD, RN, FNAP, Associate Dean, Graduate Programs and Advanced Nursing Practice, and Associate Professor

Margaret Avallone, DNP, RN, CCRN, CNE, Associate Dean, Baccalaureate Programs, and Clinical Associate Professor

Kevin R. Emmons, DrNP, RN, APN, AGPCNP-BC, CWCN, CFCN, Associate Dean, Center of Excellence in Interprofessional Practice, Education and Innovation (CEIPEI); Program Director, Veterans Serving Veterans Nursing Fellowship Program; and Clinical Associate Professor

#### Program Directors

Janice Beitz, PhD, RN, CS, CNOR, CWOCN-AP, CRNP, ANEF, FNAP, FAAN, Program Director, Wound Ostomy Continence Nurse Certificate, and Professor

Bonnie Jerome-D'Emilia, PhD, MPH, RN, Program Director, RN to Bachelor of Science in Nursing Program, and Associate Professor

Nancy Pontes, PhD, FNP-BC, FNAP, FAAN, Program Director, School Nurse Program, and Assistant Professor

Wanda Williams, PhD, RN, WHNP-BC, CNE, Program Director, Doctor of Nursing Practice (DNP) Program, and Clinical Associate Professor

#### Professors

Claudia Beckmann, PhD, MN, MA, BSN, Professor Emerita

## Rutgers University

Janice Beitz, PhD, RN, CS, CNOR, CWOCN-AP, CRNP, APNC, ANEF, FNAP, FAAN, Program Director, Wound Ostomy Continence Nurse Certificate, and Professor

Mei R. Fu (Qiu), PhD, RN, FAAN, Senior Associate Dean, Nursing Research, and Professor

Donna Nickitas, PhD, RN, NEA-BC, CNE, FNAP, FAAN, Dean and Professor

Marie T. O'Toole, EdD, RN, FAAN, ANEF, Senior Associate Dean, Academic and Faculty Affairs, and Professor

### **Associate Professors**

Margaret Avallone, DNP., RN, CCRN-K, CNE, Clinical Associate Professor

Cynthia Ayres, PhD, RN, FNAP, Associate Professor

Brigitte Cypress, EdD, RN, CCRN, Associate Professor

Bonnie Jerome-D'Emilia, PhD, MPH, RN, Associate Professor

Kevin R. Emmons, DrNP, RN, APN, AGPCNP-BC, CWCN, CFCN, Clinical Associate Professor

Angela Kelly, DNP, RNC-OB, WHNP-BC, APN, Clinical Associate Professor

Jeanann Sousou Coppola, DNP, RN, CNM, CNE, C-EFM, Clinical Associate Professor

Katherine Soss Prihoda, RN, DNP, PPCNP-BC, Clinical Associate Professor

Patricia D. Suplee, PhD, RNC-OB, FAAN, Associate Professor

Wanda Williams, PhD, RN, WHNP-BC, CNE, Clinical Associate Professor

### **Assistant Professors and Instructors**

Nancy Jaskowak Cresse, DNP, MSN, RN, APRN-BC, Clinical Assistant Professor

Rachel Derr, DNP, MSN., RNC-LRN, CNE, Clinical Assistant Professor

Rida Gharzeddine, PhD, MSN, RN

Kathleen Jackson, DNP, APRN, BC-ADM, Clinical Assistant Professor

Terri-Ann Kelly, PhD, RN, CPT, Assistant Professor

Sheila Linz, PhD, PMHNP-BC, RN, Assistant Professor

Martin Manno, PhD, RN, ACNS-BC, NEA-BC, Teaching Assistant Professor

Jamille Nagtalon-Ramos, EdD, MSN, WHNP, IBCLC, FAANP, Assistant Professor

Nancy Pontes, PhD, FNP-BC, FNAP, FAAN, Assistant Professor

Tyshaneka Saffold, PhD, MSN, RN, Assistant Professor

Rutgers University

Jennifer Sipe, PhD, MSN, RN, APRN-BC, Clinical Assistant Professor

Catherine Stubin, PhD, RN, CNE, CCRN-K, Assistant Professor

Mary Wunnenberg, EdD, MSN, RN, PMHRN-BC, CNE, Clinical Assistant Professor

## Mission (SNC-U)

### Mission

The mission of the Rutgers School of Nursing-Camden is to prepare competent nurses, advancing nursing science through research and evidence-based practice to reduce health disparities and promote community health initiatives in the City of Camden and beyond.

## Accreditation (SNC-U)

### Accreditation

The nursing program is fully accredited by:

#### **Commission on Collegiate Nursing Education (CCNE)**

The baccalaureate degree program in nursing and doctor of nursing practice program at Rutgers-Camden is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

#### **New Jersey State Board of Nursing (NJSBN)**

New Jersey State Board of Nursing  
124 Halsey Street, Sixth Floor  
Newark, NJ 07102

#### **Middle States Commission on Higher Education (MSCHE)**

3624 Market Street  
Suite 2 West  
Philadelphia, PA 19104

## Admission (SNC-U)

### Admission

Admission into Rutgers School of Nursing-Camden (SNC) is highly competitive and space is limited. An admission application, along with information regarding the admission process, including admission criteria, deadlines, and other relevant information, can be obtained via the [university's admissions website](#).

For a detailed overview of courses of study, curriculum, graduation requirements, academic support, student activities, and more, please visit the [School of Nursing-Camden website](#).

Applicants may pursue one of the following options to gain admission to the SNC:

**First-Year Students** - This option is available to applicants who have not completed 12 transferable credits or are high school students who plan to continue their education immediately upon graduation.

**Transfer Students (non-Rutgers students)** - Applicants who wish to transfer directly into the SNC from an accredited collegiate institution other than Rutgers should refer to the [SNC website](#). Information about the application process may be found on the [university's admissions website](#). Admission into the SNC requires successful completion of prerequisite courses and does not guarantee transfer credit determination.

**School-to-School Transfers (current Rutgers students)** - This option is designed for students who are currently enrolled in an undergraduate division of the university and seek admission to the SNC. An application, as well as information concerning admission requirements and application deadlines, may be found at the [School-to-School Transfer website](#).

**Reenrollment and Second-Degree Candidates (former Rutgers students)** - This option is for former Rutgers students who wish to complete their undergraduate studies or seek to complete an additional Rutgers degree. An application and related information may be found at the [Reenrollment Application website](#).

**Second-Degree Candidates (non-Rutgers students)** - Applicants who hold a bachelor's degree from an accredited collegiate institution other than Rutgers should refer to the [SNC website](#) for information regarding curriculum, graduation requirements, and other related academic matters. These applicants will follow the same application procedure outlined above for transfers from non-Rutgers institutions. Information about the application process, scholarship opportunities, and related matters can be found on the [university's admissions website](#). Prerequisite courses must be successfully completed for admission into the SNC.

## Financial Aid (SNC-U)

### Financial Aid

Financial aid, scholarship opportunities, and grants are available for nursing students through the [Rutgers-Camden Financial Aid Office](#). Specifically, [Bridging the Gap](#) is a program that reduces costs by closing the gap between federal, state, and institutional sources of financial support and the balance of tuition and the general campus fee. Rutgers-Camden automatically applies the Bridging the Gap grant to these remaining costs and covers up to 100 percent of remaining tuition for eligible first-year and transfer students. Various merit-based and endowed scholarships through the School of Nursing-Camden are also available to incoming and current students. In spring, current students will receive an email from the dean of students with more information and a link to the campuswide scholarship application.

## Academic Policies and Procedures (SNC-U)

### ACADEMIC POLICIES AND PROCEDURES

Please consult the [SNC Student Handbook](#) for all academic policies and procedures and the general [Academic Policies and Procedures](#) of Rutgers University-Camden.

### **Student Responsibility to Keep Informed**

Students are responsible to keep informed about all academic policies and procedures. In addition to the material in this online catalog, essential information about current procedures is provided in the [SNC Student Handbook](#), which contains essential information related to CPR certification, malpractice insurance, criminal background checks, and other information unique to the education of nursing professionals. Students are also responsible for announcements posted electronically when a change is mandated by a collaborating clinical agency or accrediting bodies. Students are responsible for notifications sent to Rutgers email addresses. Students are required to regularly access and review this information and to comply with any change in policies, regulations, or the established practices of the School of Nursing-Camden.

