THE CONNECTICUT STATE UNIVERSITY SYSTEM

Central Connecticut State University, New Britain
Eastern Connecticut State University, Willimantic
Southern Connecticut State University, New Haven
Western Connecticut State University, Danbury

The Connecticut State University System reaches throughout the state with campuses in four regional centers: Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven, and Western Connecticut State University in Danbury. It enrolls more than 35,000 students who are taught by approximately 1,200 full-time faculty.

Origins of the Connecticut State University System date back to 1849, with the founding of a school in New Britain for teachers. During their distinguished history, the campuses have evolved from normal schools to teachers colleges to multipurpose state colleges and, finally, to universities. Today, after a century and a half of growth and development, the four campuses of the Connecticut State University System are thoroughly diversified institutions. Among their alumni are physicians, teachers, lawyers, dentists, nurses, clergy, business people, journalists, scholars, librarians, artists, and a host of other professionals. The graduates of the Connecticut State University System contribute to all aspects of Connecticut’s economic, social, and cultural life.

The governance of the Connecticut State University System is the responsibility of an 18-member Board of Trustees. Fourteen of the trustees are appointed by the Governor, and four are students elected to the board by their classmates. The Chancellor of the Connecticut State University System is responsible for the administration of the system. Each campus operates with a considerable measure of autonomy and functions under the leadership of a president.

BOARD OF TRUSTEES FOR THE CONNECTICUT STATE UNIVERSITY SYSTEM

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Scott A. Nolan, (ECSU Student), Windsor Locks
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Peter M. Rosa, Avon
Ryan C. Sheehan, (CCSU Student), Cheshire
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Pamela J. Kedderis, Vice Chancellor for Finance and Administration
Dr. Wendy C. Chang, Chief Information Officer
David P. Trainor, Executive Assistant to the Chancellor and Associate Vice Chancellor for Human Resources and Labor Relations
Jill Ferraiolo, Associate Vice Chancellor for Government Relations/Communication
Dr. William J. Gammell, Associate Vice Chancellor for Strategic Planning, Institutional Research, Market Research, and Analysis
Bernard L. Kavaler, Assistant Vice Chancellor for Public Affairs
Graduate Administration

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Executive Vice President, Finance & Administration ____________ James E. Blake
Vice President, Student and University Affairs _____________ Ronald D. Herron
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Dean, School of Graduate Studies __________________________ Holly Crawford
Dean, School of Health and Human Services _____________ Gregory J. Paveza
Dean, Assistant Vice President for Student Affairs __________ Peter F. Troiano
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Interim Director, Financial Aid __________________________ Gloria Lee
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Director, Library Services ______________________________ Christina D. Baum
Director, Public Safety _________________________________ Joseph M. Dooley
Director, Residence Life ________________________________ Angela L. Todaro
Director, Student Supportive Services ______________________ James W. Barber
Director, University Student Center _________________________ Brad Crerar
Interim Registrar ______________________________________ Kimberly Laing
Interim Coordinator, Disability Resources Office ___________ Deborah Fairchild
International Student Adviser ______________________________ Aliya S. Amin
### Graduate Program Offerings

Programs of study leading to master’s degrees and/or sixth year professional diplomas are offered in the following fields:

**Master’s Degree and Certification Programs**

<table>
<thead>
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<th>Program</th>
<th>Degree or Certification</th>
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<tbody>
<tr>
<td>Art Education</td>
<td>MS Certification</td>
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<tr>
<td>Bilingual Education/TESOL</td>
<td>MS</td>
</tr>
<tr>
<td>Biology</td>
<td>MS Certification</td>
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<tr>
<td>Business Administration</td>
<td>MBA</td>
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<tr>
<td>Chemistry</td>
<td>MS Certification</td>
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<tr>
<td>Clinical Mental Health Counseling</td>
<td>MS</td>
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<tr>
<td>Communication Disorders</td>
<td>MS Certification</td>
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<tr>
<td>Computer Science</td>
<td>MS</td>
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<tr>
<td>Creative Writing</td>
<td>MFA</td>
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<tr>
<td>Education</td>
<td>MS Certification</td>
</tr>
<tr>
<td>English</td>
<td>MS Certification MA</td>
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<tr>
<td>Environmental Education</td>
<td>MS</td>
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<tr>
<td>Exercise Science</td>
<td>MS Certification MA</td>
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<tr>
<td>History</td>
<td>MS Certification MA</td>
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<td>Library Science</td>
<td>Certification MLS</td>
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<tr>
<td>Marriage and Family Therapy</td>
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<tr>
<td>Mathematical Education</td>
<td>MS Certification</td>
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<tr>
<td>Family Nurse Practitioner</td>
<td>MSN</td>
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<tr>
<td>Clinical Nurse Leader</td>
<td>MSN</td>
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<tr>
<td>Nurse Educator</td>
<td>MSN</td>
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<tr>
<td>Political Science</td>
<td>MS</td>
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<td>Psychology</td>
<td>MA</td>
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<tr>
<td>Public Health</td>
<td>MPH</td>
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<tr>
<td>Reading</td>
<td>MS Certification</td>
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<td>Recreation and Leisure Studies</td>
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<td>Romance Languages</td>
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<td>School Counseling</td>
<td>MS Certification</td>
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<tr>
<td>School Health Education</td>
<td>MS Certification</td>
</tr>
<tr>
<td>School Psychology</td>
<td>MS</td>
</tr>
</tbody>
</table>
Sixth Year Professional Diploma Programs

- Counseling  SYC
- Educational Coach  SYC
- Educational Leadership  SYC Certification
- Classroom Teacher Specialist  SYC
- Library Information Studies  SYC
- Reading  SYC
- School Psychology  SYC Certification
- Science Education (ISIS)  SYC
- Special Education  SYC

Doctoral Program

Educational Leadership  EdD

Certificate Programs

- Clinical Nurse Leader
- Family Nurse Practitioner
- Nurse Educator
- Women’s Studies

Southern Connecticut State University reserves the right to make any changes deemed necessary, without prior notice, to the rules governing admission, tuition, fees, courses, granting of degrees, or any other regulations. Every effort has been made to ensure the accuracy of the information in this catalog at the time of publication; however, the university cannot be held responsible for typographical errors or omissions.

This catalog is provided to students and applicants for their general information and guidance only. It does not constitute a contract, either express or implied, and is subject to revision at the University’s discretion.

Students should be aware that additional requirements may be imposed for certification or licensure (even once a plan of study has been prepared) if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements.
Graduate Calendar

2011 FALL SEMESTER

August 22, Monday  ___________________________  Academic Year Begins
August 22, Monday  ___________________________  New Graduate Student Orientation
August 29, Monday  ___________________________  Classes Begin, 8 a.m.
September 5, Monday  ___________________________  Labor Day, State Holiday, No Classes
November 10, Thursday  ___________________________  Graduate Open House
November 23 - 27, Wednesday-Sunday  __________  Thanksgiving Recess, No Classes
November 28, Monday  ___________________________  Classes Resume, 8 a.m.
December 8, Thursday  ___________________________  Classes End, 10 p.m.
December 9, Friday  ___________________________  Make-up/Reading Day
December 10 - 16, Saturday-Friday  ___________________________  Final Examinations
December 16, Friday  ___________________________  Semester Ends

2012 SPRING SEMESTER

January 16, Monday  ___________________________  Martin Luther King Day, Closed
January 17, Tuesday  ___________________________  Spring Semester Begins
January 18, Monday  ___________________________  Classes Begin, 8 a.m.
February 17 - 20, Friday-Monday  __________  Presidents’ Weekend Recess, No Classes
February 21, Tuesday  ___________________________  Classes Resume, 8 a.m.
March 19, Monday  ___________________________  Spring Recess Begins at 8 a.m.
March 26, Monday  ___________________________  Classes Resume, 8 a.m.
April 19, Thursday  ___________________________  Graduate Open House
April 6 - 7, Friday-Saturday  ___________________________  Day of Reflection, No Classes
May 5, Saturday  ___________________________  Reading/Make-Up Days
May 6, Saturday  ___________________________  Classes End, 10 p.m.
May 7 - 12, Monday-Saturday  ___________________________  Final Examinations
May 12, Saturday  ___________________________  Semester Ends, 10 p.m.
May 17, Thursday  ___________________________  Graduate Commencement
May 28, Monday  ___________________________  Memorial Day, Closed
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General Information

SOUTHERN CONNECTICUT STATE UNIVERSITY
Southern Connecticut State University, a comprehensive, metropolitan, public university, was founded in 1893 as the New Haven Normal School. Today, Southern is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor’s and master’s degrees in the arts and sciences and in various professional fields. Southern also offers a sixth year diploma in several specialized areas and a doctorate in education degree (Ed.D.). Located in New Haven, Southern functions first as a regional institution involved in the economic and social development of the southern part of the state, offering quality academic offerings, public service efforts, continuing education programs, research and grant projects, and cooperative community projects. The institution serves the entire state by providing educational activities and programs for all citizens of Connecticut.

THE CONNECTICUT STATE UNIVERSITY SYSTEM
Southern is a campus of the Connecticut State University (CSU) system and governed by CSU’s Board of Trustees. Other campuses of CSU are Central Connecticut State University at New Britain, Eastern Connecticut State University at Willimantic, and Western Connecticut State University at Danbury.

GENERAL REGULATIONS
Southern Connecticut State University provides an equal opportunity for higher education for all qualified students. The university affirms the basic right of all members of the university community to free inquiry, responsible discussion, and the uninterrupted pursuit of all activities normally associated with the operation of Southern Connecticut State University.

Detailed university regulations are printed in a number of university publications that supplement this catalog, e.g., the “Student Handbook,” Southern News (the student newspaper), and bulletins distributed by administrative offices. Students who ignore these public announcements or who fail to act in accordance with them are liable to appropriate penalties, such as extra fees, fines, disciplinary probation, suspension, or expulsion from the university.

The Student Bill of Rights and the Student Code of Conduct are printed in the “Student Handbook” (available in the Office of Student Affairs) to help students understand their rights and responsibilities as members of the university community. The Student Code of Conduct does not replace or relieve the requirements of civil or criminal laws.

All students are expected to maintain acceptable standards of conduct while on the university campus, on property controlled by the university or university affiliates, and in connection with off-campus university activities.

The Connecticut State University System has certain self-defining institutional values. Principal among these is respect for the dignity, rights, and individuality of each member
of our university community. All members of our university community are expected to govern their social and academic interactions with tolerance and mutual respect.

All members of the university community must carry on their person an official university identification card, and must present it on request by a university official or Campus Police officer. Those who cannot produce university identification cards on request may be asked to substantiate their reason for being on campus. Any person not a member of the university student body, faculty, or staff who participates in behavior contributing to the disruption or obstruction of the activities and operation of the university may be subject to exclusion from the campus and/or to civil arrest. All university regulations apply to part-time as well as full-time students, faculty, and staff. All others also are expected to abide by all university regulations. Please refer to the Student Code of Conduct in the Southern Connecticut State University “Student Handbook” for further information.

PURPOSE AND NATURE OF GRADUATE STUDY
The purpose of graduate studies is to provide for advanced and specialized learning under the direction of scholars and practitioners in full command of their disciplines. Concentrated, in-depth, graduate study not only provides the trained manpower for society’s special needs but contributes to the essential knowledge base for addressing and solving society’s problems. Graduate study is also a commitment to intellectual freedom, to personal integrity, and to respect for the freedom and integrity of others.

The university strives to maintain a high standard of excellence in its programs and seeks to instill in its students a desire for continuing self education and self development. Each school of the university has developed its graduate programs in accordance with the highest national standards of their respective fields.

Graduate programs are designed to develop the depth of education, the sensibilities, the skills, and the creative independence that prepare graduates to practice and contribute to their profession. This is accomplished by requiring students to demonstrate an understanding of specified subject matter areas, apply the theory and methodology of their fields, use appropriate bibliographic techniques, and be aware of the role of research and methods by which research is conducted.

UNIVERSITY MISSION STATEMENT
Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.

Fulfilling the Mission: “Pursuing Excellence, Fostering Leadership, Empowering Communities”

As a student-centered institution, Southern regards student success as its highest priority. We seek to instill in all of our students the value of the liberal arts and sciences as a foundation for professional development and life-long learning. Our students receive exemplary professional training and are inspired by the research, scholarship, and creative activity of our teacher-scholars.

Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing global society. Within the Connecticut State University System, Southern leads the way in graduate education and produces the largest number of graduates in Health/Life Sciences, Education, and Social/Public Services.
MISSION STATEMENT FOR THE SCHOOL OF GRADUATE STUDIES
Southern Connecticut State University graduate programs empower students with the knowledge, values, and skills to be continuous learners and practitioners who can, in turn, provide visionary leadership in addressing current and future challenges in their diverse fields of study. The School of Graduate Studies provides students with access and the opportunity to pursue their personal aspirations and to achieve their professional goals.

VISION STATEMENT FOR THE SCHOOL OF GRADUATE STUDIES
The vision for the School of Graduate Studies at Southern Connecticut State University is to advance an agenda of excellence in the quest to be a nationally and internationally acknowledged leader in graduate education in the areas of teaching, research and public service.

ADMINISTRATION
The Dean of the School of Graduate Studies has primary responsibility for administering the policies and procedures relating to graduate study at the university. Graduate School policy is made by the Graduate Faculty, acting through its representative body, the Graduate Council. Although the Graduate Dean and the Graduate Council exercise general responsibility for the development and recommendation of policies, procedures, requirements and standards of graduate study, the operation of individual programs and the advisement of students are the primary responsibilities of the respective academic and professional departments and schools.

The School of Graduate Studies is a member of the Council of Graduate Schools, the Northeastern Association of Graduate Schools, and the National Association of Graduate Admissions Professionals.

ACCREDITATION
Southern Connecticut State University is a fully accredited institution, having met the standards of the Connecticut Board of Governors for Higher Education and the Connecticut State Board of Education.

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

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

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, (781) 271-0022, E-Mail: cihe@neasc.org.

The University is also accredited by
• American Chemical Society
General Information

- American Counseling Association Council for Accreditation of Counseling and Related Educational Programs
- American Library Association
- Commission on Accreditation for Marriage and Family Therapy Education
- Commission on Accreditation of Allied Health Education Programs
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
- Council on Academic Accreditation of the American Speech-Language-Hearing Association
- Council on Education for Public Health
- Council on Social Work Education
- National Association of School Psychology
- National Council for Accreditation of Teacher Education

DISCRIMINATION AND SEXUAL HARASSMENT PREVENTION POLICY

It is the policy of Southern Connecticut State University to prohibit discrimination based on all protected classes including but not limited to race, color, religious creed, age, sex, marital status, national origin, ancestry, physical or mental disability, and sexual orientation in admission to, access to, treatment in, or employment in its programs and activities.

Discrimination includes harassment on any basis mentioned above, and sexual harassment as defined in the Connecticut General Statutes, U.S. EEOC Guidelines of Sexual Harassment, and in Title IX of the Higher Education Amendments of 1972. Discrimination or harassment will not be tolerated at Southern Connecticut State University, whether by faculty, students or staff, or by others while on property owned by or under control of the University.

Inquiries regarding the university’s compliance with state and federal laws regarding discrimination may be directed to the Office of Diversity and Equity Programs, (203) 392-5899 at Southern Connecticut State University; the Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106; or the Office of Civil Rights, United States Department of Education, Region I, John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, MA 02109.

RESEARCH PROTECTION PROGRAM (RPP)

The university requires moral and ethical behavior, and integrity in all research performed by its faculty, students and staff. The RPP is accountable for assuring conformity with both federal and university research protection policies and procedures. The following RPP divisions promote and maintain appropriate management and oversight of SCSU research activities according to federal codes and institutional requirements.

- The Office of Research Integrity (ORI) advances and monitors the responsible conduct of research for all SCSU research projects. The office acts on substantive allegations of research misconduct and serves as the Office of The Research Integrity Officer (RIO).
- The Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research. Investigators engaging in human participant research must submit a project proposal which will be examined for requisite compliance and assigned a disposition. Recruitment of human participants for research cannot proceed without IRB approval or exemption.
• The Institutional Animal Care and Use Committee (IACUC) is responsible for tending to the care and welfare of vertebrate animals used in research. Investigators engaging in vertebrate animal research must submit a project proposal which will be examined for requisite compliance and assigned a disposition. Animal research may not be initiated without IACUC approval.

• The Educational Resources Division provides information on a wide variety of research protection and responsible research conduct information. Textbooks, pertinent articles, federal codes and guidance, The Nuremberg Code, The Belmont Report, The Helsinki Declaration, conference and workshop proceedings, audio and video CDs, newsletters, and PowerPoint presentations are among some of the resources available.

You may access information regarding The Research Protection Program, and interactive forms for IRB and IACUC proposal submissions from the SCSU Home Page. Click on RESEARCH.

FERPA
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

The University may disclose, without consent, “directory” information. Southern Connecticut State University identifies directory information in its 2011–2012 University Catalog to include: student’s name, address, telephone number, dates of attendance, class standing, academic major and degree (s) earned. Additional information that is also considered directory information includes participation in officially recognized activities and sports, the weight and height of members of an athletic team and any awards received.

SCSU eligible students have the right to inspect and review their education records maintained by the school. The University is not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records. The University may charge a fee for copies.

Eligible students have the right to request that a school correct a record that they believe to be inaccurate or misleading. If the school decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, the University must have written permission from the eligible student in order to release any information from a student’s education record. However, FERPA allows the University to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):

• University officials with legitimate educational interest;

• University officials include but are not limited to people employed by the University in administrative, supervisory, academic, research, or support staff positions; people or companies, such as attorneys, auditors, collection agencies or the National Student Clearinghouse, with whom the University has contracted; members of the System Office of Connecticut State Universities; university volunteers; students serving on an official committee or assisting another university official in performing tasks.
• A university official has a legitimate education interest if the official needs to review an education record in order to fulfill professional responsibilities.

• Other institutions to which a student is transferring;

• Accrediting organizations;

• To comply with a judicial order or lawfully issued subpoena;

• Appropriate officials in cases of health and safety emergencies; and

• State and local authorities, within a juvenile justice system, pursuant to specific State law.

GRADUATE FACULTY

The university’s most distinctive feature is its faculty. Prepared in recognized universities in the United States and throughout the world, each faculty member is selected on the basis of scholarly competence in a specialized field. In those academic areas where the doctorate is generally considered a meaningful requisite to competent performance, faculty members are expected to attain this highest degree to be retained or promoted in their position. Textbooks, professional journal articles, and other scholarly publications written by Southern faculty members are found in colleges and libraries throughout the United States and around the world. Through participation in scholastic societies and educational organizations as officers and presenters at conferences, these scholar-teachers have brought distinction to the university and inspiration to their students.

THE CAMPUS

Southern’s 171-acre campus consists of a variety of buildings and recreational and learning centers including the following:

• Buley Library — Hilton C. Buley Library is the center of learning activity on campus. The library currently holds close to 400,000 monograph volumes, nearly 60,000 bound periodical volumes, 11,100 non-print media items, 3,000 electronic books and approximately 100,000 volume equivalents in micro-format. Current periodical subscriptions include 1,374 individual journal titles. In addition the library provides subscription access to over 48,000 full text electronic journals, 169 web-based indexes and databases and over 13,000 e-book titles. The Buley Library building also houses the academic computing labs and offices; and faculty offices of the Department of Information and Library Science.

• Connecticut Hall — Connecticut Hall, the campus’ modern, main contract food service facility, is equipped to prepare quality meals daily.

• Davis Hall — Dorothy Davis Hall is a comprehensive facility which houses the School of Education, including the Departments of Elementary Education, Special Education, and Counseling and School Psychology. It also houses the Departments of Communication Disorders and Marriage and Family Therapy in the School of Health and Human Services. Combined diagnostic and treatment areas composed of 12 therapy rooms for individual and small-group sessions, each with closed-circuit television, a two-way auditory communication system, and one-way vision mirrors for observation are located in Davis Hall. There are two specially-designed classrooms for large group therapy sessions and for working with the hearing impaired. The audiology and speech science suites are equipped with three soundproof rooms for testing and research. The upper levels include classrooms, two lecture halls, conference rooms, seminar rooms, and a complete language laboratory facility.

• Dow Field — This multipurpose athletic facility is the first full-size, artificially surfaced field in Connecticut, accommodating football, soccer, field hockey, and track as well as physical education classes, recreational activities, and intramurals. The lighted outdoor complex seats 6,000 and has a synthetic playing surface and track.
• Earl Hall — Ralph Earl Hall provides outstanding instructional facilities for the fine arts. Studios are specially equipped for drawing, painting, ceramics, sculpture, photography, graphic arts, metal working, crafts, and design. A music center consists of a large choral room with a stereophonic sound system, a band and instrumental music unit with practice rooms, a music library, and a music listening laboratory.

• Engleman Hall — Finis E. Engleman Hall, houses the departments of English, Psychology, Mathematics, Political Science, Sociology, History, Women’s Studies and World Languages & Literatures and has laboratory facilities for world languages and psychology, as well as general multipurpose classrooms. In addition, Engleman Hall houses the majority of the university’s administrative offices and thus is often called the Administration Building.

• Granoff Student Health Center— The Granoff Student Health Center on the West Campus is a modern, one-story facility, located in the residence complex off Winter-green Avenue. The building is divided by two long corridors, off which are various labs and treatment rooms. It contains diagnostic, treatment, and psychiatric areas, as well as staff and administrative offices. The University Police Office is also located in the Granoff Center.

• Jennings Hall — Manson Van B. Jennings Hall houses the departments of Biology, Chemistry, Nursing and Physics. Providing more than 92,000 square feet of usable space, Jennings Hall has 66 laboratories, a large amphitheater, a library, and classrooms. The university’s Academic Computer Center also is in Jennings Hall.

• John Lyman Center for the Performing Arts — Lyman Center features a 3/4 thrust stage as the focal point for its 1,568-seat theater. Semicircular in design, Lyman Center provides the setting for both university and public entertainment, as well as for meetings, conferences, and cultural activities. Robert Kendall Drama Lab serves as the center for the Theatre Department’s instructional program and offers an excellent space for experimental plays and other events.

• Moore Fieldhouse and Pelz Gymnasium — These two major sites offer facilities for preparing students specializing in health, physical education, and recreation. Both buildings also provide the setting for comprehensive programs in intercollegiate and intramural athletics. James Moore Fieldhouse features a large gymnasium surrounded by a 220-yard track. Areas are set aside for basketball and gymnastics, and a third multipurpose area is used for activities such as badminton, tennis, track and field, volleyball, and indoor baseball. Adjoining the fieldhouse is an eight-lane swimming pool. Other major facilities in the fieldhouse are a physiological development laboratory and a weight room. Irma Pelz Gym houses a general purpose gymnasium, a specially equipped gymnasium for gymnastics, and a six-lane swimming pool. Classrooms for instruction in health, physical education, and recreation are located in both facilities.

• Morrill Hall — Arthur Morrill Hall houses general classrooms and laboratories. The Departments of Geography, Environmental and Science Education, and Computer Science as well as laboratories and two lecture halls occupy the first floor. The second floor provides offices, special laboratories and classrooms for geology, meteorology, oceanography, astronomy and environmental and earth science. In addition, the building houses a planetarium and an astrodome observatory.

• Nursing Classroom Building — Houses the main Department of Nursing office, faculty offices, and classroom and laboratory areas with simulation capabilities.

• OB 1 – Office Building — Houses the Department of Recreation & Leisure Studies and the Office of Information Technology.

• Orlando Public Health Building — The Rocco Orlando Public Health Building houses the Public Health department faculty offices.
• Michael J. Adanti Student Center — The Michael J. Adanti Student Center is a 125,000 square foot, modern multi-purpose facility that stands on the corner of Crescent and Fitch streets. The student center provides educational, cultural, social, and recreational programs that complement education outside the classroom. The center houses a state of the art fitness center, fireplace lounge, ballroom, copy center, Federal Credit Union, Barnes and Noble college bookstore, Dunkin Donuts and three dining establishments. The center has multiple lounges, meeting rooms, a gameroom, a 200-seat movie theatre, campus police office, computer labs, as well as club and organization office space. In addition, the Adanti Student Center offers a resource/information center as well as access to e-mail terminals, wireless services. For more information please call (203) 392-5500.

• TE 6-Temporary Building — Houses the Department of Educational Leadership.

• Wintergreen Building — The Wintergreen Building houses student enrollment services, including the Registrar, Bursar, Financial Aid, and Academic Advisement. It also houses many of the university’s administrative offices.

STUDENT SERVICES/SPECIAL FACILITIES

• Center for Adaptive Technology — The Center for Adaptive Technology (CAT) helps students with disabilities gain access to the same technology other students use to achieve their educational goals. The CAT assesses students’ technology needs and trains them to use adaptive hardware and software. Students may then use this technology at the CAT or in other locations on campus. The CAT also arranges for accommodations when access is needed for courses requiring the use of technology in the classroom. The CAT, located in Engleman Hall, room B-17, is open Monday through Friday. CAT Coordinator: Bogdan Zumbrunnen. Telephone: (203) 392-5799.

• Day Care Services — Day care services are available at the Early Learning Center, Gateway Community & Technical College, Long Wharf Drive in New Haven. Southern students pay the same discounted rate as GCTC students. For information, call (203) 285-2131. For children under 3 years of age, call the Connecticut Care Infoline at 1-800-203-1234.

• Center for Career Services — The Center for Career Services, located in Schwartz Hall room 102, offers comprehensive career resources for all students and alumni. Innovative programs are offered which enable students to explore, define, prepare for, and realize their career objectives. Job opportunities are available to students for full-time and part-time positions during their college tenure. All on-campus student employment is coordinated through the Center for Career Services. National and regional employers representing all fields actively recruit students through JOBSs (Job Opportunities Benefiting Southern students), an online job board available 24/7 to students and alumni, looking for full-and part-time positions, internships and on campus student employment.

Career development programs include career counseling, individual consultation regarding career options, resume writing, cover letters, and job search strategies with professional staff; workshops on all career related topics; and speakers from various businesses and organizations discussing their career fields, occupation, industry, and career opportunities. FOCUS is a Web-based assessment tool that can help students find out more about majors and careers that suit their interests and skills. Career fairs are held throughout the year and attract more than 150 employers, representing all fields seeking students and graduates for full-time, part-time, and internship positions.

The Career Resource Computer Lab offers comprehensive technical resources to all students for resume creation, career exploration, company information, and job search via the Internet. An extensive collection of printed and multimedia resources on career related topics are available in the library in the Career Services Office. For additional

• Center for Communication Disorders — The center, located in the lower level of Davis Hall, provides extensive facilities for clinical experience in audiology and speech-language pathology. It contains sound-treated rooms and electro-acoustic equipment for the testing of hearing, fitting of hearing aids, auditory training, and experimental phonetics; a variety of speech and voice instrumentation; and specially equipped rooms for providing services to people with communication disorders. A major aspect of the clinic is its work with children, infancy through adolescence, and adults who have communication problems. The center is staffed by faculty and clinical supervisors from the Department of Communication Disorders. All are certified by the American Speech-Language-Hearing Association and licensed by the Conn. State Dept. of Health in speech-language pathology or audiology. Faculty and clinical supervisors are responsible for the supervision of evaluation and treatment services that are provided by graduate students in the department. To make an appointment, students may call (203) 392-5955, come in person to Davis Hall room 012B, or email the director, Kevin McNamara at mcnamarak2@SouthernCT.edu

• Counseling Services — This center is available to provide personal counseling for students enrolled at the university. Professionally trained counselors are experienced in working with a wide variety of student concerns through individual and group counseling, programs, workshops, and referral to additional services on and off campus. All activities of the center are conducted in accordance with professional ethics, and all communications made to a counselor are confidential except as limited by law. For more information, please visit our Web site at www.SouthernCT.edu/counseling. Director: Dr. Julie Liefeld, Engleman Hall B-219. Telephone: (203) 392-5475.

• Disability Resource Center — Southern is committed to the full inclusion and equal educational opportunity for all persons with disabilities. The Disability Resource Center (DRC) provides services and support that promote educational equity for students with disabilities. Assistance includes arranging accommodations and auxiliary aids necessary for students with disabilities to pursue their academic careers, both in and outside of the classroom.

The DRC serves all students with documented disabilities that substantially impact them in educational settings. Students with documented disabilities, visible or hidden, qualify for services. Categories of disability include, but are not limited to the following: mobility/orthopedic disabilities; learning disabilities; attention deficit disorders; vision and hearing impairments; acquired head injuries; psychological disabilities; autism spectrum disorders and chronic health-related disabilities.

DRC services include: arrangement of course and testing accommodations; accessibility information; arrangement of sign language interpreters, readers and/or note-takers; help with recruitment of personal assistants; development of compensatory skills, such as time management, organization and study skills; access to assistive technology, distance learning and alternate formats; self-advocacy and self determination information and training; and short term loan of equipment.

Students interested in obtaining more information should contact the DRC by stopping by the office located in Engleman Hall–Room C105 or calling (203) 392-6828, 392-6131 TTY, 392-6829 FAX or visit our Web site at: www.SouthernCT.edu/drc.

Interim Coordinator: Deborah Fairchild, Engleman Hall C105. Telephone: (203)392-6828 (Voice), (203) 392-6131(TTY).

• Granoff Student Health and Wellness Center — The Granoff Student Health and Wellness Center is located in Granoff Hall on Wintergreen Avenue in a building that it
shares with University Police. A physician, nurse practitioners, and nurses are available Monday through Friday according to schedules available on the Health Center website: www.SouthernCT.edu/healthservices/ and at the Health Center. The Health Center telephone number is (203) 392-6300. In the event of an emergency, anyone unable to reach the Health Center at this number should call University Police at (203) 392-5375. The Wellness Center is located in Room 47 of the Granoff Student Health Center. The Wellness Center is a non-judgmental, confidential place for the University community to come for information, conversation, and referrals about topics related to health. The center collaborates with other offices on campus and in the community to provide comprehensive services. The center provides outreach, education workshops and programs on campus; and also maintains resources on a wide array of topics. Additional information is available by calling (203) 392-6526 or visiting the center’s website at www.SouthernCT.edu/wellness/.

Full-time graduate students must have properly completed health forms (questionnaire and physical examination) on file at the Granoff Student Health and Wellness Center to be eligible for campus health services. The Southern immunization form must be signed by a healthcare provider confirming the student’s record of immunizations and then submitted to the University Health Services Office before a student registers for class. Verification of immunizations may also be available from the high school attended or from the Board of Education.

All matriculated graduate students (full-time and part-time) must show proof of adequate immunization against Measles (Rubeola), Mumps, German Measles (Rubella) and Chicken Pox (Varicella). Such proof must be signed by a healthcare provider. The only exceptions are the following:

- Those born prior to January 1, 1957 (where applicable);
- Those with a valid medical exemption signed by their healthcare provider;
- Those who provide documented laboratory proof of immunity to Measles, Mumps, Rubella and Varicella.
- Those who provide a statement that immunization is contrary to their religious beliefs;
- Those graduated from a Connecticut high school in 1999 or later (for Measles, Mumps, Rubella only);
- Those who are enrolled exclusively in a program for which students do not congregate on campus for classes or to participate in institutional-sponsored events, such as students enrolled in distance learning programs conducted entirely through electronic media in a setting without other students present.

Adequate immunization: Measles (Rubeola) – one injection at 12 months of age or older and on or after January 1, 1969, and a second dose after January 1, 1980. Mumps – one injection after 12 months of age. German Measles (Rubella) – one injection after 12 months of age. Chicken Pox (Varicella) – one injection on or after 12 months of age and before that individual’s thirteenth birthday or two (2) injections of Varicella vaccine given at least four weeks apart if the first dose was given on or after the individual’s thirteenth birthday.

**Additional Requirement for On-Campus Resident Students**

Connecticut state statutes also require that all students living in campus housing are required to be vaccinated against **Meningitis** with the following exceptions:

1. Those with a valid medical exemption signed by their healthcare provider;
2. Those who provide a statement that immunization is contrary to their religious beliefs;
Documentation must be submitted to the university health service prior to moving into campus residence facilities.

The university reserves the right to deny registration and campus housing to any student not in compliance with the above health requirements.

Accident insurance protection is part of the General Fee paid by all full-time students. In addition to the accident coverage, the university also requires a sickness insurance plan to cover some surgical expenses and hospitalization costs. Full-time students will be automatically enrolled in and billed for the sickness insurance plan unless they waive the insurance on-line at www.aetnastudenthealth.com. Details of both plans are in a brochure distributed by the university to each student or on-line at www.aetnastudenthealth.com. In the event of accident or sickness, students can obtain a medical claim form on-line www.aetnastudenthealth.com. Students are advised to consult the health insurance brochure available from the university health service or www.aetnastudenthealth.com for additional information. Director: Diane Morgenthaler, M.D.

- International Students — The International Student Adviser’s Office serves as a center for promoting international friendship and understanding by welcoming and assisting students from all countries. It deals with questions pertaining to visas, employment, immigration, and related matters. International students are encouraged to call this office for other information, for answers to questions relating to their studies or everyday living, or for sociability. They are referred to other academic and personnel offices as necessary. Interaction with American students is greatly encouraged for mutual benefit and student organizations welcome international members.

International students are required to provide, upon arrival at the campus, passport and other information to the International Student Adviser. Adviser: Aliya Amin, International Student Services, Adanti Student Center, Room 213B. Telephone: (203) 392-6821, or (203) 392-6947, FAX: 203-392-8846.

- Language Laboratory — The Language Laboratory is a resource center operated by the Department of World Languages and Literatures. Audio-visual materials and computers supporting the teaching of over ten foreign languages are available for use by students and faculty. Engleman Hall D162, D164 and B131. Telephone: (203) 392-6795.

- Learning Resources Center — Located in Buley Library, the Learning Resource Center is composed of the Production Lab and the Curriculum Collection. Services in the Production Lab include slide, transparency, color poster production, lamination, audio and video tape, CD and DVD duplication, and video to DVD transfers. The Center has a shape cutter for making displays and bulletin boards. There is a small charge for some of these services.

The Curriculum Collection contains elementary and secondary textbooks, curriculum guides, and teaching aids to assist students and faculty in the field of education. Lesson planning and activity guides, along with thematic unit booklets, are available in the collection. A limited number of Curriculum CD-ROMs are also available for use within the lab. (203) 392-5719. Web site: www.SouthernCT.edu/departments/lrc.

- Library Services — The Hilton C. Buley Library, Southern Connecticut State University’s center of research, plays an indispensable part in the academic experience of every student. Buley Library provides nearly 600,000 print and media volumes and access to more than 130 electronic databases to serve study, teaching, and research needs. An online catalog shared with the Eastern, Central, and Western CSU libraries and the Connecticut State Library, expands available print and media resources to more than two million volumes. Interlibrary loan services and other consortial arrangements further supplement these holdings.
A broad range of library services support and enhance the access and use of information resources in all formats. The main floor of Buley Library features a professionally staffed Reference Desk where librarians provide research assistance in utilizing the Connecticut State University Library System online catalog (CONSULS), online research databases, the Internet, and the 40,000-volume reference collection. Buley Library subscribes to 2,060 current periodical titles and houses 60,500 bound periodical volumes and 43,400 reference volumes. All DVDs, videos and CDs are located near the Circulation Desk.

Instructional services meet a range of needs — basic orientations, library tours, and course-integrated instruction sessions arranged by teaching faculty. Presentations are offered on search strategies and selection of appropriate research information using both print and online resources. General orientation tours of Buley Library are offered at the beginning of each semester. Individual research appointments with a librarian can also be arranged. Individualized Instruction/Research Consultation Request Forms are available at the Reference Desk.

A valid Southern student identification card (Hoot Loot card) serves as a library card. Students who are enrolled in courses or conducting research for a thesis at the university are eligible to borrow library materials. Students are responsible for all materials checked out on their cards. All library fees for lost or overdue books must be paid as they occur or a block will be placed on registration and transcripts.

The library staff is readily available to help students use information resources. Consult the student handbook for additional information regarding library use and regulations. For information and hours, call (203) 392-5750. The library's home page is: http://library.SouthernCT.edu/. Director of Library Services, Dr. Christina D. Baum. Telephone: (230) 392-5760.

- The Marriage and Family Therapy Clinic — The Marriage and Family Therapy Department provides individual, group, couple, and family therapy as part of its training program. The clinic also operates a supervised visitation program, an anger management program and parenting classes. Clients may be referred by clinicians, state or municipal agencies, or they may be self-referred. An elaborate viewing and sound system preserves privacy while affording graduate students the opportunity to view ongoing therapy and profit from the supervisory experience of others. Director: Dr. Suzanne Carroll, Davis Hall 020. Clinic Coordinator's Telephone: (203) 392-6411.

- Multicultural Center — The Multicultural Center under the Office of Multicultural Affairs serves as a resource for the university and the community in promoting an awareness and appreciation of cultural diversity. It offers educational programs and services to assist in the recruitment and retention of students. The center also sponsors outreach programs with area schools, conducts art exhibitions, film programs, lectures, and conferences and houses a book and video library. The Multicultural Center is located in the Michael J. Adanti Student Center.

- Office of Information Technology — The Office of Information Technology (OIT), located in OB1, provides academic and administrative information technology services for the University.

OIT operates four service centers spread across the campus. The main Help Desk is located in OB1. Additional Service Centers are located in Davis 220A, Jennings Hall 130, and Buley Library 410. Help Desk and Service Center hours are available on the OIT Web site at http://oit.southernct.edu/helpdesk/.

There are over 1,000 computers available for student use. The computers are spread across 40 public and departmental computer labs. The two primary general-purpose computer labs are located in Jennings Hall 130 and Buley Library 410. All labs are equipped with a variety of resources, including Windows and Macintosh computers, printers (including color), scanners, and a diverse library of software. Hours of opera-
tion for computing labs and printing fee schedule will be posted on the OIT Web site at http://oit.southernct.edu/labsandclassrooms/. In addition, wireless network access is available throughout much of the campus. Access requirements are as follows:

- A Hoot Loot card is required for printing.
- A Windows Network account is required to use campus computers or to access the campus wireless network.
- A MySCSU account is required to access most academic services, including the MySCSU portal (myscsu.southernct.edu), BannerWeb (student information system), eLearning Vista (learning management system), and student email services.

For more information about IT services and policies, visit OIT website at http://oit.southernct.edu/.

- Literacy Lab — The Literacy Lab in Davis Hall houses an extensive collection of specialized reading material, software, and equipment. In addition to serving as a laboratory for students in all reading courses, it contributes to the life of the community by offering diagnostic and remedial services for area elementary and secondary students who have difficulties in reading and writing. It also acts as a resource center for area teachers, reading consultants, and administrators. Davis Hall 204. Telephone (203) 392-6400.

- Office of Residence Life — The Office of Residence Life provides on-campus housing for full-time, matriculated graduate students and with special exception part-time graduate students enrolled in less than 9 credits. Graduate students are placed in the North Campus Townhouses and Midrise. These communities offer a safe and supportive living environment with other graduate students and upper-class undergraduate students. All residences are fully furnished apartments with two double occupancy bedrooms, two bathrooms, and full kitchens. All apartments include carpeting, window curtains or blinds, air conditioning, free internet access for each resident, digital cable, garbage disposals, and dishwashers.

Apartment staff members include a live-in professional staff member who supervise undergraduate staff, advises the Hall Council, provides educational and social programming, mediates roommate and community concerns, and makes referrals to campus resources. The North Campus communities are a short walk to academic buildings, dining, the library, athletic fields, the Adanti Student Center, and the Fitness Center. The North Campus Townhouses and Midrise offer a social lounge, computer lab, a 24-hour service desk, vending machines, laundry facilities, recreation areas, trash disposal, mail service, a convenience store, volleyball courts, and an ATM. Free parking is provided through a first come/first serve request through University Police.

Live-in residence life paraprofessional staff members also provide personal and academic support for students and report maintenance and custodial concerns. Students living on campus have easy access to academic and student support.

Applications for on campus housing are available after admission to a graduate program. You may apply for on campus housing after admission to a graduate program. Assignments are made in the order that the non-refundable housing deposits are made. For more information and for instructions on how to apply for housing, please visit our Web site at www.SouthernCT.edu/residencelife/. Contact the Office of Residence Life at 203-392-5870 or e-mail at reslife@southernct.edu.

- Sexuality and Gender Equality (SAGE) Center—The Sexuality and Gender Equality Center (SAGE) Center, Southern’s lesbian, gay, bisexual, transgender, intersex, queer, questioning and allies (LGBTIQQA) center provides positive academic and cultural support for all people of sexual diversity including students, faculty, staff, alumni/ae and university guests. To achieve that goal, the Center provides a safe communal space,
personal support, resource information, relevant programming, and positive acknowledgment of the LGBTIQQA community and its equality in the world today. The SAGE Center works to create a campus atmosphere of tolerance and understanding that is open and accepting—and free from the oppressive forces of homophobia, heterosexism, and gender bias. Programming events include lectures, discussions, social events, films, and other presentations throughout the academic year. The SAGE Center is located in Schwartz Hall, Garden Level, Room 2. For more information, please call (203) 392-8989.

- University Bookstore — The University’s Barnes and Noble Bookstore provides both new and used textbooks as well as a rental program and many titles in digital format. The bookstore also provides school supplies, including recycled products, laptops and related computer peripherals, emblematic clothing and gifts, reference books, discounted bestsellers, bargain books, residence hall supplies, backpacks, health and beauty aids and a wide assortment of snacks and beverages.

The bookstore’s Fall and Spring semester hours are Monday through Thursday 9:00-7:00, Friday 9:00-4:00, Saturday 11:00-3:00. Hours are extended during the beginning of each semester and are reduced for summer sessions. The bookstore accepts cash, personal checks, MasterCard, Visa, Discover, American Express and the SCSU Hoot Loot card. Textbooks may be returned for a full refund within the first week of classes (two days from the start of class during the summer session). The bookstore conducts book buyback everyday, however, the best time to sell books back is during finals. The bookstore will pay up to 50 percent of the selling price if the book is being used again the following semester.

The bookstore is located on the first floor of the Michael J. Adanti Student Center. Contact the bookstore by calling at (203) 392-5270. The website is www.Southern-CT.bncollege.com and the e-mail address is bkssouthctst@bncollege.com.

- Veterans’ Office — The Veterans’ Office provides counseling, academic advisement, GI Bill and tuition waiver certifications and liaison with other campus offices, the VA and state and other federal agencies. Coordinator: Jack Mordente, Engleman Hall, Room B 018. Telephone: (203) 392-6822.

- The Women’s Center —The Women’s Center is a place for women and men to gather to explore and celebrate the richness and diversity of their lives. The center provides information, educational programming, training, referrals, advocacy, and services to facilitate education, safety and equity on issues related to feminism, women, men, and gender.

The center organizes events of interest to women and men such as discussion groups, speaker series, workshops, conferences, festivals and films. The center also maintains a resource room with information on sexual assault, stalking, dating violence, domestic violence, healthy relationships, sexual harassment, body image, eating disorders, and women’s health. The Women’s Center is located in Schwartz Hall. For further information call (203) 392-6946 or visit the web site at www.SouthernCT.edu/womenscenter/.

- Child Care Reimbursement Program — The Division of Student and University Affairs sponsors a child care reimbursement program for a limited number of both undergraduate and graduate student parents. The program offers a modest reimbursement up to $500 per family per semester to help student parents cover child care expenses, whether the services are provided through a licensed daycare center or through babysitting services. The reimbursements are awarded to those students who meet all of the eligibility requirements with priority based upon financial need. All applications will be reviewed by the SCSU Child Care Reimbursement Program Committee. Please visit the Women’s Center web site at www.SouthernCT.edu/womenscenter/ and click on Work-Life Balance for details, or call (203) 392-6946.
ALUMNI ASSOCIATION AND ALUMNI RELATIONS OFFICE
Founded in 1925, the Alumni Association provides programs for more than 70,000 alumni of Southern Connecticut State University. Its mission is to establish and maintain a mutually beneficial relationship between the university and its alumni, to encourage a spirit of loyalty and support among the alumni, and to foster the academic mission of the university.

Working in conjunction with the Office of Alumni Relations, the Association conducts a variety of programs and activities throughout the year. The Association plays a role in coordinating class reunions, regional and national receptions and events as well as Homecoming.

In addition, the Association, in conjunction with the five SCSU deans, the SCSU Foundation and the Office of Alumni Relations, presents the annual Distinguished and Outstanding Alumni Awards each fall during Homecoming Weekend. This event recognizes alumni for their exemplary achievements and significant professional contributions locally, nationally and globally, as well as alumni whose extraordinary service to the Association and the university merits public recognition and thanks. The largest single effort by the Association is the coordination and operation of the Alumni Scholarship Program, which, in collaboration with the SCSU Foundation, awards academic and need-based scholarships to outstanding graduate and undergraduate Southern students annually.

The Alumni Association annually sponsors and contributes ideas to the Southern Magazine, sent three times annually to alumni and friends of Southern Connecticut State University. The magazine reflects the progressive and dynamic nature of the university, its alumni and students. Director of Alumni Relations: Michelle Rocheford Johnston, Wintergreen Building, Room 170. Telephone: 203-392-6500.

SCSU FOUNDATION AND INSTITUTIONAL ADVANCEMENT OFFICE
Chartered in 1972 as a Connecticut non-stock corporation for charitable purposes, the SCSU Foundation is recognized as a tax-exempt organization under Section 501(c) (3) of the Internal Revenue Code. Operating exclusively to promote the educational, cultural, recreational, and research facilities and activities of the university, the Foundation supports the university's pursuit of excellence in teaching, research, and public service primarily through raising and managing funds which benefit the students and programs of the university. The Offices of Development and Alumni Relations work in partnership with the Foundation in support of its endeavors. Vice President's Office for Institutional Advancement: Engleman Hall, Room A 215. Telephone: (203) 392-6192.

GRADUATE STUDENT AFFAIRS COMMITTEE
The Graduate Student Affairs Committee (GSAC) is responsible for developing and maintaining procedures for the use of all student activity funds collected from full-time graduate students. Through its activities, GSAC supports educational, social, and cultural activities directed toward enriching the experiences of graduate students. GSAC is actively engaged in developing and supporting services for graduate students in the critical areas of research, professional development, and community service. The following services are offered for graduate students: lectures, workshops, research awards, conference funding, speaker honoraria for graduate courses, graduate club funding, and special projects. Coordinator: Arlene Lucibello, John Lyman Center. Telephone: (203) 392-6165.

IDENTIFICATION CARDS
The Southern Hoot Loot ID card is the primary university identification card, mandatory for all students. In addition, the card provides access to residence halls, meal plans,
computer labs and also functions as a library card. The card also contains each student's unique eight digit university identification number.

Students currently registered (or paying the continuous enrollment fee) may obtain the Southern Hoot Loot ID card by visiting the University Card Office, located in the Wintergreen building. Students should bring proof of registration or enrollment (a current bill) and another form of picture ID for verification. The normal hours of operation are Monday from 8 a.m. to 6 p.m., Tuesday through Friday from 8 a.m. to 4:30 p.m.

The Southern Hoot Loot ID card can also function as an optional campus debit card, allowing additional privileges and services at Southern. With use of this campus debit account, students can deposit money into a Hoot Loot account to make purchases at various locations on and off campus. Students may also enjoy the convenience of purchasing from the Southern Barnes and Noble Bookstore, on campus snack and soda machines, laundry services for residents, bus trips and other campus activities, and participating local stores and restaurants.

For additional information about Hoot Loot or to add money to the card from the university’s secure Web site, visit: http://hootloot.southernct.edu/. Report lost or stolen cards to the University Card Office during normal business hours by calling (203) 392-7077. After business hours, please report lost or stolen cards to the University Police Department at (203) 392-5375.

BANNERWEB
BannerWeb offers you access to your academic records, registration, student accounts, and financial aid. You will use this tool to access your information for planning upcoming semesters with your adviser. To access your information, login to MySCSU and click on BannerWeb.

E-MAIL ACCOUNTS
Graduate students at Southern Connecticut State University have access to the university’s student e-mail system and can access e-mails at: www.outlook.com.

For the latest information on how to activate and access student e-mail accounts, please go to: www.southernct.edu/live/.

The system is used to disseminate important information such as registration dates, graduate information, billing, and financial aid to students. It also provides students with email, a calendar, groups, personalized announcements, and course materials.

The School of Graduate Studies uses e-mails as well as written correspondence as an official method of communication with graduate students. If you have a problem logging in, contact the Help Desk at (203) 392-5123.

UNIVERSITY POLICE
The University Police Department is located in Granoff Hall. Police officers are responsible for the safety and protection of the campus and its personnel as well as for enforcing parking regulations and conducting investigations. Students should promptly report thefts or other incidents on campus directly to the university Police Department, which is open 24 hours a day. The police department telephone number is (203) 392-5375. The police department is also responsible for shuttle bus services provided by the university.

Individuals can report a medical or fire emergency by dialing 911. All other types of emergencies, hazardous conditions, or everyday incidents may be reported to University Police by dialing 25375 from any in-house telephone. Individuals who want to contact university police and provide information regarding a crime or a police case but want to remain anonymous can do so online by visiting the Southern Web site at www.southernct.edu. Once on the Southern Web site, just click on Faculty/Staff/, then
click on university police, then silent witness. Type in the information that you want to relay and it will remain anonymous.

Blue light emergency telephones are strategically located at various campus sites and may be activated by simply pushing the red button. The dispatcher will take the necessary information and quickly dispatch a police officer or other emergency services personnel to the caller’s exact location.

The University Police Department provides a 24-hour walking escort service to accompany students, faculty, and staff to parking lots, residence halls, and other on-campus locations. Individuals may call (203) 392-5375 for this service. In addition, the University Police provides lost and found services for the entire campus.

In accordance with Public Act 90-259, Southern Connecticut State University publishes reports annually on campus crime and security. These reports are available upon request from the University Police Department and on the University Police website www.SouthernCT.edu/universitypolice/campuscrimereport/

**PARKING**

Cars regularly parked on campus must display a current Southern Parking Permit. Visitors to the campus must obtain a visitor’s pass at the University Police Department prior to parking. Visitors to residence halls must obtain a visitor’s pass from the appropriate residence hall.

**CLOSING OF THE UNIVERSITY**

When a decision is made to delay opening the university, to cancel classes, or to close the university due to inclement weather or other campus emergencies, the first and most accurate information is posted on Southern’s WeatherCheck message line, (203) 392-SNOW. The university also uses local radio and television stations to convey this information. A text message will also be sent to those registered for the SCSU Alert Notification System.

**SMOKE-FREE CAMPUS**

In the interest of providing a healthful, comfortable, and productive study and work environment for students, employees, and visitors, Southern Connecticut State University is a smoke-free campus. Accordingly, smoking is prohibited inside all buildings. The only exception to this smoke-free policy is student rooms and apartments in residence halls. Thus, smoking is banned in all classrooms, offices, building entrances, hallways, stairwells, reception areas, restrooms, work and eating areas, elevators, meeting rooms, lounges, and all common areas. The thoughtfulness, consideration, and cooperation of all members of the university community is needed.
Application and Admission

DEGREE AND NON-DEGREE STUDENTS
Students may register for graduate classes as degree seeking students or as non-degree seeking students. All students registering for graduate courses must hold a baccalaureate degree or the equivalent from a college or university accredited by the appropriate regional accrediting agency and show promise of ability to pursue graduate study in the area.

Non-matriculated graduate students must apply to a program before completing nine credits. Graduate programs have the right to exclude non-degree students from courses offered for degree seeking students in their degree program.

No applicant is accepted or rejected because of race, color, sex, age, creed, national origin, or disability, and it is expected that the student body will reflect a wide range of cultural values and backgrounds.

MINIMUM ACCEPTANCE STANDARDS
Master’s Degree Program
For applicants to a master’s degree program, minimum standards for acceptance to Graduate School include a bachelor’s degree from a regionally accredited college or university with an undergraduate cumulative grade point average of at least 3.0 (scale A = 4.0) and the recommendation of the graduate program coordinator. Initial teacher certification programs require an overall undergraduate grade point average of at least 2.7 as mandated by the Connecticut State Department of Education. Students who have done previous graduate work that did not culminate in a degree must have a minimum graduate grade point average of 3.0 to be considered for admission to a graduate program.

Sixth Year Program
For applicants to a sixth year program, minimum standards include a master’s degree from a regionally accredited college or university, a grade point average of at least 3.0, and the recommendation of the graduate program coordinator. Most graduate programs have requirements that go beyond minimum School of Graduate Studies requirements.

Doctoral Program
For applicants to a doctoral program, minimum standards include a master’s degree from a regionally accredited college or university, a grade point average of at least 3.0, and the recommendation of the graduate program coordinator. Most graduate programs have requirements that go beyond minimum School of Graduate Studies requirements.
RECORDS RETENTION AND DISPOSAL
All application materials become part of the permanent records of Southern Connecticut State University and will not be returned. Access to this material is limited under the Family Rights and Privacy Act of 1974. Applicants who are not admitted, or who are admitted and do not register, do not have access to their application files. Materials received from applicants who do not complete their application or are not admitted are held for two years before being destroyed.

APPLICATION PROCEDURES
Application materials may be requested from the School of Graduate Studies, Southern Connecticut State University, 501 Crescent Street, New Haven, Connecticut 06515-1355. Those who seek admission to a graduate degree program must submit a formal written application for admission or apply on-line at the School of Graduate Studies Web site: www.SouthernCT.edu/grad/.

Applicants should read the introductory portions of this catalog and the pages describing the program for which they are interested. Questions about admissions procedures should be directed to the School of Graduate Studies. Questions about specific program content should be directed to the Graduate Program Coordinator or Department Chairperson identified in this catalog. Students who are planning to apply for financial aid should pay particular attention to deadlines for submission of financial aid forms and deadlines for matriculation.

Applicants are urged to submit the completed application and credentials well in advance of the semester for which they seek admission. There is no guarantee that any application received after August 1 for the fall term and January 1 for the spring term will be processed in time for the term for which the applicant seeks admission, even though the file may be complete. Although the School of Graduate Studies has a rolling admissions process for the fall and spring terms, a number of departments have established application deadlines. (Refer to section on Programs, Courses, and Faculty.) Some programs require departmental applications in addition to the Graduate School application. Those who are applying for programs that include teacher certification should allow a minimum of six months from receipt of application to admission. All applicants for admission must:

1. Complete and submit to the School of Graduate Studies an official application form or on-line application form. The written form should be typed neatly or printed in ink. If any of the requested information is omitted, the form will be returned or held until the information is submitted.

2. Submit a $50 non-refundable application fee with the official application form. Make check or money order payable to SCSU. On-line applications are required to pay the $50 application fee by credit card.

3. Request (in writing) that official transcripts from each college or university attended be sent to the School of Graduate Studies. Transcripts received from the student will not be considered official. Transcripts must be re-submitted when an applicant applies for subsequent graduate programs. Transcripts received in application to previously earned degrees at Southern are not kept on file indefinitely. SCSU requires official transcripts of all previous academic work from every college or university attended from which overall undergraduate and graduate grade point averages can be calculated. The cumulative grade point average for all undergraduate courses at each institution will be used in the calculation of the undergraduate grade point average. The same process of considering grades of all graduate courses is used to calculate the overall graduate grade point average.

Transcripts from outside the United States must be evaluated (course by course) by World Education Services, an accredited evaluating agency, at the applicant's expense.
Information on WES may be found at www.wes.org. Contact information: WES, Bowling Green Station, P.O. Box 5087, NY, NY 10274-5087; Phone: 212-966-6311. Fax: 212-739-6100.

4. Request an appointment with the Graduate Program Coordinator of the graduate program to which you have applied after you have been notified that your application file is complete.

5. Letters of recommendation should be sent directly to the School of Graduate Studies.

6. Resident aliens must provide a copy of their alien registration cards to the Graduate Studies Office.

After fulfilling all Graduate School, Graduate Program, and other requirements for admission, meet with the Graduate Program Coordinator to develop and sign your Planned Program of Graduate Studies.

Although many graduate programs send departmental letters of acceptance to applicants, no student is officially accepted into the School of Graduate Studies until he or she receives a letter of acceptance and a signed planned program of study from the Dean or the Assistant Dean of the School of Graduate Studies.

Admission requirements for any particular graduate degree program may exceed the minimum admission standards of the School of Graduate Studies. Requirements for admission to each program are listed in the program section of this catalog. Applicants may apply to only one specific program at a time.

The applicant is responsible for ensuring that all materials and documentation for the application file are complete. Applicants may view the status of their applications by accessing the School of Graduate Studies Web site: www.SouthernCT.edu/grad. Application files that are incomplete at the end of the first week of classes will be considered for the following semester. Applicants who, by the end of the first week of the fall or spring semester, are not formally admitted but are still considered pending by the academic department will be considered in the applicant pool for the upcoming semester.

Students who are admitted to the School of Graduate Studies and who do not register for courses within one year of acceptance are automatically withdrawn from the university. Students who seek financial aid must be considered matriculated by the end of the first week of classes for which they are applying to qualify for financial aid.

Immunization Requirements
Matriculated students in Connecticut universities who were born after January 1, 1957, must provide proof of immunization against measles and rubella (German measles) before they will be permitted to register. Proper measles immunization requires two (2) injections: the first must have been given after 12 months of age and after January 1, 1969, and the second must have been given after January 1, 1980. Proper rubella immunization consists of one injection given after 12 months of age. The only exceptions are those students who provide laboratory documentation of immunity to measles and rubella, those who provide a physician's statement that immunization should not be done, or those who provide a statement that the immunization is against their religious beliefs, or those graduated from a Connecticut high school in 1999 or later. Documentation of immunization must be submitted to the Granoff Student Health Center prior to registration.

ADMISSION OF INTERNATIONAL STUDENTS
International students are subject to all requirements for admission to the School of Graduate Studies and all program requirements. In addition, to be considered for admission, each international applicant must submit a completed “Application for Admission to Graduate Study” form and meet the following requirements:
1. Hold the foreign equivalent of a United States bachelor’s degree from an internationally recognized institution of higher education with an undergraduate grade point average of at least “B.” (On various grading scales this would be at least 3.0 on a 4.0 scale, 14 on a 20 point scale, 80.0 from Chinese institutions, 1st Class or Division from Indian institutions, and upper 2nd Class Honors from British systems. Other grading systems will be evaluated on receipt of transcripts and certified evaluation of those transcripts.)

2. Present certified copies and certified English translations of all academic achievements in each college or university attended. A diploma is not sufficient. The complete record of courses and marks earned and/or record of subjects and examination results must be received. Documents presented by applicants must detail the award of either a bachelor’s degree or equivalent or a graduate degree.

3. Provide a certified evaluation of foreign transcripts and credentials (course by course with grades) from World Education Services, an independent evaluation service recognized by the National Association of Credential Evaluation Services (NACES). Applicants are responsible for payment of fees charged by WES. Information on WES may be found at www.wes.org. Contact information: WES, Bowling Green Station, P.O. Box 5087, NY, NY 10274-5087; Phone: 212-966-6311. Fax: 212-739-6100.

4. International applicants must submit an International Student Profile Form for Graduates, and a current and original bank statement verifying financial resources are available or guaranteed for the first calendar year at Southern. F1 students transferring from a college or university in the United States must also submit copies of all I-20 forms issued, copies of their visa, passport and I-94 card and a completed Transfer Form (the Transfer Form can be obtained at the International Student Office at SCSU.)

5. Applicants whose native language is not English must present a score of at least 550 written/213 computer/80 or above on Internet based exam on the Test of English as a Foreign Language (TOEFL). Each student should request that his or her score be sent directly to the Southern School of Graduate Studies (Code 3662). TOEFL scores are valid only for two years from expected date of acceptance. In place of the TOEFL score, English as a Second Language Certificate ELS 109 may be used with a grade of “C” (2.0) or higher. All students whose native language is not English must take an English proficiency examination after arrival at Southern.

6. Applicants who wish to begin graduate studies must submit all credentials required by the International Student Services by April 1 for the fall semester and October 1 for the spring semester.

Applicants transferring from a college or university within the U.S. must submit their application and International Student Profile Form by July 1 for the fall semester and by November 1 for the spring semester.

7. Permanent Residents must provide a copy of their Permanent Resident card.

8. The Internal Revenue Service requires the university to apply U.S. withholding and reporting rules consistent with the U.S. tax status of resident and non-resident aliens. Resident aliens are taxed as U.S. citizens, while non-resident aliens are taxed under different withholding and reporting rules. Therefore, as part of the application process, the university requires additional information from international students. Once an application has been submitted, the School of Graduate Studies will email each international applicant with a Web site, login, and password to complete the additional information required by the United States federal government. Please provide a valid email address on your application. Your application cannot be processed until you have completed this requirement.
ADMISSION TO TEACHER CERTIFICATION PROGRAMS
The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The School offers programs that lead to teacher and administrator certification in the state of Connecticut. Students who are applying for programs that include Connecticut teacher certification should allow a minimum of six months from receipt of application to admission.

Students in any School of Education program including all certification programs must pass through four program-specific gates related to the School of Education Conceptual Framework—SAILS (Scholarship, Attitudes and Dispositions, Integrity, Leadership, Service). To pass each gate, students complete specific tasks as designated by the program which are directly related to SAILS. Students in the certification programs must provide evidence of meeting their Specialty Program Area Standards, School of Education expectations (SAILS) and State of Connecticut requirements.

Students planning to enter any professional teacher education program must meet the following requirements established by the School of Education, which are consistent with certification requirements of the State of Connecticut. No student may be admitted to the School of Graduate Studies without first meeting these requirements:

1. Pass the state-mandated skills examination (PRAXIS I) in mathematics, reading, and writing, or present a PRAXIS I Waiver from Educational Testing Services. Applications for Praxis I Waivers can be obtained from the School of Education in Davis Hall, Room 103 and on the School of Education website: www.SouthernCT.edu/education. To be eligible for the waiver, the applicant must have earned a combined score of 1000 on the SAT with at least a score of 400 on both the verbal and the mathematics sections respectively from any test administration prior to March 31, 1995; or, present a combined score of 1,100 on the SAT with at least a score of 450 on both the verbal and the mathematics sections respectively from any test administration on or after April 1, 1995; or, present a composite score of 24 or more on the American College Testing Program Assessment (ACT), with no less than 22 on the English subtest and no less than 19 on the mathematics subtest from test administrations on or after October 1989; or combined minimum score of 1000 on the GRE quantitative and verbal reasoning tests, with no less than a score of 500 in quantitative reasoning and 450 in verbal reasoning for tests taken prior to October 1, 2002. GRE scores should show a combined minimum of 1000 with no less than a score of 500 in quantitative reasoning and 450 in verbal reasoning plus a minimum analytic writing score of 4.5.

2. Achieve a minimum of 2.7 QPR for all undergraduate courses; if the preponderance of work toward the certification area was not completed at Southern and within the past six years, a passing score on the appropriate PRAXIS II examination is required for admission to the certification program.

3. Complete all or the majority of an undergraduate program, which includes an educational background in the arts and humanities, mathematics, science, social and behavioral sciences, health, physical education, and world language;

4. Submit an essay demonstrating a proficiency in English, setting forth the reasons for wanting to enroll in a teacher preparation program, emphasizing experiences relevant to teaching, and organizing it around SAILS, the conceptual framework in teacher education;

5. Submit a letter of recommendation from each of two persons able to testify to the student’s suitability as a teacher;

6. Be interviewed by a departmental admissions committee, which will assess the student’s personal attributes that will affect the student’s performance as a teacher. This should include the presentation of a student portfolio. Refer to department guidelines for the development of the student portfolio.
Any of the requirements 2-6 above may be waived by the Dean of the School of Education if justified by unusual circumstances and recommended by the respective academic department. These requirements apply to all students seeking admission to teacher certification programs in counseling and school psychology, communication disorders, early childhood, elementary, middle school, any secondary education program (English, history/social sciences, mathematics, biology, chemistry, physics, earth science, foreign languages), art education, school health, physical education, special education, and library science media specialist. Since undergraduate courses required for certification may vary depending upon the area in which the student seeks endorsement, applicants to certification programs must satisfy any deficiencies found upon review of official transcripts as designated by the graduate program adviser.

No student is accepted into a certification program until requirements 1-6 are met or waived. Failure to meet all of the requirements in a timely manner will preclude registration for course work. Applicants to certification programs should allow a minimum of six months from receipt of application to admission.

Passing PRAXIS II is a critical part of the certification process. The PRAXIS II examination is designed to ensure that prospective teachers are knowledgeable in their field of study prior to initiating professional teaching. A passing score on PRAXIS II (or ACTFL if receiving certification in foreign languages) is required for completion of the program at Southern. Passing the ACTFL OPI and WPT with a minimum score of Advanced Low is required prior to the admission of student teaching. Every attempt to pass PRAXIS II before initiating student teaching should be made. In the case of those applying for a Durational Shortage Area Permit (DSAP), PRAXIS II must be completed before the DSAP can be issued. Under no circumstances will anyone be recommended for certification until they pass PRAXIS II.

All candidates seeking certification for:

• Integrated Early Childhood NK–3 (code 113)
• Elementary Education K–6 (code 013)

must take and pass the Connecticut Foundations of Reading Test in order to be recommended for certification in those areas.

A passing score on PRAXIS II is required for approval of a waiver of student teaching for students working under a DSAP. If seeking a DSAP in Integrated Early Childhood NK–3 or Elementary Education K–6 the Connecticut Foundations of Reading Test must also be passed prior to approval of a DSAP.

Students applying for certification programs may not register for more than two courses in professional education before they have met all requirements specified in the six standards established by the Connecticut Board of Education and have received official notification of admission to the certification program by the School of Education and the School of Graduate Studies.

The School of Education requires graduate certification students to maintain a 3.0 (B) grade point average or higher in all graduate/undergraduate work. A student who, after acceptance to a teacher education program, obtains a grade point average of less than 3.0 will be placed on probation by both the School of Education and the School of Graduate Studies and will be ineligible for student teaching. The student will have one semester to raise the grade point average to 3.0 or higher. Failure to do so will result in dismissal from the certification program.

Students must maintain good standing the program in order to qualify for student teaching and a recommendation from Southern for State of Connecticut certification.

Graduate students are responsible for familiarizing themselves with Connecticut’s teacher certification regulations and keeping abreast of changes to those regulations. As
of July 2010, all students will be required to have a background check completed prior to any field experience, internship/practicum and student teaching. Please check with your academic department for specific information. If state regulations change before completion of a certification program, students must meet the new requirements for recommendation to the State Department of Education by Southern.

Secondary Education
Dr. Bruce Kalk, Associate Dean, Arts & Sciences. Telephone (203) 392-5609

In addition to the School of Graduate Studies application form, prospective certification students must submit a separate application to the School of Education. This application is available from the School of Education Office, Davis Hall, Room 103 and on the School of Education website: www.SouthernCT.edu/education.

The successful completion of a certification program fulfills the course requirements for the Initial Teaching Certificate in Connecticut for the individual to teach in a subject area in grades 7-12. The subject area may be in the fields of biology, chemistry, physics, earth science, general science, English, French, German, Italian, Spanish, mathematics, and history/social sciences (economics, geography, history, political science, or sociology).

The minimum professional course requirements as mandated by the State Department of Education can be met by taking the following professional courses:

- PSY 370 — Educational Psychology
- HIS 110 or 112 — United States History
- SED 482 — Teaching Exceptional Students in Secondary Education
- EDF 520-526 — Educational Foundations (Choose one course.)
- EDU 452 — Secondary School Student Teaching
- EDU 453 — Student Teaching Seminar
- SHE 203 — School Health
- IDS 470 — Literacy in the Content Areas
- IDS 471 — English Language Learners in the Classroom

And one of the following:

- EDU 493 — English (Secondary School)
- WLL 491 — Methods of Teaching Foreign Language
- EDU 492 — Mathematics (Secondary School)
- EDU 493 — Science (Secondary School)
- EDU 494 — Social Science (Secondary School)

Additional requirements may be specified by the individual departments. Questions about specific program content or requirements should be directed to the graduate program adviser in the department or to the Director of Student Teaching.

As noted above, applicants for secondary certification who have taken the preponderance of subject matter course work at another institution or have taken that course work more than six years ago must pass PRAXIS II in their content area prior to acceptance. Students who complete subject matter course work at Southern Connecticut State University must pass PRAXIS II in their content area in order to receive certification.

To enroll in student teaching for any subject area, a student must first be accepted into a certification program by the academic department. Deadlines for enroll-
ing in student teaching are as follows: fall semester deadline: previous March 1; spring semester deadline: previous October 1. A statutory requirement for teacher preparation programs mandates training of personnel on the effects of alcohol, nicotine, or tobacco and drugs. This requirement may be met by completing SHE 203.

**Cross Endorsements**
Cross endorsement is an additional certification for individuals who already hold initial or professional certification to teach in Connecticut’s public schools. Although faculty in academic departments may informally advise students, it is the responsibility of the student to determine the requirements of the Connecticut State Department of Education for a cross endorsement and to follow the state prescribed requirements. In some programs, students have the option of pursuing these courses as non-matriculated students. Those seeking cross endorsement must apply directly to the Connecticut State Department of Education in Hartford. Those already certified who are applying for endorsements in the areas of school psychology, school counseling, speech pathology, reading, collaborative early childhood, intermediate administrator, and superintendency must be admitted to formal programs offered by the School of Graduate Studies, since certification in these areas is considered an initial certification and must be recommended by Southern Connecticut State University to the Connecticut State Department of Education. If state regulations change before completion of a certification or cross endorsement program, students must meet the new requirements. Upon completion of course work for certification, the student must obtain a recommendation from Southern’s Certification Officer to receive initial certification from the state.

**Performance Assessment**
Students must maintain good standing in the program in order to qualify for student teaching and a recommendation from Southern Connecticut State University for State of Connecticut teacher certification. They also must demonstrate the following:
- personal attitudes and attributes that affect her or his performance as a teacher;
- professional behavior appropriate to the context which shows realization that actions reflect directly upon the status and substance of the profession;
- confidentiality of all information concerning colleagues and students obtained in the educational process; and
- integrity and honesty in written and verbal communication, documentations, and coursework related to the professional program for teacher certification.

**Revocation of Admission to the Professional Program**
Students may be dismissed from the professional program for the following:
- demonstrated unprofessional behavior or an inability to respond appropriately in various contexts which affects her or his performance as a teacher;
- falsified or misrepresented any documentation or information provided for programmatic, academic, or professional qualification/competency purposes;
- does not achieve an acceptable standard on the performance assessments required by the School of Education;
- been convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that in the opinion of the university would impair the standing of the School of Education professional program; or
- other due and sufficient cause.
Title II Report
A copy of the university’s Title II report with data on state assessments, standards for
teacher certification and licensure, and the performance of teacher preparation programs
is available in the School of Education Office in Davis Hall, Room 103 and on the School

CATEGORIES OF GRADUATE STUDENTS
Students pursuing work in the School of Graduate Studies are classified as Matriculated,
Conditionally Matriculated, Granted Early Acceptance, or Non-Matriculated.

Matriculated Students
Matriculated students have met all requirements of the School of Graduate Studies
and the academic program and have received a letter of acceptance from the Dean or
Assistant Dean of Graduate Studies with a copy of their planned program attached.

Conditionally Matriculated Students
A conditionally matriculated student is one who is recommended by a Graduate
Program Coordinator for conditional admission under the provisions of the Graduate
Council’s “Policy and Procedure for Recommending Conditional Acceptance” and has
been granted conditional admission. The conditions of admission and the time frame
for meeting the conditions are stated in the letter of acceptance sent to the student. Con-
ditional acceptance is not granted for teacher certification programs unless approved
by the Dean of the School of Education.

A student who fails to meet any or all terms of conditional acceptance will be dismissed.
Following dismissal, the student may continue to register for up to nine credits as a
part-time, non-matriculant. After completing these additional nine credits as a non-
matriculant, the student may reapply to the School of Graduate Studies if an overall
grade point average of 3.0 or higher has been achieved with no individual grade lower
than "B" (3.0). Readmission is not guaranteed. A readmitted student must achieve a mini-
mum grade point average of 3.5 in the next 12 credits of coursework taken. Should the
student fail to achieve the required 3.5 grade point average, he or she will be dismissed
from the School of Graduate Studies with no option for readmission.

