2006-2007 Undergraduate Catalog

Southern Connecticut State University

501 Crescent Street • New Haven, Connecticut 06515-1355
(203) 392-SCSU (7278) • (888) 500-SCSU (7278)
www.SouthernCT.edu
## CHIEF ADMINISTRATORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl J. Norton</td>
<td>President</td>
</tr>
<tr>
<td>Selase W. Williams</td>
<td>Provost and Vice President for Academic Affairs</td>
</tr>
<tr>
<td>James E. Blake</td>
<td>Executive Vice President</td>
</tr>
<tr>
<td>Ronald D. Herron</td>
<td>Vice President for Student and University Affairs</td>
</tr>
<tr>
<td>Megan A. Rock</td>
<td>Vice President for Institutional Advancement</td>
</tr>
<tr>
<td>Marcia Smith Glasper</td>
<td>Executive Assistant to the President, Director of Diversity and Equity</td>
</tr>
<tr>
<td>Ellen R. Beatty</td>
<td>Associate Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Robert G. Sheeley</td>
<td>Associate Vice President for Capital Budgeting and Facilities Operations</td>
</tr>
<tr>
<td>Maria M. Houser</td>
<td>Interim Associate Vice President for Human Resources</td>
</tr>
<tr>
<td>W. Alvin Chai</td>
<td>Chief Information Technology Officer</td>
</tr>
<tr>
<td>DonnaJean A. Fredeen</td>
<td>Dean, School of Arts and Sciences</td>
</tr>
<tr>
<td>Henry R. Hein</td>
<td>Interim Dean, School of Business</td>
</tr>
<tr>
<td>Edward C. Harris</td>
<td>Dean, School of Communication, Information, and Library Science</td>
</tr>
<tr>
<td>James M. Granfield</td>
<td>Interim Dean, School of Education</td>
</tr>
<tr>
<td>Sandra C. Holley</td>
<td>Dean, School of Graduate Studies</td>
</tr>
<tr>
<td>George A. Appleby</td>
<td>Interim Dean, School of Health and Human Services</td>
</tr>
<tr>
<td>Richard V. Farricielli</td>
<td>Dean, Student Affairs</td>
</tr>
<tr>
<td>James L. Williams</td>
<td>Interim Director of Admissions</td>
</tr>
<tr>
<td>Rose E. Cretella</td>
<td>Director of the Academic Advisement Office</td>
</tr>
<tr>
<td>Lise M. Brule</td>
<td>Controller</td>
</tr>
<tr>
<td>Avon L. Dennis</td>
<td>Director of Financial Aid and Scholarship</td>
</tr>
<tr>
<td>Edward C. Harris</td>
<td>Interim Director of Library Services</td>
</tr>
<tr>
<td>Patrick J. Dilger</td>
<td>Director of Public Affairs</td>
</tr>
<tr>
<td>Joseph Dooley</td>
<td>Director of Public Safety</td>
</tr>
<tr>
<td>Lynn M. Kohrn</td>
<td>Registrar</td>
</tr>
<tr>
<td>David J. Denino</td>
<td>Director of University Counseling Services</td>
</tr>
</tbody>
</table>
## CONTENTS

4 UNDERGRADUATE CALENDAR
5 UNIVERSITY INFORMATION
10 ADMISSION
14 PART-TIME STUDY
18 FEES AND EXPENSES
22 FINANCIAL AID
28 STUDENT SERVICES
36 ACADEMIC STANDARDS
40 RECOGNITION OF HIGH ACHIEVEMENT
42 DEGREE PROGRAMS AND UNIVERSITY REQUIREMENTS

### SCHOOL OF ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>Page</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Anthropology</td>
</tr>
<tr>
<td>53</td>
<td>Area Studies</td>
</tr>
<tr>
<td>54</td>
<td>Art</td>
</tr>
<tr>
<td>60</td>
<td>Biology</td>
</tr>
<tr>
<td>63</td>
<td>Chemistry</td>
</tr>
<tr>
<td>65</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>65</td>
<td>Criminal Justice Minor</td>
</tr>
<tr>
<td>66</td>
<td>Earth Science</td>
</tr>
<tr>
<td>68</td>
<td>English</td>
</tr>
<tr>
<td>73</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>74</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>74</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>82</td>
<td>Geography</td>
</tr>
<tr>
<td>85</td>
<td>History</td>
</tr>
<tr>
<td>91</td>
<td>Honors College</td>
</tr>
<tr>
<td>92</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>93</td>
<td>Judaic Studies</td>
</tr>
<tr>
<td>94</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>95</td>
<td>Literature</td>
</tr>
<tr>
<td>97</td>
<td>Marine Studies</td>
</tr>
<tr>
<td>98</td>
<td>Mathematics</td>
</tr>
<tr>
<td>101</td>
<td>Media Studies</td>
</tr>
<tr>
<td>103</td>
<td>Music</td>
</tr>
<tr>
<td>106</td>
<td>Philosophy</td>
</tr>
<tr>
<td>108</td>
<td>Physics</td>
</tr>
<tr>
<td>110</td>
<td>Political Science</td>
</tr>
<tr>
<td>115</td>
<td>Pre-Engineering</td>
</tr>
<tr>
<td>115</td>
<td>Pre-Medical, Dental, and Veterinary Medicine</td>
</tr>
<tr>
<td>116</td>
<td>Psychology</td>
</tr>
<tr>
<td>120</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>120</td>
<td>Reserve Officer Training Corp - ROTC</td>
</tr>
<tr>
<td>121</td>
<td>Sociology</td>
</tr>
<tr>
<td>125</td>
<td>Theatre</td>
</tr>
<tr>
<td>127</td>
<td>Urban Studies</td>
</tr>
<tr>
<td>128</td>
<td>Women’s Studies</td>
</tr>
</tbody>
</table>

### SCHOOL OF BUSINESS

<table>
<thead>
<tr>
<th>Page</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>132</td>
<td>Accounting</td>
</tr>
<tr>
<td>133</td>
<td>Economics and Finance</td>
</tr>
<tr>
<td>137</td>
<td>Management/MIS</td>
</tr>
<tr>
<td>140</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

### SCHOOL OF COMMUNICATION, INFORMATION, AND LIBRARY SCIENCE

<table>
<thead>
<tr>
<th>Page</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>143</td>
<td>Communication</td>
</tr>
<tr>
<td>147</td>
<td>Computer Science</td>
</tr>
<tr>
<td>150</td>
<td>Information and Library Science</td>
</tr>
<tr>
<td>152</td>
<td>Journalism</td>
</tr>
<tr>
<td>155</td>
<td>Technology Pathway</td>
</tr>
</tbody>
</table>

### SCHOOL OF EDUCATION

<table>
<thead>
<tr>
<th>Page</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>158</td>
<td>Counseling and School Psychology</td>
</tr>
<tr>
<td>163</td>
<td>Exercise Science</td>
</tr>
<tr>
<td>168</td>
<td>School Health</td>
</tr>
<tr>
<td>169</td>
<td>Special Education and Reading</td>
</tr>
</tbody>
</table>

### SCHOOL OF HEALTH AND HUMAN SERVICES

<table>
<thead>
<tr>
<th>Page</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>172</td>
<td>Communication Disorders</td>
</tr>
<tr>
<td>173</td>
<td>Nursing</td>
</tr>
<tr>
<td>177</td>
<td>Public Health</td>
</tr>
<tr>
<td>181</td>
<td>Recreation and Leisure</td>
</tr>
<tr>
<td>183</td>
<td>Social Work</td>
</tr>
</tbody>
</table>

### SCHOOL OF GRADUATE STUDIES

<table>
<thead>
<tr>
<th>Page</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>185</td>
<td>Seniors Granted Early Acceptance to Graduate School</td>
</tr>
<tr>
<td>185</td>
<td>Master’s Degree and Certification Programs</td>
</tr>
<tr>
<td>185</td>
<td>Sixth Year Professional Diploma</td>
</tr>
<tr>
<td>186</td>
<td>Doctoral Program</td>
</tr>
</tbody>
</table>

### FACULTY EMERITI, FACULTY, AND ADMINISTRATION

2007-08 Undergraduate Catalog Southern Connecticut State University
## CALENDAR

### 2007 FALL SEMESTER

- **August 27** Monday ......................................................... Academic Year Begins
- **August 28-31** Monday-Friday ............................................. Faculty Meetings
- **September 3** Monday ............................................................. Labor Day, No Classes
- **September 4** Tuesday ............................................................. First Day of Classes
- **November 21-25** Wednesday-Sunday ................................ Thanksgiving Recess, No Classes
- **November 26** Monday ....................................................... Classes Resume, 8 a.m.
- **December 13** Thursday ..................................................... Last Day of Classes
- **December 14** Friday ............................................................. Make-up/Reading Day
- **December 15-21** Saturday-Friday ........................................ Final Examinations

### 2008 SPRING SEMESTER

- **January 14** Monday ............................................................. Spring Semester Begins
- **January 21** Monday ............................................................. Martin Luther King Day/Closed
- **January 22** Tuesday ............................................................. First Day of Classes
- **February 15-18** Friday-Monday ........................................ Presidents' Weekend Recess, No Classes
- **February 19** Tuesday ............................................................. Spring Recess Begins at 6 p.m.
- **March 15** Saturday ............................................................. Classes Resume
- **March 24** Saturday ............................................................. Last Day of Classes
- **May 7** Wednesday ............................................................... Make-up/Reading Day
- **May 12-17** Saturday-Friday ................................................. Final Examinations
- **May 23** Friday ................................................................. Undergraduate Commencement
- **May 26** Monday ................................................................. Memorial Day/Closed
- **May 31** Wednesday ............................................................. Academic Year Ends

Southern Connecticut State University reserves the right to make any changes deemed necessary, without prior notice, to the rules governing admission, tuition, fees, programs, courses, granting of degrees, or regulations. Every effort has been made to ensure the accuracy of the information in this catalog at the time of publication. The University, however, cannot be held responsible for errors and omissions.
their habits of cultural enrichment for life-long inquiry. As the lead institution of advanced study in the Connecticut State Institution System, SCSU is committed to the professional preparation of graduate learners for success in their careers and in service to their communities. As an academic environment, the University is committed to innovative teaching strategies, scholarship, and creative activities that produce knowledge, refresh faculty expertise, and amplify teaching effectiveness.

To fulfill this mission:
— The University builds on the strengths and values of current programs and services. The University will continue to respond to the evolution of society by enhancing current programs and developing additional ones to meet the changing needs of the state, the nation, and the world.
— The University embraces its responsibility to design a culture of competencies in which undergraduate learners demonstrate the ability to investigate, question, appreciate, communicate, collaborate, evaluate, and adapt to change. The University encourages learners to value responsible citizenship, sensitivity toward others, historical and cultural diversity, and awareness of the global environment. Undergraduates master both a well-defined general education curriculum in the liberal arts and sciences and a coherent major field of study.
— The University presents programs of advanced study that offer advanced learners state-of-the-art professional preparation and quality learning experiences. The University regards career preparation and the placement of graduates as one of its greatest strengths and highest priorities. Learners meet the most rigorous expectations of their chosen professions, so that they may better serve Connecticut’s schools, businesses, and health and human services.
— The University continues to serve Connecticut’s diverse communities. The University will improve collaboration with the social, economic, educational, cultural, and community institutions that comprise its region. The University will expand its range of accessible cultural and social programs responsive to community interests.
— The University continues vigorously to foster teaching excellence and the most progressive teaching strategies. The University seeks to match attention to the latest information and learning technologies with traditional methods of classroom and non-classroom learning. Southern Connecticut State University generates knowledge and advances its transmission to the academic community through the scholarship and creativity of its faculty. The University encourages all those who work and study at Southern Connecticut State University to pursue engagement in their disciplines, and to keep current with the information and skills required by all academic fields, occupations, and professions.
— The University commits itself to strive for continuous quality improvement in all of its efforts. The University continually will verify the effectiveness of the mission and its accompanying agenda through systematic self-evaluation and assessment of outcomes.

UNIVERSITY OVERVIEW
In fall 2006, the University served 12,326 students. Of those, 8,577 were undergraduate students and 3,749 were graduate students. Approximately 2,600 students live on campus. Nearly 75 percent of the students are in the 18-29 age group, with more than 39 percent falling in the 20-24 age bracket. Almost 71 percent of the University’s students classify themselves as Caucasian, 10.5 percent as African-American, 5.8 percent as Hispanic, and 2.4 percent as Asian. Approximately 8.6 percent chose not to identify their ethnicity. More than 65 percent of the students are female and 94 percent are Connecticut residents. SCSU has students from virtually every town in Connecticut, 46 other states, and 36 countries. SCSU serves a diverse student population, half of whom are the first in their families to graduate from college, and almost 17 percent are students of color. More than 36 percent of undergraduate students and most graduate students work more than 20 hours per week. The University also provides a range of educational support services to 490 students with disabilities, one of the largest such populations at any Connecticut campus, and SCSU’s regionally-known Disabilities Resource Center attracts both in-state and out-of-state students.

The University awarded 2,320 degrees in 2005-2006, including 1,237 bachelor’s degrees, 881 master’s degrees, and its first two doctoral degrees. Among the largest majors at SCSU are psychology, sociology, history, English, education, business administration, communication, nursing, and social work. The University also awarded 142 sixth-year professional diplomas.

The University employs a primarily unionized workforce of approximately 935 individuals full-time, including 216 professional employees; 128 secretarial/clerical staff; 33 executive employees; and 178 technical, crafts, and maintenance staff. The 409 full-time and 592 part-time teaching faculty are all represented by the American Association of University Professors.

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.

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

Southern Connecticut State University 2007-08 Undergraduate Catalog
FACULTY
The University's greatest strength is its faculty. Educated in universities in the United States and around the world, faculty members are selected on the basis of their scholarly competence in a specialized field. Books, articles in professional journals, and scholarly publications by Southern faculty are in colleges and libraries throughout the United States. By taking part in scholarly societies and educational organizations and by acting as officers and participants at conferences, these scholar-teachers bring distinction to the University and inspiration to its students.

CAMPUS
Southern's 168-acre campus consists of a variety of buildings and recreational centers. Among these are:

Adanti Student Center
The Michael J. Adanti Student Center is a 125,000 square foot, modern multi-purpose facility located 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 new center houses a state-of-the-art fitness center, fireplace lounge, ballroom, Barnes and Noble College Bookstore, coffee house, and three dining establishments. The center has multiple lounges, meeting rooms, a gameroom, a 200-seat movie theatre, campus police, computer labs, as well as office spaces for clubs and organizations. In addition, the Adanti Center offers a resource/information center as well as access to e-mail terminals, wireless services, and a computer loan program to commuter students.

Buley Library
The Hilton C. Buley Library, the hub of campus learning, houses more than 600,000 books, periodicals, and other items. At the reference desk librarians provide assistance in using these materials with the help of CONSULS (Connecticut State University Library System) online catalog and 150 online database resources. Many questions can be answered through the reference collection, which also has 40,000 volumes.

The Learning Resource Center provides media services and houses the Curriculum Laboratory, a collection of instructional materials supporting teacher education. The Connecticut Room holds a collection of books, papers, and documents on the state's history. The Carolyn Sherwin Bailey Collection, a unique set of children's literature, is located in the Rare Book Room. The library building also houses the Department of Information and Library Science and the Academic Computer Center, where students have access to computer labs. The Buley Library homepage is http://library.SouthernCT.edu.

Construction on a $64 million addition and renovation began in the spring of 2005. It will almost double the size of the library and allow it to meet the needs of 21st century scholars. The library staff expects to be able to provide full service and access to the collection throughout the duration of the project.

Jess Dow Field
Southern's multi-purpose athletic facility is the first full-size playing field in Connecticut to be constructed with an artificial surface. Dow Field seats 6,000 people and accommodates football, soccer, field hockey, women's lacrosse, and track as well as exercise science classes, recreational activities, and intramural. The lighted outdoor complex features a synthetic playing surface and track.

John Lyman Center for the Performing Arts
The John Lyman Center for the Performing Arts features an open-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. The Robert Kendall Drama Lab, located inside the center, houses 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 structures provide facilities for preparing health, exercise science, and recreation specialists as well as for comprehensive programs in intercollegiate and intramural athletics. Moore Fieldhouse contains an unusually large gymnasium surrounded by a 200-meter track. Areas in the gymnasium are set aside for basketball and gymnastics, and a third multipurpose area is used for a variety of activities, such as badminton, tennis, track and field events, volleyball, and indoor baseball practice. Adjoining the fieldhouse is the Bruce Hutchinson Natatorium, an eight-lane swimming pool complex. Other major facilities in the fieldhouse are a physiological development laboratory, a comprehensive athletic training room, and a fully equipped 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, exercise science, and recreation are located in both facilities.

CAMPUS CENTERS
The University has established special centers to conduct multidisciplinary research or teaching. These centers, formally recognized by CSUS, also serve to extend the University's mission beyond its campus through public and community service.

Center for Adaptive Technology
The Center for Adaptive Technology (CAT), located in Engleman Hall B17, provides assistive technology for students, faculty, and staff with disabilities, as well as for the community at large. The services include providing assistive technology hardware, software, and training for members of Southern's community and presentations, training sessions, and open houses for the community at large. Assistive technology is any piece of equipment that enables individuals with disabilities to accomplish tasks that would otherwise be difficult or impossible. Such technology includes screen magnifiers for individuals with visual disabilities. The center often serves individuals with multiple disabilities who need complex technology combinations to achieve their goals.

Center for Coastal and Marine Studies
The Center for Coastal and Marine Studies enhances student and faculty engagement in coastal and marine environmental/ecological research and education. It provides undergraduate students with opportunities to engage in independent scholarship with faculty guidance. The center supports state-of-the-art models for science education and promotes cross-disciplinary collaboration in the sciences.
among students and faculty. The center enhances education at the University by fostering collaborative research and pedagogical initiatives among faculty across traditional academic departments in different disciplines. The interdisciplinary nature of coastal marine research provides students with opportunities to learn science by doing science. The University is located centrally along the heavily urbanized Connecticut coastline proximate to a variety of diverse natural habitats. This setting provides excellent opportunities for research and education focused on the pressures of human development and the need for the preservation of these natural habitats.

Center for Communication Disorders

The Center for Communication Disorders (CCD) offers supervised clinical training opportunities for students in speech-language pathology through the provision of speech, language, hearing, and augmentative communication services to children and adults in the greater New Haven area. Facilities include sound treated suites and electro-acoustic equipment for hearing assessments and hearing aid fittings, speech science instrumentation for measuring and treating voice and speech disorders, and specially designed rooms and materials for diagnosing and treating a wide variety of communication disorders. Evaluation and therapy services are provided by graduate students in speech-language pathology under the supervision of licensed and certified speech-language pathologists and audiologists. These services are offered free of charge to current students and faculty of the University and at minimal costs to the general public. Availability of services may vary with student enrollment.

The center is located in Davis Hall 012, and its director, Kevin M. McNamara, can be contacted at 203-392-5955, or by email: mcnamarak2@SouthernCT.edu.

Center for Community and School Action Research

The Center for Community and School Action Research (CCSAR) is a research, evaluation, and training center housed in the School of Education, within the Counseling and School Psychology department, Davis Hall, 110. The collaborative enterprise involves faculty, staff, and students in various departments at SCSU, faculty at other CSUS campuses, the Yale Child Study Center, and various community agencies and school districts throughout Connecticut. Its primary focus is in the School of Education is to evaluate the professional educator preparation programs at SCSU: undergraduate, graduate and sixth year programs. Since its inception in 1998, CCSAR has received more than $1.6 million to conduct research and evaluation studies on programs and initiatives related to children’s literacy and language development, school climate, math and science partnerships, youth violence, and drugs/alcohol prevention education. CCSAR is a “Center of Excellence” within the CSU System. Director Norris M. Haynes may be contacted at 203-392-6439 or haynesn1@SouthernCT.edu.

Research Center on Computing and Society

The Research Center on Computing and Society studies the social and ethical impacts of information and computing technology. It is dedicated to the advancement and preservation of human values in the face of today’s “information revolution.” On Southern’s campus, the center organized and hosted the world’s first international computer ethics conference and created a world-class web site (www.SouthernCT.edu/organizations.rccs) that receives millions of hits per year from more than 120 countries. In addition, the center provides, to Southern students, a computer ethics course recognized as a national model by the NSF-funded SENCER Project. Other activities of the research center have included invitation-only round-table international conferences for Southern’s faculty and international computer ethics conferences in England, Spain, the Netherlands, Italy, Poland, Portugal, Greece, Sweden, Japan and, China; and model curriculum materials that have been disseminated to hundreds of universities worldwide. The Research Center is located in Engleman D222, and its director, Terrell Ward Bynum, can be contacted at 203-392-6790, email: bynumt2@SouthernCT.edu.

Center for the Environment

The Center for the Environment provides quality educational opportunities in science and environmental education. These experiences include educational/research activities at field sites, collaborative endeavors between K-12, University, and professional communities within the region. The center offers these activities separate from the academic programs within the Department of Science Education and Environmental Studies. The primary focus of the center is its educational outreach at Outer Island. Outer Island is in the Thimble Island chain off the coast of Branford, Connecticut. Outer Island is managed by the U.S. Fish and Wildlife Service as part of the Stewart B. McKinney National Wildlife Refuge (NWR). A partnership between McKinney NWR and the Connecticut State University System (CSUS) provides access for educational and research programs on the island. The primary objectives of the Center for the Environment are to provide science and educational education curricula that actively engages participants in field investigations in both marine and terrestrial environments and to develop collaborative learning events that span the K-16 learning community.

Center for Excellence in Mathematics and Science

The Center for Excellence in Mathematics and Science fosters outstanding teaching and research in the various fields of math and science through the enhancement of existing campus initiatives and through effective collaborations between math and science faculty in K-16, with the goal of increasing the number and quality of students pursuing careers in math and science. The center enhances the facilities and infrastructure for conducting research and research training in science disciplines through coordinated grant-writing activities for intramural andextramural funding. NWR. A creates a forum for interdisciplinary math/science collaboration in teaching and research, strengthens the capacity of K-12 institutions in the greater New Haven community to effectively teach mathematics and science to all students, increases the impact of math and science on students through the General Education Program, and develops programs to specifically increase the number of women and members of underrepresented groups pursuing degrees in science, technology, engineering, and mathematics.

The Louis and Joan M. Sirico Center for Elders and Families

The Sirico Center serves to enhance the well being of the growing elderly population living in the community and their family caregivers. To carry out this mission the center enriches the education of students in areas of aging related to their specific professional disciplines within the School of Health and Human Services. Other endeavors that are planned and currently underway include: the development...
of interdisciplinary courses focusing on a variety of aging issues; the development of interdisciplinary practice research projects that include faculty from various departments and professionals working in the community to enhance service delivery; and the sponsoring of interdisciplinary professional conferences. Additionally, the center increases student awareness of the increasing career opportunities in the field of aging. The center is located in the Lang Social Work House. The co-directors are Dr. Mary Ann Glendon, who can be reached at 203-392-6481, glendomn1@SouthernCT.edu, and Dr. Elayne Haymes at 203-392-6623, haymes1@SouthernCT.edu.

SCSU FOUNDATION
The SCSU Foundation, chartered in 1972 as a Connecticut non-stock corporation for charitable purposes, is recognized as a tax-exempt organization under 501(c)(3) of the Internal Revenue Code. The foundation operates exclusively to promote the educational, scientific, literary, and cultural objectives of the University. As the primary fundraising vehicle to solicit, receive, and administer private gifts and grants that will enhance Southern’s mission, the SCSU Foundation supports the University’s pursuit of excellence in teaching, research, and public service. The offices of Development, Alumni Relations, and Public Affairs work in partnership with the SCSU Foundation in support of its endeavors.

ALUMNI ASSOCIATION AND ALUMNI RELATIONS OFFICE
Founded in 1925, the Alumni Association provides programs for 65,000 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.

From its office in the Wintergreen Building, the Association conducts a variety of programs and activities. The largest single effort is the Association’s scholarship program which, in collaboration with the SCSU Foundation, awards academic scholarship to outstanding Southern students annually. The Association also plays a role in coordinating class reunions, regional receptions, and Homecoming weekend. Outstanding alumni are honored at the Annual Awards Banquet. Award recipients are selected in recognition of their exemplary achievements and significant contributions on local, state, and national issues. The Association presents a Distinguished Alumnus Award annually.

Southern Alumni Magazine, sent triannually to alumni and friends of Southern Connecticut State University, reflects the progressive and dynamic nature of the University, its alumni and students. The Alumni Association works in partnership with the staff of the Alumni Relations Office to provide programs to alumni and friends. Director: Michelle Rocheford Johnston, Wintergreen Building, Room 174, (203) 392-6500.

COMPLIANCE STATEMENT
Southern Connecticut State University does not discriminate on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability, genetic background, or criminal record in admission to, access to, treatment in, or employment in its programs and activities.

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) 392-5491 or (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.

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. 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. Resident students must smoke in designated areas on the residential side of campus. The thoughtfulness, consideration, and cooperation of all members of the University community is needed.

HUMAN RESEARCH PROTECTION PROGRAM
The University requires integrity, and ethical and moral conduct in all research performed by its faculty, students, and staff. The Human Research Protection Program (HRPP) is responsible for safeguarding the rights and welfare of human participants in research and assures appropriate conformity with University, state, and federal mandates for project design and investigator behavior. Investigators engaging in human participant research must submit a project proposal to the HRPP Institutional Review Board (IRB), where it will be examined for requisite compliance and assigned a disposition. Recruitment of human participants for research cannot proceed without IRB approval or exemption. Information regarding the HRPP and the IRB, and interactive forms for proposal submission may be found at www.SouthernCT.edu/departments/graduatestudies/research.php3.
The requirements for admission to Southern Connecticut State University are intended to ensure that students offered admission are adequately prepared for the academic program and will benefit significantly from their total college experience. Southern’s individualized program of admission assures that the student’s experience through and since high school is taken into consideration. Appropriate innovative programs and courses taken through non-traditional curricula are also given full consideration. Therefore, students who believe they meet the spirit of the University admissions program are encouraged to apply. Students are admitted without regard to age, sex, race, color, creed, sexual preference, national origin, or handicap, and it is expected that the student body will reflect a wide range of cultural values and backgrounds.

In addition, students must provide the Student Health Services Office with a complete medical examination report that includes documentation verifying receipt of measles (rubeola) and German measles (rubella) unless the student has graduated from a Connecticut high school in 1999 or later. Connecticut State Statutes also require that all students living in campus housing must be vaccinated against meningitis. Students residing on-campus must submit documentation from his or her physician of the meningitis immunization to the University Health Services prior to moving into a residence hall.

ADMISSION REQUIREMENTS

— English (four units): courses should emphasize writing skills, literature, and reading comprehension.

— Mathematics (three units): courses should include algebra, geometry, and algebra II. A fourth unit in trigonometry, and analytical geometry, or pre-calculus is recommended.

— Science (two units): courses should include one unit of laboratory science.

— Social Sciences (two units): courses should include one unit of United States history.

— Foreign Language: three years in the same language is recommended.

— Because of limited instructional personnel and facilities, the number of applicants accepted for admission may be limited, with preference given to those candidates who, in the judgment of University officials, present, through their academic and personal qualifications, the greatest potential for successful collegiate performance.

Information supplementing the application form may be sought from the guidance office of the candidate’s secondary school.

APPLICATION PROCEDURES

— An online application is available at www.SouthernCT.edu/admissions/applications.

— Current deadlines for applications are listed on the University website.

— Candidates should complete applications for admission. Full credentials must be presented, accompanied by a non-refundable $50 Application Fee, before consideration is given. An official copy of the High School Transcript and the (SAT) or American College Testing Program (ACT) are required for freshmen. Mail completed applications to the Admissions Office, Southern Connecticut State University, Admissions House, 131 Farnham Avenue, New Haven, Connecticut 06515-1355.

— The University mails all formal acceptance notifications beginning December 1 of each year. Notification of a non-refundable deposit of $200 goes out December 1. Candidates must confirm their acceptances by May 1. This payment reserves a position in the entering class and is credited toward the applicant’s tuition.

— Confirmed candidates for acceptance will be billed for other outstanding tuition and fees in May; failure to submit full payment to, or make financial arrangements with, the University by mid-July will lead to cancellation of admission.

— Applications for admission may be secured from the guidance offices of many secondary schools throughout Connecticut or online at www.SouthernCT.edu. The student should submit the application along with the non-refundable $50 application fee to the Undergraduate Admissions Office. The high school guidance office should submit an official high school transcript, (grades for three years plus the grades of the latest marking period for the senior year, with final grades due before July 1 for current graduates) along with the SAT or ACT scores. If the high school does not have the SAT scores, the student should have them sent from the Educational Testing Service (ETS).

— Applications for a room in a residence hall should be submitted to the Office of Residence Life. Notification of acceptance to the University should not be construed as a guarantee for placement in a residence hall, if such has been
requested. Selections for the residence halls are usually made at a later date. Applications are available on the website.

— Applications for financial aid Free Application for Federal Student Aid (FAFSA) should be submitted to the Financial Aid Office by March 9. All information and forms are available online at the SCSU website, www.SouthernCT.edu

— It should be understood that final acceptance of seniors not yet graduated from secondary school is conditional upon the satisfactory completion of their scholastic program.

PLACEMENT EXAMINATION

All students are required to complete a common core of courses known as the University Requirements. Included in these courses are requirements in the areas of composition, foreign language, and mathematics. Academic success is dependent upon a strong foundation in critical reading, writing, and quantitative reasoning. Therefore, all entering full-time students must complete English and mathematics placement exams prior to registering for courses. Students who do not complete English and mathematics placement exams prior to course registration will be required to register for proficiency courses in English composition (ENG 097) and mathematics (MAT 095). See the SCSU Proficiency Policy for more information. Exams are offered throughout the year and during the summer months for newly entering full-time students. Students must register for these exams and may do so online at www.SouthernCT.edu/placement. (Walk-ins will not be accepted on exam day.) This webpage provides links to information regarding placement exams and the dates they are administered.

Students may elect to take a placement exam in a foreign language. Students who have completed one year or more of a foreign language in high school are encouraged to take this exam. Placement into a foreign language course will depend upon the result of the placement exam or the number of years of high school language completed. However, students who are placed into a language course based upon their high school record may be tested on the first day of class and be required to enroll in a different level. Placement exam dates and registration for the foreign language exam are the same as the composition and mathematics exams. A link to information regarding the foreign language exam is also provided.

MATRICULATED STUDENT

A student who has made formal application for admission with the Undergraduate Admissions Office and has been accepted as a degree candidate is defined as a matriculated student and is eligible to take classes on a full-time or part-time basis.

NON-MATRICULATED STUDENT

A student who has not been admitted to the University for a degree program is defined as a non-matriculated student may only register for courses on a part-time basis and is not eligible for financial aid or on-campus housing.

ADMISSION OF SENIOR CITIZENS

Senior citizens age 62 and over who are Connecticut residents are eligible for tuition-free study at the University. Students admitted under this plan are subject to other University fees.

CONNECTICUT PUBLIC TWO-YEAR COLLEGE GRADUATES

Students from a public Connecticut Regional Community Colleges will be accepted for admission to the University if they have a 2.0 cumulative average. Students who meet this condition and who have also completed the Associate in Arts degree or the Associate in Science degree in transfer programs will be given credit for two years of college work, but these students must still satisfy SCSU’s University Requirements.

Current admissions application deadlines are listed on the website at SouthernCT.edu/admissions/applications. If the demand for admission to a certain Connecticut State University System institution exceeds its enrollment capacity, a two-year college graduate will be admitted at a CSUS campus other than his or her first choice.

Admission quotas of each Connecticut State University are calculated on the basis of major fields; accordingly, it may be possible for an institution to accept students in one major field and not in another. Thus, applicants must declare their preferred major at the time they apply for admission to the baccalaureate program. However, admission to the University does not necessarily guarantee admission to a professional program.

Southern will accept in transfer from a two-year college up to 63 transfer credits. Early in their college career, students should confer with their academic advisers in selecting courses in the two-year associate’s degree program that will provide the proper background for upper division study.

CONNECTICUT STATE UNIVERSITY SYSTEM

Students transferring to Southern from Central, Eastern, or Western Connecticut State University must follow the transfer admissions process. All credits that have been completed with a passing grade are transferable to the University. Up to 90 credits are accepted from one of CSUS institutions.

ADMISSION OF TRANSFER STUDENTS

Students wishing to transfer from other accredited institutions of higher learning must have a minimum of a 2.0 cumulative average. In addition, they should submit official transcripts of their previous college work sent directly by the previous college or university attended. A maximum of 90 credits from other four-year institutions, including no more than 63 credits from the two-year colleges can be applied toward degree requirements at this University. Students should also be prepared to provide catalogs from the colleges they previously attended.

Admission to the University does not necessarily mean admission to a professional program. Additional information describing other non-traditional credit options may be found in the Part-Time Study section of this catalog.

ADMISSION WITH ADVANCED STANDING

Current graduates of secondary schools who have taken either advanced placement courses or Advanced Placement Examinations (administered by the College Entrance Examination Board) should submit such evidence to the Admissions Office in sufficient time for evaluation. The College Level Examination Program (CLEP) is also accepted with scores above the 50th percentile. Graduate nurses with an RN seeking a bachelor's degree should also comply with the aforementioned requirements for admission with advanced standing.
ADMISSION OF INTERNATIONAL STUDENTS

International students must meet the appropriate academic requirements and, in addition:

— Demonstrate proficiency in the English language through satisfactory performance on:
  • Test of English as a Foreign Language (TOEFL), minimum score of 525 required, or
  • Computerized TOEFL minimum score of 200, or
  • The SAT or both, as required by the Admissions Office;

— 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 Admissions Office will e-mail each international applicant with a website, login, and password to complete the additional information required by the United States federal government. Please provide a valid e-mail address on your application. The application cannot be processed until the student has completed this requirement.

— International transfer students must have all foreign credits evaluated by a professional agency: example—World Educational Services.

— Submit application and financial support documentation by June 1 for fall semester entry to the University, by November 15 for spring semester entry.

FRESH START

The Fresh Start Program offers options for both formerly matriculated students and students who have never matriculated at the University. The purpose of the Fresh Start Program is to retain and offer support to students who experienced a poor start and dropped from matriculated status or withdrew from the University. (However, this option is not available to education majors.) This program allows them to be readmitted to the University and to disregard their previous record in calculating their Grade Point Average (GPA).

All courses and grades will remain on the students permanent record and the date Fresh Start was invoked will also be entered on the student’s permanent record. The student will receive credit for courses taken before that date in which he or she received an “A,” “B,” or “C.” (This does not include “C-” grades). The GPA will be calculated solely on the basis of courses taken after that date.

The option is available only once, only to students who are not education majors, and only to students who have completed the following conditions.

Formerly matriculated students:

— had a GPA below 2.0, status changed to non-matriculated;
— have been non-matriculated for at least one year;
— since being made non-matriculated, have completed 9-12 credits and earned a 2.75 GPA (if credits are from another university, please have official transcript sent to SCSU Admissions Office);

— have not reached junior status (60 credits), including the 9-12 credits referred to above;
— not an education major (the School of Education does not endorse Fresh Start).
— Never matriculated students:
— did not complete 30 credits at Southern Connecticut State University;
— left the University with a GPA below 2.0;
— did not attend Southern Connecticut State University for at least one year;
— since leaving the University have completed 9-12 credits and earned at least a 2.75 GPA. (If credits are from another university, have an official transcript sent to Southern Connecticut State University Admissions Office);

— have not reached junior status (60 credits), including the 9-12 credits referred to above;
— not an education major (the School of Education does not endorse Fresh Start);

Applications for the Fresh Start Program may be obtained from the Admissions Office.

NEW ENGLAND REGIONAL STUDENT PROGRAM

Southern Connecticut State University participates in a regional cooperative program administered by the New England Board of Higher Education. This program, known as the Regional Student Program, permits qualified residents of the New England states to study with special admission and tuition privileges in certain programs at SCSU. The program is intended to expand opportunities for higher education for New England residents by making available, on an equal basis to all, those courses not commonly offered at every institution. This practice tends to reduce duplication of courses and thus to use each state’s higher educational facilities more efficiently.

Students from the states listed may enroll at Southern Connecticut State University in the programs listed below. Such students pay the Connecticut in-state tuition plus 50 percent. Students must submit to the Registrar a newly completed application each semester in order to maintain eligibility for this program.