### **Scholastic Standing**

Policies on course grade requirements, and program GPA requirements for retention and progression can be found in the Rutgers School of Nursing-Camden Student Handbook on the [Student Resources website](#).

## **Programs of Study (SNC-U)**

### **Programs of Study**

Three tracks to the bachelor of science in nursing degree are currently offered at Rutgers School of Nursing-Camden: a traditional four-year pre-licensure track, a four-semester accelerated track for college graduates (ABS), and a post-licensure track for registered nurses (RNs).

#### **Traditional Four-Year Bachelor of Science in Nursing**

The four-year track is designed for students who will enroll as freshmen and complete all degree requirements at Rutgers University-Camden. Nursing courses start in the first half of the program, with science, arts, and humanities courses integrated throughout the curriculum. Transfer students, upon admission, will be considered individually and a proposed course of study will be discussed and developed with an adviser.

#### **Accelerated Bachelor of Science in Nursing (ABS)**

The Rutgers School of Nursing-Camden accelerated bachelor of science in nursing (ABS) program offers a fast-track into the nursing profession for people who hold a bachelor's or higher degree in a non-nursing major. Our intensive program allows students to complete their degree within four semesters, and students receive the same quality of clinical practice as their counterparts in our traditional bachelor of science in nursing program.

#### **Registered Nurse to Bachelor of Science in Nursing (RN-BS) Track**

The registered nurse to bachelor of science (RN-BS) track is designed for students who already hold a registered nurse (RN) license. The curriculum builds on the existing foundation of nursing knowledge and clinical experience possessed by registered nurses. The RN with an associate's degree or a hospital school diploma will receive 33 credits for previous nursing courses and can transfer up to 90 additional credits for previously completed non-

nursing required courses. A minimum of 30 credits must be successfully completed at Rutgers. Although most students attend this program part time, the required RN-BS courses can be completed in one calendar year with full-time attendance.

The RN-BS track is currently offered in a hybrid format at two locations: Atlantic Cape Community College and Mercer County Community College. In addition, we offer a fully online program. Students are admitted for both fall and spring semesters. Applicants must have a valid Registered Nurse license in New Jersey (for the hybrid programs) or in their state of residence for the online program. Nursing courses are offered in online and hybrid formats. Non-nursing courses may be offered online, in the classroom, or in hybrid format.

If you have any questions about this program, please see the [Rutgers School of Nursing-Camden website](#).

## Degree Requirements (SNC-U)

### Degree Requirements

#### Major Requirements for the Bachelor of Science in Nursing

The requirements for graduation consist of the general education requirements, which are required for all undergraduate programs at Rutgers University-Camden for students earning their first undergraduate degree; plus additional specific graduation requirements determined by the School of Nursing-Camden. The School of Nursing-Camden requires a minimum number of 121 credits for graduation. All students must complete the nursing core courses identified in the plans of study. Some required courses in the nursing major satisfy the general education requirements.

Plans of study are listed [here](#).

#### Major Requirements for RN-BS Program

Students who received their associate degree in nursing from a community college (two-year college) may transfer in 60 credits toward the RN-BS degree. Transcripts are evaluated upon acceptance to determine which courses may be accepted as transfer credit. Upon acceptance to the RN-BS program, students are awarded 33 credits for previous nursing courses based on successful passage of the NCLEX licensing examination. A minimum of 30 credits must be completed at Rutgers.

Courses required for RN's to earn a B.S. from Rutgers School of Nursing-Camden (SNC) can be found on the [SNC website](#).

#### Graduation

Students may graduate with honors if they complete a minimum of 45 credits at Rutgers University as a matriculated student and if they earn one of the following cumulative grade point averages:

- *Cum Laude* - 3.50
- *Magna Cum Laude* - 3.75
- *Summa Cum Laude* - 3.90

# Honors and Awards (SNC-U)

## Honors and Awards

**Dean's List.** The dean's list recognizes current academic achievement. The list is published at the end of each semester for full-time students. Full-time students are eligible if they have completed 12 or more credits for numerical grade credit with a semester grade-point average of 3.5 or better.

**School of Nursing Academic Achievement Award.** Awarded to a graduating student who demonstrates consistent, outstanding performance in the classroom and clinical setting.

**The Elizabeth Crowther Boehret Nursing Scholarship.** Established by Professor Alice C. Boehret in memory of her beloved mother. Dr. Boehret developed the baccalaureate nursing program at the Rutgers-Camden Campus and served as the founding chair of the nursing department.

**Pat Orrino Memorial Scholarship Award.** Established by friends and associates of Pat Orrino to provide scholarship assistance for students studying nursing at Rutgers-Camden. Awarded to one senior and one junior student based on financial need.

**The Joseph and Loretta Lopez Endowed Scholarship.** Established by Joseph and Loretta Lopez in demonstration of their commitment to the continued success of Rutgers University-Camden.

**Janice Camishion-Piccone Award.** Awarded to a student demonstrating academic excellence.

**Mary Camishion-Malone Memorial Award.** Awarded to a student who exemplifies outstanding humanitarian qualities.

**Nancy Camishion Memorial Award.** Awarded to a registered nurse advanced placement student who has demonstrated academic achievement and an interest in oncology nursing.

**Rutgers-Camden Alumni Award for Leadership.** To the student with outstanding community and campus involvement.

**New Jersey State Nurses' Association Region #5 Leadership Award.** Students must apply individually.

**New Jersey State Nurses' Association Region #6 Award.** Students must apply individually.

Additional awards and honors for academic and clinical excellence are awarded during ceremonies at the conclusion of the program.

# Honor Society (SNC-U)

## Honor Society

### Sigma Theta Tau International, the Honor Society for Nursing

The Sigma Theta Tau International Honor Society of Nursing (Sigma) is a nonprofit organization whose mission is to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Founded in 1922, Sigma has more than 135,000 active members in over 90 countries and territories. Members include practicing

nurses, instructors, researchers, policymakers, entrepreneurs, and others. Sigma's more than 540 chapters are located at over 700 institutions of higher education throughout Armenia, Australia, Botswana, Brazil, Canada, Colombia, England, Ghana, Hong Kong, Ireland, Japan, Jordan, Kenya, Lebanon, Malawi, Mexico, the Netherlands, Pakistan, Philippines, Portugal, Singapore, South Africa, South Korea, Swaziland, Sweden, Taiwan, Tanzania, Thailand, the United States, and Wales. Learn more [here](#).

Eta Mu, the Rutgers School of Nursing-Camden Chapter of Sigma Theta Tau International, was chartered in the spring of 1984. At the beginning of the spring semester of the senior year, students who rank in the top 35 percent of their class, have met the leadership and ethical requirements, and have a minimum cumulative GPA of 3.0 are invited to apply for membership.

## Student Organizations (SNC-U)

### Student Organizations

Students have numerous opportunities to be involved in the life of the Rutgers School of Nursing-Camden, the Rutgers University-Camden campus, and the surrounding community.

Students are encouraged to explore the various student organizations on campus, outside of their intended profession, to stimulate interests that contribute to their personal growth. They are also encouraged to volunteer for campus-wide leadership opportunities.

Specific opportunities for students in the School of Nursing-Camden include:

#### **Student Nurses Association (SNA)**

The mission of the Student Nurses Association is to enhance the experience of the nursing school in a positive way for all School of Nursing-Camden students through a combination of educational and philanthropic efforts both on campus at Rutgers-Camden and off campus in the city of Camden, New Jersey. The Student Nurses Association also serves as a mechanism through which both the student body and the faculty of the School of Nursing-Camden collaborate on extracurricular nursing-related activities at Rutgers-Camden and in the surrounding community. A yearly nominal registration fee is required. Meetings are scheduled at least monthly.

**The National Student Nurses' Association (NSNA)** mentors future nurses and facilitates their entrance into the profession. Membership in the Rutgers School of Nursing-Camden chapter of the NSNA is available through the New Jersey Nursing Students, Inc. (NJNS), a preprofessional organization representing student nurses across New Jersey.

#### **Student Representation on School of Nursing-Camden Committees**

Students are encouraged to contribute to the activities of the school through volunteer participation on standing faculty committees in the School of Nursing-Camden. Students are encouraged to bring to the committees the opinions and stated needs of the students they represent and to report back to the SNA regarding the proceedings of the faculty committees. Students bring unique perspectives to the work of committees that are essential to professional education. Faculty will announce opportunities for committee participation in class and at meetings of the Student Nurses Association.