Students Granted Early Acceptance
A limited number of graduating seniors may be granted early acceptance to the School
of Graduate Studies. Early acceptance requires an overall quality point ratio of 3.0 (B) or
higher, the written recommendation of the faculty adviser in the department to which
the student is applying, and a completed application file, including the planned program
of study. Early admission is conditional. A final transcript noting the degree and date
awarded must be received by the School of Graduate Studies prior to the beginning of
the first semester of graduate enrollment.

Non-Matriculated Students
Students who take graduate courses at Southern and are not in one of the categories
above are classified as non-matriculated students. Non-matriculated students should
have verification of having been awarded a bachelor’s degree on file and must meet
any program and course requirements to register. Non-matriculated students may earn
no more than nine credits toward a degree program.

PLANNED PROGRAM OF GRADUATE STUDIES
Every matriculated graduate student must file an official Planned Program of Graduate
Studies in the Registrar’s Office by the end of the semester for which he/she was
admitted. Failure to do so will prevent further registration. The student and the graduate
adviser also will have a copy of the official planned program. To be official, a planned
program must have at least the signatures of the student, the graduate program adviser, and the Dean or the Assistant Dean of Graduate Studies.

To graduate, a student must fulfill the requirements specified on the planned program. At times it is necessary or desirable to make a revision in a planned program. This must be through a Change in Planned Program Form. A change in planned program requires the signatures of the student and the graduate program adviser. It will become a codicil to the planned program unless it is returned by the Dean of Graduate Studies. Changes should be submitted well in advance of a student's last semester when possible. When more than four changes are needed, a revised planned program must be submitted in lieu of the Change in Planned Program Form.

If a program is being revised from one academic department to another, the student must file a new application and pay the $50 application fee. If a program is being revised within the same department, a new application is not required. Transcripts may also need to be resubmitted if required by the department to which the student is transferring.

GRADUATE COURSE SCHEDULING
Graduate courses and programs at Southern Connecticut State University are almost exclusively evening offerings. Courses, laboratory sessions, and other pertinent activities are scheduled in the late afternoon and evening during the fall and spring semesters. During summer sessions, graduate courses are offered in the morning and in the evening. A growing number of courses are offered on-line. Undergraduate courses are numbered 100 through 400. Graduate level courses are numbered 500 and higher.

In many graduate programs it is possible for those who wish to enroll on a full-time basis to plan a program of studies that can be completed in one academic year and two summer sessions. However, most graduate programs are planned for part-time study over two, three, or four years.

Matriculated graduate students are encouraged to register from early April through May for the fall term and early November through December for the spring term for optimal course selection.

The university reserves the right to cancel courses having insufficient registration and to make changes in the schedule of classes when necessary. The university also reserves the right to change instructors when necessary.

NEW GRADUATE STUDENT ORIENTATION
The School of Graduate Studies hosts an annual orientation session for newly admitted graduate students the week before classes begin for the fall semester. New students are invited to learn about the various university services available to them. Each student also has the opportunity to have a photo taken for the university identification card, obtain a parking permit, and purchase textbooks. A welcoming reception is held after the program so that new students can meet with members of the graduate faculty as well as other new graduate students.
Tuition, Fees, and Financial Aid

Tuition and fees published in this catalog are subject to change by order of The Board of Trustees for the Connecticut State University and The Board of Governors for Higher Education. The fees listed on the following pages were anticipated at the time of this publication. There is a separate fee schedule for full-time students who are Connecticut residents, full-time students who are not Connecticut residents, and for all part-time students.

FULL-TIME AND PART-TIME STATUS
Only those students who have been admitted to a graduate program through the School of Graduate Studies may be classified as full-time graduate students. To maintain full-time status, a graduate student must be registered for at least 9 credit hours. Part-time graduate students are those registered for fewer than 9 credit hours per semester.

A student is registered as full-time or as part-time for tuition purposes. Up to the end of the Add/Drop period, a qualified student may, by submitting the appropriate forms, change from full-time to part-time or from part-time to full-time. After the last day for Add/Drop, there will be no change in status for tuition purposes.

RESIDENCE STATUS
Students admitted to the university are classified as Connecticut residents or out-of-state residents according to Connecticut statute and the policies of the Board of Trustees for the Connecticut State University. International students on visas are considered out-of-state residents.

Whenever the university deems it necessary, the student may be requested to submit an affidavit to certify residence status in accordance with regulations established by the Board of Trustees for the Connecticut State University. The failure of a student to disclose fully and accurately all facts relating to residence status shall be grounds for dismissal from the School of Graduate Studies.

A student classified as an out-of-state resident who feels that he or she qualifies as a bona fide resident of Connecticut may request a change of classification from the Registrar by completing a Residency Reclassification Affidavit and supplying supporting documentation. Forms can be obtained in the Registrar’s Office, Wintergreen Building.
**FULL-TIME STUDENT ANNUAL TUITION AND FEES***

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*The tuition and fees cited are those in effect at the time of publication of this catalog and are subject to change. Students are responsible for any tuition or fee increases that occur before the first day of classes.

International student insurance is $994.00. Full-time, in-state students in the Master of Business Administration program and the Master of Library Science program are charged $4,906.00 per semester and out-of-state students are charged $10,091.00 per semester in addition to sickness insurance if not waived.

**PART-TIME STUDENT TUITION AND FEES**

Part-time graduate students are charged graduate rates for both graduate and undergraduate courses. Tuition and fees are not based on the level (graduate/undergraduate) of the course; tuition and fees are instead based on a student’s type or level (graduate/undergraduate), their residency (in state/out-of-state), their status (full-time or part-time), and if applicable, their program (MBA, MLS, EdD, Online).

For complete schedule of full-time and part-time graduate student tuition and fees please visit www.SouthernCT.edu/bursar/tuitionfees/.

A student who has earned a bachelor’s degree and is formally admitted to a second bachelor’s degree program is charged the undergraduate tuition and fees whether enrolled full-time or part-time.

**PAYMENT OF TUITION AND FEES**

Payment for full-time matriculated students is due in full approximately 4–6 weeks prior to the first day of classes for the fall and spring semester. Payments for part-time, non-matriculated students AND for ALL students registering for courses offered in intersession, spring break, and/or summer semesters is due at the time of registration. Payments may include financial aid, scholarship(s), third party payments, payments from personal resources or enrollment in a payment plan.

**eBill** is Southern Connecticut State University’s official method for sending student account billing statement. Students will not receive paper statements (or bills) through the postal service; rather Students and Authorized Users will receive email notification when new statements are available online through the eBill +Payment Suite; student account billing statements — showing all charges and payments that are available through this secure online system. To view your student billing statement or make a payment log in to MySCSU. Click on Banner Web, in Banner Web, select Student Services, click “View EBill or Make Payment” and then click the “View bills and make payment” button. You will be redirected to the Southern eBill Student Account page; from there you can click on the Payments tab from the menu options on the top of the page.

For detailed information regarding the eBill+ Payment Suite features such as setting up an Authorized User, creating an eRefund account, or enrolling in a payment plan online please go to http://ebill.SouthernCT.edu.
### MISCELLANEOUS FEES AND COSTS

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<td>Fitness Center (per semester)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Graduate Nursing Fee</td>
<td>$300.00 full-time per semester</td>
</tr>
<tr>
<td>Graduate Nursing Fee</td>
<td>$25.00 part-time/credit</td>
</tr>
<tr>
<td>Art Studio Fee</td>
<td>$60.00 per course</td>
</tr>
<tr>
<td>Biology Lab Fee</td>
<td>$35.00 per course</td>
</tr>
<tr>
<td>Chemistry Lab Fee</td>
<td>$35.00 per course</td>
</tr>
<tr>
<td>Earth Science Lab Fee</td>
<td>$35.00 per course</td>
</tr>
<tr>
<td>Music Lab Fee</td>
<td>$50.00 per course</td>
</tr>
</tbody>
</table>

A non-refundable fee of $50 must be submitted with the completed Application for Admission to Graduate Study. All students who do not completely pay all tuition and fees by the due date must pay a late payment fee of $50. Additionally, the university may assess a 1.5% per month charge on any unpaid balances after the due date. These charges will be added to the outstanding balance.

Transcripts of course work taken at Southern may be forwarded from the Registrar's Office to any official source upon written request of the student at no charge. There is also no charge for forwarding a Southern transcript to a Southern office or department.

Over Registration Fee

If a graduate student is registered for more than 15 credits.
Physics Lab Fee $50.00 per course
EMT Lab Fee $75.00 per course

ACCIDENT AND HEALTH INSURANCE
All full-time students are covered by accident insurance for accidents occurring on or off campus during the twelve-month period August 1 through July 31. Accident insurance is included in the General Fee.

Health insurance is mandatory for all full-time and international students. Coverage applies to illness that occurs on or off campus during a twelve-month period. If a student already has comparable insurance coverage, information to waive the health insurance offered by the university may be found at www.aetnastudenthealth.com. The deadline for waiver of the health insurance is September 17 for the Fall 2011 term and February 11, 2012 for the Spring 2012 term. International students cannot waive the health insurance. Students may contact the Bursar’s Office at (203) 392-6140 for questions regarding insurance.

REFUNDS
Regulations established by the Board of Trustees for the Connecticut State University govern the refund of tuition and other fees at Southern Connecticut State University. The application fee and the part-time registration fee are non-refundable. Requests for refundable tuition and fees must be submitted before the beginning of the final examination week of the semester in which the student is enrolled.

Refund Schedule
Full-time students who wish to receive a refund must withdraw formally from the university. Full-time students are not entitled to a refund for courses individually dropped. Part-time students who want a refund must withdraw formally from the course(s) in which they are enrolled. The amount of refund is based on the date of withdrawal, not on whether classes were attended or the date of the last class attendance.

The full-time refund schedule is listed below:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Percent Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the first day of classes as defined by the university calendar</td>
<td>100%</td>
</tr>
<tr>
<td>Through the first week of classes as defined by the university calendar</td>
<td>90%</td>
</tr>
<tr>
<td>During the third and fourth weeks of classes</td>
<td>40%</td>
</tr>
<tr>
<td>After the fourth week of classes</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

The part-time refund schedule is listed below:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Percent Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the first week of classes as defined by the university calendar</td>
<td>100%</td>
</tr>
<tr>
<td>During the second week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During the third and fourth weeks of classes</td>
<td>40%</td>
</tr>
<tr>
<td>After the fourth week of classes</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

Check with the Registrar’s Office for specific dates on refunds for full and part-time
students. Please allow 2 to 3 weeks for the processing of refund checks. All refund checks will be mailed to the home address.

FINANCIAL OBLIGATIONS
Students are responsible for payment of all costs associated with attending the university in accordance with Board of Trustees guidelines. Students who fail to meet their financial obligations to the university will be suspended and denied permission to register in succeeding semesters until the obligations have been satisfied. Furthermore, students will be charged all attorney's fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due. In addition, transcripts will not be provided to any student or former student having financial obligations to the university.

Students who register for a course and neither complete the course nor officially withdraw according to published procedures will receive a grade of “F” in the course and are responsible for all financial obligations associated with the course.

For further information on costs, refunds, payment deadline dates, to review frequently asked financial questions or to ask an email question to the Bursar’s Office, please visit the Bursar’s Office Web site at www.southernct.edu/bursar/.

NEW ENGLAND REGIONAL STUDENT PROGRAM
The New England Regional Student Program (RSP) enables New England residents to enroll in out-of-state public colleges and universities in the six state region at reduced tuition rates for certain degree programs that are not offered by their home state public institutions.

Students in this program pay 50 percent above in-state tuition rather than the full out-of-state tuition. Students must submit to the Registrar’s Office a new completed application each semester in order to remain eligible for RSP.

Detailed information about the RSP can be obtained through the Registrar’s Office or from the Regional Student Program, New England Board of Higher Education, 45 Temple Place, Boston, MA 02111.

VETERAN’S BENEFITS
The Connecticut Department of Higher Education has re-approved Southern’s programs for the training of veterans effective August 22, 2009. Education assistance is provided by The Veteran’s Administration:

- Chapter 31 (Vocational Rehabilitation Act for Disabled Veterans)
- Chapter 35 (Dependents Educational Assistance Act which include children of deceased veterans, completely disabled veterans and spouses of completely disabled and deceased veterans)
- Chapter 32 (Post-Vietnam G.I. Education Bill)
- Chapter 30 (New G.I. Bill; effective July 1, 1985)
- Chapter 1606/1607 (Reserve & National Guard Educational Assistance)
- Chapter 33 (Post 9/11 G.I. Bill; effective August 1, 2009)

Veterans, children of veterans and spouses of veterans seeking approval for training under Chapter 35 should apply at the Veteran’s Office, Engleman Hall – EN B018, for application procedures and qualifications.

TUITION WAIVERS FOR VETERANS
For the purpose of granting a tuition waiver, a veteran is anyone who served on active duty in the United States Army, Navy, Marine Corps, Coast Guard or Air Force and has
been released from active duty under honorable conditions. Connecticut tuition waivers are granted only to those who served “on active duty” and not those who served “on active duty for training”. Eligibility for the G.I Bill is not a determining factor in granting a tuition waiver to a veteran in Connecticut. Veterans who initially qualify for the in-state CT tuition waiver at the time of admission may opt to attend either full-time or part-time. The tuition portion of the tuition and fees bill is waived at one-hundred (100%) for full-time and part-time students for the fall and spring semesters; other applicable fees must be paid each semester. One-half (50%) of the per credit course fees is waived for part-time students to include summer, winter and intersession courses as provided for in a CSU Board of Trustees resolution. The registration fee and other application fees must be paid at the time of registration. Responsibility for payment of other charges such as student fees, course fees, housing and books, remain with the student. Southern offers payment plans to allow veterans to break down the portion of their education expenses into easy-to-manage installments rather than one lump sum and/or to help them make temporary payment arrangements while awaiting receipt of VA benefits. Please contact the Bursar’s Office for more information: (203)/392-6140 or bursarsoffice@southernct.edu.

Out-of-state students who have a Connecticut address at the time of admission are eligible for the waiver only when attending full-time (there is no part-time, summer, winter or intersession eligibility). If Connecticut state residence is attained later in school attendance, the original qualification at the initial acceptance remains. Qualification for the waiver is not retroactive.

These requirements also apply to transfer students who may have received the tuition waiver at another Connecticut state institution.

In accordance with Subsection (b)(2) and (d)(2) of Section 10A-99 of the Connecticut General Statutes, any veteran, who served as stated below and who has been accepted for admission as well as being a resident of Connecticut at the time of registration is eligible.

- Active duty for at least 90 days during: World War II (12/7/41 – 12/31/46); Korean Hostilities (6/27/50 – 1/31/55); Vietnam Era (12/22/61 – 7/1/75) any child of a Vietnam era veteran who has been declared MIA/POW is also eligible, provided the parent entered the service after 1/1/60; Operation Desert Shield, Desert Storm, Enduring Freedom, Noble Eagle and Iraqi Freedom (8/2/90 to present).
- Engaged in combat or in a combat-support role having received an Expeditionary Medal or other proof of involvement in such actions for: Peacekeeping Mission in Lebanon (9/29/82 – 3/30/84); Grenada Invasion (10/25/83 – 12/15/83; Operation Earnest Will (escort of Kuwaiti oil tankers 2/1/87 – 7/23/87); Panama Invasion (12/20/89 – 1/31/90).

Chapter 33 (Post 9/11 G.I. Bill) Recipients: The CSU veteran student tuition waiver will only apply to those Post 9/11 G.I. Bill recipients receiving less than 100% of the Veterans Affairs educational assistance benefit. CSU has agreed to waive 100% of the applicable tuition only amount not covered by the Veterans Administration during the Fall and Spring semesters, and 50% of the applicable course fees covered by the Veterans Administration during the Winter, Spring Break, and Summer sessions.

Persons who served under any other period are not eligible for a tuition waiver. To qualify, students must bring their DD214 to the Veteran’s office, Engleman Hall, Room B018.

WAIVER FOR SENIOR CITIZENS
Connecticut senior citizens, age 62 and over studying at the university are eligible for a waiver. To take advantage of this waiver, a senior citizen must provide proof of age and residency at the time of registration.

Full-Time Student: A waiver of the University fee is authorized for any Connecticut
resident sixty two years or older who is enrolled in a degree-granting program pursuant to the provisions of Section 10a of the CGS.

**Part-Time Students:** A waiver of Fall/Spring part-time tuition and General University fees or part-time course fees for all other terms is authorized for any Connecticut resident sixty two years or older providing that at the regular registration period there is space available in the course(s) in which they intend to enroll.

**NOTE:** Online, part-time tuition is waived at 25%.

**STATE UNIVERSITY STUDENT EXCHANGE**
With the approval of the appropriate university dean, a full-time matriculated student may enroll at another Connecticut State University for a course or courses not available at Southern Connecticut State University. The student continues to be registered at Southern and continues to pay tuition and fees to Southern. Grades earned under the State University Exchange become part of the student’s regular transcript at Southern.

**FINANCIAL AID**
All graduate students are eligible to apply for federal student loans and federal work study (part-time employment). To qualify, all applicants must file the Free Application for Federal Student Aid (FAFSA) by the established priority date of March 4, 2011. Students can complete the FAFSA via the Web at www.fafsa.ed.gov and the school code for Southern Connecticut State University (SCSU) is 001406.

Only matriculated graduate students, part-time (4.5-8 credits) and full-time (9 credits or more) are eligible for federal financial aid and must maintain satisfactory academic progress (SAP) according to the University Satisfactory Academic Progress Policy. The enrollment status of a graduate student will be determined by those attempted “graduate level” courses per semester as defined by the Registrar. Audited courses and undergraduate courses do not count toward attempted credits for financial aid purposes. Graduate students admitted in teacher certification programs which include undergraduate courses may be eligible for up to one year as determined by the Office of Financial Aid and Scholarships (OFAS).

Graduate students seeking financial aid for the summer term must be formally admitted to the Graduate School before the first day of the first summer session. The OFAS reviews and processes all eligible students for summer financial aid up to the first day of Summer Session A.

For full-time graduate students, SAP is defined as the successful completion of a minimum of 18 semester hours per academic year. For part-time graduate students, SAP is defined as the successful completion of all credits attempted. Graduate students must maintain a cumulative grade point average of 3.0 at all times to remain eligible for financial aid.

There is no financial aid of any kind available for international students at SCSU.

**Federal Direct Stafford Student Loan Program (Subsidized and Unsubsidized)**
The Federal Direct Stafford Loan Program enables students to borrow money to help supplement their education. Students must demonstrate financial need to be eligible for the subsidized Federal Direct Stafford Loan. The federal direct unsubsidized loan is available to all students regardless of need. Students cannot borrow more than the cost of education minus any other financial aid received from external sources. The interest rate is fixed at 6.8%. Repayment begins approximately six months after the student graduates, leaves school, or drops below half time.

**Student Employment**
There are need-based federal work-study funds available to graduate students who seek part-time employment on campus. If eligible, graduate students could be assigned in
their respective academic area of study. All interested applicants should complete the FAFSA before the priority date to be considered for on-campus employment.

**Federal Direct Graduate PLUS Loan Program**
Graduate students may apply for a Federal Direct Graduate PLUS loan after completing the FAFSA and apply for the maximum annual amounts they qualify for in federal direct subsidized and direct unsubsidized Stafford loans. They may borrow up to the cost of your education, minus the amount of any financial aid received.

**Graduate Connecticut State University Grant**
Beginning with the 2008-2009 award year, SCSU has established a need-based, institutional grant for eligible graduate students. There will be a limited amount of funds available to eligible graduate students. The awards will be offered to students based on the earliest filing date recorded on their Free Application for Federal Student Aid (FAFSA). To be considered for this need-based grant, the student must meet the following criteria: Register as a full-time student (9 credit hours) for fall and spring semesters; Demonstrate financial need according to the federal financial aid definition - Cost of Attendance (financial aid budget) minus EFC (Expected Family Contribution per FAFSA) equals Need; Have an overall graduate GPA of 3.5 at the end of the semester prior to the award year or all new graduate students must have an undergraduate GPA of 3.0. All grant recipients must register and pay for a minimum of nine (9) credit hours for the fall semester by the University’s bill payment deadline in July. Additionally, grant recipients must maintain full-time status for each semester they receive the grant and must earn nine (9) credit hours with a 3.5 GPA per semester to retain grant eligibility for the following award year.

**GRADUATE ASSISTANTSHIPS**
The purpose of graduate assistantships is to allow well qualified matriculated graduate students to participate in institutional activities academically relevant to the student’s program of study. SCSU has three graduate assistantship programs: (1) academic department-level assistantship; (2) a Graduate Research Fellowship (GRF) program; and (3) a Graduate School Graduate Assistantship (GA) program. The academic department graduate assistantship is administered under the auspices of the academic department. The GRF and GA programs are administered under the School of Graduate Studies.

**Academic Department Graduate Assistantship**
Graduate assistants must be fully admitted to the Graduate School and pursuing work leading to a master’s degree, Ed.D, sixth-year certificate, post-master’s planned program, or post-baccalaureate teacher certification. Graduate assistants are appointed by the Dean of the school in which the graduate assistant (GA) is to be employed upon recommendation of the department chair where the GA is to be employed. GA’s are expected to be enrolled in required courses within their planned program of graduate study and/or prerequisites necessary to offset any undergraduate deficiencies prior to undertaking the graduate program of study. To receive or maintain a GA position, a minimum GPA of 3.00 for all post-baccalaureate course work completed at SCSU is required. GA’s may be required to meet other specific criteria within the department.

There are two levels of graduate assistantships. Full-time graduate assistants appointed to provide 20 hours of service per week or 300 total hours of service per semester and half-time graduate assistants appointed to provide 10 hours of service per week or 150 hours of service per semester. Full-time graduate assistants will be compensated at the rate of $4,800 per semester. Half-time graduate assistants will be compensated at the rate of $2,400 per semester.

Full-time graduate assistants must be enrolled as a full-time graduate student (9 or more credit hours per semester). Half-time graduate assistants may be either a full-time
graduate student as defined above or a part-time graduate student. A part-time graduate student for this policy is defined as a graduate student enrolled for 4.5 or greater credit hours but less than 9 credit hours per semester. For both full-time and part-time graduate students all credit hours for which the student is registered must be part of the approved program plan on file with the department and the Registrar’s office.

Graduate assistantship appointments may be made for fall semester only, spring semester only, or fall and spring semester. Graduate assistantships may be renewed for additional semesters at the discretion of the employing department or unit provided the student meets all eligibility criteria for that GA position, i.e., enrollment status, GPA, and any other departmental criteria.

Full-time and half-time graduate assistants who are full-time students will pay in-state or out-of-state tuition as defined in Board Policy and as stated in the current Graduate Catalog. Half-time graduate assistants who are part-time students will pay in-state or out-of-state tuition and all course fees including the General University Fee as defined in the Board Policy and as stated in the current Graduate School Catalog. The following fees will be waived for both full-time and half-time graduate assistants: State University Fee; University General Fee except for that portion attributable to student accident insurance; and the Student Activity Fee. The usual waiver policy for sickness/accident insurance applies. It should be noted that half-time graduate assistants who are part-time students are not assessed these fees.

A student may be employed as a graduate assistant outside of his/her program of study, provided that the assistantship is academically relevant (e.g., a graduate student pursuing a degree in English could be employed in the Social Work department). When a student is employed outside of his/her program of study, notification should be provided to the department chair and the school dean of the student’s program of study by the employing department or unit.

Annual review of full-time equivalent (FTE) graduate assistantships will take place between the dean of the school, the department chairperson, and the graduate coordinator as appropriate. One full-time equivalent graduate assistantship is defined as a full-time graduate assistant employed for both the fall and spring terms of an academic year (300 hours of service for two semesters receiving compensation of $9,600 for the two semesters.) During the annual review, the decision of the dean after consultation with the department may be made to hold the number of FTE graduate assistantships steady for the department, decrease the number of FTE graduate assistantships as dictated by the needs and size of the graduate program in the department, or request an increase in the number of FTE graduate assistantships as dictated by the needs and size of the graduate program for the department. The ability to maintain or increase FTE graduate assistantships will be dependent on the overall university budget allocation assigned to support Graduate education for any academic year.

The University may provide from other funds at their disposition, scholarships or grants to supplement the above stipends.

**Graduate Research Fellowship**

The Graduate Research Fellowship (GRF) is a non-need based award administered through the School of Graduate Studies and is contingent upon: (1) acceptance to a graduate degree or Sixth Year diploma program and (2) a minimum 3.2 grade point average for all undergraduate work. In addition, applicants must have a minimum cumulative grade point average of 3.75 for all completed graduate work.

Students must be enrolled full-time during the year of the award. Students cannot hold other University supported positions (such as graduate student worker; graduate research fellow; graduate teaching assistant; research administrative assistant; resident
advisor; graduate intern, or adjunct faculty) while holding the GRF award. During the academic year, the student engages in scholarly research related to the student’s academic discipline. At the conclusion of each academic year, the fellows deliver oral presentations summarizing their research. Applications require departmental nomination and sponsorship by a member of the Graduate Faculty who will mentor the Fellow during the year of the fellowship. The student’s scholarly research must be of a quality that can be submitted for refereed publication, presentation, or in a refereed creative activity appropriate to the academic discipline.

Each GRF award involves a scholarship/stipend totaling $12,500 for the academic year. Up to ten awards will be made for the academic year by the Dean of the School of Graduate Studies.

**Graduate School Graduate Assistantship**

The Graduate School Graduate Assistantship (GA) is a non-need based award administered through the School of Graduate Studies and is contingent upon: (1) acceptance to a graduate degree or Sixth Year diploma program; (2) the achievement of a minimum 3.2 grade point average for all undergraduate coursework; and (3) a 3.75 grade point average for all graduate coursework. Students must be enrolled full-time during the year of the award. Students cannot hold other University supported positions (such as graduate student worker; graduate research fellow; graduate teaching assistant; research administrative assistant; resident advisor; graduate intern, or adjunct faculty) while holding the GA award.

GA awardees will be required to complete an average of 20 contact hours of work per week during the academic year. Specific activities will be dependent on the nature of the Assistantship offered by the Department/Administrative Unit and approved by the Dean of the School of Graduate Studies. Two types of GA’s are: (1) graduate teaching assistantship; and (2) graduate research assistantship.

Each GA award involves a scholarship/stipend totaling $12,500 for the academic year. Up to ten awards will be made for the academic year by the Dean of the School of Graduate Studies.
Academic Standards and Regulations

It is the responsibility of the student to become familiar with and keep informed about the policies and regulations of the university and the School of Graduate Studies as well as with the special requirements of his or her own academic program area. While the faculty and administration of Southern will assist a student whenever possible, regulations will not be waived nor exceptions granted because a student is ignorant of regulations or claims that information was not provided by an adviser. Southern Connecticut State University, through its offices and/or appropriate committees, may suspend or dismiss any student from the university for reasons of scholarship, aptitude, conduct, or health. It is also the responsibility of the student to determine requirements of state and federal government agencies for professional certifications.

ACADEMIC HONESTY POLICY
The integrity of scholarship is the cornerstone of the academic and social structure of the university. It is the expressed policy of the university that every aspect of graduate academic life, related in whatever fashion to the university, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate Studies.

MASTER’S DEGREE REQUIREMENTS
Minimum requirements for a master’s degree for students who come to the program with appropriate and complete undergraduate preparation are given below. Students must consult the individual program descriptions for requirements that go beyond those of the School of Graduate Studies.

1. All master’s degree programs at Southern require the successful completion of one or more of the following individual capstone experiences: A thesis, a comprehensive examination, or a special project. The capstone experience is the culminating academic event for students enrolled in a master’s degree graduate program. It requires students to demonstrate their ability to organize and synthesize knowledge and apply skills developed throughout their academic program. The student, with the approval of the graduate program adviser, may change from one option to another until the thesis proposal is accepted by the Dean of Graduate Studies or until the first comprehensive examination is taken. The determination of the capstone experience is by the faculty of the academic department.

- THESIS. The master’s thesis is a capstone experience of the master’s degree candidate and offers evidence of the student’s original research and the results of that research. There are five types of theses that may be completed: (1) investigative or experimental, (2) historical or descriptive, (3) interpretive, analytical
Academic Standards and Regulations

or critical, (4) creative, and (5) qualitative. (See Graduate Studies Thesis Proposal Guidelines and Thesis Guidelines for further details.) A thesis proposal must be approved by the thesis adviser, department chairperson, and the Graduate Studies Dean prior to the preparation of a final thesis. All theses must meet the form, style, and other requirements outlined in the Thesis Guidelines. The thesis must be directed by a member of the Graduate Faculty. The master’s degree is conferred after successful completion of a minimum of 30 credits including the thesis. Final theses must be submitted to the School of Graduate Studies by July 8, 2011 for August graduation; November 4, 2011 for December graduation; and April 6, 2012 for May graduation. The theses are published through ProQuest Information and Learning. The master’s degree is conferred after successful completion of a minimum of 30 credits including the thesis.

• SPECIAL PROJECT. The special project provides an opportunity for graduate students to complete an academically rigorous project that contributes in some meaningful way to the student’s discipline and professional community. The special project involves the integration and application of discipline-specific knowledge, concepts, theory and skills in the development of a tangible product (a.k.a., deliverable), accompanied by a written report describing the process and results of the product’s development. Students choose to complete a special project to demonstrate the ability to make independent use of and apply information and training, and to furnish objective evidence of their aptitude in their chosen field of study. A special project in the major field may be required at the discretion of the graduate program. The special project must be directed by a member of the Graduate Faculty. The master’s degree is conferred after successful completion of a minimum of 36 credits including the special project.

• COMPREHENSIVE EXAMINATION. The comprehensive examination in the major field is set by the graduate program concerned and may be scheduled any time after at least two-thirds of the planned program have been completed. A candidate who fails the comprehensive examination may petition the graduate program adviser for a second examination if there are extenuating circumstances. If the petition is not granted, the student will be dismissed from the program. Failure in the second examination results in dismissal from the program and exclusion from further candidacy. The master’s degree is conferred after successful completion of a minimum of 30 credits.

2. Complete satisfactorily the number of graduate credit hours required on the planned program of graduate studies with a “B” (3.0) or higher quality point average. All courses completed for credit toward a planned program must be passed with a minimum grade of “C” (2.0). No graduate program may include fewer than 30 credits. Some graduate programs require minimum grades of “B” or higher. Courses completed with a grade of less than “C” will not be counted toward the planned program course requirements but the grade will be calculated in the program and overall graduate grade point average. Students who earn grades of less than “B” in courses may not delete those grades or courses from their programs.

3. Complete satisfactorily all additional program degree requirements as defined in the particular graduate program.

4. Complete and submit an application for graduation within the time limits established in the Academic Calendar on the SCSU website. Graduation is not automatic upon completion of degree requirements. Students who do not apply for graduation will not graduate. Graduate students who wish to participate in the Graduate Commencement ceremony in May must RSVP at www.SouthernCT.edu/grad no later than March.
5. Pay all accounts owed the university. Records and diplomas of students owing money to the university will be held until the account is cleared.

NOTE: Well in advance of graduation, students who will graduate with a master’s degree that includes teacher certification must check with the appropriate teacher certification liaison in the School of Education about the Connecticut State requirement for subject knowledge testing called PRAXIS II.

SIXTH YEAR DIPLOMA REQUIREMENTS

Programs leading to the Sixth Year Professional Diploma of Advanced Study provide opportunities for experienced and qualified candidates to pursue a planned program of advanced graduate work beyond the master’s degree and to develop additional competency in an area of specialization.

Requirements two through five above, which govern the master’s degrees, apply also to the Sixth Year Professional Diploma. Applicants to sixth year programs must hold a master’s degree from a regionally accredited college or university with a grade point average of at least 3.0. Requirement one is optional at the discretion of the Sixth Year Program Director.

All requirements, including any transfer credit, must be completed within a period of six years immediately preceding the awarding of the Sixth Year Diploma. Credits accepted in transfer must have been completed with a “B” (3.0) or higher grade and must be approved by the graduate program adviser. Transfer credit for the Sixth Year must have been taken after the master’s degree was earned and within the past six years. The sixth year planned program of studies requires at least 30 graduate credits with a minimum of 15 credits in 600-level courses as approved by the department in which the student is enrolled.

DOCTORAL PROGRAM REQUIREMENTS

Requirements two through five above, which govern the master’s degrees, apply also to the doctoral program. Applicants to the doctoral program must hold a master’s degree from a regionally accredited college or university with a grade point average of at least 3.0.

TIME LIMITATION TO COMPLETE PROGRAMS

All requirements for a graduate degree at Southern must be completed within a period of six years prior to the granting of the master’s degree or sixth year diploma. The six year period begins with the semester in which the first graduate course is completed and applied to the program and not with the date of acceptance. Graduate courses more than six years old at the time of graduation do not count toward meeting degree requirements. This includes transferred courses. If time for completion of courses on a planned program extends beyond six years, the student assumes the risk of having to meet new requirements. This means that both courses and planned programs have, at best, a six year validity.

Students enrolled in the doctoral program have seven years to complete the degree.

An extension of the time to complete degree requirements may be granted only if there are compelling extenuating circumstances. To obtain an extension, a student must petition his or her graduate program adviser in writing prior to the expiration of the course or program. The graduate program adviser then forwards the petition, with a recommendation, to the Assistant Dean of Graduate Studies. The student and the adviser will be notified in writing of the approval or disapproval of the petition. An extension of more than one year is rarely granted.

When an approved program expires, the student must reapply to the School of Gradu-
ate Studies and plan a new program of study, if readmitted by the academic department. Courses that do not meet the six year validity period cannot be applied to a new program of study unless revalidated by examination. Some graduate programs permit revalidation, others do not. If the academic department has a revalidation process, the student’s current state of knowledge and proficiency in the content, methodology, and skills of each course must be determined and certified by the graduate coordinator. School of Graduate Studies policy does not permit revalidation of more than half of the coursework on a planned program. Revalidations must be approved and sent to the School of Graduate Studies before the student is readmitted.

**JOINT DEGREE PROGRAMS**

Students who apply for a joint degree must meet the admission and graduation requirements of each program. Students are also required to be matriculated concurrently in each program. Joint degrees are awarded only when all requirements for each program are met.

**ENGLISH PROFICIENCY**

Any student whose native language is not English must present a TOEFL score of at least 550 paper based/213 computer based/80 or above on internet based exam, or the ESL 109 certificate with a minimum grade of “C” (2.0) unless he or she has received a bachelor’s or master’s degree from an accredited institution in the United States. The student may also be required to pass an English proficiency examination prior to initial registration. Those students whose scores indicate that they are not prepared for graduate study that is conducted in English will not be permitted to register for graduate work until proficiency in English is demonstrated.

**SEMESTER COURSE LOAD**

The maximum load for a graduate student during the fall or spring term is 15 hours, and 9 to 12 credits is considered a full load. Courses audited do not count toward minimum graduate hours required for classification as a full-time student. Registration for more than 15 hours during any semester may be granted to students who have achieved an average of 3.25 or better in at least nine hours of graduate work. The student must present the School Dean with a completed “Petition for an Irregular Schedule” that has been signed by his or her adviser. There is an over-registration fee for registration of more than 15 credits (see Tuition and Fees).

**CONTINUOUS ENROLLMENT**

Continuous enrollment requires that every graduate student maintain at least six credits toward his or her degree program every calendar year (a minimum of three credits in the fall and spring terms respectively) from the time of acceptance by the School of Graduate Studies until completion of all requirements for the graduate degree. Students enrolled for thesis may take fewer than six credits per calendar year but must pay the continuous enrollment fee. Graduate students who have completed all courses must remain continuing students until all degree requirements have been met. Students must register for a course each semester or pay the $40.00 fee to maintain continuous enrollment. It is the student’s responsibility to contact the School of Graduate Studies to request the posting of the Continuous Enrollment Fee be applied to his/her account. Failure to request the fee for two consecutive semesters will also result in automatic withdrawal from the program. Payment of the $40.00 fee each semester for this status permits use of the library and computer facilities and access to faculty advisers. Students who fail to pay the Continuous Enrollment fee will be unable to register for courses. Any student who fails to pay for two consecutive semesters of Continuous Enrollment will be automatically withdrawn from the program and the School of Graduate Studies. Students who pay the continuous enrollment fee but are not enrolled in a course(s) are not eligible for financial aid. In extenuating circumstances, a student may petition
for exception to the continuous enrollment policy. The petition must be made in writing by the student to the Dean of Graduate Studies. If the petition is approved by the Dean of Graduate Studies, a letter to that effect will be sent to the student with a copy to the adviser, and the approved petition will be placed in the student’s permanent file. NOTE: The period of exception is counted as a part of the six-year period allowed for completion of degree requirements. Students who are admitted to the School of Graduate Studies and who do not register for courses within one year of acceptance are automatically withdrawn from the University.

UNDERGRADUATE COURSES FOR GRADUATE STUDENTS
Graduate program advisers may approve up to six undergraduate credits in courses at the 300 and 400 level completed at SCSU to fulfill the requirements for the master’s degree. Such coursework must be taken after a student is accepted to a graduate program and must not be of a remedial nature. This is typically done when a comparable graduate course will not be offered in the near future. Advanced undergraduate courses may be applied to master’s degree programs only, not to sixth year programs. Undergraduate courses are numbered 100 through 400. Graduate level courses are numbered 500 and higher. Graduate students enrolled in undergraduate courses are billed at the graduate rates.

GRADUATE COURSES FOR UNDERGRADUATE STUDENTS
A senior in good standing, with at least a 3.0 QPR, may take graduate courses for graduate credit to meet undergraduate requirements or to apply graduate courses to a master’s degree at a later time, with the presentation of a completed “Petition for Irregular Schedule.” The petition must have the signature of the student’s adviser before it is presented to the Dean of the School of Graduate Studies for approval. The petition must also be consistent with departmental stipulations regarding course eligibility. No more than nine semester hours in graduate courses may be earned by an undergraduate student toward a graduate degree at Southern. Graduate courses taken to meet undergraduate requirements may not be used as part of a future graduate program. Undergraduate students are limited to one graduate course per semester. Part-time undergraduate students enrolled in a graduate course are billed at the graduate rates.

GRADING SYSTEM
The Graduate School uses a system of letter grades that have been assigned numerical “quality points”.

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>QUALITY POINT EQUIVALENT</th>
<th>RELATION TO PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Superior Performance</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Expected Performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Passing but below</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Graduate Standards</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D -</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>
In addition, the following codes are used to indicate unusual situations.

- **N**: Student never attended.
- **Q**: Student must register again.
- **R**: No grade reported.
- **W**: Officially withdrawn.
- **WF**: Officially withdrawn with failing grade.
- **WP**: Officially withdrawn with passing grade.

Students who earn grades of less than “B” may not delete those grades or courses from their programs. However, additional courses may be added to the program for the purpose of raising the grade point average.

Some graduate programs require minimum grades of “B” or higher. Courses completed with a grade of less than “C” will not be counted toward the planned program course requirements but the grade will be calculated in the program and overall graduate grade point average. Students who earn grades of less than “B” may not delete those grades from their programs.

### GRADES/TRANSCRIPTS

Semester grades are available to students through Southern Web Services. All students can log into the system with their PIN and view their final grades. Semester grades are available for a time prescribed in the semester Schedule of Classes calendar. For official documentation of grades, requests must be made for University transcripts using the online form available on the Registrar’s Office website. Requests for transcripts should include the following information: full name; address; social security number; dates of attendance at Southern; complete name and address of recipient including zip code, institution, and department. At the student’s request, transcripts may be held for completion of courses in progress until final grades are posted for the current semester.

### QUALITY POINT RATIO

The quality points for each grade are multiplied by the number of credits for the course. Total quality points for all courses are added and the sum is divided by the total number of course credits attempted. The result is the student’s quality point ratio (QPR). The grades of “I,” “P,” “Q,” “S,” “W,” “WF,” “WP,” and “Z” carry no quality points and the credits for these courses are not considered in the total credits attempted. These grades, therefore, have no effect on the QPR.

### GRADE APPEALS

In all cases, the awarding of grades is the responsibility of the instructor. A student who believes that an instructor has made an error concerning a grade for a course must follow the grade appeal procedure as outlined in the student handbook.

For additional information, students are advised to confer with the appropriate academic dean.

### PASS-FAIL OPTION

With the approval of their graduate program advisor, matriculated students who have completed at least nine credits of graduate work with a “B” (3.0) or higher average are eligible to register for certain categories of courses on a pass-fail basis. The application form, which is available in the Office of Graduate Studies, must be accepted by the Registrar prior to the beginning of the fourth week of the semester.
REPEATING A COURSE
A course may be taken more than once but, unless specifically noted otherwise, credit may be offered only once toward degree requirements. If a course is repeated, both grades will appear on the permanent record and will be used in determining the cumulative QPR.

INCOMPLETE COURSES
The grade of “I” (Incomplete) is given for work that was passing but which could not be completed due to circumstances beyond the student’s control. An “Incomplete” may not be given to enable a student to do additional work to raise a deficient grade. If the instructor deems that the reason the student has requested an “Incomplete” is valid, the instructor will determine whether requirements for completing work will be accomplished by:
A. Completing the work in a manner satisfactory to the instructor not more than 30 days into the next semester, in which case a grade of “I” is assigned.
B. Reregistering for the course in the next semester, in which case the student is assigned a “Q”.
Option A or B must be selected at the time the instructor agrees that circumstances warrant an “Incomplete.” Once an option is selected it may not be changed. The instructor will record an “I” or a “Q” on the grade sheet. If a student fails in his responsibility to complete the work within the time period the grade will automatically be changed to an “F.” A “Q” may not be changed at a later date. No credits are awarded for a grade of “Q.” It is counted as an audit.

INDEPENDENT STUDY
Only matriculated students who have completed at least nine credits of graduate work and have attained at least a “B” (3.0) average are eligible for independent study. The application form, which outlines policies and guidelines, is available in the Office of Graduate Studies. A completed form must be presented to the Registrar’s Office for scheduling before a student can register for independent study.

TRANSFER CREDIT
The amount of graduate work transferable to a graduate degree program from other colleges or universities is limited to a maximum of nine credits or 25 percent of the total credits required for the graduate degree, not including prerequisites. Many graduate programs have more restrictive policies. Courses applied to a previously earned degree, diploma, or certificate are not transferable. In order to be transferred, a course or courses must meet the following criteria:
A. graduate level from a regionally accredited institution authorized to grant graduate degrees
B. passed with a grade of “B” (3.0) or higher; (pass/fail courses may not be transferred)
C. within the six year limit at the time of graduation
D. recorded on an official transcript from the granting institution
E. included on the planned program by the graduate program adviser
F. not used toward another degree
Students must submit an official transcript showing proof of completion of the course(s) to be transferred. Credit hours only, not grades, may be transferred. No transfer credit will be posted until the student has been accepted into a graduate program and has
successfully completed at least one semester at Southern. The QPR is computed for grades earned at Southern only.

Transferred courses cannot be revalidated if beyond the six year limit for inclusion in a graduate program.

WAIVER OF REGULATIONS
Students who wish to deviate from School of Graduate Studies regulations and procedures must present a written petition to the graduate program adviser. He or she will review the petition and forward it, with a written endorsement, through appropriate department and academic school procedures, to the Dean of Graduate Studies who will make the final decision.

DISMISSAL AND PROBATION
Any matriculated student who attempts nine or more credits that results in a cumulative quality point ratio of less than 3.0 in an academic program is automatically on probation. If, after attempting an additional nine credits, the QPR is still below 3.0, the student will be dismissed from the School of Graduate Studies.

A student whose QPR falls below 3.0 during the last semester of course work will be placed on probation and given one semester to raise the QPR to the 3.0 level required for graduation. If, after completing an additional semester of work, the QPR is still below 3.0, the student will be dismissed.

A student who is dismissed may apply for readmission to the same program after the lapse of one semester. To be readmitted, the student must submit a petition to the graduate program coordinator describing why he or she will be successful if readmitted. The Graduate Program Coordinator will return the petition to the student with reasons for disapproval or will forward it to the Dean of Graduate Studies with a recommendation for approval.

The petition with the endorsement will be filed in the Office of Graduate Studies. If it is approved by the Dean of Graduate Studies, a copy will be sent to the graduate program adviser and the student. A petition that is not approved will be returned to the graduate program adviser with a letter stating the reasons for not approving the petition.

A readmitted student must achieve a minimum grade point ratio of 3.5 in the next 12 credits of coursework taken. Should the student fail to achieve 3.5, he or she will be dismissed from the School of Graduate Studies with no option for readmission.

Some academic programs set higher standards than those of the School of Graduate Studies for academic performance. Students matriculated in those programs are subject to the higher standards required in their programs.

The School of Education requires graduate certification students to maintain a 3.0 (B) grade point average. A student who, after acceptance to a teacher education program, obtains a grade point average of less than 3.0 will be placed on probation by both the School of Education and the School of Graduate Studies and will be ineligible for student teaching. The student will have one semester to raise the grade point average to 3.0 or higher. Failure to do so will result in dismissal from the certification program.

ACADEMIC DISQUALIFICATION
Graduate education requires continuous evaluation of the student. This evaluation includes not only periodic objective evaluations such as grades, performance on comprehensive examinations, and acceptance of thesis or projects, but also subjective appraisal by the faculty of the student’s progress and potential.

Continuation in a graduate program is contingent upon positive, ongoing faculty evaluation of the graduate student’s grades, professional or scholarly attributes, and
performance in real or simulated professional situations. A student may be suspended or dismissed from a graduate program for deficiencies in any of the foregoing.

In the event of alleged academic misconduct, the incident will be handled as outlined in the Southern Connecticut State University Student Handbook.

DISCIPLINARY DISQUALIFICATION
Southern Connecticut State University defines student misconduct as behavior that is in violation of regulations established by the Board of Trustees for the Connecticut State University, of University regulations, and of rules governing residence on University property. Graduate students, as citizens, are subject to all federal and state laws, in addition to all University regulations governing student conduct and responsibility. A student may be suspended or dismissed from the School of Graduate Studies for violating laws, rules, or regulations.

APPEAL OF DISMISSAL/STUDENT GRIEVANCES
Upon dismissal from an academic program and the recommendation of the School Dean, students also may be subject to dismissal from the University, from admission to matriculation in other academic programs, and from further course registration. Students should refer to the Southern Connecticut State University Student Handbook for detailed information on University policies and procedures regarding grievances.

APPLICATION FOR DEGREE/DIPLOMA
A student must apply for graduation by completing the application on the web at www.SouthernCT.edu/registrar/applyforagraduatedegree/. The degree application must be completed according to deadline dates that are published for each degree cycle which are prior to the beginning of the last semester of course work. (Check deadline dates with the Registrar's Office.) Any student who does not apply for graduation will not graduate. The transcript will show the courses and requirements completed but will not include the notation “DEGREE AWARDED” and the date of graduation. Students who fail to file by the prescribed time must file for the next application period.

Students must maintain an overall 3.0 QPR for courses in the planned program in order to be eligible to graduate.

GRADUATION
Degrees are issued three times a year, in May, August, and December. There is no formal commencement exercise in January or August. Students completing requirements at the end of the fall or summer term may elect to participate in the next spring commencement ceremony. All diplomas are mailed to addresses indicated on the diploma application. A graduate commencement ceremony is held in late May. Students must apply to participate in the commencement ceremony.

The awarding of a master's degree or a sixth year diploma is not an automatic process. Students must apply for graduation online at www.southernct.edu/registrar/ and submit it by the established deadline. The Registrar's Office processes all applications for graduation and notifies students of their eligibility to graduate. Any student who does not submit a “Graduate Degree Application” to the Registrar's Office by the established deadline will not graduate.

Students who have been cleared for graduation by the Registrar's Office are eligible to participate in the graduate commencement ceremony. Students who wish to participate in the ceremony must complete the Commencement Participation Form online at: www.SouthernCT.edu/grad by the published deadline.

Academic regalia for commencement are available through the Southern Barnes & Noble Bookstore.
COURSE WITHDRAWAL

Full-time and part-time students may withdraw from a full semester course prior to the 10th week of classes; for an eight-week course, prior to the fourth week of classes. Such a withdrawal is recorded as a “W” on the transcript record. Each faculty member should provide formal evaluation so that each student will know his or her class standing prior to the end of the period for course withdrawals.

A student can withdraw online through student banner web services, prior to the end of the withdrawal period. It is understood that every student should confer with his or her instructor and academic adviser and the Office of Financial Aid (if applicable) to ensure proper advisement before withdrawing from a course. Students should check deadlines with the Registrar’s Office.

Withdrawals after the nine-week period (or after five-week period for eight-week courses) must be done with the consent of the instructor. Late course withdrawals are to be viewed as exceptions to the general policy. In a case where the instructor feels a late withdrawal is justified, the instructor should obtain and complete a Late Course Withdrawal Form available in the Registrar’s Office. At this time the instructor will assign a grade of either “WP” (Withdrawn Passing) or “WF” (Withdrawn Failing). The Late Course Withdrawal Form must be approved and signed by both the instructor and the department chairperson. In the event that the instructor teaching the course is the department chairman, then the Academic School Dean must also sign the original form. The entire form will be submitted to the Registrar’s Office.

If a student is denied a late course withdrawal, he or she may grieve that decision as the assignment of an allegedly improper grade in accordance with the procedures outlined in the Student Handbook.

No late course withdrawals will be allowed after the last scheduled class. No late course withdrawals will be allowed during the final exam period.

WITHDRAWAL FROM GRADUATE SCHOOL

Part-time or full-time matriculated graduate students who wish to withdraw completely from the graduate program must complete a “Graduate Student Withdrawal Form,” which can be obtained from the Registrar’s Office website at www.SouthernCT.edu/registrar or on the Graduate School Web site: www.SouthernCT.edu/grad. The student’s status is then changed to that of a non-matriculated student immediately or at the end of the semester, as requested by the student. If a student who has withdrawn wishes to resume graduate study, re-application to the School of Graduate Studies is required. This process is separate from withdrawal from courses in a given semester.
Programs, Courses, and Faculty

ART
COCHENET, GREGORY, Chairperson, Associate Professor; B.A., University of Wisconsin-Whitewater; M.F.A., Southern Illinois University Carbondale. Tel. (203) 392-8880, FAX (203) 392-6658. E-mail: cochenetg1@SouthernCT.edu
WHITEHEAD, JESSIE L., Graduate Coordinator, Assistant Professor; B.F.A., M.F.A., Mississippi University for Women, Ph.D., Florida State University. Tel. (203) 392-8913. E-mail: whiteheadj3@SouthernCT.edu
BILLS, MITCHELL, Associate Professor; B.A., The Pennsylvania State University; M.F.A., Tyler School of Art of Temple University
BROWNELL, MIA, Professor; B.F.A., Carnegie Mellon University; M.F.A., State University of New York at Buffalo
CARR, T. WILEY, Professor; B.F.A., Indiana University; M.F.A., Yale University
GUAGLIUMI, ARTHUR R., Professor; B.S., M.S., Southern Connecticut State University, Ed.D., Columbia University
HATCHER, KEITH, Professor; B.F.A., Indiana University; M.F.A., Tulane University
INGUANTI, JOSEPH, Professor; B.A., State University of New York at Binghamton; M.A., Ph.D., Yale University
LAVIN, TERRENCE, Associate Professor; B.S., Skidmore College; M.F.A., Bowling Green University
LEVINE, DAVID, Professor; B.A., Oberlin College; M.F.A., Ph.D., Princeton University
SERCHUK, CAMILLE, Professor; B.A., University of Pennsylvania; M.A., M.Phil, Ph.D., Yale University
SIERPINSKI, CORT, Professor; B.A., Central Connecticut State University; M.F.A., University of Massachusetts Dartmouth
VU, THUAN, Associate Professor; B.A., Centre College; M.F.A., Louisiana State University

APPLICATION REQUIREMENTS:
The Art Department offers a program of study that leads to a Master of Science in Art Education. The department also offers a non-degree program of study for K-12 certification only. These are two separate programs.

Applicants must meet all of the School of Graduate Studies application requirements. Candidates applying for the Certification program must also provide proof of passing the state mandated PRAXIS I examination or a PRAXIS I waiver from the Educational Testing Service. In addition, applicants must submit two letters of recommendation that
attest to their professional promise and academic ability, and a 500 word statement of purpose to the Art Department’s Graduate Coordinator.

All application requirements must be met by May 1 for consideration of admittance for the fall semester and by November 1 for the spring semester. Prospective students may, however register as part-time non-matriculated students. Non-matriculated students may earn no more than nine credits toward a program.

MASTER OF SCIENCE DEGREE IN ART EDUCATION – 36 CREDITS
The Master of Science degree is for candidates who are certified art teachers seeking to enhance their teaching and knowledge of the field of art education.

Program Requirements:
ART 570 — Seminar in Elementary School Art Education — 3 credits
ART 572 — Seminar in Secondary School Art Education — 3 credits
ART 503 — Philosophies of Art — 3 credits
Studio Art electives — 12 credits
Art History elective — 3 credits
Free electives — 6 or 9 credits based on the selected culminating or capstone experience.

Students are required to choose one of two options for a culminating program experience to complete the program: a master’s thesis or a special project.

MASTER’S THESIS (6 CREDITS)
The student enrolls in ART 590 and completes a thesis.

SPECIAL PROJECT (3 CREDITS)
The student enrolls in ART 600 and completes a special project

MASTER OF SCIENCE COURSES
ART 503 — Philosophies of Art
The major shift from traditional Western aesthetics to the ideas and philosophies of contemporary art. Prerequisite: 3 credits in art history or philosophy.

ART 520 — Painting I
Advanced oil and water color painting. Subjects may include the human figure. Prerequisite: At least 6 credits in painting. 3 credits.

ART 521 — Painting II
Advanced painting, reflecting contemporary thinking and based on a thorough knowledge of design techniques. Prerequisite: ART 520. 3 credits.

ART 540 — Pottery
Advanced wheel-throwing, techniques and treatment of surface areas. Prerequisite: 3 credits in pottery. 3 credits.

ART 541 — Ceramic Sculpture
Basic sculptural principles and techniques applied to diverse problems of sculptural form, mass, and space in terms of low and high relief, and sculpture in the round. Carving, modeling, and construction techniques. Prerequisite: 3 credits in ceramics. 3 credits.

ART 550 — Crafts
An advanced course in media, appropriate to the needs and interests of the group. Prerequisites: 3 credits in design and 3 credits in crafts. 3 credits.
ART 551–552 — Advanced Drawing I–II  
A variety of media, subjects, and approaches to drawing. Periodic critiques and selected readings. 3 credits each.

ART 553 — Advanced Crafts  
A continuous investigation of a particular craft in which the student has already developed basic skills. Prerequisites: ART 550 and 3 credits in a related graduate crafts area. 3 credits.

ART 560 — Etching, Woodcut, Collagraphy  
Individual work in etching, woodcut, and collagraphy based upon student experience. 3 credits.

ART 561 — Lithography, Silkscreen  
Individual work in lithography and silkscreen based on student experience. 3 credits.

ART 570 — Seminar in Elementary Art Education  
Elementary art education issues, current research, and related studio and aesthetic experiences; teaching strategies, resources, subject-content, developing artistic intelligence, creativity, aesthetics and perceptual awareness, and the role of the elementary art teacher in contemporary society. 3 credits.

ART 572 — Seminar in Secondary Art Education  
Issues and related studio and aesthetic experiences in teaching adolescent art including teaching strategies, current research, resources, subject-content, perception, creativity, aesthetics, and the role of the secondary art teacher in society. 3 credits.

ART 573 — Women, Art, and Education  
A seminar and cooperative learning course which addresses issues of sexism, racism, cultural bias, elitism, historical and contemporary perspectives of women's contributions to the arts as artists, educators, philosophers, historians, patrons, and collectors. Cross-listed as WMS 573. 3 credits.

ART 585 — Biological Illustration  
Emphasis on the basics of biological illustration and focus on five techniques: pen and ink, carbon dust, colored pencil, transparent watercolors, and watercolor airbrush. Use of mechanical and optical drawing aids (e.g., cameral lucida and microprojector) will be presented along with detailed discussion of the technical aspects of biological illustration. Students will complete projects using the techniques presented. Also listed as BIO 582. 3 credits.

ART 590 — Thesis Seminar  
Prerequisite: departmental permission. 6 credits.

ART 598 — Advanced Problems I  
Independent work in a studio art area in which the student has taken all available courses. Prerequisite: departmental permission. May be repeated for credit. 3 credits.

ART 599 — Advanced Problems II  
Independent work in a studio art area in which the student has taken all available courses. Prerequisite: departmental permission. May be repeated for credit. 3 credits.

ART 600 — Directed Study and Research  
The designated course for the special project only. Identification and investigation of a problem in art or art education under the direction of a faculty member. Prerequisite: departmental permission. 3 credits.
The following courses have been approved but are not scheduled for 2011–2012.
ART 500 — Contemporary Movements in Art
ART 562 — Advanced Etching, Woodcut, Collagraphy
ART 563 — Advanced Lithography, Silkscreen
ART 566 — Introduction to Photography
ART 569 — Advanced Photography
ART 576 — Photography and Visual Awareness

**ART TEACHER CERTIFICATION (K–12) ONLY — 39 CREDITS**
This program is for the graduate of a visual fine arts program (which included a minimum of 36 credits in studio arts and 6 credits in art history) who seeks certification to teach art in the public schools. This program provides specific courses and student teaching experience to meet the certification requirements of the Connecticut State Board of Education. Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching.

**Program Requirements:**
ART 270 — Introduction to Art Education. Prerequisite: any one of the following courses: ART 112, 113 or 150. 3 credits
ART 370 — Art Education (Elementary School). Prerequisite: ART 270 and passing scores or waiver of Praxis I examination. 3 credits
ART 371 — Art Education (Secondary School). Prerequisite: ART 270, 370 and passing score or waiver of the Praxis I examination. 3 credits
HIS 110 or HIS 112 — U.S. History. 3 credits (elect one)
PSY 215 — Adolescent Psychology. 3 credits
SED 481 or SED 482 — Teaching Exceptional Students. 3 credits
SHE 203 — School Health. 3 credits
EDF 520 – EDF 524 — Educational Foundations. 3 credits (choose one course)
EDU 300 — Student Teaching I. 6 credits
EDU 400 — Student Teaching II. 6 credits
IDS 470 — Literacy in the Content Areas. Prerequisite: ART 370. 1.5 credits
IDS 471 — English Language Learners in the Classroom. Prerequisite: ART 370. 1.5 credits
BIOLOGY
SMITH, DWIGHT G., Chairperson, Professor; B.S., Elizabethtown College, M.S., Ph.D., Brigham Young University. Tel. (203) 392-6222, E-mail: smithd1@SouthernCT.edu
GRACE, SEAN P., Graduate Coordinator, Associate Professor; B.A., University of Maryland; M.S., Ph.D., University of Rhode Island. Tel. (203) 392-6216, E-mail: graces2@SouthernCT.edu
BURIAN, STEVEN K., Professor; B.S., Springfield College; M.S. Tennessee Technological University; Ph.D., University of Maine
CRAWFORD, SARAH C., Associate Professor; B.S., Marymount Manhattan College; M.S., Princeton University; M. Phil., Ph.D., Columbia University
DAS, MARGARET, Assistant Professor; B.S., M.S., Madras Christian College; M.Phil., University of Madras; Ph.D., University of Texas Medical Branch.
DUNBAR, MIRANDA, Assistant Professor; B.S., University of Illinois; M.S., Missouri State University; Ph.D., University of Regina
EDGINGTON, NICHOLAS P., Associate Professor; B.A., University of Northern Iowa; M.A., Drake University; Ph.D., Iowa State University
FENG, JANE J., Professor; Ph.D., University of Connecticut
ROBERTS, ELIZABETH ; Assistant Professor; B.A., Dartmouth College; Ph.D., Rutgers
WEINBAUM, JONATHAN C., Assistant Professor; B.A., University of Connecticut; M.S., Ph.D., Texas Tech University

APPLICATION DEADLINE:
Rolling admissions

MASTER OF SCIENCE DEGREE IN BIOLOGY
The Master of Science degree in biology is primarily for students with a strong undergraduate preparation in biology who desire to prepare for advanced study, to teach at the college level, or to pursue a career in research. Students entering this program are encouraged to undertake thesis research as a means of satisfying the degree requirements.

A student desiring admission must have an undergraduate major in biology consisting of a minimum of 50 credits in science, including a minimum of 30 credits in biology, 6 credits of chemistry, and one semester of college mathematics. Request an appointment with the Biology Department Graduate Program Coordinator after receiving notification by the School of Graduate Studies that an application and transcripts have been received. If the applicant meets the departmental admission requirements, the Graduate Coordinator will develop a Planned Program of Graduate Studies.

Thesis
Requires completion of an approved planned program consisting of a minimum of 30 credits including 2 credits of seminar; 6 credits in thesis research (BIO 590). Thesis completion requires satisfactory oral defense of the thesis.

Comprehensive Examination
Requires completion of an approved planned program consisting of a minimum of 30 credits including 2 credits of seminar. Students in this program must pass a final written comprehensive examination administered by the department.

Special Project
Requires completion of an approved planned program of courses consisting of a minimum of 36 credits, including a special project, 2 credits of seminar and 3 credits of BIO 600, Independent Study and Research, or BIO 601.
MASTER OF SCIENCE DEGREE AND CERTIFICATION
Dr. Dwight Smith, Professor; Telephone: (203) 392-6222.

The Master of Science degree is for elementary and secondary school teachers, who desire to increase their competency in this area of specialization. The entrance requirements and planned programs are flexible to accommodate the wide range of backgrounds and special needs of teachers.

A student seeking admission to this program must offer an undergraduate background including a minimum of 24 credits in biology, 6 credits in chemistry, and one semester of college mathematics. Upon acceptance by the department into the program, the student is assigned an adviser who assists the student in arranging a program of study appropriate to the individual. Successful completion of a certification program fulfills the requirements for the Initial Teaching Certificate in Connecticut.

In addition to meeting the requirements for the master of science degree in biology, the following core courses are required for certification:

- EDF 520-526 — Educational Foundations
- EDU 452 — Secondary School Student Teaching
- EDU 453 — Student Teaching Seminar
- EDU 493 — Science (Secondary School)
- HIS 110 — U. S. History
- IDS 470 — Literacy in the Content Areas
- IDS 471 — English Language Learners in the Classroom
- PSY 370 — Educational Psychology
- SED 482 — Teaching Exceptional Students in Secondary Education Classroom
- SHE 203 — School Health

Refer to the section titled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching.

BIOLOGY COURSES

**BIO 501 — Conservation Ecology**
Conservation of populations, habitats, ecosystems. Demographic techniques, land use, pollution topics. Scheduled summer semesters. 3 credits.

**BIO 502 — Population and Community Ecology**
Structure, dynamics, theory, sampling methods, statistical analyses, and use of models for the study of populations and communities. Prerequisites: undergraduate ecology or departmental permission. Scheduled summer semesters. 3 credits.

**BIO 504 — Evolution**
Principles of modern evolutionary theory and methods of analysis. In depth study of events and processes that affect the structure of populations, species and ecosystems. Prerequisite: one year of biology including genetics. Scheduled fall/spring semesters. 3 credits.
**BIO 512 — Marine Invertebrate Ecology**
Natural history and ecology of marine invertebrates. Ecological analysis of the dominant marine invertebrate communities. Limiting factors that affect the distribution of invertebrates. Students must provide their own transportation for required field trips. Prerequisite: BIO 229. Scheduled fall semesters. 3 credits.

**BIO 513 — Coastal Ecosystem Management**
Hydrography, microbiota, plankton, benthos, nekton, physiology, biological production and environmental degradation of estuarine habitats. Scheduled spring semesters of even years. 3 credits.

**BIO 518 — Advanced Microbiology**
In-depth treatment of bacterial structure and function including metabolism, genetics, control mechanisms, chemotaxis. Prerequisites: microbiology, genetics, and biochemistry or cell biology. Scheduled spring semesters. 3 credits.

**BIO 519 — Emerging Infectious Diseases**
A study of currently emerging infectious diseases, the organisms that cause them, and the environmental, demographic, and economic conditions that influence their emergence. Prerequisite: general microbiology. Scheduled fall semesters. 3 credits.

**BIO 525 — Ichthyology**
Biology, systematics, and ecology of freshwater and marine fishes. Laboratory studies stress taxonomic competence with common species native to eastern North America. Scheduled fall semesters. 3 credits.

**BIO 526 — Herpetology**
The morphology, systematics, and natural history of amphibians and reptiles. Background for conducting research in related fields, such as vertebrate paleontology, ecology, genetics, evolution, embryology, comparative anatomy, physiology, and field natural history. Scheduled summer semesters. 3 credits.

**BIO 528 — Mammalogy**
Classification, life history, ecology, evolution, and economic relationships of mammals. Identification and familiarity with North American species. Scheduled intersession semesters. 3 credits.

**BIO 529 — Endocrinology**
An advanced physiology course with focus on the cellular mechanisms underlying hormone action. Topics covered include the biosynthesis of hormones, their interaction with receptors, the subsequent signal transduction pathway, their physiological effects and the regulation of their secretion. Prerequisites: one year of chemistry and three semesters of biology including animal, human, or cell physiology. Scheduled alternate fall semesters. 3 credits.

**BIO 531 — Plant Diversity**
Collection and preservation of plants. Field trips to selected natural communities of Connecticut. Equipment, methods, classification, and museum preparation techniques are emphasized, as well as techniques for field identification of plants. Prerequisite: one year of biology. Scheduled wintersession and summer semesters. 3 credits.

**BIO 532 — Human Anatomy**
The anatomy of selected areas of the human body. Discussion of embryology, skeletal, muscular, respiratory, circulatory, endocrine, excretory and nervous systems. Laboratory consists of dissection of the cat or monkey with demonstrations on human organs and models. Scheduled summer semesters. 3 credits.
BIO 533 — Aquatic Insect Ecology and Systematics
Current concepts in ecology, systematics, biology, and biogeography of aquatic insects are discussed in detail. Aquatic insect ecology and stream ecology are used as unifying subject areas. The Nearctic and Palearctic faunas will be stressed, but examples may be taken from the other major zoogeographic realms. Prerequisites: BIO 229, 429, or 438 or departmental permission. 3 credits.

BIO 534 — Stream Ecology
Physical and biological aspects of streams and rivers are presented in the context of modern ecological theory. Extensive use is made of real data sets to examine ecological relationships. Scheduled fall semesters. 3 credits.

BIO 535 — Principles of Systematics
The philosophy and procedures of taxonomy and phylogenetics. An introduction and overview of modern systematics from the perspective of a phylogenetic approach. Included are discussions of character analysis, homology, concepts of species and supraspecific taxa, and rules of nomenclature. Scheduled alternate spring semesters. 3 credits.

BIO 536 — Marine Algae
Taxonomy, physiology, life cycles, and economic importance of algae with emphasis on marine algae. Scheduled alternate spring semesters. 3 credits.

BIO 540 — Biogeography
Study of the patterns and distribution of plant and animal life of the world biogeographical realms and the biological and evolutionary principles governing these populations. Offered alternate spring semesters. 3 credits.

BIO 541 — Tissue Culture Workshop
Laboratory course with research based focus on experimental projects in mammalian cell culture emphasizing recombinant DNA approaches. Areas of study include tumor cell biology, cell death induction (apoptosis) by cytotoxic agents, DNA transfections and genomic DNA analysis. Prerequisites: a course in each of the following: genetics, cell biology, and biochemistry. 3 credits.

BIO 542 — Human Physiology
In-depth study of the function of cells and selected organ systems suitable for students of health sciences. Cell physiology, nervous system, muscular system, respiratory system, cardiovascular system and excretory system are considered. Scheduled alternate summers. 3 credits.

BIO 543 — Pathophysiology
Normal physiology and pathophysiology. Included in the course is pathophysiology of the neuromuscular, cardiovascular, respiratory, excretory, endocrine, nervous, digestive and special senses systems. Scheduled alternate summers. 3 credits.

BIO 545 — Immunology
Study of innate and adaptive immunity, the nature of antigens and antibodies, genetics and control of immune response, immunopathologies. Prerequisites: 3 semesters of chemistry, 3 semesters of biology including microbiology. Scheduled spring semesters. 3 credits.

BIO 547 — Virology
The basic concepts of general virology, biochemistry, molecular biology and cellular aspects of replication of viruses of different groups; also, viruses that are pathogenic for man; emerging viruses; the nature and symptoms of the diseases they cause and methods of treatment and prevention. Prerequisite: one year of microbiology or consent of instructor. Rotated each semester with BIO 552 and BIO 556. 3 credits.
BIO 549 — Cellular Physiology
Current physiological explanations of all cellular reactions based on protein mechanisms at the cellular and subcellular levels, including metabolism, membrane and filamentous processes. Prerequisites: three semesters of biology including either one undergraduate course in cell/molecular biology, or two semesters of biochemistry. Scheduled spring semesters. 3 credits.

BIO 550 — Research Methods in Biology
Design and execution of experimental approaches to biological problems. Emphasis is on use of scientific literature, preparation of the research proposal, modern techniques, and collection and evaluation of experimental data. 3 credit hours. 2 hours lecture per week; 2 hours lab per week. Scheduled fall and spring semesters. 3 credits.

BIO 551 — Molecular and Developmental Genetics
Study of the molecular and genetic basis of development in metazoans including chromatin structure and function, RNA synthesis and processing, posttranslational regulation of proteins, and conserved signal transduction cascades, as they relate to cell differentiation, migration, division, growth, and apoptosis during the development of selected model organisms. Prerequisites: BIO 435; and BIO 436 or BIO 549, or two semesters of biochemistry. Scheduled fall semesters. 3 credits.

BIO 552 — Human and Medical Genetics
Biochemical defects, chromosome abnormalities, mutagenic hazards, forensic and pharmacogenetics, human genome project, molecular analysis of genetic disorders, gene therapy. Prerequisites: a course in each of the following: biology, genetics, and chemistry. Rotated each semester with BIO 547 and BIO 556. 3 credits.

BIO 555 — Neurobiology
Discussion of the function and structure of the human nervous system at both cellular and system levels. Also included are recent research topics in developmental neurobiology, neuropharmacology and neurochemistry. Prerequisite: coursework in chemistry, physics and physiology. Scheduled alternate fall semesters. 3 credits.

BIO 556 — Cancer Biology
Interdisciplinary approach to the study of cancer, emphasizing genetic and cellular aspects of loss of growth control. Also recombinant DNA technology approaches to the analysis of gene regulation and treatment modalities. Prerequisite: BIO 320. Rotated each semester with BIO 547 and BIO 552. 3 credits.

BIO 560 — General Topics Seminar
Presentation and discussion of current problems in various areas of biology. Always scheduled. 1 credit. (May be repeated.)

BIO 561 — Special Topics Seminar
Presentation and discussion of current material related to a selected area of biology. Always scheduled. 1 credit. (May be repeated on a different topic.)

BIO 582 — Biological Illustration
Emphasis on the basics of biological illustration and focus on five techniques: pen and ink, carbon dust, colored pencil, transparent watercolors, and watercolor airbrush. Use of mechanical and optical drawing aids (e.g., cameral lucida and microprojector) will be presented along with detailed discussion of the technical aspects of biological illustration. Students will complete projects using the techniques presented. Scheduled spring or summer semesters. Also listed as ART 585. Scheduled summer semesters. 3 credits.
BIO 590 — Thesis Research
Open by departmental permission to candidates for Master of Science degree in biology who are registered in a thesis program. Always scheduled. 3 or 6 credits.

BIO 600 — Independent Study and Research
Study of an area of theoretical or experimental biology under the direction of a faculty member. Admission by consent of department chairman. May not be used for credit towards thesis research. Always scheduled. 3 credits.

The following courses have been approved but are not scheduled for 2011-2012.
BIO 537 — Morphology and Anatomy of Land Plants
BUSINESS ADMINISTRATION

ABDELSAYED, WAFAEKE, Professor and Director of the M.B.A. Program; B.B.A., Hofstra University; M.B.A., M.S., Adelphi University; Ph.D., University of Connecticut; C.P.A. (NY & FL), C.M.A., C.I.A., C.F.E., C.F. M., C.G.F.M. Telephone: (203) 392-5690, E-mail: abdelsayedw1@SouthernCT.edu

ABUGRI, BENJAMIN A., Associate Professor; B.A., University of Ghana; M.B.A., Ph.D., University of Texas-Pan American

ANDOH, SAMUEL K., Professor; B.A., University of Science and Technology, Ghana, West Africa; M.A., Virginia State College; Ph.D., New York University

BODO, PETER, Professor; B.A., M.A., University of Budapest; Ph.D., University of Connecticut

COTTRILL, MELVILLE T., Professor; B.A., Hamilton College; M.B.A., Renssalaer Polytechnic Institute; Ph.D., J.D., University of Connecticut

CRAKES, GARY M., Professor; B.A., Central Connecticut State University; M.A., Ph.D., University of Connecticut

DUTTA, SANDIP, Assistant Professor; B. Com., University of Calcutta; M.S. Com., University of Calcutta; MBA, State University of New York at Binghampton; Ph.D., Southern Illinois University at Carbondale.