MAINE
— Italian

MASSACHUSETTS
— Information and Library Science
— Recreation and Leisure Studies

NEW HAMPSHIRE
— Italian
— Library Science
— Public Health

RHODE ISLAND
— Earth Science
— Library Science
— Public Health
— Recreation and Leisure Studies
VERMONT
— Earth Science
— Italian
— Library Science
— Public Health
— Special Education

Detailed information about this exceptional program can be obtained through the Admissions Office of Southern Connecticut State University, from any high school guidance counselor, or from the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111-1305.

CSUS STUDENT EXCHANGE
With the approval of the appropriate University dean, a full-time matriculated student may enroll at another Connecticut State University System campus for a course or courses not available at SCSU. The student continues to be registered at SCSU and continues to pay tuition and fees to SCSU. Grades earned under the State University Exchange become part of the student's regular transcript at SCSU. Contact the Registrar's Office for information.

ADMISSION TO TEACHER CERTIFICATION PROGRAMS
Students planning to enter any professional teacher education program must meet six academic and non-academic requirements established by the School of Education which are consistent with certification requirements of the State of Connecticut. These are:

1. Complete the University Requirements, as stipulated by each program, thereby exhibiting an educational background in the arts and humanities, mathematics, science, social and behavioral sciences, health and physical education.

2. Pass the state-mandated skills examination (Praxis I) in mathematics, reading, and writing, or, present a combined score of 1,100 on the SAT with at least a score of 450 on both the verbal and mathematics sections respectively from any test administered 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 critical reading and the mathematics sections respectively from any test administered 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 any administered on or after October 1989.

3. Maintain a minimum 2.7 GPA for all undergraduate courses.

4. Students must submit and receive departmental approval of an essay demonstrating a proficiency in English, setting forth the reasons for wanting to enroll in a teacher preparation program and emphasizing experiences relevant to teaching.

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 his or her teaching performance.

7. Any one of requirements 3-6 above may be waived if justified by unusual circumstances. These requirements apply to all students seeking admission to teacher certification programs in early childhood education, elementary education, middle grade education, and any secondary education program—English, social studies (history), mathematics, biology, chemistry, physics, earth science, foreign languages, art education, health education, physical education and special education.

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.

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

The School of Education requires the student to maintain a 2.7 GPA average. A student, who after acceptance into the teacher education program, completes 9 or more credits with a cumulative GPA of less than 2.7 will be placed on School of Education academic probation. The student will have one semester to raise the GPA to 2.7 or higher. Failure to do so will result in dismissal from the School of Education.

A passing score on Praxis II (or ACTFL if receiving certification in foreign language) is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their student teaching and, therefore, will not be eligible for graduation.

Students are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations. 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 Connecticut State University.
PART-TIME STUDY

The Academic Advisement Center coordinates the initial advisement and course registration for new undergraduate part-time students. By developing flexible and responsive programs within and beyond traditional daytime hours and patterns of study, the University helps students attain their academic, professional, and personal goals. Several evening degree programs and the Bachelor of Science degree program for Registered Nurses are offered.

CONTINUING EDUCATION FOR PART-TIME UNDERGRADUATE STUDENTS

The University serves students who wish to study on a part-time basis, either in a program leading to a bachelor’s degree, or solely for self-fulfillment. Students may register for courses scheduled any time of the day or evening, during the fall and spring terms, as well as during intersessions, semester breaks, and the summer session.

Part-time students pursuing a degree are encouraged to matriculate by gaining acceptance through the Admissions Office. Matriculated students receive earlier registration privileges than non-matriculated students and may be eligible for financial aid. Students who wish to study for self-fulfillment as a non-matriculated student may do so without applying to the University.

Semester course bulletins are posted on the Internet at www.SouthernCT.edu or are available by mail on request by calling 203-392-8950 or 1-888-500-SCSU or completing the online request form at www.SouthernCT.edu. These bulletins contain important information about schedules, registration procedures, fees, and special services. Part-time students who wish to be admitted to the University formally in a degree program are required to follow the same procedures as those applying for full-time study. (For details, see the Admissions section in this catalog.) Similarly, academic policies concerning grading, course withdrawals, prescribed course sequences, and mathematics and English placement examinations govern part-time as well as full-time students.

EVENING DEGREES

Any student who has full-time commitments at home or at work may initiate a liberal studies degree program at Southern and complete all requirements for the degree by attending evening classes.

The time required to complete degree requirements may be shortened by taking departmental and CLEP examinations to satisfy most of the general education requirements and electives. It may take four to eight years to earn a degree, depending on test scores and the number of courses taken each semester.

For more information about this program, contact the Office of Academic Advisement for part-time study in Wintergreen 154, (203) 392-5367. Appointments may be scheduled.

DISTANCE LEARNING

OnlineCSU is the online classroom of Central, Eastern, Southern, and Western Connecticut State Universities. CSUS designed OnlineCSU to ensure that the education it has traditionally made available in the classroom can now be offered without regard to time, distance, or circumstance. As a fully accredited university system, the Connecticut State University System offers undergraduate and graduate courses through OnlineCSU, which are approved for credit and may be applied toward a degree. OnlineCSU distinguishes itself by ensuring that CSUS faculty are at the core of this distinctive learner-centered program. At CSUS, whether the course is “on ground” or “online,” the faculty who develop the course also teach it.

All students, full- and part-time, pay an online fee for each course. For more information on any OnlineCSU course, or to register/pay for an online course, visit the online Web site at www.OnlineCSU.ctstateu.edu.

HIGH SCHOOL STUDENTS

Local high school students may be eligible to take courses on a tuition-free, space-available basis. A registration and technology fee will be charged. Students must be in their senior year and have a letter of recommendation from their high school counselor. These students earn high school credit for completing course work. High school students are not allowed to participate in study abroad programs. Contact the Registrar’s Office for further information.

LIBERAL STUDIES PROGRAM

The University’s program in Liberal Studies allows students to replace the traditional 30-credit major with a combination of minors in different areas of study to create individual programs that meet academic and professional objectives. The program is described in detail in the School of Arts and Sciences section of this catalog. Interested students may
contact the Office of the Dean of Arts and Sciences for further information.

**IMMUNIZATION REQUIREMENTS**

**Health Requirements**

All full-time undergraduate students and all part-time undergraduates residing on campus are required to have completed properly health forms (questionnaire and physical examination) on file at the Granoff Student Health Center prior to registration.

**Immunization**

Connecticut State Statutes require each full-time or matriculating student born on or after January 1, 1957, to provide proof of adequate immunization against measles (rubeola) and German measles (rubella) prior to registration. The SCSU Immunization Form must be signed by a physician confirming the student’s record of immunizations and then submitted to the University Health Services before the student will be allowed to register for classes. Verification of immunizations may also be available from one's high school or from the board of education in the town where one attended high school. The University also strongly urges all non-matriculating students to provide proof of immunization against measles (rubeola) and German measles (rubella) prior to registering for courses at Southern.

Adequate immunization is defined as:

— Measles (rubeola): One injection at 12 months of age or older and on or after January 1, 1969, and a second injection after January 1, 1980.

— German measles (rubella): One injection after 12 months of age.

The only exceptions to this are the following:

— Those born prior to January 1, 1957.

— Those with a valid medical exemption signed by a physician.

— Those who provide documented laboratory proof of immunity to both measles (rubeola) and German measles (rubella).

— Those who provide a written statement testifying that immunization is contrary to their religious belief.

Connecticut State Statutes also require that all students living in campus housing must be vaccinated against meningitis. On-campus students must submit documentation from his or her physician of the meningitis immunization to the University Health Services prior to moving into campus housing.

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

Questions may be directed to: University Health Services, Granoff Hall, (203) 392-6300, healthserve@SouthernCT.edu.

**NON-TRADITIONAL CREDIT**

Southern Connecticut State University recognizes learning experiences outside the traditional college classroom may be equivalent to those that occur in the classroom in terms of meeting the objectives of established courses and programs. Matriculated SCSU students may receive up to a maximum of 30 credits for non-traditional learning experiences. When non-traditional credit is awarded the credit is entered on the transcript as a transfer credit. Non-traditional grades are not included or counted in the GPA.

It is important for students to recognize that the rules for acceptance of credit for non-traditional learning does vary among academic departments and schools depending upon departmental standards and standards set by accrediting agencies. Information about possible non-traditional credit for any of the options listed below may be obtained from the Registrar’s Office.

**Academic Credit for Equivalent Life/Work Experience**

Charter Oak State College has been designated as a Portfolio Assessment Center for State institutions that do not have internal portfolio assessment processes. Many SCSU departments and programs accept credits based on Portfolio Assessment awarded by Charter Oak State College and other regionally accredited colleges and universities when such credits are applicable to the student's degree program. Matriculated students may obtain further information about the Charter Oak State College Program from the Academic Advisement Center, located in Wintergreen 174.

**Advanced Placement**

The University recognizes the Advanced Placement (AP) Program sponsored by the College Board. After completing the final examination for the course, students should have their official scores sent to the Office of Undergraduate Admissions. A score of three or higher is acceptable in most subject areas. The official evaluation of credit is completed when all final transcripts are received by the Admissions Office and the deposit is paid.

**College Level Examination Program**

The College Level Examination Program (CLEP) provides an opportunity for matriculated students to obtain academic credits by obtaining a satisfactory score on nationally standardized examinations prepared by the Educational Testing Service. There are two types of examinations: general examinations and subject examinations. The four general examinations accepted by SCSU are mathematics, humanities-English composition with essay, social science/history, and natural sciences. Thirty subject examinations in the areas of literature, foreign languages, history and social science, science and mathematics, and business are also accepted by SCSU. A CLEP brochure listing minimum scores acceptable for academic credit at SCSU is available in the Registrar’s Office.

Students who are applying for admission to SCSU should have their official results sent to the office of Undergraduate Admissions for evaluation. Matriculated students should have their official results sent to the Registrar’s Office.

**SCSU CLEP Policy**

— Credit for examinations will be recorded on the transcript of students who are matriculated and in good standing at SCSU after receipt of the official score report from the Educational Testing Service.

— Credit for examinations will not be granted if the student has already satisfactorily completed courses equivalent in content to that covered by the CLEP examination.

— Transfer of CLEP credit from another institution is acceptable if the scores equal or exceed the minimum scores...
required at SCSU after receipt of the official score report from Educational Testing Service.

Credit for Non-Collegiate Training Programs
Many businesses, industries, and other non-accredited institutions provide formal training opportunities for which some academic credit may be awarded. Application of credit as it relates to the student's degree requirements is determined by the Admissions Office or Registrar's Office in conjunction with the student's major department in accordance with American Council on Education (ACE) recommendations as published in the National Guide to Educational Credit for Training Programs. Official transcripts, diplomas or certificates are required. SCSU also accepts credits for programs conducted by non-collegiate organizations not evaluated by ACE in accordance with specific local agreements which comply with regulations of the Board of Trustees for the Connecticut State University and the Board of Governors for Higher Education regulations.

Military Credit
Credit for military experiences is evaluated according to American Council on Education guidelines. Military credit is judged on an individual basis by the associate registrar or assistant registrars. When a student has matriculated, the appropriate military credit records should be submitted to the Registrar's Office.

Waiver Examinations
Waiver examinations are available for students who, as a result of prior experience, have proficiency in subject areas equivalent to that of a student who successfully completes a course. Students must be matriculated at Southern Connecticut State University or Charter Oak State College to be eligible to take the examinations. Official transcripts, diplomas or certificates are required. Waiver examinations are given in many basic freshman and sophomore subjects required for graduation, or required as prerequisites to advanced courses in certain disciplines.

Students who desire to take the two-hour examinations must make arrangements with the appropriate department. Waiver examinations are given in the fall and spring of each year. A student who receives "A" or "B" on the waiver examinations earns three credits and waives the course. A student who receives "C" on the waiver examination waives the course without credit. Any lower grade indicates a need to take the course.

Waiver credits are not considered when tabulating a student's GPA. An "E" is recorded on the student's transcript to indicate credit received by successfully completing a waiver examination. A waiver examination may be taken only once. A copy of the Application for Waiver Examination is available in each dean's office and the Registrar's Office.

REFUND POLICY
Part-time students who wish to receive course refunds must formally withdraw from the course(s). It is the student's responsibility to complete the Add/Drop form and to submit it to the Registrar's Office for processing. The amount of the refund is based on the date the student withdraws, not whether the student attended class or on how many classes the student attended. The student fee is not refundable. All refund checks are mailed to the student's permanent address.

Extension and Summer/Winter Course Refund
Summer/Winter Sessions – Courses greater than eight weeks in length
— 100 percent refund prior to the second class meeting
— 50 percent refund prior to the third class meeting
— No refund after the third class meeting

Fall, Spring, Summer, and Winter Sessions – Courses three weeks to eight weeks in length
— 100 percent refund prior to the second class meeting
— 50 percent refund prior to the third class meeting
— No refund after the beginning of the third class meeting

Fall, Spring, Summer, and Winter Sessions – Courses less than three weeks in length
— 100 percent refund prior to the second class meeting
— No refund after the beginning of the second class meeting

Course cancellation refunds
If a course is cancelled by the University, it is necessary for the student to make a written request to obtain a refund. This may be accomplished by returning the request for refund form that is mailed to the student with notification of course cancellation. No withdrawals or refunds can be made by telephone.

INTERSESSION COURSES
The University offers intensive-study credit courses in January. Courses offered are at both the undergraduate and graduate levels in the Schools of Arts and Sciences, Business, Health and Human Services, Communication, Information, and Library Science; and Education. Registration for the intersession begins early in November.

SUMMER SESSION
Each summer, Southern Connecticut State University offers more than 600 undergraduate and graduate course sections during two five-week summer sessions and one three-week session. In addition, special one- and two-week intensive institutes and workshops are scheduled throughout the summer. Residence hall accommodations are available at reasonable rates for students registered for summer courses.

Information on summer session course offerings, descriptions, and registration instructions is available at www.SouthernCT.edu. For more information or to request a summer bulletin, call 203-392-8950.

TUITION WAIVER FOR SENIOR CITIZENS
Connecticut resident senior citizens, age 62 and over, are eligible for tuition-free study at the University. The waiver of tuition includes the annual State Tuition and State University Fee for full-time study and the per-credit fee for part-time study.

However, all part-time students, including those who are registered as senior citizens, are responsible for paying the registration fee and information technology fees, as well as any course studio or lab fees.
For senior citizens who are not enrolled in a degree program but are planning to take courses for enrichment, admission to a particular course depends upon course enrollment quotas established on the basis of tuition-paying students. Other fees, such as the University General Fee, Information Technology Fee, and the Student Activity Fee, are not waived for senior citizens.

Special registration for senior citizens planning to enroll part time is held just before the beginning of each semester. For more information, senior citizens may contact the Academic Advisement Center, located in Wintergreen 154.
Fees are established by the Board of Trustees for the Connecticut State University System, subject to review by the Board of Governors. At publication time, the following fees were expected to be in effect for the 2007-2008 academic year. It's possible that the final fee schedule determined by the Board of Trustees may be somewhat higher or lower than the schedule shown here. This listing is intended only to help estimate the costs of attending the University. Students will be responsible for any fee increase that the CSUS Board of Trustees authorizes up to the first day of classes, and will be refunded any decrease.

FINANCIAL OBLIGATIONS

Students are responsible for payment of all costs associated with attending the University in accordance with CSUS 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, and payment deadline dates, to review frequently asked financial questions, or to submit and email question to the Bursar’s Office, visit the Bursar’s Office website at www.SouthernCT.edu/bursar/.

ANNUAL FEES AND EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>Connecticut Resident</th>
<th>Out-of-State Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$3,346</td>
<td>$10,831</td>
</tr>
<tr>
<td>University Fee</td>
<td>849</td>
<td>2,084</td>
</tr>
<tr>
<td>University General Fee</td>
<td>2,068</td>
<td>2,086</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>2,068</td>
<td>230</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>230</td>
<td>110</td>
</tr>
<tr>
<td>Media Fee</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Commuting Student Total</td>
<td>6,623</td>
<td>15,343</td>
</tr>
<tr>
<td>Housing Fee (Double)</td>
<td>4,668</td>
<td>4,668</td>
</tr>
<tr>
<td>Residence Hall Social Fee</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Food Service</td>
<td>3,764</td>
<td>3,764</td>
</tr>
<tr>
<td>Residence Hall Student Total</td>
<td>$15,125</td>
<td>$23,845</td>
</tr>
</tbody>
</table>

In addition, students should budget the cost of books and supplies (average of $750), transportation for commuting students; and round-trip transportation home for recesses or holiday visits for resident students, recreation, clothing and laundry costs.

PAYMENT OF TUITION AND FEES

Students admitted to the University for the first time must pay a $200 nonrefundable Confirmation Deposit. This fee is applied to the tuition charge. Full-time students who register for the fall semester before May 20 or before November 18 for the spring semester will receive an invoice by email. Full payment is due mid-July for the fall semester and mid-December for the spring semester. If payment is not received by these dates, registration and residence hall assignments are subject to cancellation. Full-time students who register on or after mid-July and mid-December must pay the full amount due at the time of registration. Part-time student bills are due at the time of registration.

MISCELLANEOUS FEES AND COSTS

Application Fee ....................................................... $50

A nonrefundable fee of $50 must be submitted with the completed application for admission.

New Full-Time Student Confirmation Deposit ......... $200 (nonrefundable)
Information Technology Fee ........................................ $115
A required $115 per semester information technology fee is used to purchase computer equipment and software, to provide technical support, and to cover student lab fees.

Nursing Lab Fee .................................................... $300
Upon formal admission to the Nursing program full-time students are assessed $300 per semester to help offset costs associated with laboratory and clinical work as well as insurance charges.

Late Payment Fee ................................................... $50
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 percent per month charge on any unpaid balances after the due date. These charges will be added to the outstanding balance.

Transcripts................................................................FREE
Transcripts of work taken at SCSU may be forwarded from the Records Office to any official source upon written request of the student. There is no charge for forwarding a SCSU transcript to an SCSU office or department.

Bad Payment Policy .................................................. $50
When a bank refuses to honor a credit card or check made payable to SCSU, a charge of $50 will be assessed and the University may cancel the service purchased. Restitution can be made by paying the $50, plus the cost of the service, with cash, money order, or certified check.

Accident Insurance .... Included in University General Fee
All full-time students are covered by accident insurance that covers accidents occurring on or off campus during the 12-month period, August 1 through July 31.

Health Insurance (12 months coverage) ......................... $718
Initial payment of $359 is due in the fall semester and the balance of $359 is payable for the spring semester.

Health Insurance is mandatory for all full-time students unless a waiver indicating comparable insurance coverage is completed at the following Web site. The Web address is: www.chickering.com. This insurance provides partial coverage for hospitalization, in-hospital medical expenses, surgical fees and up to $500 per illness for out-patient expenses when the college physician requests consultation, x-ray, or laboratory examinations for the purpose of diagnosis. Brochures are available from Business Office.

Health Insurance for foreign students is approximately $990 for the full year. Foreign students cannot waive the health insurance fee.

Re-registration Fee .................................................. $100
If a student is dropped for non-payment and re-registers for that semester. This fee is non-refundable.

Over Registration Fee ............................................. $340 per credit
If the student is registered for more than 18 credits. This fee is non-refundable.

Art Studio Fee ...................................................... $60 per course
Biology Lab Fee .................................................... $35 per course
Chemistry Lab Fee .................................................. $35 per course
Earth Science Lab Fee ............................................. $35 per course
Music Lab Fee ...................................................... $50 per course

Physics Lab Fee ..................................................... $50 per course
Part-time Nursing Lab Fee ....................................... $25 per credit
EMT Lab Fee ....................................................... $75 per course

HOUSING AND BOARD

Residence Hall Students (Annual) ....................... $4,550-$9,034
The cost of room for students living in University dormitories is payable at the rate of $2,334 for a double room per semester. In addition, there is a $35 social fee per semester payable with all other required fees.

Students admitted to a residence hall for the first time must pay a non-refundable $250 Housing Deposit within 15 days after invoicing. Students who plan to continue residing in a residence hall in the following semester must pay a non-refundable $250 Housing Deposit not later than April 1 for the ensuing fall semester and by November 1 for the ensuing spring semester. The balance of the Housing fee for all residence hall students is due no later than mid-July for the fall semester and mid-December.

Board (Annual)...................................................... $3,764
The University maintains a contract food service program in Connecticut Hall for students living on-campus. The charge for board is $3,585 per year for 19 meals weekly plus $100 for food loot. Meals are served only during those periods when the University is officially open. Students living off-campus also may participate in the University’s contract food service program. All students participating in this program must pay the Board Fee, $1,793 per semester. Payment is due, not later than July 14 for the fall semester and December 15 for the spring semester.

Mandatory Food Service Fee ..................................... $600
Students living in apartment-style University residence halls receive a $300 credit each semester toward purchases in food service facilities.

Student Teaching Expenses ...................................... Vary
Students are placed in off-campus teaching situations in their senior year, and in some instances in their junior year (e.g., art, physical education and librarian programs). Although placements generally are arranged in neighboring communities, students should be prepared to assume any financial costs attendant upon transportation or housing for their student teaching period.

TUITION WAIVER FOR WAR-ERA VETERANS
For information about tuition waivers for veterans see the Financial Aid section of this catalog.

TUITION WAIVER FOR SENIOR CITIZENS
Connecticut senior citizens, age 62 and over, are eligible for tuition-free, full-time study at the University. To take advantage of this tuition waiver, a senior citizen must provide proof of age at the time of registration. The University then waives the State Tuition and the State University Fee, which amounts to $4,195 annually. All other University fees are not waived. Senior citizens wishing to enroll on a part-time basis should consult the Part-Time Study section of this catalog.

REFUND SCHEDULE FOR FULL-TIME STUDENTS
Regulations established by the Board of Trustees for the Connecticut State University System govern the refund of tuition and other fees at Southern Connecticut State University. Full-time students who wish to receive a refund must
formally withdraw from the University. Full-time students are not entitled to a refund for courses individually dropped.

The amount of the refund is based on the date of the withdrawal, not on whether classes were attended or the last class of attendance.

University students receiving Federal Financial Assistance will have their refund calculated using the Title IV Federal Refund Policy. In accordance with the Higher Education Amendments of 1998 (Public Law 105-244), the federal government mandates that students receiving Title IV assistance who withdraw from all classes may only keep the financial aid they have “earned” up to the time of withdrawal. Title IV funds that were disbursed in excess of the earned amount must be returned by the University and/or student to the Federal government. This could result in the student owing funds to the University, the U. S. Government or both. The amount of unearned aid to be returned is based on the percentage of enrollment period completed. A copy of this policy is available in the Financial Aid Office, Wintergreen Building.

Non-refundable Fees—Application, Confirmation Deposit, Residence Hall Deposit, Re-Registration Fee, Late Fee, Over-Registration Fee.

Board Fee—Refundable on a pro-rated basis upon formal withdrawal from the University. Full weeks are used to prorate.

Refund

— 100 percent refund up to and including the first day of classes: Students who wish to withdraw prior to the first day of classes may withdraw with no liability for fees or grades. Those who have paid are eligible for a full refund of tuition and fees. Those who have not paid are held liable for fees and grades if registration is not cancelled prior to the first day of classes.

— Before the end of the second week of classes: students, who withdraw between the first day of classes and the end of the second week of classes, are eligible for a partial refund of 60 percent of the balance. Some fees and insurance premiums are non-refundable.

— From the end of the second week of classes through the end of the fourth week of classes: students who wish to withdraw prior to the end of the fourth week of classes are eligible for a partial refund of 40 percent of the balance. Some fees and insurance premiums are non-refundable.

— After the end of the fourth week of classes: no Refund. Students who withdraw after the end of the fourth week of classes are held fully liable for tuition and registration fees.

Refund Appeal

Under special circumstances, the University may authorize a full refund of tuition and fees. This process will not automatically effect your eligibility for a refund or the removal of delinquent charges. These are:

— Medical: when a student withdraws because of his or her own illness or injury.

— Death in the family: when a student withdraws because of the death of a parent, child, spouse, or sibling.

— Involuntary call to active military duty: when a student withdraws because of involuntary call to active military duty.

— Other: a student who feels he or she had to withdraw due to extenuating circumstances beyond his or her control may petition to the Dean of Student Affairs for a special refund.

Students who feel that any of the above apply, should consult with the withdrawal coordinator/counselor in the Records Office, Wintergreen Building.

RECEIPT OF FINANCIAL AID—GRANTS AND LOANS

It must be noted that an application for financial aid is not a guarantee of the payment for University bills. Eligibility for grants and loans is determined once an individual’s file is complete for review. First priority is given to on-time applications. Late applications will be considered based on the availability of funds. It is the student’s responsibility to ensure that his or her bills are paid by University deadlines.

RESIDENCE STATUS

Students admitted to the University are classified as Connecticut residents or out-of-state residents according to Connecticut statute (Public Act 73-474, C.G.S.) and the policies of the Board of Trustees for the Connecticut State University. Essentially, Public Act 73-474, C.G.S. provides that an emancipated person who provides evidence of domicile in Connecticut is eligible for classification as an in-state student for tuition purposes. Residence in this state for a period of not less than one year is required for the establishment of a new domicile in this state. The domicile of an unemancipated person is that of his/her parents. Incoming freshmen and transfer students are to consult with the Admissions Office regarding questions on their classification as Connecticut or out-of-state residents.

International students with temporary United States government status (i.e., visa holders) cannot establish permanent residence in Connecticut for tuition purposes. Therefore, 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 his 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 his residence status shall be grounds for disciplinary action.

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. Procedures on changing residence status may be found in the Student Handbook at www.SouthernCT.edu/students/uploads/textWidget/wysiwyg/documents/Final_2006-2007_handbook.pdf or in the Records Office, Wintergreen Building.
ESTIMATE OF ANNUAL EXPENSES

The following table is a guide to determine a student's educational expense budget at the University. It should be understood that some figures are average costs and in certain cases will need to be adjusted to individual circumstances.

<table>
<thead>
<tr>
<th>Connecticut Resident</th>
<th>Out-of-State Resident</th>
<th>Living at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Tuition ............... $3,346</td>
<td>$10,831</td>
<td>$3,346</td>
</tr>
<tr>
<td>State University Fee .......... 849</td>
<td>2,084</td>
<td>849</td>
</tr>
<tr>
<td>General Fees ................. 2,068</td>
<td>2,068</td>
<td>2,068</td>
</tr>
<tr>
<td>Technology Fees .............. 230</td>
<td>230</td>
<td>230</td>
</tr>
<tr>
<td>Student Activity Fee .......... 110</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>Media Fee ...................... 20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Room ............................ 4,668</td>
<td>4,668</td>
<td>850</td>
</tr>
<tr>
<td>Board ........................... 3,764</td>
<td>3,764</td>
<td>800</td>
</tr>
<tr>
<td>Books/Supplies ............... 1,300</td>
<td>1,300</td>
<td>1,300</td>
</tr>
<tr>
<td>Personal/Transportation ... 550</td>
<td>1,100</td>
<td>1,250</td>
</tr>
</tbody>
</table>

Total ...................... $16,905 | $26,175 | $10,823

MONTHLY TUITION PAYMENT PLAN

For students and parents who find it more convenient to make monthly payments, SCSU offers a tuition installment plan. The plan is administered by Academic Management Service (AMS) of Swansea, MA. Full-time students may budget all or part of the annual tuition and fees over a 10-month payment period for a fee of $65. The first five payments are applied toward fall semester expenses; the second five payments are applied toward the spring semester.

There is a limited enrollment period for these plans, with an initial payment date of May 1. Interested students may request additional information and precise details about the budget plan by calling AMS at 1-800-635-0120 or at www.tuitionpay.com. Brochures explaining the budget plan are available in the AMS office/the Bursar’s Office, Wintergreen Building.

BURSAR’S OFFICE WEB SITE

Additional information on costs, refunds, payment deadline dates, to review frequently asked financial questions or to ask an e-mail question to the Bursar’s Office, visit the Bursar’s Office Web site at: www.SouthernCT.edu/bursar/.
A limited amount of financial aid is awarded by Southern Connecticut State University to those people who can demonstrate financial need and who apply for financial aid by the priority date. Financial aid should not be viewed as the primary resource that a student uses to pay University charges. It must be noted that an application for financial aid is not a guarantee of the payment for University bills. It is the student’s responsibility to ensure that his or her bills are paid by University deadlines. All financial assistance, whether it comes from grants, loans, or part-time employment at the University, is handled by the Office of Financial Aid and Scholarships, Wintergreen Building.

All students who want to be considered for financial aid for the coming academic year must complete and mail the following item to the Federal Processor by the SCSU priority date:

— The Free Application for Federal Student Aid Form (FAFSA); or file your FAFSA via the Web at www.fafsa.ed.gov. You must indicate Southern Connecticut State University Title IV Code: 001406 on the application. Southern Connecticut State University will receive your information from the federal processor electronically.

If requested, the Office of Financial Aid and Scholarships may require the submission of the following documents:

— A signed copy of the most recent filing of the parent and student’s Federal Income Tax Form,

— A Verification Worksheet (Dependent or Independent),

— WorkSheets A, B, C, and

— The Federal Stafford Loan Master Promissory Note.

Please be advised the Office of Financial Aid and Scholarships will only accept complete and accurate documents.

The SCSU priority date for electronic receipt of an applicant’s FAFSA and income information for the 2007-2008 academic year was March 9, 2007. The priority deadline for the 2008-2009 academic year is March 8, 2008. The University gives maximum consideration to those students who file their FAFSA and demonstrate need by the priority date.

Final eligibility for financial assistance is based on a student being officially accepted by the University Admissions Office with a degree program, i.e., matriculated. Any student receiving financial aid must be enrolled at least half-time (six credits). Full-time students (12 credits) are considered for maximum eligibility in all programs. Half-time students (6-8 credits) are considered for student loans and the Pell Grant only. No financial aid is available for eligible non-citizens who do not have the proper INS student visa. All students who are awarded financial aid must remain matriculated making satisfactory academic progress toward a degree. For full-time students, satisfactory academic progress is defined as the successful completion of 21 credits of academic work per academic year and the appropriate grade point average (See Satisfactory Academic Progress Policy in this section of the catalog). Part-time students must successfully complete all credits for which they are registered.

GRANTS AND SCHOLARSHIPS

Federal Pell Grants
This grant, which serves as the foundation of all financial aid, is designed to help high need students meet the cost of their college education. The University Admissions Office must officially accept eligible students into a degree program, i.e., matriculated, to be eligible for a Pell Grant. Completion of the Free Application for Federal Student Aid (FAFSA) initiates the application for Federal Pell Grant Program. The FAFSA may be completed on the Web at www.fafsa.ed.gov. The maximum Pell Grant award for 2007-2008 year is $4,310.

Federal Supplemental Educational Opportunity Grants
This program provides educational opportunity grants to college undergraduates who otherwise would be unable to continue their education. First year grants range from $200 to $4,000. To qualify, a student must be accepted as a matriculated full-time student; he/she must be in good academic standing and must also demonstrate high financial need. Further information may be obtained from the Office of Financial Aid and Scholarships.

STUDENT LOANS

Federal Perkins Loan Program
The University participates in the Federal Perkins Loan Program under Title IV of the public Law 92-318 authorized under part E of the Higher Education Act of 1958 as amended. Under this program, students approved by the University may borrow funds for college-related expenses. To be eligible a student must be enrolled at the University, must be in good academic standing, and must demonstrate...
financial need under criteria established by the United States Department of Education.

Undergraduates may borrow a maximum of $4,000 per year with the total borrowed for undergraduate study not to exceed $15,000. No interest accrues while the student is in college. Repayment on loans issued before July 1, 1987, begins six months after the student ceases to be enrolled for at least 6 credits; and on new loans issued after July 1, 1987, repayment begins nine months after the student ceases to be enrolled for at least 6 credits. Interest on a Perkins Loan is 5 percent on the unpaid balance and borrowers may have as long as 10 years to repay their loan.

Cancellation entitlement of up to 100 percent of the original principle loan is available for qualifying services. The qualifying service must be performed after the loan is received. The areas of cancellation entitlement include teaching, early intervention services, law enforcement or corrections officer, nurse or medical technician, child or family service agency, Head Start, volunteer service, disability, and death. Specifics about qualifying services can be found on the Federal Perkins Loan Promissory Note under terms and conditions.

Cancellation is also possible for those who serve in the U.S. Armed Forces. The qualifying service must be performed after the receipt of the loan. In such cases, up to 50 percent of the principle amount of the loan shall be reduced by the rate of 12.5 percent of the total principle amount of the loan, plus interest there on, for each complete year of service in an area of hostilities that qualifies for a special pay under Section 310 of Title 37, United States Code. Borrowers are required to sign a promissory note payable to the institution and complete the required Affidavit of Educational Purpose.

STUDENT EMPLOYMENT

Some students at the University are employed part-time as clerical or office assistants, etc. Applications for such employment should be sent directly to the appropriate academic or administrative department. The University Placement Office also offers assistance to students seeking part-time jobs in the New Haven area.

FEDERAL WORK-STUDY PROGRAM

The University participates in the Federal Work-Study Program. The purpose of this program is to stimulate and promote the part-time employment of college students who are in need of part-time employment in order to pursue courses of study at such institutions. Preference, however, is given to students from low-income families. The program has been established to provide job opportunities for eligible students while classes are in session and during holidays and vacation periods.

In addition to on campus job placements, the University is affiliated with non-profit agencies for off campus job opportunities for Federal Work-Study Students. Additional information and applications for employment under the Federal Work-Study Program may be secured from the Office of Financial Aid and Scholarships at the University.

Connecticut Aid to Public Schools

A limited number of grants ranging from $200 to $6,000 are available under this program. Grants are awarded to matriculated, full-time students who are Connecticut residents demonstrating exceptional need.

Connecticut State University Grant

Connecticut State University statute allows the University to award grants to matriculated, full-time Connecticut residents and non-resident undergraduate students. Grants are awarded on the basis of demonstrated financial need.

Private Scholarships

Many students attending the University hold scholarships awarded directly by local, community or state organizations. Prospective students are advised to investigate such possibilities through their high school guidance office or other local sources of information. Students who receive outside scholarships must submit a copy of their scholarship notification to the Office of Financial Aid and Scholarships, Wintergreen Building.

SATISFACTORY PROGRESS TO MAINTAIN
FINANCIAL AID ELIGIBILITY

This policy affects student eligibility for financial aid through any/all of the following

—Federal and State financial aid programs:
—Federal Pell Grants (PELL)
—Federal Supplemental Educational Opportunity Grant (FSEOG)
—Federal Work-Study Program (FWSP)
—Federal Perkins Loan (PERK)
—Federal Stafford Loan Program, both subsidized and unsubsidized, (FELP)
—Federal Direct Stafford Loan Program, both subsidized and unsubsidized (FDLS, FDUL)
—Federal Parent Loan Program (PLUS)
—Connecticut State University Grant (CSUG)
—Connecticut Assistance for Public Colleges Grants (CAPS)
—National Science and Mathematics Access to Retain Talent Grant (SMART)
—Academic Competitiveness Grant (ACG)

To be eligible to receive from the University any of the types of financial aid listed above, a student must:

—be matriculated;
—be enrolled currently; and
—meet the terms of this Satisfactory Academic Progress policy

SATISFACTORY ACADEMIC PROGRESS

“Satisfactory academic progress” is a measurement of the student’s successful progress in his or her studies, based on his or her degree level (undergraduate/graduate) and status (part-time/full time). Satisfactory progress is evaluated once a calendar year, using standards that are both qualitative (academic performance as measured by grade point average) and quantitative (total number of academic credits earned within specified time periods).
Academic Performance as Measured by Grade Point Average (Qualitative Standard)

To meet this standard, a student must maintain the level of academic performance required to remain at the University as a matriculated student. The minimum required level of academic performance varies by degree level and number of credits attempted, as follows:

**Undergraduate**
- Has attempted 30 - 44 credits: 1.5
- Has attempted 45 - 59 credits: 1.8
- Has attempted 60 or more credits: 2.0

Undergraduate students who are placed on academic probation continue to be eligible to receive financial aid under this policy, assuming the student meets the Quantitative Standard outlined below.