Please visit the nursing student organizations [website](#).

# Courses (SNC-U)

## COURSES

[Course Notation Information](#)

[Course List](#)

## Course Notation Information (SNC-U)

### Course Notation Information

The number preceding each course title is divided into three parts. The first two digits are the administrative code, the next three digits are the subject code, and the final three digits are the course code.

#### *Administrative Codes*

50 Camden College of Arts and Sciences

57 School of Nursing-Camden

#### *Subject Codes*

The subject code indicates the subject matter of the course. (This list does not constitute a list of majors.)

705 Nursing

#### *Course Codes*

Courses coded from 100 to 299 are introductory and intermediate undergraduate courses; codes from 300 to 499 indicate advanced undergraduate courses. Courses coded from 500 to 799 are graduate courses and are described in the graduate catalogs of the university.

Two course codes separated by a comma indicate that each semester course may be taken independently of the other (example: 57:160:453,454). Two course codes separated by a hyphen indicate that satisfactory completion of the first-semester course is a prerequisite to the second semester (example: 57:750:203-204); the first semester may be taken for credit without the second, except if a statement is added to indicate that both semester courses must be completed in order to receive credit.

## Course List (SNC-U)

### Course List

The School of Nursing-Camden publishes plans of study available on the [SNC website](#). Deviations from the plans of study must be approved by academic advisers.

**57:705:102 Honors Seminar on Professional Nursing (3)**

This introductory nonclinical course in nursing is designed to provide the student with a foundation in nursing knowledge that will provide the basis for ensuing theory and clinical nursing courses. Major foci will be the discipline and profession of nursing, its history, its conceptual and theoretical structures, and the patterns of knowledge needed for developing the science and practice of nursing. It requires the integration of previously acquired knowledge in the sciences, arts, and humanities and introduces basic concepts in epidemiology, demographics, and cultural competencies, as well as the knowledge necessary for a beginning understanding of the research process, and for development of interpersonal and interdisciplinary communication skills. The ethics and values of the profession as well as the scope of practice and other legal and regulatory aspects will be introduced. Current issues in nursing and the many roles of the baccalaureate-prepared professional nurse will be examined and discussed as the student is socialized to become a self-reflective, accountable, lifelong learner given to self-appraisal as she or he navigates the route to achieving the terminal objectives of the curriculum.

*For honors students only.*

**57:705:105 Seminar on Professional Nursing (3)**

This introductory nonclinical course in nursing is designed to provide the student with a foundation in nursing knowledge that will provide the basis for ensuing theory and clinical nursing courses. Major foci will be the discipline and profession of nursing, its history, its conceptual and theoretical structures, and the patterns of knowledge needed for developing the science and practice of nursing. It requires the integration of previously acquired knowledge in the sciences, arts, and humanities and introduces basic concepts in epidemiology, demographics, and cultural competencies, as well as the knowledge necessary for a beginning understanding of the research process, and for development of interpersonal and interdisciplinary communication skills. The ethics and values of the profession as well as the scope of practice and other legal and regulatory aspects will be introduced. Current issues in nursing and the many roles of the baccalaureate-prepared professional nurse will be examined and discussed as the student is socialized to become a self-reflective, accountable, lifelong learner given to self-appraisal as she or he navigates the route to achieving the terminal objectives of the curriculum.

**57:705:150 Issues in Health Policy (3)**

Introduces the framework of policy analysis through which students will explore the complexities of health policy and the challenges of health reform. The course will examine the health care policy problems facing the United States including inadequate access to health care, rising health care costs, and uneven quality of health care services. Students will analyze the major health reform initiatives of recent years in the context of the historical evolution of U.S. health policy and the nature of political decision-making in the United States. The diversity of traditions that characterize the development of the health care environment in the United States and the way in which this heterogeneity acts as a touchstone for national identity and gives rise to tensions that shape the national policy will be explored. Comparison to foreign models of health care will be considered as will the public's relative desire or reticence for change.

**57:705:152 Improving Population Health Glocally (3)**

This course is designed to prepare a workforce of professionals to integrate population health principles within a variety of local and global (glocal) community settings. Students will evaluate local, national, and model global health systems and programs based upon outcome measures of the United Nations Sustainable Goals and principles of epidemiology, economics, quality improvement, ethics and social determinants of health.

**57:705:153 Issues in Nursing, Health, and Health Care (3)**

This course introduces current issues and challenges in nursing, health, and health care to the registered nurse who is enrolled in the RN-BS program. The course will explore the multiple roles of the baccalaureate-prepared nurse as a member of the health care team in traditional and alternative settings. Issues that affect nursing practice such as quality and safety initiatives, licensure and legal implications, workplace concerns, unconscious bias and cultural competence, information technology, and professional responsibility will be examined. Students will be able to execute life-long learning skills such as negotiation, networking, and preparing resumes. Factors that influence nursing practice will be analyzed, such as the corporatization of health care, and conflicts between economic and clinical priorities. Current issues in health that will be addressed include genetics and genomic implications in wellness and disease processes as well as concepts of population health and the globalization of health and wellness. The impact of an aging and diverse population on the health care system, and how this will affect nursing in the next few decades will be considered. Students will analyze current issues and challenges in health, health care, and nursing so as to enhance their capacity for critical thinking and develop an understanding of the changing role of the nurse in the 21st century. Students will refine their communication skills through written work and oral presentations.

*This course is for registered nurses.*

**57:705:202 Wellness and Health Assessment - Theory (3)**

This course is designed to introduce the baccalaureate nursing student to the theoretical foundations of professional nursing and the clinical skills required to provide safe, high quality, evidence-based patient care. Opportunities for skills practice and mastery will be provided in the Clinical Skills and Simulation Laboratory. This course focuses on developing clinical reasoning/judgment to promote, restore, and maintain health in individuals, families, and groups across the life span. Course theory and basic skills establish the foundation for care of patients with a range of health care needs. Students will develop the skills of history-taking, inspection, palpation, percussion, auscultation, and documentation of the health assessment. The course also provides opportunities for students to integrate the nursing process, nursing care standards, issues of cultural and spiritual diversity, scientific evidence, and ethical and legal principles related to nursing practice. Students will complete a variety of assignments designed to help them develop critical thinking skills, which are the basis for professional nursing practice.

*Prerequisite: 57:705:102 or 57:705:105.*

**57:705:206 Wellness and Health Assessment Lab (1)**

Laboratory portion of the course. Prepares students for the integration of the knowledge and skills needed for the theory and clinical courses in the nursing curriculum and the provision of safe and effective nursing care. It provides a foundation for the critical thinking skills required to master core scientific principles and incorporate technical skills into nursing practice. Emphasis will be placed on the concept of wellness and the continuum of wellness to illness that nurses can expect to confront in practice. Students will develop the skills of history-taking, inspection, palpation, percussion, auscultation, and documentation of the health assessment. Normal findings and cultural and age variations of adults as well as pediatric content will be included. The translation of current evidence from nursing research will be incorporated into the skill development, thus preparing students for the lifelong learning required in nursing practice. Students will be placed in a clinical setting for assessment skill development.

*Corequisite: 57:705:205.*

**57:705:212 Foundations of Nursing - Theory (3)**

This course is designed to introduce the baccalaureate nursing student to the theoretical foundations of professional nursing and the clinical skills required to provide safe, high-quality, evidence-based patient care. This

course focuses on developing clinical reasoning/judgment to promote, restore and maintain health in individuals, families, and groups across the life span. Course theory and basic skills establish the foundation for care of patients with a range of health care needs. The course provides opportunities for students to integrate the nursing process, nursing care standards, issues of cultural and spiritual diversity, scientific evidence, and ethical and legal principles related to nursing practice. Students will complete a variety of assignments designed to help them develop critical thinking skills, which are the basis for professional nursing practice.

**Prerequisite:** 57:705:102 or 57:705:105.

**57:705:213 Foundations of Nursing - Lab (2)**

This lab accompanies the course Foundations of Nursing Theory. Students will attend a face-to-face laboratory and complete a variety of assignments designed to help them develop and apply the knowledge, skills, and attitudes that are the foundation for professional nursing practice.