ELDRIDGE, ROBERT M., Professor; B.S., United States Naval Academy; M.S., D.B.A., The George Washington University

EMENYONU, EMMANUEL, Professor; B.Sc., M.B.A., University of Nigeria; M.Acc., Ph.D., University of Glasgow

FORBUS, ROBERT, Assistant Professor; B.A., Auburn University; M.A., University of Montevallo

FRANK, ELLEN J., Professor; B.A., Queens College, City University of New York; M.S., Ph.D., Purdue University.

GEBREMARIAM, YILMA, Professor; B.S., M.P.A., Arizona State University; M.A., Southern Methodist University; Ph.D., University of Southern California

HOPKINS, PAMELA, Professor; B.A., Clarion University; Ph.D., Temple University

KIRSCH, ROBERT J., Professor; B.A., Duquesne University; M.A., M.B.A., Ph.D., University of South Carolina; C.P.A.

KUSTIN, RICHARD, Associate Professor; B.A., Queens College; M.B.A., Baruch College; D.B.A., Nova Southeastern University

ODHA, SHYAMS., Professor; B.Com., M.Com., LL.B., University of Rajasthan; M.B.A., Michigan State University; Ph.D., University of Jodhpur

MOSTAGHIMI, MEHDI, Professor; B.A., National University of Iran; M.S., Western Michigan University; Ph.D., University of Virginia

MULLEN, ROBERT L., Professor; B.S., Massachusetts Institute of Technology; M.S., Pennsylvania State University; M.B.A., University of Iowa; Sc.D., University of New Haven

NARUMANCHI, RADHA R., Associate Professor; B.A., Andhra University; M.B.A., Baruch College; C.P.A., C.I.S., R.F.P., I.C.W.A

NODOUSHANI, Omid, Professor; B.A., National University of Iran; M.A., Ph.D., The Wharton School-University of Pennsylvania

PAGE, ROBERT A., Associate Professor; B.S., Cornell University; M.O.B., Brigham Young University; Ph.D., University of California - Irvine

PHILLIPS, JANET, Professor; B.S., Bryant College; M.B.A., Sc.D., University of New Haven

PRASAD, DURGA, Professor; B.Sc., LL.B., Lucknow University, India; LL.M., Banaras Law School; LL.M., J.S.D., Yale University.
PRINCE, MELVIN, Professor; B.A., M.A., Brooklyn College; Ph.D., Columbia University
STEPANOVICH, PAUL, Professor; M.B.A., Clarion University of Pennsylvania; Ph.D., Medical University of South Carolina
THORSON, JAMES, Professor; B.S., University of Wisconsin; M.A., Ph.D., University of Illinois at Chicago
YANG, CHULGUEN, Assistant Professor; B.A., Yonsei University; M.A., University of North Carolina at Charlotte; Ph.D., Central Michigan University

APPLICATION DEADLINE: Rolling admissions

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration prepares individuals for leadership positions in business, nonprofit, or governmental organizations. The program is multidisciplinary and follows a systems approach to understanding the internal and external forces that influence the development of an organization. The structure of the program is based on particular themes divided across eight (8) foundation courses, six (6) advanced courses, and three (3) optional courses. Observance of order between foundation and advanced courses is required. All foundation courses must be taken before any advanced or optional courses. Enrollment in the program can be either full-time or part-time. Maximum full-time enrollment with the MBA program cannot exceed more than four (4) courses or 12 credits per term. The program is also designed for students with professional experience who are seeking to enhance their administrative skills and grow within their organizations without interruption to their career. The curriculum emphasizes a hands-on, practical approach to skill development and includes the following objectives:

• Assisting profit and not-for-profit organizations to compete more effectively in a changing environment
• Preparing personnel in organizations for additional managerial responsibility
• Preparing individuals seeking administrative positions
• Aiding existing employees in gaining needed skills and knowledge for future organizational success

ADMISSION REQUIREMENTS

Candidates for admission to the MBA program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in business is not a requirement; qualified students from all backgrounds are encouraged to submit applications. Admission decisions are based on a combination of a student’s undergraduate academic performance, professional accomplishment, letters of recommendation and scores on the Graduate Management Admissions Test (GMAT). The GMAT requirement could be waived for any student with an undergraduate grade point average of 3.0 or higher. Applicants with a graduate degree may also be exempted from the GMAT. In addition, admission to the program requires an acceptable combination of an undergraduate grade point average and GMAT score. Of these, the greatest weight is given to undergraduate academic performance. If applicants are unable to submit a GMAT score before their desired start date, they may be admitted provisionally (based on prior academic and professional performance) for a maximum of one term. Receipt of a GMAT score is required for full acceptance and continuation in the program.
PROGRAM REQUIREMENTS
Students accepted in the MBA program will study full-time or part-time in an engaging environment. Those students not employed will be assisted in having an ongoing relationship with an employer who can provide a mentoring role. Additionally, the employer will provide access to educational and research opportunities within the organization.

THE STRUCTURE OF THE MBA PROGRAM
First Year—Foundation Courses
- Management Process, MBA 500
- Micro-Macro Economics, MBA 501
- Statistical Decision Making, MBA 502
- Managerial Finance, MBA 503
- Organizational Behavior, MBA 504
- Marketing Management, MBA 505
- Financial and Managerial Accounting, MBA 506
- Legal Issues in Business and Management, MBA 507

Second Year—Advanced Courses
- Option Course I
- Option Course II
- Option Course III
- Seminar in Global Business, MBA 542
- Operations Management, MBA 548
- Seminar in Strategic Management, MBA 552
- Seminar in Business Planning, MBA 562
- Business & Society, MBA 565
- Research Project Seminar, MBA 595

WAIVER POLICY
Any of the four required first year courses may be waived on the basis of appropriate undergraduate or graduate courses taken within the last six years at a regionally accredited institution. Waivers will be considered at the time of admission; waivers based on a “B” (3.0) or higher in the appropriate courses will be considered. Students who seek transfer credit must submit a written request (with a course syllabus or course description of the previously completed coursework) to the MBA Director during the first semester of attendance. Normally, waivers are decided within the first semester of study. Only courses with grades of “B” or higher may be used in meeting waiver guidelines for the required courses. Only required foundation courses may be waived. Students can waive the first year courses through an equivalency examination on the same subject matter. A course that has been waived may not be taken or used for elective credits. No tuition refund or cancellation will be issued for courses taken and subsequently waived. Moreover, waiving of courses does not reduce the total minimum number of 39 credits to complete the program.
WAIVER GUIDELINES
The minimum course requirements, all taken within the last six years, for waivers are:

MBA 500: Two courses in principles of or general management
MBA 501: One course in macroeconomics and one course in microeconomics
MBA 502: Two courses in statistics
MBA 503: Two upper division courses in finance
MBA 504: Two upper division courses in organizational behavior or industrial psychology
MBA 505: Two upper division courses in marketing
MBA 506: One course in financial accounting and one course in managerial accounting
MBA 507: Two courses in business law

CLASS SCHEDULING
All courses are offered one night a week and held within a 5:00-7:30 or 7:35-10:05 time period. Students can pursue the program as intensively as they choose. There are also Saturday courses, as well as on-line and hybrid courses, in addition to the regular course offerings.

MASTER OF BUSINESS ADMINISTRATION REQUIRED COURSES
MBA courses are open only to those students matriculated into the MBA program or by permission of the MBA Director. Maximum full-time enrollment in the MBA program cannot exceed more than four (4) courses or 12 credits per term.

I. Foundation Courses:

MBA 500 — Management Process
This course investigates essential managerial functions such as planning, organizing, leading, controlling and issues in organization theory. It also looks at current challenges in management, both in the profit and nonprofit sector, global economy, competitive advantage, diversity in the workplace and team building. 3 credits.

MBA 501 — Micro-Macro Economics
This course will discuss how a market-oriented economy operates and how we measure the performance of the economy. In addition, it will review how the various agents in the economy make decisions. 3 credits.

MBA 502 — Statistical Decision Making
This course will cover the descriptive and inferential statistical methods frequently used for business and economics decision making. Upon the completion of this course, a student should be able to select an appropriate statistical method for solving a given problem, to model the problem and produce desirable solutions using the computer, and to interpret and communicate the results in a non-technical language. 3 credits.

MBA 503 — Managerial Finance
This course addresses the financial management issues of an economic agent within the context of a free-market capitalistic economy, using a manufacturing corporation operating in both a “domestic” as well as an international market as a basic model. At the end of the course, the student will have an understanding of the issues involved and their general solution, with the objective of maximizing the wealth of the firm owners through maximizing common stock prices. 3 credits.
**MBA 504 — Organizational Behavior**
This course investigates the interrelationships between the individual, the group and the organization. This course bridges the gap between behavioral theory and application. Topics include individual differences, motivation, team and group development, power and influence, conflict resolution, leadership, organizational change, and communication. 3 credits.

**MBA 505 — Marketing Management**
This course will enable students to understand the processes involved in the planning, creation, valuation, distribution (both traditional and e-commerce) and sale of products and services. During this course, students will explore the tasks and decisions facing marketing managers. Particular areas of focus will include market and competitive analysis, customer behavior, and the design and implementation of marketing strategies (product, price, promotion and distribution) in domestic and international markets. 3 credits.

**MBA 506 — Financial and Managerial Accounting**
Emphasis is on financial accounting theory and practice oriented toward the use of financial statements for decision-making. Cost concepts and principles as a managerial tool in planning, controlling, and decision-making are also covered. 3 credits.

**MBA 507 — Legal Issues in Business and Management**
This Business Law course emphasizes the legal aspects of business decision making. It exposes students to the basic principles of law with regard to starting, expanding and operating a small or large business. It also includes the study of the judicial process, torts, contracts, agency, partnerships, corporations, intellectual property and certain aspects of UCC. 3 credits.

II. Advanced Courses:

**MBA 542 — Seminar in Global Business**
This seminar aims at an understanding of the new economy and global issues confronting international business. It also examines various patterns of international economic relations and analyzes some of the causes of these patterns. An emphasis on global perspectives will enable students to develop essential managerial skills for handling environmental factors (such as political, cultural, technological, and legal). Prerequisites: MBA 500, 501, 502, 503, 504, 505, 506, 507, or permission of the MBA Director. 3 credits.

**MBA 548 — Operations Management**
An introduction to the managerial processes underlying operations management in both manufacturing and service organizations. Topics such as operations strategy, product and process design, operations planning and control, just-in-time production systems, quality and productivity, and project management will be covered. The topics will be integrated using a systems approach to the operations of an organization. Prerequisites: MBA 500, MBA 502. 3 credits.

**MBA 552 — Seminar in Strategic Management**
This seminar focuses on strategic issues and problems that managers, e.g., CEO’s, presidents, and SUB managers, face in a globally competitive environment. It also looks at the nature of competitive interactions among firms in the market through design of efficient organizations. Furthermore, techniques for strategy formulation and implementation are discussed. Prerequisites: MBA 500, 501, 502, 503, 504, 505, 506, 507, or permission of the MBA Director. 3 credits.
MBA 562 — Seminar in Business Planning
This seminar examines entrepreneurship and management of innovation by emphasizing a systems approach toward business planning. It also looks at various approaches to management of innovation given the interaction between the enterprise and its larger containing environments. Prerequisites: MBA 500, 501, 502, 503, 504, 505, 506, 507, or permission of the MBA Director. 3 credits.

MBA 565 — Business & Society
While business needs to satisfy the profit claim of shareholders, it must also reconcile the legal, moral and discretionary claims of other stakeholders. Managers must be able to recognize and accommodate these competing claims as they arise across the organization and within various business disciplines. Prerequisites: MBA 500, 501, 502, 503, 504, 505, 506, 507, or permission of the MBA Director. 3 credits.

MBA 595 — Research Project Seminar
Students apply their knowledge and skills under faculty guidance within an approved framework. Students are allowed to individualize their culminating experiences by selecting one of the following areas: working within one’s organization to achieve significant project goals, developing and researching a global project through university sponsored international opportunities, developing an entrepreneurial project and beginning implementation. Prerequisites: completion of all MBA course work. 3 credits.

III. Optional Courses:

MBA 510 — Project Management
This course focuses on the importance of the project management lifecycle and processes. Moreover, this course enable students to understand, select and apply the necessary tools to plan, execute and manage resources, costs and time constraints in a typical change project. Students also learn how to acquire the necessary skills for understanding the issues inherent in the creation and management of a project team along with identification of risks and their mitigation to ensure a successful achievement of the project’s objectives. 3 credits.

MBA 512 — Strategic Factors in Marketing
Strategic factors in marketing focuses on all of the marketing mix components, and integrates the students past marketing as well as the business school courses of finance, accounting, operations management into an analytical decision-making case based on course of study. This course emphasizes the development and application of creative problem-solving techniques to a vast variety of marketing problems affecting the global corporation. Prerequisite: MBA 505. 3 credits.

MBA 515 — International Entrepreneurship
Throughout a worldwide expansion of business in global economy of today, entrepreneurship has grown and flourished in some areas, while in others entrepreneurs fear competition from outside. This course will examine the development, issues, and current ideas dealing with international entrepreneurship. 3 credits.

MBA 519 — Leadership and Organizational Learning
The central theme is the conviction that character-based leadership is essential for developing systems that support the growth and development of employee potential in order to build a viable enterprise. This course examines the process of developing a personal style of leadership using a systems approach of business. Prerequisite: MBA 504. 3 credits.
MBA 521 — Business Analysis and Start-Up
Comprehensive study of managing entrepreneurial small businesses and family owned firms from conceptualization through start-up. Students will identify venture opportunities, link them with sustainable competitive advantage, select an appropriate organizational form, develop marketing, financial, operational and management programs for the new products/services, and formulate exit strategies. 3 credits.

MBA 522 — Organizational Change and Development
Comprehensive study of managing the change process (needs analysis, planning, implementation, measurement, evaluation and feedback) on the personal, team, inter-group, techno-structural and organizational levels of modern corporations. Prerequisites: MBA 504 or permission of the MBA Director. 3 credits.

MBA 525 — Business Ethics
This course includes discussion and evaluation of social and moral dimensions of managerial decision making. Focus of the course is an in-depth study of values, conflicts, resolutions and ramifications in a business context. (Formerly BUE 525). Prerequisites: MBA 504 and MBA 507. 3 credits.

MBA 528 — Real Estate Finance
The role of real estate in business. The course surveys the market for real estate, the financing of real estate, real estate investment decisions and the legal aspects of real estate. 3 credits.

MBA 530 — Advanced Employment Law
This course is an advanced exploration into laws that apply to the employer/employee relationship. The course examines a broad range of issues that arise in employment law such as the employment relationship, hiring and termination, arbitration, aspects of employment discrimination law including Title VII and other Civil Rights laws, affirmative action, Family and Medical Leave and the regulation of employment, including collective bargaining and laws related to regulation such as OSHA and ERISA. Prerequisite: MBA 507. 3 credits.

MBA 532 — Human Resources Management
This course provides the knowledge to manage human resources effectively and legally. It reviews HRM practices/policies to enable the manager to coordinate better with the official HRM staff, and provide the level of support and understanding required by most employees. Prerequisite: MBA 504. 3 credits.

MBA 536 — International Marketing
International Marketing develops the role and functions of marketing management in the global transnational organization. This course stresses the integration of product, consumer, research, distribution, budget and marketing campaign development into a managerial structure amenable for today’s firm. 3 credits.

MBA 537 — Product Management
This course provides a comprehensive study of the techniques of product planning and development. It includes a team approach to product idea generation, concept testing and commercialization, including the development of a marketing plan. Prerequisite: MBA 505. 3 credits.
MBA 538 — Marketing Analysis and Measurement
Students will understand the framework for conducting and using marketing research; they will synthesize their learning by means of a model of the research process. Scholarship is blended with a highly applied and managerial orientation toward scientific investigation in marketing. Hands on experience with data analysis involving sophisticated statistical modeling adds greater comprehension of concepts, analysis of customer phenomena, and evaluation of data quality and inferences. 3 credits.

MBA 540 — Consumer Behavior
Students in this course will explore facets of the consumer’s environment that influence thoughts, feelings, and actions, and analyze the consumer’s reasons for competitive buying choices in order to develop successful marketing strategies. 3 credits.

MBA 549 — Economics of Health Care
This course is designed to teach MBA students to apply the tools of economics to the challenges of acting as managers and policy makers in the public and private sectors. The material will be accessible to any student who has completed an undergraduate principles of economics sequence and has a basic background in statistics. 3 credits.

MBA 550 — Public Finance
This course focuses on the role of the public sector as it affects use of resources, distribution of income, and economic stability. This includes the nature and solution of problems of state and local governments as they provide education, fire and police protection, welfare assistance, highway construction and related activities. Prerequisite: MBA 503. 3 credits.

MBA 551 — Business Ecological Sustainability
This course will provide students with an understanding of the reason behind the growing awareness of the importance of environmental issues and the resulting trend of incorporating these issues into business strategies. The course will offer a thorough introduction to the concept and practice of business sustainability. It will examine important topics such as pollution prevention, product stewardship, sustainable development, the triple bottom line, brand and reputation, corporate social responsibility and stakeholder theory. The course will place a heavy emphasis on practical examples from the business world, and as such, will make extensive use of case studies. 3 credits.

MBA 553 — Entrepreneurship and Small Business Development
Comprehensive study of entrepreneurship and the role of entrepreneurs in economy by focusing on two central issues of developing a business plan and engaging in competitive behavior. This course is an introduction to family-owned firms, franchised businesses, new start-ups, or the purchasing of new businesses. Students will also identify venture opportunities, link them with sustainable competitive advantage, and select an appropriate organizational form by studying cases regarding established entrepreneurs. Prerequisites: MBA 501, 502, 503, 504, 505, 506, 507, 508, and 552. 3 credits.

MBA 572 — Financial Markets and Institutions
This course is designed to develop an understanding of financial markets and institutions. Financial market topics to be discussed include operations, structure and regulation of financial markets, money markets, capital markets, and derivatives markets; theory of interest rate determination and asset prices. The financial institutions topics include the structure of the U.S. financial system, the federal reserve system, commercial banks, other depository institutions, insurance companies, investment banks, and interrelationships among intermediaries in the money and capital markets. Prerequisite: MBA 503. 3 credits.
MBA 573 — Investment Analysis
The course involves an in-depth study of investment portfolio theory and asset-pricing models which will help students acquire the analytical skills necessary to conduct valuations of equities, fixed-income securities, and alternative investments. Topics to be covered will include: an overview of the investment decision-making process; valuation of equities and fixed income securities; efficient market theory; risk, diversification, and optimal portfolio analysis; risk and expected return: CAPM, APT, and factor models and derivative asset analysis. Prerequisite: MBA 503. 3 credits.

MBA 574 — Multinational Financial Management
Explores in depth the conceptual framework within which financial analysis and decisions must be made by multinational corporations. The focus is on the financial decision making process in a multinational context. Formerly BUE 574. Prerequisite: MBA 503. 3 credits.

MBA 575 — Financial Statement Analysis
Applications of various financial analysis tools and techniques to financial statements in order to execute rational business decisions. 3 credits.

MBA 576 — Advanced Income Tax
Federal tax rules and regulations governing corporations, S corporations, and limited liability companies. Topics include incorporation, distributions, liquidation, and reorganization. 3 credits.

MBA 577 — Tax Planning and Research
Tax research and writing techniques analyzed in the context of tax planning issues. The implications of professional standards, codes of conduct, ethical responsibilities, and tax return preparation standards will also be examined. 3 credits.

MBA 578 — Not-for-Profit and Governmental Accounting
In-depth coverage of accounting principles, financial reporting and budgeting procedures related to governmental and other not-for-profit organizations. Areas of concentration will be state, municipal and health care organizations. Public sector auditing and contemporary issues in governmental accounting will be addressed as well. Prerequisite: ACC 311 or equivalent. 3 credits.

MBA 579 — Advanced Auditing
In depth coverage of key aspects of financial auditing as performed by the external auditor, including statistical and nonstatistical sampling, evaluation and testing of Electronic Data Processing. Also included is operational auditing as performed by the internal auditor. 3 credits.

MBA 580 — International Accounting Standards: Use & Interpretation
An intensive course investigating the International Accounting Standards of the International Accounting Standards Board, London. The Standards themselves are analyzed and interpreted, deviations from U.S. GAAP are highlighted, and the likely effects of those differences are examined. Prerequisites: ACC 200 and AC 210 (or ACC 220), or equivalents. 3 credits.

MBA 581 — Contemporary Accounting Issues
In depth, cutting edge issues in financial and management accounting with greater emphasis on the former. Students not only demonstrate content knowledge in topics covered, but also do original work on one of the financial accounting topics, including a paper and a presentation. 3 credits.

For selection of additional optional courses, contact the MBA program director.
CHEMISTRY

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COCA, ADIEL, Assistant Professor; B.S., Iona College; Ph.D., Pennsylvania State University

LESLEY, M.J. GERALD, Professor; B.S., M.S., Ph.D., University of Waterloo

PANG, JIONGDONG, Associate Professor; B.S., Fudan University, China; Ph.D., University of Rhode Island

SNYDER, ROBERT J., Professor; B.A., University of Massachusetts; Ph.D., St. John’s University. Tel. (203) 392-6263, E-mail: snyderr1@SouthernCT.edu

APPLICATION DEADLINE:
Rolling admissions

MASTER OF SCIENCE DEGREE IN CHEMISTRY

The Master of Science program in chemistry offers students the opportunity to complete graduate studies in analytical chemistry, biochemistry, inorganic chemistry, environmental chemistry, organic chemistry, or physical chemistry.

Course work in the program, except in unusual circumstances, cannot begin until the student has an undergraduate grade point average of 3.0 or higher, and until the student has completed the equivalent of CHE 370-371 — Physical Chemistry I, II, and CHE 372-373 — Physical Chemistry Laboratory I, II.

The Master of Science degree in chemistry requires completion of a total of 30 credits (or approximately 10 courses) with a “B” or better average.

All students in the program must complete a core consisting of the following six courses with a “B” or better average.

CHE 500 — Advanced Organic Chemistry I
CHE 520 — Advanced Physical Chemistry I
CHE 532 — Advanced Inorganic Chemistry I
CHE 540 — Advanced Analytical Chemistry
CHE 550 — Advanced Biochemistry I
CHE 560 — Advanced Environmental Chemistry

The remaining courses are elected from the list of approved cognate chemistry courses with the consent of the adviser.

Master’s Thesis

The thesis track requires the completion of the six core courses (18 credits) and a thesis (CHE 588, 589, 590, 591) based on experimental research acceptable to the department. Students must complete the courses in sequence. The requirements for CHE 589 must be met in the semester for which the student is enrolled or a “Q” grade will be granted and the student will be required to register for the course in another semester. The thesis proposal (CHE 589) must be completed prior to enrolling for CHE 590. A student must apply to the department for the thesis defense and provide a final draft of the completed thesis at least two weeks prior to the defense date.
Comprehensive Examination
Students are required to complete 30 graduate credits (six core courses and four electives) and pass a comprehensive examination. The comprehensive examination is designed to test the student’s knowledge of the various areas of chemistry studied while pursuing the master’s program. The comprehensive examination is given once or twice a year depending on need.

MASTER OF SCIENCE DEGREE (CERTIFICATION)
The program leading to the master of science degree and certification in chemistry is designed for students with bachelor’s degrees in either education or liberal arts who plan to teach chemistry on the secondary level. In addition to meeting the requirements for the master of science degree, the following core courses are required for certification:

- EDF 520-526 — Educational Foundations
- EDU 452 — Secondary School Student Teaching
- EDU 453 — Student Teaching Seminar
- EDU 493 — Science (Secondary School)
- HIS 110 — U. S. History
- PSY 370 — Educational Psychology
- SED 482 — Teaching Exceptional Students in Secondary Education Classroom
- SHE 203 — School Health

Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching.

Course work in the program, except in unusual circumstances, cannot begin until the student has an undergraduate grade point average of 3.0 or higher, and until the student has completed the equivalent of CHE 370-371 — Physical Chemistry I, II, and CHE 372-373 — Physical Chemistry Laboratory I, II.

All students in the program must complete a minimum of thirty credits and a core consisting of the following six courses with a “B” or better average.

- CHE 500 — Advanced Organic Chemistry I
- CHE 520 — Advanced Physical Chemistry I
- CHE 532 — Advanced Inorganic Chemistry I
- CHE 540 — Advanced Analytical Chemistry
- CHE 550 — Advanced Biochemistry I
- CHE 560 — Advanced Environmental Chemistry

The remaining courses are elected from the list of approved cognate chemistry courses with the consent of the adviser.

Master’s Thesis
The thesis track requires the completion of the six core courses (18 credits) and a thesis (CHE 588, 589, 590, 591) based on experimental research acceptable to the department. Students must complete the courses in sequence. The requirements for CHE 589 must be met in the semester for which the student is enrolled or a “Q” grade will be granted and the student will be required to register for the course in another semester. The thesis proposal (CHE 589) must be completed prior to enrolling for CHE 590. A student must
apply to the department for the thesis defense and provide a final draft of the completed thesis at least two weeks prior to the defense date.

**Comprehensive Examination**

Students are required to complete 30 graduate credits (six core courses and four electives) and pass a comprehensive examination. The comprehensive examination is designed to test the student’s knowledge of the various areas of chemistry studied while pursuing the master’s program. The comprehensive examination is given once or twice a year depending on need.

**CHEMISTRY COURSES**

**CHE 500-501 — Advanced Organic Chemistry I, II**
The theoretical basis of the mechanistic pathways followed by the common organic reactions is given in the first part of this course. The second part organizes the variety of organic reactions into logical patterns and applies these to synthetic pathways and methods of synthesizing other organic compounds. Prerequisites: CHE 260-261 and CHE 370-371 or departmental permission. CHE 500 scheduled to be offered in spring 2013 and 2015 semesters. CHE 501 scheduled spring 2012. 3 credits each.

**CHE 508 — Special Topics in Organic Chemistry**
Selected topics of current importance in organic chemistry. Prerequisite: CHE 500 or departmental permission. Scheduled irregularly. 3 credits.

**CHE 510 — Polymer Chemistry I**
Systematic study of the nature and properties of polymers. Prerequisites: CHE 260-261 and CHE 370-371. Scheduled irregularly. 3 credits.

**CHE 520 — Advanced Physical Chemistry**
Elementary principles of quantum and statistical mechanics as applied to chemical systems. Applications of group theory to molecular symmetry and molecular spectroscopy. Prerequisites: CHE 260-261 and 370-371, and MAT 151. Scheduled to be offered fall 2013 and fall 2015. 3 credits.

**CHE 528 — Special Topics in Physical Chemistry**
Selected topics of current importance in physical chemistry. Prerequisite: CHE 520. Scheduled irregularly. 3 credits.

**CHE 532 — Advanced Inorganic Chemistry I**
Presentation of the theoretical and descriptive aspects of the chemical elements given at an advanced level. Particular emphasis is placed on the theoretical basis for physical and chemical properties of the elements. Prerequisites: CHE 370-371. CHE 532 scheduled for spring 2012 and 2014. CHE 533 is scheduled irregularly. 3 credits each.

**CHE 537 — Special Topics in Inorganic Chemistry**
Selected topics of current interest in inorganic chemistry. Prerequisite: CHE 532 or departmental permission. Scheduled irregularly. 3 credits.

**CHE 540 — Advanced Analytical Chemistry**
An advanced course in the use of modern instrumentation involving both spectroscopic and chromatographic techniques for the solution of chemical problems. The emphasis will be on the applications of each instrumental method. Prerequisites: CHE 371 and CHE 440 or departmental permission. Scheduled fall 2012 and 2014. 3 credits.
CHE 547 — Special Topics in Analytical Chemistry
Selected topics of current importance in analytical chemistry. Scheduled irregularly. 3 credits.

CHE 550-551 — Advanced Biochemistry I, II
Structure and functioning of organisms, tissues, and cells from a chemical point of view. The physical-chemical basis for modern understanding of the structure of nucleic acids, proteins, carbohydrates, and lipids, and the general metabolism of biological compounds. Prerequisite: graduate standing or departmental permission. CHE 550 scheduled fall 2012 and fall 2014. 3 credits each.

CHE 560 — Advanced Environmental Chemistry
Study of natural and anthropogenic sources of chemicals on the aquatic, atmospheric, and soil chemistry in the environment. Prerequisites: CHE 370 and 371. Scheduled fall 2013 and fall 2015. 3 credits.

CHE 588 — Scientific Writing and Research Methods
Developing research methods and skills for the interpretation of the chemical literature for the preparation of scientific documents and presentations. Hands-on computer training using current online literature resources and recent discipline-specific computer programs.

CHE 589 — Research Thesis Proposal
Develop a thesis proposal according to accepted style guidelines including a current literature review of the thesis topic and a description of the experimental design. Prerequisite: CHE 588. Special conditions: completion in one semester. 3 credits.

CHE 590 — Research
Laboratory investigation conducted under the supervision of a member of the chemistry department. Prerequisite: departmental permission. 3 credits.

CHE 591 — Research Thesis
Completion of the written thesis and an oral defense of the research completed in the thesis. Prerequisite: CHE 590. 3 credits.

CHE 600 — Independent Study in Chemistry
Independent research under faculty supervision. Prerequisite: departmental permission. 1-3 credits.

The following courses have been approved but are not scheduled for 2012-2014.

CHE 502 — Advanced Organic Synthesis
CHE 503 — Heterocyclic Chemistry
CHE 509 — Natural Products
CHE 526 — Introduction to X-Ray Crystallography
CHE 533 — Advanced Inorganic Chemistry II
CHE 536 — Coordination Chemistry
COMMUNICATION DISORDERS

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BELLANDESE, MARY H., Associate Professor; B.A., St. Francis College; M.A., Ph.D., University of Connecticut

DE JARNETTE, GLENDÁ, Professor; B.A., Allegheny College; M.A, Cleveland State University; Ph.D., Bowling Green State University

FELSENFELD, SUSAN, Associate Professor; B.A., University of California at Santa Barbara; M.A., University of California at Santa Barbara; Ph.D., University of Minnesota

McCULLAGH, JENNIFER, Assistant Professor; B.A., Au.D., Ph.D., University of Connecticut

NEWMAN, DIANA, B., Assistant Professor; B.A., Lehman College, CUNY; M.S., SUNY-Albany; Ph.D., University of Connecticut

PRESTON, JONATHAN, Assistant Professor; B.S., Elmira College; M.S., Ph.D., Syracuse University

PURDY, MARY, Professor; B.S., Northwestern University; M.S., Southern Connecticut State University; Ph.D., University of Connecticut

APPLICATION DEADLINE:

February 15

The Department of Communication Disorders offers a program leading to the Master of Science degree in Speech-Language Pathology. Students are admitted for the fall semester. To be considered for admittance, the application process must be completed by February 15.

Students may be admitted to graduate study from a variety of undergraduate majors. Individual programs are designed for each candidate to meet the requirements for certification in speech-language pathology by the American Speech-Language-Hearing Association (ASHA), Connecticut licensure and teacher certification. When necessary, graduate programs are developed to include prerequisite courses in normal speech and language development, speech and hearing science, anatomy and physiology of the speech and hearing mechanism, and introductory courses in communication disorders. A total of 375 hours of supervised clinical experience and 25 hours of observation are required for graduation with a minimum of 325 hours obtained at the graduate level. Registration for all departmental courses requires departmental permission.

The graduate academic program of the Department of Communication Disorders is accredited in speech-language pathology by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. Clinical services offered by the departmental Center for Communication Disorders rigorously adhere to quality standards recommended by the American Speech-Language-Hearing Association.

For more detailed information regarding programs, please visit our departmental web site at: www.SouthernCT.edu/communicationdisorders.

DEPARTMENTAL ADMISSION REQUIREMENTS

Candidates must meet the Graduate School requirement of a cumulative undergraduate quality point ratio of 3.0 or higher, and they must demonstrate professional promise and scholastic ability.
In addition, the Department of Communication Disorders requires that candidates submit:

• CMD application.
• resume.
• scores obtained on the GRE.
• three letters of recommendation attesting to their professional promise and academic ability. Recommendations from professors are encouraged, although not required.
• a 250–300 word written essay prepared by the applicant related to a personal challenge demonstrating initiative, leadership, and/or problem solving skills.
• evidence of passing the state mandated skills examination (PRAXIS I) in mathematics, reading, and writing or a PRAXIS I Waiver from Educational Testing Services. Please refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information.

**PREREQUISITE COURSES**

CMD 200 — Introduction to Developmental Communication Disorders
CMD 201 — Introduction to Communication Disorders in Medical Settings
CMD 203 — Phonetics and Phonological Systems
CMD 317 — Anatomy and Physiology of the Speech and Hearing Mechanism
CMD 319 — Language Development: Ages Birth to Five
CMD 320 — Introduction to Hearing Science
CMD 321 — Introduction to Audiology
CMD 418 — Neurological Bases of Communication
CMD 419 — Language Acquisition: School-Age — Adolescence
CMD 420 — Speech Science
CMD 461 — Clinical Practice of Speech-Language Pathology and Audiology

**SPEECH-LANGUAGE PATHOLOGY**

Deborah Weiss, Ph.D., Program Coordinator, Tel. (203) 392-6615

The Master of Science degree with a major in Speech-Language Pathology prepares students to practice in public and private schools, hospitals, rehabilitation centers, and in private practice as speech-language pathologists.

**Area of Specialization**

All students enroll for 30 credits of required core courses; 30 credits of practicum; 3 credits or more of electives; and either CMD 605 — Special Project for 3 credits, or CMD 590 and 591 — Thesis Seminar I and II for 6 credits depending on track selected. Courses in professional and special education are required for teacher certification. (Credit enrollment for the degree is subject to modification according to previous academic and clinical work.)

The 30 credits of required courses are:

CMD 503 — Research Methods in Communication Disorders - 3 credits
CMD 527 — Neurogenic Speech and Language Disorders - 3 credits
CMD 531 — Disorders of Phonology - 3 credits
CMD 537 — Cognitively Based Communication Disorders in Adults - 3 credits
CMD 545 — Disorders of Fluency - 3 credits
CMD 550 — Language Acquisition Disorders: Birth to Five - 3 credits
CMD 551 — Language Disorders: School-Age - 3 credits
CMD 559 — Educational Audiology - 3 credits
CMD 583 — Voice and Velopharyngeal Disorders - 3 credits
CMD 627 — Dysphagia - 3 credits

Courses facilitate the acquisition of professional knowledge and skills areas and utilize a combination of formative and summative assessment procedures. Different clinical approaches are presented with emphasis on the use of recent technology. Courses include study of the impact of multicultural, linguistic and sociological factors in the design of assessment and intervention procedures. Information on augmentative communication methods is included in appropriate contexts.

The 30 credits of practica are:
CMD 560 — Speech and Language Practicum A — 5 credits
CMD 561 — Speech and Language Practicum B — 5 credits
CMD 562 — School Practicum — 6 credits
CMD 564 — Diagnostic Practicum in Speech and Language Pathology — 5 credits
CMD 568 — Audiology Practicum — 3 credits
CMD 569 — Neuropathologies Practicum — 6 credits

These practica combine both on-campus and off-campus experiences. The on-campus work is completed in the Department’s Center for Communication Disorders. The off-campus work is completed in Connecticut public schools, hospitals, and rehabilitation centers. Students enrolled in any of the above practica may be required to engage in both diagnostic and therapy activities with clients of all ages who present with a wide range of communication disorders.

Additional courses are selected with advisor’s guidance to fulfill teacher and professional certification requirements.

Master’s Thesis
The student enrolls in CMD 590 and 591 and completes a thesis.

Special Project
The student enrolls in CMD 605 and is required to complete a special project.

ASHA National Examination
A passing score on the American Speech-Language-Hearing Association National Examination (Praxis II) is required for graduation.

COMMUNICATION DISORDERS COURSES
CMD 503 — Research Methods in Communication Disorders
Research techniques and experimental design schemes, critical reviewing of the current literature, oral technical reporting and reporting by written technical papers. Prerequisite: departmental permission. Scheduled fall and summer semesters. 3 credits.

CMD 527 — Neurogenic Speech and Language Disorders
Survey of neurologically-based disorders of speech in adults and children. Differential diagnosis and treatment of cerebral palsy, the dysarthrias, apraxia of speech, and aphasia. Prerequisites: CMD 418 and departmental permission. Scheduled fall and spring semesters. 3 credits.
CMD 530 — Measurement and Diagnosis in Audiology
Measuring hearing by pure tone and speech audiometry, evaluating test results, types and causes of hearing problems. Prerequisite: CMD 320 and departmental permission. Scheduled fall semesters. 3 credits.

CMD 531 — Disorders of Phonology
Etiology and nature of articulation / phonology disorders and theoretical considerations underlying successful assessment and clinical procedures. Prerequisite: departmental permission. Scheduled fall and summer semesters. 3 credits.

CMD 537 — Cognitively-Based Communication Disorders in Adults
Survey of cognitively-based communication disorders in adults including: right brain damage, traumatic brain injury and dementia. Emphasis on differential diagnosis with some discussion of treatment planning. Prerequisites: CMD 418 and departmental permission. Scheduled fall and summer semesters. 3 credits.

CMD 545 — Disorders of Fluency
Theories of the causes of fluency disorders; methods of examination, diagnosis, therapy and research in fluency. Prerequisite: departmental permission. Scheduled fall and spring semesters. 3 credits.

CMD 550 — Language Acquisition Disorders: Birth to Five
Instruction in developmentally appropriate practices for young children and individuals with a range of disabilities. Formal and naturalistic assessment methods will be introduced. Experience will be gained with child-centered, clinician-directed and hybrid methods of intervention. Family-centered and culturally sensitive practice will be emphasized as well as use of alternative and augmentative communication strategies. Prerequisites: CMD 319 and departmental permission. Scheduled fall and spring semesters. 3 credits.

CMD 551 — Language Disorders: School-Age
Instruction in the assessment and treatment of language-learning disorders in school-aged children and adolescents. Introduction of assessment methods to evaluate conversation, narration, and written language with emphasis on curriculum-based methods. Intervention techniques that integrate oral and written language, develop learning strategies, and involve collaboration among professionals will be discussed with emphasis on student-centered and culturally sensitive practices. Prerequisites: CMD 419 and departmental permission. Scheduled fall and spring semesters. 3 credits.

CMD 559 — Educational Audiology
Methods of intervention in communication disorders related to loss of hearing and auditory deprivation for school-aged children. Prerequisites: CMD 530 or equivalent and departmental permission. Scheduled fall semesters. 3 credits.

CMD 575 — Central Auditory Processing Disorders in Children
Theory, diagnosis, and treatment underlying central auditory processing disorders in children as differentiated from language and learning disorders. Emphasis is placed on both behavioral and electrophysiological assessment protocols and their relationship to therapeutic intervention. Prerequisites: CMD 530 or equivalent and departmental permission. Scheduled summer semesters. 3 credits.

CMD 583 — Voice and Velopharyngeal Disorders
Theory, diagnosis, and treatment underlying the articulation, resonance, and phonatory problems associated with voice and velopharyngeal disorders. Consideration is given to current research in etiology, technology, and multicultural issues affecting appropriate intervention. Prerequisites: CMD 317, CMD 420 and departmental permission. Scheduled fall and spring semesters. 3 credits.
CMD 590 — Thesis Seminar I
Development of a thesis proposal. Prerequisite: departmental permission. 3 credits.

CMD 591 — Thesis Seminar II
Implementation of research design from approved thesis proposal and written presentation of the findings. Prerequisites: departmental permission and CMD 590. 3 credits.

CMD 600 — Directed Study and Research
Directed study and research project under guidance of a faculty member. Regularly scheduled meetings, and examination upon the completion of the project. Prerequisite: departmental permission. Scheduled fall and spring semesters. 3 credits.

CMD 602 — Augmentative and Alternative Communication
Principles of assessment and intervention for persons requiring augmentative and alternative communication strategies. Topics will include low and high technology aids and adaptations, symbol systems, vocabulary selection, interdisciplinary team work, and procuring funding. Prerequisite: departmental permission. Scheduled spring semesters. 3 credits.

CMD 605 — Special Project in Communication Disorders
Synthesis of research, theory, and practice in communication disorders. Prerequisites: 35 credits in Communication Disorders and departmental permission. Scheduled fall and spring semesters. 3 credits.

CMD 610 — Communication and Developmental Disabilities
A survey course regarding the speech-language status of individuals with mental retardation, autism, and cerebral palsy. Course content will include developmental concerns, current research, assessment practices, and speech-language intervention. Prerequisites: departmental permission. Scheduled alternate fall semesters. 3 credits.

CMD 627 — Dysphagia
Anatomy and physiology of normal swallowing, nature and causes of dysphagia. Assessment including: clinical examination and radiologic methods; treatment. Prerequisites: CMD 527 and departmental permission. Scheduled wintersession and summer semesters. 3 credits.

CMD 652 — Autistic Spectrum Disorders: Clinical and Educational Approaches
Study of the social, cognitive, neurological, and communicative aspects of Autistic Spectrum Disorders. A range of assessment and intervention techniques for individuals at various levels of functioning will be stressed. Prerequisite: departmental permission. Scheduled summer semesters. Same as SED 652. 3 credits.

CMD 656 — Literacy in the Practice of Speech-Language Pathology
Literacy issues pertinent to the SLP working with clients across the lifespan, preschool through adulthood. Presentation of theoretical models, research, and best practice concerning relationships between oral language development/disorders and literacy development/disabilities. Scheduled fall semesters. 3 credits.

CMD 665 — Counseling and Guidance Procedures in Speech and Hearing
Thoroughly acquaints the student with those counseling and guidance procedures necessary for the most efficient rehabilitation of the patient with a speech and/or hearing disorder. Interview techniques, parent-child relationships, and client and family adjustment problems will be discussed. Prerequisite: departmental permission. Scheduled summer semesters. 3 credits.
PRACTICA

CMD 560-561 — Speech and Language Practicum A & B
Supervised clinical practice at the Center for Communication Disorders with children and adults who have language, speech and hearing disorders. Training in clinical procedures, including case history taking, examination and evaluation of communication disorders. Individual and group sessions are included. Each student is required to attend a staffing session each week. Prerequisite: departmental permission. Scheduled fall, spring and summer semesters. 5 credits.

CMD 562 — School Practicum
An advanced practicum. Students are assigned to approved school settings. Students are expected to complete in hours the equivalent of full-time employment at the setting for one semester. Scheduled fall, spring and summer semesters. Prerequisite: completion of all on-campus practica and departmental permission. 6 credits.

CMD 564 — Diagnostic Practicum in Speech-Language Pathology
Clinical practicum and weekly lectures/meetings focusing on skill development necessary for planning and executing a diagnostic assessment of speech, language, and related communication disorders, interpreting and reporting clinical findings, and developing appropriate recommendations for intervention. Prerequisites: CMD 461 and departmental permission. Scheduled fall, spring, and summer semesters. 5 credits.

CMD 568 — Audiology Practicum
Supervised clinical practice in audiology at the Center for Communication Disorders with children and adults who have all degrees of hearing sensitivity. Training in clinical procedures, including case history taking and the evaluation and rehabilitation of hearing disorders. Individual and group sessions may be included. Each student is required to attend a staffing session each week. Prerequisites: CMD 530 or equivalent and departmental permission. Scheduled fall, spring and summer semesters. 3 credits.

CMD 569 — Neuropathologies Practicum
An advanced practicum. Students are assigned to approved hospitals or rehabilitation centers. A minimum of 25 hours per week is required at the assigned site. Prerequisites: completion of all on-campus practica and departmental permission. Scheduled fall, spring and summer semesters. 6 credits.
COMPUTER SCIENCE
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ABD EL-RAOUF, AMAL, Associate Professor; B.S., M.S., Cairo University; Ph.D., University of Connecticut
ANTONIOS, IMAD, Associate Professor; B.A., Western Connecticut State University; Ph.D., University of Connecticut
DAPONTE, JOHN S., Professor; B.E., State University of New York; M.S., Rochester Institute of Technology; Ph.D., University of Connecticut
ELAHI, ATAOLLAH, Professor; B.S., Iran College of Technology; M.S., Ph.D., Mississippi State University
PETERS, KLAUS, Associate Professor; B.A., M.S., Ph.D., University of Hamburg
PODNAR, HRVOJE, Associate Professor; Ph.D., State University of New York at Stony Brook
SEYED, TARANEH, Professor; B.S., Aryamehr University of Technology; Ph.D., Oklahoma State University

APPLICATION DEADLINE:
Rolling admissions

The Master of Science degree in Computer Science prepares students for the challenges faced by professionals in the rapidly changing field of computer science, as well as for those planning to pursue advanced graduate study in the area. The program provides students with a comprehensive theoretical foundation in computer science, along with state-of-the-art skills needed for its three areas of concentration: Visualization and Intelligent Systems, Distributed Computing, and Computer Systems.

DEPARTMENTAL ADMISSION REQUIREMENTS
In addition to the admission requirements of the School of Graduate Studies found in the Application and Admissions section of this catalog, all applicants must submit the following documents directly to the Graduate Coordinator of the Computer Science Department:

• a one page statement indicating their academic background, area of interest and their career plans, and
• three letters of recommendation.
• Interview

International applicants should refer to the Admission of International Students subsection of the Application and Admissions section of this catalog for additional application requirements.

Candidates seeking admission are expected to have a bachelor's degree in Computer Science, Computer Engineering, or a related field with a minimum grade point average (GPA) of 3.0 (out of 4.0). Students with a bachelor's degree in majors other than Computer Science or Computer Engineering who are seeking admission will receive conditional admission. Full admission will be granted upon completion or proof of equivalency of the following courses with a grade of "B" or higher:
Computer Science Requirements
Two semesters of programming (CSC 152 — Computer Programming I and CSC 153 — Computer Programming II)
CSC 212 — Data Structures
CSC 425 — Operating Systems

Mathematics Requirements
MAT 178 — Elementary Discrete Mathematics
MAT 221 — Intermediate Applied Statistics

No more than 6 credits of graduate level Computer Science related courses may be transferred from other institutions. Once the University has a completed application file with all required documentation, the Graduate Coordinator of the Computer Science Department will arrange a personal interview with the applicant.

All students who satisfy the admission requirements of the program must draft a program of study in consultation with the Graduate Coordinator of the department. The planned program will outline all courses that must be completed before the master’s degree is conferred. Students will select the concentration area of their interest, elective courses, and a thesis or comprehensive examination with scholarly paper option. Upon final approval of the application and planned program by the School of Graduate Studies, applicants will receive a letter of acceptance and a copy of the planned program verifying their status as a matriculated graduate student.

PROGRAM REQUIREMENTS
The Master of Science degree in Computer Science is a 36 credit program in which all students must complete 30 credits of course work in addition to a 6 credit capstone requirement.

Required Core Requirements (9 credits):
CSC 521 — Algorithms
CSC 523 — Formal Languages
CSC 525 — Advanced Operating Systems

Concentration Requirements (12 credits):
All students must select one of the following three areas offered by the department as their area of concentration:

• Visualization and Intelligent Systems
This concentration focuses on the development of visual and intelligent systems which include the recognition of objects and patterns, the methods for modeling the brain’s ability to process information, computer vision, image processing, and computational intelligence. Courses include:
  CSC 541 — Image Processing
  CSC 551 — Pattern Recognition
  CSC 561 — Scientific Visualization
  CSC 581 — Computational Intelligence
• Distributed Computing
  This concentration focuses on systems that are distributed across a network. Areas include parallel computing, the development of distributed applications, Internet programming and web security. Courses include:
  CSC 543 — Internet Programming
  CSC 553 — Web Security
  CSC 563 — Distributed Applications Development
  CSC 583 — Parallel & Distributed Computing

• Computer Systems
  This concentration focuses on the hardware and software that allow computer systems to perform useful tasks. Topics include advanced database systems, data communication, computer networks, advanced software engineering, and the computational science of simulation. Courses include:
  CSC 535 — Advanced Software Engineering
  CSC 545 — Advanced Database Systems
  CSC 565 — Computer Networks
  CSC 587 — Computational Science of Simulation and Modeling

All four courses in the selected area of concentration must be completed.

Breadth Requirements (9 credits):
Students are required to complete a total of three additional courses from the other two concentrations (at least one in each concentration) to broaden their knowledge.

Capstone Requirements (6 credits):
Toward the end of their coursework, students select one of the two following capstone options:

• Master’s Thesis — The thesis track requires that students present an independent accomplishment in a research, development, or application area of computer science that is acceptable to the department. There is a final oral examination on the thesis research. For students with strong research interests and/or those who intend to pursue advanced graduate study, this option is recommended.

• Written Comprehensive Examination and Scholarly Paper — The written comprehensive examination provides opportunity to consider the scope of the entire field while the scholarly paper permits analysis of a substantial applied topic in the selected area of concentration.

COMPUTER SCIENCE COURSES
NOTE: Course rotation schedule subject to change.

CSC 504 — Internet Research Applications
Using internet browsing, search, and social networking tools to conduct and disseminate research. Creating and publishing web pages, basic website management and extensive hands-on computer lab assignments. This course is not part of the MS in Computer Science program. 3 credits.
CSC 515 — Computer Programming for Behavioral Scientists
An overview of major statistical packages used in the medical, social and political sciences. Emphasis is on applications, collection/computerization of data, statistical description of databases, hypothesis testing and report generation. Computer experience not required. Some background in basic statistics desirable. (This course is not part of the MS in CS program). 3 credits.

CSC 521 — Algorithms
This course covers important algorithms used in data processing including mathematical, geometric, and graph algorithms. Prerequisite: CSC 212 or equivalent. (Next offerings: Fall 2011 and Fall 2012). 3 credits.

CSC 523 — Formal Languages
An exposition of formal languages and automata theory and its practical application to algorithms for recognizers, analyzers and generators. Prerequisites: CSC 212 and MAT 178 or equivalent courses. Scheduled every third semester (Next offering: Fall 2010). 3 credits.

CSC 525 — Advanced Operating Systems
Advanced concepts in operating systems design and implementation. Topics include distributed and multiprocessor system architectures, distributed and multiprocessor process management, remote procedure calls, threads, distributed synchronization and deadlock detection, agreement protocols, distributed file systems, distributed shared memory, security and cryptography. Prerequisite: CSC 425 or equivalent. (Next offering: Spring 2011). 3 credits.

CSC 535 — Advanced Software Engineering
This course covers advanced topics of software engineering. Topics include the techniques, tools, quality metrics and challenges of the various phases of the software lifecycle. A team oriented term project is included. Prerequisite: CSC 212 or equivalent. (Next offerings: Fall 2010 and Spring 2012). 3 credits.

CSC 541 — Image Processing
Advanced image processing techniques, the mathematical rationale behind each technique with major applications and limitations. Exposure to various processing strategies for accessing and measuring information of image data. Computer lab work is required. Prerequisites: CSC 212 and MAT 372 or equivalents. (Next offerings: Fall 2010 and Fall 2012). 3 credits.

CSC 543 — Internet Programming
An in-depth study of methodology and practice utilized in today’s advanced web sites. A comprehensive analysis of current trends in software and programming techniques developed especially for Internet applications. Concentration on programming languages that include tools for high level of web site interaction. Managing the full software cycle from web site visual design to server-client programming. (Next offerings: Spring 2011 and Fall 2012). 3 credits.

CSC 545 — Advanced Database Systems
This course covers advanced topics of database management systems design and applications. Topics include query evaluation and optimization, transaction management and concurrency control, database tuning, security and authorization, parallel and distributed databases, object-database, data warehousing and decision support, data mining, information retrieval and XML data, and internet applications. Programming work required. Prerequisite: CSC 335 or equivalent. (Next offering: Spring 2011). 3 credits.
CSC 551 — Pattern Recognition
Theory and applications of statistical, neural and syntactical pattern recognition. Topics include Bayesian decision theory, discriminant functions, parametric and non-parametric techniques, multilayer neural networks, decision trees, algorithm-independent machine learning and unsupervised learning and clustering. Prerequisite: MAT 221 or equivalent. (Next offering: Spring 2011). 3 credits.

CSC 553 — Web Security

CSC 561 — Scientific Visualization
Techniques of data presentation by digital computers for information perception, mathematical and physiological rationale behind each technique, and its major applications and limitations. Prerequisites: CSC 212 and MAT 372. (Next offering: Spring 2013). 3 credits.

CSC 563 — Distributed Applications Development
A study of techniques and methodologies for developing applications distributed across computer networks. A detailed analysis of distributed architectures such as client-server protocols, distributed databases, middleware, distributed objects and agents. Team projects are required. Prerequisite: CSC 525 or equivalent. (Next offering: Fall 2010). 3 credits.

CSC 565 — Computer Networks
Study of computer networks and data communications technologies. Topics include Local and Wide Area Networks, wireless LAN technology, digital transmission, OSI model, Internet architecture and TCP/IP, transmissions system, modem technology, data encryption, network security and multimedia information. Prerequisite: CSC 465 or equivalent. (Next offering: Spring 2011). 3 credits.

CSC 581 — Computational Intelligence
A study of methods and algorithms that mimic biological systems. A comprehensive foundation of life concepts such as evolution and survival of the fittest, and their computational equivalents. Computational application of evolutionary concepts in science, engineering, mathematics and other areas. Prerequisite: CSC 212 or equivalent. (Next offering: Fall 2011). 3 credits.

CSC 583 — Parallel and Distributed Computing
A study of programming techniques and algorithms that utilize multiple processors. A comprehensive foundation of parallel programming paradigms such as message-passing interfaces, shared memory and threads. Computational applications of parallel programming techniques in searching, optimization, image processing, and other areas. Prerequisite: CSC 521. (Next offering: Spring 2013). 3 credits.

CSC 587 — Computational Science of Simulation and Modeling
A study of the behavior of complex systems by simulation of mathematical models on digital computers. Modeling techniques for discrete-event and continuous systems, deterministic and stochastic, will be introduced through projects which involve student-written programs both in higher level programming languages and languages designed for the purpose of simulation. Particular emphasis is given to the application of these techniques to ongoing research in the field of computer science. Prerequisites: CSC 153, MAT 151, MAT 221, and MAT 372 or equivalent courses. (Next offering: Spring 2013). 3 credits.
CSC 590 — Thesis I: Proposal Development
Development of the thesis proposal including: introduction, review of literature, statement of the problem, hypotheses and procedures. Prerequisite: departmental permission. 3 credits.

CSC 591 — Thesis II: Thesis Completion
Completion of thesis including: products, results, discussion, summary, conclusions and recommendations for future study. Prerequisites: CSC 590 and departmental permission. 3 credits.

CSC 595 — Special Project
Prerequisite: departmental permission. 6 credits.
Counselling and School Psychology

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Application Deadlines:
Clinical Mental Health Counseling: February 1 for fall semester.
School Counseling: February 1 for fall semester.
Dual Clinical Mental Health and School Counseling: February 1 for fall semester, (internal applications only are accepted)
School Psychology: February 1 for fall semester

The Department of Counseling and School Psychology offers programs leading to the master of science degree and/or a sixth year professional diploma in either Clinical Mental Health Counseling, School Counseling or School Psychology. Programs in Counseling and School Psychology prepare students for Connecticut certification and the Clinical Mental Health Counseling Program prepares students for State of Connecticut licensure in professional counseling (LPC).

Once admitted, continued matriculation in any Counseling and School Psychology program is contingent upon positive, on-going faculty evaluation of the graduate student in academic knowledge; practitioner competencies; and professional characteristics such as stability, effectiveness in interpersonal relationships, openness to feedback, the fulfillment of responsibilities in a cooperative and conscientious manner, and the active pursuit of the highest standards of the profession.

The Counseling and School Psychology department is also accredited through the National Council for Accreditation of Teacher Education (NCATE). As part of NCATE, students are also continually evaluated through a portfolio based on the department’s evaluation model: Scholarship, Attitudes and dispositions, Integrity, Leadership and Service (SAILS). SAILS is the metaphor adopted by the School of Education through which our values, beliefs, and dispositions are revealed. It is the conceptual framework that ties course work, field experiences, and faculty-student-teacher interactions together; it is what guides and informs our practice. Students are also required to complete twenty hours of approved community service as part of their program requirements for graduation.
COUNSELING PROGRAMS
Both the Clinical Mental Health and the School Counseling master’s programs are accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) which is the accrediting body for the American Counseling Association. Students who complete the master of science in Clinical Mental Health Counseling or the dual track program in Clinical Mental Health and School Counseling are prepared to take the National Certified Counselor’s examination. This examination is required by the National Board for Counselor Certification (NBCC). It is also required by the State of Connecticut for Licensed Professional Counselors (LPC).

MASTER OF SCIENCE DEGREE IN COUNSELING - CLINICAL MENTAL HEALTH COUNSELING TRACK
The licensure track program is designed to meet the requirements for Connecticut State Licensed Professional Counselor (LPC). The program in Clinical Mental Health Counseling (60 credit hours) prepares graduate students to work in a variety of community counseling agencies, college counseling centers, hospitals, and other counseling settings including private practice. Students develop skills and theoretical knowledge in practicing individual, group and career counseling with diverse populations in either public or private agencies and centers. All Clinical Mental Health Counseling students complete practicum (100 hours) and internship (600 hours) experiences. Students find practicum and internship placements in a variety of settings, including community counseling centers, child guidance centers, crisis stabilization programs, rape crisis and domestic violence programs, substance abuse programs, college counseling centers, youth services programs and inpatient and residential treatment programs. All practicum and internship experiences must be completed under a Licensed Mental Health Practitioner with at least two years of experience in the counseling field.

MASTER OF SCIENCE DEGREE IN COUNSELING - SCHOOL COUNSELING TRACK
The School Counseling Program (52 credit hours) is designed to meet the requirements for State of Connecticut Certification as a School Counselor. The program prepares graduate students to work in a variety of school settings including elementary, intermediate, and high school levels. All school counseling graduate students complete a 100 hour practicum and a 10 month long (900 hour) internship experience in at least two of the three school levels. All practicum and internship experiences must be completed under the supervision of a certified school counselor with a minimum of 4 years experience and with program coordinator’s approval preferably within a comprehensive school counseling program American School Counseling Association (ASCA) model. This model prepares graduate students to focus their work on the academic, career and personal/social domains of student development and to design, implement, coordinate, manage and evaluate school counseling programs for optimum overall student success.

SIXTH YEAR PROFESSIONAL DIPLOMA IN SCHOOL OR CLINICAL MENTAL HEALTH COUNSELING
The sixth year advanced graduate studies program in counseling provides the opportunity for students holding a master’s degree in counseling or counseling related areas to further their counseling competence. These programs are not CACREP accredited. Students who elect to pursue a 6th year diploma in counseling for the purpose of qualifying for the state counseling licensure (LPC) are responsible for all contacts with the State Department of Public Health and the National Board of Certified Counselors (NBCC) on matters related to requirements for licensure and certification. Admission materials for the sixth year can be obtained by calling (203) 392-5910 or visiting the department website: http://www.SouthernCT.edu/counseling_schoolpsychology/. Preference is given to Master Degree students from CACREP approval programs.
DUAL TRACK IN CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING

The dual track program in Clinical Mental Health and School Counseling incorporates essential course work and field experiences from both programs. It leads toward licensure for Professional Counselors and certification for School Counselors. The two programs share a number of common course requirements. The Dual Track program in Clinical Mental Health Counseling (CMHC) and School Counseling is available to students who are already matriculated in either of those two programs. Upon completion of a Masters degree in either School Counseling or CMHC the candidate will enroll in the 6th year School Counseling or CMHC program to complete the requisite number of additional credits leading to completion of the Dual Track.

Admission Requirements for Clinical Mental Health and School Counseling

To obtain program information/application packets, applicants should contact the Counseling and School Psychology Department office by phone (203) 392-5910 or download from our website: http://www.SouthernCT.edu/counseling_schoolpsychology/. Applicants must complete all admission material required by the School of Graduate Studies and the specific clinical mental health or school Counseling program. On the graduate school application, applicants should indicate whether their focus is Clinical Mental Health Counseling or School Counseling.

Admission to the program is based upon the following criteria:

• Candidates must have a minimum undergraduate quality point ratio of 3.0.

• Completed the following pre-requisites:

  PSY 100-102 — Introduction to Psychology
  PSY 259/530 — Statistics in Psychology (or Research Methods)
  PSY 321/528 — Abnormal Psychology
  SED 481/482 — Teaching Exceptional Children (Only for School Counseling Applicants)

• Candidates must submit a 500 word essay describing the basis of their interest in the specific counseling program and their desire to enter the profession—either in Clinical Mental Health or School Counseling.

• Candidates must submit a current resume.

• Candidates must submit a minimum of three recommendations on the approved form attesting to their professional promise and academic ability. The form may be downloaded from the Counseling and School Psychology Department's website. Most of those providing recommendations also include a personal letter about the applicant.

• Candidates must meet with the counseling faculty members for an admissions interview.

Applicants will additionally be evaluated on the following:

• Essay demonstrating a strong desire to enter the counseling profession

• Evidence of superior interpersonal skills (relationship and communication)

• Evidence of superior writing skills

Additional Requirements for School Counseling:

• Candidates for School Counseling must pass the state-mandated skills examination (Praxis I) in mathematics, reading, and writing, or present a formal Praxis I waiver from the Educational Testing Service by achieving a combined score of 1000 on the SAT with at least a score of 400 on both the verbal and the mathematics sections, respectively,
from any test administration prior to March 31, 1995; or, present a combined score from any test administration on or after April 1, 1995; or, present a composite score of 24 or more on the American College Testing Program Assessment (ACT), with no less than 22 on the English subtest and no less than 19 on the math subtest from test administrations on or after October 1989. Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program and PRAXIS examinations.

Prior to being admitted to a program, students may take up to 9 credits on a non-matriculated basis. However, taking such courses does not guarantee admission nor give the applicant an advantage in the application process.

**Application Deadlines**

To be considered for admission to either the Clinical Mental Health Counseling or School Counseling program, all applications must be completed and received by February 1 for fall admission.

**Program Requirements for Clinical Mental Health and School Counseling**

The counseling program consists of courses in counseling, educational and psychological foundations, assessment, consultation, individual and group counseling, therapeutic techniques, professional and ethical issues, research techniques, and practicum and internship. Students obtain the master’s degree after completion of required credits and the comprehensive examination. Students may select from a part-time or full-time sequence of study. The programs in Clinical Mental Health Counseling (60 credits) and School Counseling (52 credits) will be planned according to the following general outline:

- **Prerequisites:**
  - PSY 100/102 — Introduction to Psychology
  - PSY 259/530 — Statistics in Psychology (or Research Methods)
  - PSY 321/528 — Abnormal Psychology
  - SED 481 or 482 — Teaching Exceptional Children (required for school counseling students only)

- **Required core courses for both programs:**
  - CSP 540 — Understanding Individual Psychological Testing
  - CSP 550 — Counseling Procedures
  - CSP 552/553 — Counseling Practicum / Counseling Practicum Seminar
  - CSP 568 — Counseling and Life Span Development
  - CSP 569 — Theories of Counseling
  - CSP 572 — Psychology of Career Development
  - CSP 578 — Counseling and Assessment of Culturally Diverse Populations
  - CSP 656 — Group Counseling
  - CSP 676 — Counseling Internship Seminar
  - CSP 691 — Research and Evaluation in Schools and Community Agencies

- **Additional Clinical Mental Health Counseling Course Requirements:**
  - CSP 521 — Counseling the Substance Abuser and Other Addicted Populations
  - CSP 595 — Professional Orientation and Ethical Issues in Community Counseling
  - CSP 541 — Introduction to Psychopharmacology
CSP 605 — Introduction to Family Counseling
CSP 549 — Issues in Crisis Intervention — Theory and Method
CSP 554 — Treatment of Mental and Emotional Disorders
CSP 571 — Diagnosis of Mental and Emotional Disorders

Additional School Counseling Course Requirements:
CSP 555 — Interpersonal Group Dynamics (required for school counseling students only)
CSP 570 — Professional Orientation and Ethical Issues in School Counseling Services
CSP 573 — Counseling Students for College and University Education
CSP 606 — Counseling Procedures with Children
CSP 674 — Consultation in Schools

Comprehensive Examination
All students are required to pass the comprehensive examination upon completion of their course work. Examinations are scheduled each semester.

SCHOOL PSYCHOLOGY PROGRAMS

Master of Science in School Psychology
School psychologists are employed in educational settings. They use their psychological knowledge, insight, and skills to promote human welfare and educational success, and to improve the institutions and programs in which they are involved. Preparation includes training in educational and psychodiagnostic evaluations, written and oral communication of results, developing individual educational interventions, making recommendations for remedial action, participation in special education and research programs, consultation, counseling, and other related activities.

The School Psychology program is accredited by the National Association of School Psychologists.

Admission Requirements and Procedures for School Psychology
Applicants should contact the Counseling and School Psychology Department office (203) 392-5910 or write to the Department to obtain program application material. Program information may also be accessed on the department’s website: www.SouthernCT.edu/counseling_schoolpsychology. Applicants must complete all admission material required by the School of Graduate Studies, and the School Psychology program. All general state and university teacher education admission and certification requirements described earlier in this catalog also pertain to the school psychology program.

Admission to the program is based upon the following criteria:
• Candidates must have a minimum undergraduate quality point ratio of 3.0.
• A minimum of 15 credits in psychology, including coursework in the following areas: developmental psychology, theories of personality, statistics, abnormal child psychology or psychopathology, learning theory or educational psychology
• Candidates must pass the state-mandated skills examination (Praxis I) in mathematics, reading, and writing, or, present a formal Praxis I waiver from the Educational Testing Service by obtaining a combined score of 1000 on the SAT with at least a score of 400 on both the verbal and the mathematics sections respectively from any test administration prior to March 31, 1995; or, present a combined score of 1100 on the SAT with at least a score of 450 on both the verbal and the mathematics sections respectively from any test administration on or after April 1, 1995; or, present a composite score of 24 or more on the American College Testing Program Assessment (ACT), with no
less than 22 on the English subtest and no less than 19 on the math subtest from test administrations on or after October 1989;

- Candidates must have completed the state-mandated special education course requirement (SED 481 or SED 482 — Teaching Exceptional Children).
- Essay demonstrating a strong desire to enter the profession
- Evidence of superior interpersonal skills (relationships and communication)
- Strong recommendations from at least three individuals who know the candidate in an academic or professional setting. The recommendations must be on the approved form, which may be downloaded from the Counseling and School Psychology’s website. (Most of those completing the recommendation form also include a personal letter about the applicant.)
- Evidence of superior writing skills

Those who do not have sufficient background in psychology may need to take additional courses before being accepted into the program. Admission is once a year, in the fall; all required application material must be received by February 1. Applicants must contact the department for an application packet, with the necessary forms, or download them from the department website.

**Program Requirements**

The school psychology program consists of courses in educational and psychological foundations, assessment, consultation, individual and group counseling, intervention techniques, professional and ethical issues, research techniques, and practicum and internship. Students obtain the master’s degree after completion of 37 credits and the comprehensive examination. Students may select from either a part-time or full-time sequence of study at the master’s level only. However, most students select and are encouraged to select, a full-time program of study. The master’s program includes:

- CSP 532 — Physical Bases of Behavior and Personality
- CSP 533 — Individual Assessment I and lab
- CSP 540 — Understanding Psychological Testing and Evaluation
- CSP 550 — Counseling Procedures
- CSP 555 — Group Dynamics
- CSP 569 — Theories of Counseling
- CSP 574 — Applied Behavioral Interventions in Schools, Classrooms, and Counseling Settings
- CSP 641 — Professional Issues in School Psychology
- CSP 670 — Psychology in the Schools
- CSP 568 — Counseling and Life Span Development
- CSP 691 — Research and Evaluation in School and Community Agencies
- PSY 527 — Abnormal Child Psychology

**Comprehensive Examination**

Students are required to pass the comprehensive examination.

**Sixth Year Professional Diploma in School Psychology**

The NASP accredited sixth year professional diploma program in school psychology provides advanced professional study and training in school psychological services and leads to certification as a school psychologist in the State of Connecticut. The pro-
gram develops competence in psychological skills to enable its graduates to observe and evaluate human behavior, facilitate behavioral change, and assume consultative roles with teachers, administrators, other school personnel, and parents, in the areas of child development, special education, mental health, curriculum development, and educational research. Students who complete the sixth year degree are prepared to take the Nationally Certified School Psychologist examination, which is used in many states for certification status.

In addition to general admission requirements, an applicant to the sixth year professional program for school psychology is required to have completed and demonstrated superior achievement in a master’s degree program in school psychology or equivalent. Practitioners with doctoral degrees seeking re-specialization in school psychology will be asked to submit performance-based proof of competencies to waive any program requirements.

One year of full-time continuous study is required. The sixth year program consists of:

- CSP 534 — Individual Assessment II and lab
- CSP 535 — Individual Assessment III and lab
- CSP 578 — Counseling and Assessment of Culturally Diverse Populations
- CSP 606 — Counseling Procedures with Children
- CSP 631 — Projective Techniques
- CSP 638 — School Psychology Intervention Techniques
- CSP 674 — Consultation in Schools
- RDG 520 — Fundamentals of Language and Literacy

Certification courses:

- CSP 537 — Practicum in School Psychological Services (A supervised, 400 hour, school-based experience, and a university seminar; practicum is distinct from and must occur prior to internship.)
- CSP 652 — Internship Seminar (Internship consists of no less than 1200 hours of supervised school-based experience, and a university seminar. Internship may be completed full-time in one year or part-time over two years.)

COUNSELING AND SCHOOL PSYCHOLOGY COURSES

CSP 502 — Religious and Value Issues in Counseling
Basic assumptions of counseling and psychotherapy in relation to personal, social, and religious values. 3 credits.

CSP 521 — Counseling the Substance Abuser and Other Addicted Populations
An exploration of clinical issues in substance abuse cases and an examination of counseling techniques applicable to addicts and significant others affected by addiction problems. 3 credits.

CSP 532 — Physical Bases for Behavior and Personality
A survey course of the basic structures of the brain and nervous system and their functions in relation to behavior. The impact on personality and behavior of genetics, nutrition, sex differences, stress, environmental factors, and the major medications used to treat neurological or psychological dysfunctions are reviewed. 3 credits.
CSP 533 — Individual Assessment I
Principles and methods of performing individual psychological evaluations of school-age children and youth. Administering, scoring, and interpreting intelligence scales, and other assessment instruments. Prerequisites: CSP 540 or RSM 595, matriculation in school psychology program, and departmental permission. 4 credits.

CSP 534 — Individual Assessment II
Administering and interpreting integrated and individual psycho-educational evaluations with school-aged children. Emphasis will be on high-incidence handicapping conditions and strategies that link specifically to interventions. Prerequisites: CSP 533, matriculation in school psychology program, and departmental permission. 4 credits.

CSP 535 — Individual Assessment III
Advanced administration, scoring, and interpretation of individual psychological evaluation instruments, with low-incidence handicapping conditions. Interpretation and report writing. Prerequisite: CSP 534 or equivalent, matriculation in school psychology program, and departmental permission. 4 credits.

CSP 537 — School Psychology Practicum
Implementation of psychological services in schools, or other appropriate settings, under the supervision of a certified school psychologist and faculty member. Prerequisite: matriculation in school psychology program, and departmental permission. 3 credits (CSP 537 may be repeated for up to six credits).

CSP 540 — Understanding Psychological Testing and Evaluation
Psychological testing theory, clinical and practical aspects of individual test administration, educational and clinical diagnosis, interpretation, and non-discriminatory and controversial issues in testing. 3 credits.