Total Credits Earned and Time Limits for Degree/Certificate Completion (Quantitative Standard)

The University has determined what level of performance/grades count toward the required credits earned, as follows: All courses in which a grade of “A” through “D” or a “P” or “S” grade (when the course has been recommended by the adviser) have been assigned will count toward the required quantitative standard. Failed courses (F), audited courses (Z), courses which the student never attended (N), courses transferred from another institution prior to the student’s attendance at SCSU will NOT count toward the total credits earned and the achievement of this quantitative standard. Any student who receives an “I” in any course must notify the Office of Financial Aid and Scholarships when the “I” is changed into a letter grade, in order for credits earned in that course to be counted toward the quantitative standard of performance.

Total credits earned and time limits required to meet this standard vary by degree level and part-time/full time status, as follows:

**Undergraduate Students**

For full-time students, satisfactory progress is defined as the successful completion of a minimum of 21 credits of academic work per academic year for students who enroll in the fall and spring or summer, and 12 credits of academic work for those initially enrolling in the spring or enrolling only for the fall or summer term. An academic year runs from the beginning of the fall term to the end of the following summer. Full-time students making satisfactory academic progress of 2.0 may receive financial aid for up to 12 semesters (six years) of full-time attendance or until the student is certified for graduation by the University, whichever comes first.

For part-time students, satisfactory progress is defined as the successful completion of a minimum of 12 credits of academic work per academic year for students who enroll in the fall and spring or summer, and 6 credits for those initially enrolling in the spring or enrolling only for the fall or summer term. An academic year runs from the beginning of the fall term to the end of the following summer. Part-time students making satisfactory academic progress may receive financial aid for up to 24 semesters (12 years) of part time attendance or until the student is certified for graduation by the University, whichever comes first.

Students pursuing a second bachelor degree will have only four additional full time semesters to complete their second bachelor’s degree. If the student received no financial aid for the first-degree and the student becomes eligible for financial aid by the beginning of the second degree program, he or she will be eligible for a maximum of 12 semesters.

A change of major will not affect the Satisfactory Academic Progress Policy.

Students Who Fail to Meet Either the Qualitative or Quantitative Standards

Students who fail to attain the qualitative and/or quantitative standards outlined above may:

- enroll in Summer Session, in order to complete the necessary credits and or improve the GPA. A student whose performance in summer session meets the standard that would have been required for satisfactory academic progress at the end of the spring semester when eligibility was lost, shall be again eligible to apply for financial assistance for the immediately following academic year.

- consider “repeating” a failed course. Many students repeat courses that have been passed with low or average grades in order to raise their cumulative grade point average (GPA). However, students are often unaware that repeating a course in which a credit has been earned (a grade of “D” or higher received), will not earn additional credit for purposes of graduation or meeting the Satisfactory Academic Progress quantitative standard. While there may be academic reasons for repeating such courses, it is not the purpose of financial aid to pay for the same course during different semesters. Students should plan to take repeat classes during the summer sessions so that their financial aid eligibility to earn enough credit hours each year (fall/spring semesters) to meet the SAP minimum requirements is not negatively affected.

- file an appeal, requesting reconsideration of the loss of financial aid eligibility, as outlined below.

Appeal Process

The Office of Financial Aid and Scholarships determines the eligibility for financial aid after the submission of spring semester grades (once a year). Undergraduate students who do not meet the minimum requirement for continuance on federal aid according to this policy will be notified by the Office of Financial Aid and Scholarships during the month of June.

Students have the right to appeal this determination by the Office of Financial Aid and Scholarships to the Office of the Dean of Student Affairs. Students should obtain a Application for Satisfactory Academic Progress Appeal Form either on-line at http://www.southernct.edu/services/finaid/forms/files/2007-2008SAPAppealForm1.pdf or from the Office of Financial Aid and Scholarships. The completed form, together with documentation/evidence of medical emergencies or other legitimate personal or family circumstances which prevented the student from meeting the required SAP standards must be submitted to the Office of the Dean of Student Affairs. The dean will review each appeal for consideration of financial aid probation (continuance on financial aid with academic conditions).
The Dean of Student Affairs will make the following decisions on each appeal in timely fashion:
— the student’s appeal may be denied thus making him/her ineligible for any Title IV funding and most other student financial assistance for the next academic semester. In this case, the student must reapply for financial assistance during the next academic year;
— the student’s appeal may, given justification, be accepted and the student may be placed on financial aid probation by the Dean of Student Affairs. This will allow the student to receive financial aid, on conditions stipulated by the Dean at the time of the decision. IMPORTANT: Generally, only one financial aid probation as described above can be granted to a student during his/her academic career at Southern Connecticut State University; or
The student’s appeal may be fully accepted, and financial aid eligibility fully reinstated as a result of an administrative or recording error made on the student’s academic record.

FINANCIAL AID REFUND POLICY
The University's refund policy for full-time students is listed in the Fees and Expenses section of this catalog and for part-time students in the part-times student section. It is the student's responsibility to know these refund policies. Students who are in receipt of Federal financial aid funds will have their refund calculated using the Federal refund formula. This policy and formula is available in the Office of Financial Aid and Scholarships for review.

SCSU FOUNDATION SCHOLARSHIPS
With the assistance of the Alumni Association Scholarship Committee, the SCSU Foundation awards more that 180 scholarships annually. The criteria for scholarships cover a variety of majors, extracurricular interests, and community activities, as well as financial need. The donor sets the criteria at the time the scholarship is established.

There is one on-line application for all scholarships. It becomes available each October at www.SouthernCT.edu/alumni and must be completed by the stated deadline in December. By completing this application, students are considered for all scholarships for which they are eligible. The Alumni Association Scholarship committee notifies award recipients in May.

Eligibility requirements include:
— 3.2 overall G.P.A.
— a minimum of 12 SCSU credits for undergraduate students
— a minimum of 9 SCSU credits for graduate students

291 Foundation Endowed Scholarships
AAUP Memorial Scholarship
President Emeritus Michael J. Adanti Endowment
Adelaide P. Amore Memorial Endowed Scholarship
Mary Beth Antin Memorial Scholarship
Anthony S. and Virginia Avallone Endowed Scholarship
Blanche Bornemann Baldwin Scholarship
Gerald and Regina Barbaresi Educational Scholarship
Gerald and Regina Barbaresi Nursing Scholarship
Dr. Edmund L. Barbieri and Family Endowed Scholarship
Mackey Barron Endowed Scholarship
Roger P. Blood, Jr. Memorial Scholarship
Violet Bornemann Scholarship
Maureen Bornstein Scholarship
Ed Brown Memorial Scholarship
Jane Brown Scholarship
Samuel M. Brownell Scholarship
Thomas Buch Memorial Endowed Scholarship
Arlene B. Buley Endowed Scholarship Fund
Dr. Hilton C. Buley Scholarship
Marguerite Burnham Scholarship
Susan and Barry Buxbaum Endowed Scholarship Fund
Frederick Caccese Memorial Endowed Scholarship
Ida M. Caccese Scholarship
David James Caine Memorial Scholarship
Carbone Family Memorial Scholarship Fund
Walter Cheetham Scholarship
Clifford & Patricia Chiefo Endowed Scholarship Fund
Emma and Henry Christmann Scholarship
Joseph V. Ciaburri Scholarship
Class of 1938 Endowed Scholarship
Class of 1940/Hickerson Memorial Scholarship
Class of 1942 Endowed Scholarship
Class of 1951 Frank Gentile Memorial Endowed Scholarship
Class of 1953 Scholarship
Class of 1954 Scholarship
Class of 1955 Scholarship
Class of 1957 Scholarship
Class of 1966 Scholarship
Class of 1971 Scholarship Fund
Class of 1989 Endowed Scholarship
Rocco Colarella Memorial Endowed Scholarship
Betsy Collier (Ethel Stannard) Scholarship Fund
Dr. George J. Collins, Ed.D./J.D. Academic-Athletic Scholarship
Dr. George J. Collins Basketball Fund
Rose Impellitteri Camovitch Endowed Scholarship
Cone Family Endowed Scholarship
Robert Corda Memorial Scholarship
Daniel Cosgrove Scholarship
Tim Coyne Soccer Memorial Fund
Crescent Players Endowed Scholarship
Anthony J. & Nicholas P. Criscuolo Memorial Scholarship
Paul J. Cubeta & John P. Cubeta Memorial Endowed Scholarship
Raymond and Elizabeth D’Amato Endowed Scholarship
Eula J. Davies Scholarship Fund
Francis DeFelice Memorial Scholarship
Rose DeFrancesco Scholarship
Louis F. DeLuca Endowed Scholarship
James DelVecchio Memorial Endowed Scholarship
Ralph DeSantis Memorial Scholarship
Frederick DeVita and Teresa Sirico Endowed Scholarship
Dillon Family Endowed Scholarship
Louise DiRuccio Scholarship
Distinguished Alumni Scholarship
Jess L. Dow Football Awards Endowment
Football Captains Endowed Scholarship
Drexler Family Foundation Scholarship
Mary Driscoll Class of ’38 Endowed Scholarship
Carol Druickman Memorial Endowed Scholarship
Finis E. Egleman Endowed Scholarship
Bruce W. Erickson Class of ’38 Scholarship
Peter and Alice Ferraro Memorial Scholarship
Football Captains Endowed Scholarship
Ethel Kovach Forcinelli Scholarship  
Geraldine Frankel Endowed Scholarship Fund  
Frew Family Scholarship  
Future Scientist Foundation Fund  
Andrew Catalona Galardi Endowed Scholarship  
James S. Galardi Memorial Endowed Scholarship  
Mary O’Brien Galardi Endowed Scholarship  
Bessie Lee Gambrill Endowed Scholarship  
General Scholarship  
Adelaide George Endowed Scholarship  
Dr. Jack F. George Endowed Scholarship  
Julia Szabo George Memorial Endowed Scholarship  
Frederick Giovannini Scholarship  
Danny Gonsalves/Public Health Alumni Chapter Scholarship  
Mildred Schepart Casden Family Scholarship  
Dr. Dorothy R. & Dr. Morris A. Granoff Scholarship  
Professor Joseph V. Greco Memorial Scholarship  
Helen Grillo Scholarship  
Abie Grossfeld Endowed Scholarship  
Anne Bianchi Gunderson Scholarship  
Rozart F. & Lesley Lee Herbst Endowed Scholarship Fund  
Honors College Endowed Scholarship Fund  
Bruce Hutchinson Memorial Endowed Scholarship Fund  
Harry and Mary Inglese Endowed Memorial Scholarship Fund  
Dr. Marian Van B. Jennings Endowed Scholarship  
Eleanor Jensen Scholarship  
Elizabeth and Wallace Johnson Endowed Scholarship  
Mike Katz Endowed Football Scholarship  
Candice Lynn Keim Memorial Endowed Scholarship  
Kathryn Morgan Kelly Endowed Scholarship  
Priscilla Jenette Kelly Endowed Scholarship  
Robert E. Kendall Memorial Endowed Scholarship  
Dr. Lois J. King Scholarship  
Derry Lynn Kitchell Memorial Scholarship  
Julia A. Kobus Endowed Scholarship  
Jean Z., Otto A. and Andrea A. Kruger Endowed Scholarship  
M.J. Landino Scholarship  
Pauline R. Lang Scholarship  
Mary A. Lehman Scholarship  
Lois Shine Lehr Scholarship Fund  
Harry Levi and Anne Litten Memorial Endowed Scholarship  
Anna L. LoPresti Scholarship  
Peter L. LoPresti Scholarship  
Edward and Jean Mack Art and Music Endowed Scholarship  
Kenneth D. Maginnis Endowed Scholarship  
Mary Malatrione Endowed Scholarship  
Ruth Landow Markle Scholarship  
Denise Marone Endowed Scholarship  
Dorothy J. Martino Endowed Scholarship Fund  
Frank & Donna Mason Endowed Scholarship Fund  
Dominick & Maria Barbiero Mastrianni Memorial Endowed Scholarship  
Barbara G. Mastroianni Memorial Endowed Scholarship  
Raymond W. Mattes Endowed Scholarship  
Barbara Matthews Endowed Scholarship  
Lawrence McHugh Endowed Scholarship  
Mary McNulty Memorial Endowed Scholarship  
The Michlin-Soomekh Endowed Scholarship  
Donald G. and Mary Ann K. Mitchell Endowed Scholarship  
William Morgan Endowed Scholarship  
James W. Moore Memorial Scholarship  
MSW Classes 88 & 89 Scholarship  
Kenneth R. Murphy Scholarship Fund  
NewAlliance Foundation Endowed Scholarship  
Jean V. Norris Endowed Scholarship  
Oaklawn Foundation Scholarship Fund  
Mary Miller O’Brien Endowment Fund  
Francis A. O’Connell Memorial Endowed Scholarship  
Louise O’Neal Endowed Scholarship  
Joyce Ohlenskiy Memorial Endowed Scholarship  
Damon O’Neil Memorial Endowed Scholarship  
Orlando Family Scholarship  
Barbara Lynch Orteolea Scholarship  
Nancy B. Palmieri Endowed Scholarship  
Dr. Gioachino S. Parrella Scholarship  
H. Pearce Family Scholarship Fund  
Amelia Petrone Memorial Scholarship  
Petrone Family Scholarship  
Raphaelia Petriollo Scholarship  
Phi Delta Kappa Scholarship Fund  
Dr. Anthony V. Pinciaro Memorial Scholarship  
Andrew C. Porto Endowed Scholarship  
Angelina Porto Memorial Endowed Scholarship  
Col. James T. Quirk Endowed Scholarship  
Esther and Alexander Ratfione Endowed Scholarship  
Helen Rakieten Endowed Scholarship  
Pamela and Christian Rendeiro Endowed Scholarship  
Lenore Palumbo Robbins Art Endowed Scholarship  
Beatrice H. Rockwell Endowed Scholarship Fund  
Pearl Rosenstein Endowed Scholarship  
Joyce M. Saltman Scholarship  
Frank H. Samuelson Endowed Scholarship  
Besse and Harry Satosky Endowed Scholarship  
Scholar/Athlete Scholarship  
Dorothea V. Schrader Endowed Scholarship  
SCSUAA 75th Anniversary Endowed Scholarship  
SCSU Women’s Association Endowed Scholarship  
Senior Citizen Endowed Scholarship  
Scott Shepard Memorial Scholarship  
Sidney Skolnick Endowed Scholarship  
Marguerite F. Smirnoff Memorial Scholarship  
Diane Smith Duggie Endowed Scholarship  
Dr. J. Philip Smith Endowed Scholarship  
Eleanor and John Sobanik Memorial Endowed Scholarship  
John Soto Endowed Scholarship  
Sylvia Spino Endowed Scholarship  
Joyce Stockmal Memorial Endowed Scholarship  
John and Margaret McKeon Sullivan Endowed Scholarship  
Dr. Kun Suryatmodjo Endowed Scholarship  
Andy Talley Endowed Football Scholarship  
Rita and Ubaldo Tamburri Endowment for Italian Studies  
Lottie Topp Scholarship  
Lisa Marie Tribanas Memorial Scholarship  
Michael Vanacore Memorial Scholarship  
Rose M. Verdi Memorial Scholarship  
Anthony Verlezza Endowed Scholarship  
Joseph and Mary Villano Memorial Scholarship  
Stephen D. Vuolo Football Scholarship  
Walsh Family Endowed Scholarship  
J. LeRoy and Patricia F. Ward Endowed Scholarship  
Doris Werner CSU AAUP Memorial Scholarship  
Charles S. and Eugenia M. Whitney Endowed Scholarship
Elma and John Wiacek Scholarship  
John H. Williamson Endowed Scholarship  
Nathan Winnick Memorial Scholarship  
Albert and Jeanette Wolfe Endowed Scholarship Fund  
Women's Basketball Endowed Scholarship  
Women's Sports Fund  
Women's Track Scholarship  
Alvin Wood Endowed Scholarship  
Alice Lincoln Wright Memorial Scholarship  
Yulo Family Scholarship  
Professor Olafs Zeidenbergs Endowed Scholarship Fund  

VETERANS BENEFITS  
The Connecticut Department of Higher Education has approved SCSU's programs for the training of veterans effective August 22, 2005. Educational assistance is provided by the Veterans Administration under Chapter 31 (vocational rehabilitation act for disabled veterans), Chapter 35 (dependents educational assistance act — children of deceased veterans and of totally disabled veterans), Chapter 32 (post-Vietnam G.I. Education Bill), Chapter 1606 and 1607 (Reserve & National Guard Educational Assistance), and Chapter 30 (New G.I. Bill, effective July 1, 1985).

Veterans, children of veterans, and wives and widows of veterans seeking approval for training under these chapters should apply to the Veteran's Office, Engleman Hall, B 018A, for application procedures and qualifications. All veteran's benefits are considered a financial resource.

TUITION WAIVER 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. Eligibility for the G.I. Bill is not a determining factor in granting a tuition waiver to a veteran in Connecticut.

To be eligible a veteran must be a Connecticut resident, matriculated and have served during the following periods:

- 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 a MIA/POW also is eligible, provided the parent entered the service after 1/1/60.)
- Operation Desert Shield/Desert Storm (8/1/90-6/30/94).
- Active duty for service in the demilitarized zone in:
  - South Korea after 2/1/55
  - Somalia after 12/2/92
  - Bosnia after 12/20/95

Persons who served during any other period are not eligible for a tuition waiver. National Guard or Reserve time is not considered active duty (it is active duty for training) and, therefore, any period of service associated with either of these does not qualify a person for the tuition waiver. The DD214 must state: ACTIVE DUTY. To qualify, bring your DD214 to the Veteran's Office, Wintergreen Building.

CONNECTICUT NATIONAL GUARD TUITION WAIVER (FULL-TIME STUDENTS)  
Connecticut state residents who are members of the Connecticut Army or Air National Guard and are enrolled as full-time, undergraduates are eligible for a tuition waiver. The tuition waiver does not apply to other costs and fees, such as student activity fees and laboratory fees. It covers tuition only. Part-time or summer enrollment does not qualify students for this waiver.

Eligible full-time undergraduates must obtain a Certificate of Eligibility from their National Guard Unit and submit it to the Bursar’s Office with their tuition bill each semester. For more information, contact the Veterans Office located in the Engleman Hall, B 018A, (203) 392-6822.
STUDENT SERVICES

A wide range of services and programs is offered to Southern Connecticut State University students to aid, motivate, and enrich their learning, and to contribute to their welfare and individual growth. Most of these services are coordinated by the Division of Student and University Affairs. By encouraging students to integrate their classroom learning with experiences outside the classroom, the division fosters a climate in which each student can be challenged to higher levels of intellectual, personal, and social growth.

Student and University Affairs programs which are described below seek to: 1. promote academic/education development and success; 2. encourage community engagement and active participation in student life/activities and physical activities; 3. provide focused educational and enrichment programs for special groups or students; 4. support personal growth and development; and 5. provide amenities and services for the general well-being of the University community at large. In addition, the division upholds the general regulations of the University by administering the Student Conduct Code.

ACADEMIC/EDUCATIONAL DEVELOPMENT

Academic Advisement
The Academic Advisement Center, located in Wintergreen 154, provides assistance and counsel with the selection of courses for all first year students, and for matriculated students who have not declared a major or who have earned less than 60 academic credits. Students who have declared a major are advised by members of the faculty from their major field of study.

Academic Support Services
Academic Skills Workshop and Study Skills Center — This program is open to all students regardless of enrollment status. Each semester, staff members provide a series of workshops designed to improve study skills and scholastic habits. The Study Skills Center provides additional services such as help with academic planning, individual assessment, and referrals. Materials are available in the form of reading resources, self-assessment tools, and videotaped workshops. The staff of the Workshop Series Program develops and presents scheduled workshops. For information, contact Jane Ciarlone at Engleman B018, call (203) 392-6820 or e-mail ciarlonej1@SouthernCT.edu.

Campus Writing Center — The Writing Center offers general consultation and assists students in finding ways to address writing concerns with the goal of promoting confident, self-reliant student writers. This free service is located in Engleman Hall. For information or appointments, call (203) 392-6824 or e-mail ferruccit1@SouthernCT.edu.

Tutoring Center — Located in Engleman Hall, the center offers individual and small-group assistance to many introductory-level courses. Tutorials are offered on a drop-in basis throughout the semester, and the services are free. For information regarding subjects and schedule, call (203) 392-6824 or e-mail ferruccit1@SouthernCT.edu.

Access Programs
ConnCAP — This service provides early intervention for high school and middle school students by providing academic assistance in content areas. This includes both a Saturday Academy and a summer session enrichment program. For more information contact Marvis Brown-Arnold at (203) 392-5575 in Engleman Hall B006A or e-mail brownarnoldm1@SouthernCT.edu.

ConnCAS — This five-week program is directed toward commuter students who desire to refine their skills before being accepted into the University. A limited number of spaces is available for students who desire campus housing during the program. For more information contact Paula Waite in Engleman Hall B018, call (203) 392-6814 or e-mail waitep1@SouthernCT.edu.

Education Opportunity Program (EOP) — EOP is designed to recruit, counsel, and advise academically promising undergraduates who have the desire, motivation, and willingness to assume responsibility for achieving their academic potential. EOP provides a friendly atmosphere where students can talk with their counselors, find useful information about University policies, deadlines, and events, and meet other students. For additional information, contact Diane Rosner at Engleman B222A, or call (203) 392-6812 or e-mail rosnerd1@SouthernCT.edu.

Summer Educational Opportunity Program (SEOP) — This five-week program is designed to help students refine their skills before being accepted into the University. All students live on campus, attend classes, and explore campus life together. SEOP students enjoy the camaraderie of a cohesive group of students and at the same time, receive a number of academic advantages, including individualized academic counseling, small classes, and personal attention from faculty and staff. For information, call (203) 6812 or e-mail rosnerd1@SouthernCT.edu.
Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) — GEAR UP, located in the Wintergreen Building, is a funded initiative to ensure that low-income, middle school students develop the level of proficiency in math and science necessary to succeed in college. For more information contact Zannette Lewis at (203) 392-5599 or e-mail zlewis@ctdhe.org, or Cheryl Howard at (203) 392-8995 or email choward@ctdhe.org

Buley Library

The Hilton C. Buley Library, the campus center for education and research, plays an indispensable part in the academic life of every student. The library holds more than 600,000 items and provides access to 150 online databases for all needs. An online catalog shared with Eastern, Central, and Western CSU libraries, as well as the Connecticut State Library, doubles available print and media resources while interlibrary loan and other consortial arrangements supplement the library’s holdings. Students have access to 1,700 serial print titles and 30,000 electronic journals.

The library offers a variety of services to support patrons in their use of the collections. The reference librarians on the first floor are available to help with the online catalog called CONSULS (Connecticut Online State University System) as well as with the 150 online databases, and also will provide suggestions for Internet searches. Staff at the Periodical Desk on the lower level are equally expert at locating serials volumes, while subject specialists are available to meet with individuals or groups with specific needs.

Several areas of the library are devoted to specialized study. The Connecticut Room has a collection of books, maps, photographs, and articles that brings to life the state’s history. A special collection of children’s historical literature and early American textbooks is housed in the Rare Book Room on the third floor. The Learning Resource Center on the third floor supports a circulating media collection, viewing/listening equipment, and the Curriculum Laboratory, a resource center containing instructional materials primarily supporting the School of Education.

A valid Southern student identification card serves as a library card. All who are taking 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 card. All library charges 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 assist students in utilizing 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/

General orientation tours are offered at the beginning of each semester and can be arranged by special request. Specialized course-integrated instruction is also available to faculty members. Forms are available at the library’s Web site: http://library.SouthernCT.edu/instruction.html

Career Services and Cooperative Education

The Office of Career Services, located in Schwartz Hall, 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 the center’s On/Off Campus Interview Program.

Cooperative Education is an educational program that integrates academic study with related professional experience. Undergraduate students have the opportunity to earn money and up to 12 academic credits while gaining valuable career related experience.

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 a speakers bureau with speakers from various businesses and organizations discussing their career field, occupation, industry, and career opportunities. The Discover Program is a Web-based assessment tool that can help students find out more about careers that suit their interests and skills.

Career fairs held on campus in the fall and spring semesters attract more than 140 employers, representing all fields seeking students and graduates for full-time, part-time, and cooperative education 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 information visit the Career Services Web site at www.careers.SouthernCT.edu.

Computer Center and Labs

The Academic Computer Center provides comprehensive computer facilities for students as well as equipment and technical support for faculty and academic area staff.

The Academic Computer Center operates student computer labs in 16 locations on campus, with the primary labs operating in both Buley Library 309/314, and Jennings Hall 130. Other locations include: Adanti Student Center 202/217, Center for Adaptive Technology EN B17, Chase Hall, Davis Hall 118, Earl Hall 216, Jennings Hall 139, Morrill Hall 8/113/1205, North Campus 111 and West Campus 245/445. These labs contain more than 525 PC and Macintosh computers as well as black and white/color laser printers and scanners. During the regular semester, the primary computer labs are open seven days a week. Lab hours are posted outside each facility and the labs are supervised by knowledgeable staff members to assist students. A valid username and password are required to access the equipment and the students’ SCU Hoot Loot ID Card is required to print in these facilities. There is a per page charge for color printing in the lab rooms. Wireless access points are widely available at various locations throughout the campus.

A Computer Loan Program is available for resident and commuter students. This program permits a student the use of a computer (PC or Mac) for the academic school year. These are loaned on a first come, first served basis. Residents students should see their residence hall director for information on how to sign up. Commuter students should stop by the information desk at the Adanti Student Center for further instructions.

2007-08 Undergraduate Catalog  Southern Connecticut State University
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. 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. CAT also arranges for accommodations when access is needed for courses requiring the use of technology in the classroom. CAT, located in Engleman B 017, is open Monday through Friday, and students may drop in any time to make an appointment for an assessment or training. The telephone number is (203) 392-5799.

Disability Resource Center
The University is committed to the full inclusion and equal educational opportunity for all person 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 service. 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, 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 DRC office, located in Engleman C105, or calling (203) 392-5799. For more information please call (203) 392-5799.

Speech-Language-Hearing Services — The Center for Communication Disorders offers free evaluation and treatment of voice, language, speech, and hearing problems to any enrolled student. To make an appointment, students may write or visit the center in person at Davis Hall 012. The Center is staffed by licensed supervisors and faculty. Treatment is provided by staff and graduate student clinicians.

New Student Orientation
Students who are new to the University are invited to attend a summer New Student Orientation program. The orientation helps students in making a successful academic, intellectual, and social transition into the University community. New Student Orientation is a comprehensive and interactive set of programs, events, workshops, and activities that has proven vital to the success of students. It introduces students to programs and services and provides an opportunity for students to interact with staff, faculty, and administrators.

In addition to the educational programs and networking sessions, University student groups and organizations sponsor events and activities allowing students the opportunity to interact and socialize with one another.

For more information regarding New Student Orientation, please contact the Office of Student Life at (203) 392-5782 or visit the website at www.SouthernCT.edu/programs/orientation.

COMMUNITY ENGAGEMENT AND STUDENT LIFE

Adanti Student Center
The Michael J. Adanti Student Center, opened in January 2006, is a 125,000 square foot, modern multi-purpose facility located at the center of the campus on the corner of Crescent and Fitch Street. It is easily accessible from the Alumni Bridge. The four-story building is the hearth and home of campus life, a place where students, faculty, and staff can meet on common ground. The Adanti Student Center provides educational, cultural, social, and recreational programs that complement education outside the classroom. Equally exciting, the center provides an opportunity to strengthen ties to off-campus entities such as corporations, arts, organizations, and civic and professional groups through conferences, exhibitions, and similar collaborative events.

The center is the home of a state-of-the-art fitness center, grand ballroom, 200-seat movie theater, Barnes and Noble College Bookstore, fireplace lounge, computer lab, game room Sharro Pizza, Coyote Jack’s Grille, Mondo Subs, and Dunkin’ Donuts. In addition the Adanti Student Center offers club and organization office space, a resource/information center as well as access to e-mail terminals, wireless services, and a computer loan program to commuter students. The center also has a bank, and houses the fyco Copy Center.

For more information please call (203) 392-5500.

Housing and Residence Life
The Department of Housing and Residence Life (DHRL) provides on-campus living accommodations for undergraduate and graduate students who meet established eligibility criteria. Highest priority is given to those who are enrolled as full-time students and are matriculated in a degree program. Incoming freshman are typically assigned accommodations in Chase Hall, Farnham Hall, Hickerson Hall, Neff Hall, Wilkinson Hall or in West Campus Residence Complex. Incoming transfer students are placed in double rooms or in apartment-style housing on a space-available basis, based on total academic credits transferred into Southern.

DHRL encourages the academic, cultural, and social growth of students by sponsoring nightly programs, lectures, workshops, and entertainment events in each of the residence halls. For convenience, DHRL offers two small grocery stores in Connecticut Hall and the North Campus Residence Complex. Here, residents are able to purchase food items and necessities with cash or on their Hoot Loot Card.

To continue the academic growth of on-campus students, DHRL maintains state-of-the-art computer labs in Chase Hall, North Campus Residence Complex, and West Campus.

A core belief of the Department of Housing and Residence Life is that residence halls are not just places to sleep, but also places to live, learn, and grow. Knowing the students’ personal growth continues outside of the classroom as well, DHRL offers different opportunities for involvement within...
the residence halls. Hall Council, a committee comprised of students within the residence hall, plans and implements social, educational, and cultural programming. The Effective Living Council (ELC) is a peer-judicial board that holds judicial hearings involving minor infractions of the rules and regulations of the Department of Housing and Residence Life. Finally, the Inter-Residence Council (IRC) is comprised of representatives from each residence hall. IRC implements social, educational, and cultural programming for all on-campus residents. Through these organizations, resident students gain valuable experience and are given the opportunity to take leadership positions within the halls.

For information regarding on-campus housing, students should contact the Department of Housing and Residence Life in Schwartz Hall or call at (203) 392-5870/5869. New students should apply for on-campus housing at the time they apply for admission to the University.

**Intercollegiate Athletics**

The University recognizes the value of athletics in its total educational offerings and provides a comprehensive program of intercollegiate sports for students. Intercollegiate teams for men are provided in football, soccer, cross country, basketball, swimming, baseball, and track and field. For women, opportunities for intercollegiate competition are offered through varsity teams in field hockey, soccer, track and field, cross-country, basketball, volleyball, gymnastics, softball, swimming, and women’s lacrosse.

A number of men’s and women’s teams annually qualify to compete in regional and national competitions conducted by the National Collegiate Athletic Association (NCAA), the Eastern Collegiate Athletic Conference (ECAC), and the Northeast-10 Conference (NE-10).

**John Lyman Center for the Performing Arts**

The John Lyman Center for the Performing Arts features an open-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. The Robert Kendall Drama Lab, located inside the center, houses the Theatre Department’s instructional program and offers an excellent space for experimental plays and other events.

**Student Activities and Organizations**

The Student Activity Program comprises campus organizations that represent a wide range of student aptitudes and interests. These activities complement the academic program by providing opportunities for wholesome recreation, fellowship, and practical training for intelligent leadership and good citizenship.

**Academic and Professional Development Groups**

- American Advertising Federation
- Accounting Society
- Anthropology Club
- Biology Club
- Chemistry Club
- Computer Club
- Earth Science Club
- Economics Club
- Exercise Physiology Club
- Financial Management Association
- Geographic Information Science Club
- Geography Club
- History Club
- Library and Information Science Club
- Mathematics Club
- Media Studies Club
- National Student Nurses Association
- Physical Education Club
- Physics Club
- Pre-Law Society
- Psychology Club
- Public Health Society
- Social Welfare Organization
- Society of Professional Journalists
- Sociology Club
- Southern Future Teacher’s Organization
- Sports Medicine Club

**Club Sports**

- Cheerleading
- Dance Team
- Ice Hockey Club
- Karate Club
- Men’s Rugby Club
- Steppin Up Drill Team
- Ultimate Frisbee – Disco Ninjas
- Women’s Rugby Club

**Councils and Governing Organizations**

- Class Governments
- Greek Life Council
- Inter-Residence Council
- Programs Council
- Student Government Association

**Honorary Societies**

- Gamma Theta Upsilon – International Honor Society for Geography majors
- Golden Key National Honor Society – National Honor Society for juniors and seniors in the top 15 percent of their classes
- Iota Iota Iota – National Honor Society for Women’s Studies majors
- Kappa Delta Pi – National Honor Society for Education majors
- Lambda Pi Eta – National Honor Society for Communication majors
- Phi Alpha Theta – National Honor Society for History majors
- Pi Sigma Alpha – National Honor Society for Political Science majors
- Psi Chi – National Honor Society for Psychology majors
- Sigma Tau Delta – National Honor Society for English Majors
- Zeta Delta Epsilon – Honors Service Society

**International and Multicultural Groups**

- African Students Association
- Asian Academic Society
- Baka Chan Anime Society
- Black Student Union
- Chinese Student Association
- CIAO Italian Club
- Hispanic Cultural Society
- Organization of Latin American Students
- SCSU Hellenic Student Association
- South Asian Student Association
- West Indian Academic Society
Media Groups
- Folio
- Southern News
- WSIN Radio Station

Performing and Creative Arts Groups
- Students Arts League
- Band
- Choir
- Crescent Players
- Cultural Affairs Club

Political Action and Advocacy Groups
- Amnesty International
- Best Buddies
- College Democrats
- College Republicans
- Council for Exceptional Children
- Environmental Futurists
- Gideon Organization
- LGBT Prism
- NAACP
- Outreach Unlimited
- Veteran's Association

Recreation Organizations
- Commuter Student Union
- Recreation Club
- Senior Citizen Student Organization

Religious Organizations
- Campus Crusade for Christ
- Jewish Students Organization
- Muslim Students Association
- Newman Society

Service Organizations
- Colleges Against Cancer
- Habitat for Humanity
- HOPE (Peer Educators)
- Men About Business
- Zeta Delta Epsilon

Social Fraternities and Sororities
- Beta Mu Sigma Fraternity
- Delta Phi Epsilon Sorority
- Kappa Gamma Sorority
- Lambda Alpha Upsilon Fraternity
- Omega Zeta Pi Sorority
- Phi Beta Sigma Fraternity
- Sigma Delta Sigma Sorority
- Tau Kappa Epsilon Fraternity
- Zeta Phi Beta Sorority

ENRICHMENT PROGRAMS FOR SPECIAL GROUPS

Commuter Student Services
- Commuter Student Services, (CSS), located in the Adanti Student Center 325, assists commuter students in a variety of ways. It provides information on transportation, personal safety, recreational facilities, parking, and lockers, as well as referral services on a variety of topics and concerns. CSS also coordinates a commuter loan program for commuting students. Information on this commuter loans may be obtained by calling 203-392-5500.

International Student Services
- 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 types of information and 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 also encouraged for mutual benefit and student organizations welcome international members. The International Student Services office is located in Engleman 116A; telephone 203-392-6821 or e-mail amina1@SouthernCT.edu

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.

Non-Traditional Students
- The Office for Non-Traditional Students, located in Engleman B018, provides personal and career counseling, academic advisement, and a peer support program for students on-campus. Included in this category are older students ranging in age from 22 to 60, those returning to college after raising a family, and those looking to change their careers. Call (203) 392-6822 or e-mail mordenteg1@SouthernCT.edu.

Sexuality and Gender Equality Center (SAGE)
- Sexuality and Gender Equality Center (SAGE), founded in 2006, offers programs of interest and support for students of sexual diversity and serves as a community resource for promoting education, awareness, and understanding of issues of sexual orientation. Located in Schwartz Hall, the center includes an advisory committee that plans discussions, social events, lectures, films, and other events for presentation throughout the academic year.

Veterans Affairs
- The Office of Veterans Affairs offers academic and personal counseling to veterans attending the university, including advisement of current benefits, information on changes in legislative regulations and procedures, and liaison referrals with other offices on campus. Personnel in the Office of Veterans Affairs provide certification of enrollment for the G.I. Bill and Veteran Tuition Waiver. The office is located at Engleman Hall B018; telephone (203) 392-6822.

Women's Center
- The Women's Center is a place for women to gather together and to explore and celebrate the richness and diversity of their lives. The center provides information, support groups, referral, and services to facilitate education 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, concerts, and films. The center also maintains a resource room with information.
on health, sexual harassment, sexual assault, AIDS, drug and alcohol abuse, and gay, lesbian, and bisexual issues. The Women's Center is located in Schwartz Hall, Garden Level. For further information call 203-392-6946 or visit the center's Web site at www.SouthernCT.edu/departments/womencenter/.