**Corequisite:** 57:705:212.

**57:705:220 Women's Issues in Health and Health Care (3)**

Focuses on current health issues affecting women locally, nationally, and globally. Students will analyze health issues relevant to women across the life span from birth to death taking into account the impact of ethnicity, race, culture, and religion. Universal health issues such as access to care, gender-related disparities, reproductive and maternal health, and violence against women will be examined. Health frameworks and models of care will be explored. Collaborations with community partners will be established in order to assess the needs of women from Camden county and to provide health education or introduce health behavior change in community settings. Students will be engaged in problem solving, critical thinking, and planning for health promotion and disease prevention activities guided by evidence.

**57:705:255 Nutrition in the U.S. and the World (USW) (3)**

People in some countries are in poor health or dying from eating too much, while in other countries people are starving. The culture of food in the United States and the world have a profound impact on our global society. This course will examine the context of nutrition by examining the complex interaction of diet and healthy living. Specialized diets across the life span and the sociocultural implications across the United States and the globe will be explored. Students will be able to understand the significant role of nutrition in health and disease, and be able to apply basic principles to self, populations, and community. Diet as a mechanism to prevent disease and promote global health will also be addressed. This course has been designed to meet the general educational requirements related to the United States and the world. As such, students will gain insight into the diversity of traditions associated with nutrition. The role of institutions in the United States and their impact on world nutrition policies will also be addressed.

**57:705:301 Nursing of Women and the Childbearing Family - Theory (3)**

This clinical theory course focuses on the care of women with common gynecological problems throughout the life span as well as family-centered care from preconception through childbearing and the postpartum. Emphasis will be placed on wellness and health promotion of women associated with the normal processes of aging and childbearing. In addition, complications of the puerperum period will be identified and interventions described. Current national and global issues in caring for women and infants will be explored. The integration of genetics and evidence into practice as well as caring for diverse populations will be presented.

**To be taken in the junior year. Prerequisites:** All freshman and sophomore required courses. **Corequisite:** 57:705:302.

**57:705:302 Nursing of Women and the Childbearing Family - Lab (3)**

This clinical course focuses on supervised evidence-based and holistic nursing practice with women and childbearing families in a variety of clinical settings. Emphasis will be placed on wellness and health promotion of women associated with the normal processes of childbearing. In addition, complications of the puerperum period will be identified and interventions described. The integration of evidence into practice as well as caring for diverse populations will be examined. Integration of didactic content with clinical practice will be stressed through sharing of information during case presentations and pre/post conferences.

*To be taken in the junior year. Prerequisites: All freshman and sophomore required courses. Corequisite: 57:705:301.*

**57:705:305 Nursing of Children and Adolescents - Theory (3)**

Focuses on nursing care of infants, children, and adolescents. Emphasis is placed on family-centered and evidence-based approaches to health promotion and disease prevention, as well as on family-centered, evidence-based, developmentally appropriate nursing care of infants, children, and adolescents with common acute and chronic health conditions.

*To be taken in the junior year.*

**57:705:306 Nursing of Children and Adolescents - Lab (3)**

This course is the venue for supervised, evidence-based holistic nursing practice with infants, children, adolescents, and their families in a variety of pediatric inpatient and outpatient settings.

*To be taken in the junior year.*

**57:705:310 Health and Illness in Adult Populations - Theory (3)**

This course introduces the student to the use of the nursing process in the prevention and management of chronic or noncomplex conditions in adult populations. A systems approach is used to discuss the effects of health and illness on the individual and the family, and to examine the disruption of growth and development patterns across the life span from young adult to senior years. The course includes concurrent clinical experience to allow the student the opportunity to apply theoretical concepts to clinical practice in diverse adult populations.

*To be taken in the junior year. Prerequisites: 57:705:202, 57:705:212, 57:705:256, or approved pathophysiology course.*

*Corequisite: 57:705:311.*

**57:705:311 Health and Illness in Adult Populations - Lab (3)**

This clinical course provides the student an opportunity to apply previously acquired knowledge and concurrent knowledge from the Health and Illness in Adult Populations theory course to supervised clinical experiences. Clinical learning experiences focus on the health promotion, disease prevention, and the restoration of optimal health across adult populations with chronic and noncomplex conditions. Emphasis is placed on transitions of care across the care continuum. Relationships among clients' health status, age, genetics, spiritual and ethnic backgrounds, and the environment are examined. Students, in collaboration with the client, their families and other health care professionals, will provide holistic, culturally competent, person-centered nursing care. Concepts of pathophysiology, pharmacology, therapeutic nutrition, rehabilitation, and complementary/alternative treatment modalities are explored as related to clients' alterations in health status. Clinical assignments are selected to stimulate student inquiry, critical thinking, and independence as learners and emerging professional nurses. Using the nursing process, principles of evidence-based practice, professional practice guidelines, nursing standards of care, and the Code of Ethics, students prepare and implement comprehensive nursing care plans and/or concept maps for adult patients. During planned and guided clinical pre- and/or post-conferences, students will explore selected topics that promote a positive image of the nursing profession and facilitate the expanded use of the

nursing process, critical thinking skills, and scientific evidence in nursing clinical practice.

*To be taken in the junior year. Prerequisites: 57:705:202, 57:705:212, 57:705:256, or approved pathophysiology course. Corequisite: 57:705:310.*

**57:705:313 Aging and Health in Global Communities (3)**

The population of the world is aging. In some societies aging is associated with a good quality of life and in others with the loss of health and well being. This course will explore issues and challenges related to the aging population. Maintaining health and preparing for a peaceful death will be addressed from a global perspective appropriate to the impact that aging will have on the global community. The course content will examine how a variety of disciplines have viewed the culture of aging over time and the historical evolution of health care services for older adults. Although the primary focus will be aging in America, lessons learned from other global societies will be incorporated to ensure that students are able to understand the meaning and significance of healthy aging. Students will examine the aging population in the context of enhancing contemporary understanding of the impact of individuals over 65 who will outnumber the population of young people for the first time in history by midcentury.

**57:705:318 ABS Health and Illness in Adult Populations - Theory (3)**

This course introduces the student to the use of the nursing process in the prevention and management of chronic or noncomplex conditions in adult populations. A systems approach is used to discuss the effects of health and illness on the individual and the family, and to examine the disruption of growth and development patterns across the life span from young adult to senior years. The course includes concurrent clinical experience to allow the student the opportunity to apply theoretical concepts to clinical practice in diverse adult populations.

*Corequisite: 57:705:320. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:320 ABS Health and Illness in Adult Populations - Lab (3)**

This clinical course provides the student an opportunity to apply previously acquired knowledge and concurrent knowledge from the Health and Illness in Adult Populations theory course to supervised clinical experiences. Clinical learning experiences focus on the health promotion, disease prevention, and the restoration of optimal health across adult populations with chronic and noncomplex conditions. Emphasis is placed on transitions of care across the care continuum. Relationships among clients' health status, age, genetics, spiritual and ethnic backgrounds, and the environment are examined. Students, in collaboration with the client, their families and other health care professionals, will provide holistic, culturally competent, person-centered nursing care. Concepts of pathophysiology, pharmacology, therapeutic nutrition, rehabilitation, and complementary/alternative treatment modalities are explored as related to clients' alterations in health status. Clinical assignments are selected to stimulate student inquiry, critical thinking, and independence as learners and emerging professional nurses. Using the nursing process, principles of evidence-based practice, professional practice guidelines, nursing standards of care, and the Code of Ethics students prepare and implement comprehensive nursing care plans and/or concept maps for adult patients. During planned and guided clinical pre- and/or post-conferences, students will explore selected topics that promote a positive image of the nursing profession and facilitate the expanded use of the nursing process, critical thinking skills, and scientific evidence in nursing clinical practice.

*Corequisite: 57:705:318. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:321 ABS Pharmacology (3)**

This required course explores current knowledge of pharmacodynamics, pharmacokinetics, and drug actions and interactions across a wide spectrum of pharmacologic agents. Pharmacotherapeutic aspects of nursing care are

applied across the lifespan for individuals and families experiencing alterations in pathophysiology. Selected environmental, developmental, sociocultural, ethnic, and pharmacogenetic factors of drug therapy are addressed. Nursing assessment of therapeutic effects of pharmacotherapy is emphasized as well as patient and family education. Major drug classifications are discussed related to administration, pharmacologic effects, toxicity, nursing precautions, and safety monitoring.

