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**INTD**
**INTD 200      Death and the  
Human  
Experience 3.0 UNITS**

This course examines the important place that death and dying hold in the human experience and the many ways in which people come to terms with this essential aspect of living. Students will learn about the impact of history, culture, religion and developmental status on understanding death and final rites and rituals. Contemporary ethical issues involved with death and technology will also be considered.

**INTD 250      The Child, Family and  
Community 3.0 UNITS**

This course examines the nature of the contemporary family and its relationship to the school and provides practical advice for developing strong home-school relationships. Examples of building good home-school partnerships and fostering familial involvement in schools with examples of activities and strategies will be practiced. Students are required to spend a minimum of 12 hours in interviewing, observing and recording parent and child behaviors. Prerequisite: ECE 201 or EDU 211 (This course meets one of the required components of the New Jersey Infant/Toddler Credential.)

**INTD 100      Culture and Values:  
Writing and  
Research 6.0 UNITS**

This course integrates Cultures and Values (HUM 101) and College Composition II (ENG 102). Students learn about several cultures, Western and non-Western, ancient and modern, through selected readings, films, art and music. Instruction in writing essays and research papers is an integral part of the course.

**INTD 235      Exploring  
Multicultural  
Studies 3.0 UNITS**

This course will explore the significance, purpose and aim of multicultural studies in a diverse society. Relying on history, sociology, anthropology, political science and education, students will focus on learning the content and meaning of multiculturalism in America. Students will be encouraged and required to participate in activities intended to deepen their understanding of diversity and then reflect on the ways in which this knowledge might inform multicultural studies in practice. Aspects of culture and identity that will be covered include race, socioeconomic class, religion, ethnicity, gender and ability. Students will also be encouraged to consider the various approaches to multicultural

studies and the schooling practices that result.

**INTD 270      Restorative and  
Social Justice 3.0  
UNITS**

This is a special topics course and it provides a deep and critical exploration from either the psychological, the educational, or the sociological perspectives. This course allows students to analyze the various facets of Restorative Justice (RJ) under the "umbrella" of Social Justice. Students apply RJ and social justice concepts to the special topic chosen by the instructors. The course focuses on special populations e.g, immigrants, LGBTQ +, etc. Special Note: This course requires a capstone project. Students must also attend a separate fieldwork component of this class to discuss their experiences from the required attendance at on and off-campus community events. Prerequisite (s): ENG 101; SOC 101. Co-requisite(s): INTD 275

**INTD 275      Restorative and Soc  
Just Fieldwork 1.0  
UNIT**

This course is a discussion lab that meets once per week. Students are required to discuss their experiences from attending the required community events, and interviews from social justice and/or restorative justice professionals. Students critique the community events and interviews in order to expand upon class lectures. Students are mentored by the lab instructor in preparation to present the capstone project for the lecture component of the course. Prerequisite (s): ENG 101; SOC 101; Co-requisite (s): INTD 270

**INTD 110      Introduction to  
Advocacy 3.0 UNITS**

This class integrates the issues of economics and class privilege with race, ethnicity, and social justice concepts. Students analyze the issues of exclusion, inequity, and discrimination as connections to deeper exploration for addressing continual unfair practices such as voting restrictions of minorities, inequities in securing small business loans, and homeownership in low-crime neighborhoods. Students apply social justice concepts to examine necessary reform efforts in economic reform and racial justice. Prerequisite(s): None. Co-requisite(s): ENG 101