PERSONAL GROWTH AND DEVELOPMENT

COUNSELING SERVICES

University Counseling Services, located in Engleman 219-B, is a helpful resource for students who may need support while completing their educational requirements or the University. Counselors are available to help students in a collaborative process that involves the development of a unique, confidential, and helping relationship. Among the most common concerns that students bring to the counseling center are low self-confidence, finding, helping, or losing a relationship, getting along with others, self defeating behaviors, distressing emotional states, substance abuse problems, life purpose and direction, making better decisions, and examining career and life plans.

The counseling center extends its services to include outreach in classrooms and other campus sites to provide information, support, and direction for today's students. The center also provides a variety of support groups, announced each semester.

The staff consists of qualified, trained mental health professionals and advanced graduate student interns trained in counseling psychology. Staff expertise is diverse, with specialties in eating disorders, sexual abuse, drug/alcohol issues, multicultural concerns, career psychology, gay and lesbian issues, life planning, and crisis intervention. The center also offers services from local psychiatric groups for student who require longer term care or the care of an M.D.

Additional information is available at www.SouthernCT.edu/counseling.

Drug and Alcohol Resource Center

The Drug and Alcohol Resource Center (DARC) provides education and prevention programs which focus on substance abuse and the risks associated with long term use of alcohol and other drugs. The center offers Brief Alcohol Screening and Intervention for College Students (BASIC), a prevention program offered to students that aims to reduce harmful consumption and negative consequences associated with high risk drinking and drug use. DARC also offers confidential screenings, assessments, and referrals to community treatment providers for students who require ongoing counseling services. In addition, the DARC serves as a resource center on alcohol and other drugs for the entire University community. DARC is located in Schwartz Hall, Room 1; telephone 203-392-5087.

Health Services

Granoff Student Health Center is located in Granoff Hall on Wintergreen Avenue. The center is staffed by a physician, nurse practitioners, registered nurses, and support personnel. The center provides ambulatory healthcare to eligible students by appointment; urgent care is available on a walk-in basis. With two tertiary care hospitals in New Haven, referrals in emergency situations can be done expeditiously. Students desiring guidance in any health problem should feel free to consult the Health Services' staff. The Health Center telephone number is (203) 392-6300. If anyone requiring assistance is unable to reach a staff member at this number, they should call University Police at (203) 392-5375, or 911 in an emergency.

Health Requirements—All full-time and part-time undergraduate students are required to have properly completed health forms (CSUS Confidential Health Form) on file at the Granoff Student Health Center prior to registration. Part-time students may use the SCSU Health Center Immunization Form, signed by their health care provider confirming the student's record of immunizations, to submit to the Health Center prior to registration.

Immunization—Connecticut State Statutes require each full-time or matriculating student born on or after January 1, 1957, to provide proof of adequate immunization against measles (rubeola) and German measles (rubella) prior to registration. The University also strongly urges all non-matriculating students to provide proof of immunization against measles (rubeola) and German measles (rubella) prior to registering for courses at Southern.

Adequate immunization is defined as:

—Measles (rubeola): One injection at 12 months of age on or after
—German measles (rubella): One injection after 12 months of age.

The only exceptions to this are the following:

—Those born prior to January 1, 1957.
—All on-line students.
—Those with a valid medical exemption signed by their healthcare provider.
—Those who provide documented laboratory proof of immunity to both measles and German measles.
—Those who provide a written statement testifying that immunization is contrary to their religious belief.
—Those who graduated from a Connecticut high school in 1999 or later.

Additional Requirement for On-Campus Students—Connecticut State Statutes also require that all students living in campus housing must be vaccinated against meningitis. On-campus students must submit documentation of such meningitis vaccination to University Health Services prior to move-in.

The only exceptions to this are the following:

—Those with a valid medical exemption signed by their healthcare provider.

—Those who provide a statement that immunization is contrary to their religious beliefs.

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

Questions may be directed to: University Health Services, Granoff Hall, Southern Connecticut State University, phone: (203) 392-6300, fax: (203) 392-6301, email: healthservices@SouthernCT.edu, website: http://www.SouthernCT.edu/healthservices/.
**Accident and Sickness Insurance**—Each year while attending the University, students purchase accident insurance protection via a premium which is part of the fees paid by all full-time students. In addition to accident coverage, the University also requires a sickness insurance plan to cover some surgical expenses and hospitalization costs. All full-time students will be automatically enrolled in, and billed for, the sickness insurance plan unless they file an electronic waiver at the website www.chickering.com indicating equivalent coverage by the announced deadline.

**Wellness 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. It provides outreach and education workshops and programs on campus. The center also maintains resources on a wide array of topics including nutrition, fitness, illness and disease, sexuality, and stress management. The Wellness Center is located in the Student Center 227. Additional information is available by calling 203-392-6526 or visiting the center’s website at www.SouthernCT.edu/wellness.

**STUDENT SERVICES/TRANSPORTATION/AMENITIES**

**Campus Safety**
The University Police Department, open 24 hours a day, 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.

To reach the Police Department telephone:
— Emergency, on Campus dial 911
— Routine On Campus: dial 25375
— Routine Off Campus: dial 392-5375

Students should promptly report thefts or other incidents on campus directly to the University Police Department.

The University Police Department has both male and female officers assigned to the patrol units. All officers are trained to have the same authority as members of a municipal police department. The department also has male and female officers trained to handle cases of sexual assault.

Blue emergency lights are strategically located throughout the campus parking lots and mounted on buildings. By pressing the button it will automatically dial University Police. Silver wall-mounted telephones are strategically located inside buildings. By picking up the receiver the caller is automatically connected to University Police.

The University Police Department offers many programs on crime prevention throughout the year. It provides lost and found services for the entire campus.

**Day Care Services**
Students may apply for a partial subsidy for child day care costs during the fall and spring academic semesters if their 3 to 5 year old child is enrolled at A Step Ahead Preschool, located at 357 Pine Rock Avenue in Hamden, within walking distance from the campus. For information regarding the services, rates, and registration forms, call (203) 389-5609; for an application for a partial day care subsidy, call the Women’s Center. Telephone: (203) 392-6946. Day care services are also available at the Early Learning Center, Gateway Community and Technical College, Long Wharf Drive in New Haven. SCSU students pay the same discounted rate as GCTC students. For information, call (203) 285-2131. For children under three years of age, or for additional licensed day care services available in Connecticut, call the Connecticut Care Infoline at 1-800-505-1000.

**Dining Services**
An array of dining choices is available to both residential and commuter students. These choices include options among several meal plans (e.g. a basic 19 meal/week plan, 15 and 10 meal plans, each with variable amounts of “dollar equivalents”) as well as the option to purchase food using the Food Loot portion of the Hoot Loot card. Meal plans can be used in any of the food service venues on campus.

Food services are provided in Connecticut Hall, the main dining, all-you-can-eat cafeteria; in the vibrant, new Food Court in the Adanti Student Center which features light fare and salads as well as Sbarros, Outtakes, Mondo Subs, Coyote Jack’s and Dunkin’ Donuts; and in the Bagel Wagon, a grab-and-go light food/coffee venue in Engleman Hall.

Dining services accepts cash, Hoot Loot, and Food Loot dollars.

**Emergency Medical Assistance**
Emergency medical assistance is initiated with a call to University Police at (203) 392-5375 or 911. A police dispatcher will obtain a brief description of the emergency and send an officer to the scene. In case of a life-threatening situation (e.g., apparent heart attack, breathing difficulty, state of unconsciousness) the dispatcher will call simultaneously for an ambulance and arrange for an escort for the ambulance to the exact campus location. In all cases, Health Services will be notified of the action taken.

**Escort Service**
The University Police Department provides a 24-hour student escort service to accompany students, faculty, and staff to parking lots, residence halls, and other on-campus locations. For this service call (203) 392-5375 from any pay telephone or extension 2-5375 from telephones on campus.

**Transportation**

**Shuttle Bus Service**—The University provides shuttle bus service Monday through Thursday from 7:30 a.m. to 3:00 a.m. and on Friday from 7:30 a.m. to 4:30 p.m. The 25-passenger vehicles picks up and drops off passengers at the designated campus bus shelters located in lot #1 near Davis Hall, lot #2 near Pelz Gym, the main faculty and staff lot at Morrill Hall, at lots #7, 8, 9, at North Campus, and in front of Hickerson Hall. A seven-passenger vehicle is specially equipped with a lift gate and tie downs to accommodate wheelchairs and motor scooters. Students who require this service should call University Police at (203) 392-5375 at least 20 minutes prior to pickup.

**Bus Service**—Bus service to New Haven and the vicinity is provided by Connecticut Transit, which makes regularly scheduled stops on Fitch Street near the Alumni Bridge.
University Bookstore
The University Bookstore, located in the Adanti Student Center, carries a full line of books, academic supplies including art supplies, and clothing. Here students may purchase required texts, teaching and study aids, and paperbacks for leisure reading, as well as magazines, toiletries, and greeting cards.

Vending Services
Cold beverage and snack food vending machines are located throughout the University community in virtually every academic building and in residence halls. All vending machines accept cash or Hoot Loot dollars.

Campus Parking and Traffic Regulations
All students who desire to park on campus must properly display a campus parking decal on their vehicle. Limited campus parking facilities require strict compliance with assigned areas. Vehicles parked in violation of the Traffic and Parking Regulations are subject to a fine and/or a State motor vehicle infraction and towing at the owner’s expense. In order to facilitate better use of existing parking areas and to enhance personal safety, the university offers a shuttle service during day and evening hours.

Copies of the University’s Parking and Traffic Regulations are available at the University Police Department, these regulations can also be found in the Student Handbook. The information can also be accessed on the University Police site under Student Services.

GENERAL REGULATIONS
Southern Connecticut State University maintains an educational environment which provides an equal opportunity 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, the Registration/Schedule of Classes booklet, and bulletins distributed by administrative offices.

In addition, there are times when new regulations or amendments to existing University regulations are placed as public notices in the student newspaper—the Southern News or sent to students via campus email. Students are obligated to comply with all University regulations otherwise they will be subjected to appropriate penalties up to and including expulsion from the University.

The Student Bill of Rights and the Student Code of Conduct help students understand their rights and responsibilities as members of the University community. They are found in the Student Handbook, in the hard copy edition and on Southern’s web page. 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.
ACADEMIC STANDARDS

Standards of academic achievement provide fair and consistent measures for evaluating the growth and success of students. They give direction and guidance to both the student and the faculty for attaining individual and institutional goals.

STUDENT COURSE LOAD

The college year is divided into two semesters, each approximately 16 weeks long. Most courses carry three units (or semester hours) of credit, and meet for either three 50-minute periods or two 75-minute periods per week. Some laboratory courses follow a different schedule and may carry more or less credit. Students are expected to spend a minimum of two hours weekly on out-of-class preparation for each credit hour they carry.

 Normally, a full-time student carries 15 credits each semester, but this total often varies from 12 to 18 credits. Students wishing to take more than 18 credits must request permission from their academic adviser and school dean before they register for classes. It generally takes four-to-five years to complete the requirements for a bachelor's degree. However, this period of time may be lengthened or shortened depending upon the number of credits a student takes each semester.

In accordance with Veterans Administration regulations governing the amount of a veteran's benefit, 12 or more credits constitute a full program, 9-11 credits a three-quarters program, 6-8 credits a one-half program, and 3-5 credits a one-quarter program.

GRADING SYSTEM

Grading System

The following grades are used on the academic records:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Exceptional</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Average</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Passing</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Failure</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Student never attended</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Officially withdrawn</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>Withdrew Failing</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Withdrawn Passing</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>No grade reported by instructor</td>
<td></td>
</tr>
</tbody>
</table>

Pass-Fail Option

The Pass-Fail option is open to students who have completed 45 or more credits. The courses for which the Pass-Fail option is used may not be applied to the University Requirements or to the requirements of a major or minor. Students may take a total of only five courses on a Pass-Fail option, with only one taken in any given semester. Students have three weeks into the semester to change their option either back to a grade or from a grade to a pass-fail. The Pass-Fail option is “blind” in that the instructor is not aware of the student’s use of the Pass-Fail option until after the grades are submitted. An “S” grade is recorded on the student's transcript for passing a course taken on a Pass-Fail option. Special Pass-Fail option forms, which must be signed by the student’s adviser, are available during the registration period and up to three weeks into the semester at the Registrar’s Office in the Wintergreen Building.

Incomplete Courses

A temporary grade of “Incomplete” (I) is recorded when a student has a valid reason as determined by the instructor for not meeting a partial requirement in a course prior to the termination of the semester. The student requests Incomplete status from his or her instructor. If granted, the Incomplete must be removed not more than 30 days after the next semester begins. If the student fails in his responsibility to complete the work, the grade automatically becomes a failure, “F”. If the instructor is giving the student longer than the 30 day period to complete coursework, then the instructor must file an Incomplete Extension Form with the Registrar's Office.

Students should be aware that a grade of incomplete may impact financial aid.

Grade Points

In order to determine a student’s Grade Point Average (GPA), also known as Quality Point Ratio (QPR), letter grades are assigned grade points as follows:

- A+ = 4.0
- A  = 4.0
- A- = 3.7
- B+ = 3.3
- B  = 3.0
- B- = 2.7
- C+ = 2.3
- C  = 2.0
- C- = 1.7
- D+ = 1.3
- D  = 1.0
- D- = .7
- F  = 0

In addition, certain codes are used to indicate unusual situations:
This numerical weight for each grade is then multiplied by the number of credits (semester hours) assigned to each course. Thus, a grade of \( C \) in a three-credit course merits six quality points (2 x 3).

A student's GPA is determined by dividing the total number of quality points by the number of credits attempted.

The grades of "I," "P," "S," "W," "WF," "WP," and "Z" carry no quality points and the credits for those courses are not considered in the total credits attempted, so they have no effect on the GPA.

If a course is repeated, both grades will appear on the permanent record and will be used in determining the cumulative GPA. Credits for both attempts will be counted toward credits attempted, but the credits will be earned only once. The GPA of a transfer student is based solely on courses taken at Southern.

**PROFICIENCY POLICY**

Any entering student who places into the non-credit bearing courses, MAT 095 — Elementary Algebra and/or ENG 097 — Composition Writing Lab, must complete these courses within the first 24 load credits of university work. Any student who finds that he or she must take one or both of these courses will be required to sign a contract at registration stating his or her intent to meet this proficiency requirement. If a student fails to complete these courses within 24 attempted credits of course work, he or she will not be allowed to register for courses at any Connecticut State University System institution. This policy reflects a resolution passed by the Board of Trustees for the Connecticut State University System on July 16, 2003.

**MIDTERM GRADES**

A part of the course evaluation process, students will receive a midterm grade for most courses directly from their instructors. The midterm grade will be given to the student either online or in writing during the eighth week of classes for full semester courses, and by the end of the fourth week for eight-week courses. A student who has not received a midterm grade by these times should confer with the instructor. If this meeting does not result in the student's receiving a midterm grade, the student should contact the chairperson of the department in which the course is offered. For additional information the student is advised to consult with the appropriate academic dean.

Any student, especially a freshman who is doing unsatisfactory work ("D" or "F") at the time of midterm grade reporting, is encouraged to initiate conferences with his/her instructor and academic advisor.

**MINIMAL STANDARDS**

Students dropping below a cumulative 2.0 GPA at the end of a semester are, depending on accumulated credit hours, subject to either academic probation or removal from full-time status. Students who have all the course work for their degree, but do not have a cumulative 2.0 GPA will be ineligible to graduate.

**ACADEMIC PROBATION**

Undergraduate students (matriculated; part-time or full-time), achieving a cumulative GPA of 2.0 or better are in good standing. Students with a GPA less than 2.0 will be placed on academic probation.

A student's GPA is determined by the number of credits “attempted” and for which the student received a grade of “A”, “B”, “C”, “D”, or “F”.

A student is placed on non-matriculated status and can no longer be enrolled as a full-time student if he or she:

— has attempted at least 30 credits and does not have a GPA of 1.5 or greater; or
— has attempted at least 45 credits and does not have a GPA of 1.8 or greater; or
— has attempted at least 60 credits and does not have a GPA of 2.0 or greater.

A student who holds academic deficient status may enroll on a part-time basis as a non-matriculated student. A student who was in good standing while attempting the 60 credits, but later fails to maintain a 2.0 GPA will be given one semester on probation to raise it to 2.0.

A student placed on non-matriculant status may submit a written appeal to the Academic Standings Committee through the Office of Academic Affairs. The committee will decide whether the student has a reasonable chance to achieve the required GPA within one additional semester and, if so, reinstate the student to probationary status.

The decision of the Academic Standings Committee may be appealed in writing to Academic Affairs prior to the first day of classes. Academic Affairs will then make a final decision before the end of the add/drop period.

**ABSENCES FROM CLASS**

Students who are or anticipate being absent from class for personal or medical reasons for six or more academic days should contact the Counseling Center, Engleman Hall. Students will be advised to contact all instructors concerning missed classes. Instructors' policies concerning missed classes must be considered; exceptions to these policies are on a case-by-case basis and made only by the instructor. When students return to campus following an extended medical or personal absence (six or more academic days), they should be prepared with a statement from a physician or other professional (clergy, therapist, police, etc.) verifying the illness or reason for absence. This statement should be made available to instructors upon request. In cases where a great deal of time has been lost and it may be difficult to make up all the course work, students should confer with counselors or the withdrawal coordinator to review their options.

**NON-MATRICULATED, PART-TIME STUDENTS**

A student who has not been accepted to full-time matriculated status by the Admissions Office may pursue a part-time program (up to 11 credits). Prior to attempting 30 credits, a non-matriculated student must apply for matriculated status through the Admissions Office in order to qualify for continuation either on a part-time or full-time basis. A 2.0 GPA or better is required for matriculation.

**APPLICATION FOR READMISSION**

A student who officially withdrew from the University in good standing and has not attended any other colleges or universities, should apply to the Registrar's Office in the Wintergreen Building for readmission.

A student who has been academically dismissed may apply for readmission for full-time status during the semester that he or she has attained or believes he or she will attain
FRESH START

The Fresh Start Program offers options for both formerly matriculated students and students who have never matriculated at the University. The purpose of the Fresh Start Program is to retain and offer support to students who experience a poor start and were dropped from matriculated status or withdrew from the University. (However, this option is not available to education majors.) This program allows them to be readmitted to the University and to disregard their previous record in calculating their Grade Point Average.

All courses and grades will remain on the students permanent record and the date Fresh Start was invoked will also be entered on the student’s permanent record. The student will receive credit for courses taken before that date in which he or she received an A, B, or C. (This does not include C- grades). The GPA will be calculated solely on the basis of courses taken after that date.

The option is available only once, only to students who are not education majors, and only to students who have completed the following conditions.

Formerly matriculated students:
— had a GPA below 2.0, status changed to non-matriculated;
— have been non-matriculated for at least one year;
— since being made non-matriculated, have completed 9-12 credits and earned a 2.75 GPA (if credits are from another university or college, please have official transcript sent to Southern Connecticut State University Admissions Office);
— have not reached junior status (60) credits, including the 9-12 credits referred to above;
— not an education major (The School of Education does not endorse Fresh Start.)

Never matriculated students:
— did not complete 30 credits at Southern Connecticut State University;
— left the University with a GPA below 2.0;
— did not attend Southern Connecticut State University for at least one year;
— since leaving the University have completed 9-12 credits and earned at 2.75 GPA. (If credits are from another university, have an official transcript sent to Southern Connecticut State University Admissions Office);
— have not reached junior status (60) credits, including 9-12 credits referred to above; and
— not an education major. (The School of Education does not endorse Fresh Start.)

Applications for the Fresh Start Program may be obtained from the Admissions Office.

FULFILLING ACADEMIC REQUIREMENTS

The student is responsible for fulfilling the requirements for his or her own degree program. Students should be acquainted with the Degree Program section of this catalog, and with the requirements in their choice of major in the Programs and Courses section of this catalog. Students should also keep abreast of any official changes of degree requirements or major requirements by maintaining contact with their advisers.

Teacher Education 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 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

— 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 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.

TAKING COURSES AT OTHER INSTITUTIONS

Matriculated students who plan to take courses at other institutions must obtain prior approval from the Registrar’s Office in order to apply this course work toward the degree requirements of the University. The approval forms are available in the Registrar’s Office in the Wintergreen Building. A maximum of 90 credits from other four-year institutions, including no more than 63 credits from two-year colleges, can be applied toward degree requirements at this University.

WITHDRAWAL FROM UNIVERSITY

A student who wants to withdraw from the University should consult with the retention officer in the Registrar’s Office. The retention officer discusses the withdrawal with the student and also makes a preliminary evaluation of readmission possibilities. The student then completes an official withdrawal form. Students who are withdrawing should carefully take note that: 
— Readmission at a later date is not automatic; application for readmission may be made in the Registrar’s Office.

— Students readmitted to the University after a withdrawal are held to the academic requirements in effect in the catalog at the time of their readmission.

— For students who withdraw from the University before the last scheduled class, a grade of “W” will be assigned for all courses taken that semester.

— Students who do not officially withdraw but cease to attend classes are considered enrolled and receive failing grades.

— Students who plan to complete the semester but do not intend to return the following semester should complete their withdrawal forms prior to their last final examination dated effective after the end of the semester.

— Failure to withdraw officially may result in failing grades being recorded on your transcript. It may also lead to problems with debt to the University and affect future financial aid awards.

— Leave of absence may be discussed with the retention officer. A leave of absence is designed for students who have a specific time frame in which they plan to return to SCUS.

— The refund policy, if applicable, may be found in the Fees and Expenses section of this catalog.

**COURSE WITHDRAWAL**

Full-time and part-time students may withdraw from a full semester course prior to the ninth week of classes; for an eight-week course prior to the sixth week of classes. Such a withdrawal is recorded as a W on the transcript record. Each faculty member should provide some kind of 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 from a course in the Registrar’s Office prior to the end of the withdrawal period. It is understood that every student should confer with his or her instructor and academic adviser in order to ensure proper faculty advisement before withdrawing from a course. Full-time students are not permitted to withdraw from a course if they would thereby fall below the minimum of 12 credits required for full-time status. The deadline for students to change their status to part-time is at the end of the period for adding and dropping courses. Students must be interviewed by the personnel in charge of his or her chosen area. Those tentatively approved for acceptance may preregister for the junior year.

Withdrawals after the nine-week period (or after five weeks 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 fill out 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 chairperson, then the dean must also sign the original form. The entire form is then 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.

**AUDITOR**

Audit status is a reasonable alternative for a student who wants to take a particular course, but does not have the proper background. Students who audit a course pay the same tuition and fees they would if they opted for a grade. However, they receive no academic grade or grade points, and the course may not be included in the 12 credits needed for full-time status. Although no final grade is submitted, students do have the right to take exams, write papers, and have them evaluated.

Students may register as auditors, or change from credit to audit, anytime before the end of the third week of classes. However, the deadline for changing back to a traditional grade is the end of the period for adding or dropping courses. Prior to auditing, students must discuss with the instructor the criteria for a successful audit and receive the written approval of the instructor. Forms for this purpose are available in the Registrar’s Office and must be returned to the Registrar’s Office by the deadline.

**ADMISSION TO THE PROFESSIONAL PROGRAMS**

Sophomores who are not in liberal arts programs must apply to one of the professional programs during the first half of their fourth semester in the University. Each student must be interviewed by the personnel in charge of his or her chosen area. Those tentatively approved for acceptance may preregister for the junior year.

At the end of the fourth semester the application is reviewed by a personnel committee of the department to which the student has applied as his or her major area of study. Students may be denied acceptance if either academic or personal qualifications are unsuited for a particular area. When fixed quotas exist in an area, it is sometimes necessary to deny acceptance even though students may meet minimal standards.

**FAILURE TO MEET FINANCIAL OBLIGATIONS**

Students are responsible for payment of all costs associated with attending the University, in accordance with the guidelines of the Board of Trustees for The Connecticut State University. Students who fail to meet their financial obligations are subject to possible withdrawal, collection procedures, or legal action and any associated costs.
The University uses a number of means to encourage and reward students who demonstrate academic excellence. The dean’s list recognizes students who have achieved outstanding academic success. Students achieving honors are recognized at the annual Honors Convocation. Finally, the most extensive form of recognition and encouragement is the Honors Program for the superior student, which provides the most capable students with opportunities for intellectual stimulation and development.

DEAN’S LIST

The deans of the University’s schools recognize the high academic achievement of their undergraduate students by compiling a dean’s list each semester. Students must meet the following qualifications to be named to the dean’s list:

- Not more than 10 percent of the freshman and sophomore classes will be named to the dean’s list;
- Not more than 10 percent of the junior and senior classes in each school of the University will be named to the dean’s list for their respective school;
- All students must earn a GPA of at least 3.000 to be considered;
- Freshmen and sophomores must carry a minimum of 15 credits to be considered;
- Juniors and seniors must carry a minimum of 14 credits to be considered. (For this purpose, credits carried is defined as the number of credits earned plus the number of credits failed for the semester.)

HONORS COLLEGE

The Honors College is a small four-year program for exceptionally well-prepared students. It offers a challenging, stimulating environment in which to practice analytical, creative, and verbal skills.

Honors College students enroll in a series of special, interdisciplinary courses, approximately eight in number, which are designed to satisfy most of the University Requirements. Honors College enrollees also complete a project or a thesis during their last two years at Southern. Honors College students, however, will complete most of the courses required for graduation outside the Honors College. Such students, for example, complete a regular academic major and can be expected to have a number of elective courses in their plans of study.

Admissions to the Honors College is competitive. Inquiries are invited from interested freshmen. Information on the Honors College may be obtained from the University’s Admission Office as well as from the Honors College Office, Engleman B225A.

The following Honors College courses are currently being offered:

- HON 150 — Introduction to Critical Inquiry
- HON 210 — The Idea of Self: The Ancient World
- HON 220 — The Idea of Self: Middle Ages to Renaissance
- HON 230 — Music and Nationalism from 1750-1918
- HON 231 — Male Spirit, Female Flesh: Religion & Sexuality in America
- HON 232 — Reform and Its Nemesis: The American Experience
- HON 240 — The Non-Western World
- HON 250 — The City In Western Civilization
- HON 251 — Race and Ethnicity in the 20th Century
- HON 252 — 20th Century’s Flower of Irony
- HON 253 — Society and Politics as Theatre
- HON 255 — Ambiguity and Uncertainty in Arts and Science: Grey Matters
- HON 260 — The Idea of Nature I
- HON 261 — The Idea of Nature II
- HON 270 — Science and Technology
- HON 280 — Research Act: Encounter of Theory and Fact
- HON 290 — The Language of Art
- HON 298 — Special Topics
- HON 350 — Research Seminar
- HON 400 — Research Colloquium
- HON 401 — Thesis Colloquium
- HON 499 — Independent Study

HONORS CONVOCATION

In May, students who have performed with distinction in scholarship, leadership, and service to the University are accorded special recognition at the Honors Convocation. Seniors who have achieved collegiate honors are announced: those maintaining a 3.5-3.69 GPA are graduated cum laude; 3.7-3.89 magna cum laude; 3.9-4.0 summa cum laude. The GPA is computed from the student’s entire collegiate record. Transfer students who have taken at least 60 credit hours at SCSU and have attained a 3.5 GPA or higher in these courses will be eligible for academic honor. Only earned grades at Southern will be tabulated when determining academic honors. Students who successfully defended

Southern Connecticut State University 2007-08 Undergraduate Catalog
their honors theses are also recognized, and graduate “with departmental honors.”

**ADVANCED PLACEMENT AND WAIVER EXAMS**

The University recognizes that students vary in their preparation and in the quality of their previous educational or life experiences. Placement in advanced courses is provided by the English, foreign languages, and mathematics departments and is based on results of placement tests given by these departments. Advanced placement, based on certified college level courses taken in high school, or equivalent experience, is honored by most departments. Students wishing placement or credit for such courses should ask the high school or college to submit their grades to the University Admissions Office for evaluation.

Waiver examinations are available for students who, as the result of previous experience, already have a proficiency in subject areas. Examinations are given in most basic freshman and sophomore subjects required for graduation, or as prerequisites to advanced courses in certain disciplines. Students wishing to take these two-hour examinations must make arrangements with the appropriate department.

**INTERDISCIPLINARY COURSES**

Interdisciplinary courses differ from usual courses in several ways. First of all, basic themes or issues selected for discussion foster research for evidence in support of ideas. In addition, these courses use the seminar rather than the lecture technique. And finally, because participating students represent a variety of disciplines, each student has an opportunity to present the viewpoint of his or her own discipline, as well as the chance to hear the viewpoints of students in other disciplines. Through their own intellectual pursuits and through their exposure to the cross-fertilization of ideas, students become well-informed individuals who are highly aware of interpersonal reactions, as well as the interrelation among disciplines.

Interdisciplinary courses are open only to students maintaining a 3.0 or better cumulative GPA. These courses are listed in this catalog.

**DEPARTMENTAL HONORS RESEARCH**

Departmental Honors focuses on original research and is fostered by all departments. Students work independently in the library carrel, the science laboratory, or the experimental classroom pursuing the solutions to their research problems. The rigors of direct, unbiased observations, critical analysis, integration, and logical reasoning develop the disciplined thinker needed today.

Prerequisites for application for departmental honors research are a 3.0 GPA at the end of three years of collegiate study, and of a 3.2 GPA in a major concentration. Decision to apply for departmental honors research should be made during the junior year when a departmental sponsor should also be requested.

At that point, the chairperson of the department will submit the name of the applicant to the chair of the University Honors Committee. The student must submit a prospectus to the chair of the University Honors Committee; instructions and deadlines for the prospectus are sent each semester to all departments. Once the prospectus has been approved, the student becomes a candidate for departmental honors.

Generally, the first semester of the senior year is spent completing research. During the second semester the student writes a thesis for which, if accepted after an oral defense, the student is awarded three semester hours of credit and departmental honors. Upon request, detailed instructions are available from the chair of the University Honors Committee, or from chairpersons of academic departments.

**INDEPENDENT STUDY**

Students who wish to pursue special research or other projects may request Independent Study in any department in the University. Forms for application for Independent Study are available in the offices of the academic deans.

**HONOR SOCIETIES**

Several national honor societies are represented on campus. Election and initiation into these societies are conducted annually by their membership and is based mainly on scholastic achievement, interest, and active participation. Societies represented include:

- Delta Mu Delta — Business Administration
- Gamma Theta Upsilon — Geography
- Iota Iota Iota — Women’s Studies
- Kappi Delta Pi — Education
- Lambda Pi Eta — Communication
- Omicron Delta Epsilon — Economics
- Phi Alpha Theta — History
- Psi Chi — Psychology
- Sigma Theta Tace, Mu Beta Chapter — Nursing
- Society of Professional Journalists
- Zeta Delta Epsilon

2007-08 Undergraduate Catalog

Southern Connecticut State University
The University offers undergraduate bachelor's degree programs in liberal arts and in professional studies, and bachelor of science degrees in education with teacher certification. The programs and areas of specialization are listed below:

Anthropology, B.A.
   — Archaeology
   — Cultural
   — General
   — Linguistics
   — Physical

Art, B.A.
   — Art History
   — Studio Art

Art, B.S.
   — Ceramics
   — Graphic Design
   — Jewelry
   — Painting
   — Photography
   — Printmaking
   — Sculpture

Art Education, B.S. (with certification)

Athletic Training, B.S.

Biology, B.A., B.S.

Biology, B.A., Secondary Education (with certification)

Business Administration, B.S.
   — Accounting
   — Business Economics
   — Finance
   — International Business
   — Management
   — Management Information Systems
   — Marketing

Chemistry, B.A., B.S.
   — Bio-Chemistry
   — General

Chemistry, B.S., Secondary Education (with certification)

Communication, B.A.
   — Communication Disorders

Communication, B.S.
   — Advertising and Promotions
   — Interpersonal/Relational
   — Organizational
   — Video Production

Computer Science, B.S.
   — General
   — Computer Information Systems

Earth Science, B.A.

Earth Science, B.S.
   — Environmental
   — Geology

Earth Science, B.S., Secondary Education (with certification)

Economics, B.A.

Economics, B.S., Secondary Education (with certification)

Education, B.S. (with certification)
   — Early Childhood Education
   — Elementary Education
   — Bilingual
   — Secondary Education

English, B.A.

English, B.S. (with certification)

Exercise Science, B.S.
   — Human Performance

Exercise Science, B.S., K-12 (with certification)

French, B.A.

French, B.S., Secondary Education (with certification)

Geography, B.A., B.S.

Geography, B.S., Secondary Education (with certification)

German, B.A.

German, B.S., Secondary Education (with certification)

History, B.A.

History and Social Science, B.S., Secondary Education (with certification)

Information and Library Science, B.S.

Italian, B.A.

Italian, B.S., Secondary Education (with certification)

Journalism, B.A., B.S.

Liberal Studies, B.A., B.S.

Mathematics, B.A., B.S.

Mathematics, B.S., Secondary Education (with certification)

Media Studies, B.A.

Music, B.A.

Nursing, B.S.

Philosophy, B.A.

Physics, B.A., B.S.
Degree Programs and University Requirements

Physics, B.S., Secondary Education (with certification)
Political Science, B.A., B.S.
Political Science, B.S., Secondary Education (with certification)
Psychology, B.A.
  — General
  — Mental Health
Psychology, B.S.
  — Research
Public Health, B.S.
  — Environmental
  — Health Promotion
Recreation and Leisure, B.S.
  — Community
  — Outdoor
  — Therapeutic
Secondary Education, B.S. (with certification)
  — Biology
  — Chemistry
  — Economics
  — English
  — Earth Science
  — Exercise Science
  — French
  — Geography
  — German
  — History and Social Science
  — Italian
  — Mathematics
  — Physics
  — Political Science
  — Spanish
  — Sociology
  — Social Work, B.S.
Sociology, B.A.
Sociology, B.S.
  — Criminology and Criminal Justice
  — Ethnic and Racial Relations
  — Family and Gender Studies
  — General
  — Urban Community
Sociology, B.S., Secondary Education (with certification)
Spanish, B.A.
Spanish, B.S., Secondary Education (with certification)
Special Education, B.S. (with certification)
Special Education/Elementary Education Collaborative, B.S (with certification)
Theatre, B.A.

Special Offerings
Pre-Dental
Pre-Engineering
Pre-Law
Pre-Medical
Pre-Veterinary
RNs
Technology Pathways

Minors
Accounting
Air Force R.O.T.C.
African Area Studies
Anthropology
Art History
Art Studio
Asian Area Studies
Biology

Business Administration
Central and East European Area Studies
Chemistry
Communication
Computer Science
Criminal Justice
Earth Science
Economic Mineral Resources
Economics
English
Environmental Studies
Ethnic Studies
Exercise Science
Foreign Languages
Geography
German Studies
Health Services Administration
Health Promotion
Health In Society
History
Instructional Technology
Journalism
Judaic Studies
Latin American and Caribbean Area Studies
Library Information Service
Management
Management and Information Systems
Marine Studies
Marketing
Mathematics
Media Studies
Military Science (Army/R.O.T.C.)
Music
Nutrition
Philosophy
Physics
Political Science
Psychology
Public Health
Real Estate
Religious Studies
School Health Education
Sociology
Studio Art
Theatre
Urban Studies
Women’s Studies

AIM OF LIBERAL EDUCATION

The most important aspect of an undergraduate degree for every student regardless of his or her major is the successful completion of a liberal education. A liberal education, according to the American Association of Colleges and Universities, provides students "with a substantial content, rigorous methodology, and an active engagement with the societal, ethical, and practical implications of learning."

The aim of a liberal education is to prepare a person to live well as a free and responsible individual in a constantly changing society. It enables the student to understand the nature of the world in which he or she lives, and to act effectively in carrying out his or her purposes. It develops critical thinking – the student’s ability to comprehend the ideas of others, to assess the validity of evidence, and to understand the inferences drawn from evidence so he or she can arrive at independent conclusions and judgments.
UNIVERSITY CURRICULUM

The curricular offerings at Southern Connecticut State University have long reflected the conviction that a broad liberal education is essential in the preparation of all students, whatever the degree or major program each individual may pursue.

To ensure all students the opportunity to pursue the objectives of a liberal education, a common core of courses, known as the University Requirements, is required of all students. These University Requirements are either prescribed by the department or selected by the student from the following areas and disciplines listed in this section.