*This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:332 ABS Foundations of Nursing - Theory (3)**

This course is designed to introduce the baccalaureate nursing student to the theoretical foundations of professional nursing and the clinical skills required to provide safe, high-quality, evidence-based patient care. This course focuses on developing clinical reasoning/judgment to promote, restore, and maintain health in individuals, families, and groups across the life span. Course theory and basic skills establish the foundation for care of patients with a range of health care needs. The course provides opportunities for students to integrate the nursing process, nursing care standards, issues of cultural and spiritual diversity, scientific evidence, and ethical and legal principles related to nursing practice. Students will complete a variety of assignments designed to help them develop critical thinking skills, which are the basis for professional nursing practice.

*Corequisite: 57:705:333. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:333 ABS Foundations of Nursing - Lab (2)**

This lab accompanies the course Foundations of Nursing Theory. Students will attend a face-to-face laboratory and complete a variety of assignments designed to help them develop and apply the knowledge, skills, and attitudes that are the foundation for professional nursing practice.

*Corequisite: 57:705:332. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:336 ABS Seminar on Professional Nursing (3)**

This introductory nonclinical course in nursing is designed to provide the student with a foundation in nursing knowledge that will provide the basis for ensuing theory and clinical nursing courses. Major foci will be the discipline and profession of nursing, its history, its conceptual and theoretical structures, and the patterns of knowledge needed for developing the science and practice of nursing. It requires the integration of previously acquired knowledge in the sciences, arts, and humanities and introduces basic concepts in epidemiology, demographics, and cultural competencies, as well as the knowledge necessary for a beginning understanding of the research process, and for development of interpersonal and interdisciplinary communication skills. The ethics and values of the profession as well as the scope of practice and other legal and regulatory aspects will be introduced. Current issues in nursing and the many roles of the baccalaureate-prepared professional nurse will be examined and discussed as the student is socialized to become a self-reflective, accountable, lifelong learner given to self-appraisal as she or he navigates the route to achieving the terminal objectives of the curriculum.

*This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:338 ABS Wellness and Health Assessment - Theory (3)**

This course is for the nursing student seeking a baccalaureate degree in nursing. It is designed to validate prior learning and develop wellness and physical assessment skills in nursing. Course content includes a holistic approach to a complete client assessment. This course is intended to develop a foundation for the nursing student's knowledge and skills in health assessment. Students further develop skills of history-taking, inspection, palpation, percussion, and auscultation and documentation of the health assessment. Normal and abnormal findings as well as

cultural and age variations (older adult and pediatrics) will be integrated through the units.

**Corequisite:** 57:705:339. *This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:339 ABS Wellness and Health Assessment - Lab (1)**

Laboratory portion of the course. Prepares students for the integration of the knowledge and skills needed for the theory and clinical courses in the nursing curriculum and the provision of safe and effective nursing care. It provides a foundation for the critical thinking skills required to master core scientific principles and incorporate technical skills into nursing practice. Emphasis will be placed on the concept of wellness and the continuum of wellness to illness that nurses can expect to confront in practice. Students will develop the skills of history-taking, inspection, palpation, percussion, auscultation, and documentation of the health assessment. Normal findings and cultural and age variations of adults as well as pediatric content will be included. The translation of current evidence from nursing research will be incorporated into the skill development, thus preparing students for the lifelong learning required in nursing practice. Students will be placed in a clinical setting for assessment skill development.

**Corequisite:** 57:705:338. *This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:350 ABS Complex Health and Illness in Adult Populations - Theory (3)**

This course targets development of clinical reasoning and judgment, therapeutic nursing interventions, and problem-solving strategies for care of adults with acute and/or complex health needs. Building on the Health and Illness in Adult Populations, a system approach is used to analyze and intervene in alterations to the health of the individual and family. Effects of complex illnesses are examined in relation to an individual's developmental stage, culture, gender, and genetic/genomic considerations. Emphasis is placed on patient safety, quality measures, and interprofessional aspects of care across multiple care settings. The corequisite clinical course allows the student the opportunity to apply theoretical concepts to clinical practice in adult populations in a variety of health care settings.

**Corequisite:** 57:705:351. *This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:351 ABS Complex Health and Illness in Adult Populations - Lab (3)**

This clinical course provides the student an opportunity to apply previously acquired knowledge and concurrent knowledge from the Complex Health and Illness in Adult Populations theory course to supervised clinical experiences. Clinical learning experiences focus on the health promotion, disease prevention, and the restoration of optimal health across adult populations with complex adult health and illness conditions. Emphasis is placed on transitions of care across the care continuum. Relationships among a client's health status, age, genetics, spiritual and ethnic background, and the environment are examined. Students, in collaboration with clients, their families, and other health care professionals, will provide holistic, culturally competent, person-centered nursing care. Concepts of pathophysiology, pharmacology, therapeutic nutrition, rehabilitation, and complementary/alternative treatment modalities are explored as related to clients' alterations in health status. Clinical assignments are selected to stimulate student inquiry, critical thinking, and independence as learners and emerging professional nurses.

**Corequisite:** 57:705:350. *This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:358 Conceptual Foundations of Professional Practice (3)**

This is a course for registered nurses pursuing the baccalaureate degree in nursing. It is designed to validate prior learning and develop an understanding of professionalism in nursing. Course content includes exploring

career development, analyzing the theoretical basis of nursing practice, and the role of the baccalaureate prepared professional nurse. The course is planned for the adult learner and builds on the registered nurse's professional experiences while focusing on the socialization and transition into the role of the baccalaureate prepared professional nurse. It encourages a critical assessment of nursing practice and facilitates the identification and accomplishment of individual learning goals. Emphasis is on enhancing the ability to find and critique information and think critically. Students will refine their communications skills through written work and oral presentation. Course work includes projects to validate prior learning, participating in online learning activities, writing various styles of papers, and preparation of a professional portfolio as a foundation for career planning.

*This course is for registered nurses.*

**57:705:360 ABS Nursing of Children and Adolescents - Theory (3)**

Focuses on nursing care of infants, children, and adolescents. Emphasis is placed on family-centered and evidence-based approaches to health promotion and disease prevention, as well as on family-centered, evidence-based, developmentally appropriate nursing care of infants, children, and adolescents with common acute and chronic health conditions.

*Corequisite: 57:705:361. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:361 ABS Nursing of Children and Adolescents - Lab (3)**

This course is the venue for supervised, evidence-based holistic nursing practice with infants, children, adolescents, and their families in a variety of pediatric inpatient and outpatient settings.

*Corequisite: 57:705:361 This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:380 ABS Nursing of Women and the Childbearing Family - Theory (3)**

This clinical theory course focuses on the care of women with common gynecological problems throughout the life span as well as family-centered care from preconception through childbearing and the postpartum. Emphasis will be placed on wellness and health promotion of women associated with the normal processes of aging and childbearing. In addition, complications of the puerperum period will be identified and interventions described. Current national and global issues in caring for women and infants will be explored. The integration of genetics and evidence into practice as well as caring for diverse populations will be presented.

*Corequisite: 57:705:381. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:381 ABS Nursing of Women and the Childbearing Family - Lab (3)**

This clinical course focuses on supervised evidence-based and holistic nursing practice with women and childbearing families in a variety of clinical settings. Emphasis will be placed on wellness and health promotion of women associated with the normal processes of childbearing. In addition, complications of the puerperum period will be identified and interventions described. The integration of evidence into practice as well as caring for diverse populations will be examined. Integration of didactic content with clinical practice will be stressed through sharing of information during case presentations and pre/post conferences.

*Corequisite: 57:705:380. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:394 *History of Notable Women in Health Care (3)***

Focuses on the historical contributions of women to health care since the 1800s. This course will examine contributions from general medicine, nursing, public health, pediatrics, radiology, palliative and hospice care, neurobiology, occupational health, toxicology, gynecology, and midwifery. Students explore the many struggles and obstacles these women encountered in securing an education and professional status because of their gender and related sociopolitical forces. Students learn of the many efforts by individual women and groups of religious nuns to provide for the health care and basic needs of indigent people.