CSP 541 — Introduction to Psychopharmacology
A course designed for the non-medical therapist which surveys psychopharmacological medications and how these substances work within the human body. Major groups of drugs covered include those typically described in psychiatric medicine in clinical mental health counseling settings. In addition, students will learn about commonly abused drugs including “street drugs,” “over-the-counter drugs,” and others (coffee, nicotine, alcohol, etc.) that may be inappropriately used to cope with symptoms related to mental and emotional disorders. The foci of the course are mechanisms of action, behavioral effects, and side effects of psychotropic drugs. 1 credit.

CSP 546 — Depression and Suicide in Children, Adolescents and Adults
Designed for mental health practitioners; covers material relating to understanding, diagnosing, and intervention in cases of potential suicide and depression. 3 credits.

CSP 549 — Issues in Crisis Intervention (Theory and Method)
A course specifically designed to give the counselor / therapist a theoretical and practical background in crisis intervention in both school and community settings. Prerequisite: CSP 550 and departmental permission. 3 credits.

CSP 550 — Counseling Procedures
Current theories and practices in individual and group counseling; relationships to educational, vocational, social, and emotional development. Includes skill building through audio and videotaping. Prerequisites: CSP 569 and departmental permission. 4 credits.
CSP 552 — Counseling Practicum
The practicum provides an opportunity for the student to perform some of the professional counseling activities of a regularly employed staff member in a school or human service setting. One hour, one to one weekly supervision by a program faculty member is required. Prerequisites: CSP 540, 550, 568 (CSP 656 and 595 for clinical mental health counseling students only; CSP 555, 570 for school counseling students only) and departmental permission. 3 credits.

CSP 553 — Counseling Practicum Seminar
The seminar provides an opportunity for practicum students to meet together weekly to integrate field experiences and discuss topics of professional interest. Prerequisite: departmental permission. Prerequisites: CSP 540, 550, 568 (CSP 656 and 595 for clinical mental health counseling students only; CSP 555, 570 for school counseling students only) and departmental permission. 3 credits each.

CSP 554 — Treatment of Mental and Emotional Disorders
In-depth exploration of common and empirically-supported treatment practices for various diagnostic groups. Study of strategies for the provision of crisis, brief, intermediate, and long-term counseling. Review of principles of interviewing and the development of case conceptualization, including diagnosis, etiology, and prevention is provided, with special emphasis on treatment planning. Current context and trends of mental health treatment, including fiscal dimensions such as reimbursement for counseling services and roles within managed care systems. Principles, theories, and practices of inpatient, partial hospitalization, and outpatient services. Prerequisites: CSP 550, CSP 571 and department permission. 3 credits.

CSP 555 — Interpersonal Group Dynamics
A didactic-experiential practicum for the study of individual behavior and interpersonal dynamics in groups. This experience involves group members as participant observers in the various aspects of group development. 3 credits.

CSP 568 — Counseling and Life Span Development
A study of human development over the life span from conception to death and its implications for the theory and practice of counseling. Skill building in developmental history taking, goal setting and treatment planning is included. 3 credits.

CSP 569 — Theories of Counseling
A survey of major theories of counseling and a study of their applications to various client populations. 3 credits.

CSP 570 — Professional Orientation and Ethical Issues in School Counseling Services
An introduction to the roles and functions of school counselors who work with students in a K-12 setting. The course emphasizes a developmental counseling approach. Prerequisites: CSP 550 and department permission. CSP 550 may be taken concurrently. 3 credits.

CSP 571 — Diagnosis of Mental and Emotional Disorders
Overview of the historical issues and conceptual principles in classifying mental and emotional disorders using the DSM-IV-TR multiaxial coding system, applying processes and principles in making differential diagnosis, noting signs and symptoms of the diagnostic categories, and using diagnostic concepts and terminology. Current research/issues regarding the diagnostic categories and theories of etiology and prevention. Practice in conducting an effective diagnostic interview, including mental status examination and biopsychosocial history, as well as formulation of case conceptualization and treatment plan based upon diagnostic impressions. The impact of racial, ethnic, and cultural heritage issues on the diagnostic process. Prerequisites: CSP 550 and department permission. 3 credits.
CSP 572 — Psychology of Career Development
Dynamics of career development affecting growth of individuals in school settings and in counseling contexts throughout the life span. Some sections hybrid online. 3 credits.

CSP 573 — Counseling Students for College and University Education
A study of methods, materials, and successful practices to motivate, prepare and counsel students for higher education. 3 credits.

CSP 574 — Applied Behavioral Intervention in Schools, Classrooms and Counseling Settings
This course is a study of human behavior and the formal behavioral assessment process. It emphasizes functional behavioral assessments and behavioral intervention strategies in schools, classrooms and counseling settings. 3 credits.

CSP 578 — Counseling and Assessment of Culturally Diverse Populations
Enhancement of awareness of and sensitivity to issues in multicultural and cross-gender interactions. Students are provided with philosophical, theoretical, and applied knowledge for effective cross-cultural counseling and assessment. Prerequisite: department permission. 3 credits.

CSP 580 — Problems in Human Sexuality: Identification and Therapeutic Procedures
Identification and treatment of sexual dysfunctioning and deviation, including a review of the dynamics of psychosexual functioning and the application of appropriate direct and indirect counseling techniques. 3 credits.

CSP 595 — Professional Orientation and Ethical Issues in Clinical Mental Health Counseling
An overview of the community counseling model as it applies to needs assessment, program planning, development, delivery and evaluation; the role of the counselor as change agent and consultant. Some sections hybrid online. Prerequisite: department permission. 3 credits.

CSP 600 — Independent Study or Research
Identification and investigation of a problem; preparation and presentation of a scholarly document summarizing the study or research. Departmental permission required. 3 credits.

CSP 605 — Introduction to Family Counseling
An introduction to family counseling. Emphasis on understanding differences between individual and systems approaches to helping families, and the role and function of a family counselor. An integrative approach to family counseling will be stressed with particular application to student’s practice situations. Class will include both didactic and experiential learning components. Some sections hybrid online. Prerequisites: CSP 569 and department permission. 3 credits.

CSP 606 — Counseling Procedures with Children
Application of the major theories and procedures for counseling children. Emphasis on case studies and practical applications. Prerequisites: CSP 550, departmental permission, and placement in a field setting. 3 credits.

CSP 631 — Projective Techniques
Clinical evaluation of personality dynamics through the use of projective techniques with an emphasis on story-telling techniques, sentence completion tasks, and interviews. Integration of clinical findings with other data; preparation of comprehensive psychological reports. Prerequisite: CSP 533 or equivalent and departmental permission. 3 credits.
CSP 638 — School Psychological Intervention Techniques
The appraisal, planning, implementation and measuring effectiveness of intervention
techniques for students with academic, social and behavioral difficulties. Prerequisites:
matriculation in school psychology and departmental permission. 3 credits.

CSP 641 — Professional Issues in School Psychology
An introduction to the field of school psychology, including its history, the roles and
functions of school psychologists, professional issues, and ethics and law for school
psychologists. Prerequisite: matriculation in School Psychology. 3 credits.

CSP 651 — Advanced Counseling Procedures
Principles, techniques, and theory. Students will enhance their skills in working with
adults, children and/or adolescents using audio-visual technology and intensive su-

pervision. Prerequisites: CSP 550 and departmental permission. 4 credits.

CSP 652 — Internship and Seminar in School Psychology
A one year full or part-time supervised school psychology experience in a school, agency,
or institution providing psychological services for children or adults. Emphasizes the
practical application of psychological knowledge, counseling skills, and theories. Pre-
requisite: Departmental permission. 3 credits (may be repeated for up to 12 credits).

CSP 656 — Group Counseling
Students participate in and learn advanced theories and techniques of group counsel-
ing. Focus is on the integration of theory and practice. Experiential opportunities are
provided for both personal and professional development. Prerequisites: CSP 550 and
departmental permission. 3 credits.

CSP 670 — Psychology in the Schools
Review of application of psychological theory in educational settings including human
learning, instructional and remedial techniques, pre-school interventions, curriculum,
curriculum-based assessment, and instructional organization of schools. Some classroom
observation required. Prerequisite: Matriculation in school psychology program; fi eld
component requiring 100 hours in school setting. 4 credits.

CSP 672 — Student Personnel Services — Organization and Administration
Admission, registration, advising, housing, student activities, counseling, placement,
and the role of the administrative head of student personnel. 3 credits.

CSP 674 — Consultation in Schools
A study of effective consultation and its relevance to the helping professional. Students
will understand and be able to apply the three primary consultation models, understand
client, consultee, and organizational variables, and demonstrate the knowledge and
skills necessary to deliver effective consultation services. Prerequisites: CSP 550 (and
CSP 652 for school psychology only and 553 for school counseling only), placement
within a school setting, and departmental permission. 3 credits.

CSP 676 — Counseling Internship Seminar
A full or part-time supervised counseling internship experience in a school, community,
agency, or institution providing psychological and other human services for children,
adolescents or adults. Emphasizes the practical application of counseling skills, theories,
and knowledge. Includes weekly seminar. Prerequisites: CSP 552, 553, 578, 691, (CSP 656
for school counseling students only) and departmental permission. (May be repeated
for up to 12 credits.) 3-9 credits each semester.

CSP 691 — Research and Evaluation in Schools and Community Agencies
Methods of conducting research and evaluation, along with learning how to read, ana-
lyze, and evaluate research published in professional journals. 3 credits.
EDUCATION
DIAMANTIS, MARIA, Chairperson, Professor; B.S., University of New Haven; M.S., Southern Connecticut State University; Ed.D., Teachers College, Columbia University. Tel. (203) 392-6143. E-mail: diamantisml@SouthernCT.edu

GOLDBERG, ADAM, Graduate Coordinator, Associate Professor; B.A., College of the Holy Cross; M.S., Sixth Year, Southern Connecticut State University; Ed.D., Teachers College, Columbia University. Tel. (203) 392-6442.

LEVANDE, DAVID, Co-Coordinator for Classroom Teacher Specialist Sixth Year, Professor; B.A., Syracuse University; M.S., City College of New York; Ed.D., Columbia University. Tel. (203) 392-6429 or (203) 392-6425. E-mail: levanded1@SouthernCT.edu

VILLANI, CHRISTINE J., Co-Coordinator for Classroom Teacher Specialist Sixth Year and Co-Coordinator of Educational Coach Sixth Year; Professor; B.S., Mercy College; M.A., Hofstra University; Sixth Year Diploma, Southern Connecticut State University; Ed.D., Fordham University. Tel. (203) 392-5343. E-mail: villanic1@SouthernCT.edu

ACHHPAL, BEENA D., Professor; B.S., M.S., University of Baroda; Ph.D., University of Connecticut

BOWER, LAURA A., Assistant Professor; B.A., Grove City College; M.Ed., Ph.D., University of Nevada

DICKINSON, CHERYL C., Professor; B.S., California University of Pennsylvania; M.S., Lehigh University; Ed.D., University of Pennsylvania

GREENGROSS, STEVEN, Professor; B.A., Ed.M., Ed.D., Boston University

MARANO, NANCY L., Associate Professor; B.S., Southern Connecticut State University; M.A., West Virginia Graduate College; Ph.D., University of Michigan

MEISEL, JOEL H., Professor; B.S., Marietta College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut

SMETANA, LARA K., Assistant Professor; B.A., Georgetown University; Ph.D., University of Virginia

TORRE, CARLOS, Professor; B.A., Northeastern Illinois University; M.Ed., Ed.D., C.A.S., Harvard University

APPLICATION DEADLINE:
Rolling admissions

ELEMENTARY AND EARLY CHILDHOOD EDUCATION
The department offers certification programs in early childhood education and elementary education, graduate degrees in elementary education, and cross endorsement courses for early childhood. A sixth-year program for classroom teacher specialists and an interdisciplinary sixth year educational coach program are also offered.

All applicants to certification programs must meet the certification requirements of the State of Connecticut. Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, field experience requirements, and student teaching.

Programs are offered leading to certification in early childhood and elementary education for those holding a bachelor's degree and who wish to become certified teachers in the State of Connecticut. Student teaching (undergraduate credit) is required for certification.

The Departments of Education and Special Education jointly offer the Collaborative Early Childhood teacher certification program at the graduate level. Students seeking
teaching certification or cross endorsement in collaborative early childhood may specialize in either Birth to Kindergarten or Nursery to Grade 3. The graduate early childhood collaborative certification program may be pursued on a full-time or part-time basis. A master’s degree in either Education or Special Education can be planned concurrently. A master of science degree with a specialization for regular classroom teachers is offered to those who hold a bachelor’s degree.

Students may pursue certification and the master’s degree concurrently. Completion of a master’s degree program is contingent upon first completing the requirements for certification.

Additional undergraduate courses may be required of students whose preparation indicates deficiencies in areas mandated by the State or the department for certification.

**Admission Requirements for M.S.**

Applicants must submit the following materials:

- a completed Application for Admission to the School of Graduate Studies with the application fee
- official transcripts of all college level work indicating a grade point average of 3.0 or higher (Note: Interested applicants who do not meet these requirements should contact the Graduate Coordinator).
- Once the School of Graduate Studies has reviewed the application file and determined that it is complete, the applicant will receive a letter with instructions to contact the Graduate Coordinator of the Elementary Education department to make an appointment.

**Admission Requirements for M.S. with Certification**

Applicants must submit the following materials:

- a completed Application for Admission to the School of Graduate Studies with the application fee
- official transcripts of all college level work indicating a grade point average of 2.7 or higher (Note: Interested applicants who do not meet these requirements should contact the Graduate Coordinator).
- Once the School of Graduate Studies has reviewed the application file and determined that it is complete, the applicant will receive a letter with instructions to contact the Graduate Coordinator of the Elementary Education department to make an appointment. At the meeting, the applicant will receive information on the following:

  1. Information on the Conceptual Framework (Scholarship, Attitudes and Dispositions, Integrity, Leadership and Service)
  2. Information on the GATES and sequence of courses (including field experience requirements)
  3. grade point average requirements
  4. Praxis I
  5. State and departmental undergraduate minimum requirements
  6. letters of recommendation forms
  7. essay requirements
  8. interview process

Interviews with the Admissions Committee will be scheduled after all of the items have been received. Incomplete applications will be withdrawn six months after the
initial application is received. Prospective students are strongly encouraged to submit all materials at the same time.

**CERTIFICATION PROGRAMS**

**COLLABORATIVE EARLY CHILDHOOD**

The Departments of Education and Special Education jointly offer the Collaborative Early Childhood teacher certification program at the graduate level. Students seeking teaching certification or cross endorsement in collaborative early childhood may specialize in either Birth to Kindergarten or Nursery to Grade 3. The graduate Early Childhood Collaborative Certification Program may be pursued on a full-time or part-time basis. A Master’s degree in either Education or Special Education can be planned concurrently. Interested candidates please contact Dr. Patricia Major (203) 392-5952, email: majorp1@SouthernCT.edu.

**Required Courses for Birth to Kindergarten Certification**

*Foundations of Education – 3 credits*
EDF 520 — Child in the American Culture - 3 credits

*Curriculum and Methods of Teaching – 18-21 credits*
EDU 506 — Language Arts and Children's Literature - 3 credits
EDU 533 — Curriculum Design and Methods for Nursery - Grade 3 - 3 credits
EDU 537 — Day Care: Policies and Programs – 3 credits
EDU 573 — Language Arts: A Developmental Approach - 3 credits
SED 550 — Early Childhood Special Education - 3 credits
SED 552 — Birth to 3: Assessment and Curriculum - 3 credits
SED 553 — Preschool: Assessment and Curriculum - 3 credits
SED 600 — Independent Study - 3-6 credits

*Working with Families — 3 credits*
EDU 538 — Parent Involvement in Education: Programs & Approaches - 3 credits
SED 551 —Parent-Professional Relationships - 3 credits

*Student Teaching — 12 credits*
EDU 300, 400, 450 or 451 based on advisement — Two eight-week student teaching experiences

*Additional Background Requirements*
Fifteen credits in human growth and development
SED 481 — Teaching Exceptional Children in the Elementary Classroom – 3 credits
SHE 203 — School Health – 3 credits
IDS 471 — English Language in the Classroom – Additional prerequisite courses may be required.

**Required Courses for Nursery to Grade 3 Certification**

*Foundations of Education – 3 credits*
EDF 520 — Child in the American Culture - 3 credits

*Curriculum and Methods of Teaching – 18-21 credits (6 credits in language arts)*
EDU 504 — Mathematics in the Elementary School - 3 credits
EDU 506 — Language Arts and Children's Literature - 3 credits
EDU 533 — Curriculum Design and Methods for Nursery - Grade 3 - 3 credits
EDU 534 — Curriculum Design and Methods for the Elementary Classroom - 3 credits
EDU 573 — Language Arts: A Developmental Approach - 3 credits
SED 550 — Early Childhood Special Education - 3 credits
SED 553 — Preschool: Assessment and Curriculum - 3 credits
SED 554 — The At-Risk Child in the Early Elementary Grades: Instruction and Assessment - 3 credits

Working with Families — 3 credits
SED 551 — Parent-Professional Relationships - 3 credits
EDU 538 — Parent Involvement in Education: Programs & Approaches - 3 credits

Student Teaching — 12 credits
EDU 300, 400, 450 or 451 based on advisement — Two eight-week student teaching experiences

Additional Background Requirements
Fifteen credits in human growth and development
SED 481 — Teaching Exceptional Children in the Elementary Classroom – 3 credits
SHE 203 — School Health – 3 credits
IDS 471 — English Language in the Classroom – Additional prerequisite courses may be required.

REQUIRED COURSES FOR ELEMENTARY WITH K–6 CERTIFICATION
Dr. Adam Goldberg, Graduate Coordinator, Tel. (203) 392-6442

Required Courses
EDF 520 — Child in the American Culture – 3 credits
SED 481 — Teaching Exceptional Children in Elementary Classes – 3 credits
SHE 203 — School Health – 3 credits
EDU 533 — Curriculum Design and Methods for Nursery-Grade 3 – 3 credits
EDU 534 — Design Methods for the Elementary Classroom – 3 credits
EDU 539 — Child Development for Elementary Grade Teachers – 3 credits
EDU 301 — Reading – 3 credits
EDU 503 — Science in the Elementary School – 3 credits
EDU 504 — Mathematics in the Elementary School – 3 credits
EDU 505 — Social Studies in the Elementary School – 3 credits
EDU 506 — Language Arts and Children’s Literature – 3 credits
EDU 450/451— Student Teaching (2 eight-week periods) – 5 credits each
EDU 509 — Student Teaching Seminar – 1 credit
IDS 471 — English Language in the Classroom

Secondary Education Certification
For secondary education certification information, please refer to the section on secondary education under “Application and Admission.”
MASTER OF SCIENCE IN EDUCATION PROGRAM
Dr. Adam Goldberg, Graduate Coordinator, Tel. (203) 392-6442

Required Courses
• Educational Foundations — 3 credits: EDF 520 — Child in the American Culture or EDU 524 — Law for the Classroom Teacher or EDU 563 — Anti-Bias or EDU 560 — Controversial Issues
• Learning Theory — 3 credits: EDU 539 — Child Development for Elementary Grade Teachers or EDU 528 — Differentiated Instruction or EDU 538 — Parent Involvement
• Educational Research — 3 credits: EDU 592 — Research in Education or RSM 591 — Educational Measurement for Classroom Teachers
• Capstone Experience — choose one

Master’s Thesis
Thesis Seminar (EDU 590) and Thesis — 3 or 6 credits

Field Project
A minimum of 36 graduate credits, including EDU 591 Field Project in Education (3 credits), in the student’s area of specialization as approved by faculty adviser and the graduate coordinator is required. (Students must request to be placed on a waiting list for EDU 591 one semester in advance of anticipated enrollment in the course.)

Electives — 15-24 credits  15–18 credits must be EDU courses.
Other graduate courses may be chosen as an elective by the student with the approval of a faculty adviser or the graduate coordinator.

SIXTH YEAR PROFESSIONAL DIPLOMA
Classroom Teacher Specialist
Dr. David Levande, Co-Coordinator, Tel. (203) 392-6429
Dr. Christine Villani, Co-Coordinator, Tel. (203) 392-5343

The Classroom Teacher Specialist program is designed to enrich and expand the role of the career teacher. By emphasizing professional growth and self-improvement, this program gives each individual ample opportunity to investigate current learning theories, and to apply theory to practice. It allows students to explore the development of curriculum and to pursue advanced professional interests. The program allows for students to pursue a general interest area or a specific interest area of study. The program may also be designed for students who are seeking cross endorsement.

The Sixth Year Professional Program for Classroom Teacher Specialists enriches and expands the role of the career teacher. Students in this program will be able to investigate current learning theories, explore the development of curriculum, and implement theory as practice, as well as pursue personal and professional interests. The program emphasizes professional growth and self-improvement through guided instruction and self-directed analysis.

Students successfully completing the program are awarded the Sixth Year Professional Diploma of Advanced Study.

To be admitted to the program, students must have a master’s degree and must satisfy admissions requirements for a sixth year program. All students are required to enroll in the following courses, each of which carries three semester hours of credit.
Basic Courses — 9 credits
EDU 611 — Curriculum: Development and Implementation of Theories in the Classroom
EDU 612 — The Teaching-Learning Process: A Teacher’s Perspective
EDU 613 — Diverse Classroom Models: Principles and Practices

Research Component — 6 credits
EDU 618 — Field Study — Applied Research
EDU 619 — Seminar — Current Issues Affecting Classroom Teachers

Working with a faculty advisor, each student selects an additional 15 credits.

SIXTH YEAR EDUCATIONAL COACH

Program Coordinators
Dr. Christine Villani, Elementary Education, 203-392-5343
Dr. Ronald Tamura, Special Education, 203-392-5988

This sixth year program is an interdisciplinary and collaborative program combining the efforts and expertise of the Special Education Department and Elementary Education Department. This program is a proactive move toward the future demands that will be placed on educators. It has a strong focus on the educational process of instruction and assessment. The program takes a holistic approach to education.

As an Educational Coach, the student completing this program will be able to assist the classroom teacher in developing curriculum and assessment strategies for all students with an emphasis on inclusive classrooms. An Educational Coach will also be skilled in management strategies for both individual and group situations and will be able to provide guidance on a variety of education related legal issues, and lead staff development programs.

Admission to the Program
In addition to satisfying general admission requirements for graduate studies, candidates must hold a master’s degree, have a 3.0 GPA and possess certification in any educational area. After applying to the graduate program, applicants are interviewed by one of the Program Coordinators and must provide two letters of recommendation and a resume.

All students must complete thirty credits. All students must complete the following courses:
• EDU 611 Curriculum Theories: Development and Implementation in the Classroom
• EDU 612 The Teaching and Learning Process
• EDU 524 Law for the Classroom Teacher
• SED 527 Classroom Group Processes
• SED 610 Applied Behavioral Analysis
• SED 621 Interpersonal and Collaborative Skills
• SED 622 Consultation and Support
• SED 623 Advanced Consultation and Collaboration
• SED 624 In-Service Training and Workshops
• IDS 506 Techniques in Special and Regular Education Instruction

*** All students must demonstrate proof of cultural competency (i.e., course, CEU workshop) if not met than an additional course will be required.
EDUCATION COURSES
Courses marked with an asterisk (*) are required for teaching certification only.

EDU 450* — Student Teaching I
Guided observation and supervised student teaching in cooperating schools. Prerequisite: departmental permission. Scheduled fall and spring semesters. 5 credits.

EDU 451* — Student Teaching II
Guided observation and supervised student teaching in cooperating schools. Prerequisite: departmental permission. Scheduled fall and spring semesters. 5 credits.

EDU 452* — Secondary School Student Teaching
Guided observation and supervised student teaching in grades 7-12 in cooperating schools. Ten week course. Prerequisite: EDU 490, EDU 491, EDU 492, EDU 493, or EDU 494. Corequisite: EDU 453. 8 credits.

EDU 453* — Student Teaching Seminar
Discussions of educational issues; in particular, those raised by the student’s experiences in the field. Taken concurrently with student teaching. Prerequisite: EDU 490, EDU 491, EDU 492, EDU 493, or EDU 494. Corequisite: EDU 452. 1 credit.

ENG 490* — English (Secondary School)
Methods of and new approaches to teaching standard subject matter. For certification only. 3 credits.

WLL 491* — Foreign Languages (Secondary School)
Critical study of the theories, methods, and techniques of modern foreign language teaching. Prerequisite: 18 credits of foreign language including literature. For certification only. 3 credits.

MAT 492* — Mathematics (Secondary School)
Methods of teaching arithmetic and algebra in grades 7-12. Content includes the study of postulates, definitions, and theorems of the natural numbers, integers, and rational numbers. For certification only. 3 credits.

EDU 493* — Science (Secondary School)
General science concepts are presented through assigned readings, lecture demonstrations and discussions for teaching grades 7-12. For certification only. 3 credits.

EDU 494* — Social Science (Secondary School)
Current practices in teaching social studies including an examination of teaching materials and resources. For certification only. 3 credits.

EDU 497* — Poetry in the High School
Methods of teaching poetry in the high school. 3 credits.

EDU 498* — The Novel in the High School
Methods of teaching the novel in the high school. 3 credits.

EDU 500* — Student Teaching
Four to sixteen weeks of supervised student teaching in an elementary classroom K-6 under special conditions. Seminars are arranged by coordinators. Prerequisite: Departmental permission. 2-8 credits.
EDU 501 — Music in the Elementary Classroom
Materials and methodology for teaching a broad range of music activities in the elementary classroom, including singing, playing classroom instruments, moving, creating, and integrating music into other disciplines. Special attention will be given to ways of improving multi-cultural understanding through music. 3 credits.

EDU 502 — Art for the Elementary Teacher
Objectives, principles, and practices of art experiences in the elementary school. 3 credits.

EDU 503 — Science in the Elementary School
The content, organization, and techniques of instruction in elementary science, from nursery school through grade eight. Field experience required. Departmental permission required. Scheduled fall, spring and summers in even years. 3 credits.

EDU 504 — Mathematics in the Elementary School
The use and meaning of numbers in children's lives. Trends and national standards in mathematics teaching are examined. Prerequisites: MAT 105 and MAT 106 or equivalents. Field experience required. Departmental permission required. Scheduled fall, spring, and summers in even years. 3 credits.

EDU 505 — Social Studies in the Elementary School
Social experience, interests, and needs of children. Content and objectives of the social studies curriculum. Field experience required. Departmental permission required. Scheduled fall, spring, and summers in odd years. 3 credits.

EDU 506 — Language Arts and Children's Literature
Integration of language arts in the phases of oral and written expression, such as dramatics, choral speaking, and creative writing. Appreciation and knowledge of children's books, including both historical and contemporary literature. Field experience required. Departmental permission required. Scheduled fall, spring, and summers in odd years. 3 credits.

EDU 509* — Student Teaching Seminar
A one-credit seminar in conjunction with student teaching that deals with issues and current practices in education. Topics will include Connecticut state regulations, classroom management, planning for and implementation of curriculum, and student experiences. Prerequisite: to be taken concurrently with student teaching. Scheduled fall and spring semesters. 1 credit.

EDU 511 — Curriculum Experiences in Elementary Geometry
A hierarchy of geometry teaching techniques beginning with the pre-school child’s first topological ideas and extending through the elementary school grades. Opportunity will be provided for development of instructional strategies for involving children in the study of geometry. 3 credits.

EDU 512 — Elementary Curriculum Workshop
Recent research appraisal of current practices and the needs of today’s youth. Opportunity for individual projects. Scheduled wintersession and summer semesters. 3 credits.

EDU 513 — Home-School-Community Relations
Consideration of traditional and current practices, problems, and trends in home-school-community relations, with emphasis on current issues and problems in large urban areas. 3 credits.

EDU 515 — Trends in Elementary Mathematics
Recent research, publications, films, programs and teaching. For teachers, principals, and supervisors of elementary mathematics. Opportunity for individual projects. 3 credits.
**EDU 517 — Developments in Science Education**
A study of outstanding city and state syllabi, textbooks, research publications, and collateral reading is made to determine the science concepts, principles, and activities at various grade levels. Attention also is given to the psychology of science teaching. Prerequisite: Course in science teaching. Also listed as SCE 517. 3 credits.

**EDU 520 — A Woman's Place is in the Curriculum: A Multicultural Approach.**
Introduction of multicultural women’s studies content to education professionals. Workshop facilitators demonstrate strategies for infusing women’s studies content into K-12 curriculum. Also listed as WMS 518, HIS 518, IDS 518. Scheduled summer semesters. 3 credits.

**EDU 521 — Integrating Technology in the Elementary Classroom**
An introduction to the use of micro-computers in the elementary classroom. Evaluation of the existing hardware and software, LOGO programming, strategies for use. Scheduled fall and summer semesters. 3 credits.

**EDU 524 — Law for the Classroom Teacher**
This course provides an introduction of school law as it applies to teachers’ and students’ rights and responsibilities within the school and the classroom. The course will include discussion of major legal decisions that affect teachers and students. Scheduled fall and spring semesters and summers in odd years. 3 credits.

**EDU 528 — Differentiated Instruction in the Elementary School**
Strategies for differentiating instructional content, process and product to meet the needs of diverse student populations. Scheduled fall semester. 3 credits.

**EDU 532 — Creative Experiences for Children**
The meaning of creativity, principles of creative teaching in the areas of art, music, movement, creative dramatics, and language arts at the elementary level. 3 credits.

**EDU 533 — Curriculum Design and Methods for Nursery — Grade 3**
The theoretical framework for a developmentally appropriate, culturally sensitive curriculum for children in nursery, kindergarten, and the early grades. Foundations for later learning. Workshops in music, art, literature, and multicultural education. Scheduled fall, spring, and summers in odd years. Field experience required. Departmental permission required. 3 credits.

**EDU 534 — Curriculum Design and Methods for the Elementary Classroom**
The selection, planning, guidance and assessment of learning experiences in the elementary school. Language arts, mathematics, social studies, science, media and technology considered in the light of cognitive psychology and learning theory. Scheduled fall, spring and summers in even years. Field experience required. Departmental permission required. 3 credits.

**EDU 538 — Parent Involvement in Education: Programs and Approaches**
Theories and practices in parent involvement. Methods for helping teachers work sensitively and effectively with families and improving school-home communication. Scheduled spring semester. 3 credits.

**EDU 539 — Child Development for Elementary Grade Teachers**
Developmental stages of children from ages six to twelve, the years of the elementary school, and their impact on the teaching/learning process. Scheduled fall, spring and summers in odd years. Field experience required. Departmental permission required. 3 credits.
EDU 540 — Secondary Education Curriculum
The philosophy, objectives, content and techniques; the block or multiple period; core integrated and unified curriculum. For certification only. Scheduled irregularly. 3 credits.

EDU 543 — Energizing the Teaching of Science and Math: An Intensive Workshop
This course promotes high energy in teaching as the primary modality for successful learning in math and science. It focuses on teaching energy as a matrix within which content is framed. Also listed as SCE 543. 3 credits.

EDU 544 — Classroom Management
The proactive and reactive components of effective classroom management. Emphasis is on the link between normative student development, academic performance, and behavior. Topics include environmental design, organizational design, establishment of rules and procedures, management styles. Offered spring semester. 3 credits.

EDU 551 — Early Adolescent Development
Study of the physical, social, emotional, and intellectual changes that take place during puberty and early adolescence. Scheduled fall and summer semesters. 3 credits.

EDU 560 — Controversial Issues in Contemporary Education
Critical examination of controversial issues affecting education. Scheduled fall semester. 3 credits.

EDU 563 — Anti-Bias and Multicultural Perspectives in the Classroom
Designing and utilizing strategies, curriculum, materials, and resources to infuse multicultural perspectives into the classroom. Practical training to reduce bias and prejudice. Scheduled wintersession or spring break semesters. 3 credits.

EDU 566 — Media Utilization and Curriculum
The curriculum of the modern school is examined. Principles and methods of evaluation, selection, and utilization of media are related to curriculum and personal needs of children and youth. Prerequisite: ILS 562 or EDF 520 or departmental permission. Scheduled fall, spring, and summer semesters. (Formerly LSC 509). 3 credits.

EDU 573 — Language Arts: A Developmental Approach
This course takes a developmental approach to the teaching of the language arts at the early childhood and elementary levels. Spelling, writing, and reading are studied in relation to child development and teaching applications. Scheduled fall and spring semesters. 3 credits.

EDU 582 — Issues in Urban Education
Develops understanding of national education policy and urban education reform and ability to use qualitative and quantitative data to make decisions about instruction in urban education contexts. Scheduled summer semester. 3 credits.

EDU 583 — Teaching and Learning in Urban Schools
Provides a series of learning experiences designed to facilitate participants’ abilities to be effective urban classroom teachers. Current knowledge regarding the effects of successful instructional processes is examined with an emphasis on practice and implementation rather than theory. Scheduled summer semester. 3 credits.

EDU 587 — Curriculum Models in Operation
A practical in-depth view of specific elementary level curriculum models including on-sight involvement. Issues to be analyzed include the learning environment, diagnostic tools, the role of the teacher, and curriculum objectives. Prerequisite: a course in curriculum theory. 3 credits.
EDU 590 — Thesis Seminar
Research and writing of the thesis in the area of concentration under the direction of an education department faculty member. For specific details consult the chairperson or graduate coordinator of the department. Prerequisite: departmental permission. Scheduled fall and spring semesters. 3 or 6 credits.

EDU 591 — Field Project in Education
Students will plan, develop, and implement a project related to elementary education with the aid of the instructor. Required of master’s students in the special project track. Prerequisite: departmental permission. Scheduled fall, spring and summer semesters. 3 credits.

EDU 592 — Research in Education
Research methods used in educational research and critical evaluation of published research. Scheduled fall, spring and summer semesters. 3 credits.

EDU 599 — Special Topics in Education — 1-6 credits

EDU 600 — Directed Study and Research
Identification and investigation of a problem in the field of education and the preparation and presentation of a scholarly document summarizing the study or research. Prerequisite: departmental permission. Scheduled fall and spring semesters. 3 credits.

EDU 611 — Curriculum Theories: Development and Implementation in the Classroom
Demonstrations, lectures, workshops, learning centers, subject matter experts, and assigned observations to enliven and enlarge the scope of the elementary curriculum. Scheduled fall semesters. 3 credits.

EDU 612 — The Teaching-Learning Process: A Teacher’s Perspective
Psychological attitudes and assumptions and how they affect an elementary teacher’s classroom performance. Course relates each student’s personal perspective to sound psychological practices and to the needs of the specific professional environment. Scheduled spring semesters. 3 credits.

EDU 613 — Diverse Classroom Models: Principles and Practices
Models of elementary teaching in current use, the patterns on which they are based, and the alternative strategies possible for improvement of teacher competencies. Scheduled fall semesters. 3 credits.

EDU 618 — Field Study: Applied Research
An opportunity for the teacher to engage in research for professional growth and self-improvement (by arrangement). Scheduled spring semesters. 3 credits.

EDU 619 — Seminar: Current Issues Affecting Classroom Teachers
Sharing of knowledge, a means of improving professional understanding concerning education. The student will contribute information on the procedures and/or findings of a field study. Scheduled summer semesters. 3 credits.

INTERDISCIPLINARY COURSES

IDS 506 — Techniques in Special and Regular Education
Utilization of mainstreaming techniques with both regular and special populations of children. Philosophical, methodological, and problematical issues will be examined. 3 credits.

IDS 508 — Enhancing the Learning Process through the Creative Arts
This course is designed to assist teachers at all levels in methods of integrating music, drama, dance, and art into the classroom curriculum. 3–6 credits.
IDS 518 — A Woman’s Place is in the Curriculum: A Multicultural Approach
Introduction of multicultural women’s studies content to education professionals. Workshop facilitators demonstrate strategies for infusing women’s studies content into K-12 curriculum. Scheduled summer semesters. 3 credits.

IDS 573 — Creativity
The development of teaching strategies and school organizational patterns that foster students’ potential for creative thought. Scheduled fall, spring, and summer semesters. 3 credits.

IDS 597 — Contemporary Issues: Interdisciplinary Teaching and Learning — An Internet Based Course
Interdisciplinary teaching and learning in K-12 schools, including team-teaching across disciplines, leadership, inclusive and culturally sensitive classrooms, and technology. Students participate together in classroom activities as well as virtually with other students worldwide. A home computer internet connection is convenient but not mandatory. Scheduled fall and/or spring semesters. 3 credits.

The following courses have been approved but are not scheduled for 2011-2012.

EDU 510 — Curriculum Planning
EDU 514 — Education of the Gifted
EDU 522 — Micro-Computers in Education II
EDU 531 — Programs for Early Childhood
EDU 535 — Seminar in Early Childhood Education
EDU 536 — Living and Learning with Young Children
EDU 537 — Day Care: Policies and Programs
EDU 541 — Workshop in the Secondary School
EDU 555 — Energizing Education Through Brain Compatible Learning
EDU 575 — Integrative Field Experience in Math and Science Teaching
EDU 576 — Integrative Field Experience in Language Arts and Social Science Teaching
EDUCATIONAL LEADERSHIP

MADONIA, PETER R., Chairperson, Associate Professor; B.A., M.A., Sixth Year Diploma, Fairfield University; Ed.D., University of Sarasota
MAGNO, CATHRYN S., Coordinator of Doctoral Education, Associate Professor; B.A., Tufts University; Ed.M. Harvard University; Ph.D., Columbia University. Tel. (203) 392-5170. E-mail: magnoc1@SouthernCT.edu
ARAFELT, SUSAN; B.A., Hampshire College; M.A., University of British Columbia; Ph.D., University of Wisconsin–Madison
DIFFLEY, WILLIAM J., Associate Professor; B.S., Eastern Connecticut State University; M.A., Wesleyan University; M.A., Ph.D., University of Connecticut
GREGORY, JESS; B.S., Dartmouth College; M.S., Southern Connecticut State University; M.D., University of Bridgeport
LABAS, GLADYS, Associate Professor; B.S., University of Puerto Rico; M.S., Ph.D., University of Connecticut
MCDANIELS, CYNTHIA, Professor; B.A., M.A., University of California, Berkeley; Ph.D., University of Maryland
RICHARDSON, LYSTRA M., Professor; B.S., Pace University; M.A., Fairfield University; Sixth Year Diploma, Southern Connecticut State University; Ph.D., University of Connecticut
SQUIRES, DAVID H., Associate Professor; B.A., M.A., Allegheny College; Ph.D., University of Pittsburgh

APPLICATION DEADLINE:
Sixth Year and Certification programs: Rolling admissions
Sixth Year program in Educational Foundations: Rolling admissions
Doctoral Program: March 1, 2011 (Fall Admission 2011)

THE SIXTH YEAR PROGRAM
The Sixth Year Program in Educational Leadership is designed to prepare qualified and effective organizational leaders, primarily in the field of education. Those who successfully complete a planned program of at least 30 credit hours within six years are awarded a Professional Diploma of Advanced Graduate Study. Educators who hold certificates for service in the public schools and meet experience requirements may qualify for certification as intermediate administrators/supervisors through prescribed coursework, field work, and assessment processes of the sixth year program.
Application requirements:
• Two letters of recommendation
• Personal essay
• Current resume
• Interview

THE INTERMEDIATE ADMINISTRATOR CERTIFICATION PROGRAM
To matriculate in this certification program, candidates must have earned a master’s degree, maintained (at the post-baccalaureate level) a cumulative grade point average of 3.2 or higher. Any applicant with an undergraduate grade point average below 2.70 must apply for a waiver. The waiver policy is accessible on the department’s website: www.SouthernCT.edu/departments/edl.
Application requirements:
• Resume
• Writing sample explaining prior leadership experience
• Two letters of recommendation
• Evidence of four years teaching experience in an approved public school
• Essay
• Interview

Certification through this program provides its graduates the basic background for positions as assistant principals, principals, staff developers, supervisors of instruction, curriculum coordinators, assistant superintendents of schools, department chairpersons and supervisors in special subjects or fields such as art, elementary or secondary education, health and physical education, special education, pupil services, and subject matter disciplines.

SIXTH YEAR PROGRAM REQUIREMENTS
Initial Requirements — 9 credits
EDL 680 — Leadership Perspectives*
EDL 681 — Leadership Development*
EDL 682 — Organizational Development*

Intermediate Requirements — 9 credits
EDL 683 — Supervision and Staff Development*
EDL 684 — Learning Theory*
EDL 685 — Curriculum Development*

Additional Requirements — 6 credits
EDL 602 — Education Law
EDL 657 — School Finance

Culminating Requirements — 6 credits
EDL 687 — Internship I (1.5 credits)*
EDL 688 — Internship II (1.5 credits)*
EDL 689 — Seminar in Leadership and Supervision*

* Denotes courses required for certification

The field experience/internship is satisfied by successfully completing and reporting on a formal internship. The student works under the joint supervision of a faculty adviser and a practicing school administrator or supervisor. Students must enroll in consecutive semesters for the internship. EDL 687 and EDL 688 are required to meet the state certification requirements. Students enrolled in EDL 688 must pass all sections of the Connecticut Administrator Test (CAT) as a course requirement.

The final required course, EDL 689, consists of seminars which focus on problem-solving in simulated field problems, discussion of contemporary issues and applying skills and understanding developed throughout the sixth year program.

Transfer credits may be accepted for inclusion in the certification and/or sixth year program however acceptance of transfer credit is very unlikely, and subject to department and School of Education policy governing transfer credit situations. The program requirements must be met by enrolling in SCSU’s Educational Leadership courses.
Certification
Graduate students enrolled in this program who hold or are eligible for a Connecticut Teaching Certificate and have five years of successful teaching experience in an approved public school may be recommended for an Initial Educator Certificate for Intermediate Administrator or Supervisor upon completion of the initial and intermediate requirements and EDL 688 (internship) in their planned programs (21 credit hours). Students must also pass the Connecticut Administrator Test (CAT). Successful completion of one year of service under the Initial Educator Certificate leads to Provisional Educator certification as an Intermediate Administrator or Supervisor. To hold a Professional Educator certification, the individual must have completed a sixth year program of graduate studies, or completed 30 hours beyond the master’s degree and served successfully as an intermediate administrator or supervisor for three years under the Provisional Educator certificate.

Several important changes in certification requirements have been issued by the State Department of Education, some of which relate to special education, technology, and exit testing. Students are strongly urged to visit the departmental website (www.SouthernCT.edu/departments/edl) for updated information.

Off Campus Limitation
Students must perform at least 50 percent of their total program at the SCSU campus. In effect, this restricts the total number of courses any student may take off campus if he or she wishes to qualify for certification (no more than three courses) and/or the Sixth Year Diploma (no more than five courses).

Students and graduates of our program are welcome to use the department’s career opportunities service by calling 1-203-392-5349 any day or time.

THE SUPERINTENDENT OF SCHOOLS CERTIFICATION PROGRAM
This certification program is designed to produce highly competent superintendents who are able to provide vision and leadership, to exercise skill in managing people and resources, to plan for the future, to personify the ideals of education in the community, and to resolve conflicting demands of many constituencies.

The applicant must hold a master’s degree with a cumulative grade point average of 3.2 or better at the post-baccalaureate level; hold or be eligible to hold an initial, provisional, or professional educator certificate for intermediate administrator/supervisor; be serving in, or have a minimum of one year’s experience in a full-time administrative or supervisory position requiring the intermediate administrator certificate; and submit a writing sample explaining prior leadership experience, three letters of recommendation, and a written statement detailing his or her personal vision for education. Admission to this certification program is selective and limited. Each candidate is interviewed by a member of the faculty.

Requirements
The department offers a variety of courses pertaining to the administration of public education. With faculty advisement, students draw from a wealth of courses to develop individualized planned programs.

In addition to coursework consisting of 21 credits in a prescribed program of study leading to certification eligibility, students admitted to program will take 18 credits of coursework in EDL and three credits in the Evaluation of Program and Personnel (RSM 598), each student will take an internship and enroll in a companion seminar. Currently, the internship requires a minimum of 20 days and 300 hours distributed throughout a full calendar year. Interns work, with faculty advisement, in a school district under the guidance and direction of a mentor superintendent. Interns, mentors, and faculty members participate in the culminating seminar.
Transfer credits from other colleges are not accepted for the superintendent’s program. The program requirements can be met by enrolling in SCSU’s Educational Leadership core and elective courses only. SCSU graduate level courses outside of the Educational Leadership Department must be approved by the Department Chair for inclusion in the planned program of study.

Certification
To obtain SCSU’s recommendation for Initial Educator certification as Superintendent of Schools, the student must have three years experience working under the Intermediate Administrator certificate and a total of eight years experience as teacher/specialist/intermediate administrator. The program on which the institutional recommendation is based shall aggregate not fewer than 30 semester hours of graduate study in addition to the master’s degree and shall include not fewer than 21 semester hours in SCSU’s preparation program for the superintendency. Successful completion of one year of service as Superintendent of Schools under the Initial Educator certificate leads to Provisional Educator certification, and an additional three years experience as Superintendent under the Provisional Educator certificate leads to Professional Educator certification as Superintendent of Schools.

DOCTORATE IN EDUCATIONAL LEADERSHIP — Ed.D.
The doctoral program in Educational Leadership is designed to prepare leaders with the commitment, courage and competencies to transform their educational institutions to meet the challenges of the 21st century; and to develop a cadre of reflective educational professionals whose mastery of application-oriented research brings informed intelligence to policy reformation and resolution of operational issues for the school systems of Connecticut and the nation. Admission to the Ed.D. program begins with separate applications to the School of Graduate Studies and the Department of Educational Leadership.

Admissions criteria are as follows:
- a master’s degree from a regionally accredited college or university and a grade point average of at least 3.0
- three letters of recommendation from educational, community or civic leaders attesting to leadership potential
- Graduate Record Examination (General Test)
- a writing sample of up to 1500 words describing a candidate’s professional life to date, plans for the future, and how the Ed.D. fits into this plan
- interview with Department Admissions Committee
- selection by the faculty as a doctoral cohort member

Students pursuing Intermediate Administrator or Superintendent of Schools certification in conjunction with the Ed.D. program must meet criteria listed for those certifications.

Program Requirements
A rigorous 63 credit planned course of study is as follows:

Year I - 21 credits
Year II - 18 credits
Year III — 18 credits
Year IV — 6 credits
Probationary Period
Entering doctoral students are officially in a period of probation for the first year (12 credits of doctoral coursework) of the program. If at the end of the first year the student receives a rating of unsatisfactory from the faculty review, matriculation status may be withheld.

Matriculation
At the close of the first year (12 credits of doctoral coursework), students making satisfactory progress in the program will be granted matriculation to the doctoral program. They will be considered matriculated doctoral students until completion of their coursework, passage of their comprehensive examination and passage of their proposal hearing, at which time they are eligible for doctoral candidacy.

Comprehensive Examination
All matriculated doctoral students wishing to become doctoral candidates must pass a written comprehensive examination. This exam is designed by the doctoral faculty to rigorously assess the student's mastery and synthesis of knowledge garnered during coursework. Further, it is intended to gauge the student's potential for independent dissertation research.

Dissertation Proposal
The dissertation proposal is a required component of the doctoral program, and must be approved for a student to become a doctoral candidate. Specific details regarding the dissertation proposal and required forms can be obtained from the Coordinator of Doctoral Education.

Doctoral Candidacy
Once students satisfactorily pass coursework, the comprehensive examination and the dissertation proposal hearing, they are considered doctoral candidates and may begin dissertation research.

Dissertation
The dissertation is the culminating component of the doctoral program. Only upon successful dissertation defense before a dissertation committee may a student be considered for graduation. All requisite forms and further details are available from the Coordinator of Doctoral Education in the Department of Educational Leadership. Students must complete all degree requirements within seven years.

EDUCATIONAL LEADERSHIP COURSES
Enrollment in doctoral courses requires matriculation in the Ed.D. program.

EDL 602 — Education Law
The American legal system as it applies to the governance and operation of public education. Major legal doctrines and principles that affect board of education operation, the liability of school districts, fiscal policies, the legal status of teachers and pupils, and the general regulatory codes that school administrators must meet. Scheduled fall semesters. Formerly EDL 554. 3 credits.

EDL 657 — School Finance
Theories of public policy-making and decision-making regarding school finance; distribution of State aid; federal education policy, programs and funding; analysis of school budgets as planning documents, instruments of public understanding and mechanisms of management control; the relationship among planning, politics, and management in financing education. Scheduled spring semesters. Formerly EDL 557. 3 credits.
EDL 660 — Independent Study and Research
Identification and investigation of a problem in the field of administration-supervision, with faculty advisement. Preparation consisting of time commitment of 115 hours and presentation of a scholarly document summarizing the study or research. Prerequisite: EDL 681 or EDL 682. Scheduled fall, spring and summer semesters. 3 credits.

EDL 664 — Administrative Applications of the Computer
Hands-on introduction to microcomputer software packages used for a variety of administrative applications. Designed for the prospective administrator who has basic knowledge of the computer. Access to a computer out of class is important for practice of skills introduced in class. Available on-line and on-ground. Scheduled summer and winter semesters. Formerly EDL 564. 3 credits.

EDL 680 — Leadership Perspectives
Survey course of the fundamental tenets of leadership theory with a major focus on the relationship between the leader and other elements of the school organization as presented from multiple perspectives. Prerequisite: master’s degree. 3 credits.

*EDL 681 — Leadership Development
Based on the premise that effective school leaders are “human relations specialists” as well as task specialists. Development of relationship-building skills; accurate and empathetic listening, effective confrontation, conflict management and decision-making/problem solving skills. Prerequisite: master’s degree. Scheduled fall, spring and summer semesters. 3 credits.

*EDL 682 — Organizational Development
This course provides an opportunity for students to develop their ability to understand and improve schools as organizations, implement operational plans, manage resources, and apply decentralized management processes and procedures. Emphasis is placed on applying organizational theory to problems of practice through case studies, empirical data collection and simulations with a strong focus on managing school change. Prerequisites: EDL 680/681, master’s degree. Scheduled fall, spring and summer semesters. 3 credits.

*EDL 683 — Supervision and Staff Development
An analysis of the goals, functions, and processes of supervision in contemporary education. Orientation of new teachers, evaluation and improvement of instruction, staff development, and interpersonal and group relationships. Prerequisites: EDL 680/681. Scheduled fall, spring and summer semesters. 3 credits.

*EDL 684 — Learning Theory into Practice
Principles of learning derived from developmental, behaviorist, and cognitive field theories; brain functioning, hemisphericity, and teaching/learning styles. Implications of learning theory for classroom management, improvement of instruction, evaluation of learning and organization of schools. Prerequisites: EDL 680, 681, 682, 683. Scheduled fall, spring and summer semesters. 3 credits.

*EDL 685 — Curriculum Development
Basic principles and practices of instructional leadership in the cycle of curriculum development and change. Application of knowledge to current and future issues on the local, state, and national scene. Prerequisites: EDL 680, 681, 682, 683. Scheduled fall, spring and summer semesters. 3 credits.

EDL 687 — Internship I
The internship is an individual experience in an educational setting under the supervision of an experienced administrator or mentor and a supervising faculty adviser. Experiences develop the student’s competence in creating change in accordance with
the human, conceptual and technical skills learned in prior courses. Students receive a final grade at the end of the semester based on the course syllabus and satisfactory completion of requirements. Prerequisites: departmental approval. Scheduled fall and spring semesters. 1.5 credits.

**EDL 688 — Internship II**
The internship is an individual experience in an educational setting under the supervision of an experienced administrator or supervisor and a faculty adviser. Experiences develop the student’s competence in creating change in accordance with the human, conceptual and technical skills learned in prior courses. Students are required to pass the CAT. A final grade for EDL 688 is not reported until the CAT requirement has been successfully met. Prerequisites: departmental approval. Scheduled fall and spring semesters. 1.5 credits.

**EDL 689 — Seminar in Leadership and Supervision**
Case study analyses, simulation, and field experiences serve as the basis for seminar discussions and examination of contemporary issues in education. Prerequisite: departmental approval. Scheduled fall, spring and summer semesters. 3 credits.

*Some limited core courses are offered in rotating order during the fall and spring semesters at sites off campus.

**DOCTORAL COURSES**
*COURSES NOTED ALSO APPLY TO THE SEPT PREPARATION PROGRAM*

**EDL 661 — The Politics of School Administration**
The effects of federal, state, and local government policy on the operation of the public schools; the use of power and educational leadership; the role of lobbies and special interest groups; policy analysis and educational decision-making. 3 credits.

**EDL 663 — Educational Planning**
Strategic and operational approaches to educational planning. The planning process will be examined in relation to budgeting, school facilities and staff development plans. Additional topics will include initiating and managing organizational change and site based management. 3 credits. (Core course Ed.D. requirement)

**EDL 686 — District-Level Instructional Leadership**
In this advanced course students examine the instructional leadership role at the district level. Participants will gain in-depth knowledge of contextual issues impacting the superintendent and the implications for achieving high levels of student learning. 3 credits.

**EDL 692 — Educational Policy and the Law**
This advanced course stresses the interplay of law and policy, legal decision, and educational practice. Participants will gain knowledge of issues related to the implementation of educational policy and related statutory and constitutional laws. 3 credits.

**EDL 701 — Leadership in Organizations**
This course explores advanced theories in organizational development and ways in which leadership influences organizational change. Participants will draw from organizational and leadership theory and their own experiences in managing and dealing with the dynamics of real organizational dilemmas. 3 credits.

**EDL 702 — Applications in Leadership and Organizational Development**
This course continues the exploration of advanced theories in organizational development and ways in which leadership influences organizational change. Participants will draw from organizational and leadership theory and their own experiences in managing and dealing with the dynamics of real organizational dilemmas. 3 credits.
EDL 703 — Leading Organizational Change
This course provides an opportunity for students to critically examine the context in which schools exist with a focus on the forces that engender school change. Emphasis is placed on understanding the nature of change in organizations and its relationship to leadership behavior. 3 credits.

EDL 704 — Quantitative Methods
Today’s leader must be able to analyze, synthesize and interpret statistics in the context of emerging research findings, daily problem solving, and decision-making. This course will provide students with the fundamentals of descriptive and inferential statistics necessary to address quantitative information. It will also equip students with the necessary frameworks to describe and critique the components of various quantitative research studies in the field of leadership including experimental, quasi-experimental, correlational, survey, and mixed methods. 3 credits.

EDL 705 — Qualitative Methods
In this course, students will examine qualitative methodology used in social science research, focusing primarily on ethnography, case study, phenomenology, grounded theory, and action research. Students will become familiar with theoretical and ethical aspects of qualitative methodology and will develop and employ qualitative methods such as individual interviews, observation, focus groups, and document review in their own research projects. 3 credits.

EDL 706 — Standards Based Systems for Organizational Effectiveness: Analysis and Implementation
This course prepares students to lead organizations to respond to the complex demands of legislated, professional and self-imposed organizational performance standards. The concept of organization effectiveness as a response to these standards is explored. 3 credits.

EDL 707 — Leading a Learning Organization
This course presents the conceptual underpinnings regarding building learning organizations. It develops the disciplines needed for on-going assessment of organizational life and develops the skills for creating effective learning organizations. 3 credits.

EDL 708 — Leadership for Social Equity
This course involves an in-depth exploration into the identification and analysis of the social and ethical issues impacting the lives of people and on the work of educational leaders in dealing with these issues. 3 credits.

EDL 710 — Seminar on Leadership in Organizational Culture
This course involves an in-depth exploration into the concept of organizational culture and organizational climate. The course investigates the impact of leadership style and behaviors on the culture of the organization and the implications for developing and leading an effective organization. 3 credits.

EDL 711 — Educational Policy: Context and Inquiry
This course provides the advanced student in Educational Leadership with tools to formulate and analyze education policy. Participants will gain knowledge of theory and practical information to construct effective educational policy. 3 credits.

EDL 713 — School Reform: Initiatives for Change
This course will prepare advanced students in Educational Leadership to research and evaluate school reform models to support school performance improvement. Students will also learn to build organizational support essential to implementing reform. 3 credits.
EDL 717 — Administration of School Public Relations
Conceptual understanding and skills in planning, implementing, and evaluating school public relations programs. Emphasis on the communication process and the importance of human relations in developing and carrying out internal and external communication activities. 3 credits.

EDL 722 — Research Design
This course supports doctoral students in their third year to prepare the methods chapter of their dissertation proposal. Emphasis will be placed on selecting a research design and developing research methods appropriate for addressing students’ individual research questions and hypotheses. In addition to the fundamentals of sampling and measurement, students will explore and write an in-depth justification of the research design they intend to use in their dissertation proposal. Prerequisite: 45 credits in core sequence and area of specialty and departmental permission. 3 credits.

EDL 723 — Research Design and Evaluation
This course continues preparation of students to design, conduct and evaluate educational, sociological and related research. Participants will grow to understand the importance of the rationale as well as the purpose of a study. Further, individuals will learn how to analyze the research methodology and to determine method appropriateness. 3 credits.

EDL 725 — Advanced Quantitative Methods
As an extension of EDL 704, this course offers students a more advanced level of univariate and multivariate statistics. Prerequisites: EDL 704. 3 credits.

EDL 731 — Doctoral Inquiry Seminar
This course continues facilitation of the dissertation development process. The seminar is a forum for students to explore with their peers research problem development, theoretical foundations, methodology, and data analysis to launch their dissertation research. Format and procedures for progression in the dissertation process are also discussed. Prerequisites: Departmental permission. 3 to 6 credits.

EDL 800 — Dissertation: Advisement and Defense
This course enables students to conduct in-depth study on a specific, individual topic of interest. It also allows students to receive continuous advisement from faculty while preparing and defending the final dissertation. Prerequisite: Departmental permission. 3–6 credits.

The following courses have been approved but are not scheduled for 2011-2012.
EDL 659 — The Management of Conflict
EDL 671 — Elementary/Middle School Administration
ENGLISH
SHEA, MICHAEL, Chairperson, Professor; B.A., Loyola College; M.A., Ph.D., Miami University of Ohio

FLUHR, NICOLE, M., Graduate Coordinator, Associate Professor; B.A., Wesleyan University; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Michigan. Tel. (203) 392-6739. E-mail: fluhrn1@SouthernCT.edu

MCCLAIN, MELESA, Coordinator of Secondary Education, Assistant Professor; B.A., M.S., Ph.D., University of Virginia. Tel. (203) 392-6895. E-mail: mcclainm2@SouthernCT.edu

TROY, ELIZABETH ROBIN, M.F.A. Coordinator, Assistant Professor; B.A., Harvard University; M.F.A., University of Montana

BLACKMER, CORINNE E., Associate Professor; B.A., M.A., Ph.D., University of California, Los Angeles

CORBETT, STEVEN J., Assistant Professor; B.A., M.A., Ph.D., University of Washington, Seattle

CRAWFORD, ILENE, Professor; B.S.S., Cornell College; M.A., State University of New York; Ph.D., University of Wisconsin at Milwaukee

DARRINGTON, ANJANETTE, Assistant Professor; B.A., Arizona State University; M.A., Northern Arizona University; Ph.D., Arizona State University

ELLIS, SCOTT, Associate Professor; B.S., State University of New York; M.A., Radford University; Ph.D., Emory University

HEIDMANN, MARK, Professor; B.A., Wittenberg University; M.A., Purdue University; M.Div., M.A., M. Phil., Ph.D., Yale University

HENDERSON, NICOLE, Associate Professor; B.A., M.A., Western Connecticut State University; M.F.A., Emerson College

HOCHMAN, WILL, Professor; B.A., Hobart College; M.F.A., University of Montana; Ph.D., New York University

HOLBROOK, SUE ELLEN, Professor; A.B., M.S., Ph.D., University of California, Los Angeles

HUTCHINSON, BRANDON, Associate Professor; B.A., William Smith College; Ph.D., University of Massachusetts-Amherst

JOHNSON, BRIAN C, Professor; B.A., University of California, Berkeley; M.F.A., Brown University

KERR, AUDREY, Professor; B.A., Rutgers; M.A., Ph.D., University of Maryland

LAROCOCCO, STEVEN M., Professor; B.A., University of Massachusetts; M.A., Ph.D., Rice University

MCBRINE, PATRICK, Assistant Professor; B.A., University of New Brunswick; M.A., Ph.D., University of Toronto

MCEACHERN, ROBERT W., Professor; B.A., Boston University; M.A., Northeastern University; Ph.D., University of Louisville. Tel. (203) 392-5526. E-mail: mceacherm1@SouthernCT.edu

MOCK, JEFF, Professor; B.A., University of Iowa; M.F.A., University of Alabama

NEVEROW, VARA S., Professor; B.A. Nyack College; M.A., Ph.D., New York University

OGBAA, KALU, Professor; B.A., University of Nigeria; M.A., Ohio State University; Ph.D., University of Texas at Austin

PARRISH, TIMOTHY, Professor; B.S., M.Ed., Louisiana State University; M.F.A., University of Alabama. Tel. (203) 392-6745. E-mail: parrisht1@SouthernCT.edu

PETRIE, PAUL R., Professor; B.A., Eastern College; M.A., Ph.D., University of Connecticut
ROSSO, G. ANTHONY, Professor; B.A., Ohio State University; M.A., San Francisco State University; Ph.D., University of Maryland
SHIPLEY, VIVIAN, C.S.U. Professor; B.A., M.A., University of Kentucky; Ph.D., Vanderbilt University
SMYTH, ANDREW, Associate Professor; B.A., University of Dallas; M.A., Saint Bonaventure University; Ph.D., Saint Louis University
SONNENSCHEIN, DANAL, Professor; B.A., University of Iowa; M.A., Johns Hopkins University; M.A., Ph.D., Boston University
STRETCH, CYNTHIA, Professor; B.A., Indiana University; Ph.D., University of Iowa
TARBOX, JUDY D., Assistant Professor; B.S., M.S., Ph.D., Rensselaer Polytechnic Institute

APPLICATION DEADLINE:
For Fall semester, applications are due the LAST FRIDAY in June. If you wish to be eligible to apply for an English Department GTA award or a Graduate School GSGA or GRF award, applications are due the FIRST FRIDAY in February. For Spring semester, applications are due the LAST FRIDAY in November. You are always welcome to submit materials earlier than the deadline.

ADMISSIONS PROCEDURES
Candidates for any graduate degree or certification program in English should make certain that they have all materials on file with the School of Graduate Studies. They should also contact the English Department graduate coordinator (Email: fluhrn1@SouthernCT.edu or Telephone: (203) 392-6739) to set up an appointment to discuss the application.

Prospective degree candidates may register as part-time non-matriculated students in graduate courses. Up to nine credits of non-matriculated course work may be applied toward the degree if the student is admitted to a program.

Graduate Teaching Assistantships in Composition
The graduate teaching assistantship in English Composition offers graduate students the opportunity to observe and teach in the college classroom. Applicants must either be matriculated graduate students in English who have completed 6 credits or more in graduate English courses with at least a 3.5 average in those classes or newly admitted students whose GPA in undergraduate English courses is strong enough to warrant consideration. Those who receive the award, a stipend of approximately $4,800, intern in English composition during the fall semester and are mentored by the Director of Composition or a departmental designee. They may also be given the opportunity to teach one composition course the following spring, depending on course availability. Past teaching assistants have found the assistantship valuable in discovering a call to teach, securing part-time work, preparing for doctoral or additional graduate-level study, and attaining positions in secondary schools. Two to three awards are given each year. Applications are due in March and selection occurs in April for the following fall. Application materials are available in the English Department office and at the English Department website (http://www.SouthernCT.edu/english/graduateprograms/graduateteachingassistantships/). For further information, contact the Professor Scott Ellis, the GTA Program Coordinator, at (203) 392-6742 or elliss3@SouthernCT.edu.

Institutes
An institute is an accelerated, intensive, unconventional course offering such as an overseas course or a course offered during winter session or spring break. Typically, winter session and summer session institutes are less than five weeks in length or are offered on weekends. No student may take more than two institutes (6 credits) toward completion of degree requirements.
MASTER OF ARTS DEGREE IN ENGLISH — 36 CREDITS

The Master of Arts degree in English is designed for students who plan to pursue doctoral studies in English, for those who want to extend their knowledge and appreciation of literature, composition theory, or critical theory, or who are interested in a specialization in African American literature. The degree is also appropriate for those who are already certified teachers. Applicants are required to have a reading knowledge of one foreign language. To be accepted into the Master of Arts program, candidates must:

• meet the general admission requirements of the School of Graduate Studies;
• have completed a minimum of 30 undergraduate credits in English with a grade point average of 3.2 or higher;
• have an overall undergraduate grade point average of 3.0 or higher (note: interested applicants who do not meet these requirements may contact the Graduate Coordinator);
• submit a typed, 500 word statement of purpose explaining why they want to enter the degree program they have selected, a 4 to 5 page writing sample (academic or professional, nonfiction prose), and three letters of recommendation, preferably from academic referees. These materials should be mailed together with transcripts, application forms, and application fees to the School of Graduate Studies, not to the English Department.
• have a reading knowledge of one modern foreign language. This requirement should be met before the student begins the graduate program but must be met before the student enrolls for more than fifteen hours of course work; the requirement can be met by passing two years, or the equivalent, of college-level work in a foreign language; students may demonstrate proficiency by means of a transcript indicating a passing grade in four semesters of college-level foreign language study, by a waiver of equivalency from the Southern Connecticut State University Department of Foreign Languages, or through the College Level Examination Program (CLEP).

The submission of GRE or Miller’s Analogy Test results is optional.

Program Overview

Requirements — 21 credits

• ENG 517 — Research Methods and Critical Theory (3 credits)
• ENG 508 — Contemporary Critical Theory (3 credits)
• A course in the history of the English language, or a course in the early literature of the language (pre-1500 British literature) (3 credits)
• Two courses in American literature (6 credits)
• Two courses in British literature, including one course in English literature from 1500–1800 (6 credits)

Elective Courses or Optional Specializations — 9 credits

• Three elective courses in any area of English studies (9 credits)
OR
• Specialization in African American Literature (Students substitute 9 credits in African American Literature for 9 elective credits)

Thesis Option — 6 credits

• Thesis proposal and Thesis (6 credits)
OR
Comprehensive Option — 6 credits
• Comprehensive Examination
• Two electives in any area of English studies (6 credits)

MASTER OF SCIENCE DEGREE IN ENGLISH — 36 CREDITS
This degree is particularly appropriate for in-service teachers, combining scholarly work in English studies with the opportunity to explore a related professional field or to develop a skill that would aid them in their teaching. To be accepted into the Master of Science program, candidates must:
• meet the general admission requirements of the School of Graduate Studies;
• have completed a minimum of 24 undergraduate credits in English with a grade point average of 3.2 or higher;
• have an overall undergraduate grade point average of 3.0 (note: interested applicants who do not meet these requirements may contact the Graduate Coordinator);
• submit a typed, 500 word statement of purpose explaining why they want to enter the degree program they have selected, a 4 to 5 page writing sample (academic or professional, non-fiction prose), and three letters of recommendation preferably from academic referees. These materials should be mailed together with transcripts, application forms, and application fees to the School of Graduate Studies, not to the English Department.
The submission of GRE or Miller’s Analogy Test results is optional.

Program Overview
Requirements — 18 credits
• ENG 517 — Research Methods and Critical Theory (3 credits)
• ENG 508 — Contemporary Critical Theory (3 credits)
• A course in the history of the English language, or a course in the early literature of the language (pre-1500 British literature) (3 credits)
• One course in American literature (3 credits)
• One course in British literature (3 credits)
• One course in literature of non-dominant traditions (3 credits)

Elective Courses or Optional Specializations — 12 credits
• Four elective courses in any area of English studies (12 credits)
  (With the permission of the Graduate Coordinator, 3 of these credits may be taken in related areas outside of the English Department. Thesis students should choose electives with care so that they have a background in the area of their thesis.)

Thesis Option — 6 credits
• Thesis proposal and Thesis (6 credits)

OR

Comprehensive Option — 6 credits
• Comprehensive Examination
• Two Electives in any area of English Studies (6 credits)
MASTER OF SCIENCE AND CERTIFICATION IN SECONDARY ENGLISH — 59.5 CREDITS

The program leading to the Master of Science degree and Certification in Secondary English is designed for students who wish to earn both a master’s degree and certification to teach English in Grades 7-12. To be accepted into the Master of Science with certification program, candidates must:

- meet the general admission requirements of the School of Graduate Studies;
- have completed a minimum of 24 undergraduate credits in English with a grade point average of 3.2 or higher;
- have an overall undergraduate grade point average of 3.0 (note: interested applicants who do not meet these requirements may contact the Secondary Education Coordinator);
- submit a statement of purpose explaining why they want to enter the degree program they have selected, a 4 to 5 page writing sample (academic or professional, non-fiction prose), and three letters of recommendation preferably from academic referees. These materials should be mailed together with Praxis I scores or a waiver letter, transcripts, application forms and application fees directly to the School of Graduate Studies, not to the English Department.

The submission of GRE or Miller’s Analogy Test results is optional.

Applicants must have a wide range of literature courses. No more than six of the twenty-four credits may be in writing courses, including freshman composition. Applicants’ transcripts will be reviewed, and a planned program will be established, based on NCTE standards for content knowledge. Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching.

All candidates must complete a Special Project for their capstone experience.

Program Requirements — 39 credits
ENG 492—Teaching Literature to Adolescents
ENG 493 — English in the Secondary School
ENG 510 — History of the English Language
ENG 505 — Applied English Linguistics
EDU 455 — Secondary School Student Teaching in English — 12 credits
EDU 453 — Student Teaching Seminar — 1 credit
RDG 517 — Content Area Literacy in Middle and Secondary Schools
PSY 370 — Educational Psychology
SED 482 — Teaching Exceptional Students in Secondary Education Classrooms
SHE 203 — School Health
EDF 520-523, choose one
IDS 471 — English Language Learners in the Classroom

Additional requirements for the Master’s Degree — 18 credits
- ENG 517 — Research Methods (3 credits)
- One course in British literature* (3 credits)
- One course in American literature* (3 credits)
- One course in literature of non-dominant traditions* (3 credits)
• One elective in any area of English studies\(^*\) (3 credits)
• ENG 601 — Special Project Seminar (3 credits)

\(^*\)Students are encouraged to consult with the Coordinator of Secondary Education in selecting these courses, and the Coordinator may advise them to vary these distribution requirements after reviewing their previous coursework.

**ENGLISH TEACHER CERTIFICATION — 41.5 CREDITS**

This program is designed for students seeking certification to teach English in the grades 7–12. To be accepted into the certification program, candidates must:

• meet the general admission requirements of the School of Graduate Studies;

• have completed a minimum of 24 undergraduate credits in English with a grade point average of 3.2 or higher;

• have an overall undergraduate grade point average of 3.0 (note: interested applicants who do not meet these requirements may contact the Secondary Education Coordinator);

• submit a statement of purpose explaining why they want to enter the degree program they have selected, a writing sample, and three letters of recommendation preferably from academic referees. These materials should be mailed together with Praxis I scores or a waiver letter, transcripts, application forms and application fees directly to the School of Graduate Studies, not to the English Department.

The submission of GRE or Miller’s Analogy Test results is optional.

Applicants must have a wide range of literature courses. No more than six of the twenty four credits may be in writing courses, including freshman composition. Applicants’ transcripts will be reviewed, and a planned program will be established, based on NCTE standards for content knowledge. Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, Praxis examinations, and student teaching.

The candidates are expected to take the following courses unless they have completed the requirement earlier:

- ENG 492—Teaching Literature to Adolescents
- ENG 493 — English in the Secondary School
- ENG 510 — History of the English Language
- ENG 505 — Applied English Linguistics
- EDU 455 — Secondary School Student Teaching in English — 12 credits
- EDU 453 — Student Teaching Seminar — 1 credit
- RDG 517 — Content Area Literacy in Middle and Secondary Schools
- PSY 370 — Educational Psychology
- SED 482 — Teaching Exceptional Students in Secondary Education Classrooms
- SHE 203 — School Health
- EDF 520-523, choose one
- IDS 471 — English Language Learners in the Classroom
MASTER OF FINE ARTS IN CREATIVE WRITING DEGREE — 48 CREDITS

The M.F.A. in Creative Writing at Southern is a full-residency, terminal-degree program, preparing students for careers as writers, teachers, editors, and professionals in the publishing world. With its main focus on the writing workshop and the creative thesis, the M.F.A. also requires students to study literature at the graduate level and provides opportunities for students to train for teaching collegiate-level writing. Admission to the M.F.A. program is competitive, with roughly six poets and six fiction-writers admitted each year. The deadline for applications is March 1. Applicants will be notified of their status as early as possible. To be accepted into the Master of Fine Arts in Creative Writing Program, candidates must:

• meet the general admission requirements of the School of Graduate Studies;
• have completed a minimum of 30 undergraduate credits in English with a grade point average of 3.2 or higher (note: interested applicants who do not meet this requirement should contact the MFA Coordinator);
• have an overall undergraduate grade point average of 3.0 or higher (note: interested applicants who do not meet g.p.a. requirements should contact the MFA Coordinator);
• send in a completed MFA Program Application Form;
• submit a 1,000-word Statement of Purpose in which they explain why they are interested in pursuing graduate studies in Creative Writing, and discuss themselves as writers. Applicants may wish to make reference to professional, academic, and/or personal interests as well as future goals;
• include a sample of their creative work in the genre to which they are applying (minimum 15 pages, maximum 25 pages, of fiction; or 10 pages of poetry);
• three letters of recommendation (the letters of recommendation should be mailed directly to applicants in sealed envelopes with the signature of the recommender across the flap of the envelope). At least one of these letters should be from a person familiar with applicants as writers and also as students. Transcripts and application fees should be mailed directly to the School of Graduate Studies, not the English Department. All other application materials described above should be mailed in a single envelope addressed to the MFA Admissions Committee of the English Department.