Although each student must satisfy the number of credits prescribed for each of the University Requirements, the individual has many course options available within those disciplines chosen to meet these requirements. This flexibility is not contradictory to the assumption that all well-educated persons, regardless of academic or professional goals, should enjoy a similarity in their formal backgrounds along broad lines; it does recognize, however, that many students have already developed strong preferences in some of the specialized disciplines, while in other areas they need the widest possible freedom to explore little known fields. It is hoped that each individual will find the intellectual courage and integrity to follow simultaneously both of these avenues of enlightenment. This freedom may be further enhanced by those students who successfully complete waiver and placement examinations.

In addition to these University Requirements, certain other liberal arts courses, called the Cognate, are prescribed as prerequisites or adjuncts to one's major program. The cognate varies from program to program and is included in the appropriate section describing each major program.

Even greater enrichment in liberal education, whether emphasizing breadth or depth, may be attained by the student in several ways:

— The “Major,” a planned sequence of courses in one discipline; various options are available with departmental consent, and electives may be utilized to enhance the basic requirements. Courses used to satisfy University Requirements may not be used as courses in the major area.

— The “Minor,” a planned sequence of 18 credits in one discipline, outside of one’s major, with options available under departmental advisement.

— The “Concentration” is a required set of courses within a major that define a specific area of study.

— The “Cognate,” a supplement of 12-15 credits in one or several related disciplines, outside of one’s major or minor field, planned with departmental advisement.

— The “Electives,” which vary in number depending upon the major degree program being pursued and the student’s degree of commitment to the foregoing options.

Often, the student’s major may consist of a minimum of 30 credits, or one-quarter of the 122 credits required for a Liberal Arts degree. Since the University Requirements total only 41-54 credits, the student has the freedom to use the remaining credits as he/she desires. Various alternatives are possible. For example, the student may use these free electives to expand upon the major, or to pursue a single minor, a double minor, or even a second major. A definite commitment to pursue one or several of these options need not be made on entry to the University, but it is advisable that the student develop a plan of exploration at an early stage so that new interests may be discovered while previously held interests are strengthened or rejected. This process is ordinarily evolutionary, requiring thoughtful personal introspection, continual discussion with one’s faculty adviser assigned by the students’ major department or by the coordinator of academic advisement and additional assistance from the Academic Advisement Center in the Wintergreen Building.

Specific information on all these possibilities is listed under the appropriate academic discipline in the next section of this catalog entitled “Programs of Study.”

Every student who graduates from the University must have satisfactorily completed a major (except in the Bachelor of Arts in Liberal Studies or the Bachelor of Science in Liberal Studies) in a B.S. or B.A. degree program. A student who is undecided or uncertain about his choice of major should explore different fields of potential interest through selections from the varied offerings within the University Requirements and through electives. Ordinarily, the student need not make a commitment to a major program until the junior year. An important exception to this rule involves certain highly-structured disciplines (e.g., nursing, chemistry, mathematics, foreign languages), where it is essential to pursue a sequential plan from the outset in order to complete the program in four years.

The University offers undergraduate degrees: a Bachelor of Arts in Liberal Arts, a Bachelor of Arts in Liberal Studies, a Bachelor of Science in Liberal Arts, a Bachelor of Science in Liberal Studies, and a Bachelor of Science in professional areas. Each of these is further broken down on a student’s transcript as a degree in a particular academic or professional area (e.g., B.A. degree in history; B.S. degree in earth science, B.S. degree in education, B.S. degree in nursing). Each of these degrees is described below.

UNIVERSITY REQUIREMENTS

Students should plan their course work with their adviser in order to ensure they meet the precise University Requirements needed for their intended major. These requirements are designed to ensure a broad educational foundation and to prepare students to meet their academic goals at the University. Therefore, students are strongly encouraged to complete most of the University Requirements early in their collegiate education, specifically during their first four semesters of study, in order to acquire a strong, broad knowledge base as preparation for their intended major.

*Students may apply only one University Requirement course in an academic sequence denoted by an asterisk toward credit for graduation.

American Political Foundations

One course:

*HIS 110 — United States I
*HIS 112 — U.S. History

(*Students seeking to become teachers must take HIS 110 or HIS 112 to meet Connecticut State certification requirements.)

HIS 162 — Connecticut

HIS 248 — American Constitution in Historical Perspective

HIS 352 — Early Republic

PSC 110 — U.S. Government

PSC 140 — U.S. Political Thought
Communication Skills

— English Composition
ENG 112 — Composition II
All students must take the English Composition Placement Examination. Based on the result of this exam, a student may be required to take ENG 110 — Composition: Writing Lab and/or ENG 111 — Composition I prior to ENG 112.

Students whose examination results indicate a need for instruction in English as a second language will be placed into ENG 099 — English for Foreign Students for their initial composition course.

Only those students with prior credits in composition from another college or university may enroll in ENG 112 without taking the placement examination.

Students are strongly encouraged to complete their composition requirements in their first year of study.

— Oral Communication
One course:
COM 100 — Communication
COM 105 — Speech: Discussion and Conference
COM 205 — Fundamentals of Professional Presentations
JRN 101 — The Media: Freedom and Power

Exercise Science
Two courses:
EXS 001-099 — Physical Education Activities
EXS 332 — Lifeguard Training
EXS 334 — Water Safety Instruction
EXS 336 — SCUBA Diving
REC 105 — Recreation and Lifetime Skills
One exercise science course waived for transfer students who enter with 12 credits.; both exercise science courses waived for transfer students who enter with 24 credits. Exercise science requirement waived for veterans.

Fine Arts
One course:
ART 104 — History of Western Art I
ART 105 — History of Western Art II
EXS 140 — History of Dance
MUS 110 — Music History of the Western World
MUS 115 — Music in World Culture
THR 100 — Introduction to Theatre
THR 211 — History of Theatre I
THR 212 — History of Theatre II
THR 313 — Contemporary Theatre

Foreign Language
Students who have already achieved fluency in writing a foreign language may take a waiver examination. They should contact the Foreign Language Department for details. Students who have studied a foreign language for four years or more in high school or are native speakers cannot take a first semester course in that language for credit.

The foreign language University Requirement for the B.A. and B.S. degree programs follows:

— B.A. Degree
Satisfactory completion of one fourth semester or more advanced language course from the listing below.
One French course:
FRE 204 — French IV
FRE 206 — French Culture in France
FRE 210 — Continuing French
Two German courses:
GER 201 — Continuing German: Contemporary German Culture
GER 202 — Continuing German: Exploring a German City
GER 203 — Continuing German: Exploring German Culture Through Tales, Stories and Film
One Italian course:
ITA 206 — Italian Culture in Italy
ITA 210 — Italian IV
One Japanese course:
JPN 210 — Japanese IV
One Latin course:
LAT 210 — Latin IV
One Spanish course:
SPA 206 — Spanish Culture in Spain
SPA 201 — Spanish IV: Liberal Arts

— B.S. Degree
Satisfactory completion of a second semester or more advanced language course depending on high school experience and/or placement.
ARB 101 — Arabic II
FRE 101 — French II
FRE 103 — Paris: French II
FRE 106 — French Language Practice in France
FRE 112 — Reading French II
GER 101 — German II
GER 106 — German Language Practice in Germany
ITA 101 — Italian II
ITA 106 — Italian Practice in Italy
JPN 101 — Japanese II
LAT 101 — Latin II
SPA 101 — Spanish II
SPA 106 — Spanish Language Practice in Spain

Health
One course:
PCH 100 — Introduction to Wellness
PCH 201 — Wellness, a 3-credit course, may also fulfill this requirement.

This Health requirement is waived for students completing a minor in Public Health.

Students in teacher certification programs take SHE 203 — School Health in place of PCH 100 or PCH 201 to satisfy Connecticut State Department of Education certification requirements.
History of World Civilization
One course:
- HIS 100 — Western Civilization I
- HIS 101 — Western Civilization II
- HIS 104 — Islamic Civilization
- HIS 105 — Introduction to Southeast Asia: Southeast Asia to 1500
- HIS 229 — Cuba and Puerto Rico
- HIS 231 — England from Romania to Cromwell
- HIS 232 — England and the British Empire
- HIS 236 — Origins of Modern Germany
- HIS 237 — Modern Germany
- HIS 238 — The Italians
- HIS 239 — Spain and Portugal
- HIS 240 — The Middle East from Muhammad to the Mongols
- HIS 241 — The Modern Middle East
- HIS 242 — Imperial Russian and Soviet History, 1800-1991
- HIS 243 — Traditional East Asia
- HIS 244 — Modern East Asia
- HIS 245 — History of Africa
- HIS 246 — African Politics and Culture in the 20th Century
- HIS 247 — Early Modern France

"L" Courses
So that all students continue to strengthen their ability in written language, they are required to select and pass a minimum of three "L" courses. These may not be taken until after a student has passed ENG 112 — Composition II.

"L" Sections of courses are specifically designated each semester and are offered by various departments as electives, part of major programs, and as options to fulfill the University Requirements. Students who transfer to SCSU with 60 to 89 credits are required to pass two "L" courses while students who transfer 90 credits or more must pass one "L" course.

Literature
One course:
- ENG 217 — Introduction to Literature
or any 400-level foreign language literature course.

Mathematics
One course:
- MAT 103 — Mathematics for the Liberal Arts
- MAT 105 — Mathematics for Elementary Education I
- MAT 107 — Elementary Statistics
- MAT 108 — Mathematics for the Natural Sciences
- MAT 139 — Short Course in Calculus for Social Sciences
- MAT 150 — Calculus 1/4 credits
- MAT 178 — Elementary Discrete Mathematics

(Required placement examination may assign students to a non-credit course as a prerequisite to these options.)

Natural Sciences—Group A
One course or BIO 110 and 111:
- BIO 102 — Zoology
- BIO 103 — Botany
- BIO 104 — General Botany
- BIO 110-111 — Human Biology I-II
- ESC 100 — Astronomy/Meteorology
- ESC 101 — Geology/Oceanography
- ESC 104 — Geohazards
- ESC 105 — Meteorological Observation and Communication
- ESC 110 — Earth Science
- ESC 120 — General Geology
- ESC 140 — Oceanography
- ESC 200 — Principles of Geology
- ESC 205 — Principles of Meteorology
- ESC 310 — Astronomy
- ESC 320 — Marine Science I

BIO 102 — Zoology
BIO 103 — Botany
BIO 104 — General Botany
BIO 110-111 — Human Biology I-II
ESC 100 — Astronomy/Meteorology
ESC 101 — Geology/Oceanography
ESC 104 — Geohazards
ESC 105 — Meteorological Observation and Communication
ESC 110 — Earth Science
ESC 120 — General Geology
ESC 140 — Oceanography
ESC 200 — Principles of Geology
ESC 205 — Principles of Meteorology
ESC 310 — Astronomy
ESC 320 — Marine Science I

Education majors must take PHI 370 — Philosophy of Education to fulfill this requirement. Nursing majors may take PHI 325 — Bio-Ethics of the Life Sciences to fulfill this requirement.

Social Sciences A
One course:
- ECO 100 — Principles of Macroeconomics
- ECO 101 — Principles of Microeconomics
- GEO 101 — Peoples, Places and Environment
- GEO 102 — World Regional Geography
- GEO 200 — Human Geography
- GEO 201 — Principles of Geography
- GEO 260 — Population Geography
- PSC 100 — Power and Conflict in Modern Societies
PSC 110 — U.S. Government
PSC 130 — International Relations

Social Sciences B
One course:
ANT 101 — Cultural Anthropology
PSY 100 — Introduction to Psychology
SOC 100 — Introduction to Sociology
SOC 211 — Social Problems in the U.S.

*Students may apply only one University Requirement course in an academic sequence denoted by an asterisk toward credit for graduation.

LINKS
This is a program designed only for freshman at the University. It offers different options to allow new students to fulfill two or three of their University Requirements which they will need to take before graduation. Each “package” usually includes ENG 111 — English Composition I, combined with two other courses. All are linked to help students see how seemingly different subjects relate to each other in interesting ways. Each LINKS package will apply to any academic major a student may choose.

All LINKS courses are taught as small learning communities with no more than 20 students in each group. The program is entirely self-selective. All high school seniors who have applied and been accepted by the University receive an invitation in March that describes the LINKS offerings for the following fall. Assuming a prospective student notifies the LINKS coordinator of the package selected, in a timely manner, a place is guaranteed for him/her. The remaining two or three courses needed to fill a 12-15 credit schedule will be chosen by the student with help from the a special LINKS adviser. To be admitted to a LINKS group that includes ENG 111, the freshman must have placed into that level on the English Placement Exam. Once into LINKS, a student cannot withdraw from any one of the courses in that package without withdrawing from the others as well.

STUDY ABROAD
The University presents a growing number of high-quality study-abroad opportunities to both undergraduate and graduate students in all majors. Summer study courses led by SCSU faculty are offered, as well as semester and year-long programs. The University also has several direct-exchange programs, where SCSU students attend foreign universities, paying SCSU tuition and fees. For additional information students should contact Dr. Linda Olson of International Studies at 203-392-6756.

All study abroad credits must be pre-approved through the Office of International Programs, EN B129, prior to travel; credits not pre-approved cannot transfer to SCSU.

BACHELOR OF ARTS DEGREE (LIBERAL ARTS)
Bachelor of Arts degrees are awarded to students who fulfill all of the requirements of a major in an academic discipline, usually specified at approximately 30 credits and satisfactorily complete a fourth-semester (or more advanced) language course. There will be at least 28 credits of electives which may be used at the student's choice for a second major, one or two minors, a concentration, or for free electives. This degree program provides a broad and flexible liberal arts background and prepares a student to enter a variety of careers.

BACHELOR OF SCIENCE DEGREE (LIBERAL ARTS)
This degree is awarded to students who fulfill all major requirements, usually specified, in an academic discipline, and in greater depth than the B.A. degree program. In addition to the major and the University Requirements, students pursuing a B.S. degree program take a sequence of courses in a field or fields related to their chosen major. An internship or other professional application is also required, as well as satisfactory completion of a second-semester (or more advanced) language course. A minimum of 12 credits is reserved to the student for electives. This program therefore guarantees depth in the major and related fields and prepares a student for entry into specific career possibilities. Requirements for each B.S. degree program in the liberal arts are found in the appropriate departmental offerings listed in this catalog.

BACHELOR OF SCIENCE DEGREE (PROFESSIONAL STUDIES)
The B.S. degree is awarded to students who have fulfilled the requirements of a major in a professional area. Specific knowledge, understanding, and technique are acquired relating directly to the professional and University Requirements, certain cognate requirements must be met. Satisfactory completion of a second semester (or more advanced) language course is required. Some of the professional programs allow a student to develop a minor or a concentration in addition to the major. A minimum of 12 credits is reserved to the student for electives. This program is oriented to a particular professional career or a set of related professional careers.

DOUBLE MAJOR
The candidate for a Bachelor of Arts degree may elect a double major. In this case the requirements of both majors must be satisfied, and courses used to satisfy one major cannot be used to satisfy a requirement of the other major.
REQUIREMENTS FOR GRADUATION

The graduation requirements of the University as published in the catalog in effect at the time of the student's initial enrollment are those which must be met for completion of an undergraduate degree program provided that the student maintains a continuous matriculating status. For all students, the initial enrollment shall be the first day of classes following matriculation (or re-admission) in a regular semester at the University. Subsequent changes in degree requirements, as published in the catalog, or amended by proper authority, may be substituted at the option of the student.

A student may petition the dean of the school in which his or her major department is located for a temporary leave from the University. A student may be granted such leave—not to exceed two semesters—only for compelling reasons without being subject to change in the University graduation requirements under which he or she matriculated. A student without a major department may petition the Office of Academic Affairs for such leave.

Departmental requirements for graduation are those in effect at the time the student is accepted by the department as evidenced by a properly signed Election of Degree Program form on file in the Registrar's Office. Changes in departmental requirements after that point will apply provided they do not require a student to enroll in more than a normal complement of credit hours in any semester and do not prolong time required to complete degree requirements. The department chairperson has the authority to waive or provide substitute course work for departmental requirements.

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in degree requirements are initiated by departments and approved by the appropriate academic dean, the Undergraduate Curriculum Forum and the provost.

DOUBLE BACCALAUREATE FOR EDUCATION MAJORS

Students in the certification program in education, including the B.S. degree in education/special education collaborative and bilingual education, must complete two majors. One major is a B.S. in education and the second major is a B.A., or B.S. degree in a subject area in a program outside of the School of Education. Therefore, these students will receive a double baccalaureate and apply for a B.S. degree in education as well as a B.S. or B.A. degree in the subject area major they choose.

To receive two degrees, students should obtain a form from the Education Department verifying their formal acceptance by that department and authorizing them to apply for a double baccalaureate. The double baccalaureate form must then be signed by both the student's adviser in Elementary Education and by the student's adviser in the subject area major. Then the form must be filed in the Registrar's Office.

All requirements in each degree program must be fulfilled. However, a course taken to meet a University requirement in one program may fulfill the same requirement in the other program. Should a question arise concerning University Requirements, the departments involved should be consulted.

Completion of the required double major may take more than four years.

DOUBLE BACCALAUREATE FOR ALL OTHER MAJORS

By the end of the junior year, the student who wishes to be a candidate for a double baccalaureate (a B.A. degree and a B.S. degree, or two B.S. degrees) should file with the Registrar's Office a Contract for Double Baccalaureate approved by the chairperson of both departments concerned, and by the academic vice president.

The contract form is available in the Registrar's Office, Wintergreen Building. Approval to attempt this extraordinary program is granted only to students whose cumulative GPA is 3.300 or higher at the time of application. To graduate with both degrees, the student must agree to complete a minimum of 150 credits, maintain a GPA of at least 3.300, and satisfy the University Requirements for both degrees (the higher foreign language requirement, if there is a difference).

Courses used for the University Requirements may not be used for courses in a major area. In addition, courses used for one major area cannot be used in the other major area. Completion of this program ordinarily takes five years.

PRE-ENGINEERING PROGRAM

Southern offers a two-year sequence preparing the student to transfer to an engineering school to complete a degree program in engineering.

TECHNOLOGY PATHWAY PROGRAM

The Technology Pathway Program enables students to begin their studies at Southern and advance directly to any program in the School of Technology at Central Connecticut State University. The Pathway Program at Southern provides the foundation courses taken during the first two years of study that lead to a Bachelor of Science degree at Central upon completion of all requirements.

Central Connecticut State University offers the only programs of study in technology education, industrial technology, and engineering technology in the Connecticut State University System. Each degree program has a variety of technical specializations designed to provided students with a balance of classroom learning and activity-based laboratory courses. In addition, the School of Technology's cooperative education program provides opportunities for students to work at major industries in a variety of technical and engineering areas. Graduates of the programs enter the workforce with the knowledge and confidence needed to compete and succeed in today's industrial and technological marketplace.

PROGRAMS OF STUDY

Programs of study are listed by school in the next section. The elementary education specializations are listed under Education, as well as a broad outline of the major program in secondary education. The specific details of a major in an academic field taken in the secondary education program can also be found listed under the appropriate discipline.
COURSE ABBREVIATIONS

Course descriptions are also listed alphabetically by discipline within the school and follow the information of related programs of study. The alphabetical prefixes for courses are:

- Accounting — ACC
- Anthropology — ANT
- Air Force ROTC — ARF
- Art — ART
- Biology — BIO
- Chemistry — CHE
- Communication Disorders — CMD
- Computer Science — CSC
- Cooperative Education — CTR
- Communication — COM
- Counseling and School Psychology — CSP
- Earth Science — ESC
- Economics — ECO
- Education — EDU
- English — ENG
- Environmental Studies — ENV
- Exercise Science — EXS
- Finance — FIN
- First Year Experience — FYE (see IDS)
- Foreign Languages — FLA
- French — FRE
- Geography — GEO
- German — GER
- History — HIS
- Honors College — HON
- Information and Library Science — ILS
- Instructional Technology — ITC
- Interdisciplinary — IDS
- Italian — ITA
- Japanese — JPN
- Journalism — JRN
- Latin — LAT
- Literature — LIT
- Management — MGT
- Management Information Systems — MIS
- Marine Studies — MAR
- Marketing — MKT
- Mathematics — MAT
- Media Studies — MDS
- Military Science — MSC
- Music — MUS
- Nursing — NUR
- Philosophy — PHI
- Physics — PHY
- Political Science — PSC
- Psychology — PSY
- Public Health — PCH
- Reading — RDG
- Recreation — REC
- School Health — SHE
- Social Work — SWK
- Sociology — SOC
- Spanish — SPA
- Special Education — SED
- Theatre — THR
- Urban Studies — URB
- Women's Studies — WMS

DEGREE APPLICATION

The Registrar's Office processes the Application for the Degree. A student in his or her second to last semester must complete the online degree application on the SCSU Web site. The deadlines for submission are (for exact dates consult registration calendar):

- the first Friday in June to receive the degree by January,
- the first Friday in November to receive the degree in May,
- or the second Friday in April to receive the degree in August.

Students missing these deadlines will have to wait until the next time the degrees will be issued. Students seeking certification must also obtain and submit an Application for Certification.

Degrees are awarded three times a year — January, May, and August. There is no formal commencement at the end of the fall or summer terms. However, students completing degree requirements in the summer or fall may participate in the commencement held the following May. Students completing requirements at the end of the spring term receive their degrees by mail, following the commencement held in May, to the address submitted on the degree application. Students completing requirements at the end of the summer or fall terms will have their degrees mailed to the address submitted on the degree application.
The School of Arts and Sciences lies at the heart of the University and is dedicated to providing its students the highest quality liberal education, encouraging their lifelong commitment both to pursuit of critical, analytical, and creative thinking in and between the disciplines, and to meeting responsibly the challenges of life, work, and the democracy. The liberal education gives students access to the broad and deep foundations of existing knowledge in the disciplines comprising the humanities, fine arts, social sciences, and physical and biological sciences. Just as importantly, it offers students the opportunity to participate creatively in the disciplined production of new knowledge, and to recognize the interconnectedness of all branches of learning in the arts and sciences.

All undergraduate students spend a minimum of one fourth of their university careers in carefully chosen arts and sciences courses as they fulfill their University requirements. These courses teach critical thinking and skills needed in life outside the university and lay the foundation that allows a university graduate to become an intentional life long learner. Most students take further arts and sciences courses outside their major field of study, either required courses related to their major, or simply as electives enabling them to pursue their own particular interests.

Many students develop interests which blossom into lifetime careers by pursuing in-depth study in the arts, the humanities, the social or the natural sciences, all of which are centered in the School of Arts and Sciences. Nineteen departments, ranging alphabetically from Anthropology to Women’s Studies, offer majors for the interested student. Prospective secondary school teachers may receive teaching certification by enrolling as a Bachelor of Science major in one of 12 departments offering such certification programs.

The School also offers a large variety of minors and special programs for students interested in pursuing a field of study less intensely than through a full major.

ANTHROPOLOGY

Joseph Manzella
CHAIRPERSON

The major in anthropology may choose between a Bachelor of Science degree or a Bachelor of Arts degree. The Bachelor of Science requires students to major in anthropology with or without concentrating in one of anthropology’s four distinct fields – cultural anthropology, archaeology, physical (or biological) anthropology, and linguistic anthropology. Students also may choose to enroll in a Bachelor of Arts degree in anthropology, which is more general in nature.

All majors in anthropology are required to take the following core courses:
- ANT 101 — Cultural Anthropology
- ANT 102 — Physical Anthropology
- ANT 204 — Language and Culture
- ANT 205 — Prehistoric Archaeology

Bachelor of Science in Anthropology (without concentration)

The Bachelor of Science in anthropology without a concentration requires an internship but allows flexibility. Specifically, it is oriented toward crafting a specialization outside the strict boundaries of anthropology’s traditional four fields. This option permits a student’s program to be customized.

In addition to the core courses, B.S. majors are required to take the following:
- ANT electives – 12+ credits
- ANT (methods) 402, 465, 470, or 475 – 3 or 4 credits
- ANT 480 — Theory in Anthropology – 3 credits
- ANT 497 — Internship – 6 credits

Bachelor of Science in Anthropology (with concentration)

The Bachelor of Science in anthropology with a concentration permits students to concentrate or specialize in one of anthropology’s four fields – cultural anthropology, archaeology, physical anthropology, or linguistic anthropology. This career-oriented option is directed toward students who have a clear idea of their goals within the broad field of anthropology. In addition to the core courses, B.S. majors with a concentration are required to take the following:
ANT (methods) 402, 465, 470, or 475 — 3 or 4 credits
ANT 480 — Theory in Anthropology — 3 credits
ANT 497 — Internship — 6 credits

Selective courses from one of the following areas — 12 credits

General Anthropology
  12 Credits in ANT

Archaeology
  ESC 315 — Geomorphology
  ESC 325 — Stratigraphy and Sedimentation
  GEO 201 — Physical Geography
  or GEO 301 — Landforms
  One elective in ANT, BIO, or ENV selected with consent of adviser

Cultural Anthropology
  GEO 200 — Human Geography
  HIS 347 — Cultural Confrontation in the Third World
  or PSY 227 — Social Psychology
  SOC 360 — Social Change
  One elective in ANT or SOC selected with consent of adviser

Linguistics
  COM 310 — Communication and Behavior
  or COM 440 — Cultural Influences on Communication
  4th Semester or more advanced foreign language course
  Six electives credits from anthropology or foreign language

Physical Anthropology
  BIO 228 — Vertebrate Zoology
  BIO 231 — Invertebrate Zoology
  BIO 320 — Genetics
  One elective in ANT or ESC selected with consent of adviser

Bachelor of Arts in Anthropology
The Bachelor of Arts option is designed to reflect the full breadth and depth of anthropology within a theoretical rather than a career-oriented context. The broader focus of the Bachelor of Arts will be particularly helpful to students who prefer not to be channeled into a concentration or specialization in their undergraduate years.

In addition to the core courses, B.A. majors are required to take the following:
  ANT electives — 15 credits
  ANT (methods) 465, 470, 475 or 402 — 3 or 4 credits
  ANT 480 — Theory in Anthropology — 3 credits
  ANT 490 — Seminar — 3 credits

Field Experiences
The Anthropology Department offers cultural/archaeological field experiences in Connecticut and abroad, in such areas as East Africa and Latin America.

MINOR IN ANTHROPOLOGY

Liberal Arts and Secondary Education Programs
After completing ANT 101, the student selects five additional courses in anthropology. With the approval of the department, courses in sociology or related fields may be substituted.

CONCENTRATION IN ANTHROPOLOGY
The minor concentration of 18 credits in anthropology, taken with the consent of the department, includes the University Requirement, ANT 101 plus any five courses in anthropology.

ANTHROPOLOGY COURSES

ANT 101 — Cultural Anthropology
Study of living cultures, stressing such aspects of social organization as religion, economics, political behavior, language, kinship and art. While the models used are primarily so-called traditional societies, efforts are directed toward the comparison of all types of cultures and societies existing in the world today. 3 credits.

ANT 102 — Physical Anthropology
Study of humans as bio-cultural organisms and our place in the animal kingdom. Human origins and the fossil record bearing on humankind's evolution. Mechanisms of evolution with population genetics emphasized. Human variation (race) considered from an evolutionary perspective and the biological variability between and among modern populations. 3 credits.

ANT 204 — Language and Culture
An introduction to the anthropological study of language including the nature, structure of language; the sociocultural functions and uses of language; theory and the study of meaning; language variations; the evolution and learning of language, and the nature of language change. 3 credits.

ANT 205 — Prehistoric Archaeology
Introduction to archaeological methods and techniques. The reconstruction and analysis of prehistoric periods, stressing Old World cultures. 3 credits.

ANT 214 — American Tongues: Everyday Politics of Speaking
Investigates the ways that language practice constructs, maintains, and complicates ideas about social cohesion with an emphasis on inequality. Stresses intersections of race, class, and gender. 3 credits.

ANT 206 — Cultural Ecology
The place of ecology in human evolution and anthropological theory. The adaptation of hunters and gatherers, agriculturalists, pastoralists, peasants, and city dwellers — past and present — to their respective environments. Prerequisite: ANT 101 or ANT 205. 3 credits

ANT 214 — American Tongues: Everyday Politics of Speaking
Investigates the ways that language practice constructs, maintains, and complicates ideas about social cohesion with an emphasis on inequality. Stresses intersections of race, class, and gender. 3 credits.

Bachelor of Science Internships
Internships in the B.S. degree track emphasize the real life experience of anthropology. They allow students to apply anthropological coursework to real world issues, situations, and institutions. The internship, therefore, becomes a key component in the four B.S. degree concentrations and in the B.S. option without a concentration.
ANT 225 — Peoples and Cultures of Central and South America
Major patterns characterizing Latin American cultures of Spanish heritage. Mesoamerica is studied intensively; the world view and major social institutions of indigenous and Spanish antecedents as well as of contemporary tribal and national culture are considered. Prerequisite: ANT 101. 3 credits.

ANT 260 — Anthropology of Media
Examines the roles of media in the United States. Explores mass and case studies of movies, TV sitcoms and dramas and news broadcasts. Prerequisite: Social Science B requirement. 3 credits.

ANT 311 — Applied Anthropology
Application of the science of anthropology to solutions of contemporary social change problems. Research and experience of anthropologists in various developing areas are examined. Prerequisite: ANT 101. 3 credits.

ANT 312 — Medical Anthropology
The cross-cultural approach to health behavior, with emphasis on social facts related to the success of public health programs in underdeveloped Third World countries. Prerequisite: ANT 101. 3 credits.

ANT 320 — Visual Anthropology
An exploration of how different cultures are depicted in film, photography, and other visual media, and of the analytical, ethical, and artistic issues such ethnographic images pose. Prerequisite: ANT 101, PSY 100, SOC 100, or SOC 211. 3 credits.

ANT 321 — Indians of North America
Analysis of traditional and prehistoric Indian cultures using ethnological reconstruction, archaeological data and historical records. Origin, languages, and physical types are examined. Considered are each of the aboriginal populations of North America, as well as the Maya and Aztec civilizations. Prerequisite: 3 credits of anthropology or sociology. 3 credits.

ANT 323 — Women in Prehistory
Examines the roles of women in ancient societies including their roles as healers, warriors, chiefs, and queens. Prerequisite: 6 credits in ANT, SOC, or WMS. 3 credits.

ANT 330 — Anthropology of Religion
A cross-cultural analysis of the dynamic aspects of religion and ritual as expressions of cultural values, with examples drawn from every level of culture and diverse world societies. Prerequisite: 3 credits in anthropology. 3 credits.

ANT 331 — People and Cultures of the Caribbean
An exploration of cultural diversities and continuities of the Caribbean region through ethnographic case studies. Topics include a historical overview, the role of slavery in the construction of these societies, and current issues: political economy, labor and migration, tourism, religion and resistance, kinship and the division of labor. Prerequisite: ANT 101 or 205 or SOC 100. 3 credits.

ANT 341 — Sex and Temperament in Sub-Saharan Ethnology of Africa
Conditioning of social personalities of both sexes in representative ethnic groups of Africa. Traditional family organization, religious beliefs and values, and chief governmental institutions are compared. Prerequisite: ANT 101. 3 credits.

ANT 342 — African Culture Change
Survey of prehistoric and historic African cultures. Problems arising out of cultural contact with non-African societies, and the effect of sub-Saharan African peoples’ development in rural Africa. Processes of change faced by indigenous cultures, governments and international agencies of development in rural Africa. Prerequisite: ANT 101. 3 credits.

ANT 355 — Native American Women
Examines the lives of Native American women with an emphasis on their roles in the economic, political, and ideological domains. Prerequisite: 6 credits in ANT, SOC, or WMS. 3 credits.

ANT 374 — Language, Gender, and Sexuality
Traverses scholarship on the significance of gender in language from early emphases on universal to more recent ethnographically grounded approaches. Relates gender to expressions of sexuality. Prerequisite: ANT 204 or FLA 204. 3 credits.

ANT 380 — Anthropology of Women and Health
Anthropological analysis of local to global processes impacting women’s health around the world. Ethnographic case studies that look at social organization, kinship, marriage, race, class, religion, etc. that contribute to the well-being of women. Exploration of non-Western healing techniques employed by women through time and space. Prerequisites: ANT 101 or 205 or SOC 100. 3 credits.

ANT 402 — Apes and Human Evolution
Laboratory-oriented survey of living primates describing and comparing the diverse behavioral and morphological adaptations of great apes in a human evolutionary context. Issues of primate and human evolution are explored and addressed by reviewing extant and extinct primate morphology and behavior through fossil analyses. Prerequisites ANT 102 or ANT 302. 4 credits.

ANT 430 — Global Women’s Issues
Theories of globalization and feminist anthropology are used to examine how globalization affects the well-being and potential of women in the areas of work, reproduction, religion, leadership and activism. Prerequisites 6 credits in ANT/SOC/WMS and junior status. 3 credits.

ANT 465 — Anthropological Linguistics
Introduction to historical and descriptive linguistics, focusing on Bloomfieldian, Transformational, and Stratificational theory. Practical problems in phonology, morphology, and syntax. The influence of linguistics on anthropological theory and practice, including such fields as structuralism, formal semantic analysis, ethnoscience, language and culture, and lexicostatistics. Prerequisite: 12 credits of anthropology. 3 credits.

ANT 470 — Ethnographic Fieldwork Methods
Explanation and analysis of ethnographic field methods. Applying anthropological theory to research. Designing and conducting anthropological research and ethnographic writing. Exploration of ethical issues of fieldwork. Prerequisites: 9 credits in anthropology or sociology; junior status. 3 credits.

ANT 475 — Methods in Archaeology
Introduction to and participation in the various methods involved in archaeological fieldwork, laboratory analysis and experimental techniques. Emphasizes hands-on experience, demonstrations, and applications of modern techniques to archaeological problems. Prerequisites: 3 credits in ANT or GEO. 4 credits.
ANT 480 — Theory in Anthropology
Major theoretical contributions to the field. Development and evaluation of: culture as a scientific concept, early evolutionism and other determinisms, diffusionism, neo evolutionism, functionalism, culture and personality, formal semantic analysis, and ethnoscience. Prerequisites: 12 credits in anthropology and senior status. 3 credits.

ANT 490 — Seminar in Anthropology
Students apply theoretical and field knowledge to selected topics drawn from current issues in anthropology. A major research paper and presentation are required. Prerequisites: 18 credits in anthropology. 3 credits.

ANT 497 — Anthropology Internship
Practical field training and work assignment in physical anthropology, archaeology, linguistics or ethnology, under qualified supervision in conjunction with departmental faculty. Prerequisite: departmental permission. 3-6 credits.

ANT 499 — Independent Study
Prerequisite: 15 credits of anthropology. 1-3 credits.

AREA STUDIES
The University offers four area studies minors, each of which brings to bear on an important region of the world the expertise of faculty members from different departments. The purpose is to present a broad, integrated view of the region and its problems, past and present. Students who do not wish to take the entire minor may elect any courses for which they are qualified. An area studies minor consists of 18 credits.