**57:705:396 *International Service in Bolivia (3)***

This seminar and international service-learning course introduces students to health and healing in Bolivia, one of the poorest countries in the Western Hemisphere, with the aim of gaining a deeper understanding of health and healing in this developing country. Four classes (hybrid) occur before the trip and will focus on the demographic, sociocultural, spiritual, economic, legal, and political factors influencing health care delivery and practice in Bolivia. Integral to this course is a 20-day service learning, language-immersion experience over the winter break. In the context of another culture, participants will have the opportunity to experience several sustainable projects that help to address and overcome public health problems interrelated with education, gender violence, health services, and poverty. The fifth class serves as a reflection and debriefing class, and occurs within four weeks of return.

**57:705:399 *Health and Healing in Guatemala (3)***

This seminar and service learning experience introduces students to health and healing in Guatemala, one of many developing countries in the Americas with significant poverty and health care needs. Classroom and field experiences focus on: 1) traditional and Western medical systems and their articulation within the health care system of Guatemala; and 2) the nature and treatment of selected health conditions that confront the population.

**57:705:403 *Psychiatric Mental Health Nursing - Theory (3)***

This senior-level nursing course provides the student with a foundation in psychiatric mental health nursing theory. It integrates previously acquired knowledge in nursing, pharmacology, psychology, anthropology, and other social and physical sciences into the understanding of human behavior and mental health and illness. Students acquire advanced therapeutic communication and specialized assessment skills for use in a variety of settings and populations. Biological, cultural, legal, and ethical aspects of the mental health care of children and adults across the life span are included in learning about common mental health disorders and their etiology and treatment. The major focus of the course is the application of all elements of the nursing process in assessing, promoting, maintaining, and improving human mental health and behavior. Various psychological and biological theories of the basis of human behavior are discussed, as well as the purported role of neurotransmitters in the development and treatment of mental disorders. The nurse's role in a variety of mental health treatment modalities for individuals, families, and groups in all levels of mental health care is discussed. Evidence-based nursing practice and education are stressed. Students are required to utilize critical thinking skills in all course activities, assignments, and evaluations.

**Prerequisites:** 57:705:303, 57:705:304, 57:705:305, 57:705:306. **Corequisite:** 57:705:404.

**57:705:404 *Psychiatric Mental Health Nursing - Lab (3)***

This senior-level nursing course is taken concurrently with Psychiatric Mental Health Nursing - Theory. It provides the student with a foundation in psychiatric mental health nursing practice. Students are given the opportunity to apply knowledge from previous nursing, science, and humanities courses, as well as the theory component of this course, in the mental health care of patients across the life span in psychiatric behavioral health care settings. Students practice advanced therapeutic communication and specialized assessment skills. Biological, cultural, legal,

and ethical considerations and patient preferences are included in formulating individualized care plans based on assessments. The major focus is the application of all elements of the nursing process in assessing, promoting, maintaining, and improving human mental health and behavior. Students interact with patients and observe the role of the professional nurse in the interdisciplinary care of children, adolescents, adults, and geriatric patients in inpatient, outpatient, and substance abuse treatment settings. The nurse's role in a variety of mental health treatment modalities for individuals, families, and groups in various levels of mental health care is explored. Students become familiar with pharmacological agents used in the treatment of mental and substance use disorders. Patient and staff safety strategies are practiced. Students are encouraged to use self-reflection to identify and deal with bias, anxiety, safety, and counter-transference issues encountered in patient interactions. The application of evidence-based practice, theory, cultural, legal, and ethical issues pertaining to psychiatric mental health and human behavior are discussed in clinical pre- and postconferences.

*Prerequisites: 57:705:303, 304, 305, 306. Corequisite: 57:705:403.*

### **57:705:405 Community Health Nursing and Global Health - Theory (3)**

Introduces baccalaureate nursing students to the concept of the community as a client system and to the roles and responsibilities of nurses in the promotion and maintenance of population health in both the local and global community. Incorporates nursing, public health, and epidemiological theory and science in the study of community and global health. Emphasis is on health promotion, health maintenance, disease prevention, and cultural competence in the care of individuals, families, groups, and communities in their homes and in community settings. Strategies of primary, secondary, and tertiary prevention and the concept of community assessment will be utilized in the development of an educational intervention. Global health goals and threats will be presented, as will be the impact of political, economic, social, environmental, and cultural concerns on the health of the local community. The needs of vulnerable populations will be addressed, and the nursing implications in environmental health, migrant and rural health, emergency planning, bioterrorism, and disaster response will be explained. Cultural competence as a goal in the care of diverse and vulnerable populations will be emphasized. The role of the professional nurse in various community settings, such as the school, workplace, hospice, senior and community health centers, and homeless shelters will be examined.

*Prerequisites: 57:705:416 Corequisite: 57:705:406.*

### **57:705:406 Community Health Nursing and Global Health - Lab (3)**

The focus of this clinical laboratory course is application of content from Community Health Nursing and Global Health - Theory. Emphasis is placed on the leadership skills and public health provider roles of the professional nurse in various community-based settings. Students are given the opportunity to plan care to achieve appropriate levels of prevention for the individual, family, group, community, or population. The nursing process and nursing care standards are utilized as students are challenged to think critically and apply evidence from research in planning care of their clients. Students are expected to be self-directed learners, gain confidence in clinical practice, and transition from the role of student to that of beginning professional nurse.

*Prerequisites: 57:705:416 Corequisite: 57:705:405.*

### **57:705:407 Nursing Management and Leadership - Theory (3)**

Overall principles and theories of leadership and management will be presented. Distinguishing between leadership and management in clinical environments in local health care facilities and in the larger U.S. health care system will be emphasized. Responsibilities of leaders and managers at all levels of health care organizations will be discussed. Students will explore legal and ethical issues as well as issues related to such situations as delegation and prioritization of care, patient advocacy and accountability, and mentorship and empowerment of staff. Health policy will be addressed, and the impact of financial and regulatory factors on the provision of care will be explored. The

role of the nurse in critical thinking and decision making, managing teams, time management, and communicating effectively with other health care providers will be stressed. In addition, quality improvement and patient safety indicators will be examined and students will utilize the quality improvement process to assess, evaluate, and plan for safe, patient-centered care. Students will prepare for the NCLEX exam with the use of ATI Testing and test-taking strategies.

*To be taken in the senior year. Prerequisites: 57:705:416, 404*

**57:705:410 RN-BS Research and Evidence-Based Practice in Nursing (3)**

This course is designed to stimulate a refined knowledge and enthusiastic interest in nursing research and a foundation for its use in evidence-based nursing practice. The course emphasizes problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis as they are presented in nursing studies. Students will learn how to identify a research problem, to review and critique current nursing literature, identify frameworks and research designs, determine the appropriate methodology for data collection and analysis, interpret results, and apply critical thinking skills to evaluate published nursing research for application to practice. Quantitative and qualitative approaches to nursing research problems are explored. The student is prepared to understand the language and components of the research process and to read and interpret its use in nursing studies. Critique of the nursing research literature and the clinical relevance and applicability of study findings for nursing practice is conducted.

*This course is for registered nurses.*

**57:705:411 Research and Evidence-Based Practice in Nursing (3)**

This course is designed to stimulate a refined knowledge and enthusiastic interest in nursing research and a foundation for its use in evidence-based nursing practice. The course emphasizes problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis as they are presented in nursing studies. Students will learn how to identify a research problem, to review and critique current nursing literature, identify frameworks and research designs, determine the appropriate methodology for data collection and analysis, interpret results, and apply critical thinking skills to evaluate published nursing research for application to practice. Quantitative and qualitative approaches to nursing research problems are explored. The student is prepared to understand the language and components of the research process and to read and interpret its use in nursing studies. Critique of the nursing research literature and the clinical relevance and applicability of study findings for nursing practice is conducted.

*Prerequisite: 50:960:183 or 50:830:250.*

**57:705:412 Community Health Nursing and Global Health - Theory (3)**

This course is intended to introduce baccalaureate nursing students to the concept of the community as a client system, and to the roles and responsibilities of nurses in the promotion and maintenance of population health in both the local and global community. The course incorporates nursing, public health, and epidemiological theory and science in the study of community and global health. Emphasis is on health promotion, health maintenance, disease prevention, and cultural competence in the care of individuals, families, groups, and communities in their homes and in community settings. Strategies of primary, secondary, and tertiary prevention and the concept of community assessment will be utilized in the development of an educational intervention. Global health goals and threats will be presented, as will be the impact of political, economic, social, environmental, and cultural concerns on the health of the local community. The needs of vulnerable populations will be addressed and the nursing implications in environmental health, migrant and rural health, emergency planning, bioterrorism, and disaster response will be explained. Cultural competence as a goal in the care of diverse and vulnerable populations will

be emphasized. The role of the professional nurse in various community settings, such as the school, workplace, hospice, senior and community health centers, and homeless shelters will be examined.