Program Overview

• Four workshop classes in major genre (fiction or poetry writing) (12 credits)
• One workshop class in minor genre (fiction or poetry writing) (3 credits)
• Five classes in literature or literary theory (ideally, two classes in contemporary literature; ENG 517 may be included here) (15 credits)
• Twelve elective credits (minimum of six in English) (12 credits)
• Thesis: Book-length manuscript of original fiction and or poetry (6 credits)

Total classes: 14 and thesis — Total 48 credits

ENGLISH COURSES

ENG 502 — Prose Fiction Writing I
The craft and art of creating plot, character, scene, conflict, and style. Prerequisite: Instructor’s permission. Always scheduled. 3 credits.

ENG 503 — Prose Fiction Writing II
Further practice in the craft and art of creating plot, character, scene, conflict, and style. Prerequisite: Instructor’s permission. This course may be repeated for credit. Always scheduled. 3 credits.
ENG 504 — The Teaching of Writing
Primarily for teachers in the junior high and the senior high school; explores one or more methods of teaching writing. This is not a course in teaching remedial writing. Pre or co-requisite: ENG 517. Scheduled every third spring. 3 credits.

ENG 505 — Applied English Linguistics
The structure and idiom of American English, levels of usage, phonetics, old and new concepts of language, and other related developments. Scheduled fall semester. 3 credits.

ENG 506 — The Writing of Poetry I
The craft and art of writing poetry. Prerequisite: Instructor’s permission. Always scheduled. 3 credits.

ENG 507 — The Writing of Poetry II
Further practice in the craft and art of writing poetry. Prerequisite: ENG 506 or departmental permission. This course may be repeated for credit. Always scheduled. 3 credits.

ENG 508 — Contemporary Critical Theory
Critical theory of the 20th century in the context of current theoretical developments. Critical perspectives and schools may include: Structuralism, formalism, Marxism, New Historicism, feminism, African American theoretical thought, post-colonial theory, Deconstruction, and psychoanalysis as well as other theoretical positions. Students will have an opportunity to apply specific theoretical practices to literary texts. Pre or co-requisite: ENG 517. Scheduled every semester. 3 credits.

ENG 510 — History of the English Language
The forces that have helped shape the character of the English language. Scheduled every spring semester. 3 credits.

ENG 512 — Literature of the Anglo-Saxons
Readings in Anglo-Saxon language and literature to the Norman conquest, with particular emphasis on critical examination of early lyric and elegiac poetry. Scheduled every third semester. 3 credits.

ENG 514 — English Medieval Literature
Readings in Middle English including the more remarkable achievements in English verse and prose between 1050 and 1500, their forms, themes, and language. Pre or co-requisite: ENG 517. Scheduled every third semester. 3 credits.

ENG 517 — Research Methods
Specialized literary research techniques that serve as a foundation for English courses and capstone experience. Required course for M.A., M.S. and M.S. with certification. Scheduled every semester. 3 credits.

ENG 518 — Philosophy of Composition
An introduction to the field of knowledge within English studies known as college composition, including its history and structure, theoretical issues and applications, directions in research, and instructional paradigms. Pre or co-requisite: ENG 517. Scheduled every third fall. 3 credits.

ENG 519 — Teaching College Writing
An examination of pedagogical theory and theories of teaching college writing in order to prepare students to conceptualize, develop, and teach first-year composition courses. Required for first semester Graduate Teaching Assistants; Graduate Assistants will take the course concurrently with ENG 597. Pre or co-requisite: ENG 517. Scheduled every fall. 3 credits.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Schedule</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 521</td>
<td><strong>Feminist Theory and Literary Criticism</strong></td>
<td>Inquiry into the fundamental problems of feminist thought and the interrelationship of feminist theory, critical theory, and literary criticism. Pre or co-requisite: ENG 517. Scheduled irregularly. 3 credits.</td>
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<tr>
<td>ENG 522</td>
<td><strong>Wright, Ellison, and Baldwin</strong></td>
<td>A study of the works of Wright, Ellison, and Baldwin. This course will conduct an inquiry into the nature of race relations in contemporary American society. Pre or co-requisite: ENG 517. Scheduled spring semesters. 3 credits.</td>
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<tr>
<td>ENG 523</td>
<td><strong>Contemporary African American Literature</strong></td>
<td>A study of recent African American novelists such as Morrison, Naylor, Johnson, and Wideman, with particular emphasis on emerging writers. Pre or co-requisite: ENG 517. Scheduled fall semesters of even years. 3 credits.</td>
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<tr>
<td>ENG 524</td>
<td><strong>The Harlem Renaissance</strong></td>
<td>A study of the works of the major poets and novelists of the period covering 1910-1930, including Toomer, Johnson, Thurman, McKay, Fauset, Larsen, and Hughes. Pre or co-requisite: ENG 517. Scheduled fall semesters of odd years. 3 credits.</td>
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<tr>
<td>ENG 529</td>
<td><strong>African American Rhetorical Theory</strong></td>
<td>An examination of African American rhetoric, with an emphasis on its contributions to movements for social change and historical constructions of racial categories in the United States. Pre or co-requisite: ENG 517. Scheduled spring semesters of odd years. 3 credits.</td>
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<tr>
<td>ENG 531</td>
<td><strong>Feminist Rhetorical Theory</strong></td>
<td>An inquiry into feminist rhetoric within its different historical, social, economic, political, and material contexts and its impact on social change. Pre or co-requisite: ENG 517. Scheduled every third fall. Same as WMS 531. 3 credits.</td>
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<tr>
<td>ENG 536</td>
<td><strong>Early Victorians: 1837-1870</strong></td>
<td>Readings of major writers, other than novelists: Tennyson, Browning, Arnold, Carlyle, Newman, Ruskin. Pre or co-requisite: ENG 517. Scheduled fall semesters of odd years. 3 credits.</td>
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<tr>
<td>ENG 537</td>
<td><strong>Later Victorians: 1870-1914</strong></td>
<td>Selected works by such writers as Swinburne, Hopkins, the Rosettis, Hardy, Mew, Mill, Morris, Pater, Nightingale, Shaw, and Wilde. Pre or co-requisite: ENG 517. Scheduled spring semesters of even years. 3 credits.</td>
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<tr>
<td>ENG 538</td>
<td><strong>Victorian Novel</strong></td>
<td>A study of the fiction of such writers as Dickens, Eliot, Gaskell, and Hardy with critical analyses of their style, structure, literary form, and sociopolitical contexts. Pre or co-requisite: ENG 517. Scheduled spring semesters of odd years. 3 credits.</td>
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<tr>
<td>ENG 542</td>
<td><strong>Shakespeare</strong></td>
<td>Representative plays by William Shakespeare: histories, comedies, and tragedies. This course assumes previous undergraduate study of Shakespeare. Pre or co-requisite: ENG 517. Scheduled every third semester. 3 credits.</td>
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<tr>
<td>ENG 552</td>
<td><strong>English Renaissance</strong></td>
<td>An intensive study of the poetry, prose, and drama of the Elizabethan and Tudor periods, exclusive of Shakespeare. Focus on Spenser, Marlowe, Johnson, and Sidney. Pre or co-requisite: ENG 517. Scheduled every third semester. 3 credits.</td>
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</table>
ENG 555 — The 18th Century: Age of Satire
A study of significant poetry and prose of the ages of Pope and Johnson, including such authors as Pope, Swift, Addison, Steele, Gay, Gray, Goldsmith, Boswell and Johnson. Pre or co-requisite: ENG 517. Scheduled fall semesters of even years. 3 credits.

ENG 557 — Romantic Period
Romanticism as expressed in English prose and poetry during the early years of the nineteenth century. Pre or co-requisite: ENG 517. Scheduled spring semesters of odd years. 3 credits.

ENG 559 — 20th Century English Literature
This survey of non-dramatic English literature since 1900 considers works of representative authors, as well as significant literary trends and intellectual developments. Pre or co-requisite: ENG 517. Scheduled irregularly. 3 credits.

ENG 562 — The American Novel Before 1850
The emergence of the American novel, with representative works of James Fenimore Cooper and his contemporaries. Pre or co-requisite: ENG 517. Scheduled fall semesters of odd years. 3 credits.

ENG 564 — Poe, Hawthorne, and Melville
The “power of blackness” in these writers of the American Renaissance, examined against a background of the ideas and the general culture of their day. Pre or co-requisite: ENG 517. Scheduled fall semesters of odd years. 3 credits.

ENG 565 — Emerson, Thoreau, and Whitman
The impact of transcendentalism on these writers of the American Renaissance in the context of their intellectual and cultural milieu. Pre or co-requisite: ENG 517. Scheduled spring semesters of even years. 3 credits.

ENG 566 — 20th Century American Poets
Such poets as Robinson, Frost, Stevens, Williams, Lowell, and Plath among others. Pre or co-requisite: ENG 517. Scheduled spring semesters of even years. 3 credits.

ENG 567 — Mark Twain, Howells, and James
An intensive study of these writers in American realism, examined against a background of the ideas and general culture of their day. Pre or co-requisite: ENG 517. Scheduled fall semesters of even years. 3 credits.

ENG 568 — American Novel: 1900-1945
Representative writers, such as Dreiser, Fitzgerald, Cather, Wharton, Hurston, Hemingway, Dos Passos, Steinbeck, and Faulkner, in their sociohistorical context. Pre or co-requisite: ENG 517. Scheduled spring semesters of even years. 3 credits.

ENG 569 — American Novel Since 1945
Examination of major themes and authors in post-World War II fiction. Pre or co-requisite: ENG 517. Scheduled fall semesters of even years. 3 credits.

ENG 580 — Chaucer
An in-depth critical study of Chaucer’s major works, Chaucer’s language, and his relation to continental literary tradition. Pre or co-requisite: ENG 517. Scheduled every third semester. 3 credits.
ENG 581 — Medieval Women and Literature
Consideration of texts composed by and/or for women and images of women in such texts. Typical figures include Marie de France, Heloise, Dame Julian, Margery Kempe, and Christine de Pizan. Pre or co-requisite: ENG 517. Scheduled every third spring semester. 3 credits.

ENG 583 — Arthurian Legend
Examination of the development of Arthurian legend during the medieval period, including mythological dimensions, historical contexts, literary forms, such as romance, and recurrent motifs, such as the quest for the Grail. Pre or co-requisite: ENG 517. Scheduled every third spring semester. 3 credits.

ENG 584 — Milton
A study of the literary, philosophical, religious, and poetic depth of Milton’s work, with particular emphasis on Paradise Lost, Samson Agonistes, and Paradise Regained. Pre or co-requisite: ENG 517. Scheduled every third semester. 3 credits.

ENG 585 — Special Topics in Composition/Rhetoric
Focus on subjects important to history, research, and/or practice of composition/rhetorical theory. Depending on semester, typical topics include writing-across-the-curriculum, gender issues, rhetorical traditions, and links among language, thought, and culture. Pre or co-requisite: ENG 517. 3 credits.

ENG 586 — Seminar in American Literature
Intensive study of a major writer or selected topic, with choice changing each semester. Students may take multiple offerings of ENG 586 courses if the topics differ. Typical topics include: Melville, American Women Dramatists, Biblical Traditions in American Literature. Pre or co-requisite: ENG 517. 3 credits.

ENG 587 — Seminar in British Literature
Intensive study of a major writer or selected topic, with choice changing each semester. Students may take multiple offerings of ENG 587 courses if the topics differ. Typical topics include: Virginia Woolf and Bloomsbury, James Joyce. Pre or co-requisite: ENG 517. 3 credits.

ENG 588 — Seminar in Comparative Literature
Intensive study of a major writer or selected topic, with choice changing each semester. Students may take multiple offerings of ENG 588 courses if the topics differ. Typical topics include: African Novelists, Contemporary Drama, Epic in England, Detective Fiction, Feminist Utopias, Modern Drama—Ibsen to O’Neill, Norse and Celtic Mythology, Psychoanalysis and Feminism, and Women’s Autobiography. Pre or co-requisite: ENG 517. 3 credits.

ENG 590 — English Thesis
Research and writing of the thesis in the area of concentration, under the direction of an English department faculty member. For specific details, consult the chairperson or graduate coordinator of the department. Prerequisite: departmental permission. Pre or co-requisite: ENG 517. 3 or 6 credits.

ENG 597 — Graduate Internship in Teaching Writing
Teaching internship in an English Department introductory-level writing course under the supervision of a faculty mentor; for graduate students with particular interests and strengths in teaching writing. Required for first-semester Graduate Teaching Assistants who will enroll concurrently in ENG 519. Pre or co-requisite: ENG 517. 3 credits.
ENG 600 — Independent Study and Research
Study of an area of English studies under the direction of a faculty member of the department and with the consent of the chairperson of the department. Students should remember that they may study such important but difficult to schedule fields as literature of the Anglo-Saxons and Beowulf under independent study. Prerequisite: departmental permission. Pre or co-requisite: ENG 517. 3-6 credits.

ENG 601 — Special Project Seminar
Students in this seminar focus on the development of an educational Special Project within the field of English education. For graduate students in the Master of Science with Certification in English Program only. To be taken after student teaching (ENG 494). Prerequisite: ENG 517, ENG 494. 3 credits.

The following courses have been approved but are not scheduled for 2011 - 2012.
ENG 509 — Contemporary Poetic Theory
ENG 511 — Love and the Body in Medieval Consciousness
ENG 515 — Writing the Novel I
ENG 516 — Writing the Novel II
ENG 525 — 17th Century Poetry
ENG 540 — Classical Drama
ENG 548 — Modern and Contemporary Drama
ENG 560 — 20th Century American Drama
ENG 570 — The Epic
ENG 572 — The Short Story
ENG 571 — Myth and the Contemporary Hero
ENG 576 — Comparative Study of the 19th Century Novel
ENG 578 — Comparative Study of the 20th Century Novel
ENG 579 — Comparative Studies of the Essay
ENVIROMENTAL EDUCATION/SCIENCE EDUCATION

CUSATO, SUSAN H., Chairperson, Associate Professor; B.A., M.S., Southern Connecticut State University; Ph.D., University of Connecticut. Tel. (203) 392-6610. E-mail: cusatos1@SouthernCT.edu

BRESLIN, VINCENT T., Professor; B.S., University of New England; M.S., State University of New York at Stony Brook; Ph.D., Florida Institute of Technology. Tel. (203) 392-6602. E-mail: breslinv1@SouthernCT.edu

GRAVES, SCOTT M., Associate Professor; B.S., University of California, Santa Cruz; M.S., University of Rhode Island School of Oceanography; Ph.D., University of Idaho. Tel. (203) 392-6604. E-mail: gravess1@SouthernCT.edu

TAIT, JAMES F., Associate Professor; B.S., A.B., M.S., Ph.D., University of California, Santa Cruz. Tel. (203) 392-5838. E-mail: taitj1@SouthernCT.edu

APPLICATION DEADLINE:
Rolling admissions

ENVIRONMENTAL EDUCATION

The MS in Environmental Education is a rigorous, inter-disciplinary program, that helps prepare students for professions including formal and informal education, environmental policy and planning, and to further professional development in areas including writing, research, analytic skills, sustainable design and others. The program is open to students with undergraduate preparation in the physical and life sciences, education, and social sciences. Student will be engaged in coursework that includes hands-on investigations, intensive seminar style courses, environmental teaching methods and field experiences.

A typical program is composed of 36 credits of study including a core of five required courses. Students interested in applying should contact the program coordinator to discuss the development of a Plan of Study. The program in Environmental Education provides students with the opportunity to focus on particular areas of interest such as teaching methods and curriculum development, environmental studies, policy or environmental protection. All students are required to complete a capstone experience of either a thesis or field study.

Master of Science — Environmental Education

Core Courses
(Five of the following seven courses are selected by consultation with advisor.)

EVE 532 — Ecosystems and Environmental Concerns — 3 credits
EVE 534 — Readings and Research in Environmental Concerns — 3 credits
EVE 535 — Environmental Teaching Methods — 3 credits
OR
EVE 536 — Environmental Education Workshop — 3 credits
EVE 537 — Analytic Techniques and Instrumentation — 6 credits
OR
EVE 575 — Integrated Science Experience — 3 credits
EVE 599 — Field Studies in Environmental Education — 3 credits
Environmental Education Courses by Theme

Ecology based:
EVE 532 — Ecosystems and Environmental Concerns
EVE 537 — Analytic Techniques and Instrumentation
EVE 552 — Long Island Sound: Environmental Perspectives
EVE 559 — Energy Use and Global Climate Change

Socio/Political based:
EVE 531 — Group Dynamics and Environmental Problem Solving
EVE 533 — Economics of Environmental Concerns
EVE 539 — Political and Legal Aspects of Environmental Concerns
EVE 550 — Environment and Belief: An Interplay of Systems

Education/Methodology based:
EVE 535 — Environmental Teaching Methods
EVE 545 — Curriculum Materials in Environmental Teaching
EVE 546 — Environmental Education Curriculum Writing Workshop

Interdisciplinary Courses:
EVE 534 — Reading and Research in Environmental Concerns
EVE 536 — Environmental Education Workshop — A Field Course
EVE 538 — Aesthetics an Art in the Environment
EVE 540 — Environmental Design
EVE 551 — Environmental Action Research: A Field Study
EVE 600 — Independent Study in Environmental education

Capstone Experience:
EVE 599 — Field Study in Environmental Education
OR
EVE 590 — Thesis

Environmental Education Courses

EVE 532 — Ecosystems and Environmental Concerns (fall 2010, every third semester)
EVE 533 — Economics of Environmental Concerns (fall 2010, every other fall)
EVE 534 — Reading and Research in Environmental Concerns (fall 2009, every third semester)
EVE 535 — Environmental Teaching Methods (spring 2011, every third semester)
EVE 536 — Environmental Education Workshop — A Field Course (every other summer 2011)
EVE 537 — Analytic Techniques and Instrumentation (summer 2010, every summer)
EVE 539 — Political and Legal Aspects of Environmental Concerns (fall 2010, every third semester)
EVE 540 — Environmental Design (fall 2009, every third semester)
EVE 545 — Curriculum Materials in Environmental Teaching (summer 2010, every other year)
EVE 546 — Environmental Education Curriculum Writing Workshop
(summer 2010, every other year)

EVE 550 — Environment and Belief: An Interplay of Systems
(fall 2009, every third semester)

EVE 552 — Long Island Sound: Environmental Perspectives
(spring 2011, every other spring)

EVE 559 — Energy Use and Global Climate Change
(spring 2010, every other spring)

EVE 599 — Field Study in Environmental Education (summer 2010, every summer)
EVE 600 — Independent Study in Environmental Education (every semester)

ENVIRONMENTAL EDUCATION COURSES

EVE 531 — Group Dynamics and Environmental Problem Solving
Individual and group processes and the translation of group process into effective environmental action. 3 credits.

EVE 532 — Ecosystems and Environmental Concerns
Factors operating in the ecosystem, types of ecosystems, problems and possible solutions related to the ecosystems. Field observations. For non-biology majors with a working knowledge of ecology. 3 credits.

EVE 533 — Economics of Environmental Concerns
Nature and causes of the contemporary environmental crises including pollution of air, land, and water. Economic concepts and principles involved in environmental issues. For teachers interested in environmental education. 3 credits.

EVE 534 — Readings and Research in Environmental Concerns
Research problems in environmental education. Literature of the field. Techniques of analyzing and evaluating information. 3 credits.

EVE 535 — Environmental Teaching Methods
Teaching techniques and curriculum development for environmentally-oriented subjects in grades K-12. 3 credits.

EVE 536 — Environmental Education Workshops — A Field Course
A practical learning experience in the out-of-doors, aimed at understanding environmental processes. Course is conducted on a canoe trip on the Farmington and Connecticut Rivers. 3 credits.

EVE 537 — Analytic Techniques and Instrumentation
Laboratory and field techniques useful in studying environmental conditions and analyzing environmental situations. 6 credits.

EVE 538 — Aesthetics and Art in the Environment
Use of technologic, aesthetic, and artistic expressions. Aesthetic awareness, city planning and its aesthetics, leisure time activities in the environment, schools as environments, advertising values and environmental aesthetics, art technology and environmental impact. 3 credits.

EVE 539 — Political and Legal Aspects of Environmental Concerns
Legal and political influences of environmental legislation, the development of relevant legal doctrines, the role in the political process of selected governmental agencies charged with enforcing legislation, and the role of informal citizen groups. 3 credits.
EVE 540 — Environmental Design
Classroom and field study of the relationships and forces underlying the physical environment. 3 credits.

EVE 545 — Curriculum Materials in Environmental Education
Multi-media approaches, individualized instruction, simulation gaming, lecture, field experiences, computer based instruction, and computer managed environmental education instruction. Prerequisite: a course in teaching methods. Co-requisite: EVE 546. 3 credits.

EVE 546 — Environmental Education Curriculum Writing Workshop
Environmental Education instructional formats in procedures for designing, producing, implanting, and evaluating environmental education materials. Co-requisite: EVE 545. 3 credits.

EVE 550 — Environment and Belief: An Interplay of Systems
The relationship between individual/societal systems of belief and the resultant attitudes toward, and effect on, the environment. 3 credits.

EVE 552 — Long Island Sound: Environmental Perspectives
Examination of the environmental history and use of Long Island Sound with emphasis on natural habitats, economic uses and human impacts. 3 credits.

EVE 559 — Energy Use and Global Climate Change
Examination of the scientific, social, economic and political aspects of global climate change due to energy production using fossil-fuels. 3 credits.

EVE 599 — Field Studies in Environmental Education
Prerequisite: departmental permission. 3 credits.

EVE 600 — Directed Independent Study in Environmental Education
Working with an adviser, students pursue projects that have grown from their work in any of the environmental education courses. Prerequisite: departmental permission. 3 credits.

M.S. IN SCIENCE EDUCATION
The program in science education is designed for certified science teachers or those students interested in obtaining certification in secondary science. Candidates choose an area of concentration from within the sciences (biology, chemistry, physics or earth science). A minimum of 15 credits within the sciences must be completed. The balance of the program provides preparation in science education including the history and philosophy of science, the use of technology in the secondary classroom, science curriculum and an integrated science project.

This program has been designed to address the National Science Standards for Professional Development in science education. To complete the capstone requirement, students will be able to choose between a master’s thesis or special project in an area of science or science education.

Master of Science — Science Education
Core Courses
IDS 571 — Science Lab Practice — 3 credits (every summer)
SCE 570 — Historical Dimensions of Scientific Thought — 3 credits (spring 2010, every third semester)
SCE 572 — Recent Developments in Science Education — 3 credits (every spring)
SCE 573 — Multimedia Technology in the Science Classroom — 3 credits  
(fall 2009, every third semester)  
SCE 575 — Integrated Science Experience — 6 credits (every spring)  

SCIENCE EDUCATION  

SCE 521 — Science Curriculum: Elementary School  
Creating learning and self-instructional experiences as techniques for gaining science understanding is accomplished within a focused curricular model. Developing strategies for helping others learn science is promoted through small projects for individual and group learning. 3 credits.  

SCE 543 — Energizing the Teaching of Science and Math  
The development and promotion of intensive schemes and techniques for use in science learning environments are shown to energize learning. Modalities for successful learning in math and science are explored and participants create personal schemes for understanding and using apparently dissonant phenomena. Also listed as EDU 543. 3 credits.  

SCE 570 — History and Dimensions of Scientific Thought  
A course presenting the history and evolution of scientific thought and practice. Discusses the context in which scientific beliefs and paradigms are held. Will include significant advancements in science, as well as presenting trends, modes of thought and development of ethics. Prerequisites: 18 credits of university level science or departmental permission. 3 credits.  

SCE 572 — Recent Developments in Science Education  
A comprehensive study of reform programs and initiatives as they relate to science education. Examines designing learning environments, identification of effective methodologies, implementation of assessment techniques and curriculum development. Includes a discussion of state and national standards in science education. 3 credits.  

SCE 573 — Multimedia Technology in the Science Classroom  
This course focuses on student competencies in digital sound and image productions, and their manipulation for classroom teaching and learning. Interactive curriculum materials, such as WebQuests, will be developed as well as Webpage and Webauthoring (e.g. HTML) portfolios. Issues of electronic copyright standards, computer ethics, multimedia selection and evaluation, and management are discussed. Prerequisites: CSC 301 or CSC 501 or departmental permission. 3 credits.  

SCE 574 — Special Project in Science Education  
This individualized special project would provide an opportunity for students to have an extended experience working in a mentorship, research experience in an area of science or science education. Potential mentors will come from industry, governmental agencies and universities (including SCSU). In consultation with a faculty advisor, students will develop objectives and assessment methodologies. This intensive, self-directed project culminates with a scientific research project or a comprehensive study in science education. Prerequisite: departmental permission. 6 credits.  

SCE 575 — Integrated Science Experience  
Students will be actively involved in a collaborative research project that integrates the various scientific disciplines. Working together, students will develop a research topic, identify the materials and methods required and investigate a research question. Prerequisite: departmental permission. 3 credits.
SCE 598 — Mentorships and Internships in Science Learning  
In cooperation with faculty, students will plan and complete mentorships and internships in settings which promote learning science in context. 3 credits.

SCE 599 — Field Study in Science Learning  
Students will create primary experiences in field studies in such venues as museums, laboratories, conservancies and settings appropriate for independent study. 3 credits.

SCE 600 — Directed Independent Study and Research  
Identification and investigation of a problem in the field of learning will result in the preparation and presentation of a scholarly document summarizing the study or research. The study is evolved cooperatively with faculty on an individual basis. Prerequisite: departmental permission. 3 credits.

SCE 603 — Science Supervision and Guided Self Analysis  
Under the supervision of the faculty, students develop and implement specific science learning activities, evaluate them using a variety of instruments and analyze the results of both learning and knowing science content and thinking processes. 3 credits.

SIXTH YEAR CERTIFICATE PROGRAM — INSTITUTE FOR SCIENCE INSTRUCTION AND STUDY (ISIS)  
The Institute for the Study and Instruction of Science is offered as a sixth year program for secondary teachers of the sciences. Founded on a seminar and laboratory model, ISIS provides science teachers extensive interactions with practicing scientists. Current science in physics, biology, medicine, chemistry and other related areas is studied in depth over a two year continuum. Students are admitted by classes every two years and are to be recommended by their school superintendent. Outstanding scientists, including Nobel Laureates, meet at length with the participants both at SCSU and on site. Each student spends several weeks in a mentor-scientist study at the scientist’s laboratory. Enrollment is for a 30-credit program, which must be taken sequentially and completed within the two year period.

The following courses have been approved but are not scheduled for 2011 - 2012.
EVE 538 — Art and Aesthetics in the Environment
EVE 531 — Group Dynamics and Environmental Problem Solving
EVE 551 — Environmental Action Research
IDS 546 — Environmental Studies Institute
IDS 560 — Environmental Issues and Strategies
SCE 500 — History of Science
SCE 517 — Developments in Science Education
SCE 520 — Conceptual Approaches to Learning Science in the Elementary School
SCE 601 — Cognitive Structures in Science Education
SCE 602 — Research and Readings in Science Education
EXERCISE SCIENCE

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AXTELL, ROBERT S., Graduate Coordinator, Professor; B.S., Springfield College, M.S., Indiana University; Ph.D., The Ohio State University. Tel. (203) 392-6037. E-mail: axtellr1@SouthernCT.edu

FINN, JOAN A., Professor; B.S., Ithaca College; M.S., D.P.E., Springfield College

KEMLER, DAVID S., Professor; B.A., University of Connecticut; M.S., Southern Connecticut State University; Ph.D., Florida State University

LATCHMAN, PETER, Assistant Professor; B.S., M.S., Southern Connecticut State University; Ph.D., Columbia University

MISASI, SHARON P., Professor; B.S., Southern Connecticut State University; M.S., Indiana State University; Ph.D., University of Connecticut

MORIN, GARY E., Professor; B.S., Slippery Rock University; M.S., University of Massachusetts; Ph.D., University of Connecticut

RAUSCHENBACH, JAMES, Assistant Professor; B.S., Cleveland State University; M.S., Western Kentucky University; Ph.D., The Ohio State University

YANG, JINJIN, Professor; B.A., M.Ed., Beijing Institute of Physical Education, China; M.A., Ph.D., The Ohio State University

APPLICATION DEADLINE:
April 1 for Fall
November 1 for Spring (only applies to M.S. Degree Programs — see certification only deadline at the end of certification description)

ADMISSION REQUIREMENTS FOR THE M.S. DEGREE PROGRAM
• undergraduate quality point ratio of 3.0 or higher
• personal essay
• two letters of recommendation (should be mailed directly to the Exercise Science Department)
• Graduate Record Examination (general exam) — acceptable scores will be determined by the Exercise Science Department.

MASTER OF SCIENCE DEGREE
The graduate program in exercise science serves students who have excelled in their undergraduate work and show an aptitude for advanced study which will further prepare them for their professional careers.

The degree options and the areas of specialization allow flexibility to meet the various needs of the applicant.

HUMAN PERFORMANCE
This concentration is designed to afford the student opportunity for advanced study in the exercise sciences which include: exercise physiology, strength and conditioning, sports medicine, biomechanics and adult fitness and cardiac rehabilitation. Graduates are prepared to accept leadership roles under the fitness umbrella known as sports medicine. The research/teaching laboratory is equipped to assess anaerobic power cardio-pulmonary fitness, autonomic physiology, body composition, muscle/joint strength, balance and stability, EMG analysis, physical activity monitoring, resting and exercise metabolism, sport psychological assessment, body mechanics and bio-
mechanical analysis. Thirty credits of course work are offered on an annual, rotating basis. Prerequisites: Equivalent of EXS 281 Anatomy & Physiology I; EXS 282 Anatomy & Physiology II; EXS 383 Kinesiology; EXS 384 Exercise Physiology.

**SPORT PSYCHOLOGY**
The sport psychology concentration is designed to offer the student in-depth study in the areas of health psychology, performance enhancement, and intervention. This interdisciplinary approach presents 33 or 34 credits of coursework from the following departments: Exercise Science, Counseling & School Psychology, and Psychology. Prerequisites: EXS 281 Anatomy & Physiology I; EXS 282 Anatomy & Physiology II; EXS 383 Kinesiology; PSY 100 Intro to Psy, PSY 228 Personality, PSI 321 Abnormal Psychology.

**Master's Thesis**
Thesis Seminar — 3 credits
Thesis Completion — 3 credits

**Comprehensive Exam**
In lieu of the thesis, the student must pass a comprehensive examination.

**CERTIFICATION**
The Certification Program is designed for non-majors who wish to pursue teacher certification in physical education or school health. The program includes undergraduate courses which are required to meet state certification requirements. Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching. (Fall admission only—Applications due April 1st.)

**EXERCISE SCIENCE COURSES**

**EXS 552 — Biomechanics**
Human performance analysis using Peak Performance Technologies motion analysis system. Prerequisite: undergraduate kinesiology or departmental permission. Scheduled every three semesters. 3 credits.

**EXS 553 — Psychology of Sport**
Recognition, study and understanding of the behavior of individuals involved in performance. Emotional arousal, aggression, motivation, personality and behavior modification will be addressed regarding groups and individuals of varying ages. Scheduled spring of even-numbered years. 3 credits.

**EXS 554 — Research Techniques**
Selection and formulation of problems, research design and analysis of data, basic statistics. An individual research project is required. Scheduled fall semesters. 3 credits.

**EXS 558 — Physiology of Exercise**
Exercise effects on human physiological systems. Scheduled fall semesters. 3 credits.

**EXS 565 — Physiological Basis and Application Principles of Designing Resistance Training Programs**
The study of physiological mechanisms of the human body’s adaptation to resistance training. Application of scientific findings to the design of safe, effective and efficient training programs for individuals will be emphasized. Prerequisites: EXS 558 and 552. Scheduled spring of odd-numbered years. 3 credits.
EXS 568 — Motor Learning
The application of various learning theories, psychological and physiological, to the acquisition of motor skills. Scheduled every three semesters. 3 credits.

EXS 570 — Human Fitness, Exercise and Aging
Cardiovascular and pulmonary fitness, body composition, and nutrition regarding fitness, aging, and exercise prescription. Scheduled spring semesters of odd numbered years. Scheduled spring of odd-numbered years. 3 credits.

EXS 571 — Methods and Procedures of Physical Fitness Testing
Lectures and laboratory sessions on the evaluation of body composition, aerobic fitness, isokinetic strength and flexibility. Scheduled spring semesters of even-numbered years. Scheduled spring of even-numbered years. 3 credits.

EXS 572 — Adaptations to Endurance Training
Physiological, kinesiological and psychological adaptations that occur from training. Scheduled spring semesters. 3 credits.

EXS 573 — Sports Medicine
Physiologic and medical aspects of exercise. The interdisciplinary approach to fitness training, sports injuries, and rehabilitation. Scheduled fall semesters. 3 credits.

EXS 574 — Adult Fitness and Cardiac Rehabilitation
The development of Adult Fitness and Cardiac Rehabilitation Programs. Exercise testing, exercise prescription, program content, and fitness assessment and reassessment. Scheduled spring semesters of odd-numbered years. 3 credits.

EXS 576 — Heart Physiology
EKG interpretation, conduction, and contractile myocardial properties, coronary blood supply, invasive and noninvasive evaluation procedures, and emergency techniques will be addressed as they relate to sports medicine. Scheduled spring semesters of even-numbered years. 3 credits.

EXS 577 — Youth in Sport
An examination of the role of youth in American sport from the perspectives of social, developmental and experimental psychological theory. Scheduled every third semester. 3 credits.

EXS 578 — Exercise Psychology
An examination of why people exercise, the psychological effects of exercise, and stress management aspects of exercise, both immediately and over the long term. Scheduled spring semesters of odd-numbered years. 3 credits.

EXS 579 — Sport Psychology Field Practicum I
The supervised field practicum provides opportunities for the student to apply conceptual material to practice situations and to develop professional practice competency. Weekly seminar required. Prerequisites: EXS 553, EXS 578, CSP 569, CSP 550, CSP 555, PSY 554, and PSY 557 and departmental permission. Scheduled each semester. 3 credits.

EXS 583 — Physiology of Exercise II
Advanced investigation of human physiological adaptations in response to exercise/exercise training. Theory of system’s function, metabolic control, fatigue, and factors that affect performance will be studied. Scheduled spring semesters. Prerequisite: EXS 558. 3 credits.
EXS 585 — Bionutrition of Exercise and Sport
This course will explore the relationship between physiological function of exercise/sport performance and nutrient utilization during energy production. Prerequisite: EXS 558. Scheduled fall semesters. 3 credits.

EXS 590 — Thesis I: Proposal Development
Development of the thesis proposal including: introduction, review of literature, statement of the problem, hypotheses, procedures, selection of subjects and statistical design. Prerequisite: EXS 554 or departmental permission. Scheduled spring semesters. 3 credits.

EXS 591 — Thesis II: Thesis Completion
Completion of thesis including: analysis of data, results, discussion, summary, conclusions and recommendations for future study. Prerequisite: EXS 590. Scheduled each semester. 3 credits.

EXS 600 — Independent Study
Identification and investigation of a problem relevant to the field of physical education and the preparation and presentation of a scholarly document summarizing the study or research. Prerequisite: departmental permission. Scheduled each semester. 3 credits.
GEOGRAPHY

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The University does not offer a program leading to the master’s degree in geography but the following courses are scheduled irregularly.

**GEO 500 — Geography**
The significance of such physical factors as climate, soils, minerals and vicinal location for man’s culture and opportunities. Selected “human use” regions included. May not be used as a part of a major concentration in geography. 3 credits.

**GEO 511 — Geography of North America**
Physical and human aspects of North America and the geographic factors in interpreting conditions in the present and in the past. 3 credits.

**GEO 515 — Geography of Connecticut**
A study of the geography of Connecticut, physical and human, as they have affected the past and present. (Formerly GEO 550). 3 credits.

**GEO 525 — Geography of Latin America**
Geographic background of contemporary problems in the regional setting including particular attention to population, land reform, industrialization and economic integration. 3 credits.

**GEO 530 — Geography of Europe**
The study of the physical and human geography of the region from the earliest times to the present with emphasis on population, and economic and political aspects as each pertains to Europe’s spatial position in the world. 3 credits.

**GEO 542 — Geography of the Middle East**
Both physical and human geography of the region, stressing cultural, economic and political aspects. 3 credits.

**GEO 545 — Geography of Africa**
Both physical and human geography of the region south of the Sahara, stressing population distribution as well as cultural, economic and political aspects. (Formerly GEO 543). 3 credits.

**GEO 562 — Urban Geography**
Concentrates on the spatial factors and locational bases of the urban complex to define the "geographic" courses underlying the problems besetting the contemporary city. (Formerly GEO 561). 3 credits.

**GEO 570 — Field Techniques in Geography**
Field study and cartographic representation of physical and cultural elements of the landscape of selected regions. Prerequisite: 12 credits in geography or departmental permission. 3 credits.
HISTORY
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CHRISSIDIS, NIKOLAOS A., Associate Professor; B.A., Aristotle University; M.A., M.Phil., Ph.D., Yale University
FRIEDLANDER, ALAN R., Professor; B.A., Queens College, City University of New York; M.A., Ph.D., University of California, Berkeley
GERBER, RICHARD, Professor; B.A., M.A., Ph.D., University of Michigan
HOUSE, LEWIS, Professor; B.A., Adelphi University; M.A., Ph.D., New York University
MADISON, JULIAN C., Associate Professor; B.A., M.A., Cleveland State University; Ph.D., University of Washington
McDANIEL, MARIE B., Assistant Professor; A.B., Princeton University; M.A., Ph.D., University of California, Davis
METAXAS, VIRGINIA A., Professor; B.A., M.A., Ph.D., State University of New York
NAKAMURA, BYRON J., Assistant Professor; B.A., University of California, Santa Barbara; M.A., Ph.D., University of Washington
PADDOCK, TROY R.E., Professor; B.A., Pepperdine University; M.A., Ph.D., University of California, Berkeley
RADICE, THOMAS, Assistant Professor; B.A., M.A., West Chester University; M.A., Seton Hall; Ph.D., University of Pennsylvania
RONDINONE, TROY, Associate Professor; B.A., Sonoma State University; M.A., Ph.D., University of California, Los Angeles
THOMPSON, MICHELE, Professor; B.A., M.A., University of Alabama; Ph.D., University of Washington

APPLICATION DEADLINE:
Students must apply for the history program by April 1 for the fall semester and October 1 for the spring semester.

ADMISSION PROCEDURES
All applicants must complete the School of Graduate Studies application. In addition, they must submit two letters of recommendation, a 500-word statement of purpose, and GRE scores. Applicants to the teacher certification program must complete the additional School of Education’s admission application and submit it separately to the History Graduate Coordinator. Refer to the section entitled “Admission to Teacher Certification Programs” in this catalog under “Application and Admission” for additional information.
Candidates must complete the School of Graduate Studies application and send the additional material by April 1 for the fall semester and by October 1 for the spring semester. Prospective students may, however, register as part-time non-matriculated students in graduate courses. Non-matriculated students may earn no more than nine credits toward a degree program.
A minimum overall grade point average of 3.0 with at least 18 credits of history is required for admission.
When the School of Graduate Studies notifies applicants that their file is complete, they must contact the History Graduate Coordinator to write a planned program of study. No applicant with a complete file is matriculated without a planned program of study approved by the Dean or Associate Dean of Graduate Studies and an acceptance letter from Graduate Studies.

Interested applicants who do not meet school or departmental requirements should consult the History Graduate Coordinator before taking courses as a non-matriculated student.

**MASTER OF ARTS DEGREE — 30 CREDITS**

The Master of Arts degree is designed to afford certified teachers the opportunity to strengthen their knowledge of history and to provide highly motivated students greater foundational knowledge in history necessary to pursue doctoral studies.

Applicants must meet the general requirements of the School of Graduate Studies and have completed a minimum of 18 undergraduate credits in history with a grade point average of 3.0 or higher in those courses. All admission material must be sent to the Graduate School.

The program of study consists of 24 credits of coursework in a chosen major and minor field of history and a 6 credit thesis. Students who already hold state certification may elect to complete two additional graduate courses for a total of 30 credits of coursework in their chosen major and minor fields of history and comprehensive exams in two elected fields (American, European, or non-Western history). With the approval of the History Graduate Coordinator, students may elect up to 6 credits of their coursework in other social science or humanities fields. Reading ability in one modern foreign language is encouraged.

**MASTER OF SCIENCE DEGREE IN HISTORY WITH SOCIAL SCIENCE TEACHER CERTIFICATION — 51 CREDIT MINIMUM**

The Master of Science degree is designed to combine advanced historical study (21 credits) with coursework necessary for certification to teach History and Social Science in grades 7-12 (30 credits). Applicants must meet requirements of the School of Graduate Studies and the School of Education, including an overall undergraduate grade point average of 3.0 and the Praxis I examination or a waiver. In addition, 18 credits in undergraduate history at a grade point average of 3.0 and 18 credits in the social sciences, specifically one course in political science, geography, economics, and psychology are required for admission. Additional admissions material (letters, essay, and GRE scores) must be submitted to the History Graduate Coordinator.

The program of study consists of:

- HIS 110, 111 or 112 — United States History
- SHE 203 — School Health
- PSY 370 — Educational Psychology
- SED 482 — Teaching Exceptional Students in Secondary Classroom
- IDS 470 — Literacy in the Content Areas — 1.5 credits
- IDS 471 — English Language Learners in the Classroom — 1.5 credits
- EDF 520 — Educational Foundations
- EDU 413 — Secondary Education, While not currently required for certification, the department strongly recommends that students take this course before HIS 494.
- HIS 494 — Social Science (Secondary School) — to be taken after completion of above courses and passing Praxis II examination
• HIS 452-453 — Student Teaching and Student Teaching Seminar — to be taken after completion of above courses, 18 credits in the other social science fields, passing Praxis II examination, the completion of at least 12 credits of graduate level history or social science course work
• 21 elective credits in a chosen major and minor field of history of which 6 credits may be taken in cognate coursework in the social sciences with the prior approval of the History Graduate Coordinator
• a comprehensive examination in two elected fields (American, European, or non-Western history) or a thesis (6 additional credits)

CERTIFICATION ONLY
This program is designed to provide secondary teacher certification to those already holding a master’s degree in history, education, or a related social science field. Applicants must meet admission criteria for the M.S. degree with certification. Students must complete all course work required for state teacher certification in History and Social Science as listed above. In addition, students must complete 6 credits of graduate level history course work at SCSU prior to student teaching.

HISTORY COURSES
All history courses are open to all graduate students with at least 18 credits (a minor) in undergraduate history courses. Note other prerequisites listed below.

HIS 504 — Historical Research and Writing
Analysis of techniques and methods of historical research. Practice in the craft of writing scholarly history. 3 credits.

HIS 508 — Contemporary World History
The socio-political history of the world from the 1920’s to the present, with a detailed analysis of selected problems. 3 credits.

HIS 513 — The Transformation of American Society, 1877-1917
The major social, economic, cultural, and political developments of the period are studied as well as the role of class, race, gender, and ethnicity. 3 credits.

HIS 514 — Issues in American Constitutional History
Historical and contemporary constitutional issues regarding the establishment and evolution of powers and functions of government institutions; primary legal and legislative decisions; individual rights and liberties; and invention of practices unknown to the written Constitution. 3 credits.

HIS 517 — The Russian Revolution
Examines the main social and political developments that led to the revolution of 1917 and investigates the first decade of Bolshevik rule as a formative period in the creation of the Soviet system. 3 credits.

HIS 518 — A Woman’s Place is in the Curriculum: A Multicultural Approach
Introduction of multicultural women’s studies content to education professionals. Workshop facilitators demonstrate strategies for infusing women’s studies content into K-12 curriculum. Cross-listed as WMS 518, IDS 518 and EDU 520. 3 credits.

HIS 531 — Race and Nationalism in South Africa
The roots of prejudice and racism (from segregation to apartheid) and the complexities of South African society, including Afrikaner and African Nationalism, will be investigated. Emphasis is upon primary documents and analyses by historians. 3 credits.
HIS 534 — History of Women in the Professions
A historical examination of American women’s entrance into and contribution to professional fields such as education, health, law, library, social work, and the arts. 3 credits.

HIS 535 — Colonial and Victorian Women in the U.S.
Survey of readings about women from the colonial period to the late nineteenth century on the following topics: family, work, immigration, urbanization, industrialization, race, class, ethnicity, and cultural and political status. Cross-listed as WMS 535. 3 credits.

HIS 536 — Progressive and Modern Women in the U.S.
Survey of readings and research from the late nineteenth century to the present on the following topics: family, work, immigration, urbanization, altruism, professionalism, race, class, ethnicity, cultural and political status. Cross-listed as WMS 536. Prerequisite: permission of instructor. 3 credits.

HIS 542 — Trade and Society in West Africa
A study of the influence an impact of trade on selected West African peoples and states. Emphasis will be on trade as an impetus for social and political as well as economic change in West Africa. 3 credits.

HIS 548 — China Since Western Impact
Major issues in the last 100 years of Chinese history. Western impact and the Chinese response, the Republican revolutions, the intellectual ferment, the Guomindang years, and the rise of communism. 3 credits.

HIS 549 — China Under Communism
China since the Communist government came to power in 1949. 3 credits.

HIS 551 — The Colonial Period of U.S. History
The American colonies and their economic, social, and political development. 3 credits.

HIS 552 — American Revolution
The background of colonial development and discontent leading to the Revolution, as well as an appraisal of political, social, economic, and military factors leading to independence. Contributions of the founding fathers and the difficulties in forming a genuine political union. 3 credits.

HIS 553 — The Early Republic, 1789-1820
Implementation of principles of the American Revolution in constitutional and political practice. Topics covered include institutional and economic development according to Hamilton and Jefferson, European conflict and American intervention, emergence of national identity, the industrial revolution, sectionalism and nationalism. 3 credits.

HIS 554 — The Pre-Civil War Era, 1820-1850
Important social, economic, cultural, and political developments that shaped early modern American society. 3 credits.

HIS 555 — The Civil War and Reconstruction, 1850-1877
Studies the crises of the 1850’s, Civil War causation, the Civil War experience, and the Reconstruction experiment. 3 credits.

HIS 557 — The American Revolution and the Civil War: Comparative Prospectives
Explores the paradox of justifying independence in the American Revolution while validating the preservation of the Union in the Civil War. The causes, ideologies, institutions and influences of these two events are examined comparatively. 3 credits.
HIS 559 — The New Deal
An in-depth analysis of the emergence of modern America focusing on the period 1933-1938. Emphasis on the role of government in American society. 3 credits.

HIS 562 — Seminar in the History of American Diplomacy
An examination of U.S. foreign policy since 1890 incorporating different interpretive frameworks. Seminar format. 3 credits.

HIS 563 — History of Urban America
A problem approach to the critical issues confronting twentieth century Urban America. 3 credits.

HIS 564 — Seminar in Early Modern Europe
Introduction to the major historiographical topics in early modern European history (1400–1800). Focus is on historiographical and methodological debates.

HIS 566 — History of American Radicalism
Exploration of American traditions of radical thought and action from the colonial era to the start of the 21st century. Focus is on the personalities, historical issues, and ideologies of key American radicals and radical movements.

HIS 568 — Seminar in Late Modern Europe
Introduction to major historiographical topics in late modern European history (1800–present). Focus is on historiographical and methodological debates.

HIS 569 — American Indian History
History of the indigenous peoples of North America (north of Mexico), from earliest times to the present day.

HIS 570 — Seminar in Medieval Europe
Introduction to the major historiographical topics in medieval Europe (300–1475). Focus is on historiographical and methodological debates. 3 credits.

HIS 571 — The Medieval Middle East
The Muslim Middle East from the time of Muhammad to the rise of the Ottomans.

HIS 572 — The Modern Middle East
The Muslim Middle East from the Ottoman period through the contemporary era.

HIS 575 — Nazi Germany and the Holocaust
This course will explore prominent themes in the history of Nazi Germany and the Holocaust. The focus is on both teaching these themes and current historical research.

HIS 578 — Early Chinese Texts
Discussion of representative texts from the Zhou, Qin, and Han dynasties with special emphasis on the intellectual history of these periods and early Chinese historiography.

HIS 585 — Historiography
A seminar in the philosophical and methodological problems of history. Emphasis is on methods noted European and American historians use to fulfill the task of writing history. 3 credits.

HIS 586 — Seminar in Early Roman History
Graduate seminar field course in Early Roman history from the 8th Century BCE to the 1st Century BCE. Weekly discussion over major themes and historiographical issues in Roman Republican history from assigned readings in both primary and secondary sources.
HIS 587 — The French Revolution and Napoleon
Flanked by a treatment of the ancient regime and the post-Napoleonic restoration, this course studies the years 1789-1815, one of the most important generations in European history. 3 credits.

HIS 588 — Seminar in the Roman Empire
Introduction to the major historiographical topics of Rome from the late Republic to the Imperial period (44 BCE-5th century CE). Focus is on methodological and historiographical debates. 3 credits.

HIS 589 — Tudor-Stuart England
The establishment of a strong monarchy after the breakdown of central authority during the closing middle ages and the eventual eclipse of this monarchy by the social and political groups that came to dominate Parliament. Economic, social, and religious changes during the period that saw England become a great trading colonial power with worldwide interests. 3 credits.

HIS 590 — Seminar in American Intellectual History
American ideas, thinkers and intellectual movements in historical perspective. Emphasis on the Enlightenment, Romanticism and reform movements; the impact of Darwinism on science; Marx and Freud in American thought; pragmatism and the rise of relativism; conflicting political ideologies; tensions between myths and realities; and competing value systems. 3 credits.

HIS 591 — Seminar in European Intellectual History
Selected topics dealing with the historical development of philosophical, theological, psychological, and political ideas in Europe, with a concentration on the nineteenth and twentieth centuries. A reading knowledge of German and/or French is suggested but not required. 3 credits.

HIS 593 — History Thesis Seminar I – 3 credits
HIS 594 — History Thesis Seminar II – 3 credits
HIS 597 — History Internship
A supervised public history internship in museum work, historic preservation, historical societies, libraries, or other history-related fields in public or private institutions. Prerequisite: departmental permission and 9 hours of related coursework. 3 or 6 credits.

HIS 600 — Independent Study
An historical investigation of a particular topic under the direction of a faculty member of the department and with the consent of the chairperson and the graduate coordinator of the department. Students should remember that the topics of regularly scheduled graduate courses are not viable for independent study proposals. Prerequisite: departmental permission and 9 hours of related coursework. 3–6 credits.

The following courses have been approved but are not scheduled for 2011-2012.
HIS 528 — Puerto Rico and The Caribbean
INFORMATION AND LIBRARY SCIENCE

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KIM, HAK JOON, Associate Professor; B.A., Chung-Ang University; M.L.S., Ph.D., Indiana University. Tel. (203) 392-5764. E-mail: kimh1@SouthernCT.edu

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LIU, YAN QUAN, Associate Professor; B.A., Peking University; M.A., St. John’s College; M.L.I.S., Emporia State University; Ph.D., University of Wisconsin-Madison. Tel. (203) 392-5763. E-mail: liuy1@SouthernCT.edu

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APPLICATION DEADLINE:
MLS, MLS/SMS, and Sixth Year programs: rolling admissions.

Department of Information and Library Science
The Department of Information and Library Science offers graduate programs leading to the degrees of Master of Library Science, Master of Library Science with Connecticut School Media Specialist Certification, and a Sixth Year Professional Diploma in Library/Information Studies.

The Master of Library Science program, integrating library science and information science, offers preparation for careers in all types of libraries and a range of information occupations. The Master of Library Science program has been accredited by the American Library Association since 1972. Connecticut certification as a School Library Media Specialist is also obtained through the MLS program. The School Library Media Specialist program is accredited by both the American Library Association and the National Council for Accreditation of Teacher Education (NCATE) through the School of Education. The ILS Department has been offering online courses via the Internet since 1999 and has been licensed and accredited since 2000 by the Board of Governors, Department of Higher Education, State of Connecticut, to deliver online courses in the Master of Library Science degree program.

The Sixth Year Professional Diploma program provides for the formal continuing education needs of the information and library professional with the specialization to meet the student’s goals. A master’s degree in information and library science from an ALA-accredited program is required for admission to the Sixth Year program.
Application Procedures

All applicants to the MLS, Sixth Year, and certification programs in ILS must submit the following:

- Graduate School Application
- Application fee
- Evidence of a bachelor’s degree from an accredited college or university. An undergraduate degree earned abroad must be deemed equivalent to a U.S. bachelor’s by an evaluating service.
- Copies of all official college-level transcripts. All transcripts from universities in other countries must be translated and evaluated by the World Education Services, Inc.
- GRE General Test scores for verbal, quantitative, and analytical writing (for MLS only).
- PRAXIS I scores (or waiver) (for certification applicants only). On July 1, 2007, the Connecticut State Department of Education authorized acceptance of minimum scores (1000 combined verbal/math; 450 verbal; 500 math; and 4.5 analytic writing) on the Graduate Record Examination (GRE) as a basis for Praxis I waivers. The SAT may also be used as a basis for Praxis I waivers with minimum scores of 1100 combined verbal/math (1000 if taken before March 31, 1995, with no less than 400 in either verbal or math).
- For applicants for whom English is a second language, TOEFL scores.
- Two current letters of recommendation (preferably from employers or professors) attesting to the ability of the applicant to successfully complete the program of study as well as attesting to qualities (scholarship, attitude, integrity, leadership, service) that would contribute to the information field.
- A statement (250–500 words) describing why the applicant is interested in the intended program of study and career expectations from the professional degree;
- A current resume.

Application materials should be mailed to the School of Graduate Studies, Southern Connecticut State University, 501 Crescent Street, New Haven CT 06515. After all application are received, the Graduate School will forward complete application files to the Department Graduate Admissions Committee for review. At that time applicants for certification will be contacted for a personal interview; the interview will be part of the application and consideration. Following review of all application materials and interviews, the Department Graduate Admissions Committee will forward its recommendations to the Dean of the School of Graduate Studies. Letters of final decision will be mailed to applicants from the Office of the School of Graduate Studies.

In considering admission files, the committee will be looking for:

- an overall undergraduate grade point average of 3.0 (on a 4.0 scale) from a regionally accredited college or university; we prefer a grade point average of 3.25 (on a 4.0 scale).
- an overall graduate grade point average of 3.0 (on a 4.0 scale); we prefer a grade point average of 3.25 (on a 4.0 scale)
GRE General Test scores of 500 in verbal (we prefer 550), 500 in quantitative (we prefer 550), and 4.5 in analytical writing (we prefer 5.0)

TOEFL scores of 600 (213 on the TOEFL-cBT or 80 on the TOEFL-iBT)

PRAXIS I passed or waived

personal statement/essay that clearly demonstrates knowledge of library/information values, professional goals that coincide with the mission and goals of the department, good description of how professional life experience have prepared you for graduate library/information study, and overall quality writing

letters of recommendation from appropriate sources that include clear examples of experiences that demonstrate qualities of the applicant suitable to library/information study

a well-constructed professional-quality resume

a personal interview that demonstrates clarity in responding to questions about various parts of the personal statement/essay and that demonstrates familiarity with the five categories of SAILS (scholarship, attitude, integrity, leadership, service).

Additional information is available on the department website.

Before being matriculated into an ILS program, students recommended for admission must submit:

• an approved Planned Program of study
• evidence of purchase of a Tk20 account (MLS and certification applicants)
• documentation of completed background check and fingerprinting through aces (certification applicants)
• complete School of Education application using SOE forms (certification applicants)
• pass an initial interview with the Library Media Coordinator and/or Graduate Admissions Committee (certification applicants)

Graduate Record Exam (GRE)

Applicants to the MLS degree and the School Media Specialist Certification programs are required to take the Graduate Record Exam (GRE) General Test.

Test of English as a Foreign Language Exam (TOEFL)

Applicants for whom English is a second language need to take the Test of English as a Foreign Language (TOEFL) examinations in addition to the GRE quantitative and analytical writing tests. See “Admission of International Students” at the beginning of the catalog for detailed information.

Professional Assessments for Beginning Teachers (PRAXIS)

All applicants to the School Media Specialist certification program must pass the state-mandated examination (Praxis I) in mathematics, reading, and writing. Details of PRAXIS I examinations are described in the “Admission to Teacher Certification Programs” in the beginning of this Graduate Catalog; under the “Application and Admission” Section.
Reporting Test Scores

All required tests must be sent to Southern directly from the Educational Testing Service (ETS); Southern’s school code is 3662. Information (and test preparation) on the GRE, TOEFL, and PRAXIS can be found at:

- Educational Testing Service (ETS): www.ets.org
- Graduate Record Exam (GRE): www.gre.org
- Test of English as a Foreign Language (TOEFL): www.toefl.org
- Professional Assessments for Beginning Teachers (PRAXIS Series): www.praxis.org

Prior to being admitted to the program, students may take up to 9 credits on a part-time, non-matriculated basis. (Taking such courses does not give the applicant an advantage in the application process.) The recommended courses to choose from are the following core courses:

- ILS 501 — Introduction to Information Science and Technology
- ILS 503 — Foundations of Librarianship
- ILS 504 — Reference and Information Resources and Services
- ILS 506 — Information Analysis and Organization
- ILS 565 — Library Management

ILS 501 and ILS 503 must be completed successfully before either ILS 504 or ILS 506 may be taken.

Students in the school media certification program are allowed to enroll in only two non-ILS professional education courses prior to being fully matriculated into the certification program.

Prior to being admitted to the Sixth Year Professional Diploma program, students may take up to 9 credits on a part-time, non-matriculated basis.

Computer Skills Prerequisite

All MLS students are assumed to have reliable access to a computer and to have mastered basic computer and information literacy skills.

The Special Project Requirements and Competencies Assessment

All students enrolled in the MLS degree program are required to complete a Special Project as the University requirement for graduate degrees. The Special Project proposal is developed in ILS 580 Research in Information and Library Science. Students should see Graduate School’s Special Project Proposal guidelines and project requirements on the ILS Website.

The Portfolio is a well-organized demonstration of the body of work a student completes in the MLS program and how this work relates to professional competencies and learning outcomes. The portfolio includes the Special Project and samples of assignments and projects from all courses completed for the MLS degree. In addition, students will complete a competencies assessment covering the core knowledge and skills included in the core required courses (ILS 501, 503, 504, 506, 565, 580).
Deadlines for Graduation Application and Special Project Reviews

Degree Application Deadlines:
- Check the graduate calendar for graduate degree application deadlines, generally the semester prior to the semester in which you intend to graduate: www.SouthernCT.edu/registrar/applyforagraduatedegree/
- In order to be eligible for graduation, a student must submit a Graduate Degree Application to the Registrar’s Office by the established deadline.
- All MLS students must complete the departmental Student MLS Degree Audit Checklist form and file one copy with the department office and one copy with the MLS Program Coordinator within the first two weeks of the semester in which they will complete their program/graduate. The form is available on the department website.

Special Project Reviews:
- A complete review of the Portfolio/Special Project is required at least two weeks before the end of the semester in which the student expects to graduate.
- The student must pass both the Special Project review and the Tk20 portfolio review in order to qualify for the MLS degree.

Continuous Enrollment, Satisfactory Progression, and Performance Assessment

Continuous Enrollment requires that every graduate student maintain at least six credits toward his or her degree program every calendar year (a minimum of three credits in the fall and spring terms respectively) from the time of acceptance by the School of Graduate Studies until completion of all requirements for the graduate degree. Students must register for a course each semester or pay a continuous enrollment fee. Payment of the continuous enrollment fee permits use of the library, computer facilities, and access to faculty advisors during the period covered by the continuous enrollment fee. Students who fail to maintain continuous enrollment status may lose their status as a matriculated student and may need to reapply to the program.

Continuation in any of the department’s graduate programs is contingent upon ongoing positive faculty evaluation of a graduate student’s grades, professional or scholarly attributes, performance in real or simulated professional situations, and subjective appraisal of the student’s progress and potential. A student may be suspended or dismissed from a graduate program for deficiencies in any of these areas. If, in the professional judgment of the faculty, a student demonstrates practices that are harmful to patrons, unethical, or behaves unprofessionally, he or she will be placed on probation or requested to withdraw from the program.

School Media students must maintain good standing in the program in order to qualify for student teaching and a recommendation from Southern Connecticut State University for State of Connecticut teacher certification. They also must demonstrate the following:
- personal attitudes and attributes that affect her or his performance as a teacher positively;
- professional behavior appropriate to the context which shows a realization that actions reflect directly upon the status and substance of the profession;
- confidentiality of all information concerning colleagues and students obtained in the educational process; and
- integrity and honesty in written and verbal communication, documentation, and coursework related to the professional program for teacher certification.
Information and Library Science

Time Limitation to Complete Programs
All requirements for a graduate degree must be completed within a period of six years prior to the granting of the master’s degree or sixth year diploma. Refer to the section entitled “Time Limitation to Complete Programs” in the beginning of this catalog under “Academic Standards and Regulations” for additional information.

INFORMATION AND LIBRARY SCIENCE PROGRAMS

MASTER OF LIBRARY SCIENCE DEGREE
Elsie Okobi, Program Coordinator
Tel. (203) 392-5709. E-mail: okobie1@SouthernCT.edu

The Master of Library Science degree requires completion of a total of 36 credits (or approximately 12 courses). To graduate from this program, all students must complete the six core courses (see below) and six elective courses with a grade of "B" or higher in each course. A course can be repeated once in an effort to achieve a grade of "B" or higher. Failure to receive a grade of "B" or higher, or if the cumulative grade point average falls below 3.0, may result in academic probation and academic dismissal. Students earn credit only once for a repeated course.

Students in the MLS program may take up to three credits outside the program with prior approval; a request to take three credits in an AOT course can expect to receive approval.

The Master of Library Science degree program is accredited by the American Library Association. The school media specialist certification is also approved by the Connecticut State Board of Education and accredited through the School of Education by NCATE. The online MLS program is licensed and accredited by the Board of Governors, Department of Higher Education, State of Connecticut.

Transfer Credit
In addition to university requirements (please consult that section of the catalog), up to 9 transfer credits may be awarded for work completed in other ALA-accredited programs.

Field Project and Independent Study
An application for a field project and/or independent study must be submitted to the department by April 15th for the fall term and November 15th for the spring term. Students must submit a proposal according to the guidelines established by the ILS department. The proposal must be approved by an advisor and accepted by a departmental committee.

Core Requirements
ILS 501 — Introduction to Information Science and Technology
ILS 503 — Foundations of Librarianship
ILS 504 — Reference and Information Resources and Services
ILS 506 — Information Analysis and Organization
Electives
Students choose 18 credits of elective courses in Information and Library Science with the ILS course designation that are suited to their career goals. Up to 3 credits in a cognate area outside the ILS course designation with department approval is permitted. Pre-approval has been given to the following cognate area courses: IDS 553, SED 594, EDF 520, EDU 566.

SCHOOL LIBRARY MEDIA SPECIALIST CERTIFICATION
Mary Brown, Program Coordinator
Tel. (203) 392-5772. E-mail: brownm6@SouthernCT.edu

Master of Library Science with School Media Certification
This program is designed for students who wish to qualify for a Master of Library Science degree and certification as a school media specialist. Refer to the section entitled "Admission to Teacher Certification Programs" in the beginning of this catalog under "Application and Admission" for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching. A minimum of 36 credits in library science is required. Additional course work may be needed to meet state certification requirements.

Students seeking School Media Certification outside of the state of Connecticut are responsible for contacting the State Department of Education in their home state for verification of that state's school media certification requirements. Students outside of Connecticut wishing to complete Southern’s MLS with Connecticut certification program should contact the ILS School Media Certification Program Coordinator prior to submitting a planned program.

The school library media specialist certification program is accredited, through the School of Education, by NCATE.

Students seeking School Media Certification should apply to the MLS w/School Media Program. Applicants already holding a Master of Library Science degree may apply to the "Certification Only" program for School Library Media Certification.

(Note: Southern Connecticut State University’s Department of Information and Library Science and the School of Education do not assign or supervise student teaching practicums or internships outside of Connecticut.)

School Media Certification Only
This program is designed to provide school media certification to those who already hold an MLS degree and wish to add Connecticut initial certification in School Library Media. Applicants for certification only must meet admission criteria for the MLS with School Media Certification.

Initial Certification Phase
ILS 501 — Introduction to Information Science and Technology
ILS 503 — Foundations of Librarianship
ILS 504 — Reference and Information Resources and Services
ILS 506 — Information Analysis and Organization
ILS 511 or 512 — Materials for Children/Adolescents
ILS 562 — Management of School Library Media Centers
EDU 566 — Media Utilization and Curriculum

Two electives (Six credits) in technology selected from the following approved courses:
- ILS 570 — Utilizing Instructional Media
- ILS 575 — Instructional Design Principles
- ILS 650 — Preservation of Library Materials
- ILS 655 — Digital Libraries
- ILS 656 — Information Architecture

(other courses may also be approved)

One approved elective (Three credits)

Up to 21 prescribed credits in education, including:
- ILS 581 — School Media Practice (6 credits)
- One approved course in educational foundations, such as
  - EDF 520 — Child in America Culture (3 credits)
  - PSY 370 or PSY 371 — Educational Psychology (3 credits)
  - HIS 110 or HIS 112 — United States History (3 credits)
  - SHE 203 — School Health (3 credits)
  - SED 481/482 — Teaching Exceptional Children in the Elementary/Secondary Education Classroom (3 credits)

**SIXTH YEAR DIPLOMA PROGRAM**

**Sixth Year Diploma: Specialization in Information Studies**

Yan Liu, Program Coordinator
Tel. (203) 392-5763. E-mail: liuy1@SouthernCT.edu

The Sixth Year Diploma is a post-master’s education program that is designed to meet the formal continuing education and specialization needs of library and information professionals. A master’s degree in library science or information science is required for admission to the Sixth Year Diploma Program.

A program will be individually planned with consideration of the student’s educational background, experience, and career objectives. Programs also will encourage interdisciplinary course work, action research, and problem solving. The sixth year is a 30-credit program in which a minimum of 15 graduate credits must be 600 level courses.

**Required Courses (6 credits)**

Two library science courses are required of all students in the Sixth Year diploma program:
- ILS 685 — Field Project - An action research project in which the student investigates a significant problem in an institution and develops a strategy for change.
- ILS 600 — Independent Study — For the advanced student with a background in library science who wishes to explore in-depth a related topic outside the current courses in the ILS curriculum.
Electives (9-15 credits)
Students select an area of specialization from among several available, including: management, technical services, user services.

Cognate Area (9-15 credits in ILS 600 level courses)
A concentration of courses related to the area of specialization and to student career goals is an integral part of a planned program. Areas of study include the sciences, humanities, social sciences, curriculum and foundations, research, special librarianship, and urban library studies. Up to 15 credits of 500 level courses may also be elected when appropriate.

INFORMATION AND LIBRARY SCIENCE GRADUATE COURSES

**ILS 501 — Introduction to Information Science and Technology**
Principles and applications of computers and information technologies in libraries and information centers. Scheduled fall and spring semesters. 3 credits.

**ILS 503 — Foundations of Librarianship**
The development structure and function of library/information agencies. Scheduled fall and spring semesters. 3 credits.

**ILS 504 — Reference and Information Resources and Services**
General reference sources; their content, evaluation and use. The reference process and the organization of reference and information services as they relate to different types of libraries. Pre/co-requisite: ILS 501 and ILS 503. Scheduled fall and spring semesters. 3 credits.

**ILS 506 — Information Analysis and Organization**

**ILS 511 — Materials for Children**
Material formats needed to build public and school library collections. Challenges in selecting and building collections are discussed. Scheduled fall semesters. 3 credits.

**ILS 512 — Materials for Adolescents**
The needs, interests, and motivation of young people as related to reading are examined through a critical study of resources suitable for teens. Scheduled spring semesters. 3 credits.

**ILS 514 — Public Library Services for Adults**
Public library materials and the methods of reader’s advisory and adult education used to develop maturity in reading, viewing, listening, and new technologies. Planning, implementation, and evaluation of services for adults. Includes adults in institutions and other special libraries, adults in schools (adult education or recent immigrants) as well as programming in public libraries and patron expectations. Prerequisite: ILS 504. Scheduled fall semesters. 3 credits.

**ILS 517 — History of Children’s Literature**
Study of materials that have lasted over the years and examination of periodic trends and social patterns that produced them. Emerging types of children’s writing and major authors are considered. Scheduled fall semesters of odd years. 3 credits.
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ILS 518 — History of Books and Printing
A study of the history of books and printing, including papermaking, printing, binding, and book illustration. Scheduled fall semesters of even years. 3 credits.

ILS 519 — Collection Development

ILS 521 — Children’s Services in the Public Library
Planning, implementation and evaluation of public library services for infant to age 12, with emphasis on program planning. 3 credits.

ILS 522 — Young Adult Services in the Public Library
Planning, implementation and evaluation of public library services for young adults with emphasis on program planning. Ages 13 through 18 are the target audience. Scheduled fall semesters. 3 credits.

ILS 530 — Information Systems Analysis and Design
An introduction to systems analysis in libraries. Includes flow-charting, form design and control, time and cost analysis, sampling, and automation. Prerequisites: ILS 501, ILS 503 and 506. Scheduled fall semesters. 3 credits.

ILS 531 — Indexing and Abstracting
This course explores theoretical and practical aspects of the organization of information in documentation systems, and covers traditional and computerized approaches to indexing, abstracting and thesaurus construction and maintenance. Prerequisites/co-requisites: ILS 501, 503, 506. Scheduled spring semesters. 3 credits.

ILS 532 — User-Centered Database Design and Development
An introduction to the theories and principles of database design. Theories and principles will be used to design database systems based on practical library information problems. Students will be taught to use Microsoft Access as a database development system. Prerequisites: ILS 501 or departmental permission. Scheduled spring semesters. 3 credits.

ILS 534 — Technology in Libraries
An overview of automation with emphasis on computer assisted library processes: subsystems in technical services, user services, administrative services. Prerequisites/co-requisites: ILS 501 and ILS 503. Scheduled fall semesters. 3 credits.

ILS 535 — Resource Sharing and Library Networks
An examination of the impact of cooperation, consortia, and networks on the library/information field: developments, network characteristics, problems, and issues. Converging technologies and implications for emerging trends for information professionals are examined. Prerequisites/co-requisites: ILS 501 and ILS 503. Scheduled spring semesters. 3 credits.

ILS 537 — Information-Seeking Behavior
How people acquire, store and use information they receive from their environment. Topics include behavioral, cognitive, and affective aspects of information-seeking. Applications to information systems and user instruction. Prerequisites: ILS 501, ILS 504, ILS 506 or departmental permission. Scheduled spring semesters. 3 credits.
ILS 539 — Multimedia Interface Design
An orientation intended to give students both a theoretical understanding of, and practical experience with, designing multimedia products and the user interface in information systems. It introduces basic knowledge of human computer interaction (HCI) and various computerized, new media and Internet based multimedia system designs. Prerequisite: basic knowledge of computers. Scheduled fall semesters. 3 credits.

ILS 560 — College and University Libraries
Organization and administration of academic libraries. The role of libraries in research and the relationship of academic libraries to curricula, students, faculty, and administration. Prerequisites/co-requisites: ILS 501 and ILS 503. Scheduled fall and spring semesters. 3 credits.