MINOR IN ASIAN STUDIES
Michele Thompson
COORDINATOR
This 18-credit minor consists of six courses, selected by the student from the following with the advice of the coordinator:
ART 303 — History of the Art of East Asia
ART 312 — History of Japanese Art
ECO 305 — Development Economics
ECO 350 — International Economics
GEO 341 — Asia
HIS 243 — Traditional East Asia
HIS 244 — Modern East Asia
HIS 300 — The Vietnam War Era
HIS 342 — 20th Century China
HIS 347 — Cultural Confrontation in the Third World
HIS 409 — Ethnic Groups and Ethnic Conflict
HON 240 — The Non-Western World
IDS 455 — Culture of India
JPN 100 — Japanese I
JPN 101 — Japanese II
JPN 200 — Japanese III
JPN 210 — Japanese IV
MUS 305 — Non-Western Music
PHI 208 — Asian Religions
PHI 211 — Oriental Philosophy: India
PHI 212 — Oriental Philosophy: Far Eastern
PHI 303 — History of Islamic Thought
PSC 304 — Governments of Japan and the Pacific Rimlands
PSC 306 — Asian Communist States
PSC 309 — Governments of India and Pakistan
PSC 346 — Marxism
HON 240 — The Non-Western World
IDS 455 — Culture of India
JPN 100 — Japanese I
JPN 101 — Japanese II
PSC 304 — Governments of Japan and the Pacific Rimlands
PSC 306 — Asian Communist States
PSC 309 — Governments of India and Pakistan
PSC 346 — Marxism

MINOR IN CENTRAL AND EAST EUROPEAN AND EURASIAN STUDIES
Nikolaos Chrissidis
COORDINATOR
This 18-credit minor consists of six courses, selected by the student from the following with the advice of the coordinator:
GEO 343 — Former Soviet Union
GEO 344 — Central Asia
HIS 242 — The Russian Revolution and the Soviet Union
HIS 375 — Problems in Early Russian History
LIT 338 — Russian Novel of the 19th Century
LIT 346 — Dostoyevsky
LIT 347 — Russian Short Story
PSC 300 — Government of Russia I
PSC 301 — Government of Russia II
PSC 346 — Marxism

An internship or independent study may be counted but not more than 3 credits of each.
MINOR IN LATIN AMERICAN AND CARIBBEAN STUDIES

Kathleen N. Skoczen, Patricia Olney
COORDINATORS

The minor consists of 18 credits, 9 credits (3 courses) of which must be taken from the following:

- ANT 225 — Peoples and Cultures of South and Central America
- or ANT 331 — Peoples and Cultures of the Caribbean
- GEO 325 — Latin America
- HIS 229 — Cuba and Puerto Rico
- or HIS 372 — The Major Powers of Latin America
- PSC 305 — Political Development
- or PSC 308 — Governments of Latin America
- SPA 312 — Latin American Civilization (given in Spanish)

The remaining 9 credits (3 courses) are taken from the above courses or the following list of courses. An internship, independent study, or field work may be counted but not more than 3 credits of each. Other relevant courses may be counted with the permission of the coordinator(s).

- GEO 470 — Field Technique
- LIT 382 — Contemporary Latin American Literature
- LIT 488 — Gabriel Garcia Marquez and the Short Story
- PSC 497 — Political Science Internship
- SPA 402-403 — Spanish-American Literature

MINOR IN GERMAN STUDIES

Troy Paddock
COORDINATOR

The minor consists of 18 credits, 9 credits (3 courses) of which must be taken from the following:

- German (select 2 from below)
- GER 201 — Continuing German: Contemporary German Culture
- GER 202 — Continuing German: Exploring a German City
- GER 203 — Continuing German: Exploring German Culture Through Tales, Stories, and Films
- GER 210 — German IV
- HIS 235 — The Holocaust
- HIS 236 — Origins of Modern Germany
- HIS 237 — Modern Germany
- LIT 328 — Literature of Medieval Germany
- LIT 374 — Modern German Literature
- PSC 311 — Governments of Western Europe
- GEO 330 — Europe
- PHI 307 — Nineteenth Century Philosophy: Fichte to Bradley

The remaining 9 credits (3 courses) are taken from the above courses or the following list of courses. Other relevant courses may be counted with the permission of the coordinator.

- ART 104 — History of Western Art I
- ART 105 — History of Western Art II
- ART 112 — Color and 2-D Design
- ART 113 — Three Dimensional Design
- ART 220 — Painting Media and Techniques
- ART 235 — General Crafts
- ART 236 — Ceramics I: Handbuilding

The student selects 12 additional credits in studio art or art history.

The art education professional sequence must include:

- ART 270 — Introduction to Art Education
- ART 370 — Art Education (Elementary School)
- ART 371 — Art Education (Secondary School)
- EDU 201 — Introduction to Teaching Profession
- EDU 300 — Student Teaching I
- EDU 400 — Student Teaching II
- IDS 470 — Literacy in the Content Areas
- IDS 471 — English Language Learners in the Classroom
- PSY 215 — Adolescent Psychology
- SED 481 — Teach. Excep. Students in Elem. Ed. Classroom
- or SED 482 — Teach. Excep. Students Sec. Ed. Classroom

ART

Mitchell Bills
CHAIRPERSON

The Art Department offers majors in the following programs: studio art leading to a B.A. or B.S. degree; art history leading to a B.A. degree; and art education leading to a B.S. degree.

MAJOR PROGRAM IN ART EDUCATION

Art Certification in Elementary and Secondary Education

The successful completion of this program, consisting of a minimum of 124 credits, fulfills the requirements of the Connecticut Initial Educators Certificate and permits the graduate to teach art in both elementary and secondary schools. Acceptance into the art education program is provisional until the end of the sophomore year. A minimum of a 2.7 QPR in all courses taken at this University is required for admission to major status in the junior year and is also a prerequisite for the student teaching assignment.

Students in art education are required to complete the University Requirements, including Psychology 100; and, in addition, Psychology 210 and Psychology 215.

The art education major is required to complete:

- ART 104 — History of Western Art I
- ART 105 — History of Western Art II
- ART 112 — Color and 2-D Design
- ART 113 — Three Dimensional Design
- ART 150 — Drawing I, Materials and Techniques
- ART 151 — Drawing II, Drawing and Composition
- ART 220 — Painting Media and Techniques
- ART 235 — General Crafts
- ART 236 — Ceramics I: Handbuilding

The student selects 12 additional credits in studio art or art history.

The art education professional sequence must include:

- ART 270 — Introduction to Art Education
- ART 370 — Art Education (Elementary School)
- ART 371 — Art Education (Secondary School)
- EDU 201 — Introduction to Teaching Profession
- EDU 300 — Student Teaching I
- EDU 400 — Student Teaching II
- IDS 470 — Literacy in the Content Areas
- IDS 471 — English Language Learners in the Classroom
- PSY 215 — Adolescent Psychology
- SED 481 — Teach. Excep. Students in Elem. Ed. Classroom
- or SED 482 — Teach. Excep. Students Sec. Ed. Classroom
A passing score on Praxis II (or ACTFL if receiving certification in foreign language) is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their student teaching and, therefore, will not be eligible for graduation.

**MAJOR IN ART HISTORY**

This major leading to the Bachelor of Arts degree requires 33 credits of study in art history. It provides a foundation in art history enabling students to seek careers in many art related fields, or to apply for advanced study in the history of art. Required cognate courses, which also meet general and distributive requirements, must be taken in the art history major. They include history 100-101 and 9 credits in the humanities elected with the advice of the department. The student is required to take 6 credits in one foreign language at the 200 level and 3 credits in studio arts. Free electives amount to 33 credits. Total credits for the B.A. degree are 122.

The department requires the completion of ART 104, ART 105 and nine other courses in art history including Art 392 and 492. The art history offerings are listed below.

**Art History Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 104</td>
<td>History of Western Art I</td>
</tr>
<tr>
<td>ART 105</td>
<td>History of Western Art II</td>
</tr>
<tr>
<td>ART 300</td>
<td>History of Modern Art</td>
</tr>
<tr>
<td>ART 301</td>
<td>History of Italian Renaissance Art</td>
</tr>
<tr>
<td>ART 302</td>
<td>History of Art of the U.S.</td>
</tr>
<tr>
<td>ART 305</td>
<td>History of Ancient Art</td>
</tr>
<tr>
<td>ART 306</td>
<td>History of Medieval Art</td>
</tr>
<tr>
<td>ART 307</td>
<td>History of Baroque Art</td>
</tr>
<tr>
<td>ART 308</td>
<td>History of Greek Art</td>
</tr>
<tr>
<td>ART 313</td>
<td>History of New Haven Architecture</td>
</tr>
<tr>
<td>ART 317</td>
<td>History of Women and Art</td>
</tr>
<tr>
<td>ART 322</td>
<td>History of Northern Renaissance Art</td>
</tr>
<tr>
<td>ART 327</td>
<td>History of Landscape Architecture and Garden</td>
</tr>
</tbody>
</table>

**Design**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 392</td>
<td>Methods and Theories of Art History</td>
</tr>
<tr>
<td>ART 401</td>
<td>History of Art Since 1945</td>
</tr>
<tr>
<td>ART 429</td>
<td>Dutch Painting in the Age of Rembrandt</td>
</tr>
<tr>
<td>ART 492</td>
<td>Senior Seminar in Art History</td>
</tr>
</tbody>
</table>

**MAJOR IN STUDIO ART**

A student majoring in studio art may elect to follow the requirements for a B.A. degree or a B.S. degree.

All majors in studio art must earn grades of “C” or higher in courses counted toward the studio art major. Transfer students majoring in studio art must take at least 50 percent of their studio art credits at Southern Connecticut State University and meet all the standards outlined above.

**Bachelor of Arts Degree**

This program combines concentrated work in studio art with diverse options in liberal arts curriculum. Students in this B.A. degree program are required to complete all the foundations courses: Art 104, 105, 112, 113, 150, and 151. In addition, a concentration of five courses must be selected in one of the following areas: ceramics, graphic design, jewelry and metals, painting, photography, printmaking, or sculpture. The student also must complete two courses in art history beyond ART 104 and 105.

This program requires 42 credits of electives, only 18 of which can be in studio art.

**Bachelor of Science Degree**

This program provides a strong foundation in studio work for students planning a profession in art or a career requiring artistic skill. Students in the B.S. degree program are required to complete all of the foundation courses: ART 104, 105, 112, 113, 150, 151 and a 300-level art history course.

The student must complete a sequence of studio art courses in a concentration in order to satisfy the degree requirements. Concentration include: ceramics, graphic design, jewelry/metals, painting, photography, printmaking, and sculpture. See the section titled Concentrations for more detail.

In addition to the sequence of courses in a concentration, students are required to take six out of the following 12 courses during their sophomore, junior and senior years: ART 200, 215, 220, 225, 233, 236, (240 or 241), 250, 255, (260 or 261), 262. Courses required to fulfill a concentration sequence cannot be used to fulfill this requirement. Be advised that many of these courses have prerequisites.

This program requires a minimum of 24 credits of electives depending on the concentration. Students are required to complete a total of 125 credits for this degree.

**Concentrations**

**Ceramics**

The ceramic medium is used to create both utilitarian and sculptural forms. Emphasis is placed on technical and conceptual development, using hand-building methods, wheel throwing, glazing and firing techniques. Courses required for the ceramics concentration include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 236</td>
<td>Ceramics I: Handbuilding</td>
</tr>
<tr>
<td>ART 237</td>
<td>Pottery I</td>
</tr>
<tr>
<td>ART 238</td>
<td>Ceramic Sculpture I</td>
</tr>
<tr>
<td>ART 336</td>
<td>Ceramics II</td>
</tr>
<tr>
<td>or ART 338</td>
<td>Ceramic Sculpture II</td>
</tr>
<tr>
<td>ART 337</td>
<td>Pottery II</td>
</tr>
<tr>
<td>ART 430</td>
<td>Advanced Ceramics</td>
</tr>
</tbody>
</table>

**Graphic Design**

Students expand on their fine arts training by mastering principles and techniques of advanced visual communications, working with contemporary and emerging technology in computer graphics. Courses required for the graphic design concentration include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 215</td>
<td>Introduction to Graphic Design</td>
</tr>
<tr>
<td>ART 216</td>
<td>Typography</td>
</tr>
<tr>
<td>ART 218</td>
<td>Information Graphics</td>
</tr>
<tr>
<td>ART 310</td>
<td>Illustration</td>
</tr>
<tr>
<td>ART 315</td>
<td>Graphic Design II</td>
</tr>
<tr>
<td>ART 316</td>
<td>Print Media Production</td>
</tr>
<tr>
<td>ART 415</td>
<td>Graphic Design III</td>
</tr>
<tr>
<td>ART 497</td>
<td>Internship</td>
</tr>
</tbody>
</table>

**Jewelry/Metals**

Students gain expertise in working with hand wrought metals (including casting techniques) and in the design and creation of jewelry, from casting and forging to stone setting. Courses required for the jewelry/metalsmithing concentration include:
ART 233 — Jewelry/Metals I
ART 332 — Metalsmithing
ART 333 — Jewelry/Metals II
ART 334 — Casting in Jewelry/Metals
ART 433 — Jewelry/Metals III
ART 434 — Jewelry/Metals IV

**Painting**

Students create expressions of their creative vision through exposure to various painting experiences. The program promotes technical and conceptual development in various painting media. Courses required for the painting concentration include:

ART 220 — Painting Media and Techniques
ART 250 — Figure Drawing
ART 260 — Etching, Woodcut, Collagraph
or ART 261 — Lithography and Silkscreen
ART 320 — Form and Structure in Painting
ART 321 — Water Based Media
ART 420 — Advanced Painting

**Photography**

Students explore both the conventional and digital aspects of creative photographic printmaking. Courses cover advanced darkroom techniques and the emerging digital technologies. Courses required for the photography concentration include:

ART 262 — Introduction to Photography
ART 362 — Advanced Photography
ART 364 — Documentary Photography
ART 367 — Photographing People
ART 464 — Digital Photography
ART 466 — Advanced Digital Photography

**Printmaking**

Students explore the formal and expressive potential of woodcut, collagraph, etching, silkscreen, and lithography in a progressive program that builds basic skills while giving students a chance to push the creative limits of the medium. Courses required for the printmaking concentration include:

ART 260 — Etching, Woodcut, Collagraph
ART 261 — Lithography and Silkscreen
ART 360 — Intermediate Printmaking: Etching, Woodcut, or Collagraph
ART 361 — Intermediate Printmaking: Lithography or Silkscreen
ART 460 — Experimental Printmaking
ART 461 — Innovative Printmaking

**Sculpture**

Students investigate traditional and contemporary practices in sculpture. Course work offers experience in developing sculptural forms in a variety of materials and processes including: casting, carving, wood construction, metal fabrication and mixed media assemblage. Courses required for the sculpture concentration include:

ART 240 — Introduction to Sculpture: Casting and Subtraction
ART 241 — Introduction to Sculpture: Modeling and Construction
ART 340 — Metal Sculpture
ART 341 — Wood Sculpture
or ART 342 — Sculptural Casting
ART 440 — Advanced Sculpture

**General Information for Studio Art Courses**

— During the semester, students taking studio art courses may be required to attend various extracurricular activities including but not limited to exhibitions, films, and lectures.

— The Art Department reserves the right to retain student work for instructional and exhibition purposes for a period of one semester.

— Some courses within the studio art program may require a lab fee collected by the Bursar’s Office. Whether a laboratory fee is assigned to a course or not, students may be responsible for the purchase of materials as required by the instructor.

— Students wishing to major in studio art should make a commitment to a concentration within the studio art program by the second semester of their sophomore year.

— All studio art majors should complete foundations courses by the end of their sophomore year.

— Students enrolled in studio courses are expected to devote a minimum of one hour of focused work outside of class for every hour spent in class. This may require participation in scheduled laboratory hours set by the instructor.

**MINORS IN STUDIO ART AND ART HISTORY**

The studio art minor requires 18 credits in studio art courses. No specific sequence of courses is prescribed. The art history minor begins with ART 104 or ART 105 and continues through 15 additional credits, selected with departmental consent.

**ART COURSES**

**ART 104 — History of Western Art I**

Survey of art and architecture from prehistoric cave painting, the architecture, sculpture and painting of ancient Egypt, Mesopotamia, Greece and Rome, the earliest Christian art developments of manuscript painting and monastic architecture, culminating in the great churches and cathedrals of the Romanesque and Gothic periods. 3 credits.

**ART 105 — History of Western Art II**

Survey of art and architecture from the Renaissance to the present, including painters, sculptors and architects of the Renaissance, Baroque, Romantic and Modern Periods. 3 credits.

**ART 112 — Color and 2-D Design**

An investigation of the elements and principles guiding the organization of the picture plane, using selected materials and techniques. 3 credits.

**ART 113 — 3-Dimensional Design**

Investigation of form and structure, based on design principles, employing various materials and techniques. 3 credits.

**ART 150 — Drawing I, Materials and Techniques**

Introduction to the various materials and techniques of drawing with emphasis on the development of a concept of drawing. 3 credits.

**ART 151 — Drawing II, Drawing and Composition**

Investigation of the skills and concepts of drawing particularly in terms of structure and the development of drawing as a form of artistic expression. Introduction to figure drawing may be an aspect of the course. Prerequisite: ART 150. 3 credits.
ART 200 — Color
Study of diverse color qualities and fundamental color theories. Prerequisite: ART 112. 3 credits.

ART 215 — Introduction to Graphic Design
An introduction to graphic design for art majors and non-majors. Basic design principles of composition are reviewed and related to layout for commercial visual communication. A brief history of graphic design and illustration is presented. Students begin developing basic computer graphics skills for desktop publishing. Prerequisites: ART 112 and 150. 3 credits.

ART 216 — Typography
The study of typography and its application to problems in visual communication design. Both traditional and computer techniques are used. Prerequisite: ART 215. 3 credits.

ART 218 — Information Graphics
The inventive presentation of diagrammatic visual information. Projects stress the preparation of comprehensive illustrations, using traditional studio techniques and computer graphic methods. Prerequisite: ART 215 and ART 216. 3 credits.

ART 220 — Painting Media and Techniques
Introduction to the techniques, materials, and tools used in painting. A variety of painting media is investigated. Prerequisite: ART 150. 3 credits.

ART 225 — Creative Drawing
Guided exploration of alternative concepts, methods, and materials in the drawing process. Prerequisite: ART 151. 3 credits.

ART 233 — Jewelry/Metals I
Introduction to various techniques in jewelry and metalworking with an emphasis on design, metal forming, and fabrication, basic stone setting, surface embellishment, and creative problem solving. 3 credits.

ART 235 — General Crafts
Basic skills, techniques and applications are explored in the materials and processes of weaving, macrame, leather, rug making, stitchery mosaics, enameling and assemblages. 3 credits.

ART 236 — Ceramics I: Hand-Building
Ceramics as an art form. Major work includes experimenting with a variety of hand-building techniques. Includes glazing and kiln firing. 3 credits.

ART 237 — Pottery I
Studio experience concentrates on throwing on the potter’s wheel. Includes glaze techniques and kiln firing. Prerequisite: ART 236. 3 credits.

ART 238 — Ceramic Sculpture I
Sculptural principles of design and form investigated through the ceramic medium. Emphasis is placed on early origins of sculpture and their evolution into contemporary forms. Kiln firing experience. Prerequisite: ART 236. 3 credits.

ART 240 — Introduction to Sculpture: Casting and Subtraction
Introduction to the processes and techniques used in sculpture, including casting, subtractive, and mixed media techniques. Prerequisites: ART 113. 3 credits.

ART 241 — Introduction to Sculpture: Modeling and Construction
An introduction to the processes and techniques used in sculpture, with an emphasis on modeling, construction, and mixed-media techniques. Prerequisite: ART 113 or departmental permission. 3 credits.

ART 250 — Drawing III: Figure Drawing
Study of the human figure both in terms of structure and as a means of visual expression. Prerequisite: ART 151. 3 credits.

ART 260 — Etching, Woodcut, Collograph
Investigation of the basic materials and processes of three printmaking areas, woodcut, collograph and etching. 3 credits.

ART 261 — Lithography and Silkscreen
Basic procedures and processes in both media with emphasis on the formal and expressive potentials of each. 3 credits.

ART 262 — Introduction to Photography
Introduction to the materials, techniques, and concepts of photographic image making. Camera required. 3 credits.

ART 270 — Introduction to Art Education
A historical, cultural, psychological and aesthetic study of art education. The analysis of creative teaching strategies, advocacy, research findings, child development, and art media as related to educational settings. Open to all students. Prerequisites: ART 112, ART 113, or ART 150. 3 credits.

ART 280 — Stained Glass Design and Fabrication
Studio workshop in techniques including designing, leading, copper foil, and etching. 3 credits.

ART 298 — Special Topics in Art
Special topics courses designed for the exploration and execution of ideas and/or creative work in the areas of art education, art history, or studio art, suitable to an introductory level. 3 credits.

ART 300 — History of Modern Art
Sources and forms of contemporary painting, sculpture, architecture and related arts, from the mid-nineteenth century to the present. The movements of the early twentieth century in European painting are studied as to their influence on the painting of this country. The emergence, spread and character of modern architecture are discussed. Prerequisite: ART 105. 3 credits.

ART 301 — History of Italian Renaissance Art
Painting, sculpture, architecture and the graphic arts in Italy from 1300 - 1580. Giotto, Donatello, Leonardo, Michelangelo, Raphael, Titian, etc. Prerequisite: ART 105. 3 credits.

ART 302 — History of Art of the United States
Study of forms and styles in the visual arts which express social and cultural forces in the United States from the colonial period to the present. 3 credits.

ART 305 — History of Ancient Art
Architecture, painting, sculpture, and related arts of the peoples of the ancient Near East and European civilizations including Egyptian, Mesopotamian, Etruscan, Greek and Roman. Prerequisite: 3 credits in art history. 3 credits.

ART 306 — History of Medieval Art
A study of early Christian churches, Carolingian book illumination, Romanesque sculpture and Gothic cathedrals, 400-1400. Prerequisite: 3 credits in art history. 3 credits.
ART 307 — History of Baroque Art  
Painting, architecture and sculpture in Europe 1580-1700, with emphasis on works of Caravaggio, Bernini, Rubens, Rembrandt, and Velázquez. Prerequisite: 3 credits in art history. 3 credits.

ART 308 — History of Greek Art  
Greek architecture, painting, sculpture, and allied arts ranging from the earliest phases through the Hellenistic period. Prerequisite: 3 credits in art history. 3 credits.

ART 310 — Illustration  
Spot, line, and full color assignments will be created for print formats using traditional studio mediums. Computer graphics software will be used with electronic scanning to manipulate illustrated images. Prerequisites: ART 215. 3 credits.

ART 313 — History of New Haven Architecture  
Local buildings and city planning from Colonial to Modern times seen in relation to architectural development in the United States, France, Italy, and England. 3 credits.

ART 315 — Graphic Design II  
Advanced problems in visual communication requiring sophisticated judgment in typography and layout for print media. Traditional studio techniques will be used as well as computer graphics for desktop publishing. Prerequisites: ART 215, ART 216 and ART 218. 3 credits.

ART 316 — Print Media Production  
A studio course in the preparation of art and copy for offset printing. Projects will be designed using both photomechanical and digital page layout methods. Historic development of printing technology is also examined. Prerequisites: Art 215 and Art 216. 3 credits.

ART 317 — History of Women and Art  
A history of women as creators and as images in the visual arts from the middle ages to the present. Prerequisite: 3 credits in art history. 3 credits.

ART 320 — Form and Structure in Painting  
An intermediate course in painting which stresses individual responses to reality. Prerequisite: ART 220. 3 credits.

ART 321 — Water Based Media in Painting  
Water colors, tempera, casein, and acrylic painting techniques and procedures are investigated. Prerequisite: ART 220. 3 credits.

ART 322 — History of Northern Renaissance Art  
Painting, sculpture and printmaking in Flanders, Germany and France, 1350-1580. Focus on art of Van Eyck, Bosch, Dürer, Bruegel. Prerequisite: ART 105. 3 credits.

ART 327 — History of Landscape Architecture and Garden Design  
Survey of the designed landscape from prehistory to the present. Course provides the historical perspective, analytical skills, and specialized vocabulary with which to study landscapes and gardens. Prerequisite: ART 104 and ART 105. 3 credits.

ART 332 — Metalsmithing  
Introduction to materials and techniques in hand wrought metals, with an emphasis on raising, forging, hollow-forming, die forming and repousse. Prerequisite: ART 233. 3 credits.

ART 333 — Jewelry/Metals II  
Continued exploration of concepts and techniques introduced in ART 233 with an emphasis on fabrication, including mechanisms, unit construction, and combining various materials. Prerequisite: ART 233. 3 credits.

ART 334 — Casting in Jewelry/Metals  
Exploration of casting processes, concepts, and techniques in jewelry and metalsmithing. Includes centrifugal, vacuum, split-cavity, lost wax, piece mold, and found object casting. Prerequisite: ART 233. 3 credits.

ART 336 — Ceramics II  
A continuation of ART 236 which provides the opportunity to experiment with advanced hand-building projects and techniques. Prerequisite: ART 236. 3 credits.

ART 337 — Pottery II  
Advanced experiences in wheel throwing techniques, clay bodies, glazing, and firing techniques. Prerequisite: ART 237. 3 credits.

ART 338 — Ceramic Sculpture II  
A continuation of ART 238 with emphasis on independent research and experimentation. Kiln firing experience. Prerequisite: ART 238. 3 credits.

ART 340 — Metal Sculpture  
Development of sculpture concepts and techniques with an emphasis on metal sculpture. Experiences include gas and electric welding, fabricating, grinding, finishing, and the investigation of additional sculptural materials. Prerequisite: ART 240 or 241. 3 credits.

ART 341 — Wood Sculpture  
Development of sculptural concepts and techniques with primary emphasis on wood sculpture. Experiences include construction, carving, laminating, and the investigation of additional sculptural materials. Prerequisite: ART 240 or 241. 3 credits.

ART 342 — Sculptural Casting  
Development of sculptural concepts and techniques with primary emphasis on casting, including mold-making, maquettes, and foundry awareness. Prerequisite: ART 240 or 241, or departmental permission. 3 credits.

ART 350-351 — Advanced Drawing I-II  
A variety of contemporary conceptual and perceptual approaches is explored in drawing the figure, still-life and other subject matter. Prerequisite: ART 250. 3 credits.

ART 360 — Intermediate Printmaking: Etching, Woodcut or Collograph  
Specialized work in one medium; woodcut, collograph or etching. Prerequisite: ART 260 or 261. 3 credits.

ART 361 — Intermediate Printmaking: Lithography or Silkscreen  
Specialized work in one of these two areas. Prerequisite: ART 260 or 261. 3 credits.

ART 362 — Advanced Photography  
An intensive darkroom course in the various aspects of photovisualization. Camera required. Prerequisite: ART 262. 3 credits.

ART 364 — Documentary Photography  
Photography as a means of communicating information in sequential images, stressing the photo story. Prerequisite: ART 362. 3 credits.

ART 367 — Photographing People  
Formal and informal portraiture with emphasis on understanding mood, lighting, exposure, posing, props, and background in capturing and revealing personality. Prerequisite: ART 262. 3 credits.
ART 370 — Art Education (Elementary School)
Philosophy, curriculum, and methodology of art education in the elementary school. Topics include: the child as a creative individual, the elementary art curriculum, and current issues in elementary art education. Prerequisites: ART 270, EDU 201, and passing score on (or waiver of) the PRAXIS I Exam. 3 credits.

ART 371 — Art Education (Secondary School)
Philosophy, curriculum, and methodology in the middle and senior high school. Special emphasis is on curriculum planning for adolescent interests and abilities. Prerequisite: ART 270, ART 370, and passing scores on (or waiver of) the PRAXIS I Exam. 3 credits.

ART 392 — Methods and Theories of the History of Art
The practice of art history studied through analysis of writings by outstanding scholars in the field. Emphasis on research and presentation techniques. Prerequisite: 9 credits in art history. 3 credits.

ART 398 — Special Topics in Art
Special topics courses designed for the exploration and execution of ideas and/or creative work in the areas of art education, art history, or studio art, suitable to an intermediate level. 3 credits.

ART 401 — History of Art Since 1945
New directions in the visual arts; changing ideas about the role of art in society. Prerequisite: ART 300. 3 credits.

ART 415 — Graphic Design III
This course focuses on the preparation for professional graphic design practice. Independent assignments will enable students to refine a portfolio for the field in their area of interest. Contemporary computer graphics techniques will be used for promotional marketing projects. Prerequisite: ART 315 and 316. 3 credits.

ART 420 — Advanced Painting
Concentrated work in an aspect of painting. Prerequisite: ART 320. 3 credits.

ART 429 — History of Dutch Art in the Age of Rembrandt
The art of Rembrandt, Hals, Vermeer, Ruisdael, and other masters active in the Dutch Republic during that nation’s “Golden Age.” The course explores the nature of Dutch painting while probing ties to other European, especially Italian and Flemish, traditions. Attention to issues of art theory and current controversies over interpretation. Prerequisite: ART 105. 3 credits.

ART 430 — Advanced Ceramics
Concentrated and independent ceramic project development in pottery, ceramic sculpture, and clay bodies. Prerequisites: ART 238, 336 and 337. 3 credits.

ART 433 — Jewelry/Metals III
Advanced forming techniques and exploration of the plastic potential of precious and non-precious metals in the creation of large-format pieces. Students continue to develop their skills in casting, metalsmithing, and fabrication through the creation of large projects. Projects emphasize the continuing development of students’ ideas and aesthetic. Prerequisites: ART 332, 333, and 334. 3 credits

ART 434 — Jewelry/Metals IV
Concentrated research in a specific area of jewelry and metal working, culminating in a representative body of work. Students also focus on professional practices and the development of their portfolio. Included are documenting student artwork, developing and building a resume, and exhibiting work. Prerequisite: ART 433. 3 credits.

ART 440 — Advanced Sculpture
Advanced work in selected area of sculptural activity. Prerequisites: Two of the following three courses: ART 340, 341, 342. 3 credits.

ART 460 — Experimental Printmaking
Exploration of mixed and non-traditional print media. Prerequisite: ART 360 or 361. 3 credits.

ART 461 — Innovative Printmaking
A concentrated study of image making by a process or combination of processes to produce unique pieces or multiple copies. Prerequisite: ART 360 or 361. 3 credits.

ART 464 — Digital Photography
Creative photo-imaging using the Macintosh platform and electronic darkroom software. Related ethical issues are covered. Camera required. Prerequisite: ART 262. 3 credits.

ART 466 — Advanced Digital Photography
Creative photo-imaging using advanced techniques of image transformation and manipulation. Camera required. Prerequisite: ART 464. 3 credits.

ART 480-481 — Advanced Art Problems
Independent work in a studio art area in which the student has taken all available courses. Prerequisite: departmental permission. 3 credits each.

ART 492 — Senior Seminar in Art History
Concentrated study and research in a particular aspect of art history. Students select a problem for study and present their findings in a scholarly manner. Required of all art history majors. Prerequisite: 18 credits of art history. 3 credits.

ART 497 — Internship
Practical experience in an approved agency which relates to the student’s concentration. Hours to be arranged with the internship coordinator. Prerequisite: Department permission. 3-6 credits.

ART 498 — Special Topics in Art
Special topics courses designed for the exploration and execution of ideas and/or creative work in the areas of art education, art history, or studio art, suitable to an intermediate to advanced level. Prerequisite: 9 credits in art. 3 credits.

ART 499 — Independent Study
Research of a high quality meeting the standards of the department faculty director. Prerequisite: Department permission. 1-4 credits.
BIOLOGY

Dwight G. Smith
CHAIRPERSON

MAJORS IN THE BIOLOGICAL SCIENCES

The Biology Department offers majors in biology in the liberal arts program leading to the Bachelor of Arts degree, the Bachelor of Science degree, and to the Bachelor of Science degree in secondary education. Courses in these programs should be selected with the assistance and approval of a departmental adviser.

Biology majors are required to take CHE 120-121 and enrollment is recommended in the freshman year. Additional requirements are listed below.

All majors must take a minimum amounting to at least 10 courses. The following 12 credits (3 courses) must be taken:

- BIO 102 — Zoology
- BIO 103 — Botany
- BIO 320 — Genetics

One course must be selected from each of the following content areas, 16 credits (4 courses):

- Anatomy/Comparative Biology
  - BIO 230 — Morphology of Vascular Plants
  - BIO 231 — Comparative Vertebrate Anatomy
  - BIO 232 — Morphology of Non-Vascular Plants
  - BIO 350 — Anatomy of Vascular Plants

- Physiology
  - BIO 239 — Introduction to Physiology
  - BIO 339 — Plant Physiology
  - BIO 340 — Animal Physiology

- Cell/Molecular Biology
  - BIO 233 — General Microbiology
  - BIO 435 — Developmental Biology
  - BIO 436 — Cell Biology

- Biodiversity/Ecology
  - BIO 228 — Vertebrate Zoology
  - BIO 229 — Invertebrate Zoology
  - BIO 400 — Ecology
  - BIO 429 — Aquatic Biology
  - BIO 430 — Marine Biology

The remaining three courses may be chosen from any of the courses offered by the Biology Department.

Bachelor of Arts Degree

Candidates for this degree must satisfactorily complete the following cognate requirements: one year of general chemistry (CHE 120-121); one semester of earth science (ESC 200 or above); one semester of mathematics (MAT 108, or above); and PHY [200-201], or 210, or [230-231].

For students contemplating graduate professional study, the following courses are highly recommended: one year organic chemistry (CHE 260-262); one year of calculus (MAT 150-151); and at least one semester of computer science.

Bachelor of Science Degree in Secondary Education

Secondary education majors are required to complete in addition to the courses required for the biology major, one year of general chemistry (CHE 120-121); one semester of earth science (ESC 120, 140, 200, or 320 are recommended); one semester of mathematics (MAT 108, 139, or above), and PHY [200-201], or 210, or [230-231]. A course in computer science is recommended. The specific professional requirements for Initial Teaching Certification in Connecticut are listed under the heading major programs in secondary education section of the School of Education.

MINOR IN BIOLOGY

Students seeking a minor in biology must complete a minimum of 20 credits in biology including: BIO 102, 103, 320, and two additional courses at the advanced level (300-400).

BIOLOGY COURSES

- BIO 100 — General Zoology
  - Fundamental principles of zoology. Organization, metabolism, responsiveness, reproduction and classification of selected invertebrates and vertebrates illustrate the principles in the laboratory. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

- BIO 101 — General Botany
  - Fundamental principles of botany. Organization, metabolism, responsiveness, reproduction and classification of selected plant forms illustrate the principles in the laboratory. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

- BIO 102 — Zoology
  - A more comprehensive treatment of general zoology. For science majors and minors. Lecture, 2 hours; laboratory, 4 hours. 4 credits.

- BIO 103 — Botany
  - A more comprehensive treatment of general botany than BIO 101. For science majors and minors. Lecture, 2 hours; laboratory, 4 hours. 4 credits.

- BIO 104 — General Biology
  - Creative and modern interpretation of biology concepts. Current and relevant topics emphasized in lecture. Demonstration laboratories. Satisfies general education science requirement. 3 credits.
BIO 110 — Human Biology I
A survey of man's functional anatomy starting with cell theory and progressing through the various systems. Labs are anatomically oriented and includes the dissection of a representative mammal. Credits not applicable toward biology major. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

BIO 111 — Human Biology II
A continuation of BIO 110 in which the survey of man's functional anatomy is further explored. Labs are designed to examine human physiology, and human physiological responses. Credits not applicable toward biology major. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

BIO 120 — Basic Microbiology
Biology of microorganisms with emphasis on their roles in health and disease. Credits not applicable toward biology major. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

BIO 201 — Environmental Biology and Conservation
Causes, effects and remedies relating to the environmental crisis as analyzed from an ecological viewpoint. Emphasizing biological resources or biological consequences from resource use. Prerequisite: sophomore status or higher. Lecture, 3 hours. 3 credits.

BIO 228 — Vertebrate Zoology
The natural history, evolution and phylogenetic relationships of vertebrate animals are discussed in lecture; laboratories are devoted to the anatomy and taxonomy of the major vertebrate classes. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: BIO 102. 4 credits.

BIO 230 — Morphology of Vascular Plants
Comparative studies of the structure of representative early land plants, ferns, gymnosperms and flowering plants, with emphasis on evolutionary significance. Two three-hour lecture-laboratory periods each week. Prerequisite: BIO 103. 4 credits.

BIO 231 — Comparative Vertebrate Anatomy
Study of vertebrate organs and systems from the standpoint of divergent and convergent evolution. Dissection of the dogfish and cat illustrate the principles. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: BIO 102. 4 credits.

BIO 232 — Morphology of Non-Vascular Plants
Basic structures, relationships, and life histories of representative algae and fungi are analyzed. Two three-hour lecture-laboratory periods each week. Prerequisite: BIO 103. 4 credits.

BIO 233 — General Microbiology I
Introduction to the biology of microorganisms; their taxonomy, structure, nutrition, metabolism, and genetics are studied. Lecture, 2 hours; Laboratory, 4 hours. Prerequisites: BIO 102 and 103, and CHE 120. 4 credits

BIO 234 — General Microbiology II
A detailed presentation of the role of microorganisms in nature, their interactions with higher organisms including pathogenesis, and their application to the production of industrial products. Two three-hour lecture-laboratory periods per week. Prerequisite: Bio 233. 4 credits.

BIO 239 — Introductory Physiology
An introductory level discussion of the basic principles of physiology, including biological molecules and cells, tissue biology, and system physiology. Not appropriate for premeds. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIO 102 and 103 and CHE 120. 4 credits.