*Prerequisite: 57:705:153. Corequisite 57:705:422. This course is for registered nurses.*

**57:705:413 Community Health Nursing and Global Health - Lab (3)**

This course will provide baccalaureate nursing students with the opportunity to process the knowledge gained through the Community Health Nursing and Global Health Theory course in a community health setting. Students will observe and participate in the provision of patient-centered, evidence-based care in varied community settings. Utilizing the concept of the community as a client system, students will participate in the promotion and maintenance of population health. Utilizing nursing and public health theory, science and research, students will perform a community assessment, and develop and implement an educational program to meet the assessed needs of the community of interest. Cultural competence will be emphasized as students engage in the nursing care of diverse and vulnerable populations. Emergency preparedness and the role of the nurse in disaster response will be examined. The impact of political, economic, social, environmental, and cultural concerns on the health of the local community will be addressed.

*This course is for registered nurses. Corequisite: 57:705:412. This course is only available to students who matriculated prior to the fall 2020 semester.*

**57:705:414 Nursing Management and Leadership - Theory (3)**

Overall principles and theories of leadership and management will be presented. Distinguishing between leadership and management in clinical environments in local healthcare facilities and in the larger U.S. health care system will be emphasized. Responsibilities of leaders and managers at all levels of health care organizations will be discussed. Organizational characteristics such as culture, climate, and structure will be introduced, and students will use these concepts to analyze the organization in which their clinical experience is taking place. Students will explore legal and ethical issues as well as issues related to such situations as delegation of care, patient advocacy and accountability, and mentorship and empowerment of staff. Health policy will be addressed, and the impact of financial and regulatory factors on the provision of care will be explored. The role of the nurse in critical thinking and decision-making, managing teams, and communicating effectively with other health care providers will be stressed. In addition, quality improvement and patient safety will be discussed and students will use the quality improvement process to assess, evaluate and plan for safe, patient-centered care.

*This course is for registered nurses. Corequisite: 57:705:415. This course is only available to students who matriculated prior to the fall 2020 semester.*

**57:705:415 Nursing Management and Leadership - Lab (3)**

This course will provide baccalaureate nursing students with the opportunity to observe and interact with nurse leaders and managers in a variety of clinical settings and complex organizations. The role of the nurse leader/manager will be analyzed with a focus on interdisciplinary communication and team interactions. Students will participate in quality improvement activities whereby patient safety will be emphasized. The impact of fiscal, legal, and regulatory processes on the provision of patient care will be explored. Cultural competency will be emphasized from the perspective of the diverse workforce and the diverse client base. Appropriate delegation and communication skills will be practiced and evaluated in the clinical setting as students prepare for the transition to an independent nursing practice. Students will also gain a perspective of how to manage and care for multiple clients in health care settings based on a preceptor model.

*This course is for registered nurses. Corequisite: 57:705:414. This course is only available to students who matriculated prior to the fall 2020 semester.*

**57:705:416 Complex Health and Illness in Adult Populations - Theory (3)**

This course targets development of clinical reasoning and judgment, therapeutic nursing interventions, and problem-solving strategies for care of adults with acute and/or complex health needs. Building on the Health and Illness in Adult Populations, a system approach is used to analyze and intervene in alterations to the health of the individual and family. Effects of complex illnesses are examined in relation to an individual's developmental stage, culture, gender, and genetic/genomic considerations. Emphasis is placed on patient safety, quality measures, and interprofessional aspects of care across multiple care settings. The corequisite clinical course allows the student the opportunity to apply theoretical concepts to clinical practice in adult populations in a variety of health care settings.

**Prerequisites:** 57:705:310 and 57:705:311, 57:705:489, 57:705:305 and 57:705:306, 57:705:301 and 57:705:302.

**Corequisite:** 57:705:417.

**57:705:417 Complex Health and Illness in Adult Populations - Lab (3)**

This clinical course provides the student an opportunity to apply previously acquired knowledge and concurrent knowledge from the Complex Health and Illness in Adult Populations theory course to supervised clinical experiences. Clinical learning experiences focus on the health promotion, disease prevention, and the restoration of optimal health across adult populations with complex adult health and illness conditions. Emphasis is placed on transitions of care across the care continuum. Relationships among a client's health status, age, genetics, spiritual and ethnic background, and the environment are examined. Students, in collaboration with clients, their families, and other health care professionals, will provide holistic, culturally competent, person-centered nursing care. Concepts of pathophysiology, pharmacology, therapeutic nutrition, rehabilitation, and complementary/alternative treatment modalities are explored as related to clients' alterations in health status. Clinical assignments are selected to stimulate student inquiry, critical thinking, and independence as learners and emerging professional nurses.

**Prerequisites:** 57:705:310 and 57:705:311, 57:705:489, 57:705:305 and 57:705:306, 57:705:301 and 57:705:302.

**Corequisite:** 57:705:416.

**57:705:419 Capstone - Theory (3)**

This course is designed as a synthesis and integration of theoretical nursing concepts through the use of application exercises and essential concept review to prepare for the NCLEX examination and transition to professional nursing practice. The theory course integrates with the accompanying clinical course to facilitate synthesis of concepts and development of critical reasoning/clinical judgment. The course builds on previous courses and allows the student the opportunity to identify areas of knowledge deficit and develop strategies to correct misconceptions prior to transition to professional practice.

**Corequisite:** 57:705:420.

**57:705:420 Capstone - Lab (3)**

This clinical course provides students with an opportunity to integrate previously learned nursing concepts necessary for transition to professional nursing practice. During the Capstone clinical laboratory course, students will each be assigned a nurse preceptor and will provide nursing care to a group of clients and their families. Clinical learning assists the student in developing knowledge and skills necessary to manage care as part of an interprofessional team. Simulation experiences are used to augment clinical learning. Appropriate prioritization, delegation, and communication skills will be practiced and evaluated in the clinical setting as students prepare for the transition to an independent nursing practice. Students will also gain a perspective of how to manage and care for multiple clients in health care settings based on a preceptor model. Development of clinical reasoning, management, and evaluation skills are also stressed to prepare the student for transition to practice.

**Corequisite:** 57:705:419.

**57:705:421 ABS Research and Evidence-Based Practice in Nursing (3)**

This course is designed to stimulate a refined knowledge and enthusiastic interest in nursing research and a foundation for its use in evidence-based nursing practice. The course emphasizes problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis as they are presented in nursing studies. Students will learn how to identify a research problem, to review and critique current nursing literature, identify frameworks and research designs, determine the appropriate methodology for data collection and analysis, interpret results, and apply critical thinking skills to evaluate published nursing research for application to practice. Quantitative and qualitative approaches to nursing research problems are explored. The student is prepared to understand the language and components of the research process and to read and interpret its use in nursing studies. Critique of the nursing research literature and the clinical relevance and applicability of study findings for nursing practice is conducted.

*This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:422 RN-BS Community Clinical (4)**

This course will provide baccalaureate nursing students with the opportunity to process the knowledge gained through the Community Health Nursing and Global Health theory course in a community health setting. Students will observe and participate in the provision of patient-centered, evidence-based care in varied community settings. Utilizing the concept of the community as a client system, students will participate in the promotion and maintenance of population health. Utilizing nursing and public health theory, science, and research, students will perform a community assessment, and develop and implement an educational program to meet the assessed needs of the community of interest. Cultural competence will be emphasized as students engage in the nursing care of diverse and vulnerable populations. Emergency preparedness and the role of the nurse in disaster response will be examined. The impact of political, economic, social, environmental, and cultural concerns on the health of the local community will be addressed.

*Corequisite: 57:705:412. This course is for registered nurses.*

**57:705:423 RN-BS Nursing Management and Leadership (4)**

Overall principles and theories of leadership and management will be presented. Distinguishing between leadership and management in clinical environments in local health care facilities and in the larger U.S. health care system will be emphasized. Responsibilities of leaders and managers at all levels of health care organizations will be discussed. Organizational characteristics such as culture, climate, and structure will be introduced and students will use these concepts to consider their current or future workplaces. Students will explore legal and ethical issues as well as issues related to such situations as delegation of care, patient advocacy and accountability, and mentorship and empowerment of staff. The role of the nurse in critical thinking and decision-making, managing teams, and communicating effectively with other health care providers will be stressed. Quality improvement and patient safety will be a major focus of the course and students will use the quality improvement process to assess, evaluate and plan for safe, patient-centered care.