ILS 561 — Public Libraries
Organization, administration, and services of municipal, county, and regional libraries. Basic developments and trends are considered. The role of public libraries as educational institutions is examined. Prerequisites/co-requisites: ILS 501 and ILS 503. Scheduled fall semesters. 3 credits.

ILS 562 — Management of School Library Media Centers
The school LMC is examined in the context of modern educational systems. Organization, administration, and services are discussed. Prerequisite: ILS 503 or departmental permission. Scheduled fall semesters. 3 credits.

ILS 564 — Special Libraries and Documentation Centers
The aims, organization, administration and services of special libraries. Examples are drawn from those that are unique to interests of students. Prerequisite: ILS 504. Scheduled spring semesters. 3 credits.

ILS 565 — Library Management
An examination of the general principles and practices of library management. Prerequisites/co-requisites: ILS 501 and ILS 503. Scheduled fall and spring semesters. 3 credits.

ILS 566 — Library Personnel Management
An examination of general management concerned with manpower resources: recruitment, selection, placement, training, and development of human resources within the organization. Prerequisites/co-requisites: ILS 501 and ILS 503. Scheduled irregularly. 3 credits.

ILS 568 — Library Public Relations
A study of library public relations and its concomitant activities. The design of a public relations program for a specified agency. Prerequisites/co-requisites: ILS 501 and ILS 503. Scheduled irregularly. 3 credits.

ILS 570 — Utilizing Instructional Media
Workshop in the effective use of computer based instructional media including the planning, selection and production of materials. Prerequisite: basic computer skills or permission of instructor. Scheduled fall and spring semesters. 3 credits.

ILS 575 — Instructional Design Principles
Introduction to the principles of the systematic application of instructional design. Critique of current and alternative instructional design models. Scheduled fall and spring semesters. 3 credits.
ILS 580 — Research in Information and Library Science
Fundamentals of quantitative and qualitative research methods will be studied. Central research findings and research literature of the field are considered. Each student prepares a Special Project proposal to meet the Graduate School and MLS requirements. Prerequisites: 24 credits in Library Science.

ILS 581 — School Media Specialist Practice
A professional work experience in a school media center with a media specialist who has received Beginning Education Support and Training (B.E.S.T.). Must meet all Department of Education student teaching requirements. Connecticut residents must attend 3 on-campus seminars, the first being in the semester prior to student teaching. Scheduled fall and spring semesters. 6 credits.

ILS 582 — Library Science Practice
A professional work experience in an academic, public or special library. By arrangement. Prerequisite: 15 credits in library science. Scheduled fall and spring semesters. 3 credits.

ILS 585 — Field Project
An action research project in which the student investigates a significant problem in an institution and develops a strategy for change. By arrangement. Prerequisite: 12 credits in library science and a course in research methods. Scheduled fall and spring semesters. 3 credits.

ILS 593 — Reader’s Advisory Services
An overview of the methods and resources for implementing programs geared to patrons seeking help in selecting materials relevant to their reading interests. Prerequisites: ILS 501, 503, and 504. Scheduled irregularly. 3 credits.

ILS 597 — Introduction to Archival and Museum Work
An introduction to work in archives and museums including basic theories and methodologies and to the application of archival and museum theory in the digital world. 3 credits.

ILS 599 — Special Topics. (1-6 credits)
Scheduled any semester as needed to explore new course topics. Scheduled irregularly. 1–6 credits.

ILS 600 — Independent Study
For the advanced student with a background in library science to explore in-depth study in topics outside current courses. By arrangement. Prerequisite: 12 credits in library science and department permission. Scheduled fall and spring semesters. 1-3 credits. Up to 3 credits of ILS 600 may be applied to the MLS.

ILS 604 — Advanced Reference Materials and Services
Specialized reference services and collaborative reference are examined. Evaluation of E-Reference sources, services and systems. Demonstrated competence in reference interview techniques, online searching, development of bibliographic instruction for print and electronic resources. Prerequisite: ILS 501 and ILS 504. Scheduled fall semesters. 3 credits.

ILS 606 — Advanced Cataloging and Classification
Cataloging of special library materials; new concepts of descriptive and subject cataloging; role of cataloging in public and technical services, metadata and cataloging of digital collection. Issues of authority control are examined. Prerequisite: ILS 506. Scheduled spring semesters. 3 credits.
ILS 615 — Humanities — Literature and Sources
An introduction to reference sources in the humanities: religion, philosophy, literature and performing and visual arts. Evaluation and selection of reference sources, institutions, societies, periodicals, major collections and their relative importance to each discipline will be considered. Prerequisite: ILS 504. Scheduled fall semester of even years. 3 credits.

ILS 616 — Social Sciences — Literature and Sources
Advanced course in subject analysis and use directed toward strengthening command of resources in this major subject area. Course surveys both history and recent developments. Prerequisite: ILS 504. Scheduled spring semester of odd years. 3 credits.

ILS 617 — Science-Technology — Literature and Sources
The various types of organization and publication of Sci-Tech information sources and literature are examined. The functions of science and technology library and information centers in providing conventional library resources as well as online database services for different user needs are explored. Prerequisite: ILS 504. Scheduled spring semester of odd years. 3 credits.

ILS 618 — Business Information — Literature and Sources
Advanced course in subject analysis and use are directed toward strengthening command of resources in these major areas. Course surveys both history and recent developments. Prerequisite: ILS 504. Scheduled spring semester of even years. 3 credits.

ILS 619 — Medical Bibliography and Libraries
Literature resources in medicine and the health sciences, including library organization and services. Lab in MEDLARS databases. Prerequisite: ILS 504. Scheduled spring semester of even years. 3 credits.

ILS 620 — Legal Bibliography and Libraries
Survey and evaluation of legal resources, with emphasis on bibliographical sources, methods of legal research, acquisition program, cataloging, and classification, and use of related materials. Prerequisite: ILS 504. Scheduled spring semester of odd years. 3 credits.

ILS 621 — Government Publications
Study of city, state, and federal documents and those of selected international agencies. Problems of acquisition, organization, and use of such collections in various types of libraries. Prerequisite: ILS 504. Scheduled fall semester of odd years. 3 credits.

ILS 642 — Management of Electronic Resources and Services
Management and operation of electronic information resources and services in library and information centers. Selection and integrating system options; finance and budget; staff and end-user training; search strategies; database publishers and vendors; hardware/software; measurement/evaluation and future planning. Prerequisites: ILS 501, ILS 504, ILS 506. Scheduled fall semesters. 3 credits.

ILS 650 — Preservation of Library Materials
Fundamentals of materials preservation in libraries, museums and archival institutions. Preservation continuing education, disaster recovery and planning, reformatting and digitization projects are explored. Prerequisites: ILS 501 and ILS 503. Scheduled fall semesters. 3 credits.

ILS 655 — Digital Libraries
Theoretical study of and practice in designing, constructing and evaluating digital libraries. Prerequisite: ILS 501. Scheduled fall and spring semesters. 3 credits.
**ILS 656 — Information Architecture**
An in depth study of the concepts and practices of information architecture (IA). Students will read the existing literature related to IA and build complex web sites to address issues specific to information and library science based on current best practices. Prerequisites: ILS 501 or good working knowledge of html with permission from the instructor. Scheduled spring semester of even years. 3 credits.

**ILS 685 — Field Project**
An action research project in which the student investigates a significant problem in an institution and develops a strategy for change. (By arrangement.) Prerequisite: 12 credits and a course in research methods. Scheduled fall and spring semesters. 3 credits.

**ILS 693 — Contemporary Issues in School Library Media Centers**
Investigation of political and social issues affecting school libraries on local, state and national levels. Option to complete fieldwork to broaden personal experience and perspective in the management of school libraries. Students may choose options of learning modules or fieldwork to complete requirements for 3 units of credit. Scheduled fall and spring. 3 credits.

**ILS 695 — Online Information Retrieval**
An overview of major online systems providing resources and services to information users. Participants develop basic skills in online information retrieval. Scheduled spring semesters. 3 credits.

**EDU 566 — Media Utilization and Curriculum**
The curriculum of the modern school is examined. Principles and methods of evaluation, selection, and utilization of media are related to curriculum and personal needs of children and youth. Prerequisites: ILS 562 or EDF 520 or departmental permission. Scheduled spring semesters. 3 credits.
INTERDISCIPLINARY COURSES

IDS 504 — Integrating Multicultural Arts into the Classroom
This workshop will provide ways for the classroom teacher to achieve total integration of the arts in the classroom and will facilitate the discovery of critical culture-specifics of a wide range of world cultures through special lectures and presentations, demonstrations, and hands-on activities. 3 credits

IDS 506 — Techniques in Special and Regular Education Instruction
Utilization of instructional techniques with both regular and special populations of children in inclusive settings. Philosophical, methodological, and problematical issues will be examined. Strategies for accommodation and modification of curriculum will be presented. 3 credits.

IDS 508 — Enhancing the Learning Process through the Creative Arts
This course is designed to assist teachers at all levels in methods of integrating music, drama, dance, and art into the classroom curriculum. 3-6 credits.

IDS 516 — Interprofessional Leadership for Family and Community Partnerships
This seminar will focus on current policy and systems affected by the "devolution revolution" and the related movement toward community-linked service integration strategies and family partnerships. 3 credits.

IDS 527 — Classroom Group Processes with Exceptional Children
Issues of trust, communication, feedback, use of space and time, and group management skills. Scheduled spring semesters. Course also listed as SED 527. 3–4 credits.

IDS 553 — Grant Writing and Funding Sources
A practical course on finding grant money, researching and writing grant proposals and preparing the required applications. Each student will prepare and submit a grant proposal to a potential funding source. Scheduled fall and spring semesters. 3 credits.

IDS 559 — Educational Applications of Adaptive Technology
Why, when, and how adaptive technology can be used to aid individuals with a variety of handicapping conditions (e.g. severe physical impairments, learning disabilities, blind/low vision). Prerequisite: departmental permission. 3 credits.

IDS 562 — Child Abuse: An American Problem
The concerns and issues of child abuse and how to assist abused children and their families. Scheduled fall of odd years. 3 credits.

IDS 571 — Science Lab Practice
Hands on laboratory preparation to help teachers develop skills and background in the use of various laboratory techniques. 3 credits.

IDS 573 — Creativity
The development of teaching strategies and school organizational patterns that foster students’ potential for creative thought. 3 credits.
IDS 597 — Contemporary Issues: Interdisciplinary Teaching and Learning —
An Internet Based Course
Interdisciplinary teaching and learning in K-12 schools, including team-teaching across
disciplines, leadership, inclusive and culturally sensitive classrooms, technology. Stu-
dents participate together in classroom activities as well as virtually with other students
worldwide. A home computer internet connection is convenient but not mandatory.
Scheduled fall and/or spring semesters. 3 credits.

The following courses have been approved but are not scheduled for 2011-2012.
IDS 546 — Environmental Studies Institute
IDS 551 — Field Course in History and Geography of Connecticut
IDS 555 — Mainstreaming: Preschool Musical Experiences
IDS 560 — Environmental Issues and Strategies
IDS 589 — Enhancement of Learning Through Humor
MARRIAGE AND FAMILY THERAPY

CARROLL, SUZANNE, Coordinator, Assistant Professor; B.A., Dickinson College; MFT, Southern Connecticut State University; Ed.D., University of Sarasota

LYNCH, J. EDWARD, Associate Professor; B.A., Providence College; M.S., Millersville State College; M.S., Southern Connecticut State University; Ph.D., Heed University. Tel. 392-6414. E-mail: lynchj1@SouthernCT.edu

ADMISSION INFORMATION:

Students are admitted to the program from various undergraduate academic backgrounds. Applicants are expected to enter the program with a background in general psychological studies of at least nine credits. While deficits in these areas may be met on the graduate level they will add to the minimum 60 credit requirements of the basic program. In addition, preference will be given to those prospective students who offer a rich background in life and work experiences.

Entrance requirements include applications, references, group and individual interviews, and transcripts of all previous academic work. The program begins with course work in June, September, and January of each year and requires all prospective candidates to complete the application process. The required departmental applications and reference forms may be downloaded from the departmental Web site (www.SouthernCT.edu/departments/mft/).

MASTER OF FAMILY THERAPY DEGREE

The Marriage and Family Therapy Training Program at Southern Connecticut State University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. This training program meets the educational requirements necessary to proceed toward appropriate licensing by the State of Connecticut. The program offers a comprehensive training experience directed toward meeting theoretical and clinical standards expected of prospective licensed marriage and family therapists.

Within the program, the student will progress in three major areas: 1) General professional requirements include theoretical courses consistent with COAMFTE requirements, and the regulations for licensure of the State of Connecticut. These specific core courses are centered on a thorough understanding of the theory and practice of structural family therapy along with other major theories of brief marriage and family therapy practice. In addition, the program has a strong focus on the self of the therapist with assignments and attention placed on personal and professional attributes. 2) Five hundred (500) hours of clinical experience are accrued in outside clinical internship settings and in the department’s Marriage and Family Therapy Clinic. Students are expected to have group and individual supervision in the ratio of one hour of supervision for every 5 hours of therapy. A minimum of 50 hours of the required 100 hours of supervision must be on raw data, either videotapes, audiotapes, or live supervision. The Marriage and Family Therapy Clinic has been in operation since 1979 and treats individuals, couples, and families referred by a variety of state and private agencies. 3) A required two semester concentration in Gestalt therapy gives the student experiential, theoretical and practical knowledge in working with individuals and groups from a present-centered active model.

Graduates are eligible for associate membership in AAMFT and secure employment in various settings which include community mental health facilities, youth service agencies, and hospital out-patient clinics as well as domestic violence programs, private practice, substance abuse programs, and youth service programs. The student population contains individuals from all sections of the United States with a majority of Connecticut residents. In addition, each year there are a small number of international students.
All programs will be planned according to the following general outline:
MFT 561 — Systemic Psychotherapies
MFT 562-563 — Marriage and Family Therapy Practicum I, II, (6 credits)
MFT 586 — Family and Individual Development Over the Life Cycle
MFT 587 — Family Therapy Outcome Research
MFT 588 — Family Assessment
MFT 597 — Family of Origin
MFT 598 — Family Systems Theory I
MFT 620 — Professional, Legal and Ethical Issues in Marriage and Family Therapy
MFT 658 — Topics in Family Studies
MFT 662-663-664 — Marriage and Family Internship I, II, and III
MFT 668 — Family Systems Theory II
MFT 600 — Independent Study (Optional and additional for students seeking to explore a topic in-depth)
State licensure also mandates the inclusion of the following course:
PCH 546 — Contemporary Issues in Substance Abuse

It is understood that student continuance in the Marriage and Family Therapy program is contingent upon positive on-going faculty evaluation of academic performance in real and/or simulated professional training situations, and on the appropriateness of responses, attitudes, and behaviors consistent with the AAMFT Code of Ethics and with the standards of acceptable Marriage and Family Therapy practices.

MARRIAGE AND FAMILY THERAPY COURSES

MFT 561 — Systemic Psychotherapies
A thorough study of Structural Family Therapy Theory including basic factors such as boundaries, hierarchy, sub-systems, coalitions, etc. including specific structural intervention strategies. Videos and live families are observed. Prerequisite: departmental permission. Scheduled fall and spring semesters. 3 credits.

MFT 562 - 563 — Marriage & Family Therapy Practicum I & II
The student is expected to see individuals in therapy, conduct supervised visits, lead anger management groups, and act as a co-therapist in couples and family therapy at the department’s Marital and Family Therapy Clinic. In addition, the student may begin an outside placement for a limited number of hours. A supervision group at the university affords the student the opportunity to watch live therapy from behind the viewing mirror and to be a part of the group supervision of these cases. Prerequisites: MFT 597 and departmental permission. Scheduled spring and summer semesters. 3 credits.

MFT 586 — Family and Individual Development Over the Life Cycle
An in-depth study of the family life cycle including adult development, the impact of specific factors such as adoption, homosexuality, and bi-raciality at different junctures of the family life cycle; and the multifaceted, interactive nature of systemic, psychological and biological stressors associated with the transitions from stage to stage in family development. 3 credits.
MFT 587 — Family Therapy Outcome Research
Survey of research methods particular to family therapy. Highlights findings from family therapy outcome research. Students will be expected to participate in a class research project and to complete a single case experiment. Prerequisite: departmental permission. Scheduled spring semesters. 3 credits.

MFT 588 — Family Assessment
An extensive study of the assessment of family systems from a structural perspective with introductions to other models of assessment. Prerequisites: MFT 597, 598 and departmental permission. Scheduled summer semesters. 3 credits.

MFT 597 — Family of Origin
An intensive study of each student’s trans-generational family of origin. Patterns and themes are studied as systemic links between past and present interactional processes. Prerequisite: departmental permission. Scheduled fall semester. 3 credits.

MFT 598 — Family Theory Systems I
An overview of general systems theory, followed by an exploration of various systematic approaches to family therapy including assessments from each theory. Scheduled fall semester. 3 credits.

MFT 600 — Independent Study in Marriage and Family Therapy
Identification and investigation of a problem relevant to the field of marriage and family therapy; preparation and presentation of a scholarly document summarizing the study or research. Prerequisite: departmental permission. Scheduled irregularly. 3 credits.

MFT 620 — Professional, Legal and Ethical Issues in Marriage and Family Therapy
An examination of situations such as custody, termination of parental rights, etc., occurring in marriage and family therapy which mandate an understanding of laws and legal procedures. Scheduled fall semesters. 3 credits.

MFT 658 — Topics in Family Studies
An overview of major current topics such as eating disorders, violence, incest, and ethnicity, including treatment interventions in each instance. Prerequisite: departmental permission. Scheduled spring semesters. 3 credits.

MFT 662-663-664 — Marriage and Family Therapy Internship and Seminar I, II, III
Students work with couples and families both in an agency setting and at the Family Therapy Clinic while attending weekly supervision seminars. A total of 500 hours must be completed with a minimum of 300 of these hours being with couples and families present in the treatment room. Fifty of these hours must be accrued at the Family Therapy Clinic under direct, live supervision. Students receive individual and group supervision with a minimum of 50 hours of direct, live supervision. Prerequisite: MFT 562, MFT 563 and departmental permission. Scheduled fall, spring, and summer semesters. 1 to 15 total credits.

MFT 666-667 — Marriage and Family Supervision I, II
Advanced marriage and family students study and experience the supervision process, becoming involved in co-supervising beginning therapists with a faculty member. Prerequisite: departmental permission. Scheduled summer and wintersession. 1-4 credits.

MFT 668 — Family Systems Theory II
An advanced course focusing on an investigation of specific brief strategic models and post-modern theories and methods. Content and practice includes circular questioning, the reflecting team, the use of strategic assignments, solution focused therapy and others. Prerequisite: departmental permission. Scheduled spring semester. 3 credits.
The following courses represent the Gestalt Program Sequence:

**MFT 505 — Gestalt Therapy Training-Introduction**  
Participants are introduced to Gestalt methodology and techniques, the awareness cycle, and awareness practice. Prerequisite: departmental permission. Scheduled fall semesters. 3 credits.

**MFT 506 — Gestalt Therapy Training-Intermediate**  
This course is a continuation of the Gestalt Therapy Training from the previous semester. Gestalt therapy theory, dialogical processes, and therapist’s use of self as an instrument of change will be developed. Prerequisites: MFT 505 and departmental permission. Scheduled fall semesters. 3 credits.

**MFT 507 — Gestalt Therapy Training-Advanced**  
Theoretical basis for Gestalt approaches, including the functions of the Gestalt therapist, contact disturbances, field theory and psychopathology. Prerequisites: MFT 506 and departmental permission. Scheduled spring semesters. 3 credits.

**MFT 508 — Gestalt Theory I: Introduction to Gestalt Theory**  
Gestalt Therapy Theory will be developed in the process of small group supervised practicum experiences. Each student will work as a therapist, client, and observer, to develop skills and techniques as a therapist consistent with established theory. Prerequisite: departmental permission. Scheduled fall semesters. 3 credits.

**MFT 509 — Advanced Gestalt Theory**  
Advanced work in small groups with individuals is continued with on-going supervision. The advanced development of skill and technique is achieved through practice and feedback from supervisors. Prerequisite: departmental permission. Scheduled spring semesters. 3 credits.

**MFT 603 — Internship I — Gestalt Therapy (Optional 2nd year)**  
Review of basic gestalt therapy techniques, theory and methodology and how to work with personality disorders and various neurotic styles. Theory and techniques of couples work and actual work with couples will be practiced. Prerequisite: first year or equivalent and departmental permission. Scheduled fall semesters. 6 credits.

**MFT 604 — Internship II — Gestalt Therapy (Optional 2nd year)**  
The understanding of the concepts of gestalt therapy groups, groups theory and techniques, and the practicing of working with groups as leaders and co-leaders. Prerequisite: first year or equivalent and departmental permission. Scheduled spring semesters. 6 credits.
MATHEMATICS

BENNETT, THERESE, Chairperson, Professor; B.S., Temple University; M.S., Ph.D., University of Pittsburgh. Tel. (203) 392-6997. E-mail: bennett1@SouthernCT.edu

D’AMOUR, ALAIN, Graduate Coordinator, Professor; B.S., University of Montreal; M.S., University of Ottawa; Ph.D., University of Virginia. Tel. (203) 392-5579. E-mail: damoura1@SouthernCT.edu

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BRIN, LEON Q., Professor; B.S., Western New England College; M.S., Ph.D., Indiana University

EL-NABBOUT, MARIE, Assistant Professor; B.S., M.S., Lebanese University; Ph.D., Université René Descartes

FIELDS, JOSEPH, Associate Professor; B.S., M.S., University of Maryland Baltimore County; Ph.D., University of Illinois at Chicago

GINGRICH, ROSS, Associate Professor; B.A., Dickinson College; M.S., Ph.D., Rensselaer Polytechnic Institute

HARTOG, MARTIN D., Professor; B.A., Iona College; M.S., University of Wisconsin-Milwaukee; Ph.D., Ohio State University

HONG, JOOYOUN, Assistant Professor; B.S., M.S., Ewha Women’s University; Ph.D., Rutgers University

INTARAPANICH, PICHAI, Associate Professor; B.A., Srinakarincoiroit University, Bangkok; M.S., National Institution of Development Administration; M.S., Stanford University; Ph.D., University of Northern Colorado

KAVANAGH, JOHN P., Professor; A.B., Boston College; M.A., Ph.D., State University of New York at Binghamton

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PINCIU, VALERIU, Professor; B.S., M.S., University of Bucharest; Ph.D., State University of New York at Buffalo

SANDIFER, THERESA, Professor; B.S., Iona College; M.S., Ph.D., University of Massachusetts

SCHEUERMANN, JOHN, Assistant Professor; B.S., University of Pittsburgh; M.S., Ph.D., New York University

VADEN-GOAD, ROBERT E., Associate Professor; B.A., Rice University; Ph.D., University of Georgia

APPLICATION DEADLINE:
Students seeking matriculation for the fall semester must submit a completed application by July 1 and for spring semester must complete the application by November 1.

SECONDARY SCHOOL MATHEMATICS TEACHER CERTIFICATION
The certification program in secondary school mathematics is designed to accommodate a wide range of professionals. Depending upon their background, candidates in this program complete a sequence of mathematics and professional courses which will include a student teaching practicum. Courses in this program are offered each fall and spring semester in the late afternoon or evening and during the summer. Students wishing to teach under a Durational Shortage Area Permit (DSAP) must first complete a minimum of twenty-one credits of mathematics courses in the certification program, and must also pass the PRAXIS II examination in mathematics.
ADMISSION REQUIREMENTS
Please refer to the section on “Admission to Teacher Certification Programs” in the beginning of this catalog. Candidates must (1) hold a bachelor’s degree from an accredited college or university including 39 semester hours of liberal arts courses, and (2) must have a knowledge of precalculus mathematics: college algebra and trigonometry. This latter requirement can be met by taking appropriate courses or can be waived by achieving a satisfactory score on the University Placement Examination.

Required Courses (minimum 30 credits)
MAT 150 — Calculus I
MAT 151 — Calculus II
MAT 250 — Foundations of Mathematics: An Introduction
MAT 300 — History of Mathematics
MAT 378 — Discrete Mathematics
MAT 405 — Elementary Mathematics from an Advanced Standpoint
MAT 508 — Technology Enriched Mathematics Instruction I
MAT 525 — Probability and Statistics
MAT 530 — Foundations of Geometry
MAT 573 — Algebraic Structures I
Candidates who have an undergraduate degree in mathematics must take at least two mathematics courses beyond calculus, selected in consultation with the Certification Coordinator. In addition, all candidates will need the following courses:
PSY 370 — Educational Psychology
HIS 110 or 112 — U.S. History
EDU 492 — Mathematics (Secondary School)
EDU 452 — Secondary School Student Teaching (8 credits)
EDU 453 — Student Teaching Seminar (1 credit)
EDF 520-526 — Educational Foundations Elective (3 credits)
SED 482 — Teaching Exceptional Students in the Secondary Education Classroom
SHE 203 — School Health
IDS 470 — Literacy in the Content Area (1.5 credits)
IDS 471 — English Language Learners in the Classroom (1.5 credits)

MASTER OF SCIENCE DEGREE IN MATHEMATICAL EDUCATION
The Master of Science degree in mathematical education is designed primarily for certified mathematics teachers, allowing for the scholarly study of mathematics as well as the development of skills that aid in teaching. Each applicant must complete core requirements of 21 credit hours.

Candidates must hold a bachelor’s degree from an accredited college or university and have had a minimum of 18 semester hours of undergraduate mathematics including calculus, geometry, linear and abstract algebra, probability and statistics with an overall 3.0 undergraduate grade point average. Deficiencies may be overcome by taking appropriate courses under advisement. A personal interview by the Mathematics Department graduate admissions committee is required.
Required Courses
MAT 508 — Technology Enriched Mathematics Instruction I
MAT 514 — Teaching Mathematics to Accelerated Students and Low Achievers
MAT 526 — Probability and Applied Statistics II
MAT 530 — Foundations of Geometry
MAT 541 — Topics in Real Analysis (4 credits)
MAT 574 — Algebraic Structures II
MAT 595 — Seminar in Mathematics Education (2 credits)

Upon completing the 21 credit-hours of core requirements, students choose one of the following plans:

Master’s Thesis
Thesis Seminar (MAT 590) and Thesis — 6 credits plus 3 credits of electives for a total of 30 credits.

Comprehensive Examination
The student completes the 30 credit-hour degree program by electing 9 credits under advisement and must pass a comprehensive oral examination.

Special Project
The student completes a special project plus 15 credits of electives for a total of 36 credits.

MASTER OF SCIENCE DEGREE IN MATHEMATICAL EDUCATION WITH CERTIFICATION
Applicants who are not certified teachers may simultaneously enroll in a planned master’s degree program leading to certification to teach mathematics, grades 7-12.

Candidates in this program first complete the certification requirements described above and then continue with the master’s degree requirements. In order for initial certification to be elevated to professional certification, the State of Connecticut requires 30 additional credit hours of graduate study.

MATHEMATICS COURSES
Courses are offered on a rotating basis. A schedule is available at the Mathematics office and on the Mathematics Department Web site at www.SouthernCT.edu/mathematics/courses.

MAT 508 — Technology-Enriched Mathematics Instruction
Techniques for using the computer and graphing calculator to augment and enhance the teaching of mathematics. Emphasis is placed on technology-enriched instruction of mathematics for students at all levels. Graphing calculator required. Prerequisite: MAT 151. Scheduled summer semesters of even years. 3 credits.

MAT 514 — Teaching Mathematics to Accelerated Students and Low Achievers
Characteristics and needs of low achievers and accelerated students in mathematics, and methods of effectively teaching these two student populations. Scheduled summer semesters of even years. 3 credits.
MAT 518 — Technology-Enriched Mathematics Instruction II
Techniques for implementing existing computer software and graphing calculator activities into the secondary mathematics classroom, designing your own mathematics software, and writing and using computer and graphing calculator programming exercises to enhance mathematics instruction. Graphing calculator required. Prerequisite: Grade of “C” or higher in MAT 508. Scheduled summer semesters of odd years. 3 credits.

MAT 525 — Probability and Statistics (Certification Program)
Descriptive statistics; introduction to probability theory; probability and sampling distributions; hypothesis testing and estimation; non-parametric tests. Scheduled fall semesters of even years. 4 credits.

MAT 526 — Probability and Applied Statistics II
Linear regression and correlation, analysis of variance and applications. Prerequisite: Grade of “C” or higher in MAT 525 or department permission. Scheduled spring semesters of odd years. 3 credits.

MAT 530 — Foundations of Geometry
An axiomatic development of Euclidean and non-Euclidean geometries. Prerequisite: Grade of “C” or higher in MAT 250. Scheduled spring semesters. 3 credits.

MAT 541 — Topics in Real Analysis
The real numbers as a metric space, limits in metric spaces, integration, topics in calculus of two and three variables, applications. Prerequisite: Grade of “C” or higher in both MAT 151 and MAT 250 and admission to M.S. program in mathematical education or departmental permission. Scheduled fall semesters of even years. 4 credits.

MAT 560 — Topology
Metric spaces and fundamental concepts, topological spaces, subspaces and product spaces, countability properties, separation properties, compactness, and connectedness. Prerequisite: Grade of “C” or higher in MAT 250. Scheduled fall semesters of odd years. 3 credits.

MAT 573 — Algebraic Structures I (Certification Program)
Matrices and vectors; systems of linear equations; introduction to groups, rings, fields and vector spaces; linear and affine transformation. Certification only. Prerequisite: Grade of “C” or higher in MAT 250. Scheduled fall semesters of odd years. 4 credits.

MAT 574 — Algebraic Structures II
Direct products and factor groups; ideals and factor rings; polynomial rings; extension fields; introduction to Galois theory. Prerequisite: Grade of “C” or higher in MAT 573 or department permission. Scheduled spring semesters of even years. 3 credits.

MAT 590 — Thesis Seminar
Research and writing of the thesis in the area of concentration, under the direction of a mathematics department faculty member. For specific details, consult the chairperson or graduate coordinator of the department. Prerequisite: departmental permission. 6 credits.

MAT 595 — Seminar in Mathematics Education
Current issues in mathematics education. Scheduled summer semesters of odd years. 2 credits.

MAT 600 — Independent Study
Provides qualified students with an opportunity for independent study and careful discussion from an advanced standpoint of selected topics in mathematics. Prerequisite: departmental permission. 1-3 credits.
NURSING
NEAL-BOYLAN, LESLIE, Graduate Coordinator, Professor; B.S.N., Rutgers University; M.S., San Jose State University; Ph.D., George Mason University
ARONSON, BARBARA, Associate Professor, B.S.N., St. Joseph College; M.S.N., University of Hartford; Ph.D., University of Massachusetts
GLENDON, MARY ANN, Associate Professor, B.S.N., Hunter College; M.S.N., Boston University; Ph.D., University of Connecticut
LACEY, KIMBERLY, Assistant Professor; B.S.N., Northeastern University; M.S.N., D.N.S.C., Yale University
MADARA, BERNADETTE, Professor; B.S., St. Anselm College; M.S., University of Tulsa; M.S.N., Sacred Heart University; Ed.D., Teachers College, Columbia University
STRAWN, JILL, Associate Professor, B.A., Hunter College; M.S.N., Yale University; Ed.D., Columbia University
WESTRICK, SUSAN J., Professor; B.S.N., University of Evansville; M.S., University of Connecticut; J.D., University of Bridgeport

APPLICATION DEADLINE:
Rolling Admissions

Accredited by the Commission on Collegiate Nursing Education, the Department of Nursing offers a graduate program leading to the master of science degree in nursing education, clinical nurse leader and family nurse practitioner. In addition, family nurse practitioner, clinical nurse leader, and nursing education certificate program are offered for professional nurses who already hold master’s degrees in nursing. Full- or part-time study is available.

All tracks consist of 45-48 credits divided among the following areas: core courses, 24 credits; role preparation, 12-18 credits; and either thesis advisement, 6 credits or special project, 3 credits. The family nurse practitioner certificate is 27 credits. The nursing education certificate program is 9 credits and the CNL certificate program is 12 credits.

Students have the option of completing either a thesis or special project to complete program requirements. The option selected will be determined when initially signing the specific Plan of Study for the program.

NOTE: If course requirements are not completed for Nursing 590, 591, or Nursing 592 by the end of the semester, a grade of "Q" will be assigned. Students must then repeat the course the next time it is offered.

MASTER OF SCIENCE DEGREE IN NURSING EDUCATION, CLINICAL NURSE LEADER (CNL) OR FAMILY NURSE PRACTITIONER (FNP)
Upon completion of the Master of Science Degree or post master’s FNP, Nurse Educator, or CNL Certificate Programs, the graduate will be prepared to:
• Use nursing theory and specialized knowledge in the functional roles of Nurse Educator, Family Nurse Practitioner, or CNL.
• Synthesize concepts from nursing, education, and other disciplines to influence professional practice.
• Provide leadership within nursing and the health care delivery system for the improvement of client care.
• Conduct and/or use research which contributes to the development of the discipline of nursing.
• Continue professional growth through continuing education, specialty certification, and/or doctoral study in nursing.

FNP Program applicants are required to be currently licensed as Registered Nurses in the State of Connecticut. Graduates of the FNP program are eligible to sit for the ANCC Family Nurse Practitioner Certification exam. The FNP program prepares graduates with the necessary number of hours (approx. 660) of faculty-supervised clinical practice required for certification. The FNP curriculum also addresses the content requirements for certification in relation to content in advanced health assessment (3 credits) and advanced pharmacology (3 credits) advanced pathophysiology (3 credits). Additionally, the curriculum incorporates content in the areas of health promotion, disease prevention, differential diagnosis, and disease management. This content is primarily addressed within the role preparation courses (18 credits).

ADMISSION REQUIREMENTS
Applicants are required to have a 3.0* quality point ratio in their baccalaureate program in nursing and a total cumulative GPA of 3.0 for all post high school education. Applicants must have completed undergraduate baccalaureate level courses in statistics, nursing research methods, and health assessment. The applicant must submit a copy of current Connecticut R.N. license, two letters of reference (one academic and one professional), and an admission essay. A personal interview in the Department of Nursing is also required. In keeping with University policy, the program of study is to be completed within six years beginning with the first graduate course applied to the program of study.

Selected students who have a total GPA between 2.8 and 3.0 will be permitted to submit GRE or MAT scores as part of their application for consideration. The MSN committee will determine eligibility for this selection.

The Bridge Program is designed to prepare RN’s with baccalaureate degrees in fields other than nursing for admission to the Master of Science Degree in Nursing. Applicants must take and successfully complete National League for Nursing multiple choice “challenge exams” in the three content areas of: adult health, childbearing/pediatrics and mental health. Applicants must also submit verification of undergraduate courses (3 credits each) in each of the following: Statistics, Nursing Research, and Health Assessment. Alternatively an RN with a BA/BS in an area other than nursing may elect to take the RN/BSN courses and earn a BSN prior to applying to the MSN Program. This remains an option if passing scores are not achieved in the NLN challenge exams.

RETENTION/PROGRESSION
The student must maintain a minimum 3.0 grade point average each semester to remain in the program. All other University policies with regard to retention and graduation are applicable to the Nursing program. A grade of “B” or above must be achieved in each nursing course or the course must be repeated. Only one course within the program of study may be repeated and a grade of “B” (3.0) or better must be achieved on the second attempt. A student cannot withdraw more than once from the same course. If a student withdraws from more than 2 courses in the program, the student must petition the MSN committee to request permission to continue in the program. All prerequisite requirements must be strictly adhered to for courses. Each grade is included in the grade point average. Failure to receive a grade of “B” or 3.0 or higher when a course is repeated, or if at any time the grade point average falls below 3.0, will result in automatic academic dismissal.
Core Courses Required of all tracks — 24 credits
NUR 500 — Nursing Theories and Conceptual Models — 3 credits
NUR 506 — Health Care Organizations, Systems and Policy — 3 credits
NUR 512 — Principled Nursing Leadership — 3 credits
NUR 516 — Healthcare Informatics for Nursing Practice — 3 credits
NUR 519 — Research in Nursing — 3 credits
NUR 521 — Advanced Pathophysiology — 3 credits
NUR 524 — Advanced Pharmacology — 3 credits
NUR 526 — Health Assessment for Advanced Nursing — 3 credits

EDUCATOR TRACK — 18 CREDITS
Role courses
NUR 520 — Curriculum Development and Teaching in Nursing — 3 credits
NUR 523 — Advanced Clinical Practice — 6 credits
NUR 537 — Role of Nurse Educator — 6 credits
NUR 540 — Legal Issues in Health Care — 3 credits

FAMILY NURSE PRACTITIONER TRACK — 18 CREDITS
Role courses
NUR 534 — Role of the Family Nurse Practitioner I — 6 credits
NUR 535 — Role of the Family Nurse Practitioner II — 6 credits
NUR 536 — Role of the Family Nurse Practitioner III — 6 credits

CLINICAL NURSE LEADER — 12 CREDITS
Role courses
NUR 530 — Role of the Clinical Nurse Leader I — 6 credits
NUR 531 — Role of the Clinical Nurse Leader II — 6 credits

Thesis or special project selection for nurse educator, nurse practitioner, and clinical nurse leader
Thesis — 6 credits
NUR 590 — Thesis Seminar
NUR 591 — Thesis Guidance

Special Project — 3 credits
NUR 592 — Special Project in Nursing

FAMILY NURSE PRACTITIONER CERTIFICATE PROGRAM — 27 CREDITS
A certification program is offered for registered nurses who already hold a master’s degree in nursing. The Family Nurse Practitioner (FNP) certificate program provides the opportunity for these nurses to gain additional specialization by a sequence of master-level courses (27 credits) that qualify candidates to take the nurse practitioner certification examination.
NUR 521 — Advanced Pathophysiology — 3 credits
NUR 524 — Advanced Pharmacology — 3 credits
NUR 526 — Health Assessment for Advanced Nursing — 3 credits
NUR 534 — Role of the Family Nurse Practitioner I — 6 credits
NUR 535 — Role of Family Nurse Practitioner II — 6 credits
NUR 536 — Role of Family Nurse Practitioner III — 6 credits

NURSE EDUCATOR CERTIFICATE PROGRAM — 9 CREDITS
NUR 520 — Curriculum Development and Teaching in Nursing — 3 credits
NUR 537 — Role of Nurse Educator — 6 credits

CLINICAL NURSE LEADER CERTIFICATE PROGRAM — 12 CREDITS
NUR 530 — Role of Clinical Nurse Leader I — 6 credits
NUR 531 — Role of Clinical Nurse Leader II — 6 credits

NURSING COURSES
Three core courses for a total of nine credits may be taken prior to matriculation in the Master of Science in Nursing program. Matriculation in the MSN program is required after completion of 3 courses.

NUR 500 — Nursing Theories and Conceptual Models
Nursing theories and conceptual models as a framework for nursing practice. Emphasis on theory building provides opportunity for original contributions to body of professional nursing knowledge. Scheduled fall semesters irregularly. 3 credits.

NUR 506 — Healthcare Organization, Systems and Policy
Investigates and analyzes organization, delivery and financing of health and health care. Explores and demonstrates mastery of current access, cost and quality issues and strategies to effect positive health and health care outcomes. Scheduled spring semesters irregularly. 3 credits.

NUR 512 — Principled Nursing Leadership
Explores leadership theory, ethical knowledge and skills needed for advanced nursing roles. Building upon professional education and experiences, various models, role components and core competencies are considered. Values clarification, ethical principles and decision-making are integrated throughout. Scheduled fall semesters irregularly. 3 credits.

NUR 516 — Healthcare Informatics for Nursing Practice
Explores the theoretical basis and application of healthcare informatics in the organization, delivery and evaluation of nursing and healthcare services. Evaluates and applies core knowledge and competencies in practice, research and patient and professional education. Scheduled spring semesters irregularly. 3 credits.

NUR 519 — Research in Nursing
Nursing research in historical perspective; current emphasis and significance for nursing knowledge and practice. Problem identification, sampling, study design, data collection instruments and significance of data as related to nursing. Scheduled spring semesters irregularly. 3 credits.
NUR 520 — Curriculum Development and Teaching in Nursing
The process of curriculum development, teaching and learning are analyzed as used by nurse educators in faculty, staff, and patient education positions. Prerequisites: core courses. May be offered on-line. Scheduled fall semesters irregularly. 3 credits.

NUR 521 — Advanced Pathophysiology
Examines selected pathophysiology processes using a systems approach. Application of concepts to specific role responsibilities is emphasized. Scheduled fall semesters irregularly. 3 credits. (pending graduate council approval)

NUR 524 — Advanced Pharmacology
Examines pharmacological therapies using a systems approach. Application of concepts to specific role responsibilities is emphasized. Scheduled spring semesters irregularly. 3 credits. (pending graduate council approval)

NUR 523 — Advanced Clinical Practice: Nursing Interventions in Individual/Family Health
Design and implementation of nursing interventions for individuals or families with actual or potential health problems. Interventions are based on advanced knowledge from nursing and other disciplines. Learning objectives and clinical placement are co-determined by student and faculty. Prerequisites: core courses including NUR 526, NUR 527, NUR 528. Scheduled irregularly. 6 credits.

NUR 526 — Health Assessment for Advanced Nursing
Building on basic physical assessment skills, students refine selected techniques and extend their competence through the development of additional skills needed to acquire complete health data. Students will perform advanced health examinations, use laboratory and diagnostic studies, and interpret and document findings. The focus of the nurse practitioner on health promotion and health restoration of individuals and family systems is stressed. Scheduled fall semesters irregularly. 3 credits.

NUR 530 — Role of the Clinical Nurse Leader I
This course focuses on the structure and function of selected health care organizations. Effective strategies in developing the role of clinical nurse leader are analyzed and their acquisition facilitated by clinical experiences. Scheduled irregularly. Prerequisites: core nursing courses. 6 credits (3 credits class; 16 hours clinical).

NUR 531 — Role of the Clinical Nurse Leader II
While immersed in the clinical setting, students develop and implement a variety of projects to enhance the institutional and unit based needs of the organization. Students learn to promote quality control measures which focus on patient safety and evidenced based practice. Prerequisites: NUR 530. Scheduled irregularly. 6 credits (3 credits class; 16 hours clinical).

NUR 534 — Role of the Family Nurse Practitioner I
The student will apply concepts and theories of advanced nursing practice to the care of patients of all ages with common acute illnesses within the context of the family system. Appropriate collection of historical data will be integrated with the biopsychosocial evaluation of clients to develop a comprehensive plan of care. Primary care and other outpatient sites will be among practice settings used. Prerequisites: core courses including NUR 521, 524 and NUR 526. Scheduled irregularly. 6 credits (3 credits class; 16 hours clinical weekly).
NUR 535 — Role of Family Nurse Practitioner II
Focus is on individuals and families experiencing chronic and/or multisystem health alterations. Clinics, ambulatory care, and private office settings provide opportunities to make comprehensive assessments, diagnose and use advanced practice nursing strategies to treat health problems. Scheduled irregularly. Prerequisite: NUR 534. 6 credits (3 credits class; 16 hours clinical weekly).

NUR 536 — Role of Family Nurse Practitioner III
Case management of individuals/families with common/major health alterations is the focus of this course. Issues which commonly influence the role functioning of the family nurse practitioner are emphasized. Scheduled irregularly. Prerequisite: NUR 535. 6 credits (3 credits class; 16 hours clinical weekly).

NUR 537 — Role of Nurse Educator
Practicum in role of nurse educator. Experience in faculty role, responsibilities, and curriculum implementation. Individual placement with preceptor. Prerequisite: NUR 520. May be offered on-line. Scheduled spring semesters irregularly. 6 credits.

NUR 540 — Legal Issues in Health Care
Health law is used as a framework to explore interdisciplinary legal issues and dilemmas. Health care professionals from diverse areas examine how the law affects the legal rights and responsibilities of various individuals, groups, and populations. Prerequisite: departmental permission. Scheduled spring semesters irregularly. 3 credits.

NUR 590 — Thesis Seminar
Students design a research study in a selected area of nursing practice. Group seminar assists students to analyze and evaluate research design with faculty guidance. Prerequisites: Completion of 18 credits including all core courses. Scheduled fall and spring semesters. 3 credits.

NUR 591 — Thesis Guidance
Ongoing thesis guidance which is required of all students for thesis completion. Prerequisite: NUR 590. Scheduled fall and spring semesters. 3 credits.

NUR 592 — Special Project in Nursing
Students are required to complete an in-depth exploration of a significant area or issue relevant to the nursing profession. Prerequisites: completion of 18 credits including all core courses, departmental permission. Scheduled fall and spring semesters. 3 credits.

NUR 600 — Independent Study
Identification and investigation of a student's special interest in the field of nursing. Prerequisite: departmental permission. 1-3 credits.
PHYSICS
BROADBRIDGE, CHRISTINE, Chairperson, Professor; Ph.D., Brown University; M.S., Brown University; B.S., University of Rhode Island
ELLIOTT HORCH, Associate Professor; Ph.D., Stanford University; B.A., University of Chicago; M.S., Yale University
KAREN CUMMINGS, Professor; B.S., M.S., Ph.D., State University of New York at Albany
MATTHEW ENJALRAN, Associate Professor; Ph.D., University of California at Davis; M.S., San Francisco University; B.S., University of California at Davis

Students pursuing the Master of Science in Science Education (Secondary) may choose their concentration in physics. Admission to that program is through the Department of Science Education and Environmental Studies. For information concerning physics courses and research opportunities in physics that are applicable toward the Master’s degree in Science Education, contact Professor Karen Cummings, Physics Department advisor for students in the M.S. in Science Education.

Students seeking certification to teach physics in secondary school should meet with Prof. Cummings regarding physics courses, and with the coordinator of secondary school science education for professional courses. Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching.

PHY 507 — Applied Physics Graduate Seminar
An overview of current topics in Applied Physics Research. An introduction of scientific writing, speaking and professional topics. Prerequisite: graduate status in Applied Physics or departmental permission. 3 credits.

PHY 511 — Experiments and Demonstrations in Physics
A laboratory course covering the theory and operation of currently available equipment. Measurements, equipment limitations, creative use of equipment, and effective demonstrations are discussed. Two three-hour laboratories weekly. Prerequisite: departmental permission. 3 credits.

PHY 512–513 — Methods of Theoretical Physics
The development of the laws of physics in mathematical form. The application of these laws to physical problems and a discussion of the mathematical methods employed. Prerequisites: two semesters of college calculus and eighteen credits of undergraduate physics or departmental permission. 3 credits each.

PHY 519 — Fundamentals of Nanoscience
This course will provide a highly interdisciplinary introduction to the science of nanoscale materials (nanoscience). Topics will include historical background, characterization techniques, physics and chemistry of nanoscience materials, fabrication techniques, nanoscale applications and ethical/societal considerations. Prerequisite: PHY 309 and CHE 121 or equivalents. 3 credits.

PHY 521 — Characterization of Nanomaterials
This course will introduce the state-of-the-art techniques commonly used in the characterization of nanomaterials. Two important aspects of characterization, imaging and chemical analysis, are included. The course will emphasize force, transmission and scanning electron microscopy. Prerequisite: PHY 519 or departmental permission. 3 credits.
PHY 522 — Nanoscale Fabrication and Synthesis
Fundamentals of condensed phase nucleation and growth as applied to the synthesis of nanoscale structures. Overview of the synthesis and fabrication techniques employed to produce nanostructures, and introduction to relevant methods of nanostructure characterization. Prerequisite: PHY 519 or departmental permission. 3 credits.

PHY 530 — Optics and Optical Detectors
This course provides the student with a basic understanding of the scientific principles associated with optics and optical image formation, as well as image capture, processing and analysis. An end-to-end treatment of the imaging system will be employed to illustrate the inter-relationships of the concepts introduced. The student will become familiar with systems analyses of simple imaging systems and image analysis methods. Prerequisite: PHY 309 or equivalent. 3 credits.

PHY 531 — Interferometric Methods in Imaging and Precision Measurement
The interference of light is discussed in detail. Applicants to high-resolution imaging and precision measurement are covered, including techniques such as electronic speckle pattern interferometry, long baseline optical interferometry and related techniques. The student will become familiar with the basic performance metrics and main types of interferometers in use today. Prerequisite: PHY 530. 3 credits.

PHY 580 — Special Project
The student will conduct a research project in physics either on campus or in the context of an internship with a local company. The special project may either be a technological special project or an entrepreneurial special project. There will be a product as defined in the School of Graduate Studies guidelines for special projects at the conclusion of the course. Prerequisite: departmental permission. 3–6 credits.

PHY 590 — Thesis Research I
The student will develop a thesis proposal according to accepted style guidelines, including a current literature review of the thesis topic and a description of the project design, and begin the research. Prerequisite: departmental permission. 3 credits.

PHY 591 — Thesis Research II
Thesis investigation conducted under the supervision of an approved advisor. Completion of the written thesis and oral defense of the research work in the thesis.

PHY 600 — Independent Study and Research
Prerequisite: departmental permission. 3 credits.

The following courses have been approved but are not currently scheduled for 2011–2012:
PHY 501 — Approaches to Physics for Secondary Schools
PHY 510 — Problems in Modern Physical Science
POLITICAL SCIENCE

PAULSON, ARTHUR C., Chairperson, Professor; B.A., Parsons College, M.A., Ph.D., University of Colorado. Tel. (203) 392-5657. E-mail: paulsona1@SouthernCT.edu

CRITZER, JOHN, Graduate Coordinator, Professor; B.A., M.A., Ph.D., University of Delaware. Tel. (203) 392-5658. E-mail: critzerj1@SouthernCT.edu

BUTERBAUGH, KEVIN, Professor; B.A., St. Peter’s College; Ph.D., Washington University

OLNEY, PATRICIA, Associate Professor; B.A., Bryn Mawr College; M.A., Ph.D., University of Miami

APPLYING DEADLINE:
Rolling Admissions

MASTER OF SCIENCE DEGREE

The Department of Political Science offers a variety of courses and options leading to a master of science degree. Current options include a concentration in public policy and administration; a concentration in international politics; a major area such as American politics or comparative politics, or, a generalist program composed of a variety of political science courses.

Admission Requirements

The following forms and letters must be submitted to the Graduate Studies office: a completed application, official transcripts from all colleges and universities, two letters of recommendation, and a one page statement explaining the student’s interest in political science. Admission decisions are made shortly after all the required materials have been submitted to the Graduate Studies office.

Required Course for All Students

All students are required to take:

PSC 501 — Research Methods in Political Science

PUBLIC POLICY AND ADMINISTRATION CONCENTRATION

Core Courses — 9-12 credits

PSC 512 — Public Organizations and Management
PSC 525 — The Federal Bureaucracy
PSC 527 — Seminar in Public Policy
PSC 589 — Metropolitan Government

Elective Courses — 6-12 credits

PSC 511 — State and Local Government
PSC 514 — U.S. Public Policy
PSC 519 — Public Personnel Administration
PSC 552 — Urban Politics
IDS 553 — Grant Writing and Funding Sources
SWK 584 — Non Profit Fiscal Management

Courses in other graduate programs including Urban Studies, Social Work, Public Health, Business Economics and others, with approval, may be counted toward the degree requirements.
INTERNATIONAL POLITICS CONCENTRATION

Core Courses — 9 credits
PSC 509 — International Relations and Diplomacy
PSC 520 — Nationalism and International Security
PSC 570 — Problems in Contemporary International Relations
PSC 580 — Global Politics and Policy

Elective Courses — 9 credits
Political Science courses on international and comparative politics: Asia, Europe, Russia, Field Seminar, Global Politics, Problems in International Relations, U.S. Foreign Policy, Foreign Policy Analysis, or the U.S. in World Politics.

Each student elects one of the following options:

Master’s Thesis
A student must complete 24 graduate credits and PSC 591—Thesis Seminar — 6 credits.

Comprehensive Examination
A student must complete 30 graduate credits and pass a comprehensive examination.

Special Project
A student must complete 36 graduate credits including PSC 600 — Independent Study in which a major paper will be completed.

POLITICAL SCIENCE COURSES

PSC 500 — Government and Politics
Analysis of classical and current issues and research questions across the subfields in political science. 3 credits (Formally PSC 594)

PSC 501 — Research Methods in Political Science
Analysis of research methods currently used for the study of politics. Traditional, behavioral, and post-behavioral methods are discussed. Training in the writing of graduate-level theses is also provided. Scheduled spring semesters. 3 credits.

PSC 502 — Seminar in American Politics
Analysis of American politics at the national level; duties and powers of the three branches of branches, citizen rights, federal-state relations, government programs & enforcement. 3 credits (Formally PSC 510)

PSC 504 — Japan and the Western Pacific Rimlands
Analysis of the government and politics of Japan (the Great Dragon), the four little Dragons of East Asia (Korea, Taiwan, Hong Kong, Singapore) and the other industrializing states of the Western Pacific Rimlands. Scheduled spring of even years. 3 credits.

PSC 505 — Seminar in International Politics
Analysis of the contemporary international political order. Theories and case studies about domestic influences, political perceptions, strategies, and arms control. 3 credits. (Formally PSC 572)

PSC 506 — Asian Communist and Post-Communist States
Analysis of the government and politics of the communist and post-communist states of the People’s Republic of China, Vietnam, Laos, Cambodia, Mongolia and the Democratic People’s Republic of Korea. Scheduled fall of odd years. 3 credits.
PSC 507 — Presidents, Bureaucracy, and Policy
An analysis of the relationships among the presidency, Congress, and the bureaucracy in making national public policies. 3 credits.

PSC 508 — Seminar in Comparative Politics
Analysis of one country or world region focusing on political, economic, and social change. Theories and case studies 3 credits (Formally PSC 549)

PSC 509 — International Relations and Diplomacy
The contemporary international political system and the factors which influence the power and behavior of the world’s principal political units. Scheduled irregularly. 3 credits.

PSC 510 — Issues in U.S. Politics
A study of the major issues of governance at the national level: the varying powers of the three branches, the relationships between the national and state governments, the rights of the citizen, and necessary societal limitations. Consideration is given to governmental programs, both as to their initiation and enforcement. Scheduled irregularly. 3 credits.

PSC 511 — State and Local Government
The development, structure, functions, and politics of American government at the state and local levels. Constitutional problems; state and local government; organizational; judicial, and financial problems; interrelationships, and positions within the federal system. Scheduled irregularly. 3 credits.

PSC 512 — Public Organizations and Management
The rise, significance, and role of public organizations in the United States. The public management function. Problems of executive leadership, administrative organization, personnel and finance management, and administrative legislation and adjudication. Scheduled spring semesters of odd years. 3 credits.

PSC 514 — U. S. Public Policy
Contemporary approaches to the study of policy formulation in the United States. Case studies of governmental decision-making, exercise of political power and influence, and pressure politics — and their implications for democracy. Scheduled fall semesters. 3 credits.

PSC 515 — Contemporary American Foreign Policy
The factors shaping contemporary American foreign policy; administration and conduct of foreign affairs; major foreign policy problems; case studies in decision making. Scheduled spring semesters. 3 credits.

PSC 518 — Civil Liberties and Civil Rights
Civil liberties and rights as interpreted and promulgated by national, state, and local Governments in the United States. Court decisions, statutes and actions by administrative bodies are primary sources. Scheduled fall semesters of even years. 3 credits.

PSC 519 — Public Personnel Administration
The personnel function in government. The civil service, merit, job evaluation, compensation and motivation, and equal employment opportunity. Scheduled irregularly. 3 credits.

PSC 520 — Nationalism and International Security
An analysis of the significance of nationalism, the nation-state, and anti-nationalistic movements for contemporary international security. Case studies are drawn from the regions of the world. Scheduled fall semesters. 3 credits.
PSC 521 — Congress and Public Policy
An analysis of the contemporary Congress as a policy maker with a focus on legislative procedures, the representative role of Congress, congressional-presidential relations, and case studies. Scheduled irregularly. 3 credits.

PSC 522 — Foreign Policy Analysis
An analysis of foreign policy theories and their applications through an examination of various policy analysis methods, techniques, and case studies. Scheduled irregularly. 3 credits.

PSC 525 — The Federal Bureaucracy
The structure of bureaucratic agencies, political aspects of bureaucratic power, federalism and intergovernmental relations, ethical issues, and bureaucratic reform are explored. Scheduled fall semesters. 3 credits.

PSC 527 — Seminar in Public Policy
Examination of the public policy-making process to include policy theories, models, analytical approaches, evaluation methods, and case studies. 3 credits.

PSC 535 — On War
An inquiry into the nature of war: philosophy of war, grand strategy, strategy, tactics, levels of warfare (from spasmodic nuclear war to low intensity conflict), military power and potential, military organization, deterrence, terrorism, C3I (command, control, communication, and intelligence) are some of the topics discussed. Scheduled spring semesters. 3 credits.

PSC 541 — Marxist Political Thought
The political content of the works of Marx, Engels, Lenin, Stalin and their successors and its application in the nineteenth and twentieth centuries. Scheduled fall semesters of even years. 3 credits.

PSC 545 — Russia and the Post-Soviet Space
Communist and post-communist governments in the former Soviet Union and East Central Europe. Scheduled spring semesters of odd years. 3 credits.

PSC 547 — Governments and Politics of Southeast Europe
The governments and politics of southeast-central Europe (Albania, Bulgaria, Greece, Hungary, Romania, European Turkey, Yugoslavia); the development of the Balkans as a distinct geo-political unit; the Slavic, Magyar, Romance, Greek, Shiptar and Turkic influences in the region. Scheduled irregularly. 3 credits.

PSC 552 — Urban Politics
The structure of government in urban areas and the nature of political power as it deals with the key problems of education, employment, housing, race and federal and state government. Scheduled spring semesters. 3 credits.

PSC 553 — Law and Public Administration
The legal and administrative components of the local legal system within a broad national context with special emphasis on its problems and the traditional and alternative solutions for these problems. 3 credits.

PSC 570 — Problems in Contemporary International Relations
World politics since World War II through the study of major international developments and problems of our times. The power struggle and ideological conflict of this period, with particular focus on specific issues and areas that contribute to tension or stability. Scheduled irregularly. (Formerly PSC 590) 3 credits.
PSC 573 — The U.S. in World Politics
Analysis of the changing problems and aspects of contemporary international politics, with special emphasis on the relations of the United States with Europe, Russia, China, the Middle East, and the Third World. Scheduled irregularly. (Formerly PSC 593) 3 credits.

PSC 580 — Global Politics and Policy
Examination of the emergence of globalization and its impact on political institutions and public policy-making within and among nations with an emphasis on global cooperation and transnational policy issues. Scheduled irregularly. 3 credits.

PSC 589 — Metropolitan Government
Examination of the interconnections between urban and suburban America in terms of governance, policy decision-making, housing, crime, and sprawl. Prerequisites: none. 3 credits.

PSC 591 — Thesis Seminar
Prerequisite: departmental permission. Always offered. 6 credits.

PSC 597 — Political Science Internship
A supervised public service internship at the state, local, national or international level providing practical training. Elaboration of applicable theories of public organizations. Prerequisite: departmental permission. Always offered. 3 or 6 credits.

PSC 598 — Field Study in Comparative and International Politics
Study in the field and on the spot in world areas such as Western Europe, Central Europe, East Europe and Eurasia, East Asia, Southeast Asia, South Asia, Middle East, Sub-Saharan Africa, Latin America, or in specific countries such as Japan, China, Russia, Great Britain, Germany, and Canada. This is a guided research and study course for advanced students in the social sciences. The world area or country studied in a given academic term will be determined by the availability and expertise of full-time professors in the SCSU Political Science department. This course may be taken more than once as long as a different country or area is studied. Only 6 credits may be applied to the master’s degree in political science. Prerequisite: departmental permission. Scheduled in summer semesters. 3 credits.

PSC 600 — Independent Study
Prerequisite: departmental permission. Always offered. 3 credits.
PSYCHOLOGY

NOVOSAD, CLAIRE, Chairperson, Associate Professor; B.A., University of West Florida; Ph.D., University of Connecticut. Tel. (203) 392-6863. E-mail: novosadc1@SouthernCT.edu

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ABE, JOANN A., Professor; M.A., Ph.D., University of Nebraska

BESSENOFF, GAYLE, Assistant Professor; B.A., Brandeis University; M.A., Ph.D., Northwestern University

BRANCAZIO, LAWRENCE, Associate Professor; B.A., University of Pennsylvania; Ph.D., University of Connecticut

CARROLL, DEBORAH A., Associate Professor; B.S., Fairfield University; M.S., Ph.D., University of Connecticut

COLWELL, KEVIN, Assistant Professor; B.S., M.A., Ph.D., Sam Houston State University

DURWIN, CHERYL C., Associate Professor; B.A., University of Connecticut; M.S., Ph.D., University of Massachusetts

HURLBUT, BRIAN J., Associate Professor; B.A., Florida State University; M.S., Ph.D., University of Tennessee

IRWIN, JULIA, Assistant Professor; B.A., SUNY Oswego; Ph.D., University of Connecticut

JACOBS, JOHN R., Professor; B.A., University of Richmond; M.A., Hunter College; M.Phil., Ph.D., City University of New York

KAHLBAUGH, PATRICIA, Associate Professor; B.A., Boston University; M.S., Ph.D., Rutgers University

KRAEMER, DEBORAH, Associate Professor; B.A., Rutgers University; Ph.D., State University of New York at Buffalo

MARSLAND, KATHERINE, Associate Professor; B.A., Fairfield University; M.S., Ph.D., Yale University

MAZUR, JAMES E., Professor; B.A., Dartmouth College; Ph.D., Harvard University

MOORE, DINA, Assistant Professor; B.A., Boston University; Ph.D., University of Connecticut

SHERMAN, WILLIAM, Associate Professor; B.A., New York University; M.A., University of Connecticut; Ph.D., New York University

SUCCULE-NELSON, JESSICA A., Assistant Professor; B.A., Syracuse University; M.A., West Chester University; Ph.D., The University of Rhode Island

APPLICATION DEADLINE:
The Psychology program has rolling admissions but students are encouraged to have their application files complete by June 1 for the fall semester and November 1 for the spring semester.

MASTER OF ARTS DEGREE
This rigorous, research-based Liberal Arts program leading to a Master of Arts degree is designed to develop creative problem-solving skills which will be applicable in clinical, industrial, and educational settings. Flexible enough to be completed either on a full-time or a part-time basis, it is appropriate for a wide range of candidates. For those potential doctoral candidates who cannot enter a Ph.D. or Psy.D. program at the pres-
ent time, it provides a basis for later acceptance. For those who are already working in clinical, educational, or industrial settings, it offers updating credentials. The program provides ideal training for those wishing to explore their personal interest in obtaining employment in settings related to psychology. Teachers in secondary schools may use the program to prepare themselves to teach psychology in addition to their current certification. While this program is not a clinical or counseling training program and does not lead to licensure, some courses are relevant to clinical psychology. Emphasis is placed on faculty advisement to help in tailoring the program to the needs of the individual student.

ADMISSION REQUIREMENTS

Students must meet the following minimum requirements to be admitted to the program:
18 hours of psychology (graduate or undergraduate) including at least one course in statistics and at least one course in experimental psychology, an undergraduate QPR of 3.0, and an undergraduate QPR in psychology of 3.0. Applicants may be required to strengthen their psychology backgrounds by taking certain undergraduate courses before matriculating.

To apply to the program, students must:
• submit the graduate school application to the School of Graduate Studies
• submit all college transcripts to the School of Graduate Studies
• submit scores on the Graduate Record Examination (GRE) General Test to the Graduate Coordinator. The GRE subject test in psychology need not be taken.
• have two letters of recommendation from academic or professional references (at least one academic reference preferred) sent to the Psychology Graduate Coordinator, EN DO69a, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515. A recommendation letter form can be found at http://www.SouthernCT.edu/psychology/graduate.
• submit to the Psychology Graduate Coordinator a 300-500 word statement explaining why the applicant is interested in obtaining a master’s degree in psychology, and what type of career the applicant is seeking.

There is no deadline for applications for admission in the fall or in the spring, but applicants are advised to have their files completed before June 1 for the fall semester and by November 1 for the spring semester.

PROGRAM REQUIREMENTS

A student may choose a program with a thesis or a comprehensive examination. In a thesis program, a minimum of 30 credits must be completed, 24 credits in course work and 6 credits in Psychology thesis. In a program involving a comprehensive examination, a minimum of 30 credits in course work and the comprehensive exam must be satisfactorily completed.

Courses Required
The following two courses are required during the first two semesters of attendance:
PSY 500 — Design and Analysis in Psychology
PSY 502 — Problems in Psychology

At least one of the following:
PSY 501 — Thinking and Learning
PSY 503 — Cognition and Memory
PSY 504 — Topics in Perception
PSY 583 — Seminar in Comparative Physiological Psychology
At least one of the following:
PSY 512 — Theories and Issues in Developmental Psychology
PSY 517 — Seminar in Social Psychology
PSY 526 — Theories and Research in Personality

Electives
PSY 527 — Abnormal Child Psychology
PSY 528 — Psychopathology
PSY 537-538 — Practicum in Clinical Psychology Services I, II
PSY 543 — Clinical Methods in Psychology: Cognitive Assessment
PSY 544 — Clinical Methods in Psychology: Personality and Social Assessment
PSY 551 — Art Psychotherapy
PSY 554 — Psychotherapy and Behavior Change
PSY 557 — Behavior Modification and Therapy
PSY 560 — Seminar in the Psychology of Women
PSY 592 — Issues in Psychology, Law and Ethics
PSY 600 — Independent Study or Research

A student may elect up to 6 credits of graduate courses from related disciplines with the approval of the graduate coordinator. Not all courses will be offered each semester, but will ordinarily rotate on a two-year plan.

Thesis
Students planning to apply to doctoral programs or anticipating a career in research are encouraged to select thesis as an option.

Normally, the thesis option is granted to students who have accumulated at least fifteen graduate credits in psychology at Southern Connecticut State University with a grade point average of “B+” (3.3).

It is the candidate’s responsibility to have formulated a preliminary idea to be researched and to seek out a faculty member in the psychology department who is interested in serving as a thesis sponsor. The normal sequence is to register for thesis after securing a sponsor. The first semester is devoted to developing a proposal; after approval by the sponsor, graduate committee, and graduate dean, the thesis is then completed during the second semester. The completed thesis is reviewed for acceptance by the sponsor, department graduate committee, and the graduate dean.

Comprehensive Exam
A written comprehensive examination is required in addition to 30 credits of course work. Students should select their courses so that they are well prepared for the different sections of the exam. The comprehensive exam will be scheduled twice a year, in April and November. Students selecting this option should apply to the Graduate Coordinator no later than the second week of classes of the semester in which they intend to take the exam.

PSYCHOLOGY COURSES
PSY 500 — Design and Analysis in Psychology
Methods of scientific investigation, experimental designs and appropriate analyses of data, procedures of developing, analyzing, and interpreting original research problems, critical analysis of published research. Prerequisite: one semester of statistics and experimental psychology, and departmental permission. Scheduled fall semesters. 3 credits.
PSY 501 — Thinking and Learning
An examination of the relationships between behavior and experience. Topics include methodology, basic learning processes and parameters, theoretical interpretations, and applications to training and adjustment. Prerequisite: 9 credits of psychology. Scheduled fall semesters of odd years. 3 credits.

PSY 502 — Problems in Psychology
Current research and thinking on major issues in behavior, controversial issues and theoretical interpretations. Prerequisite: 15 credits in psychology and departmental permission. Scheduled spring semesters. 3 credits.

PSY 503 — Cognition and Memory
Associative learning, memory, thinking, and attention. Theoretical models, including statistical, cognitive, and information processing. Prerequisite: 15 credits of psychology or departmental permission. Scheduled fall semesters of even years. 3 credits.

PSY 504 — Topics in Perception
Perceptual learning, contemporary theories of perception, the origin and development of form perception, the perception of time and space and sensory processes. Prerequisite: 15 credits in psychology or departmental permission. Scheduled irregularly. 3 credits.

PSY 505 — Contemporary Theories of Motivation
This is an advanced course in the major current theories of motivation. An emphasis will be placed on the evaluation of current research and its implications for these theories. The student will be required to read original sources and journals as well as secondary sources. The course will be conducted in a seminar fashion.

PSY 512 — Theories and Research in Human Developmental
Empirical investigation into theories of socio-emotional, cognitive, and physical development in childhood, adolescence, and adulthood. Prerequisite: 15 credits of psychology or departmental permission. Scheduled fall semesters. 3 credits.

PSY 517 — Seminar in Social Psychology
The organization and dynamics of social groups, the development and modification of opinions and attitudes, conformity and influence, aggression, and altruism. Prerequisite: 15 credits of psychology or departmental permission. Scheduled irregularly. 3 credits.

PSY 526 — Theories and Research in Personality
A comprehensive survey of leading theorists, social, cultural, and biological determinants. Prerequisite: 9 credits of psychology or departmental permission. Scheduled irregularly. 3 credits.

PSY 527 — Abnormal Child Psychology
Learning and behavior problems of children: neuroses, psychoses, character disorders, and learning disabilities. Prerequisite: 15 credits of psychology or departmental permission. Scheduled spring semesters. 3 credits.

PSY 528 — Psychopathology
Differential diagnosis of character; neurotic, psychotic, and organic disorders frequently observed in clinic and school settings. Practical diagnosis using illustrative case material and test protocols. Appropriate disposition of cases and recommendations for treatment. Prerequisite: 15 credits of psychology or departmental permission. Scheduled fall and spring semesters. 3 credits.
PSY 530 — Statistical Foundations
Description, calculation, interpretation, and limitation of statistics of central tendency, variability, correlation, probability, sampling, estimation, and test of significant differences; applications of the normal, t, Chi, square, and F distributions. This course cannot be applied to the Psychology M.A. program. Scheduled fall and spring semesters. 3 credits.

PSY 537-538 — Field Work in Clinical Psychological Services I, II
Implementation of psychological services in clinics, mental hospitals, schools and other agencies under the supervision of a licensed psychologist and / or faculty member. Prerequisite: departmental permission. Scheduled fall and spring semesters. 3 credits each.

PSY 539 — Field Work in Psychology Research
Field experience in a psychological research acting under the direction of field supervisor. Application of ethical, theoretical, and practical aspects of psychological research and various data detection environments to the university. 3 credits.

PSY 543 — Clinical Methods in Psychology: Cognitive Assessment
Method and theory of assessment of intellectual and cognitive functions, administration, scoring, and interpretation of Wechsler and other such scales; dynamics of test situation, observation, and report writing. Prerequisite: departmental permission. Scheduled fall semesters. 3 credits.

PSY 544 — Clinical Methods in Psychology: Personality and Social Assessment
Personality and social evaluation through the use of clinical techniques, including projective testing, trait measurement, clinical observation, and interview. Administration and scoring of standard clinical tests, including the Rorschach, Thematic Apperception Test, and MMPI-2. Prerequisite: departmental permission. Scheduled fall semesters. 3 credits.

PSY 546 — Psychotherapy and Behavior Change
Approaches used in altering behavior, e.g., psychoanalytic, client-centered, behavioral, rational-emotive, group encounter; analysis of techniques and their effectiveness. Prerequisite: PSY 527 or 528. Scheduled spring semesters of odd years. 3 credits.

PSY 557 — Behavior Modification and Therapy
Theory and techniques involved in altering human behavior through the use of principles of learning. Case studies and principles of application. Prerequisites: graduate or undergraduate course in learning and PSY 554 or departmental permission. Scheduled fall semesters. 3 credits.

PSY 560 — Seminar in the Psychology of Women
Psychological research about women is examined in light of its contributions to psychology as a science, including its social and political implications. The course also explores health, diagnosis, and therapy for women. Cross-listed as WMS 560. Prerequisite: 9 credits of psychology or departmental permission. Scheduled fall semesters of odd years. 3 credits.

PSY 583 — Seminar in Comparative Physiological Psychology
Functional organization of the nervous system viewed at both the molecular and molar levels of analysis. Discussion of research findings and theoretical models of brain development, sensory, motor, and cognitive behaviors, the mechanisms of action of major medications used to treat neurological or psychiatric dysfunctions and the impact of genetics, nutrition, sex differences and stress on physiology and behavior. Prerequisite: departmental permission. Scheduled irregularly. 3 credits.
PSY 590 — Thesis Proposal
Discussing research ideas, identifying a thesis problem, and developing a research project in consultation with faculty advisers. Prerequisite: completion of 15 credits in a planned master’s degree program in psychology or departmental permission. Scheduled fall and spring semesters. 3 credits.