BIO 240 — Human Heredity
Principles of modern genetics and their application to human development and heredity. Implications for the behavioral and health sciences are stressed. Credit not applicable toward biology major. Lecture, 3 hours. Prerequisite: BIO 100 or 101 or 110. 3 credits.

BIO 320 — Genetics
Biological inheritance in organisms from virus to man. Emphasis is on design and analysis of experiments. Topics include the chemistry of the genes and gene action, cytogentic, genes in development, and the genetic basis of evolution. Lecture, 3 hours; laboratory, 2 hours. Prerequisites: one year of biology, CHE 120 and MAT 108. 4 credits.

BIO 327 — Field Natural History
Field trips to typical natural environments from seashores to wooded summits for identification, and for understanding the ecological role of common plants and animals. Recommended for those who plan to teach and required for certain upper level biology courses. Prerequisite: BIO 102 or 103. 3 credits.

BIO 334 — Microbial Ecology
Comprehensive study of the interrelationships between microorganisms and their environment with emphasis on physiology as a determinant of habitat and activity. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: BIO 233. 4 credits.

BIO 335 — Pathogenic Microbiology
Role of microorganisms in human disease including pathogenic mechanism, epidemiology, host resistance, laboratory diagnosis, treatment, and prevention. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: BIO 233. 4 credits.

BIO 339 — Plant Physiology
Metabolism, photosynthesis, mineral nutrition, hormones, and water relations in the growth and development of plants. Homogenization, centrifugation, spectrophotometric, manometric, polarographic, and chromatographic techniques emphasized. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIO 102 and 103; CHE 120-121; Bio 239 recommended. 4 credits.

BIO 340 — Animal Physiology
Basic principles of physiology with emphasis on the biochemical and cellular mechanisms. Designed for students who wish to pursue a career in biomedical profession. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIO 102, CHE 120-121 and PHY 200-201 or 210. 4 credits.

BIO 350 — Anatomy of Vascular Plants
Study of the gross and microscopic anatomy of vascular plants. Two three-hour lecture-laboratory periods. Prerequisite: BIO 103. 4 credits.

BIO 351 — Histology
Microscopic anatomy of cells and tissues within the organ systems of vertebrates with an emphasis upon structure-function relationships. Lecture, 2 hours; laboratory, 4 hours. Prerequisites: BIO 102-103 and CHE 120-121. 4 credits.
BIO 400 — Ecology
Relationships of plants and animals to each other and to their environment. Investigated by experimental and field studies involving quantitative and qualitative techniques. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: 6-8 credits in biology. 4 credits.

BIO 410 — Ornithology
Comprehensive study of anatomy, physiology, behavior and migration of the birds of the world with stress on the species occurring in the northeastern United States. Laboratory and field methods include dissections, banding, identification and censusing. Lecture, 2 hours; laboratory or field work, 4 hours. Prerequisite: BIO 228 or 231. 4 credits.

BIO 427 — Entomology
General biology and classification of insects with emphasis on local fauna. Entomological techniques, taxonomy and the relationship of insects to their environment are stressed in the field and in the laboratory. Lecture, 3 hours; laboratory or field work, 3 hours. Prerequisite: BIO 102. 4 credits.

BIO 429 — Aquatic Biology
Study of aquatic environments with emphasis on freshwater habitats. Practical field and laboratory experiences supplement theory. Identification and taxonomy of characteristic aquatic organisms. Lecture, 2 hours; laboratory or field work, 4 hours. Students must provide transportation. Prerequisites: BIO 102-103 and CHE 120. 4 credits.

BIO 430 — Marine Biology
Ecological approach to the study of estuarine-marine environments and organisms. Topics emphasized are productivity, food from the sea, food webs, pollution and environmental limiting factors. Field trips are required. Students must provide transportation. Lecture, 2 hours; laboratory, 4 hours. Prerequisites: BIO 102-103 and CHE 120. 4 credits.

BIO 431 — Ecological Analysis of Harbor Ecosystems
Quantitative ecological studies of selected coastal harbors. Practical applications of concepts and techniques acquired in BIO 430. Preparation of Environmental Impact Statements is stressed. One six-hour field-laboratory period. Prerequisite: BIO 430. 3 credits.

BIO 432 — Field Mycology
General characteristics of the fungi, their identification and economic importance. Lecture, 2 hours; laboratory, 4 hours. Prerequisites: BIO 102-103. 4 credits.

BIO 435 — Developmental Biology
Study of the mechanisms and patterns of development in animals. Microscopic examination of prepared slides and selected experiments are used to illustrate principles involved. Two three-hour lecture-laboratory periods each week. Prerequisite: BIO 320; BIO 436 recommended. 4 credits.

BIO 436 — Cell Biology
Molecular interaction and ultra-structure necessary to make up the functional unit of life, the cell. Introductory techniques of molecular biology are emphasized in the laboratory. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: BIO 320 and CHE 120-121. 4 credits.

BIO 437 — Medical Entomology
Study of the role of insects and other arthropods in causation and transmission of disease. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: BIO 102. BIO 427 is recommended. 4 credits.

BIO 438 — Aquatic Entomology
The study of aquatic insects in field and laboratory. Identification; environmental requirements; roles of insects in fisheries management, water pollution studies and recreation. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: BIO 102. BIO 427 is recommended. 4 credits.

BIO 440 — Animal Parasitology
Study of parasite-host relationships. Emphasis is on those parasites of the Phyla Protozoa, Platyhelminthes and Aschelminthes. Vertebrate hosts as well as those arthropods and mollusks which serve as intermediate hosts of parasites are studied. Lecture, 2 hours; laboratory, 4 hours. Prerequisites: BIO 102-103 and CHE 120-121. 4 credits.

BIO 451 — Tissue Culture
Methods of growing isolated cells in vitro. Media preparation, inoculation, growth factors and analysis of results are considered. A variety of tissues are cultured subject to facilities, time and student interest. Two three-hour periods per week of lecture-laboratory. Prerequisite: BIO 233 or 239. 4 credits.

BIO 454 — Brain — Anatomy and Transmission
Discussion of the structure of human brain and the pharmacology and biochemistry of neural transmission. Offered primarily to pre-med, pre-vet and pre-dental students. Prerequisites: BIO 228 or 231, and BIO 239 or 340. 4 credits.

BIO 455 — Taxonomy of Vascular Plants
History and present conceptual structure of vascular plant taxonomy are reviewed. Methods and principles of classification and their practical applications are emphasized. Two three-hour lecture-laboratory periods. One all-day Sunday field trip. Prerequisites: BIO 103 and 327. 4 credits.

BIO 460 — Paleontology
Systematic study of the fossil remains of organisms, with emphasis on their evolution, structure, distribution and phylogenetic relationships. Open to upper division biology and geology majors. Three two-hour lecture-laboratory periods. Prerequisite: junior or senior status, biology or earth science major. 4 credits.

BIO 461 — Marine Benthos
Quantitative study of marine benthic communities. Emphasis on practical skills: collecting, taxonomy, data analysis and report writing. Research cruises on Long Island Sound required. Credits not applicable toward biology major. Four hours lecture-laboratory. Prerequisite: BIO 430. 2 credits.

BIO 466 — Advanced Cell Biology
An extension of cell biology with an emphasis on eukaryotes. Laboratory work integrates the methods of molecular biology with electron microscopy. Lecture, 2 hours; laboratory: 4 hours. Prerequisites: BIO 351 and 436 or departmental permission. 4 credits.

BIO 467 — Laboratory Course in Biotechnology
Principles and practice of biotechnology in a research context. Laboratory methods, experimental design and research applications. Inquiry-based format designed to explore and analyze specific research problems. Prerequisites: BIO 320 and BIO 436. 4 credits.

BIO 495 — Departmental Honors
The completion of a research problem and the reporting of this work in a senior thesis which must be defended successfully before the department. Prerequisites: BIO 499 and departmental permission. 3 credits.
BIO 497 — In-Service Training in Biology
Provides the opportunity for upperclass Biology majors to participate in a biological research project being conducted by an industry or governmental agency. Acceptance dependent on the number and kinds of openings available and the student's qualifications. Departmental approval required. 3 credits (approximately 20 work hours per credit distributed over not less than 6 weeks).

BIO 499 — Independent Study and Research
Prerequisite: departmental permission. 3 credits.

CHEMISTRY

Gregory Kowalczyk
CHAIRPERSON

MAJOR IN CHEMISTRY

The Chemistry Department offers courses of study leading to the Bachelor of Arts degree in chemistry, the Bachelor of Science degree in chemistry, and the Bachelor of Science degree in secondary education all with the major concentration in chemistry or biochemistry.

Bachelor of Arts Degree
Bachelor of Science Degree in Secondary Education

The major in chemistry is designed to develop a mastery of the unifying theories and principles in this field by means of a carefully-planned sequence of courses and related laboratory experiences. The program qualifies graduates for teaching in the secondary school and for professional positions in industry and government as well as to satisfy requirements for advanced study. The student must complete the following course sequence:

- CHE 120-121 — General Chemistry I, II
- CHE 240 — Quantitative Analysis
- CHE 260-261 — Organic Chemistry I, II
- CHE 301 — The Preparation of Scientific Documentation for Chemistry
- CHE 370-371 — Physical Chemistry I, II
- CHE 372-373 — Physical Chemistry Laboratory I, II
- CHE 434 — Inorganic Chemistry
- CHE 445 — Chemical Hazards and Laboratory Safety
- CHE 496 — Chemistry Seminar

Two electives in advanced chemistry (at least one of which must be a laboratory course) (7-8 credits)

As part of the background the student also is required to complete a fundamental computer science language course, mathematics through MAT 252, and one year of physics (PHY 230-231).

ACS Approved Degree in Chemistry

The Chemistry Department at Southern Connecticut State University is approved by the American Chemical Society (ACS) to certify to the society those students who complete the curriculum requirements as outlined in the ACS Guidelines. For a student to receive certification from ACS, the student must meet the requirements outlined in the Bachelor of Science degree in chemistry, with the additional requirement that one of the advanced courses must be CHE 450 — Biochemistry I. Other courses that may be taken as advanced courses include: CHE 340, 440, 451, 456, 490, 491, 495, 498, 499, and any graduate course in which the student has met all the prerequisites.

MAJOR IN CHEMISTRY (BIOCHEMISTRY CONCENTRATION)

The biochemistry concentration is designed for those students planning to pursue a career in biochemistry, either research or teaching, or for those students who are interested in entering medical or dental school. The beginning student should seek early counseling with respect to exact course sequence and selection. The student must complete the following course sequence:

- CHE 120-121 — General Chemistry I, II
- CHE 240 — Quantitative Analysis
- CHE 260-261 — Organic Chemistry I, II
- CHE 301 — The Preparation of Scientific Documentation for Chemistry
- CHE 370-371 — Physical Chemistry I, II
- CHE 372-373 — Physical Chemistry Laboratory I, II
- CHE 434 — Inorganic Chemistry
- CHE 445 — Chemical Hazards and Laboratory Safety
- CHE 496 — Chemistry Seminar

One elective in advanced chemistry or biology. In addition, the student is required to pursue mathematics through MAT 252, a fundamental computer science language course, and must complete PHY 230-231.

The following specializations are intended only to assist students in selecting areas and courses of interest.
Environmental Chemistry
This specialization guides the student toward a bachelor's degree in chemistry or biochemistry with special emphasis on environmental considerations. By supplementing their major program with CHE 340 — Environmental Chemistry, and courses from related departments, students learn about the relationship between specific chemical phenomena and the large environmental systems — biological, geological, and geographical — while preparing for careers in the chemical industry or the environmental field. Cognate courses include aquatic biology, microbiology, marine biology, meteorology, genetics, environmental studies courses, oceanography, and ecology.

Medicinal Chemistry
This specialization allows the student to obtain a bachelor's degree in chemistry or biochemistry with special preparation in the allied health sciences. Chemistry courses such as medicinal chemistry, or related courses such as microbiology, prepare the student for careers in clinical chemistry, pharmacology, medical technology or basic medical research.

Pre-Medical, Pre-Dental, or Pre-Veterinary Medicine
This specialization guides the student toward a bachelor's degree in chemistry or biochemistry with an emphasis on a preparation for entrance into programs in medical school, dental school, and schools of veterinary medicine. Students specializing in this area are advised to register with the University Pre-Medical Committee.

Residency Requirements
In order to receive a degree in chemistry from Southern Connecticut State University, along with satisfying the requirements listed above for the various programs, majors must complete a minimum of 16 credits of advanced chemistry courses (300 level or above) at SCUS.

Senior Research
Permission to do senior research will be granted to students only if they have a minimum 3.0 GPA in their chemistry courses, or have successfully completed CHE 240, CHE 260-261, and CHE 370.

MINOR IN CHEMISTRY

Liberal Arts and Secondary Programs
Upon completion of Chemistry 120-121, the student should elect three other chemistry courses at the 200 or higher level. In addition, one semester of physics is required and a second semester is recommended.

CHEMISTRY COURSES

CHE 100 — Challenge of Chemistry
A non-mathematical approach to the principles of chemistry with emphasis on current topics of interest and importance to all. Some of the topics are pollution, drugs, polymers, household chemicals and nuclear energy. Lecture and laboratory, 3 1/2 hours. 3 credits.

CHE 120-121 — General Chemistry I, II
Atomic structure, gas laws, valence, solutions, ionization, redox reaction, activity series, periodic classification, kinetics, equilibrium, acid-base chemistry, electrochemistry. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: MAT 100 or 102, or placement in MAT 108, CHE 120 is prerequisite for CHE 121. 4 credits each.

CHE 125 — Principles and Applications of General, Organic and Biochemistry
Fundamental aspects of general, organic, and biochemistry with particular applications to the health professions. This course will not fulfill the prerequisites for any other course in the Chemistry Department. Lecture, 3 hours.; laboratory, 3 hours.; Prerequisite: CHE 120. 4 credits.

CHE 240 — Quantitative Analysis I
Analysis of inorganic compounds by gravimetric, volumetric, electrometric and colorimetric methods. Lecture, 2 hours; laboratory, 8 hours. Prerequisites: CHE 120-121. 4 credits.

CHE 260-261 — Organic Chemistry I, II
Study of the preparation and properties of organic compounds and the mechanisms of their characteristic reactions. Lecture, 3 hours; laboratory, 4 hours. Prerequisites: CHE 120-121. 4 credits each.

CHE 262-263 — Organic Chemistry I, II: Lecture Only
Identical to CHE 260-261, but without the laboratory. Does not satisfy requirement in Chemistry B.S. or B.A. programs, nor does it satisfy requirements for entrance into most medical, dental, or veterinary schools. Prerequisites: CHE 120 and 121. 3 credits each.

CHE 290 — Introduction to Chemistry Research
Experimental research supervised by a member of the chemistry department. Prerequisite: CHE 120-121. 3 credits.

CHE 301 — The Preparation of Scientific Documents for Chemistry
Introduction to the use of current software technology and appropriate style guides for the preparation of professional reports in the field of chemistry. Includes the use of standard word processing, generation of tables, graphs, and diagrams. Prerequisites: CHE 120-121. 1 credit.

CHE 340 — Environmental Chemistry
A study of the chemistry of air, water and soil as well as the various sources of energy and industrial and municipal waste treatment. Cannot be used for graduate credit by chemistry majors. Lecture, 3 hours. Prerequisites: CHE120-121. 3 credits.

CHE 370-371 — Physical Chemistry I, II
The quantitative treatment of the properties of matter and the laws governing the nature of chemical interactions. Lecture, 3 hours. Prerequisites: CHE 120-121 and PHY 231, and mathematics through MAT 252. 3 credits each.

CHE 372-373 — Physical Chemistry Laboratory I, II
Selected experiments in physical chemistry. Prerequisites: CHE 240; CHE 370, which may be taken concurrently with CHE 372, and CHE 371, which may be taken concurrently with CHE 373. 1 credit each.

CHE 434 — Inorganic Chemistry
Discussion of electronic structure, symmetry, group theory, and bonding theories as they apply to the properties and reactions of the elements and their compounds found on the periodic chart. Lecture, 3 hours; laboratory, 4 hours. Prerequisites: CHE 240 and 372. 4 credits.
CHE 440 — Instrumental Methods of Analysis
Introduction to the theoretical background and practical use of modern instruments in the analytical laboratory. Work in spectrophotometry, chromatography and electrochemistry. Lecture, 3 hours; laboratory, 4 hours. Prerequisites: CHE 240 and 260-261. 4 credits.

CHE 445 — Chemical Hazards and Laboratory Safety
The study of the principles and methods of handling hazardous materials in the laboratory. Coverage includes: the nature and scope of hazards in the laboratory, overview of applicable regulations fundamentals of chemical hygiene, material safety data sheets, and chemical toxicity. Prerequisite: CHE 370. 1 credit.

CHE 450-451 — Biochemistry I, II
Chemistry of carbohydrates, lipids, proteins, nucleic acids and enzymes. Lecture, 3 hours; laboratory, 4 hours. Prerequisites: CHE 260-261. 4 credits each.

CHE 456 — Medicinal Chemistry
A survey of the main classes of drugs with emphasis upon their structures, structure-activity relationships, effects, side effects and syntheses. Lecture, 3 hours. Prerequisites: CHE 260-261. 3 credits.

CHE 490-491 — Chemistry Research
Experimental research supervised by a member of the chemistry department. Only seniors may register for this course with written permission from their research adviser. 3 credits each.

CHE 495 — Departmental Honors
The completion of a research problem and the reporting of work in senior thesis, which must be defended successfully before the department. Prerequisite: CHE 490 and departmental permission. 3 credits.

CHE 496 — Chemistry Seminar
The study of the nature of the chemical literature and the vital role that the literature plays in the development of chemistry. Students conduct literature searches in the different areas of chemistry and present seminars based on these searches. Lecture, 1 hour. Prerequisite: senior standing. 1 credit.

CHE 498 — Special Topics in Chemistry
Study of current topics of importance in chemistry. Prerequisites: CHE 260-261 and other prerequisites as required by the subject matter. 1-4 credits.

CHE 499 — Independent Study and Research
Prerequisite: departmental permission. 3 credits.

COOPERATIVE EDUCATION

Patricia K. Whelan
DIRECTOR

Cooperative Education provides firsthand working experience for students while they are studying for their degrees. In their junior or senior years, students may spend a semester or a six-month period working full-time or part-time in business, industry, or government as part of their undergraduate programs.

The employing firm or agency works closely with the University in guiding the student through a practical learning experience. Students earn a wage from the employer, and are awarded from 1 to 12 academic credits by the University upon the successful completion of the employment period. These credits are applied to the student's academic program as free electives.

Junior or senior students who have completed 60 credits and have earned at least a 2.0 GPA are eligible to apply and participate in this program. Applications are available in the Center for Career Services. The student must receive written permission from his or her academic adviser, department chairperson, and dean as indicated on the application form. Employment periods are typically January 1-June 30 and July 1-December 31. Application deadlines are November 1 for January and April 1 for July.

The decision to recommend a student for participation in the program is based on academic and personal qualifications, on the nature of the work sought, on the number of cooperative employment opportunities available, and on the number of applicants. The final decision on the selection of candidates rests with the employer. The University does not guarantee the placement of students in Cooperative Education.

COOPERATIVE EDUCATION COURSES

CTR 200 — Career Concepts and Exploration
Career/life planning through an examination of the student's interests, skills and values as they interrelate with the individual, the university, and the world of work. 3 credits.

CTR 300 — Cooperative Education
Enables students to gain employment experience as part of their undergraduate program. Students spend a six-month period, either July 1-December 31 or January 1-June 30, employed by an industry, a business firm, or a government agency in order to apply their academic studies to practical employment situations. Prerequisites: junior or senior student who has completed 60 credits and has a minimum cumulative average of 2.0. 1-12 credits.

CRIMINAL JUSTICE MINOR

Debra S. Emmelman
COORDINATOR

This interdisciplinary 18-credit minor provides an introduction to the field of criminal justice with applications to positions in law enforcement, the judicial system, and correctional institutions, as well as in social work and counseling. The minor is jointly sponsored by the History, Political Science, Psychology and Sociology Departments.

Each student must complete the following:

HIS 211 — History of U.S. Criminal Justice
or PHI 327 — Moral Problems in the Law
66 School of Arts and Sciences

PSC 321 — U.S. Legal System
or PSC 417 — Constitutional Law
PSY 321 — Abnormal Psychology
SOC 362 — Criminology

In addition the student must complete two of the following courses, each course to be taken in a different discipline:

With the consent of the coordinator some alternative courses may be considered in lieu of those listed:

PSC 315 — Issues in U.S. Government
or PSC 319 — Congress and the Presidency
PSY 492 — Psychology and Law

PSY 320 — Abnormal Child Psychology
or PSY 492 — Psychology and Law
SOC 338 — Juvenile Delinquency
or SOC 334 — Probation, Parole, and Pardon
or SOC 366 — Penology
or SOC 367 — Criminal Justice and Cultural Pluralism
MGT 240 — Legal Environment of Business
or MGT 335 — Business Law

EARTH SCIENCE

James Fullmer
CHAIRPERSON

MAJOR IN EARTH SCIENCE

The Earth Sciences Department offers major programs in earth science leading to the Bachelor of Science degree with specializations in environmental earth science, geology, and oceanography for students whose career interests are well-defined. Diversified programs leading to the Bachelor of Arts degree and the Bachelor of Science in Secondary Education are also available for students who have more general interests.

To ensure high standards within the program, the Earth Sciences Department has a requirement of a grade of "C" or better in all earth science courses that will count toward graduation. Additionally, a grade of "C" or better is required in all earth science classes that are prerequisites for the program.

Bachelor of Arts Degree

Students who are interested in science and who wish to pursue a career in a field in which a scientific or technical background is necessary, but who do not want to follow one of the more specialized programs leading to the Bachelor of Science degree, may enroll in this program. A minimum of 30 credits in earth science at the 200 level or above, including at least 15 credits at the 300 level or above, is required. Students select courses in a planned pattern with their adviser's consent. Cognate course requirements are PHY 200 or 210, CHE 100, and MAT 108.

Bachelor of Science Degree in Earth Science

Beyond the University Requirements, all B.S., degree program students must complete cognate and core courses as listed below. In addition they must complete 6 courses from one of the concentrations listed below. Finally, they must complete 3 credits of practical application and skill development from either ESC 497 — Internship or ESC 499 — Independent Study.

Required cognate courses:
BIO 102 — Zoology
or BIO 103 — Botany
CHE 120 — General Chemistry I
CHE 121 — General Chemistry II
PHY 200 — General Physics I
or PHY 210 — College Physics
or PHY 230 — Physics for Scientists and Engineers I
PHY 201 — General Physics II
or PHY 231 — Physics for Scientists and Engineers II
MAT 139 — Short Course in Calculus for Social Sciences
and MAT 22 — Intermediate Applied Statistics
or MAT 150 — Calculus I
and MAT 151 — Calculus II

Required core courses:
ESC 200 — Principles of Geology
ESC 201 — Historical Geology
ESC 205 — Principles of Meteorology
ESC 211 — Mineralogy
ESC 310 — Astronomy
ESC 320 — Marine Science

It is desirable that courses in chemistry, physics, and mathematics be completed in the freshman and sophomore years because they are prerequisites to several introductory earth science courses.

Geology Concentration

For students planning professional careers in geology or in environmental geology († U.S.G.S. requirements):

ESC 212 — Petrology† (required)
ESC 315 — Geomorphology†
ESC 325 — Stratigraphy and Sedimentation†
ESC 330 — Field Geology
ESC 400 — Structural Geology†
ESC 421 — Marine Geology

Environmental Earth Science Concentration

For students planning professional careers dealing with physical environmental problems, including the physical aspects of land use planning, († U.S.G.S. requirement)

ESC 204 — Environmental Earth Science (required)
ESC 304 — Air Pollution Meteorology
ESC 315 — Geomorphology†
ESC 357 — Hydrology
ESC 358 — Soil Science
ESC 400 — Structural Geology†
ESC 421 — Marine Geology

Secondary Education Certification Program

Beyond the University Requirements, all students in this program must complete the core courses listed above for all B.S. degree programs. Also, they must complete the following cognate courses:

BIO 102 — Zoology
or BIO 103 — Botany
CHE 120 — General Chemistry I
CHE 121 — General Chemistry II
PHY 200 — General Physics I
or PHY 210—College Physics
or PHY 230—Physics for Scientists and Engineers
MAT 108—Mathematics for the Natural Sciences

In addition they must complete at least 4 additional earth science courses at the 200 level or above. Finally, they must complete specific professional requirements for initial Teaching Certification in Connecticut. These are listed in this catalog under “Major Programs in Secondary Education” in the School of Education.

MINOR IN EARTH SCIENCE
The minor consists of 18 credits, including ESC 200, 205, 310, and 320. The student elects two additional courses in the earth sciences at the 200-level or above. Cognate course requirements are CHE 100 or 120, and PHY 200 or 210. This minor is suitable for students who would benefit from a broad base in the earth sciences.

EARTH SCIENCE COURSES
ESC 100—Astronomy/Meteorology
An introduction for non-science majors to the sciences pertaining to earth’s place in the universe and to its weather and climate. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

ESC 101—Geology/Oceanography
An introduction for non-science majors to the origin and composition of the earth and its oceans, and the geological processes which modify them. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

ESC 104—Geohazards
Examines environmental hazards resulting from natural geologic processes and from human modification of natural systems. Topics include earthquakes, volcanic eruptions, water and air pollution, floods, landslides, coastal erosion, waste disposal, hurricanes, and tornadoes. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

ESC 105—Meteorological Observation and Communication
Operational aspects of modern meteorology, emphasizing the use and interpretation of instruments and graphical analytic techniques, including construction of weather maps and interpretation of weather radar and satellite records. Lecture, 2 hours; laboratory, 2 hours. Recommended for non-science majors. 3 credits.

ESC 110—Earth Science
The sciences pertaining to the earth and its place in the universe. Major aspects of geology, oceanography, meteorology, and astronomy are considered. Lecture, 2 hours; laboratory, 2 hours. Not open to science majors. 3 credits.

ESC 120—General Geology
Physical processes, earth materials, geologic hazards and landscapes are studied for a geological perspective on the earth’s environment. Lecture, 2 hours; laboratory, 2 hours. Recommended for non-science majors. 3 credits.

ESC 140—Oceanography
Physical, chemical, geological, and biological aspects of the ocean basins and waters. The historical development and interdisciplinary nature of oceanography are stressed. For non-science majors only. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

ESC 200—Principles of Geology
Internal and surface structure, composition, and physical features of the earth and the processes which have produced them. Recommended for science majors. Lecture, 3 hours; laboratory, 3 hours. 4 credits.

ESC 201—Historical Geology
Evolution of the earth with emphasis on the geologic history of North America. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: ESC 200. 4 credits.

ESC 204—Environmental Earth Science
The collection, interpretation and utilization of natural resource information as it applies to environmental decision making. Subject matter will be synthesized through the preparation of an environmental impact statement. Prerequisite: One course in earth science or geography, or ENV 100. Lecture, 3 hours. 3 credits.

ESC 205—Principles of Meteorology
Description of atmospheric phenomena and discussion of their underlying physical principles. Lecture, 3 hours; laboratory, 3 hours. 4 credits.

ESC 211—Mineralogy
Systematic study of minerals. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: CHE 100 or 120 and ESC 200. 4 credits.

ESC 212—Petrology
Occurrence, classification, and genesis of igneous and metamorphic rocks. Silicate melt equilibria, rock associations, petrography and field relations. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: ESC 211. 4 credits.

ESC 298—Special Topics in the Earth Sciences
Study of subdisciplines and current issues in the earth sciences. Lecture, 3 hours; or lecture, 2 hours; laboratory 2 hours. 3 credits.

ESC 304—Air Pollution Meteorology
Physical aspects of the atmosphere that determine air quality. Emphasis on modelling. 3 hours lecture. Prerequisite: ESC 205 or PHY 200 and 201 or PHY 230 and 231 or 2 semesters of physics. 3 credits.

ESC 310—Astronomy
A search to answer the questions: How do the planets move? How large is the universe? The focus is on the solar system to discover the physical laws unifying the cosmos. Lecture, 3 hours, with occasional laboratory and observing sessions. Prerequisites: MAT 122 or higher and PHY 200 or 210 or higher. 3 credits.

ESC 315—Geomorphology
Evolution of the earth with emphasis on the geologic history of North America. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: ESC 200. 4 credits.

ESC 317—Evolution of the Earth
Internal and surface structure, composition, and physical features of the earth and the processes which have produced them. Recommended for science majors. Lecture, 3 hours; laboratory, 3 hours. 4 credits.

ESC 320—Marine Science I
Physical, chemical, geological, and biological aspects of ocean water and the ocean basins. Lecture, 3 hours; periodic field trips. Prerequisite: for junior and senior science majors with a background in the basic sciences. 3 credits.

ESC 325—Stratigraphy and Sedimentation
Occurrence, genesis, and physical and chemical properties of sediments. Methods of using ancient sediments to determine geological history. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: ESC 201 and 211. 4 credits.
ESC 330 — Field Geology
The techniques of geologic mapping and surveying by brunton compass and plane table. Geologic reports and problem solving based on field observations. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: ESC 200. 3 credits.

ESC 357 — Hydrology
The development and utilization of water resources; groundwater occurrence, stream flow, and flooding. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: ESC 200 or GEO 201. 3 credits.

ESC 358 — Soil Science
Study of the soil-forming processes and properties of soil, with special attention to soils in land use decision making. Lecture, 3 hours. Prerequisite: ESC 200 or GEO 201. 3 credits.

ESC 398 — Advanced Topics in Earth Science
Advanced study of subdisciplines and of current issues in the earth sciences. Prerequisites: ESC 200 or equivalent. 1-3 credits.

ESC 400 — Structural Geology
Mechanisms of deformation of rocks and the evidence for deformation in rocks. Forms of deformation from hand specimen size to regional features are considered. Lecture, 3 hours. Prerequisites: ESC 201 and 211. 3 credits.

ESC 420 — Economic Geology
Geologic occurrence, methods of exploration, production, and use of the principle metallic and non-metallic ores. Lecture, 2 hours; laboratory, 2 hours. Prerequisites: ESC 200, 201, and 211. 3 credits.

ESC 421 — Marine Geology
Processes that produce and control the structure of the continental margins and ocean basins including seafloor spreading, plate tectonics, sedimentation, and near-shore processes. Lecture, 2 hours; laboratory, 3 hours. Prerequisite: ESC 200, 320. 3 credits.

ESC 497 — Internship in Earth Science
Supervised, on-the-job, practical experience in a business or government agency, or a nonprofit organization, related to the student's program. Prerequisites: Senior status, minimum Earth Science GPA of 3.0 and departmental permission. 3 credits.

ESC 498 — Advanced Topics in Earth Science
Advanced study of subdisciplines and of current issues in the earth sciences. Prerequisites: ESC 200 or equivalent. 1-3 credits.

ESC 499 — Independent Study and Research
Prerequisite: departmental permission. 1-3 credits.

ENGLISH

Robert McEachern
CHAIRPERSON

MAJOR IN ENGLISH

Literature
Through an intensive study of literature, the major in English gives students a knowledge of the broad outlines of literature and encourages them to engage in critical thinking. The English faculty promotes the development of both a critical reading ability and mature writing skills.

The major in English can lead to either a Bachelor of Arts or a Bachelor of Science degree. The curriculum is designed to build a strong foundation for careers in teaching (secondary school and college), business, and communications, and to prepare students for graduate study in many different professional areas.

The major consists of 33 credits in English and literature courses at the level specified under the heading English Electives (in addition to the 6 credits of University Requirements in composition and literature).

All English majors are required to complete the following:

Literary Analysis and Critical Theory (3 credits)
Majors are required to take the following course (ideally at the point when they are considering applying for the major):

ENG 301 — Introduction to Literary Analysis and Critical Theory

Literature of the Ancient World (3 credits)
Majors are required to choose at least one of the following courses:

LIT 300 — Literature of the Hebrew Bible
LIT 302 — Literature of the New Testament
LIT 310 — Mythology
LIT 311 — Norse and Celtic Mythology
LIT 406 — Classical Drama: Greek and Roman
LIT 488 — Seminar in World Lit. (ancient world topic)

British Literature before 1700 other than Shakespeare (3 credits)
Majors are required to choose at least one of the following courses:

ENG 325 — English Medieval Literature
ENG 344 — Shakespeare’s Contemporaries
ENG 380 — Chaucer
ENG 452 — Renaissance in England
ENG 453 — British Women Writers, 1600-1750
ENG 454 — 17th Century British Literature
ENG 484 — Milton
ENG 487 — Seminar in British Literature (pre-18th century topic)

Shakespeare (3 credits)
Majors are required to choose one of these courses:

ENG 342 — Shakespeare I
or ENG 343 — Shakespeare II
or ENG 487 — Seminar in British Literature (Shakespearean topic)

British Literature of the 18th or 19th Century (3 credits)
Majors are required to choose at least one of the following courses:

ENG 331 — British Novel to 1900
ENG 428 — Victorian Age Literature
ENG 444 — 18th Century British Literature
ENG 455 — 19th Century British Literature
American Literature before 1900 (3 credits)

Majors are required to choose at least one of the following:

ENG 360 — Early American Writers
ENG 361 — American Renaissance
ENG 362 — American Realism
ENG 486 — Seminar in Amer. Lit. (pre-20th century topic)

Multicultural and World Literature (3 credits)

Majors are required to choose at least one of the following courses:

ENG 423 — Contemporary African-American Novelists
ENG 424 — The Harlem Renaissance
ENG 486 — Seminar in American Literature (topic: authors of color and/or from cultures other than dominant cultures of the U.S.)
ENG 487 — Seminar in British Literature (topic: authors of color and/or from cultures other than dominant cultures of Great Britain)
LIT 488 — Seminar in World Literature (topic: authors of color and/or from cultures other than dominant cultures of the U.S. and Great Britain)

English Electives (12 credits)

Majors are required to select, with their advisor's consent, an additional 12 credits in electives from the ENG and LIT courses to complete the total of 33 credits in the program (above the 200 level in literature; above the 100 level in writing).

Several courses in the literature curriculum (see listing under literature) complement English major requirements. English majors are encouraged to consider taking such courses when available.

University Literature Option

English majors may not use ENG 217 to fulfill a specific area requirement within the major or to count as a free elective in the 33 credits required for the major, except by permission of the department chair.

World Literature

Students may also choose to fulfill the requirements for a major in English by completing the requirements for specialization in world literature, as described in the Literature section of this catalog.

English Specializations

The electives in the English major may be used toward specializations in creative writing or in professional writing.

Creative Writing Specialization (15 credits)

Majors select one elective course in contemporary literature and at least four courses from the following:

ENG 201 — Introduction to Creative Writing
ENG 202 — Introduction to Poetry Writing
ENG 203 — Introduction to Fiction Writing
ENG 302 — Intermediate Poetry Writing
ENG 306 — Intermediate Fiction Writing

Professional Writing Specialization (12 credits)

Majors select at least four courses from the following:

ENG 240 — Professional Writing
ENG 304 — Technical Writing
ENG 313 — The Study of Words
ENG 316 — Writing for Business and Industry
ENG 405 — Techniques of Teaching Composition
ENG 410 — Writing for Audio-Visual Media
ENG 488 — Professional Writing Internship

Secondary Education

Students interested in pursuing a career in the teaching of English must first be accepted into the program and into the School of Education. To meet State and departmental requirements, secondary education majors in English must maintain an overall GPA of 2.7 or better and an average of 3.0 or better in their English courses.

Program Requirements:

In addition to the 21 credits of area requirements for the English major, secondary education majors in English are required to complete the following courses:

English Courses (12 credits)

ENG 312 — English Grammar System (3 credits)
ENG 317 — Multicultural Literature (3 credits)
ENG 405 — Techniques of Teaching Composition (3 credits)
ENG 415 — History of the English Language (3 credits)

English Electives (6 credits)

Secondary education majors in English are required to select, with their advisor's consent, an additional 6 credits in electives in writing (at or above the 200 level) or literature at or above the 300 level LIT or ENG courses to complete the total of 39 credits in the English major.

Professional Courses (40.5 Credits)

In addition, students must take the following courses to meet certification requirements set by the State of Connecticut.

NOTE: Only two of these courses can be taken before the student has been accepted into the School of Education.