*Prerequisite: 57:705:153. This course is for registered nurses.*

**57:705:432 ABS Aging and Health in Global Communities (3)**

The population of the world is aging. In some societies aging is associated with a good quality of life and in others with the loss of health and well-being. This course will explore issues and challenges related to the aging population. Maintaining health and preparing for a peaceful death will be addressed from a global perspective appropriate to the impact that aging will have on the global community. The course content will examine how a variety of disciplines have viewed the culture of aging over time and the historical evolution of health care services for older adults. Although the primary focus will be aging in America, lessons learned from other global societies will

be incorporated to ensure that students are able to understand the meaning and significance of healthy aging. Students will examine the aging population in the context of enhancing contemporary understanding of the impact of individuals over 65 who will outnumber the population of young people for the first time in history by midcentury. *This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:434 ABS Nursing Management and Leadership (3)**

This course explores concepts of leadership and management through an examination of various leadership/management theories, application of concepts of patient safety, quality, informatics, evidence-based nursing, patient and family-centered care. The course will emphasize critical thinking and reflection in preparation for transition to professional practice.

*This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:460 ABS Community Health Nursing and Global Health - Theory (3)**

Introduces baccalaureate nursing students to the concept of the community as a client system and to the roles and responsibilities of nurses in the promotion and maintenance of population health in both the local and global community. Incorporates nursing, public health, and epidemiological theory and science in the study of community and global health. Emphasis is on health promotion, health maintenance, disease prevention, and cultural competence in the care of individuals, families, groups, and communities in their homes and in community settings. Strategies of primary, secondary, and tertiary prevention and the concept of community assessment will be utilized in the development of an educational intervention. Global health goals and threats will be presented, as will be the impact of political, economic, social, environmental, and cultural concerns on the health of the local community. The needs of vulnerable populations will be addressed, and the nursing implications in environmental health, migrant and rural health, emergency planning, bioterrorism, and disaster response will be explained. Cultural competence as a goal in the care of diverse and vulnerable populations will be emphasized. The role of the professional nurse in various community settings, such as the school, workplace, hospice, senior and community health centers, and homeless shelters will be examined.

*Corequisite: 57:705:461. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:461 ABS Community Health Nursing and Global Health - Lab (3)**

The focus of this clinical laboratory course is application of content from Community Health Nursing and Global Health - Theory. Emphasis is placed on the leadership skills and public health provider roles of the professional nurse in various community-based settings. Students are given the opportunity to plan care to achieve appropriate levels of prevention for the individual, family, group, community, or population. The nursing process and nursing care standards are utilized as students are challenged to think critically and apply evidence from research in planning care of their clients. Students are expected to be self-directed learners, gain confidence in clinical practice, and transition from the role of student to that of beginning professional nurse.

*Corequisite: 57:705:460. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:466 ABS Psychiatric Mental Health - Theory (3)**

This nursing course provides the student with a foundation in psychiatric mental health nursing theory. It integrates previously acquired knowledge in nursing, pharmacology, psychology, anthropology, and other social and physical sciences into the understanding of human behavior and mental health and illness. Students acquire advanced therapeutic communication and specialized assessment skills for use in a variety of settings and populations. Biological, cultural, legal, and ethical aspects of the mental health care of children and adults across the life span

are included in learning about common mental health disorders and their etiology and treatment. The major focus of the course is the application of all elements of the nursing process in assessing, promoting, maintaining, and improving human mental health and behavior. Various psychological and biological theories of the basis of human behavior are discussed, as well as the purported role of neurotransmitters in the development and treatment of mental disorders. The nurse's role in a variety of mental health treatment modalities for individuals, families, and groups in all levels of mental health care is discussed. Evidence-based nursing practice and education are stressed. Students are required to utilize critical thinking skills in all course activities, assignments, and evaluations.

**Corequisite:** 57:705:467. *This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:467 ABS Psychiatric Mental Health - Lab (3)**

This nursing course is taken concurrently with Psychiatric Mental Health Nursing-Theory. It provides the student with a foundation in psychiatric mental health nursing practice. Students are given the opportunity to apply knowledge from previous nursing, science, and humanities courses, as well as the theory component of this course, in the mental health care of patients across the life span in psychiatric behavioral health care settings. Students practice advanced therapeutic communication and specialized assessment skills. Biological, cultural, legal, and ethical considerations and patient preferences are included in formulating individualized care plans based on assessments. The major focus is the application of all elements of the nursing process in assessing, promoting, maintaining, and improving human mental health and behavior. Students interact with patients and observe the role of the professional nurse in the interdisciplinary care of children, adolescents, adults, and geriatric patients in inpatient, outpatient, and substance abuse treatment settings. The nurse's role in a variety of mental health treatment modalities for individuals, families, and groups in various levels of mental health care is explored. Students become familiar with pharmacological agents used in the treatment of mental and substance use disorders. Patient and staff safety strategies are practiced. Students are encouraged to use self-reflection to identify and deal with bias, anxiety, safety, and counter-transference issues encountered in patient interactions. The application of evidence-based practice, theory, cultural, legal, and ethical issues pertaining to psychiatric mental health and human behavior are discussed in clinical pre- and postconferences.

**Corequisite:** 57:705:466. *This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:468 ABS Capstone - Theory (3)**

This course is designed as a synthesis and integration of theoretical nursing concepts through the use of application exercises and essential concept review to prepare for the NCLEX examination and transition to professional nursing practice. The theory course integrates with the accompanying clinical course to facilitate synthesis of concepts and development of critical reasoning/clinical judgment. The course builds on previous courses and allows the student the opportunity to identify areas of knowledge deficit and develop strategies to correct misconceptions prior to transition to professional practice.

**Corequisite:** 57:705:469. *This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.*

**57:705:469 ABS Capstone - Lab (3)**

This clinical course provides students with an opportunity to integrate previously learned nursing concepts necessary for transition to professional nursing practice. During the Capstone clinical laboratory course, students will each be assigned a nurse preceptor and will provide nursing care to a group of clients and their families. Clinical learning assists the student in developing knowledge and skills necessary to manage care as part of an interprofessional team. Simulation experiences are used to augment clinical learning. Appropriate prioritization,

delegation, and communication skills will be practiced and evaluated in the clinical setting as students prepare for the transition to an independent nursing practice. Students will also gain a perspective of how to manage and care for multiple clients in health care settings based on a preceptor model. Development of clinical reasoning, management, and evaluation skills are also stressed to prepare the student for transition to practice.

**Corequisite: 57:705:468. This course is for students following the accelerated bachelor of science in nursing (ABS) plan of study.**

**57:705:481 Integrated Pathophysiology and Pharmacology for Nurses (4)**

This course presents an integrative approach to pathophysiological concepts of disease and pharmacotherapy. A description of conditions and diseases of the organ systems, including etiology, signs and symptoms, and methods of diagnosis and treatment relevant to nursing care will be examined. Basic pathophysiologic and pharmacologic concepts will be presented including pharmacokinetics, drug actions and interactions across a wide spectrum of pharmacologic agents and in the context of the relevant disease process. Pathophysiologic principles and the pharmacotherapeutic aspects of nursing care as they apply to populations across the life span will be explored. Nursing assessment of the disease process and the global effects of pharmacotherapy are emphasized as well as patient and family education.

**This course is for registered nurses.**

**57:705:489 Pharmacology (3)**

This required course explores current knowledge of pharmacodynamics, pharmacokinetics, drug actions and interactions across a wide spectrum of pharmacologic agents. Pharmacotherapeutic aspects of nursing care are applied across the life span for individuals and families experiencing alterations in pathophysiology. Selected environmental, developmental, sociocultural, ethnic, and pharmacogenetic factors of drug therapy are addressed. Nursing assessment of therapeutic effects of pharmacotherapy is emphasized as well as patient and family education. Major drug classifications are discussed related to administration, pharmacologic effects, toxicity, nursing precautions, and safety monitoring