PSY 591 — Thesis
Scheduled fall and spring semesters. 3 credits.

PSY 592 — Issues in Psychology, Law, and Ethics
Mental health practice and ethics, social theory and science; human rights and mental health law; criminal justice; recent legal developments. Prerequisite: 9 credits of psychology or related course work. Scheduled fall semesters of even years. 3 credits.

PSY 599 — Special Topics — 3 credits

PSY 600 — Independent Study or Research
Identification and investigation of a problem. Preparation and presentation of a scholarly document, summarizing the study or research. Prerequisite: departmental permission. 1-4 credits.

The following courses have been approved but are not scheduled for 2011-2012.
PSY 551 — Art Psychotherapy
PSY 570 — Advanced Educational Psychology
PUBLIC HEALTH

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APPLICATION DEADLINE: MARCH 1

Students are admitted to the Master of Public Health program in the fall semester.

MASTER OF PUBLIC HEALTH DEGREE PROGRAM

The mission of the field of public health is to protect and improve the health of communities by assuring, through organized community efforts, conditions in which people can be healthy and address health problems effectively. The Master of Public Health (M.P.H.) degree program contributes to this cause by offering a planned program of study that provides prospective and current public-health workers with: 1) a strong, general background in areas of knowledge basic to public health; 2) the opportunity to apply public health knowledge in independent research and an internship, and 3) the opportunity to pursue specialized study in health promotion. The health promotion specialization focuses on developing the capacity to plan, administer, and evaluate health promotion and disease prevention programs.

The M.P.H. is fully accredited by the Council on Education for Public Health (CEPH). The planned program consists of a minimum of 48 credits of study, including 27 credits of core course work, 6 credits of culminating course work (independent research), 3 or 6 credits of internship, and 12 credits of specialized study in health promotion.
Core Course Requirements (27 credits)
- PCH 500 — Foundations of Public Health
- PCH 510 — Ecological Determinants of Health
- PCH 515 — Biostatistics
- PCH 516 — Public Health Research
- PCH 520 — Social & Behavioral Foundations of Public Health
- PCH 548 — Public Health Administration
- PCH 551 — Epidemiology
- PCH 564 — Health Systems and Policy
- PCH 577 — Program Planning and Evaluation

Culminating Requirements (6 credits)
- PCH 590 — Thesis Seminar I and PCH 591 — Thesis Seminar II
  OR
- PCH 593 — Special Project I and PCH 594 — Special Project II

Internship Requirement (3 or 6 credits, depending on experience)
- PCH 595 — Public Health Internship
  Specialization in Health Promotion (12 credits)
  - PCH 504 — Health Promotion Practice
  - PCH 586 — Health Promotion Methods and Strategies
  — Approved Specialization Elective

Credit Requirement for Graduation
- Minimum 48 credits

Notable
- Students must meet University and department academic standards for graduation and continuation in the program.
- All requirements for the M.P.H. degree must be completed within six years.
- An extension of the time to complete degree requirements may be granted only in cases of compelling, extenuating circumstances. To obtain an extension, a student must petition the graduate program coordinator prior to the expiration of the program.
- Applications for graduation must be submitted within the time limits established in the Academic Calendar. Graduation is not automatic upon completion of degree requirements. Students who do not apply for graduation will not graduate.
- A Cultural Competency Training Workshop, offered by the Department of Public Health, must be completed as a program requirement.
- Students deemed deficient in writing at the graduate level may, at the discretion of the faculty, be required to enroll in a department sponsored writing course at the student’s expense.

Admission Requirements
In addition to the Application for Admission to Graduate Study, transcripts, application fee and University immunization requirements, all applicants seeking admission
to the M.P.H. program must submit the following documents directly to the Office of the Coordinator of Graduate Studies in the Department of Public Health:

- Minimum required GPA 3.0
- Personal essay
- Two letters of recommendation
- M.P.H. Screening Matrix form
- Chronology of Professional Experience Form or updated resume

**Admission Requirements for International Applicants**

In addition to the above requirements, international applicants must submit the following documents to the School of Graduate Studies:

- Certified copies and certified English translations of all academic achievements in each college, university, and professional school attended. **A diploma is not sufficient.**
- Certified evaluation of international transcripts and credentials (course-by-course with grades) from an independent service recognized by the National Association of Credential Evaluation Services (NACES)
- Grade point average for undergraduate study of at least "B", Equivalent = 80.0. Chinese institution; 1st Class or Division from Indian institutions; and upper 2nd Class Honors from British institutions. Other grading systems will be evaluated by a certifying agency.
- TOEFL (Test of English as a Second Language), if native or official language is not English, scores of at least 550 written/213 computer. TOEFL are valid for two years. In place of the TOEFL score, English as a Second Language Certificate (ELS 109) may be used.
- File documentation (official bank statement) verifying that financial resources are available or guaranteed for the first calendar year at SCSU SCSU (see Information for International Applicants on Graduate School’s Web page: www.gradstudies.SouthernCT.edu.

An admission packet is available online at: www.SouthernCT.edu/public_health/

**Academic Standards and Requirements**

Students must achieve a final course grade of "C+" or higher in all public health core, specialization and culminating courses used to fulfill the requirements of the M.P.H. degree. Any course with an earned grade of less than "C+" must be repeated (the next time the course is offered) and passed with a minimum of "C+". In addition, students cannot repeat a course in the core or specialization more than once. An overall grade point average of 3.0 is required for graduation.

**PROGRAM MISSION**

The Mission of Southern Connecticut State University Public Health Program is to promote its vision of “healthy people in healthy communities,” a vision that implies social justice and health equity through:

1. instruction that contributes to a diverse, competent public health workforce trained for entry and advanced positions in public health.
2. service that promotes qualified, collective action to promote and protect the health of the public.
3. research that advances the science and practice of public health.
PROGRAM GOALS
The program goals of the M.P.H. Programs are characterized as instructional, research and service goals. Each of the set of goals demonstrates how the Program intends to fulfill its mission.

1. Instructional Goals
The Program recognizes that the enhancement of health in human populations is dependent, in part, on a competent, public health workforce. Therefore:
   a. M.P.H. graduates will serve as productive members of the public health workforce in advanced positions.
   b. M.P.H. graduates with specialized study in health promotion will serve productively as health promoters in advanced positions.

2. Research Goals
The Program recognizes that there is a professional obligation to advance the science and art of public health practice through scholarship. Therefore:
   a. M.P.H. graduates will engage in independent research.
   b. Program faculty will advance the profession through research and scholarly activity.

3. Service Goals
The Program recognizes that professional and community service are moral and pragmatic imperatives. It is accepted that there is a responsibility to provide the community with competent, ethical and appropriate services to improve the human condition, in accordance with Healthy People 2010 and Healthy Communities. Therefore:
   a. M.P.H. graduates will perform health-related community service.
   b. The faculty will demonstrate civic and professional behavior that advances the mission and profession of public health.
   c. The faculty will demonstrate civic and professional behavior that contributes to the elimination of health inequities in local communities and the state.
   d. The Program will offer professional-development services to improve the capacity of local and State public health and health-care professionals.

PROGRAM OBJECTIVES
The Program objectives are presented as instructional, research and service objectives. Each set of objectives is deduced from instructional, research and service goals.

1. Instructional Objectives
   a. M.P.H. students will demonstrate the capacity (knowledge, affect and skill) to contribute in advanced positions to the essential services of public health.
   b. M.P.H. students pursuing specialized study in health promotion will demonstrate the capacity (knowledge, affect and skill) to plan, administer, and evaluate health promotion and disease prevention programs.

2. Research Objectives
   a. M.P.H. students will conduct an independent thesis or special project that is relevant to the essential services of public health and/or responsibilities of a health promoter.
   b. Program faculty will conduct sponsored research and produce scholarly works that advance the mission of public health, and the science and art of public health.

3. Service Objectives
   a. M.P.H. students will perform health-related internships at community-based agencies and organizations.
b. Program faculty will provide volunteer and paid professional services to communities and/or professional organizations.

c. The Program will conduct a deliberate agenda of education and training to advance the health of minority, disadvantaged and underserved populations in local communities and the State.

d. The Program will conduct a deliberate agenda of education and training to promote the professional development of local and State public health and health-care professionals.

CORE COURSE COMPETENCIES

The Association of Schools of Public Health has identified the core competencies for master-trained public health professionals. The design of Southern’s M.P.H. program ensures that appropriate competencies are addressed in course work by the end of a student’s program of study.

1. M.P.H. students will demonstrate the competencies identified by the Association of Schools of Public Health (ASPH) as fundamental to public health practice. The competencies are organized around core disciplinary and interdisciplinary, cross-cutting areas, including:

   Discipline-specific Competencies
   1. Biostatistics (PCH 515)
   2. Environmental Health Sciences (PCH 510)
   3. Epidemiology (PCH 551)
   4. Health Policy and Management (PCH 564 & PCH 548)
   5. Social and Behavioral Sciences (PCH 520)

   Interdisciplinary/Cross-cutting Competencies
   1. Communication and informatics
   2. Diversity and Culture
   3. Leadership
   4. Public Health Biology
   5. Professionalism
   6. Program Planning
   7. Systems Thinking

SPECIALIZATION IN HEALTH PROMOTION

Human health can best be understood as the product of human ecology, the result of the interaction between humans and their environments. Modifications to both human and environmental conditions are essential to the promotion and protection of human health. Based on this understanding, public health professionals espouse the need for an ecological approach that attempts to modify significant human and environmental variables.

An ecological approach to improving the public’s health is the concept of health promotion, defined as “any planned combination of educational, political, environmental, regulatory, or organizational mechanisms that support actions and conditions of living conducive to the health of individuals, groups, and communities.” Health promotion employs a variety of methodologies to achieve desired health outcomes, including traditional public health approaches and innovative strategies that transcend disciplin-
ary boundaries. Education, advocacy, policy implementation, social and organizational change, and other pathways serve to promote healthy people in healthy communities. Change is essential to the promotion and protection of human health. The training of public health professionals who are adept in health promotion is critical to the practice of public health and effectuating positive health through primary prevention. Specialists are needed who possess an ecological-systems mindedness, and the technical knowledge and skills to plan, develop, implement and control comprehensive interventions to modify human and environmental variables that significantly affect human health. The Master of Public Health program at Southern Connecticut State University is committed to preparing such professionals and offers a program of study that provides generalized training in core public health areas and specialized study in the science and art of health promotion.

Report of the 2000 Joint Committee on Health Education and Promotion Terminology.

PUBLIC HEALTH COURSES

PCH 500 — Foundations of Public Health
Nature and scope of public health; basic concepts and principles for professional practice; development of a context for further study. Prerequisite: departmental permission for non-majors. Scheduled fall semesters. 3 credits.

PCH 504 — Health Promotion Practice
Foundations and principles of discipline and other profession related issues. Preparation of health promotion professionals. Prerequisite: departmental permission required for non-majors. Scheduled fall semesters. 3 credits.

PCH 505 — Woman, Heal Thyself: Interdisciplinary Approaches to Women’s Health Issues
A cross-cultural, interdisciplinary approach to women’s health issues focusing primarily on 20th century North America. Engages with the politics of women’s health including self-care, health activism and alternative medicine and focuses on strategies for empowerment in exploring and evaluating health care options. Cross-listed as WMS 505. Scheduled irregularly. 3 credits.

PCH 510 — Ecological Determinants of Health
Ecological analysis of forces that affect personal and community health status. Prerequisite: departmental permission required for non-majors. Scheduled during wintersession. 3 credits.

PCH 515 — Biostatistics
The statistics of rates and proportions and the parametric and non-parametric tests associated with their estimation. Intended for those individuals in the fields of public health, clinical services, and other human service professionals. Prerequisite: departmental permission required for non-majors. Scheduled spring semesters. 3 credits.

PCH 516 — Public Health Research
Scientific inquiry in public health; research proposal development; interpretation and application of research literature. Prerequisite: departmental permission required for non-majors. Scheduled fall semesters. 3 credits.

PCH 519 — Health Promotion Priorities
Study of national, state and local health promotion priorities for health-related behaviors. Prerequisite: departmental permission required for non-majors. Scheduled irregularly. 3 credits.
PCH 520 — Social & Behavioral Foundations of Public Health
Review of biological, epidemiological and psycho-sociological bases of health-related behaviors. Prerequisite: departmental permission required for non-majors. Scheduled fall semesters. 3 credits.

PCH 525 — Multicultural Issues in Health
This course is designed to explore ethnic and cultural factors influencing the health status among racial/ethnic groups in the U.S. Through lectures, discussions, simulations, and case studies, the students will be able to develop an appreciation for the cultural traditions and practices of different groups. Students will also learn skills of cultural competence which are essential for public health practitioners today. Scheduled summer semesters. 3 credits.

PCH 532 — Programs and Practices in Maternal and Child Health
Examines the development of programs in maternal and child health and analyzes goals and problems in the field. For students in public health, social work, nursing, and other human services. Scheduled irregularly. 3 credits.

PCH 533 — Teenage Pregnancy and Parenting

PCH 540 — Nutrition Institute
Issues in community nutrition and health, basics of nutrition and special nutritional needs, consumerism, world nutrition, malnutrition and hunger, and governmental and community responses. Scheduled summer semesters. 3 credits.

PCH 545 — Human Sexuality
Biological, sociological, and psychological aspects of human sexuality. Offered for students in public health, social work, nursing, education, and other human services. Scheduled summer semester. 3 credits.

PCH 546 — Contemporary Issues in Substance Abuse
The issues involved in the identification, treatment and health of, and attitudes toward, the substance abuser are presented by experts in the field of substance abuse. Scheduled summer semesters. 3 or 6 credits.

PCH 548 — Public Health Administration
Health service managers and their roles, management functions and process, budgeting, organizational culture, leadership, and motivation. Prerequisite: departmental permission required for non-majors. Scheduled fall semesters. 3 credits.

PCH 549 — Public Health Leadership
Builds upon the basic knowledge of leadership provided in a previous course that focused on the management process and managerial roles by expanding the scope and depth of the student’s knowledge of leadership theories, leadership skills, and by developing the student’s knowledge of her or his preferred leadership styles. Prerequisite: PCH 548. Scheduled irregularly. 3 credits.

PCH 551 — Epidemiology
Methods of identifying risk factors and determining effects of disease on human populations. Prerequisite: departmental permission required for non-majors. Scheduled spring semesters. 3 credits.

PCH 552 — Health Counseling
Professional-client relationships, role of the counselor, counseling techniques, and communications. Scheduled irregularly. 3 credits.
PCH 560 — Public Health Informatics
Study of the unique requirements of data, information and computer applications in public health. Technology applications for vital statistics, surveillance, community assessment and public health preparedness, among local, state and national public health agencies. Scheduled irregularly. 3 credits.

PCH 561 — Gerontology Institute
Adult development and aging: gerontology, mental health, biology and physiology, economics, politics, leisure, law, religion, sexuality, death, retirement and health. Scheduled summer semesters. 3 credits.

PCH 564 — Health Systems and Policy
Analyzes the structure, function and policy issues associated with public health and medical care in the United States. Prerequisite: departmental permission required for non-majors. Scheduled spring semesters. 3 credits.

PCH 566 — Thanatology Institute: Death, Dying and Bereavement
Relationship of death to life; dynamics of terminal illness, sudden death, suicide, euthanasia, children’s perceptions, bereavement, agencies involved in delivery of care. Scheduled summer semesters. 3 credits.

PCH 567 — Alcohol Studies
Primary alcohol abuse intervention for educators, clergy, counselors, medical personnel, personnel managers, etc. Scheduled irregularly. 3 credits.

PCH 570 — International Field Study in Health
Selected health related field-study projects to various parts of the world, as announced by the department. Prerequisite: departmental permission. Scheduled summer semesters. 6 credits.

PCH 573 — Health Communications
The nature, scope, functions, forms and constraints of health communications are delineated: development and practice of the skills associated with a social-marketing approach to the planning, development and appraisal of health communications. Scheduled summer semesters. 3 credits.

PCH 575 — International Health Institute
Comparative and contrasting health conditions, values, and programs, from an international perspective. Scheduled summer semesters. 3 credits.

PCH 577 — Program Planning and Evaluation
Conceptualizations and technical skills for the planning and evaluation of population-based, health-related programs and interventions. Prerequisite: departmental permission for non-majors. Scheduled spring semester. 3 credits.

PCH 585 — Seminar for Public Health Practice
A synthesis of the philosophy, ethics, concepts, skills, and strategies applied to public health practice. Problem analysis and seminar presentations. Prerequisite: departmental permission required for non-majors. Scheduled irregularly. 3 credits.

PCH 586 — Health Promotion Methods and Strategies
Methods (i.e., educational strategies, group and individual processes, community approaches, etc.) used in health promotion and disease prevention programs to impact individual and community health behavior. Prerequisites: PCH 504 and PCH 520. Departmental permission for non-majors. Scheduled fall semesters. 3 credits.
PCH 587 — Community Health Education Theory and Practice
Foundations of community health education. Acquisition and application of community health education assessment skills. Prerequisite: departmental permission for non-majors. Scheduled irregularly. 6 credits.

PCH 588 — Community Health Education Planning and Evaluation
Acquisition and application of planning, delivery and evaluation skills of community health education programs. Prerequisite: departmental permission for non-majors. Scheduled irregularly. 3 credits.

PCH 590 — Thesis Seminar I
Development of a thesis protocol. Prerequisite: departmental permission. Scheduled fall semesters. 3 credits.

PCH 591 — Thesis Seminar II
Implementation of research design from approved thesis protocol and written presentation of findings. Prerequisite: departmental permission and PCH 590. Scheduled spring semesters. 3 credits.

PCH 593 — Special Project I
First of two courses in design and execution of a project in which the program of study culminates. Prerequisite: departmental permission. Scheduled fall semesters. 3 credits.

PCH 594 — Special Project II
Design and execution of a project in which the program of study culminates. Prerequisite: PCH 593. Scheduled spring semesters. 3 credits.

PCH 595 — Public Health Internship
A vigorous learning experience integrating classroom preparation with field work. Completed under the supervision of an experienced health professional with the guidance of an on-campus faculty member. Prerequisite: departmental permission. Scheduled fall, spring, and summer semesters. 3 or 6 credits.

PCH 600 — Directed Independent Study
Identification and investigation of a student’s special interest in the field of public health under faculty supervision. Prerequisite: departmental permission. 3 credits.

The following courses have been approved but are not scheduled for 2011-2012.
PCH 553 — Contemporary Health Science
PCH 555 — Consumerism in Health
PCH 565 — Drinking/Driving Prevention Institute
PCH 580 — Medical Self Care
PCH 581 — Allied Health Professions
PCH 589 — Seminar in Drug Abuse Education & Prevention
READING

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APPLICATION DEADLINE:
Rolling admissions

The Graduate Reading Program provides programs of study for certified teachers at the elementary and secondary levels.

Graduate students may fulfill requirements for the Master of Science Degree, the Sixth Year Professional Diploma, Remedial Reading and Remedial Language Arts Teacher Certification or Reading and Language Arts Consultant Certification.

APPLICATION REQUIREMENTS:
• Two letters of recommendation
• Personal essay
• Interview

MASTER OF SCIENCE DEGREE

With the help of an adviser, students plan a 30 to 33-credit program to fulfill the Master of Science degree. Students are eligible to apply for the Connecticut Remedial Reading and Remedial Language Arts Teacher certification after completing RDG 659 and all prerequisite courses if they have also completed thirty months of full-time teaching.

The requirements are:
RDG 520 — Fundamentals of Language and Literature
RDG 565 — Content Area Reading and Language Arts in Middle and Secondary Schools
RDG 566 — Developmental Reading and Language Arts in the Elementary School
RDG 567 — Tests, Measurements, and Evaluation in the Reading and Language Arts Program
RDG 568 — Practicum in Diagnosis of Reading and Language Arts Difficulties
RDG 570 — Literacy Interventions for Struggling Readers and Writers
RDG 585 — Writing Instruction in the Reading and Language Arts Program
RDG 590 — Thesis Seminar in Reading
RDG 659 — Practicum in Remedial Reading and Language Arts
RDG 662 — Developing and Leading the School Literacy Program
RDG 665 — Practicum and Seminar in Reading and Language Arts Research
Master’s Thesis
Successful completion of a thesis (RDG 590 — Thesis Seminar and Thesis — 6 credits) and 27 graduate credits in a planned program are required.

Comprehensive Examination
Students are required to complete 30 to 33 graduate credits in a planned program and pass the comprehensive examination.

Comprehensive Examination Schedule
- Fall — Study Session: TBA
  Comprehensive Examination: Third Saturday in November, 9 a.m.-1 p.m.
- Spring — Study Session: TBA
  Comprehensive Examination: First Saturday in April, 9 a.m.-1 p.m.

Note: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.

SIXTH YEAR PROFESSIONAL DIPLOMA
The Sixth Year professional program in Reading is for certified elementary and secondary teachers, Remedial Reading and Remedial Language Arts Teachers, supervisors, administrators, and higher education personnel who have a master’s degree. There are two sixth year programs:

Reading and Language Arts Consultant — 36 credits
To qualify for the Reading and Language Arts Consultant under Plan A, candidates must have a valid teaching certificate, 30 months of full-time teaching, and courses in developmental reading, reading in the content areas, diagnosis and remediation of reading difficulties, language arts, tests and measurements, clinical practices in reading, research, schoolwide literacy leadership and schoolwide literacy intervention.

Requirements (seven 500 level courses and five 600 level courses):
- RDG 520 — Fundamentals of Language and Literacy
- RDG 565 — Content Area Reading and Language Arts in Middle and Secondary Schools
- RDG 566 — Developmental Reading and Language Arts in the Elementary School
- RDG 567 — Tests, Measurements, and Evaluation in the Reading and Language Arts Program
- RDG 568 — Practicum in Diagnosis of Reading and Language Arts Difficulties
- RDG 570 — Literacy Interventions for Struggling Readers and Writers
- RDG 585 — Writing Instruction in the Reading and Language Arts Program
- RDG 659 — Practicum in Remedial Reading and Language Arts
- RDG 662 — Developing and Leading the School Literacy Program
- RDG 665 — Practicum and Seminar in Reading and Language Arts Research
- RDG 672 — Designing and Implementing the School Literacy Intervention Program
- RDG 676 — Practicum in Developing and Leading the School Literacy Program
READING COURSES

RDG 517 — Content Area Literacy in Middle and Secondary Schools
This course provides an overview of content area literacy learning at middle and high school levels focusing on efficient reading, writing, and study strategies with diverse populations. The course incorporates instructional technology and is required for secondary content area certification. Scheduled fall and spring semesters. 3 credits.

RDG 520 — Fundamentals of Language and Literacy
Basics of oral and written language function, form, and use will be covered with an emphasis on the implications for acquisition of literacy skills in a wide range of learners. Includes historical trends in reading instruction. Scheduled fall and spring semesters. 3 credits.

RDG 565 — Content Area Reading and Language Arts in Middle and Secondary Schools
An overview of the reading and language arts program at the middle and secondary levels focusing on efficient reading, writing and study strategies across the curriculum with diverse populations. Use of technology in instruction. Scheduled fall, spring and summer semesters. 3 credits.

RDG 566 — Developmental Reading and Language Arts in the Elementary School
An overview of the elementary reading and language arts program focusing on current theories, practices, and materials. Includes multicultural perspectives and technological innovations. Scheduled fall and spring semesters. 3 credits.

RDG 567 — Tests, Measurements, and Evaluation in Reading and Language Arts Programs
Methods of evaluating performance using a variety of tests and other assessment tools. Introduction of basic measurement concepts. Consideration of language, culture, and special needs. Use of technology in assessment and reporting. Prerequisites: RDG 520, 565, 566, and 585. Scheduled fall and spring semesters. 3 credits.

RDG 568 — Practicum in Diagnosis of Reading and Language Arts Difficulties
Individual diagnostic evaluation of difficulties in reading and writing. Use of formal and informal assessment tools appropriate for students from diverse cultural and linguistic backgrounds. Guided preparation of a case study report. Prerequisite: RDG 567. Scheduled fall and spring semesters. 3 credits.

RDG 570 — Remediation of Difficulties in Reading and Language Arts
Theory and practice of remedial instruction. Focus on methods successful with students experiencing moderate to serious difficulties from varied language and cultural backgrounds. Use of technology in teaching and learning. Prerequisite: RDG 568. Scheduled fall and spring semesters. 3 credits.

RDG 585 — Writing Instruction in the Reading and Language Arts Program
Connects reading and writing at the elementary through secondary levels. Develops the writing skills of all students, including learners with special needs. Includes technological applications to the writing process and evaluation of writing using formal and informal measures. Scheduled fall, spring and summer semesters. 3 credits.

RDG 659 — Practicum in Remedial Reading and Language Arts
Supervised experience in the Reading Center in conducting a diagnostic evaluation and providing a remedial reading and language arts program for the children tested. Technological applications in remediation. Prerequisite: RDG 568, RDG 570 and departmental permission. Scheduled fall, spring and summer semesters. 3 credits.
RDG 662 — Developing and Leading the School Literacy Program
The first of two courses in leadership skills for the Reading and Language Arts Consultant which emphasize developing, organizing, administering and supervising effective school wide literacy programs K-12. Prerequisite: RDG 659. Scheduled fall and spring semesters. 3 credits.

RDG 665 — Practicum and Seminar in Reading and Language Arts Research
Understanding reading and language arts research and the application of evidence-based practice in an action research practicum and seminar. Students learn basic research principles, review educational research on effective literacy practice, and are supervised in designing and implementing an action research project in a school setting. Prerequisite: RDG 659. Scheduled fall and spring semesters. 3 credits.

RDG 672 — Designing and Implementing the School Literacy Intervention Program
Focuses on planning instruction for K-12 students in the school reading and language arts program who are experiencing difficulties in literacy development. Addresses the special needs of diverse learners. Use of technology to support the remedial reading and remedial language arts program. Prerequisites: RDG 659. Scheduled fall semester. 3 credits.

RDG 676 — Practicum in Developing and Leading the School Literacy Program
The second of two courses in leadership for the Reading and Language Arts Consultant. A site based practicum in which students apply principles of instructional programming, the change process, coaching, and professional development. Course also includes planning and participating in the annual SCSU Literacy Conference. Prerequisite: RDG 662. Scheduled spring semester. 3 credits.
RECREATION AND LEISURE STUDIES

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SMITH, DEBORAH, Associate Professor; B.A., Dickinson College; M.S., Ph.D., Indiana University

APPLICATION DEADLINE:
Rolling admissions

The Master of Science degree program in recreation and leisure studies is designed to prepare students for supervision, administration, and management of recreation programs and park facilities. Areas of specialization are: recreation administration, and therapeutic recreation. The specialization program in recreation administration will qualify graduates for certification by the National Recreation and Park Association (NRPA). The specialization program in therapeutic recreation can be designed to meet certification requirements of the National Council for Therapeutic Recreation Certification (NCTRC).

The normal sequence of attendance for a master’s degree program is four consecutive terms, beginning in a fall term.

The curriculum is competency based, that is, the didactic and practical learning experiences are structured to develop the skills required of personnel on the job. Adaptive skills facilitate adjustment to the physical, inter-personal and organizational arrangements and conditions on the job. Functional skills enable personnel to relate to things, data, and people according to their personal preferences and to some degree of complexity appropriate to their abilities. Content skills enable personnel to bring depth of knowledge and understanding to their work situations. A combination of didactic course work, practicum experience, and independent study activities provides students with a broad array of learning experiences to further their professional development. Elective courses are approved in relation to the contribution they make to the student’s overall knowledge of human growth and development, human relations, content areas, etc.

Basic Core Courses — 12 credits
REC 570 — Foundations of Leisure and Recreation
REC 574 — Park and Recreation Management
REC 575 — Operational Research in Recreation
REC 577 — Leadership and Supervision of Leisure Services

Area of Specialization — 9 - 12 credits
Courses based on the specialization that the student follows; e.g., recreation administration, and therapeutic recreation.

Departmental Electives — minimum of 12 credits

Master’s Thesis
Thesis Seminar (REC 590) and Thesis — 6 credits

This program is designed for the student who eventually plans to acquire an Ed.D. or Ph.D. in order to teach in a college or university, or to pursue a career in recreation and leisure research, or to be eligible for high state and federal supervisory positions.
Special Project
In lieu of the thesis, the student takes two additional courses in the area of specialization and must complete a special project:

Special Project — A project or real life type of examination. The idea is to offer students a practical, relevant, and meaningful choice.

For further information on the master’s degree in Recreation and Leisure Studies, contact Dr. Jan Jones, Graduate Coordinator, at (203) 392-8837.

RECREATION COURSES

**REC 533 — Socio-Leisure Needs of Individuals with Disabilities**
Current biopsychosocial needs of people with disabilities. Interdisciplinary coordination, within institutional and community settings, in providing services to the disabled is scrutinized. Scheduled summer semesters. 3 credits.

**REC 534 — Advanced Practice in Therapeutic Recreation Programming**
Investigating and utilizing both theory and practice, this course will introduce students to a high level of planning, assessment, implementation and evaluation of therapeutic recreation services. Scheduled spring semesters of even years. 3 credits.

**REC 557 — Emerging Legal Issues in Recreation and Leisure Studies**
An exploration of topics and principles related to the legal environment of leisure service agencies. Students will develop risk management plans appropriate to their professional careers. Scheduled spring semesters of even years. Field trips are required. 3 credits.

**REC 561 — Outdoor Recreation Resource Management**
An examination of the relationships between outdoor recreation users, the natural resource base, and management approaches. Particular focus on stewardship practices designed to protect the resource base while providing recreational opportunities. Scheduled spring semesters of odd years. 3 credits.

**REC 570 — Foundations of Leisure and Recreation**
The historical and philosophical development of leisure and recreation in relation to major social, economic, technological, and cultural changes and trends. Scheduled spring semesters of odd years. 3 credits.

**REC 571 — Recreation Needs and Interests of Society**
Recreation plays a multitude of vital roles in modern living. The understanding of individual, group and societal needs and the host of internal and external factors impacting those needs and the subsequence of role is essential for the provision of such services. Scheduled irregularly. 3 credits.

**REC 572 — Planning and Development of Recreation Programs and Leisure Services**
Principles and application of program planning and implementation. Consideration is given to program content, the “how to” as well as problem solution and evaluation. Scheduled fall semesters of odd years. 3 credits.

**REC 573 — Seminar in Recreation Administration**
The identification of trends and critical issues as well as the examination of models for implementing community park and recreation services. Scheduled spring semesters of even years. 3 credits.
**REC 574 — Park and Recreation Management**
Organization, functioning, operations, and problems of park and recreation management in leisure areas. Analysis, programming concepts, principles, and values involved in planning a comprehensive system of interrelated urban park and recreation areas. Scheduled fall semesters of odd years. 3 credits.

**REC 575 — Operational Research: Recreation**
For recreation, park, and leisure service practitioners seeking knowledge and techniques to conduct interest surveys, feasibility studies, appraisals, program evaluations, projections, and other types of research related to recreation. Scheduled summer and spring semesters of even years. 3 credits.

**REC 576 — Designs for Park and Recreation Facilities**
Survey of contemporary and future facilities in recreation and related services including procedures and practices of program and property analysis and design. Scheduled spring semesters of odd years. 3 credits.

**REC 577 — Leadership and Supervision of Leisure Services**
Basic principles of leadership and supervision and their application to leisure services. Scheduled fall semesters of even years. 3 credits.

**REC 581 — Seminar in Therapeutic Recreation Service**
Trends and delivery of therapeutic recreational services to people with disabilities; the relationship of therapeutic recreation to other rehabilitation services; legislation, literature, and administrative practices. Scheduled fall semesters of odd years. 3 credits.

**REC 583 — Practicum in Park and Recreation Service**
Faculty approved and supervised experience in the area of student’s interest. Position should be at a supervisory or administrative level. Scheduled summer semesters. 3 credits.

**REC 584 — Leisure Education**
Techniques in the community and institutional settings. Assessment of client needs and available community resources and services. Scheduled spring semesters of even years. 3 credits.

**REC 585 — Clinical Aspects of Therapeutic Recreation**
In-depth evaluation of the provision of therapeutic recreation services to individuals with varied chronic and traumatic disabilities. Implications for the development of a continuum of care; health care accreditation process; funding methods; outcome measurement systems; process of total quality management (TQM). Scheduled spring semesters of odd years. 3 credits.

**REC 588 — Innovation in Recreation Education**
Innovative teaching techniques in recreation education. Implications for quality teaching, meeting individual needs of students, and related aspects of college teaching. Scheduled irregularly. 3 credits.

**REC 599 — Grantsmanship**
Knowledge and skills essential for development of grant proposals unique to recreation and leisure services. Scheduled wintersession and summer semesters. 3 credits.

**REC 600 — Directed Independent Study**
Special interests in the leisure-recreation field. Available each semester. 3 credits.
School Health Education

SCHOOL HEALTH EDUCATION
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DUKE, SUZANNE, Professor; B.A., Muhlenberg College; M.Ed., Ph.D., University of Toledo. Tel. (203) 392-6963

APPLICATION DEADLINE:
April 1 for the fall semester
November 1 for the spring semester

SCHOOL HEALTH EDUCATION SPECIALIZATION
The Master of Science in School Health Education is designed to provide students with the necessary academic background to teach health education in grades pre-kindergarten through twelve and to plan, implement, and assess health education programs in the schools. Students completing the program may then obtain either initial certification or a secondary endorsement in school health.

MISSION STATEMENT
The mission of the School Health Education program at Southern Connecticut State University is to develop the content knowledge, skills, and pedagogy in health education and to prepare individuals to teach health in grades pre-kindergarten through twelve.

PROGRAM GOALS AND OBJECTIVES
The program vision is to promote health in the State of Connecticut through the preparation of skills for leaders in the field of School Health Education.

The program goals are:
• Provide the knowledge and skills necessary to teach the content areas of health literacy as established by the Education Commission of the State of Connecticut.
• Provide content that addresses the attitudes, health needs, practices, interests, and strengths of culturally diverse populations.
• Provide the knowledge and skills necessary to develop, assess, implement, and evaluate school health curricula and health programs for children and adolescents.
• Provide the necessary content and pedagogy to facilitate interactive learning that relates to health in the pre-kindergarten through grade twelve classroom setting.
• Provide up-to-date and developmentally appropriate materials, methods, and resources for teaching health.
• Provide opportunities for conducting research, advanced study, and/or personal growth related to school health educators.
• Provide an avenue for professional development and an opportunity to develop the skills and strategies for helping to promote change within school health education.
ADMISSION REQUIREMENTS
The requirements for admission to the School Health Education program for the Master of Science degree and initial teaching certification are:

• Submit the graduate school application to the School of Graduate Studies
• Submit all college transcripts to the School of Graduate Studies
• Have an undergraduate Q.P.R. of 3.0 or higher
• Pass the Praxis I (PPST) exam in reading, writing, and mathematics
• Submit two letters of recommendation
• Submit one essay on why School Health Education is important and why the applicant has chosen it as a career (500 words), and an assessment of personal strengths and weaknesses.
• Complete an entrance interview with members of the School Health Education faculty
• Submit the application for admission into the School of Education

The requirements for matriculation and admission to the School Health Education Program for the Master of Science degree only or for the Master of Science degree with cross endorsement (indicates that the student is already certified in one area) are:

• Submit the graduate school application to the School of Graduate Studies
• Submit all college transcripts to the School of Graduate Studies
• Have an undergraduate Q.P.R. of 3.0 or higher
• Submit two letters of recommendation
• Complete an entrance interview with members of the School Health Education faculty
• Submit a copy of the Initial Certification and Praxis I scores

Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching.

Prerequisite Requirements
Those students seeking initial certification must complete the following list of prerequisite courses prior to matriculation. The requirements meet both the State of Connecticut and American Association of Health Education (AAHE) standards:

1. Anatomy and Physiology (EXS 280 and 281 or BIO 110 and 111)
2. United States History (HIS 110 or 112)
3. Psychology Courses
   a. Introduction to Psychology (PSY 100)
   b. Adolescent Development (PSY 215)
   c. Educational Psychology (PSY 370)
4. School Health Education (SHE 203)
5. Health Teaching in Secondary Schools (SHE 411)
6. Special Education (SED 481 or SED 482)
7. Educational Foundations (EDF 520 or EDF 523)
8. Mental Health (SHE 302)
9. Nutrition (PCH 200)
10. English Language Learners (IDS 470/471)

For Cross Endorsement:
1. Evidence of effective written communication
   a. Submit one introspective autobiographical essay including an assessment of personal strengths and weaknesses. The questions to answer in the essay can be obtained from the School Health Education Program.
2. Undergraduate grade point average of 3.0 or higher
3. Certification in a subject area
4. B.S. or B.A. and a minimum of 15 credit hours in a health related field. The prerequisites are: school health, mental health, health teaching, nutrition, U.S. history, and approval of program advisor

Core Courses
The core courses are designed for students to build and apply their knowledge and skills. The following is a listing of core courses that all School Health Education students are required to take:

- SHE 500 — Health and Society
- SHE 505 — School Health Educational Foundations
- SHE 552 — School Health Interventions (Methods)
- SHE 554 — Research Techniques
- SHE 556 — Methods of Planning and Evaluation in School Health Education
- SHE 560 — Curriculum Development in Health Education
- SHE 561 — Sex Education
- SHE 570 — Organization and Administration of School Health Education
- SHE 590 — Thesis/Special Project Seminar I
- SHE 594 — Thesis/Special Project Seminar II

These courses are worth three credit hours each for a total of 30 credits of core coursework.

Pedagogy Courses
The pedagogy courses are designed to teach students how to teach the content. The following is a list of pedagogy courses offered:

- SHE 302 — Mental Health Education
- SHE 511 — School Health Nutrition
- SHE 547 — Drug Prevention in School Health
- SHE 558 — Group Process in School Health
- SHE 579 — Holistic Health

These courses are each worth three credit hours and the total number of required credits of pedagogy coursework for students will be determined on an individual basis.
SCHOOL HEALTH EDUCATION SPECIALIZATION
A master of science degree with a specialization in School Health Education is offered through the Exercise Science Department in the School of Education. The program is designed to impart graduate level competencies as developed by American Association of Health Education and the National Council on Health Education Credentialing. The program is based on research-driven state of the art concepts and strategies in health education. It is designed to prepare students to teach, establish, implement, plan and evaluate programs of school health education. Students may choose to do one of the following types of programs:

Master’s Thesis
Special Project
36 credits of approved course work including a special project.

SCHOOL HEALTH EDUCATION COURSES
SHE 500 — Health and Society
A survey of personal and social factors that influence mortality and morbidity of students, grades K-12. Emphasis is placed on how this information should be integrated into the school health program, and how the student can best avoid and manage these factors. 3 credits.

SHE 505 — School Health Educational Foundations
This course provides a comprehensive framework for school health educators by introducing students to the history and philosophy of health education, health theory, and ethics. 3 credits.

SHE 511 — School Health Nutrition Institute
A survey of skills, techniques and methods for teaching nutrition in schools (Pre-K-12). Instruction will cover all areas of nutrition mandated by the state. Emphasis will be placed on how and where to obtain resources for the instruction of nutrition in schools. 3 credits.

SHE 547 — Drug Prevention Education Institute
Instruction will cover the effective preventive education strategies to teach drug education pre-kindergarten to grade 12. This course is required for state certification to teach health. 3 or 6 credits.

SHE 552 — School Health Intervention
An analysis of skills and methods necessary for intervention in health crises for students K-12. Emphasis is placed on use of the Student Assisting Groups, which focuses primarily on substance abuse, suicide and other destructive behaviors. 3 credits.

SHE 554 — Research Techniques
Research methods and tools, selection and formulation of problems, research design, basic statistics, and analysis of data. An individual research project is required. 3 credits.

SHE 556 — Methods of Planning and Evaluation in School Health Education
Development of effective health education methods; public school and community resources for health education. 3 credits.

SHE 558 — Group Process in School Health
A survey of individual and group processes that relate to school health instruction. Students will learn how to facilitate groups for effective interaction. This course is state mandated for certification to teach school health. 3 credits.
SHE 560 — Curriculum Development in Health Education
Past, current, and future programs of health education. Developing skills for writing a curriculum in health education. 3 credits.

SHE 561 — Sex Education
Teaching techniques and content for human sexuality instruction. 3 credits.

SHE 570 — Organization and Administration of School Health Education
This course provides the knowledge and skills necessary to organize and administer a planned school health education program for grades pre K-12. Students will learn how to work cooperatively with schools, school boards, administration, the health department, education and health professional associations, and community groups to enhance the Coordinated School Health Program. 3 credits.

SHE 579 — Holistic Health Institute
Development of concepts and skills that assist the individual to understand and utilize holistic measures that promote health and prevent and treat illness, for personal and professional application. 3 credits.

SHE 590 — Thesis/Special Project Seminar I
Development of the thesis or special project proposal including introduction, review of literature, statement of the problem, hypotheses, procedures, selection of subjects and statistical design. Prerequisite: SHE 554 and departmental permission. 3 credits.

SHE 594 — Thesis/Special Project Seminar II
Completion of a thesis or special project. Prerequisite: departmental permission. 3 credits.

SHE 600 — Directed Independent Study
Identification and investigation, under faculty supervision, of a student’s special interest in the field of health. Prerequisite: departmental permission. 3 credits.

The following course has been approved but is not scheduled for 2011-2012.
SHE 530 — International School Health
SOCIAL WORK

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RODRIGUEZ-KEYES, ELIZABETH, Assistant Professor; B.A., Binghamton University; M.S.W., New York University; Ph.D., Smith College

SCHNEIDER, DANA, Assistant Professor; B.A., Bowdoin College; M.A., Ph.D., Smith College

STAMBLER, MOSES, Professor; B.A., New School for Social Research; M.A., Teachers College, Columbia University; M.P.H., M.S.W., University of Connecticut; Ph.D., New York University

APPLICATION DEADLINE:

January 25 is the final deadline for submission of any application materials.

MASTER OF SOCIAL WORK

The Master of Social Work program, which is accredited by the Council on Social Work Education, provides students with specific knowledge and skill for advanced clinical or managerial practice of social work. The graduate will be prepared for leadership roles in either clinical social work practice, or management, policy and program planning. Graduates will be qualified for employment by both public and private agencies on local, state and national levels. The curriculum is designed to encourage innovative responses to human and social need.

The MSW curriculum is a sixty-credit program. Students elect either a clinical practice concentration or a management concentration. The first year is structured to provide the student with a generalist base of practice. The student is required to demonstrate beginning skills and competence in the foundations of social work practice with individuals, families, small groups, communities, and organizations.
The second year is structured around a concentration in one of the following fields of practice: Elders and Families; Children and Families; Community Mental Health/Substance Abuse; Health Care Systems; and Social Work in School Settings. Two, three and four year plans are available, but students must complete the program within four years.

APPLICATIONS
January 25 is the final deadline for submission of any application materials. Applicants for the MSW program complete all admissions materials required by both the School of Graduate Studies and the Social Work Department. All application materials must be received by the School of Graduate Studies by January 25 of the year in which you will be matriculating. (If you desire to begin classes in September, your application must be completed by the preceding January of that year).

PLAN OF STUDY
The program is designed to be completed in two years or three years of full-time study. Students who work full time must enroll in the three year program in which three courses are completed each semester (9 credits) instead of five courses (15 credits). All students follow the same curriculum structure and course sequence, but the three year student takes fewer courses per semester. Students are required to be enrolled as a full-time student for at least one academic year (9 credits) during their period of study.

WEEKEND COURSES
The Social Work department offers courses during the weekdays, and on weeknights. We also offer a full complement of weekend classes. Many weekday and weekend classes are in hybrid format which meet in the classroom “on the ground” for a limited number of times during the semester with up to half of the work completed online through SCSU’s course management system. Please see the department web page for complete course offerings and pre and co-requisites.

The Social Work Department currently operates a three year cohort program with a focus on the co-occurring disorders (COD) of mental illness and substance abuse. This program is designed for persons working in the mental health and addictions field with a focus on the co-occurring disorders (COD) of mental health and substance abuse. The goal of this cohort program is to allow bachelor level workers the opportunity to complete their master’s degree (MSW) while maintaining their employment. The format involves at least three days per month (Friday, Saturday & Sunday) throughout the calendar year, as well as extending field placement throughout the year. This program was established as an effort to bring much needed masters-level professionals into the area of co-occurring disorders. This COD cohort program emphasizes an adult learning paradigm, in which courses are taken sequentially, and a supportive learning community is created, self-discipline and self-directed learning are key skills for success.

The admissions criteria for the COD Cohort Program are as follows:
1. applicants must meet all SCSU Graduate School and MSW Program Admissions requirements.
2. Applicants must have an interest in working with clients who have the co-occurring disorders of mental health and substance abuse. Interest in working with COD clients is demonstrated by having worked in the field of mental health and substance abuse/addictions, or having a sincere interest in pursuing a post MSW career in this area.
3. Qualified applicants from the Department of Mental Health and Addictions Services (DMHAS) or its contract agencies (private non-profits) from around the state are highly encouraged to apply.
4. The application process for the cohort program is the same process for all MSW applicants.
ADVANCED STANDING POLICY
An applicant who is a graduate of an accredited B.S.W. Program is eligible for advanced standing. If approved for advanced standing, the following courses, upon evaluation, may be waived: SWK 510, 550, 532, 533, 534, 570, and 571. The minimum number of credits required of an advanced standing MSW student is 39.

MASTER OF SOCIAL WORK — CLINICAL TRACK
Student continuance in the social work program is contingent upon positive on-going faculty evaluation of academic performance in classes and/or simulated professional training situations, and on the appropriateness of responses, attitudes and behaviors consistent with the NASW Code of Ethics and with the standards of acceptable social work practice.

The first year of the program prepares students for generalist social work practice. Social work ethics, values, foundation knowledge, professional roles, skills and tasks are emphasized. The second year will prepare students for advanced clinical practice. Client growth, development, rehabilitation and coping will be addressed.

Core Requirements — Generalist, first year of a two year, full time, program plan

Fall (15 credits)
SWK 510 — Introduction to Social Welfare Policies and Delivery Systems
SWK 532 — Theory and Practice I (Individuals)
SWK 550 — Human Behavior in Social Environment
SWK 570 — Social Work Practicum I (seminar and field work)
SWK 521 — Contemporary Issues in Working with Alcoholic and Chemically Dependent Individuals and Families

Spring (15 credits)
SWK 533 — Theory and Practice II - Groups
SWK 551 — Diversity, Oppression and Social Functioning
SWK 552 — Human Behavior in Social Environment (Psychopathology)
SWK 561 — Social Work Research Methods
SWK 571 — Generalist Social Work Practicum II (seminar and field work)

Second year – specialization, if desired

Fall (15 credits)
One course in social welfare policy (specialization if desired)
Choose 2 advanced individual practice courses (from two life span areas, t=6 credits) (specialization if desired)
SWK 534 — Theory and Practice III - Organizations and Communities
SWK 572 — Practicum III and Research Project Proposal

Spring (15 credits)
SWK 573 — Practicum IV and Research Project for the Elders and Families, Health Care Systems, Community Mental Health/Substance Abuse specializations; and Social Work in School Settings
SWK 548/49 — Advanced Clinical Practice with Families/Advanced Clinical Practice with Later Life Families (specialization, if desired)
One 3 credit elective (specialization if desired)
If a student chooses a three year program plan the course sequences are the same as a two year plan, but the field practicums are taken in the second year (SWK 570 and 571) and the third year (SWK 572, and 573)

**SOCIAL WORK COURSES**

**SWK 510 — Social Welfare Policies and Delivery Systems**
Philosophical, historical, analytical framework from which to view the practice of social work and human service programs in the context of the U.S. social welfare system. Scheduled fall and spring semesters. Open to non-matriculated students. 3 credits.

**SWK 512 — Child Welfare Policies and Practice**
The child’s rights, the child and the family, the child and the court, neglect and abuse, advocacy, foster care, and adoption are explored. Prerequisite: SWK 510. Matriculated Social Work students only. Scheduled fall and spring semesters. 3 credits.

**SWK 516 — Social Welfare Policy: The Aged**
Numerous theoretical frameworks, advanced practice analysis, the impact of cultural, economic, political, and social factors on policy development and service systems for elders are explored. Prerequisite: SWK 510. Matriculated Social Work students only. Scheduled fall semesters. 3 credits.

**SWK 517 — Health Policy for Social Work Practice**
Critical evaluation of U.S. health policies, issues and programs. Social work roles in formulation, implementation and evaluation of impact on diverse populations. Prerequisite: SWK 510. Matriculated Social Work students only. Scheduled fall semesters. 3 credits.

**SWK 518 — Social Welfare Policy: Mental Health and Substance Abuse**
Historical overview of mental health and substance abuse policy from colonial times to the present with cross-cultural comparisons to other societies. Current policies are stressed. Prerequisite: SWK 510. Matriculated Social Work students only. Scheduled in spring and fall semesters. 3 credits.

**SWK 521 — Contemporary Issues in Working with Alcoholic and Chemically Dependent Individuals and Families**
Provides the theoretical knowledge and practice orientation to alcoholism and substance abuse required for students to effectively provide social work interventions to alcoholic and substance abusing individuals and families. Scheduled fall, spring and summer semesters. Open to non-matriculated students. 3 credits.

**SWK 523 — Clinical Social Work Practice with Children**
This course will provide knowledge, skills, and values for social work practice with children. Emphasis will be given to vulnerable and at-risk children. Matriculated Social Work students only or departmental permission. Prerequisite: SWK 571. Scheduled fall semesters. 3 credits.

**SWK 530 — Social Work Practice in Educational Settings**
The challenges and opportunities of social work practice in educational settings are examined with particular focus on non-academic barriers to educational achievement with middle to high school age children. Evidence-based, clinical interventions in educational settings form the foundation of the curriculum. Department permission and internship in school or significant work experience in schools. This is a specialized course for students who want to become school social workers. Scheduled fall semesters. 3 credits.
SWK 532 — Theory and Practice I - Individuals
A re-conceptualization of problems, objectives, helping processes, service arrangements, worker and client roles based on the life model of social work practice. Matriculated Social Work students only. Must be taken concurrently with SWK 570. Scheduled fall semesters. 3 credits.

SWK 533 — Theory and Practice II - Groups
Generic method applied to groups as client, action or target systems, and professional teams. Models of intervention, skills, strategies, program and tasks. Prerequisite: SWK 532. Matriculated Social Work students only. Must be taken concurrently with SWK 571. Scheduled spring semesters. 3 credits.

SWK 534 — Theory and Practice III - Organizations and Communities
Analytical and transactional skills necessary for social work intervention with communities and organizations. Scheduled fall and spring semesters. Matriculated Social Work students only. 3 credits.

SWK 535 — Mediation for Human Service Professionals
This course is designed to provide the student a theoretical framework of basic practice skills in conflict resolution. In this course students will be introduced to basic negotiation and mediation techniques. Case studies and participatory exercises will be used to demonstrate these techniques in the context of health and human service organizations. Issues in family, parent and teen, adoption, divorce, post divorce parenting and victim-offender mediation will be discussed. Gender, race, and cultural dimensions will also be considered. Trends in the application of mediation and conflict resolution approaches to social work practice will be explored. This course has no prerequisites and is open to non matriculated students. Scheduled spring semesters. 3 credits.

SWK 536 — Social Welfare Management I (Program Design)
An examination of the nature of social policy, plans for action and the allocation of responsibilities for implementing social policy programs in private and public agencies. Scheduled fall semesters. 3 credits.

SWK 537 — Clinical Social Work Supervision
Components of effective social work supervision: administrative, educational, and supportive; skill development, assessing performance, planning in-service programs, accountability technologies, and managing socio-political relationships. Scheduled spring and summer semesters. 3 credits.

SWK 538 — Social Welfare Planning
Development of a knowledge base and theory to enhance planning skills in the context of the social work profession, with specific focus on socio-political and rational tasks. Scheduled fall semesters of even numbered years. 3 credits.

SWK 540 — Advanced Clinical Practice with Elders
Knowledge, skills, and methods needed to demonstrate effective clinical practice with the aged. Prerequisite: SWK 571 or departmental permission. Scheduled fall semesters. 3 credits.

SWK 542 — Advanced Clinical Practice in Medical and Rehabilitative Care
Knowledge, skills and methods needed for effective clinical practice in medical care systems, and in the context of a managed care environment. Scheduled fall semesters. 3 credits.

SWK 545 — Advanced Clinical Practice with Children and Adults
Knowledge, skills and methods needed for effective direct practice with children and families. Prerequisite: SWK 571. Scheduled fall semesters. 3 credits.
SWK 548 — Advanced Clinical Practice with Families
Provides students with social work theories, skills and values essential for practice with families. Emphasis will be given to special needs of vulnerable populations, diverse ethnic groups, prevention and empowerment. Prerequisite: SWK 571. Scheduled spring semesters. 3 credits.

SWK 549 — Advanced Clinical Practice with Later Life Families
Provides an overview of later life families (60 years or older) using social and psychological perspectives for understanding adaptive and non-adaptive changes to family restructuring to late life developmental changes for the purposes of social work family interventions. Prerequisite: SWK 571. Scheduled spring semesters. 3 credits.

SWK 550 — Human Behavior in the Social Environment
Development of human behavior throughout the life cycle in various environments will be explored. The ecological, dual, conflict, psychodynamics and developmental perspectives will be emphasized. Open to non-matriculated students. Scheduled fall and summer semesters. 3 credits.

SWK 551 — Diversity, Oppression, and Social Functioning
This course provides students with a theoretical understanding of culture, ethnicity, oppression, gender and race that informs clinical assessment and intervention. Focus is on the psychosocial dimensions of disempowerment and social work practice building on client strengths. Matriculated graduate students only. Scheduled spring semesters. 3 credits.

SWK 552 — Human Behavior in the Social Environment — Psychopathology
Identify and understand etiology, symptoms and course of psychiatric disorders. Impact of bio-psychosocial variables, genetic factors, and human diversity on onset and course of psychopathology will be studied. Prerequisites: Matriculated Social Work students only. SWK 550, SWK 521. Scheduled fall, spring and summer semesters. 3 credits.

SWK 554 — Violence in the Family: Interventive Strategies
Themes of violence in the family; socio-political theories of violence; diverse interventions; violence and oppression; implications for social work, law, and medical professions. Scheduled spring semesters. Cross-listed as WMS 554. Open to non-matriculated students. 3 credits.

SWK 556 — Advanced Clinical Practice in Mental Health and Substance Abuse
Principles and practices requiring specialized knowledge and skills to work with persons with severe and prolonged mental illness and/or substance abuse problems and their families in the community are reviewed. An emphasis on cognitive behavioral approaches is stressed. Open to matriculated Social Work students only. Prerequisite: SWK 571. Scheduled fall semesters. 3 credits.

SWK 559 — Current Issues in Community Mental Health and Substance Abuse
This course will explore innovative community care approaches as well as emerging trends for working with persons with severe and prolonged mental disorders in the field of community health. This course will emphasize social work intervention using psychosocial rehabilitation approaches for individuals and families seeking services from mental health agencies. Open to matriculated Social Work students only. Scheduled fall semesters. 3 credits.

SWK 561 — Social Work Research Methods
Principles and applications of scientific research methods will be presented. Students will develop a model of a social work practice research study as a final assignment. Scheduled spring and summer semesters. Open to matriculated social work students only. 3 credits.
SWK 565 — Social Work Practice with Chronic Illness and Conditions
Impact of chronic illness and/or conditions on patient, family, community and health care industry. Social work skills in working with these systems are stressed. Prerequisite: SWK 571. Scheduled spring semesters. 3 credits.

SWK 566 — Social Work Practice in Brief Treatment Models
Provides the student with an understanding of brief treatment models of therapy and their application to social work practice. There will also be an emphasis on their effectiveness within managed care settings. Prerequisite: SWK 571. Scheduled fall semesters. 3 credits.

SWK 567 — Social Work Practice in Crisis Situations
Different types of crisis situations experienced by individuals, families and groups. Emphasis on the assessment of developmental and situational crises. Effective social work intervention strategies to use within person-in-environment perspective with at risk groups. 3 credits.

SWK 568 — Addictive Behaviors: Intervention Strategies for Clinical Practice
Identification of the addictive behaviors of substance use, gambling, sex and over-eating in individuals across the life-span. Emphasis on effective social work strategies with addicted individuals and their families within the person in environment perspective. Prerequisite: SWK 521 or departmental permission. Open to matriculated social work students only. Scheduled fall semesters. 3 credits.

SWK 570 — Generalist Social Work Field Practicum I
The supervised field practicum provides opportunities for the student to apply conceptual material to practice situations and to develop professional practice competency. Weekly seminar required which focuses on micro-counseling skills and intervention models. Open to matriculated students in Social Work. Co-requisite: Must be taken concurrently with SWK 532. Scheduled fall semesters. 1–3 credits.

SWK 571 — Generalist Social Work Field Practicum II
Supervised field practicum and weekly seminar is a continuation of SWK 570. The seminar focuses on developing professional assessment skills and procedures employed in various settings. Open only to matriculated students in Social Work. Co-requisite: Must be taken concurrently with SWK 533. Scheduled spring semesters. 1–3 credits.

SWK 572 — Practicum III and Thesis Proposal
A supervised field practicum in the specialization concurrent with weekly seminar. The field practicum provides opportunity to develop professional practice competency and to produce a research proposal in the specialization. Prerequisite: SWK 571. Scheduled fall semesters. 3–6 credits.

SWK 573 — Practicum IV and Thesis
A supervised field practicum in the specialization concurrent with weekly seminar. The field practicum provides opportunity to develop professional practice competence and to submit an acceptable research project in the specialization. Prerequisite: SWK 572. Scheduled spring semesters. 3–6 credits.

SWK 583 — Information Systems for Social Service Management
This course provides knowledge of management information systems design and implementation; evaluative research design and methods; and utilization of both for organizational decision making and policy settings. Open to non-matriculated students. Scheduled spring semesters of odd years. (Offered online.) 3 credits.
SWK 584 — Non Profit Fiscal Management
Administrative decision-making related to financial planning and resource allocation in government, non-profit, or human service organizations. Knowledge and skills in budgeting, allocating, and expenditure control are studied in detail. Related activities such as fundraising, grant writing, public relations, and evaluation are briefly covered. Scheduled spring semesters. 3 credits.

SWK 600 — Independent Study and Research
Study of an area of social work practice under the direction of a faculty member and with the consent of the chairperson of the department. Prerequisite: departmental permission. 1-3 credits.

The following courses have been approved but are not scheduled for 2011-2012.

SWK 500 — Concepts and Skills in the Human Services — Introduction to Social Work Practice
SWK 501 — Family Strengthening Training
SWK 511 — Social Welfare Policy Analysis
SWK 513 — Social Work and Law
SWK 514 — Comparative Social Welfare Systems
SWK 515 — Social Welfare Policy: The Family
SWK 520 — The Informal Helping System in Social Welfare
SWK 525 — Faith Perspectives and Human Services
SWK 526 — Geriatric Medicine for Social Work
SWK 531 — Social Work Practice (Generic)
SWK 539 — Social Work with Youth: Applying Theories of Deviance
SWK 541 — Clinical Issues in Long Term Care for the Elderly
SWK 543 — Social Work with the Developmentally Disabled
SWK 544 — Ethical Decision-Making Process for Social Work Practice
SWK 546 — Case Management for Social Work Practice
SWK 547 — Advanced Social Work Practice with Groups
SWK 555 — Sexual Minorities: A Social Work Response
SWK 557 — Issues of Values and Social Work Ethics in Long Term Care
SWK 558 — AIDS: A Social Work Response
SWK 560 — Social Welfare Policy and Evaluation
SWK 580 — Seminar in Social Work Practice
SWK 581 — Seminar in Social Policy
SWK 582 — Seminar in Social Service Development
SOCILOGICAL

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ADAMS, GREGORY, Assistant Professor; B.A., M.A., Ph.D., University of Massachusetts, Amherst

EICH-KROHM, ASTRID, Assistant Professor; B.A., M.A., Ph.D., State University at Albany New York

EMMELMAN, DEBRAS., Professor; B.A., Indiana University; M.A., Ph.D., University of California at San Diego

JACKSON, SHIRLEY A., Professor; B.A., Wayne State University; M.A., Ph.D., University of California, Santa Barbara

APPLICATION DEADLINE:
Rolling admissions.

The graduate program in sociology emphasizes the systematic study and understanding of social problems. Areas of study include criminology, gender and family, social inequality, and deviance. Emphasis is placed on developing the capacity to conceptualize, investigate, and evaluate issues within a socio-cultural framework.

ADMISSION REQUIREMENTS:
To be accepted into the Sociology Department's Master of Science degree program, candidates must have a cumulative undergraduate quality point ratio of 3.0 or higher. Additionally, the Sociology Department requires that:

• Candidates submit two to three recommendations attesting to their professional promise and academic ability.

• Candidates submit a 300-500 word statement of purpose, explaining why they are interested in pursuing the Master of Science in sociology.

• Candidates submit an exemplary writing sample from a previously completed course.

Candidates with less than a 3.0 but at least a 2.5 cumulative undergraduate quality point ratio may be given conditional acceptance into the program, provided their application files are complete and satisfactory. Upon completion of three courses with a grade point ratio of "B" or higher, candidates may be given unconditional acceptance into the program. A limited number of candidates are awarded conditional acceptance each year. Candidates with less than a 2.5 but at least a 2.0 cumulative undergraduate quality point ratio can take classes on a non-matriculated basis. After completion of three courses with a "B" or higher and a complete and satisfactory application file, candidates may apply for acceptance into the program. Acceptance is not guaranteed upon completion of 9 credits.

MASTER OF SCIENCE PROGRAM

The M.S. planned program consists of a minimum of 36 credits of study, including 18 credits of core course work and 18-21 credits oriented toward the unique interests and capstone requirements of individual students. Students with very strong undergraduate backgrounds in sociology may also be allowed to take as many as two courses from other departments.
Core Course Requirements (18 credits)
SOC 500 — The Individual and Society
SOC 502 — Community Sociology
SOC 570 — Research Methods in Sociology
SOC 571 — Qualitative Research Methods
SOC 572 — Quantitative Research Methods
SOC 580 — Applied Sociological Theory

Master’s Thesis
Requires 30 graduate credits in a planned program and successful completion of a thesis (6 credits) for a total of 36 credits.

Comprehensive Examination
Requires 36 graduate credits of approved course work and passing a comprehensive examination covering research methods and two other areas of concentration.

Special Project
Requires 39 credits of approved course work and completion of a special project conducted under the supervision of an approved department faculty member.

GRADUATE SOCIOLOGY COURSES
SOC 500 — Society and the Individual
Micro sociological analysis of contemporary societies, with emphasis on interactionist and phenomenological viewpoints. Topics for analysis include culture, race, small group behavior, socialization, and various forms of social interaction. Scheduled fall of odd years. 3 credits.

SOC 502 — Community Sociology
Sociological principles and concepts used in the study and analysis of the community. The social, economic and political issues and challenges faced in fostering and maintaining community spirit and organization. Scheduled spring of even years. 3 credits.

SOC 510 — Ethnic and Racial Relations
Intergroup relations involving races, religious groups, and nationalities. Societal impact of prejudice, discrimination and segregation. Scheduled irregularly. 3 credits.

SOC 515 — Sociology of Gender
Theory and data on the social construction of gender. Advanced exploration of identity formation, social change and persistence, interactive patterns and inequalities. Impact of gender on the individual and society. Scheduled irregularly. Cross listed as WMS 515. 3 credits.

SOC 529 — Race, Class, and Gender
Explores the intersection of race, class, and gender in social relations. Uses a wide variety of theoretical perspectives to investigate the ways that race, class, and gender are intersected and the impact this interrelationship has on the experiences and opportunities of individuals and their social location. Cross-listed as ANT 529 and WMS 529. Scheduled irregularly. 3 credits.

SOC 551 — Sociology of Religion
Explores sociological perspectives on religion as a source of both social change and resistance to social change. Religious influences on policy and discourse nationally and globally are examined, along with sociological models of religious experience, identity, affiliation and structure. Scheduled irregularly. 3 credits.
SOC 556 — Juvenile Delinquency
Definition of delinquency, classifications of delinquents, and theories of causation. The juvenile justice system and the current controversies surrounding the treatment and control of delinquency. Scheduled irregularly. 3 credits.

SOC 565 — The Changing Family
Contemporary families and problems relating to poverty, minority status, illness, rapid social change. Alternative family life styles and the future of the family. Scheduled irregularly. 3 credits.

SOC 566 — Crime and the Criminal
Sociological theory and data on the causes, persistence and possible prevention of crime, the changing social dimensions of crime, legal and political agendas, and the socialization and role enactment of being a criminal. Scheduled irregularly. 3 credits.

SOC 569 — Sociology of Deviant Behavior
Explanations of deviance: mental illness, alcoholism, drug addiction, sexual deviations, family disruptions, suicide, crime and delinquency, and discrimination. Scheduled irregularly. 3 credits.

SOC 570 — Research Methods in Sociology
Analysis of the logic of scientific investigation of social phenomena; theory construction, and the relation between theory and research with examples from studies in sociology and anthropology. Survey of major procedures and principle techniques of empirical work, and practical familiarity with some phases of the research process. Formerly SOC 591. Scheduled fall of odd years. 3 credits.

SOC 571 — Qualitative Research in Sociology
The design and execution of qualitative research. Topics include observational and interviewing techniques, analytic induction, analysis of material culture and ethics in social research. Students will complete an ethnographic study of a public setting. Scheduled spring of odd years. 3 credits.

SOC 572 — Quantitative Research in Sociology
Current quantitative methods applied to survey construction, interview strategy, data collection, analysis and interpretation. Discussion of ethical and philosophical issues surrounding quantitative analysis, along with general protocol and practices. Quantitative approaches to attitudes, events or cultural meanings. Prerequisite: SOC 570 and graduate standing. Scheduled spring of even years. 3 credits.

SOC 580 — Applied Sociological Theory
Sociological theories applied to one or more social issues consequential to life in the U.S., such as discrimination, gang violence, corporate crime, global inequality and emerging current events. The Paradigms covered include functionalist, conflict, interpretive, post-modernist and feminist sociologies. Emphasis is placed on contrasting pedagogues and the different research considerations implied in each. Scheduled fall of even years. 3 credits.

SOC 582 — Sociology of Education
Examination of the nature of knowledge as transmitted by educational and related institutions. How education and knowledge are enacted within a socio-cultural system, and influenced by social class, politics, religion and ethnicity. Topics include the school as an agent of socialization and stratification, as well as school organization and reform. Scheduled irregularly. 3 credits.
SOC 590 — Thesis Proposal in Sociology
For thesis students only. Development of thesis proposal. Prerequisite: departmental permission. Always scheduled. 3 credits.

SOC 591 — Thesis Research in Sociology
For thesis students only. Implementation of research design from approved thesis proposal and written presentation of findings. Prerequisite: departmental permission. Always scheduled. 3 credits.

SOC 600 — Directed Independent Study and Research
With permission of the department. Not to be taken in lieu of thesis seminar. Always scheduled. 3 credits.
SPECIAL EDUCATION

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KIARIE, MARY W., Associate Professor; B.Ed., Kenyatta University, Kenya; M.A., Ph.D., The Ohio State University

MAJOR, PATRICIA, Professor; B.A., University of Michigan; M.A., New York University; Ph.D., Fordham University

OLSHIN, GEORGE M., Professor; B.A., M.S., City College of New York; Ed.D., University of Georgia

McCOMBES-TOLIS, JULE; B.A., Syracuse University; Ph.D., University of Connecticut

ROSCOW, MARAVENE T., Professor; B.A., Duke University; M.S., Sixth Year Diploma, Southern Connecticut State University; M.A., Ph.D., Columbia University

SWERLING, LOUISE, Professor; B.A., University of Connecticut; M.S., Southern Connecticut State University; M.S., Ph.D., Yale University

TAMURA, RONALD B., Assistant Professor; B.S., Florida State University; M.Ed., Lesley University; Ph.D., University of Nevada, Las Vegas

TERPSTRA, JUDITH E., Associate Professor; B.S., Bridgewater State College; M.Ed., Ph.D., University of Nevada, Las Vegas

APPLICATION DEADLINE:
Rolling admissions

MASTER OF SCIENCE DEGREE PROGRAMS

Ruth Eren, Graduate Program Coordinator

All master’s degrees in special education require 30 credits, as well as a culminating experience. Six credits at the 300–400 level may be included with advisor’s approval. Teachers with provisional certification who wish to earn a Master of Science degree in this field are required to complete a planned program of study developed in consultation with an advisor. Some graduate courses may require field experiences. Courses should not be taken without an advisor’s approval.

Master of Science Degree with Initial Certification in Special Education.

Students who seek initial endorsement in special education must satisfy all Connecticut competency examinations and certification requirements currently in effect. Graduate students may become certified in special education in conjunction with a master’s degree or in a “certification only” program. Refer to the section “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance into a certification program.

Master of Science Degree with Cross Endorsement in Special Education.

Students who hold initial certification in another area who are seeking cross endorsement in special education must apply to the School of Graduate Studies and matriculate if they plan to take more than 6 credits. Students must satisfy all Connecticut competency examinations and certification requirements currently in effect.
CERTIFICATION IN SPECIAL EDUCATION
Graduate students may become certified in Special Education in conjunction with a master’s program or in a “certification only” program. Candidates must meet all teacher certification entrance and exit requirements. Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching. Students must also complete the following courses: SED 225, SED 235, SED 325, SED 335, SED 365, SED 375, SED 435, SED 445, SED 449, SED 452, IDS 471 and two student teaching experiences.

M.S. in Special Education — 30 credits
Admission and program requirements are as follows:
• 3.0 minimum undergraduate GPA
• The program can include 24 credits at the 500 level or above and six credits at the 300 or 400 level. (30 credit total)
• Each student must choose an area of concentration for the master’s program from the following:
  - Interdisciplinary
  - Learning Disabilities
  - Seriously Emotionally Disabled
  - Early Childhood Special Education
  - Adaptive Technology
  - Autism Spectrum Disorders and other Developmental Disabilities
An interview, essay and two letters of recommendation are required for admission. The program includes a culminating requirement such as a thesis or comprehensive exam. Contact the Special Education and Reading Office for information on acceptance to the program.

M.S. in Special Education and Initial Certification
Admission and program requirements are as follows:
• 3.0 minimum undergraduate GPA
• 30.5 credits and two six-credit student teaching assignments are required for certification; twenty-four additional graduate credits are required for the master’s degree.
• Each student must choose an area of concentration for the master’s program from the following:
  - Interdisciplinary
  - Learning Disabilities
  - Seriously Emotionally Disabled
  - Early Childhood Special Education
  - Adaptive Technology
  - Autism Spectrum Disorders and other Developmental Disabilities
This program requires acceptance into the master’s program and acceptance into the certification program. All planned programs will be processed only after the latter acceptance. Packets outlining departmental acceptance requirements can be obtained at the Special Education and Reading Office.
The program includes a culminating requirement such as a thesis or comprehensive examination for the M.S. and satisfying all Connecticut competency examinations.

**Certification for Additional Endorsement in Special Education**

Students may follow state prescribed course requirements to gain a second endorsement that will be added to the one currently held. Students may include courses in a planned program for a master’s degree in special education. Cross endorsement students must apply to the School of Graduate Studies and matriculate if they plan to take more than six credits. The following are suggested courses for cross endorsement (other course combinations may also satisfy state requirements—students should have their transcripts audited by the Connecticut State Department of Education):

- SED 225 — Introduction to Exceptional Individuals
- SED 235 — Intro to Early Childhood Special Education
- SED 325 — Curriculum and Methods for Exceptional Individuals
- SED 335 — Teaching Individuals with Physical Disabilities
- SED 365 — Basic Principles of Academic Assessment & Remediation
- SED 375 — Classroom Management Techniques in Educational Settings
- SED 435 — Language Arts for Exceptional Individuals: Assessment & Instruction
- SED 445 — Regular Education Initiative/Collaboration/Consultation

*and two practica from:*

- SED 519 — Clinical Practices in Mental Retardation/Intellectual Disabilities
- SED 529 — Clinical Practice with the Seriously Emotionally Disabled
- SED 539 — Clinical Practices in Learning Disabilities

**CERTIFICATION PROGRAMS**

**COLLABORATIVE EARLY CHILDHOOD**

The Departments of Education and Special Education jointly offer the Collaborative Early Childhood teacher certification program at the graduate level. Students seeking teaching certification or cross endorsement in collaborative early childhood may specialize in either Birth to Kindergarten or Nursery to Grade 3. The graduate Early Childhood Collaborative Certification Program may be pursued on a full-time or part-time basis. A master’s degree in either Education or Special Education can be planned concurrently.

**REQUIRED COURSES FOR BIRTH TO KINDERGARTEN CERTIFICATION**

*Foundations of Education — 3 credits in addition to SED 481*
- EDF 520 — Child in the American Culture - 3 credits
- SED 481 — Teaching Exceptional Children in the Elementary Classroom – 3 credits

*Curriculum and Methods of Teaching — 18-21 credits*
- EDU 506 — Language Arts and Children’s Literature - 3 credits
- EDU 533 — Curriculum Design and Methods for Nursery — Grade 3 - 3 credits
- EDU 537 — Day Care: Policies and Programs – 3 credits
- EDU 573 — Language Arts: A Developmental Approach - 3 credits
- SED 550 — Early Development and Disability - 3 credits
- SED 552 — Evaluation and Service Delivery in Early Childhood - 3 credits
SED 553 — Assessment and Intervention in Early Childhood - 3 credits
SED 600 — Independent Study - 3-6 credits

Working with Families — 3 credits
A subject area or interdisciplinary major
EDU 538 — Parenting Education: Programs & Approaches - 3 credits
SED 551 — Parent-Professional Relationships - 3 credits

Student Teaching — 12 credits
EDU 300, 400, 450 or 451 based on advisement — Two eight-week student teaching experiences

Additional Background Requirements
15 credits in human growth and development
Two courses each in Math, English, and Natural Science. One course in U.S. History
SHE 203 — School Health
IDS 471 — English Language Learner in the Classroom - 1 1/2 credits
Additional pre-requisite coursework may be required

Required Courses for Nursery to Grade 3 Certification
Foundations of Education — 3 credits in addition to SED 481
EDF 520 — Child in the American Culture - 3 credits
EDF 523 — Social Foundations of Education - 3 credits
SED 481 — Teaching Exceptional Children in the Elementary Classroom - 3 credits
Curriculum and Methods of Teaching — 18-21 credits (6 credits in language arts)
EDU 504 — Mathematics in the Elementary School - 3 credits
EDU 506 — Language Arts and Children’s Literature - 3 credits
EDU 533 — Curriculum Design and Methods for Nursery — Grade 3 - 3 credits
EDU 534 — Curriculum Design and Methods for the Elementary Classroom - 3 credits
EDU 573 — Language Arts: A Developmental Approach - 3 credits
SED 550 — Early Childhood and Developmental Differences - 3 credits
SED 553 — Assessment and Intervention in Early Childhood - 3 credits
SED 554 — The At-Risk Child in the Early Elementary Grades: Instruction and Assessment - 3 credits

Working with Families — 3 credits
SED 551 — Parent-Professional Relationships - 3 credits
EDU 538 — Parenting in Education: Programs & Approaches - 3 credits

Student Teaching — 12 credits
EDU 300, 400, 450 or 451 based on advisement — Two eight-week student teaching experiences

Additional Background Requirements:
15 credits in human growth and development
A subject area or interdisciplinary major
Two courses each in Math, English, and Natural Science. One course in U.S. History
SHE 203 — School Health
IDS 471 — English Language Learner in the Classroom - 1 1/2 credits
   Additional pre-requisite coursework may be required

MASTER’S DEGREE AREAS OF CONCENTRATION:

ADAPTIVE TECHNOLOGY — 15 CREDITS REQUIRED IN CONCENTRATION
   Dr. Deborah Newton, Area Head
SED 517 — Introduction to Adaptive Technology
SED 593 — Adaptive Technology for Reading and Writing
SED 594 — Adaptive Technology for Individuals with Multiple Disabilities
SED 595 — Adaptive Technology Assessment
SED 596 — Clinical Practice in Adaptive Technology

AUTISM SPECTRUM DISORDERS AND OTHER DEVELOPMENT DISABILITIES —
18 CREDITS REQUIRED IN CONCENTRATION
   Dr. Ruth Eren, Area Head
SED 520 — Nature and Needs of Individuals with Autism Spectrum Disorders and
   Other Development Disabilities
SED 512 — Curriculum Methods and Materials for Students with Autism Spectrum
   Disorders and Other Developmental Disabilities
SED/CSP 610 — Applied Behavioral Analysis in Education Settings
SED/CMD 652 — Assessment of Autism Spectrum Disorders
SED 519 — Clinical Practices in Special Education
SED 514 — Transition Within Disability Services

EARLY CHILDHOOD SPECIAL EDUCATION — 18 CREDITS REQUIRED IN CONCENTRATION
   Dr. Patricia Major, Area Head
SED 550 — Early Childhood and Developmental Differences
SED 551 — Parent-Professional Relationships
SED 552 — Evaluation and Service Delivery in Early Childhood
SED 553 — Assessment and Intervention in Early Childhood
SED 558 — Early Childhood Special Education Teacher as Team Facilitator
SED 559 — Clinical Practices in Early Childhood Special Education
Electives may be chosen from Special Education or related courses with advisor approval.

INTERDISCIPLINARY SPECIAL EDUCATION — 21 CREDITS REQUIRED IN CONCENTRATION
   Dr. George Olshin, Area Head
IDS 553 — Grant Writing and Funding Sources
IDS 562 — Child Abuse: An American Problem
SED 516 — Field Studies in Special Education
SED 519 — Clinical Practices in Intellectual Disabilities
SED 560 — Planning for Individuals with Special Needs
SED 605 — Administration and Supervision of Programs for Individuals with Special Needs

LEARNING DISABILITIES — 15 CREDITS REQUIRED IN CONCENTRATION

Dr. Louise Swerling, Area Head

SED 530 — Approaches to Learning Disabilities: Issues and Research
SED 535 — Programming for Learning Disabilities: Middle and Secondary Levels*
SED 536 — Diagnostic Testing and Reporting in Learning Disabilities
SED 537 — Seminar in Learning Disabilities
SED 539 — Clinical Practices in Learning Disabilities
SED 554 — The At-Risk Child in the Early Elementary Grades: Instruction and Assessment*

* Select either SED 535 or SED 554

SERIOUSLY EMOTIONALLY DISABLED — 18-21 CREDITS REQUIRED IN CONCENTRATION

SED 523 — Developmental Intervention with the Seriously Emotionally Disabled
SED 525 — Affective Education Techniques to Promote Social/Emotional Growth
SED 526 — Seminar in Education of the Seriously Emotionally Disabled
SED 529 — Clinical Practices with the Seriously Emotionally Disabled

Choose two:

SED 524 — Problems in Education of Children with Serious Emotional Disabilities
SED 527 — Classroom Group Processes with Exceptional Children
SED 620 — The Adolescent with Serious Emotional Disabilities
SED 621 — Interpersonal and Collaborative Skills in Education

Electives may be chosen from Special Education or related courses with advisor approval.

For a combined Learning Disabilities/Seriously Emotionally Disabled concentration, see Graduate Coordinator for details.

Special Education Comprehensive Examination Schedule

• Fall — Study Session: Third Saturday in October, 10 a.m.-12 noon
  Comprehensive Examination: Third Saturday in November, 9 a.m.-1 p.m.

• Spring — Study Session: First Saturday in March, 10 a.m. - 12 noon
  Comprehensive Examination: First Saturday in April, 9 a.m. - 1 p.m.

NOTE: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.

NOTE: The comprehensive examination for the Early Childhood Special Education and Autism Spectrum Disorders and other Developmental Disabilities concentration are offered in the fall only.

SIXTH YEAR PROFESSIONAL DIPLOMA IN SPECIAL EDUCATION

Dr. Ronald Tamura, Coordinator

The major purpose of the sixth year professional program is to extend professional knowledge of practitioners in school programs for exceptional children. Corollary objectives provide for advanced professional preparation in special education, expansion of
knowledge concerning other areas of exceptionality, and creating an awareness of the problems concerned with special education administration and supervision. The program is open to candidates who hold a master’s degree. Admission requirements include a departmental interview, submission of an essay, and two letters of recommendation.

Individual programs are planned by the advisor and are based upon the applicant’s background, training, and educational experience. Up to six credits of transfer credits are allowed only if the courses transferred are commensurate with those required for the sixth year program.

Sixth Year Professional Diploma—courses will be planned with student individually. The program will include a minimum of 15 credits at the 600 level.

SIXTH YEAR PROFESSIONAL DIPLOMA AREAS OF SPECIALIZATION
Inclusion and student diversity are changing the way in which educational services are delivered. Teachers and support staff increasingly collaborate in the classroom to individualize and enhance instruction for students with special needs. This course of study prepares educators in a wide range of collaborative approaches, including teamwork, co-teaching, coaching, and consultation, and includes core courses, guided application projects, and participation in a collaboration/consultation practicum. The five courses in collaboration/consultation may be taken with the courses required for certification in Educational Leadership as an Intermediate Administrator.

EDUCATIONAL COACH — 30 CREDITS IN SPECIALIZATION*

Dr. Ronald Tamura, Special Education Coordinator
Dr. Christine Villani, Elementary Education Coordinator

As an Educational Coach you will be able to assist classroom teachers, especially those in inclusive classrooms, in developing curriculum and assessment strategies to meet the needs of all students. As an Educational Coach you will also be skilled in management strategies for both individual and group situation, able to provide guidance on a variety of education related legal issues, and lead staff development programs.

EDU 611 — Curriculum Theories: Development and Implementation in the Classroom
EDU 612 — The Teaching Learning Process
EDU 524 — Law for the Classroom Teacher
SED 527 — Classroom Group Processes
SED 610 — Applied Behavioral Analysis
SED 621 — Interpersonal and Collaborative Skills in Education
SED 622 — Consultation and Support Skills
SED 623 — Advanced Consultation
SED 624 — In-Service Training and Workshops
IDS 506 — Techniques in Special and Regular Education Instruction

* All students must provide proof (e.g., coursework, CEUs) of cultural competency or take an additional course to meet this requirement.
EDUCATIONAL COLLABORATION & CONSULTATION — 30 CREDITS IN SPECIALIZATION
  Dr. Ronald Tamura, Coordinator
  SED 621 — Interpersonal and Collaborative Skills in Education
  SED 622 — Consultation and Support Skills
  SED 623 — Advanced Consultation
  SED 624 — In-Service Training and Workshops
  SED 625 — Clinical Practices in Educational Collaboration & Consultation
  15 credits of electives – 500 level or above

EDUCATIONAL COLLABORATION & CONSULTATION AND ADMINISTRATION CERTIFICATION — 36 CREDITS IN SPECIALIZATION **
  Dr. Ronald Tamura, Coordinator
  SED 621 — Interpersonal and Collaborative Skills in Education
  SED 622 — Consultation and Support Skills
  SED 623 — Advanced Consultation
  SED 624 — In-Service Training and Workshops
  SED 625 — Clinical Practices in Educational Collaboration & Consultation
  EDL 680 — School Administration: Leadership Perspectives
  EDL 681 — School Administration: Leadership Development
  EDL 682 — School Administration: Organizational Development
  EDL 683 — Supervision and Staff Development
  EDL 684 — Learning Theory into Practice
  EDL 685 — Curriculum Development
  EDL 688 — Field Experience
  ** Students must satisfy both an Educational Technology requirement and a Special Education requirement. Additional coursework may be required to do so.

SPECIAL EDUCATION — 30 CREDITS IN SPECIALIZATION
  Dr. Ronald Tamura, Coordinator
  SED 600 — Independent Study
  SED 605 — Administration and supervision of Programs for Individuals with Special Needs
  SED 620 — The Seriously Emotionally Disabled Adolescent
  SED 621 — Interpersonal and Collaborative Skills in Education
  SED 624 — In-Service Training and Workshops
  15 credits of electives – 500 level or above

ADAPTIVE TECHNOLOGY — 30 CREDITS IN SPECIALIZATION
  Dr. Deborah Newton, Coordinator
  SED 600 — Independent Study
  SED 621 — Interpersonal and Collaborative Skills
  CMD 602 — Augmentative and Alternative Communication
  CMD 610 — Communication and Development Disabilities
SED 512 — Curriculum Methods and Materials for Students with Autism Spectrum Disorders and Other Developmental Disabilities
This course provides curriculum, methods and strategies to address challenges associated with autism spectrum disorders and other developmental disabilities. Students will review a child’s disabilities and obtain current knowledge about existing, evidence-based strategies. Prerequisite: SED 520. Scheduled fall and spring semesters. 3 credits.

SED 514 — Transition within Disability Services
Dealing with other professionals, participating in and leading interdisciplinary teams, and developing community resources. 3 credits.

SED 516 — Field Studies in Special Education
Clinical practices in agencies, institutions, and independent living facilities. Graduate educators only. Scheduled irregularly. 3 credits.

SED 517 — Introduction to Adaptive Technology
An overview of hardware and software for students with learning, cognitive, sensory and physical disabilities. This course focuses on accessing and adapting computers, technology integration, and methods for collaborating with related services professionals. Prerequisites: SED 225 or 481 or 482 and SED 335 or departmental permission. Scheduled fall and spring semesters. 3 credits.

SED 519 — Clinical Practices in Developmental Disabilities
Supervised experience in planning and implementing instruction for students with developmental disabilities. Prerequisite: SED 325 and departmental permission. Scheduled summer semesters. 1-6 credits.

SED 520 — Nature and Needs of Individuals with Autism Spectrum and Other Developmental Disabilities
Overview of autism spectrum and other developmental disabilities, including definitions, origins and characteristics. IDEA requirements and legal issues as well as the roles and responsibilities of families in the educational process will be addressed. Scheduled fall and spring semesters. 3 credits.

SED 523 — Developmental Intervention with the Seriously Emotionally Disabled
Course presumes acquaintance with psycho-educational and behavior modification approaches. Emphasis is on understanding management strategies within a developmental framework so that selection and timing of interventions can have maximum effectiveness. Prerequisite: SED 375 or equivalent. 3 credits.

SED 524 — Problems in Education of Children with Serious Emotional Disabilities
The use of transactional analysis, gestalt and reality therapy with classroom application for socially and emotionally maladjusted youngsters. Includes techniques for counseling parents of special children. 3 credits.
## SED 525 — Affective Education Techniques to Promote Social/Emotional Growth
Affective development of the student; promoting emotional growth and mental health in the classroom; identification, specification, and evaluation of social-emotional goals. 3 credits.

## SED 526 — Seminar in Education of the Seriously Emotionally Disabled
Group discussion course investigating contemporary topics related to education. Prerequisite: SED 523 and 525. 3 credits.

## SED 527 — Classroom Group Processes with Exceptional Children
Issues of trust, communication, feedback, use of space and time, and group management skills. Course also listed as IDS 527. 3-4 credits.

## SED 529 — Clinical Practices with the Seriously Emotionally Disabled
Supervised teaching experience with students who have behavior problems. Prerequisite: SED 375 and departmental permission. Scheduled summer semesters. 3 credits.

## SED 530 — Approaches to Learning Disabilities: Issues and Research
Cause, identification, diagnosis, and remediation. Research evidence on effectiveness of different diagnostic and remediation approaches. 3 credits.

## SED 535 — Programming for Learning Disabilities: Middle School and Secondary Level
Techniques for advanced academic skills, vocational and career education considerations, and delivery of services. Prerequisites: SED 365, 435. 3 credits.

## SED 536 — Diagnostic Testing and Reporting in Learning Disabilities
Understanding and application of basic measurement concepts used to plan a total educational program for a child. Prerequisites: SED 365, 435, 535 or 554 and departmental permission. 3 credits.

## SED 537 — Seminar in Learning Disabilities
Synthesis and integration of theoretical and practical aspects of the field, historical perspectives and examination of issues and research. Prerequisite: SED 530 (may be taken concurrently). 3 credits.

## SED 550 — Early Childhood and Developmental Differences
Child development theory related to developmentally and individually appropriate practice and to model program development. Research findings relevant to promoting young children’s growth in key developmental areas. Prerequisite: SED 225, 481 or equivalent. 3 credits.

## SED 551 — Parent—Professional Relationships
Legal, ethical and practical aspects of working with families to support the development of children with special needs. Family systems theory, cultural awareness, and communication skills as they relate to working effectively with families. 3 credits.

## SED 552 — Evaluation and Service Delivery in Early Childhood
Developmental and educational assessment and program planning for infants and toddlers. Methods for facilitating development through play, instructional and environmental adaptations, and individualized planning. Assignments involving observations of infants and toddlers required. Prerequisite: SED 550. 3 credits.
SED 553 — Assessment and Intervention in Early Childhood
Methods for facilitating development through play, instructional and environmental adaptations, and individualized planning. Assignments will require observations of preschool children in a group setting. Prerequisites: SED 550 and SED 552 or departmental permission. 3 credits.

SED 554 — The At-Risk Child in the Early Elementary Grades: Instruction and Assessment
Selection and use of instructional procedures and materials for cognitive and social growth in young disabled and/or “at risk” children (ages 5-8). 3 credits.

SED 558 — The Early Childhood Special Education Teacher as Team Facilitator
A study of the teacher’s role as member and/or facilitator of an ECSED transdisciplinary team. A didactic and experiential format will be used. Co-requisite: SED 559. Prerequisites: SED 550, SED 551, SED 552, and SED 553 and departmental permission. Scheduled summer semesters. 3 credits.

SED 559 — Clinical Practice in Early Childhood Special Education
Supervised experience in planning, conducting, and evaluating educational experiences for young children with special needs. Prerequisites: SED 550, 551, 552, 553 and departmental permission. Scheduled summer semesters. 3 credits.

SED 560 — Planning for Individuals with Special Needs
A broad overview of special education as related to general education and other specialized areas such as psychological services, counseling, physical education, and reading. Graduate Educateurs only. (formerly SED 510) Prerequisite: departmental permission. Scheduled fall semester of even years. 3 credits.

SED 575 — Healing, Education, Laughter and Play
Exploration of the roles of humor, creativity and healing in education and related fields. In a combination of lectures and group activities, a variety of nationally acclaimed speakers will share their expertise. Scheduled summer semesters. 3 credits.

SED 587 — Adapting the Classroom for the Educationally At-Risk Student
School based procedures that facilitate the pre-referral programming and alternative educational delivery system options for at-risk students. School restructuring, curriculum based assessment, and the use of collaboration and consultation approaches will be among the topics discussed. Prerequisite: B.S. or M.S. in education and one year teaching experience. Scheduled summer semesters. 3 credits.

SED 593 — Adaptive Technology for Reading and Writing
Explores how hardware and software can enable students with reading and writing disabilities to achieve educational goals. Techniques for using computers in the learning process examined, with hands-on experience in the Adaptive Technology Lab. Prerequisites: SED 517 and 530 or departmental permission. 3 credits.

SED 594 — Adaptive Technology for Individuals with Multiple Disabilities
Software options to address the learning needs of students with a variety of disabilities and curriculum levels will be examined, explored and evaluated in this hands-on class. Students will learn to customize software for individual students. Prerequisite: SED 517 or departmental permission. 3 credits.

SED 595 — Adaptive Technology Assessment
This is a case study approach to choosing the most appropriate technology options for students of all ages with a variety of disabilities. Integrating the technology into the classroom setting will be emphasized. Prerequisites: SED 517, 593 and/or 594 or departmental permission. Scheduled spring semester. 3 credits.
SED 596 — Clinical Practice in Adaptive Technology
Supervised practice in adaptive technology assessment and training for students with disabilities. Prerequisites: SED 517, 593, 594, 595 and departmental permission. Scheduled summer session. 3 credits.

SED 600 — Directed Study and Research
Solving particular problems in communities through a supervised independent study relevant to the education of all exceptional children. The master’s thesis may not be written in connection with this course. Prerequisite: departmental permission. Scheduled fall and spring semesters. 1-6 credits.

SED 605 — Administration and Supervision of Programs for Individuals with Special Needs
Techniques for school administrators and supervisors in Planning and Placement and Due Process procedures. Characteristics of and programming for exceptional students, legislation and funding; education of all students in inclusionary settings meets state requirement for special education course for administrators. Scheduled spring semester of even years. 3 credits.

SED 610 — Applied Behavioral Analysis in Educational Settings
Applied Behavioral Analysis (ABA) is an approach to teaching founded on the science of behavior. This courses will focus on appropriate use of effective ABA strategies to help students achieve success in school settings. Same course as CSP 610. Prerequisites: CSP 574 or SED 375 or equivalent and departmental permission. 3 credits.

SED 611 — Inclusion Strategies for Students with Developmental Disabilities
Techniques and strategies that focus on inclusion for students with developmental disabilities in the general education setting. Scheduled spring semester. 3 credits.

SED 620 — The Adolescent with Serious Emotional Disabilities
The characteristics and needs of the socially and emotionally handicapped adolescent, and issues in educational programming. Prerequisite: SED 523. Scheduled fall semesters. 3 credits.

SED 621 — Interpersonal and Collaborative Skills in Education
Collaboration skills for working with school staff and parents in providing services for special needs students. Focus on communication, teamwork, group processes, co-teaching, negotiation, and conflict resolution. Open to master’s and sixth year program students. 3 credits.

SED 622 — Consultation and Support Skills for the Educator
Consultation with school personnel and parents, with reference to problem solving procedures, helping steps, interviewing skills, data gathering, goal setting, and intervention planning and support. Open to sixth year program students. 3 credits.

SED 623 — Advanced Consultation & Collaborative Program Development in Education
Organizational structure and program development for collaboration, consultation, and staff support for personnel who work with special needs students. 3 credits.

SED 624 — In-Service Training and Workshops in Education
Strategies and practices for presenting educational in-service programs, workshops, and institutes, with particular reference to changing professional roles and responsibilities in collaborative and inclusive schools. 3 credits.
SED 625 — Clinical Practices in Educational Collaboration and Consultation
Supervised practice and projects in collaboration, consultation and staff support approaches. Prerequisite: SED 623. 3 credits.

SED 636 — Critical Issues in Assistive Technology
This course provides an opportunity to examine a variety of issues that are facilitators and barriers to successful AT implementation. Among the topics included are funding, technical support, professional development, equity issues, and legal issues. Students will also examine research methods and trends in assistive technology. Prerequisites: SED 517, SED 593, and SED 594. 3 credits.

SED 652 — Assessment of Autistic Spectrum Disorders
Study of the social, cognitive, neurological, and communicative aspects of Autistic Spectrum Disorders. A range of assessment techniques and instruments for individuals at various levels of functioning will be stressed. Prerequisite: departmental permission. 3 credits.

The following courses have been approved but are not scheduled for 2011-2012
SED 500 — Understanding Individuals with Exceptional Needs
SED 508 — Seminar in Disabilities Studies I
SED 528 — Clinical Practices with the Seriously Emotionally Disabled I
SED 542 — Accommodating Students with Physical Disabilities
SED 590 — Thesis Seminar
The University does not currently offer a program leading to the master’s degree in theatre. The following graduate level courses have been approved but are not scheduled for 2011-2012.

THR 549/WMS 549 — The Impact of Women in Theatre
THR 570 — Drama as an Educational Tool
THR 575 — Children’s Theatre
THR 576 — Drama for the Secondary School
THR 577 — Filmmaking for Children
THR 585 — Puppetry and Creative Learning Techniques
WOMEN’S STUDIES

LIN, YI-CHUN TRICIA, Director, Women’s Studies Program, Professor of Women’s Studies; B.A., National Taiwan Normal University; M.A., Tamkang University, Taiwan; Ph.D., State University of New York at Stony Brook. Tel. (203) 392-6864. E-mail: liny4@SouthernCT.edu

ANTHIS, KRISTINE, Associate Professor, Psychology; B.A., St. Xavier University; M.A., Ph.D., University of Nebraska

AMENTA, ROSALYN, Adjunct Professor, Women’s Studies; B.A., Southern Connecticut State University; M.A.R., Yale Divinity School; Ph.D., Fordham University

ARBOLEDA, CARLOS A., Professor, Foreign Languages; B.A., Universidad de Santiago De Cali, Colombia; M.A., Ph.D., Syracuse University

BEALS, POLLY, Associate Professor, History; B.A., College of Wooster, Ohio; M.A., University of Pennsylvania; Ph.D., Rutgers University

BLACKMER, CORINNE, Associate Professor, English; B.A., M.A., Ph.D., University of California, Los Angeles

CRAWFORD, ILENE W., Associate Professor, English; B.S.S., Cornell College; M.A., State University of New York; Ph.D., University of Wisconsin

EMMELMAN, DEBRA S., Professor, Sociology; B.A., Indiana University; M.A., Ph.D., University of California at San Diego

HOLBROOK, SUE ELLEN, Professor, English; A.B., M.S., Ph.D., University of California-Los Angeles

JACKSON, SHIRLEY A., Associate Professor, Sociology; B.A., Wayne State University; M.A., Ph.D., University of California, Santa Barbara

LAROCCHO, STEVEN M., Professor, English; B.A., University of Massachusetts; M.A., Ph.D., Rice University

METAXAS, VIRGINIA, A., Professor, History; B.A., State University of New York at Old Westbury; M.A., Ph.D., State University of New York at Stony Brook. Tel. (203) 392-5607. E-mail: metaxasv1@SouthernCT.edu

MINDELL, CONSTANCE L., Associate Professor, Social Work; B.S., M.S.S., Boston University; D.S.W., Yeshiva University

NEVEROW, VARA, Professor, English; B.A., Nyack College; M.A., Ph.D., New York University

OPPEDISANO, JEANNETTE, Professor, Management/MIS; B.A., M.S., State University of New York; Ph.D., Rensselaer Polytechnic Institute

RHODES, JAMES F., Professor, English; B.S., Holy Cross College; M.A., University of Rhode Island; Ph.D., Fordham University

ROFUTH, TODD, Professor, Social Work; B.A., M.S.W., University of Minnesota; D.S.W., University of Pennsylvania

SKOCZEN, KATHLEEN, Professor, Anthropology; B.A., San Diego State University; M.A., Ph.D., Syracuse University

SONNENSHEIN, DANA L., Professor, English; B.A., University of Iowa; M.A., Johns Hopkins University; M.A., Ph.D., Boston University

VILLANI, CHRISTINE J., Associate Professor, Education; B.S., Mercy College; M.A., Hofstra University; Sixth Year Diploma, Southern Connecticut State University; Ed.D., Fordham University

WHITEHEAD, JESSIE L., Assistant Professor; B.F.A., M.F.A., Mississippi University for Women; Ph.D., Florida State University

WORDEN, BARBARA, Professor, Social Work; B.A., Pennsylvania State University; M.S.W., University of Connecticut; Ph.D., Columbia University
APPLICATION DEADLINE:
Rolling admissions

Compatible with many different areas of study in the professions and the liberal arts, Women’s Studies allows students to explore the nature of women’s status, circumstances, and objectives across the boundaries of academic disciplines, cultures, and historical time periods. Women’s Studies courses offer students the opportunity to integrate scholarly inquiry, critical problem solving methods, professional training, cooperative leadership skills, and practical strategies for intervention in real life situations.

ADMISSION PROCEDURES
Applications are accepted on a rolling basis. Students entering the Women’s Studies program in the fall semester will enter a two-year cohort. Students entering in the spring semester will take electives in their area of concentration and begin the cohort the following fall semester.

Applications are considered complete only when items one through five have been received by the Graduate Coordinator of Women’s Studies and item six has been received by the School of Graduate Studies.

1. Departmental application
2. Official transcripts from each higher education institution attended
3. Essay - Each applicant must compose a 500 word essay explaining his or her interest in the program and how completion of the program will play a role in future academic, professional and/or personal goals.
4. One writing sample - a newspaper article, web-based essay, professional material, or academic paper
5. Recommendations - Two confidential letters of recommendation (from different individuals) must be sent directly to the Director of Women’s Studies: Dr. Yi-Chun Tricia Lin, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.
6. School of Graduate Studies application - In addition to the departmental application to Women’s Studies, an application for admission to the School of Graduate Studies must also be completed. Official transcripts must be sent directly to the School of Graduate Studies.

MASTER OF ARTS DEGREE
The Master of Arts Degree in Women’s Studies is a two-year program based on a cohort model. The program is designed to give students access to advanced concepts in Women’s Studies, to the specialized research methods of the field, and to the professional skills related to Women’s Studies that can be applied in the work place. The coursework in the degree emphasizes interdisciplinarity but requires either a concentration in a traditional discipline or a related/applied area or a specialization designed by the student in consultation with her/his adviser.

The program offers options for degree candidates who choose to seek professional credentialing such as a terminal degree. The program also serves those who have achieved competence in their field and who want to integrate the theory and practice of Women’s Studies into their profession. It is also suitable for students seeking personal enrichment.

The interdisciplinary model of the Master of Arts Degree Program in Women’s Studies allows students to establish a complex grasp of Women’s Studies issues within various disciplines. There are five core courses: Feminist Theories and Practices, Research Methods in Women’s Studies, History of Feminist Thought, Global Women’s Issues, and a Field Experience. Students may elect to enroll in a second field experience. Students are encouraged to take additional interdisciplinary Women’s Studies courses among their elective options.
Students select distribution electives from among a range of Women’s Studies offerings. Core courses and electives can be offered on-ground, as on-ground/on-line hybrids, and on-line. In consultation with their adviser, students choose a concentration in a traditional discipline through a host department or identify a related/applied area relevant to their professional objectives. Students may also choose to design a specialization based on their own interests. No student is permitted to take more than four courses (12 credits) through a single host department. It is strongly recommended that students complete WMS 510 and either WMS 500 or 520 before enrolling in the thesis or special project seminars (WMS 590, WMS 591, WMS 592, WMS 593).

All candidates for the master’s degree must satisfy the exit requirements of the program. The options are a thesis, a comprehensive examination, and special project.

- Plan A — 33 credits of course work and a thesis (includes thesis seminars)
- Plan B — 33 credits of course work and a comprehensive examination
- Plan C — 39 credits of course work and a special project (includes special project seminars)

**Program Overview**

**Core Requirements** — 12 credits
- WMS 500 — Feminist Theories and Practices
- WMS 510 — Research Methods in Women’s Studies
- WMS 520 — History of Feminist Thought
- WMS 530 — Global Women’s Issues

**Field Experience Requirement** — 3 credits
- WMS 601 — Field Experience

**Thesis Option** — 18 credits
- WMS 590 — Thesis Seminar I and
- WMS 591 — Thesis Seminar II (6 credits)
- Electives in area of specialization (12 credits)

**Comprehensive Option** — 18 credits
- Comprehensive Examination
- Electives in area of specialization (18 credits)

**Special Project Option** — 24 credits
- WMS 592 — Special Project Seminar I and
- WMS 593 — Special Project Seminar II (6 credits)
- Electives in area of specialization (18 credits)

**THE GRADUATE CERTIFICATE**

The graduate certificate in Women’s Studies is a free-standing interdisciplinary certificate granted through the Women’s Studies Program but also can be pursued as an elective option in conjunction with matriculation for degrees in those programs which authorize elective credit in cognate/related/applied areas outside of the department.

The certificate is interdisciplinary and is available to students who have completed a bachelor’s degree as well as those matriculated in graduate programs offered by departments which support the women’s studies certificate. The following departments/programs are sites for women’s studies certificates: Art, Educational Foundations, English, Environmental Education, History, Nursing, Psychology, Social Work, Special Education, and Sociology.
The requirements for the nine-credit basic certificate are at least one core course and two electives; however two core courses and one elective are strongly encouraged. No student should take more than two courses for the certificate in a single department and students matriculated for a degree are encouraged to take other women’s studies courses outside their own department. The elective courses are selected in consultation with the student’s adviser in the Women’s Studies Program and with the student’s departmental adviser.

All courses toward the certificate are taken at graduate level unless special permission is obtained from the Women’s Studies adviser and from the departmental adviser.

THE ADVANCED CERTIFICATE
The advanced certificate requires twelve credits of study. For those students matriculated for degrees, the additional three credits for the advanced certificate are earned in addition to the number of credits required for their completion of the master’s degree.

WOMEN'S STUDIES COURSES

WMS 500 — Feminist Theories and Practices
This cross-cultural, interdisciplinary course explores contemporary feminist theories and practices, examining the intersections of various feminisms including liberal, radical, marxist-socialist, postmodern, and multicultural positions. The course also integrates the concept of feminist practice through the study of such topics as feminist art, community activism, and ecofeminism. Scheduled every fall semester. 3 credits.

WMS 504 — Gender and the Law
An analysis of the American legal system as it has affected women from the 18th century to the present. Course content is applicable for any student with an interest in the law. Topics include constitutional protections for equality, Title VII (including sexual harassment and sex discrimination), reproductive rights, domestic violence, and Title IX (educational and sports equity). Cross-listed as SOC 504 and EDL 674. 3 credits.

WMS 505/PCH 505 — Women, Heal Thyself: Interdisciplinary Approaches to Women’s Health Issues
A cross-cultural, interdisciplinary approach to women’s health issues focusing primarily on 20th century North America. Engages with the politics of women’s health including self-care, health activism and alternative medicine and focuses on strategies for empowerment in exploring and evaluating health care options. Scheduled summer semesters. 3 credits.

WMS 510 — Research Methods in Women’s Studies
Interdisciplinary approach to a broad range of feminist research methodologies essential for planning and conducting research in the field of women’s studies; will include written and oral presentation of student research project. Scheduled every spring semester. 3 credits.

WMS 515/SOC 515 — Sociology of Gender
Theory and data on the social construction of gender. Advanced exploration of identity formation, social change and persistence, interactive patterns and inequalities. Impact of gender on the individual and society. Scheduled alternate fall semesters. 3 credits.

WMS 518 — A Woman’s Place is in the Curriculum: A Multicultural Approach.
Introduction of multicultural women’s studies content to education professionals. Workshop facilitators demonstrate strategies for infusing women’s studies content into K-12 curriculum. Scheduled summer semesters. 3 credits.
WMS 520 — History of Feminist Thought
A survey of women’s intellectual history from ancient cultures to the contemporary period using primary sources, including ancient and classical texts, and focusing on the works of leading European and American feminist thinkers. The course will also cover the formation of women’s communities and the corresponding evolution of the feminist movement. Scheduled every fall semester. 3 credits.

WMS 521/ENG 521 — Feminist Theory and Literary Criticism
Inquiry into the fundamental problems of feminist thought and the interrelationship of feminist theory, critical theory, and literary criticism. 3 credits.

WMS 523/ANT 523 — Anthropological Perspectives of Gender
An examination of the concepts of gender developed in the major subfields of anthropology with an emphasis on cross-cultural comparison. 3 credits.

WMS 525 — Feminist Pedagogy
Examines feminist pedagogical theory and theories of teaching women’s studies courses in order to prepare students to conceptualize, develop, and teach women’s studies courses in other disciplines with a women’s studies emphasis at the secondary and/or post-secondary level. Scheduled spring of odd years. 3 credits.

WMS 529/ANT 529/SOC 529 — Race, Class and Gender
This course explores the intersection of race, class, and gender in social relations. Uses a wide variety of theoretical perspectives to investigate the ways that race, class, and gender are intersected and the impact this interrelationship has on the experiences and opportunities of individuals and their social location. 3 credits.

WMS 530 — Global Women’s Issues
Interdisciplinary study of issues affecting women in cross-cultural perspective, such as international feminism, reproductive rights, health, global economy, women in leadership. Scheduled every spring semester. 3 credits.

WMS 531 — Feminist Rhetorical Theory
An inquiry into feminist rhetoric within its different historical, social, economic, political, and material contexts and its impact on social change. Scheduled irregularly. Same as ENG 531. 3 credits.

WMS 535/HIS 535 — Colonial and Victorian Women in the U.S.
Survey of readings about women from the colonial period to the late nineteenth century on the following topics: family, work, immigration, urbanization, industrialization, race, class, ethnicity, and cultural and political status. 3 credits.

WMS 536/HIS 536 — Progressive and Modern Women in the U.S.
Survey of readings and research from the late nineteenth century to the present on the following topics: family, work, immigration, urbanization, altruism, professionalism, race, class, ethnicity, and cultural and political status. 3 credits.

WMS 549/THR 549 — The Impact of Women in Theatre
A course which illuminates the contributions of women to the development of theatre particularly in the areas of playwriting, theatrical theory, criticism and directing. 3 credits.

WMS 554/SWK 554 — Violence in the Family; Interventive Strategies
Themes of violence in the family; socio-political theories of violence; diverse interventions; violence and oppression; implications for social work, law, and medical professions. Scheduled spring semesters. 3 credits.
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WMS 555/SWK 555 — Sexual Minorities: A Social Work Response
The problems associated with America’s homophobic attitudes toward sexual minorities such as gay, lesbian, bisexual and transgendered individuals and the impact of such attitudes on relationships in both professional and non-professional settings will be explored. Scheduled fall semesters of even numbered years. 3 credits.

WMS 560/PSY 560 — Seminar in the Psychology of Women
Psychological research about women is examined in light of its contributions to psychology as a science, including its social and political implications. The course also explores health, diagnosis, and therapy for women. Prerequisite: 9 credits of psychology or departmental permission. 3 credits.

WMS 573/ART 573 — Women, Art, and Education
A seminar and cooperative learning course which addresses issues of sexism, racism, cultural bias, elitism, historical and contemporary perspectives of women’s contributions to the arts as artists, educators, philosophers, historians, patrons, and collectors. 3 credits.

WMS 581/ENG 581 — Medieval Women and Literature
Consideration of texts composed by and/or for women and images of women in such texts. Typical figures include Marie de France, Heloise, Dame Julian, Margery Kempe, and Christine de Pizan. 3 credits.

WMS 590 — Thesis Seminar I
First of two courses fulfilling one of the exit requirement options. Development of a thesis proposal under the dual supervision of the instructor and the thesis adviser in the context of peer evaluation. Classes will meet at two-week intervals during the semester. Prerequisites: Restricted to matriculated Women’s Studies master’s degree candidates with 15 credits of course work including WMS 500 and WMS 510. Scheduled every fall semester. 3 credits.

WMS 591 — Thesis Seminar II
Second of two courses fulfilling one of the exit requirement options. Development of the thesis under the dual supervision of the instructor and the thesis adviser in the context of peer evaluation. Classes will meet at two-week intervals during the semester. Prerequisites: Restricted to matriculated Women’s Studies master’s degree candidates with 18 credits of course work including WMS 590. Scheduled every spring semester. 3 credits.

WMS 592 — Special Project Seminar I
First of two courses fulfilling one of the exit requirement options. Development of a special project proposal relevant to the student’s own academic specialization and interests under the dual supervision of the instructor and the special project adviser in the context of peer evaluation. Classes will meet at two-week intervals during the semester. Prerequisites: Restricted to matriculated Women’s Studies master’s degree candidates who have completed 15 credits of course work including WMS 500 and WMS 510. Scheduled every fall semester. 3 credits.

WMS 593 — Special Project Seminar II
Second of two courses fulfilling one of the exit requirement options. Completion of a special project relevant to the student’s own academic specialization and interests under the dual supervision of the instructor and the special project advisor in the context of peer evaluation. Class will meet at two-week intervals during the semester. Prerequisites: Restricted to matriculated Women’s Studies master’s degree candidates who have completed 18 credits of course work including WMS 592. Scheduled every spring semester. 3 credits.
WMS 599 — Topics in Women’s Studies
Various topics in women’s studies are explored from multidisciplinary perspectives. 3 credits.

WMS 600 — Independent Study and Research
Provides students with an opportunity for supervised independent research under the direction of a faculty member. Prerequisite: permission of the coordinators. 3 credits.

WMS 601 — Field Experience I
A required course for all Women’s Studies students (students may substitute an internship through a cooperating host department for the field experience). Field experience options are: administrative field experience in the Women’s Studies Program; administrative field experience in the Women’s Center; academic field experience in a Women’s Studies classroom; research-based field experience under the supervision of a Women’s Studies faculty member. A field experience requires a commitment of 150 hours (10 hours per week) per semester. Prerequisite: matriculated Women’s Studies degree candidates who have completed 9 credits of graduate Women’s Studies coursework and coordinators’ permission. 3 credits.

WMS 602 — Field Experience II
An elective course for all Women’s Studies students (students may substitute an internship through a cooperating host department for the field experience). Students select among the following options: administrative field experience in the Women’s Studies Program; administrative field experience in the Women’s Center; academic field experience in a Women’s Studies classroom; research-based field experience under the supervision of a Women’s Studies faculty member. A field experience requires a commitment of 150 hours (10 hours per week) per semester. Prerequisite: WMS 601 and permission of the coordinators. 3 credits.

In addition to the regularly offered Women’s Studies courses, a range of special topics courses are offered. Some courses offered in the past have included: Evolution of Black Feminist Thought; Gender, Race, Class in Young Adult Literature; Feminist Utopias; Psychoanalysis and Feminism; Ecofeminist Writing; History of U.S. Women Photographers; Women and the Law; Feminist Families/Women’s Choices; Writer’s Workshop: The Gendered Voice; Gender and Culture; Women and Professional Ethics; Women, Affirmative Action and the Law; Women in the Professions; Gender, Crime and Criminal Justice; Ethnic Identity: Women’s Voices; British Reform Movements; A Room With a View; Anglophone Women Writers; Women Writers of the British Isles; Women’s Autobiographical Writing, Virginia Woolf and Bloomsbury; Women’s Autobiographies Through the Arts; Feminist Interpretations of the Gospels.

The following course has been approved but is not scheduled for 2011-2012.

WMS 534 — History of Women in the Professions
MASTER OF ARTS DEGREE IN ROMANCE LANGUAGES

Master of Arts in Romance Languages is designed for students interested in French, Italian, Spanish or any combination of two of these languages. It provides advanced training for those who plan to complete their graduate studies in literature, language, literary and cultural theory at the master’s level, and for those who anticipate continuing graduate work up to the doctoral degree. Students may pursue the MA in Romance Languages in conjunction with Foreign Language Certification. The program is tailored to the needs of those who wish:

• To teach these languages at the elementary, middle school, or high school levels, whether they are seeking initial certification or cross-endorsement;

• To teach these languages at the college level;

• To work in related fields, such as foreign service, other government service, private industry, translation and interpreting, librarianship, etc.

The program consists of 37 credits, 13 of which are core courses that are taught in English for all language concentrations, 18 credits are electives in a language-specific concentration, and 6 credits are designated for Capstone experiences, including the Comprehensive Examination option, Thesis option, or Special Project option.

APPLICATION DEADLINES:
The deadline for applications for each academic year beginning in fall semester will be
the preceding February 1st. The initial admissions decisions will be made and offers extended by March 15th, with subsequent offers to follow if necessary.

ADMISSIONS REQUIREMENTS:
In accordance with the Admission Policy of the School of Graduate Studies, the following are the minimum requirements for admission to the MA in Romance Languages:

- An undergraduate degree from an institution accredited by a recognized regional accrediting agency in the United States. Degrees from outside the U.S. must be evaluated by the WES evaluating agency.
- Undergraduate degree from an Anglophone university or TOEFL with the minimum score of 600 or a completion of PRAXIS I.
- Proficiency in the target language at Advanced Low level demonstrated by ACTFL Oral Proficiency Interview (OPI or OPIc) and Written Production Test (WPT).
- Writing sample in the target language or English.
- A letter of intent in English to explain the candidate’s background, reasons for enrolling in the program and areas of interest.
- Two letters of recommendation.

PROGRAM REQUIREMENTS:

Core Courses (13 credits):
- WLL 581 — Introduction to Graduate Studies in Romance Languages
  To be taken as the first course in the program.
- WLL 582 — Culture of Expression
  Prerequisite is WLL 581
- WLL 502 — Descriptive Linguistics
- WLL 597 — Romancing the Language: Comparative Development of Romance Languages
  OR
- WLL 580 — Latin and the Romance Languages
  Prerequisite is WLL 502

Electives: Six courses from a specific language concentration (18 credits):

FRENCH
Students must take at least one course from each of the four categories. A course from each category is offered once every 4 semesters.

Category I: Early Period: Medieval and Renaissance
- FRE 505 — The Middle Ages: Romance and Faith
- FRE 507 — Didactic and Satirical Literature of the Middle Ages
- FRE 512 — Literature of the Renaissance
- FRE 517 — Rabelais

Category II: Middle Period: Classicism, XVIIth, Enlightenment, XVIIIth, Romanticism, XIXth
- FRE 522 — Molière
- FRE 527 — 17th Century “Moralists”
IIIb FRE 531 — The Novel from Mme de Lafayette to Laclos
FRE 534 — French Literary Thought in the 18th century
FRE 541 — Romantic Poetry

**Category III: Modern and Contemporary: Realism, XIXth, Modernism and XXth into XXIth**

IIIa FRE 541 — Flaubert
FRE 548 — Poetry from Baudelaire to the Surrealists

IIIb FRE 559 — French Literature from 1950 to the present

**Category IV: Thematic Courses**

IVa FRE 506 — French Culture in France
FRE 544 — Autobiographical Literature

**ITALIAN**

Students must take at least one course from each of the four categories. A course from each category is offered once every 4 semesters.

**Category I: Age of Faith**

ITA 523 — Dante: Faith, Fantasy and Mankind
ITA 525 — Of Love, Dejection and Rhapsody

**Category II: Age of Man**

ITA 524 — Ladies, Knights, Arms and Love: The Dawn of a New Age

**Category III: Age of Reason**

ITA 526 — Shifting the Center

**Category IV: Age of Modernity**

ITA 528 — Visions of Modernity
ITA 529 — Refashioning Italy

**SPANISH**

Students must take at least one course from each of the four categories. A course from each category is offered once every 2 semesters.

**Category I: Premodern Spain to the Era of the Discoveries and Exploration**

SPA 533 — Early Encounters: Culture and Literature of the Colonization of Latin America
SPA 560 — Literature and Culture of Al Andalus
SPA 561 — Women Healers, Messengers, and Intermediaries

**Category II: Baroque and neo-Classical Literature and Cultures**

SPA 521 — The Picaresque Literary Tradition
SPA 528 — Cervantes and the Birth of the Modern Narrative and Drama

**Category III: The Emergence of Modern Nations, Postnationalism, and Border Studies**

SPA 548 — Modernismo in Spanish America and Spain
SPA 567 — The Golden Age Spanish Theater: Text and Cultural Contexts
Category IV: Recent Trends in Hispanic Studies: Hispanic Pluralisms

SPA 531 — Literature and Cinema in Latin America
SPA 566 — Literature of the Caribbean Diaspora
SPA 562 — Arts and Activism in Latin American Social Movements
SPA 563 — Ghosts in Latin American Literary and Cultural Studies
SPA 564 — Dictatorship and Performance in the Southern Cone
SPA 565 — Caribbean Women’s Historical Fictions
SPA 566 — Literature of the Caribbean Diaspora

In addition, students are required to choose one of three options for a two-semester sequence Capstone course (6 credits)

Thesis Option:
Permits the analysis of a substantial applied topic in the selected area of concentration. The student works with an advisor to write a proposal, which must be passed by the Graduate Committee and the Dean of the Graduate School. Thesis completion requires satisfactory oral defense of the thesis, and the approval of the thesis advisor, a second reader (a member of the Graduate Committee) and the Dean of the Graduate School.

WLL 590 — Writing the Thesis Proposal
WLL 591 — Writing the Thesis: Prerequisite is WLL 590

Special Project Option
The special project involves the integration and application of discipline-specific knowledge, concepts, theory and skills in the development of a tangible product (a.k.a., deliverable), accompanied by a written report describing the process and results of the product’s development.

WLL 592 — Special Project I
WLL 593 — Special Project II: Prerequisite is WLL 592

Comprehensive Exam Option
The comprehensive examination is designed by the graduate faculty to rigorously assess the student’s mastery and synthesis of knowledge garnered during coursework. Students work individually with an advisor in selecting and researching themes from the Master’s Reading List provided by the individual language section.

WLL 594 — Comprehensive Exam Seminar I
WLL 595 — Comprehensive Exam Seminar II: Prerequisite is WLL 594

World Languages and Literatures Courses:

WLL 581 — Introduction to Graduate Studies in Romance Languages
Orients students to MA program in Romance Languages: methods of research, critical and theoretical investigations of literary and cultural productions, application of theoretical framework to literary/cultural analysis. Pre- or co-requisite for all courses in program. Scheduled fall semesters. 3 credits.

WLL 582 — Culture of Expression
Students will gain insight into how culture is produced, interpreted and expressed within Franco, Hispanic and Italic traditions; investigate productions, including various registers, genres and forms of communication; express findings orally and in writing. Prerequisite: WLL 581. Scheduled spring semesters. 4 credits.
WLL 502 — Descriptive Linguistics
Descriptive Linguistics Theory and practice of language description with particular emphasis on the structural and transformational-generative approaches. Relation of linguistics to other fields, and application to native and foreign language teaching. Scheduled fall semesters. 3 credits. Crosslisted with TSL 502.

WLL 597 — Romancing the Language: Comparative Development of Romance Languages
Genesis of Romance languages. Comparison of synchronic and diachronic developments across Spanish, Italian, and French. Exploration of linguistic differences and similarities across languages for pedagogical purposes. Prerequisite: WLL 502. Scheduled every other spring semester. 3 credits.

WLL 580 — Latin and Romance Languages
Development of Latin into the modern Romance languages (principally French, Italian, and Spanish), one of the great case-studies in linguistic history. Some attention to applying history to classroom instruction. Prerequisites: WLL 502 and graduate status in department or successful completion of a third year course in French, Spanish, or Italian (or the equivalent), or one year of Latin. Scheduled every other spring semester. 3 credits.

WLL 590 — Writing the Thesis Proposal
Students select and research a topic, compile a preliminary bibliography and submit a proposal to the Graduate School. Part one of a 2 course sequence. 3 credits granted upon completion of WLL 591. Pass/Fail. 15 graduate credits in the planned program and permission of advisor and approval by the Department Chairperson.

WLL 591 — Writing the Thesis
Students write, edit, review, and complete the thesis for submission to the Graduate School. 3 credits Pass/Fail. Prerequisite: WLL 590

WLL 592 — Special Project I
Students work with an advisor towards designing an applied project by selecting a topic, researching and refining their ideas, compiling a preliminary bibliography and submitting a proposal. Part one of a 2 course sequence. 3 credits granted upon completion of WLL 593. Pass/Fail. 15 graduate credits in the planned program and permission of advisor and approval by the Department Chairperson.

WLL 593 — Special Project II
Completion of Special Project initiated in WLL 592. Upon completion of WLL 593, students earn 6 credits, 3 for WLL 592 and 3 for WLL 593. Pass/Fail. Prerequisite: WLL 592

WLL 594 — Comprehensive Exam Seminar I
The course is required for all students who choose the comprehensive exam as a capstone option towards receiving a Master of Arts in Romance Languages. Students work individually with an advisor in a comprehensive exploration of the Master’s Reading List provided by the individual language concentration. Students who complete this course must take WLL 595 to complete their comprehensive exam option. Completed or currently completing all required and elective course work towards a Master of Arts degree in Romance Languages. 3 credits granted upon completion of WLL 595.

WLL 595 — Comprehensive Exam Seminar II
The course is required for all students who choose the comprehensive exam as a capstone option toward receiving a Masters of Arts in Romance Languages. Students work individually with an advisor in selecting and researching themes from the Master’s Reading List provided by the individual language section. Prerequisite: WLL 594. 3 credits
FRENCH:
Pre or co-requisite: WLL 581

FRE 505 — The Middle Ages: Romance and Faith
Reflections of the medieval spirit in epic poetry, courtly romances by Chrétien de Troyes, and romances of adventure. Pre or co-requisite: WLL 581. 3 credits.

FRE 507 — Didactic and Satirical Literature of the Middle Ages
A study of the most representative works of the period, with particular emphasis on the Roman de la rose and the Roman de Renart. Pre- or co-requisite: WLL 581. 3 credits.

FRE 512 — Literature of the Renaissance
Principal literary figures and movements of the French Renaissance from 1515 to 1598. Pre or co-requisite: WLL 581. 3 credits.

FRE 517 — Rabelais
The major works of Rabelais are studied, not only as a representative of the writer’s philosophic and comic genius, but also exemplifying the humanistic tradition. Pre or co-requisite: WLL 581. 3 credits.

FRE 522 — Molière
Theory and practice of comedy, as illustrated in Molière’s plays. Molière’s relation to his time and to ours, the function of his theatre as oblique social criticism, and the broader uses of laughter are considered. Pre or co-requisite: WLL 581. 3 credits.

FRE 527 — 17th Century “Moralists”
This course focuses on the major contributions of selected seventeenth-century “moralists”: Descartes, Pascal, La Fontaine, La Bruyère, La Rochefoucauld, as well as Molière. Pre or co-requisite: WLL 581. 3 credits.

FRE 531 — The Novel from Mme de Lafayette to Laclos
The psychological novel, the philosophical novel, the novel of manners and adventure, are all represented by gifted writers of this period. The course includes a choice of works by such authors as Madame de Lafayette, Lesage, Marivaux, Abbé Prévost, Diderot, Voltaire, Rousseau, Restif de la Bretonne, Bernardin de Saint Pierre, the Marquis de Sade, and Choderlos de Laclos. Pre or co-requisite: WLL 581. 3 credits.

FRE 534 — French Literary Thought in the 18th century
The awakening of the social conscience, the fight for religious tolerance, the belief in human happiness and progress are studied. Writings by Montesquieu, Voltaire, Diderot, and Rousseau are among those discussed. Pre or co-requisite: WLL 581. 3 credits.

FRE 541 — Romantic Poetry
Romanticism is approached as a new form of sensitivity with a new set of literary conventions, while the originality of every poet is also stressed. The major poetic works of Lamartine, Musset, Vigny, and Hugo are studied in depth. Pre or co-requisite: WLL 581. 3 credits.

FRE 541 — Flaubert
Study of major novels and “contes” of Flaubert, their role in the development of the nineteenth-century novel, as well as their influence on modern writing. Pre or co-requisite: WLL 581. 3 credits.

FRE 548 — Poetry from Baudelaire to the Surrealists
Through a careful analysis of the poetry of Baudelaire, the student is introduced to such symbolist and surrealist poets as Verlaine, Rimbaud, Mallarmé, Valéry, Apollinaire, and Breton. Pre or co-requisite: WLL 581. 3 credits.
FRE 559 — French Literature from 1950 to the present
Varying widely in style and emphasis, the authors studied all share a questioning of traditional values and an intense interest in the nature of literature and of language. Works studied may include the theater of Ionesco, Beckett, and Genet, as well as novels by Simon, Sarraute, Robbe-Grillet and Butor. Pre or co-requisite: WLL 581. 3 credits.

FRE 506 — French Culture in France
Study of French culture and civilization, for a period of at least four weeks in France under the supervision of WLL department faculty. Pre or co-requisite: WLL 581. 3 credits.

FRE 544 — Autobiographical Literature
Works by Montaigne, Rousseau, Chateaubriand, Stendhal, Gide or others are read and discussed to provide insight into autobiographical writing. Emphasis is placed on the particular techniques and voices of these authors. Pre or co-requisite: WLL 581. 3 credits.

ITALIAN:
ITA 523 — Dante: Faith, Fantasy and Mankind
This course explores the cultural, historical, political, philosophical, theological, and linguistic perspectives that are at the heart of Dante’s Divine Comedy. Students analyze the ethical and moral principles in which Dante foregrounds his work and juxtapose them to contemporary society. Pre or co-requisite: WLL 581. 3 credits.

ITA 525 — Of Love, Dejection and Rhapsody
This class explores Italian language and literature from its origins up to Dante through the themes of love and loss. Genres include music, poetry and prose. Pre or co-requisite: WLL 581. 3 credits.

ITA 524 — Ladies, Knights, Arms and Love: The Dawn of a New Age
This course explores the cultural, social, historical, artistic, political, and philosophical perspectives that shape the works of Pulci, Boiardo, Ariosto, Aretino, and Tasso. Pre or co-requisite: WLL 581. 3 credits.

ITA 526 — Shifting the Center
The course examines the once-censored scientific, political and religious texts (treatises, drama, epistles and dialogues) of the 17th century. Authors include Galileo, Bruno and Campanella. Pre or co-requisite: WLL 581. 3 credits.

ITA 528 — Visions of Modernity
Focuses on the literary, artistic and cultural trends of early 20th century Italy. Examines Italian political and social history from Unification to the birth of Fascism, as well as major authors and genres. Pre or co-requisite: WLL 581. 3 credits.

ITA 529 — Refashioning Italy
Examines the birth of the Italian unification movement, the role of literature in Italy’s creation, and the ways in which authors of the period imagined Italy as a nation before it came into existence. Pre or co-requisite: WLL 581. 3 credits.

SPANISH:
SPA 533 — Early Encounters: Culture and Literature of the Colonization of Latin America
This course will analyze literary texts, documents, and other cultural articulations and artifacts produced as the result of the discovery, exploration, and early colonization of Latin America. Pre or co-requisite: WLL 581. 3 credits.
SPA 560 — Literature and Culture of Al Andalus  
Reading and analysis of literary and cultural texts from the Hispano-Arabic tradition in the Iberian Peninsula. Pre or co-requisite: WLL 581. 3 credits.

SPA 561 — Women Healers, Messengers, and Intermediaries  
Reading and analysis of literary and cultural texts from the Hispano-Arabic tradition in the Iberian Peninsula. Pre or co-requisite: WLL 581. 3 credits.

SPA 521 — The Picaresque Literary Tradition  
This course will analyze the rich tradition of picaresque literature in the Hispanic world placing its most representative novels in their cultural, political, and social context on both sides of the Atlantic and from its origins to the present. Pre or co-requisite: WLL 581. 3 credits.

SPA 528 — Cervantes and the Birth of the Modern Narrative and Drama  
This course will introduce students to the role of Don Quixote in the formation of the modern novel and theater. It will address and discuss the legacy of Don Quixote for the modern and postmodern concept of narrative and dramatic discourses. Pre or co-requisite: WLL 581. 3 credits.

SPA 548 — Modernismo in Spanish America and Spain  
This course will analyze literary texts, documents, and other cultural articulations and artifacts produced in Spanish America and Spain at the turn of the century during the period called modernismo. Pre or co-requisite: WLL 581. 3 credits.

SPA 567 — The Golden Age Spanish Theater: Text and Cultural Contexts  
This course introduces students to the cultural studies of Spanish Golden Age Theater as a vehicle of political propaganda and moral education in early modern Spain. Pre or co-requisite: WLL 581. 3 credits.

SPA 531 — Literature and Cinema in Latin America  
This course will analyze the relationship between film and literature in Latin America and its importance for the production of culture and the understanding of social issues in the region through the discussion of written texts and films. Pre or co-requisite: WLL 581. 3 credits.

SPA 566 — Literature of the Caribbean Diaspora  
Course will focus on the literary and cultural production of the Hispanic Caribbean diaspora in the United States. Major themes in the literature of Caribbean immigrants will be explored such as assimilation, poverty, cultural identity, bilingualism, and biculturalism. Pre or co-requisite: WLL 581. 3 credits.

SPA 562 — Arts and Activism in Latin American Social Movements  
Hispanic intellectuals and activists have used art as a medium to push for social change. Showcasing various case studies from throughout Latin America, this course examines the use of literature, music and visual art as tactics to promote social change. Pre or co-requisite: WLL 581. 3 credits.

SPA 563 — Ghosts in Latin American Literary and Cultural Studies  
What motivated twentieth century Hispanic literati to populate texts with ghosts and to portray a haunted Latin America? Providing analytical depth in literary and cultural studies through primary sources and theory, this class answers these questions. Pre or co-requisite: WLL 581. 3 credits.
SPA 564 — Dictatorship and Performance in the Southern Cone
A course focused on plays, cultural performances, and performance art from Argentina’s Dirty Wars (1976–1982) and Chile’s military regime (1973–1990). Students will move from traditional literary analysis toward the cultural studies approach. Pre or co-requisite: WLL 581. 3 credits.

SPA 565 — Caribbean Women’s Historical Fictions
This course examines the relationship between history and fiction in contemporary Caribbean literature written by women. Students will read works by major Caribbean authors including Rosario Ferré, Ana Lydia Vega, Zoe Valdés and Julia Alvarez. Pre or co-requisite: WLL 581. 3 credits.

SPA 566 — Literature of the Caribbean Diaspora
Course will focus on the literary and cultural production of the Hispanic Caribbean diaspora in the United States. Major themes in the literature of Caribbean immigrants will be explored such as assimilation, poverty, cultural identity, bilingualism, and bi-culturalism. Pre or co-requisite: WLL 581. 3 credits.

TEACHER CERTIFICATION IN FOREIGN LANGUAGES
Candidates must present an undergraduate major, or a substantial minor, in a foreign language from an accredited institution. The Department may require additional courses of students whose background indicates deficiencies. Students are selected on the basis of the quality of their undergraduate work; those applying for certification must have an undergraduate quality point average of 3.0 or higher. A personal interview is required. In order to be admitted to student teaching, teacher candidates must pass ACTFL OPI or OPIc and WPT at advanced low level. (Refer to the section entitled “Admission to Teacher Certification Programs” in the beginning of this catalog under “Application and Admission” for additional information regarding acceptance to a certification program, PRAXIS examinations, and student teaching. Candidates may choose to pursue teacher certification in Foreign Languages as a separate program or as a part of MA in Romance Languages.

Teacher Certification In Foreign Languages
For certification, students must take one course in Educational Foundations (any one from the series EDF 520—526) and all the following courses if not taken as part of their undergraduate study:

WLL 452 — Secondary School Student Teaching — 12 credits
WLL 453 — Student Teaching Seminar — 1 credit
WLL 491 — Foreign Language in the Secondary School — 4 credits
HIS 110 — United States History I or HIS 111 — United States History or HIS 112 — U.S. History — 3 credits
SED 482 — Teaching Exceptional Students in the Secondary Education Classroom — 3 credits
SHE 203 — School Health — 3 credits
PSY 511 — Advanced Development Psychology (or, with permission of the adviser, an equivalent course) — 3 credits
WLL 211 — Introduction to Linguistics — 3 credits
WLL 403 — Introduction to Second Language Acquisition (prerequisite: WLL 211) — 3 credits
IDS 470 — Literacy Skills in the Classroom — 1.5 credits
IDS 471 — English Language Learners in the Classroom — 1.5 credits
These courses do not count towards the master of arts degree.

MASTER OF SCIENCE DEGREE IN BILINGUAL, MULTICULTURAL EDUCATION/TESOL

APPLICATION DEADLINE:
March 15 for fall admissions for the Master of Science in Bilingual, Multicultural Education/TESOL. No mid-year admissions, but students can register for spring courses as non-matriculated students.

The Master of Science degree is designed for individuals interested in foreign languages and English and who want to enter the area of bilingual, multicultural education and the teaching of English to speakers of other languages (TESOL). This program is tailored to the needs of individuals who wish to:
• teach English abroad;
• teach adult English as a second language (ESL);
• teach ESL at the community college level; or
• add a cross-endorsement in Bilingual Education or TESOL to their certification.

Candidates must apply to the Graduate School and present a bachelor’s degree transcript from an approved, accredited institution. In addition, they must have a 3.0 QPR in an undergraduate program which includes a background in a foreign language, the arts and humanities, mathematics and science, and social and behavioral sciences. A minimum TOEFL score of 600/250CBT/100IBT is required for candidates who are not native speakers of English. Additionally, all candidates must submit to the program a portfolio of documents which will be explained to you in a mailing. After submitting all necessary documents, candidates selected for admission are asked to meet with a department adviser to plan their program. The Department reserves the right to require additional courses of students whose experience and training indicate deficiencies.

Although the Department does not offer initial graduate certification in TESOL or Bilingual Education, the courses in the MS program are accepted for cross-endorsement as described in the section entitled “Cross-Endorsement Programs in Bilingual Education and TESOL”.

General Requirements for the MS degree
With the approval of the graduate adviser, students select graduate courses from the Department’s offerings. Students must maintain an average of B (3.0) or higher. They enroll in a minimum of 30 credits of coursework; those listed under “core courses” are required. Traditionally, the program requires minimally two years to complete.

Core courses (18 credits)
TSL 502 — Descriptive Linguistics
TSL 503 — Second Language Acquisition
TSL 510 — TESOL: Principles and Practices
TSL 511 — TESOL: Methods and Materials
TSL 515 — Bilingual Education: Principles and Practices
SOC 510, URB 560, or EDU 563:

- SOC 510 — Ethnic and Racial Relations
- URB 560 — Ethnic Realities in the American Community
- EDU 563 — Anti-Bias and Multicultural Perspectives in the Classroom

Electives:
- TSL 505 — Pedagogical Grammar of English for TESOL
- TSL 512 — TESOL: Practicum (1-6 credits)
- TSL 517 — Literacy Development for English Language Learners
- TSL 518 — Content-Based Instruction for English Language Learners
- TSL 521 — Assessment for English Language Learners
- TSL 590 — Thesis Seminar and Thesis (6 credits, required for thesis option)
- TSL 600 — Independent Study
- EDF 520 or EDF 655:
  - EDF 520 — Child in the American Culture
  - EDF 655 — Foundations of Multicultural Education

EDU 592 — Research in Education
ENG 504 — The Teaching of Writing
ENG 505 — Applied English Linguistics
ENG 510 — History of the English Language
PSY 511 — Developmental Psychology

Capstone Experience Options
Students complete the master’s degree by following one of three options:

Comprehensive Examination Option — 30 Credits
Students enroll in 30 credits of coursework, including all core courses. Upon completion of coursework, they must pass a comprehensive examination.

Thesis Option — 33 Credits
With the permission of the graduate adviser and the chairperson students may exercise the thesis option. Students earn 27 credits of coursework, including all core courses. They also receive six credits for completion of the thesis.

Special Applied Project — 36 credits
With the permission of the graduate adviser and the chairperson students may exercise the special applied project option. This option allows students to apply their theoretical and methodological competencies to the creation of an instructional project or research project. Students earn 33 credits of coursework, including all core courses. They also receive three credits for the completion of the applied project.

CROSS-ENDORSEMENT PROGRAMS IN BILINGUAL EDUCATION & TESOL
The Department of World Languages and Literatures offers the coursework necessary to prepare candidates for cross-endorsement in Bilingual Education and in TESOL. Cross-endorsement is an additional endorsement for individuals who are already certified to teach in the Connecticut State school system. Cross-endorsement is not awarded through institutions of higher education; candidates seeking cross-endorsement in TESOL or Bilingual Education must apply through their place of employment to the Department of Education in Hartford.
Bilingual Education Cross-Endorsement Program:
Candidates working towards a cross-endorsement in Bilingual Education must complete 18 hours of credit including coursework in each of the following areas:
1. First and second language acquisition;
2. Linguistic and academic assessment;
3. Cross-cultural sensitivity and communication and implications for instruction;
4. Strategies for modifying English content area instruction;
5. Methods of teaching English as a second language; and
The State also requires portions of the Praxis I exam and demonstrated language proficiency. Please contact the program office for a list of SCSU courses which the State accepts as meeting these requirements.

TESOL K-12 Cross-Endorsement Program
Candidates working towards a cross-endorsement in TESOL must complete 30 hours of TESOL credit with at least three hours of credit in each of the following areas:
1. English syntax, English composition;
2. Language theory;
3. Culture and intergroup relations;
4. Linguistic and academic assessment of limited English proficient students; and
5. Curriculum and methods of teaching English as a second language.
(Other acceptable courses include British or American literature, or English language.)
Because the course requirements are so extensive, interested candidates are strongly encouraged to apply for matriculation into the Master of Science degree program in TESOL to ensure appropriate advisement.

For further information, students may contact the program or access SCSU’s TESOL Web site www.SouthernCT.edu/foreign_languages/tesol/.

BILINGUAL EDUCATION/TESOL

TSL 502 — Descriptive Linguistics
Theory and practice of language description with particular emphasis on the structural and transformational-generative approaches. Relation of linguistics to other fields, and application to native and foreign language teaching. Scheduled fall semesters. 3 credits.

TSL 503 — Second Language Acquisition
The study of linguistic, cognitive, and social factors which influence the development of a second language. Applications to TESOL, bilingual education, and foreign language education. Prerequisite: FLA 502. Scheduled spring semesters. 3 credits.

TSL 505 — Pedagogical Grammar of English for TESOL
The course will help prospective and practicing teachers of ESL/EFL enhance their understanding of the grammar structures of English, expand their skills in linguistic analysis, and develop a pedagogical approach to teaching English grammar. Prerequisite: TSL 502 and /or 503. Scheduled fall terms. 3 credits.
TSL 510 — TESOL: Principles and Practices
History and philosophy of TESOL, program descriptions, methodology, materials, research, and models for TESOL. Prerequisite: FLA 503. Scheduled fall semesters. 3 credits.

TSL 511 — TESOL: Methods and Materials
Focused on developing teachers’ comprehension of and competency in the use of various methods, techniques, the creation and evaluation of materials. Emphasis placed on teachers’ growth and performance. Open only to matriculants of bilingual education/TESOL programs or to those who have been given permission of the TESOL program coordinator. Prerequisite: FLA 510 or permission of instructor. Scheduled spring semesters. 3 credits.

TSL 512 — TESOL: Practicum
Supervised classroom experience for students and teachers in primary, secondary, community college, university or adult education environments. Prerequisite: FLA 510 and departmental permission. Open to bilingual education/TESOL master’s program matriculants only by advisement. 1-6 credits.

TSL 515 — Bilingual Education: Principles and Practices
History and philosophy of bilingual education, program descriptions, methodology, materials, research, and models for bilingual education. Scheduled fall semesters. 3 credits.

TSL 517 — Literacy Development for English Language Learners
Literacy development theory and its application to the practices of teaching reading and writing to learners of English as a second language. Prerequisite: FLA 502 or departmental permission. Scheduled spring of odd years and summer of even years. 3 credits.

TSL 518 — Content-Based Instruction for English Language Learners
ESL teachers, bilingual education teachers, and content teachers learn how to modify mainstream course materials and instructional strategies so that English language learning students can engage in course content while simultaneously developing their new language. Scheduled spring of even years and summer of odd years. 3 credits.

TSL 521 — Assessment for English Language Learners
Teacher candidates learn to select, create, administer, and interpret results of assessment instruments and other assessment strategies which measure the academic and language competencies of learners of English as a second language. Scheduled spring of 2010, thereafter spring of odd years. 3 credits.
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Southern Connecticut State University Campus:

**East Campus**
1. Facilities Operations
2. Nursing Classroom Building
3. Davis Hall
4. Parking Garage - Fitch Street
5. Pelz Gymnasium
6. B-7 - Temporary Building 7
7. Jennings Hall
8. Mount Hall
9. Sedgley Hall
10. B-8 - Classroom Building 8
11. Romer Student Center
12. Jennings Hall
13. Bailey Library
14. John S. Clark Center for the Performing Arts
15. B-11 Hall
16. Michael J. Adams Student Center

**West Campus**
17. Connecticut Hall - Food Service
18. Schwartz Hall - Residence Hall and Housing Office
19. Ethnic Heritage Center
20. Admissions House
21. Lang House - Department of Social Work
22. Orlando House - Department of Public Health
23. Brown Hall - Residence Hall
24. Farnham Hall - Residence Hall
25. Wilkinson Hall - Residence Hall
26. Okane Hall - Residence Hall
27. Parking Garage - West Campus
28. Holcomb Hall - Residence Hall
29. Hill Hall - Residence Hall
30. West Campus Residence Complex
31. University Police and Grenof Student Health Center
32. Office Building 1
33. TE-6 - Temporary Building 6

**North Campus**
34. Energy Center
35. Moore Field House
36. Wintergreen Building
37. Jess Dow Field
38. North Campus Residence Complex

**Parking Information:**
Cars regularly parked on campus must display a current SCSU Parking Permit. Visitors to the campus must obtain a visitor pass at the University Police Department prior to parking. Specific instructions are contained in the Campus Parking and Traffic Regulations.

- Faculty and Staff Parking
- Commuter Students Parking
- Residence Hall Students Parking
- Bus to off-campus parking at the Eli Whitney Regional Vocational School
- Shuttle Bus Stop
- Municipal Bus Stop
- Emergency Phone