EDU 201 — Introduction to Teaching Professions
EDU 413 — Secondary Education
EDU 452 — Secondary School Student Teaching
EDU 453 — Student Teaching Seminar
EDU 490 — English (Secondary School)
ENG 492 — Teaching Literature to Adolescents
IDS 471 — English Language Learners in the Classroom
MDS 340 — Media Literacy Education for Students and Teachers
PHI 370 — Philosophy of Education
PSY 370 — Educational Psychology
RDG 565 — Reading Development in Secondary Schools
SED 482 — Teaching Exceptional Students in Secondary Education Classroom
SHE 203 — School Health

Because the State Department of Education regularly updates its requirements for teacher certification, new courses may be added to the program by the time a student is ready to graduate and become certified. Students are encouraged to stay informed about their program area requirements and see their advisers often. The Gate System below suggests a sequence for completing key professional courses. No undergraduates should register for EDU 452, EDU 453, or EDU 490 until all other program requirements have been completed.

**Gate System**

All students enrolled in the secondary education program in English must proceed through the program’s Four Gates in the proper sequence:

**Gate 1:** Application to the School of Education*; Application Portfolio Interview with the Secondary Education Committee; Passing Praxis I exam

*(A student may take no more than two professional education courses prior to acceptance into the School of Education)*

**Gate 2:** Fieldwork experience in ENG 492 — Teaching Literature to Adolescents

Suggested key courses: ENG 492, EDU 413, RDG 565, MDS 340, ENG 405, SED 482

**Gate 3:** EDU 490 — English (Secondary School)*

*(Taken concurrently with EDU 452, EDU 453; all other courses must be completed prior to enrolling in these three courses during the student teaching semester.)*

**Gate 4:** Student-Teaching Portfolio, Passing Praxis II* Content (10041) and Essay (20042) exams

A passing score on PRAXIS II (or ACTFL if receiving certification in foreign language) is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their Student Teaching and therefore, will not be eligible to graduate.

**MINOR IN ENGLISH**

All students minoring in English must complete 18 credits in one of the following three areas within English studies:

**Minor in English: Literature**

ENG 301 — Introduction to Literary Analysis and Critical Theory

One elective in multicultural literature at the 300 or 400 level

Four or more literature courses at the 300 or 400 level (ENG or LIT with departmental permission)

**Minor in English: Creative Writing**

ENG 301 — Introduction to Literary Analysis and Critical Theory

One elective in literature of the twentieth century or beyond, at the 300 or 400 level

Four courses in creative writing

**Minor in English: Professional Writing**

Four English courses in professional writing

One cognate in journalism

One cognate in media studies

**ENGLISH COURSES**

**English Composition Requirement**

All students at Southern Connecticut State University must take two semesters of English composition (ENG 111 (formerly ENG 100) — Composition I and ENG 112 (formerly ENG 101) — Composition II) with the following exceptions:

— Students who place into ENG 110 (formerly ENG 098);

— Composition Writing Lab, or ENG 099 — English for Foreign Students, upon placement examination;

— Students who place into ENG 112 (formerly ENG 101) — Composition II, upon placement examination;

— Students who transfer from other institutions with ENG 111 equivalent credit.

With the exception of transfer students who have prior credit in English composition, placement into English composition courses is by examination only. The English composition placement examination is offered each year in April, May, June, July, and October.

Contact Professor Nicole Henderson, placement coordinator (392-6196; hendersonn1@SouthernCT.edu) about the English composition placement examination.

**University Literature Requirement**

The following course satisfies the University Requirement for literature:

ENG 217 — Introduction to Literature

All students may elect additional introduction to literature courses as free electives.

**Prerequisites in English**

ENG 112 (formerly ENG 101) is a prerequisite for any higher-numbered course in ENG or LIT. All students must take any one of the University literature courses to be eligible for any advanced course in ENG or LIT.

ENG 97 — Tutorial in Basic English

A writing tutorial designed to assist students needing individualized instruction in grammar, usage, and basic language skills. By placement exam or permission of instructor. Does not meet the English composition requirement. 0 credits.

ENG 99 — English for Foreign Students

Instruction and practice in oral and written college-level English. Individual drill, as needed, in grammar, syntax, and vocabulary. Does not satisfy the English composition requirement. By assignment only. 3 credits.

ENG 110 — Composition: Writing Lab

A writing laboratory offering individual guidance to students in need of intensive training and practice in basic writing skills before taking ENG 111 (formerly ENG 100). Does not satisfy the English composition requirement. By assignment only (formerly ENG 098). 3 credits.
ENG 111 — Composition I
Instruction and practice in expository writing with appropriate readings and discussion to emphasize the importance of responsible and effective use of language. Does not satisfy the English composition requirement. By assignment only (formerly ENG 100). 3 credits.

ENG 112 — Composition II
Continuation of work on writing skills begun in English 111 (formerly ENG 100) with a focus on intellectually demanding texts to develop critical reading and critical writing skills. A research paper will be required. By assignment only. Satisfies the English composition requirement (formerly ENG 101). 3 credits.

ENG 200 — Intermediate Composition
Course in expository writing; teaching the command of language. 3 credits.

ENG 201 — Introduction to Creative Writing
Emphasis on the basic craft of writing poetry and stories. Selections from contemporary literature are used as creative writing models. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 202 — Introduction to Poetry Writing
Exercises in the fundamentals of poetry writing: meter, figurative language, tone, and structure. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 203 — Introduction to Fiction Writing
Exercises in character, conflict, point of view, tone, plot, setting, scene, and narration—culminating in a complete short story. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 217 — Introduction to Literature
Introduction to the values, purposes, and pleasures of drama, fiction, and poetry, and to basic modes of literary interpretation. Readings on topics such as African-American identity, meaning and madness, sexuality and ethics, or politics. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 240 — Professional Writing: Theory and Practice
The study of how language works in written expression, from articles in trade journals to poetry. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 298 — Special Topics in English
Examination of developments, issues, and/or creative work in the field of English. Prerequisite: University literature requirement. 3 credits.

ENG 301 — Introduction to Literary Analysis and Critical Theory
Introduction to literary criticism and theory, rhetorical terms, documentation formats, and literary critical thinking. Prerequisite: University literature requirement. 3 credits.

ENG 302 — Intermediate Poetry Writing
Continued practice and instruction in the craft of writing poetry. Prerequisite: ENG 202 or departmental permission. 3 credits.

ENG 304 — Technical Writing and Communication
Interpreting specialized and technical information for readers at various levels and preparing material for publication. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 306 — Intermediate Fiction Writing
Continued practice and instruction in the craft of writing fiction. Prerequisite: ENG 203 or departmental permission. 3 credits.

ENG 312 — English Grammar Systems
Study of three major English grammar systems (traditional, structural, and transformational), including some history of the language. Emphasis on modern linguistic principles and on social, regional, and functional varieties of English usage. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 313 — The Study of Words
The study of the formation and derivation of words. Emphasis on English words and forms derived from Latin and Greek elements. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 314 — Poetry
Study of the nature and elements of poetry and of traditions associated with various poetic forms. Prerequisite: ENG 112. 3 credits.

ENG 316 — Writing for Business and Industry
Practice in gathering and analyzing data and in writing and editing specialized reports, manuals, and correspondence. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 317 — Cross-Cultural Literatures and Contexts
An introduction to cross-cultural literature and their contexts. Students will become familiar with a range of literatures: African/African American, Asian/Asian American, Latino/Latin American, and Native American literature written by male and female authors; literary texts representing other cultures may be included at individual professors’ discretion. Prerequisite: University literature requirement. 3 credits.

ENG 325 — English Medieval Literature
A study of the major prose, poetry, and drama of the medieval period in England. Prerequisite: University literature requirement. 3 credits.

ENG 329 — Modern British Poetry
Representative 20th-century British poets, with emphasis on Yeats, Eliot, Pound, and Auden. Prerequisite: University literature requirement. 3 credits.

ENG 331 — British Novel to 1900
Major and minor novelists including such writers as Defoe, Fielding, Richardson, Behn, Austen, Thackeray, Eliot, and Hardy. Prerequisite: University literature requirement. 3 credits.

ENG 339 — Modern British Novel
Prominent 20th-century British novelists. Prerequisite: University literature requirement. 3 credits.

ENG 342 — Shakespeare I: 1564-1601
A study of the development of Shakespeare’s dramatic art through a reading of the histories, comedies, and tragedies from the earliest works through Twelfth Night. Prerequisite: University literature requirement. 3 credits.

ENG 343 — Shakespeare II: 1601-1616
A study of Shakespeare’s mature art through a reading of the problem comedies, the great tragedies, and the dramatic romances. Prerequisite: University literature requirement. 3 credits.

ENG 344 — Shakespeare’s Contemporaries
A selection of plays by Shakespeare’s most notable and creative peers, who wrote during a high point in English dramatic production. May include works by Marlowe, Kyd, Jonson, Dekker, Marston, Middleton, Webster, Ford, and Elizabeth Cary. Prerequisite: University literature requirement. 3 credits.
ENG 360 — Early American Writers
The major works in the age of settlement, revolution, and early romanticism. Prerequisite: University literature requirement. 3 credits.

ENG 361 — American Renaissance
American writing of the mid-nineteenth century: Romanticism, Sentimentalism, Transcendentalism. Prerequisite: University literature requirement. 3 credits.

ENG 362 — American Realism
American writing from after the Civil War to the turn of the century. Prerequisite: University literature requirement. 3 credits.

ENG 365 — Literature of the American West
Study of the literature about the trans-Mississippi West. Prerequisite: University literature requirement. 3 credits.

ENG 366 — American Poetry
Study of American poetry. Prerequisite: University literature requirement. 3 credits.

ENG 367 — Poetic Theory: Contemporary American Free Verse
Intensive study of contemporary poetry theory with an emphasis on free verse and its development in 20th-century American poetry: prosodic and rhythmic devices. Prerequisite: University literature requirement. 3 credits.

ENG 371 — Literature Into Film
An examination of the dynamics involved in the cinematic renderings of literary narratives. Prerequisite: University literature requirement. 3 credits.

ENG 380 — Chaucer
Chaucer's poetry with special emphasis on The Canterbury Tales. Prerequisite: University literature requirement. 3 credits.

ENG 383 — American Women Writers
A study of American women writers of the 17th century to the present including Bradstreet, Dickinson, Chopin, Cather, Wharton, Hurston, and O'Connor. Prerequisite: University literature requirement. 3 credits.

ENG 397 — Internship in Teaching Writing
An internship in one of the introductory-level, writing-focused courses offered by the English Department for an upperdivision student with particular interests and strengths in writing. Prerequisite: junior or senior status. 3 credits.

ENG 398 — Advanced Special Topics in English
Examination of developments, issues, and/or creative work in the field of English. Prerequisites: restricted to juniors or seniors majoring or minoring in English or Literature. 3 credits.

ENG 402 — Advanced Poetry Writing
Workshop in poetry writing for advanced students. Prerequisite: ENG 302 or departmental permission. 3 credits.

ENG 405 — Techniques of Teaching Composition
The course provides intensive experience through writing and analysis with a variety of techniques to stimulate and evaluate many forms of writing. For prospective English teachers. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

ENG 406 — Advanced Fiction Writing
Workshop in fiction writing for advanced students. Prerequisite: ENG 306 or departmental permission. 3 credits.

ENG 407 — Writing the Novel I
Students approach the difficulties of writing a novel from outline and synopsis to character analyses and sample chapter. Prerequisite: ENG 203 or departmental permission. 3 credits.

ENG 408 — Writing the Novel II
Students continue to develop plot, conflict, and theme in a long fictional work. Prerequisite: ENG 407 or departmental permission. 3 credits.

ENG 415 — History of the Language
Historical, cultural, political, and linguistic survey of the origins and development of the English language. Prerequisite: University literature requirement. 3 credits.

ENG 421 — Feminist Theory and Literary Criticism
Inquiry into the fundamental problems of feminist thought, critical theory, and literary criticism. Prerequisite: university literature requirement. 3 credits.

ENG 423 — Contemporary African-American Novelists
An examination of recent African-American novelists such as Morrison, Naylor, Johnson and Wideman, with particular emphasis on emerging writers. Prerequisite: University literature requirement. 3 credits.

ENG 424 — The Harlem Renaissance
An examination of the major poets and writers of fiction of the Harlem Renaissance, including Toomer, Johnson, Thurman, McKay, Larsen and Hughes. Prerequisite: University literature requirement. 3 credits.

ENG 425 — British Women Writers: 1600-1750
An examination of British women writers such as Aphra Behn, Ann Collins, Lady Anne Clifford, and Catherine Trotter. Emphasis on research. Prerequisite: University literature requirement. 3 credits.

ENG 427 — American Realism
American writing from after the Civil War to the turn of the century. Prerequisite: University literature requirement. 3 credits.

ENG 428 — Victorian Age Literature
British Literature of the Victorian era, 1837-1901. Prerequisite: University literature requirement. 3 credits.

ENG 444 — 18th Century British Literature
Study of the British writers of the 18th century. Prerequisite: University literature requirement. 3 credits.

ENG 447 — American Drama
American dramatic literature from colonial times to the present. Plays by Tyler, Boucicault, Mowatt, Howard, Herne, Moody, O'Neil, Wilder, Williams, Albee, and others. Prerequisite: University literature requirement. 3 credits.

ENG 450 — History of the Language
Historical, cultural, political, and linguistic survey of the origins and development of the English language. Prerequisite: University literature requirement. 3 credits.

ENG 452 — Renaissance in England
Literature of the Renaissance in England, excluding Shakespeare. Prerequisite: University literature requirement. 3 credits.

ENG 454 — 17th Century British Literature
A survey of the major non-dramatic writers (poets as well as prose writers) and the literary movements. Prerequisite: University literature requirement. 3 credits.

ENG 455 — 19th Century British Literature: 1837-1900
Major writers from Tennyson to Hardy. Prerequisite: University literature requirement. 3 credits.

ENG 456 — Romantic Poets
Major British Romantic writers: Blake, Scott, Dorothy Wordsworth, William Wordsworth, Coleridge, Percy Bysshe Shelley, Mary Shelley, Byron, Keats. Prerequisite: University literature requirement. 3 credits.
ENG 459 — British Drama
A study of the development of British drama from the Middle Ages to the 20th century, using representative plays to illustrate continuity and change. Prerequisite: University literature requirement. 3 credits.

ENG 460 — Queer Theory
An investigation of important theorists of sexuality such as Judith Butler, Helene Cixous, Michel Foucault, and Sigmund Freud. Prerequisite: University Literature Requirement. 3 credits.

ENG 461 — The Beat Movement
A survey of important Beat writers such as William Burroughs, Diane DiPrima, Allen Ginsberg, Jack Kerouac, and Lawrence Ferlinghetti. Prerequisite: University Literature Requirement. 3 credits.

ENG 462 — Gay and Lesbian Film and Literature
A survey of gay and lesbian literature and film in several genres, including documentaries, comedies, camp parodies, and dramas. Prerequisite: University Literature Requirement. 3 credits.

ENG 463 — 20th Century American Novel
Representative 20th-century American novels. Prerequisite: University literature requirement. 3 credits.

ENG 464 — Milton
Study of Milton’s Poetry. Prerequisite: University literature requirement. 3 credits.

ENG 466 — Seminar in American Literature
Intensive study of a major writer or a selected topic, with choices changing each term. Prerequisite: University Literature Requirement. 3 credits.

ENG 467 — Seminar in British Literature
Intensive study of a major writer or a selected topic, with choices changing each term. Prerequisite: University literature requirement. 3 credits.

ENG 468 — Teaching Literature to Adolescents
English language arts students learn the theories, pedagogies, and practices associated with teaching poetry, novels, drama, and short fiction to young adults. Work for the course includes a fieldwork component. Prerequisites: Acceptance to the School of Education and junior or senior standing. 3 credits.

ENG 469 — Internship in Teaching Writing
An internship in one of the introductory-level, writing-focused courses offered by the English Department for an upperdivision student with particular interests and strengths in writing. Prerequisite: junior or senior status. 3 credits.

ENG 470 — Professional Writing Internship
Practical experience in writing and editing reports, correspondence, and technical materials for area businesses, industries, and government and community agencies directed by a company supervisor and a faculty member. Prerequisite: one professional writing course and B or above on the professional writing exam or departmental permission. 3 credits.

ENG 471 — Independent Study
Prerequisite: departmental permission. 3 credits.

ENVIRONMENTAL STUDIES

Vincent T. Breslin
COORDINATOR

The Department of Science Education and Environmental Studies offers undergraduate minors in environmental studies and marine studies. The interdisciplinary environmental studies program includes areas related, but not limited to, land use planning, pollution prevention and controls, societal, political and economic pressures in the environment. The department has close associations with a number of environmental programs and centers throughout Connecticut. Students are encouraged to become involved in research projects, internships and independent studies in their areas of interest.

This department also coordinates secondary science certification courses and certification advisement.

MINOR IN ENVIRONMENTAL STUDIES

Many students have expressed a desire to relate their major program of study to their concern for the environment. In response to this interest, the University offers an interdisciplinary minor in environmental studies, which students may pursue in consultation with the Environmental Studies Coordinator and their major adviser. Students also may elect a freestanding minor in environmental studies in conjunction with any major, or they may concentrate in environmental studies as part of a major in biology, chemistry, earth science, or geography.

The minor consists of 18 credits of course work including these four core courses:

ENV 100 — Environmental Studies I
ENV 200 — Environmental Studies II
ENV 350 — Environmental/Earth Systems Inquiry
ENV 491 — Seminar in Environmental and Marine Studies

In addition, at least three credits are selected from one or more of the following areas, other than those related to the student’s major program: biology, chemistry, earth science, economics, geography, philosophy, physics, political science, psychology, and sociology. A list of appropriate courses is updated annually and is available from the Coordinator of Environmental Studies.

ENVIRONMENTAL STUDIES COURSES

ENV 100 — Environmental Studies I
An overview of the major scientific concepts that underlie current environmental problems. A multidisciplinary approach to the nature and extent of the pollution jeopardizing our air, water, resources, wildlife, and quality of human life. 3 credits.

ENV 200 — Environmental Studies II
Study of the political, legal, and economic dimensions of environmental issues. 3 credits.
ENVI 350 — Environmental/Earth Systems Inquiry
Local, regional, and global environmental phenomena, events, and issues through inquiry, field studies, and group collaborative research. Topics include environmental field studies, site descriptions and monitoring, and data collection (weather, hydrology, soils, and biometry). A systems analysis approach examines environmental phenomena and events affecting atmosphere, hydrosphere, biosphere and geosphere. Prerequisites: One science (BIO, CHE, PHY, GEO) or ENV 100, or departmental permission. 3 credits.

ENVI 400 — Social Science Perspectives on Environment
Investigation of major environmental issues as they relate to culture and other social structures. 3 credits.

ENVI 401 — Pollution Prevention and Controls
Basic principles of hazardous chemical management and emergency response. This course investigates chemical, biologic, and earth science systems and their interactions which influence the fate of chemicals in the environment. Management strategies, identification, and quantitive remediation techniques will be discussed. Completion of the course results in eligibility of OSHA 1910.120 40 hour training certificate for Hazardous Materials Training Certificate.

ENVI 491 — Seminar in Environmental and Marine Studies
Systematic analysis of a topic in environmental or marine studies selected by the student with prior instructor approval. Students learn effective research, writing, and oral communication skills culminating in the preparation of a research paper and a formal seminar presentation. Prerequisites: MAR 150 or ENV 100 and ENV 200. 3 credits.

ETHNIC STUDIES

MINOR IN ETHNIC STUDIES

Shirley A. Jackson and Julian Madison

The ethnic studies minor provides students an opportunity to explore racial/ethnic minority groups in the U.S. by drawing from a variety of disciplines. The minor is jointly sponsored by the Departments of Sociology, Urban Studies, History, Political Science, Anthropology, English, and Journalism.

The ethnic studies minor consists of 18 credits. Students will be required to enroll in SOC 310 — Racial and Ethnic Relations. Thereafter, they may choose five courses from any of the courses listed below. With the consent of the coordinators, students may be advised to enroll in other courses on racial/ethnic minorities in the U.S.

ANT 321 — Indians of North America
ANT 355 — Native American Women
ENG 423 — Contemporary African American Novelists
ENG 424 — The Harlem Renaissance
HIS 210 — U.S. Black History
HIS 229 — Cuba and Puerto Rico
HIS 257 — American Indian History I
HIS 258 — American Indian History II
JRN 240 — Race and The News
JRN 241 — Race and Ethnicity in American Politics
SOC 312 — The African American Experience

SOC 317 — Women of Color in the U.S.
URB 306 — Intergroup Relations in Contemporary Society
URB 310 — Prejudice and Public Issues

FOREIGN LANGUAGES

Carlos Arboleda

CHAIRPERSON

MAJORS IN FOREIGN LANGUAGES

Liberal Arts and Secondary Education Programs

The major in a foreign language develops mastery of a language (French, German, Italian, or Spanish). The primary requirement of the beginning courses is to develop effective skills of communication: listening, speaking, reading, writing. The advanced courses reinforce these while acquainting the student with foreign culture and literature. The program qualifies graduates for teaching at the secondary school level and satisfies the requirements for graduate school study.

The program consists of 33 credits. Students who enter the University with advanced standing or proficiency in a foreign language may fulfill the requirements of the major by taking courses in a second language, as approved by the department.

Foreign language majors in B.A. degree programs must complete the language requirement by taking a level IV (or higher level) course in a second language or by taking 36 credits in their major language.

Foreign language majors in B.S. degree programs must complete the language requirement by taking a level II (or higher level) course in a second language or by taking 36 credits in their major language.

Secondary education majors must also complete specific professional requirements for Initial Teaching Certification in Connecticut. These are listed under the heading Major Programs in Secondary Education in the School of Education. A passing score on the ACTFL OPI and WPT is required prior to student teaching. Students seeking foreign language teaching certification must take FLA 403.

Students planning to major in a foreign language select courses, with the consent of their adviser, carefully observing sequential relationships.

Study abroad is strongly recommended. The department sponsors summer programs in France, Italy, Mexico, and Spain and study in Austria and Germany.

Foreign Language majors are required to take a 3-credit world literature course. They may take one LIT 300- or 400-level course focusing on works by authors of French, German, Italian, Spanish, Portuguese or other literary traditions or related topics, such as literary theory, the relationship of literature and other arts, or comparative approaches. (See options below)

Additional courses of interest that deal with language, considered theoretically or historically, or with the teaching of language to speakers of other languages will be found listed under Linguistics.
World Literature
LIT 326 — Dante and His Times
LIT 328 — Literature of Medieval Europe
LIT 330 — Renaissance in Europe 1350-1650
LIT 342 — Dostoevsky
LIT 346 — Russian Novel of the 19th Century
LIT 348 — Modern Literature and Other Arts
LIT 354 — European Novel and Short Story 1945 to Present
LIT 370 — Contemporary French Novel
LIT 374 — Modern German Literature
LIT 382 — Contemporary Latin American Literature
LIT 406 — Classical Drama
LIT 488 — Seminar in World Literature

French
FRE 100-101 — French I, II
FRE 102 — Travel French: French I
FRE 103 — Paris: French II
FRE 106 — French Language Practice in France
FRE 200 — French III
FRE 204 — French IV
FRE 206 — French Culture in France
FRE 210 — Continuing French
FRE 300 — Expressing Yourself in Writing
FRE 301 — Expressing Yourself in Speaking I
FRE 302 — Expressing Yourself in Speaking II
FRE 305 — French Culture in France
FRE 306 — Adv. French Culture & Lang. Practice in France
FRE 310-311 — French Civilization I, II
FRE 312 — Contemporary French Culture
FRE 397 — Internship

German
GER 100-101 — German I, II
GER 106 — German Language Practice in Germany
GER 202 — Continuing German and Exploring a German City
GER 203 — Continuing German: Exploring German Culture Through Tales, Stories, and Films
GER 206 — German Culture in Germany
GER 300 — Composition
GER 301 — Conversation
GER 302 — Grammar Analysis and Review
GER 306 — Advanced German Culture and Language
GER 310 — German Civilization
GER 311 — 20th Century German Culture Through Film
GER 397 — Internship
GER 400-401 — German Literature I, II
GER 480 — German Poetry
GER 499 — Directed Reading

Italian
ITA 100-101 — Italian I, II
ITA 106 — Italian Language Practice in Italy
ITA 200, 210 — Italian III, IV
ITA 206 — Italian Culture in Italy
ITA 300 — Composition
ITA 301 — Conversation
ITA 302 — Phonetics and Phonemics
ITA 306 — Advanced Italian Culture and Language Practice in Italy
ITA 310-311 — Italian Civilization I, II
ITA 320 — Italian Cinema and Literature
ITA 397 — Internship
ITA 400-401 — Italian Literature I, II
ITA 405 — Advanced Grammar Review
ITA 453 — Dante and His Times
ITA 454 — 14th-Century Writers
ITA 456 — Literature of the 15th-Century
ITA 457 — Prose Writers of the 16th-Century
ITA 470 — Italian Romanticism
ITA 480 — Modern Poetry
ITA 484 — The Italian Theater
ITA 486 — Opera as Dramatic Expression
ITA 487 — The Short Story
ITA 490 — The Modern Novel
ITA 499 — Directed Reading

Japanese (Not a major)
JPN 100-101 — Japanese I, II
JPN 200, 210 — Japanese III, IV

Latin (Not a major)
LAT 100-101 — Latin I, II

Spanish
SPA 100-101 — Spanish I, II
SPA 106 — Spanish Language Practice in Spain
SPA 200 — Spanish III
SPA 206 — Spanish Culture in Spain
SPA 210 — Spanish IV
SPA 300 — Composition
SPA 301 — Conversation
SPA 302 — Practical Spanish Phonetics
SPA 306 — Advanced Spanish Culture and Language Practice in Spain
SPA 310 — Spanish Civilization
SPA 312 — Latin-American Civilization
SPA 315 — Commercial Spanish
SPA 397 — Internship
SPA 400-401 — Spanish Literature I, II
SPA 402-403 — Spanish-American Literature I, II
SPA 405 — Spanish Grammar Analysis
SPA 460 — The Golden Age
SPA 465 — Spanish Poetry I
SPA 466 — Spanish Poetry II
SPA 470 — Romanticism and the Novel of Customs
SPA 475 — 19th Century Novel
SPA 480 — Generation of ‘98
SPA 485 — Modern Spanish Drama
SPA 490 — Modern Novel in Spain
SPA 496 — 20th Century Spanish-American Fiction
SPA 499 — Directed Reading

MINORS IN FOREIGN LANGUAGES
Students enroll in one of the language patterns listed under majors in foreign languages, at a level consistent with their past background, and complete 18 credits in the sequence

2007-08 Undergraduate Catalog

Southern Connecticut State University
of offerings. Students in B.A. programs must complete the language requirement by taking a level IV (or higher level) course in a second language or by taking 21 credits in their minor language. Students in B.S. programs must complete the language requirement by taking a level II (or higher level) course in a second language or by taking 21 credits in their minor language.

**Elena Schmitt**
**COORDINATOR**

**MINORS IN LINGUISTICS**

Majoring in one of the related disciplines and minoring in linguistics can prepare students for a variety of careers, including teaching, translating, foreign service, and social work, or graduate study in Linguistics and any of its related fields. The minor consists of 18 credits including FLA — *Introduction to Linguistics* or FLA 302 — *Descriptive Linguistics*. The remaining credits can be selected from the following courses on language and culture, history of language, philosophy, acquisition of language by children, and courses devoted to the description of a particular language: English, French, German, Italian, or Spanish.

- **ANT/FLA 204** — Language and Culture
- **ANT/FLA 214** — American Tongues
- **ANT/FLA 374** — Language, Gender, and Sexuality
- **ANT 465** — Anthropological Linguistics
- **CMD 217** — Phonetics and Phonological Systems
- **FLA 315** — Foundations of Bilingual Education
- **FLA 403** — Second Language Acquisition Theories
- **FLA 505** — Pedagogical English Grammar
- **FLA 397** — Internship

**Bilingual Education**

The Department of Foreign Languages in conjunction with the School of Education offers a dual certification program in elementary education and bilingual education. Graduates of this program will be dually certified by the State of Connecticut to teach elementary education and to teach elementary/bilingual education.

The Elementary Education/Bilingual Education Dual Initial Certification program is a dual major program. Students earn a Bachelor of Science degree in Elementary Education and complete a second major in a content area of their choice. Additionally, students take three courses in bilingual education. Students should be advised that the minimum number of credits required to complete this program is 127. For a complete description of this program, refer to the Elementary Education section in this catalog.

Coursework:
- **FLA 315** — Foundations of Bilingual Studies
- **FLA 321** — Assessment for English Language Learners
- **FLA 418** — ESL Methods in Content Instruction

**FOREIGN LANGUAGE COURSES**

**FLA/ANT 204** — Language and Culture

An introduction to the anthropological study of language including the nature, structure of language; the sociocultural functions and uses of language; theory and the study of meaning; language variations; the evolution and learning of language, and the nature of language change. 3 credits.

**FLA 211** — Introduction to Linguistics

A variety of approaches to the study of language: including the historical, the structural, and transformational. 3 credits.

**FLA/ANT 214** — American Tongues: Everyday Politics of Speaking

Investigates the ways that language practice constructs, maintains, and complicates ideas about social cohesion with an emphasis on inequality. Stresses intersections of race, class, and gender. 3 credits.

**FLA 315** — Foundations of Bilingual Education

History and philosophy of bilingualism in American Schools. Models, approaches, and materials employed in effective bilingual education. Prerequisite: junior status. 3 credits.

**FLA 321** — Assessment for English Language Learners

Provides bilingual education and ESL teachers with knowledge and practice of language and academic testing and placement techniques for languages minority students. Prerequisite: junior status. 3 credits.

**FLA 374/ANT — Language, Gender, and Sexuality**

Traverses scholarship on the significance of gender in language from early emphases on universal to more recent ethnographically grounded approaches. Relates gender to expressions of sexuality. Prerequisite: ANT 204 or FLA 204. 3 credits.

**FLA 397** — Internship

Prerequisite: departmental permission. 3 credits.

**FLA 403** — Introduction to Second Language Acquisition

An introduction to theories of second language acquisition (SLA) that outlines nativist, environmental, sociocultural, and psycholinguistic perspectives on SLA and discusses factors that influence the L2 learning process. The course also explores the application of SLA theory to understanding L2 learners’ interlanguage production. Prerequisites: junior status and department permission. 3 credits.

**FLA 418** — ESL Methods in Content Instruction

Prepares mainstream, bilingual education, and ESL teachers to apply ESL methodologies in the teaching of course content to limited English proficient students. Prerequisites: FLA 315 and EDU 301 or 307 and EDU 311 or 312. 3 credits.

**FLA 480** — Latin and the 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. Scheduled once every three years. Prerequisite: successful completion of a third-year course in FRE, ITA, or SPA (or the equivalent), or one year of Latin. 3 credits.
ARABIC COURSES

ARB 100-101 — Arabic I, II
Basic grammar and vocabulary, mastering reading and writing the Arabic script. Introduction to speaking and listening skills. One-hour session weekly in the language laboratory required to complement and reinforce classroom instruction. ARB 101 completes B.S. Foreign Language requirement. 3 credits.

FRENCH COURSES

Placement in FRE 100-101 is determined by an evaluation given by the department. A student planning to major in French must consult with a French instructor.

FRE 100 — French I
Basic grammar and vocabulary; speaking, reading, and writing elementary French. One-hour session weekly in the language laboratory required to complement classwork through video, tape, practice, and films. Native speakers of French and students who have taken four years or more of French in high school may not take FRE 100 for credit. 3 credits.

FRE 101 — French II
Speaking, reading, and writing skills. One-hour session weekly in the language laboratory required. Completes B.S. foreign language requirement. Prerequisite: FRE 100 or two years of secondary school French. 3 credits.

FRE 102 — Travel French: French I
Practical beginning French, no grammar or writing, featuring hands-on everyday language and culture for travel. No credit toward major. One hour session weekly in language laboratory. Prerequisite: none. 3 credits.

FRE 103 — Paris: French II (B.S. option)
Practical hands-on culture centered on Paris and its environs. No grammar or writing. One hour session weekly in the language laboratory. Completes the B.S. requirement. No credit toward major. One year of secondary school French. 3 credits.

FRE 106 — French Language Practice in France
Study of elementary French for a period of at least four weeks in France under the supervision of Foreign Language department faculty. Prerequisite: departmental permission. Placement test required for students with previous foreign language experience. Satisfies the B.S. foreign language requirement. No credit toward major. Course taken in conjunction with either FRE 100 or 101. 3 credits.

FRE 200 — French III
Grammar, reading and conversation. One hour session weekly in the language laboratory required. Prerequisite: FRE 101 or three years of secondary school French. 3 credits.

FRE 204 — French IV
Concentrates on the reading of French. Completes B.A. foreign language requirement. No credit given towards French major. Students who complete this course cannot take 300-level French courses without permission from the department chairperson. Prerequisite: FRE 200 or 4 years of secondary school French. 3 credits.

FRE 206 — French Culture in France
Study of French culture and civilization, for a period of at least four weeks in France under the supervision of Foreign Language department faculty. Prerequisite: departmental permission and FRE 200 or placement test. Satisfies the B.A. foreign language requirement. Course taken in conjunction with either FRE 200 or 204. 3 credits.

FRE 210 — Continuing French
Practice in speaking, reading, and writing French based on modern writings. Grammar review. Prepares students for the further study of French. One hour a week in language laboratory required. Satisfies B.A. foreign language requirement. Prerequisite: FRE 200 or 4 years secondary school French. 3 credits.

FRE 298 — Special Topics in French
Examination of developments, issues, and/or creative work in the field of French. Prerequisites: FRE 210 or departmental permission. 3 credits.

FRE 300 — Expressing Yourself in Writing
Practice in writing correct, idiomatic French, based on French models. Review of grammar and syntax, and exercises in vocabulary building. Prerequisite: FRE 210. 3 credits.

FRE 301 — Expressing Yourself in Speaking I
Conversational situations and class discussion based on daily life experiences in France. Emphasis on oral practice through class reports and lab work. Prerequisite: FRE 210. 3 credits.

FRE 302 — Expressing Yourself in Speaking II
Phonetic description and phonemic analysis of French with attention given to individual problems in pronunciation. Intensive training in class and lab using T.V. as a corrective device. Prerequisite: FRE 210. 3 credits.

FRE 305 — French Culture in France
A study of civilization in France with special emphasis on the listening and speaking skills (audio-lingual). A portion of this course will be taught on campus prior to departure to France. Prerequisite: FRE 200 or departmental permission. 3 credits.

FRE 306 — Advanced French Culture and Language Practice in France
Advanced study of French culture and civilization, for a period of at least four weeks in France under the supervision of Foreign Language department faculty. A paper or research project evaluated by a departmental committee and/or examination administered by the department are required. Prerequisite: departmental permission and FRE 204 or equivalent or placement test. Course taken in conjunction with FRE 206 or 499. 3 credits.

FRE 310 — French Civilization I
Study of French history from the Roman conquest to the end of the “Ancient Regime,” 1789; discussions of literary texts, slides and films. Class is taught in French, but non-majors may do the written work in English. Prerequisite: FRE 210. 3 credits.

FRE 311 — French Civilization II
Study of French history from the revolution of 1789 to the 5th Republic; discussions of selected literary works, slides, and films. Class is taught in French, but non-majors may do the written work in English. Prerequisite: FRE 210. 3 credits.

FRE 312 — Contemporary French Culture
A study of France today; its physical, social, political and economic and cultural characteristics and values. Class taught in French, but non-majors may do the written work in English. Prerequisite: FRE 210. 3 credits.

FRE 397 — Internship
Prerequisite: departmental permission. 3 credits.
GER 100-101 — German I-II
Basic German with practice in understanding, speaking, reading and writing the language. An hour session in the language laboratory is required each week. Students with one or two years of secondary school German should elect GER 101. Native speakers of German and students who have taken four years or more of German in secondary school may not take GER 100 for credit. GER 101 completes B.S. foreign language requirement. 3 credits each.

GER 106 — German Language Practice in Germany
Study of elementary German for a period of at least four weeks in Germany under the supervision of Foreign Language department faculty. Prerequisite: departmental permission. Placement test required for students with previous foreign language experience. Satisfies the B.S. foreign language requirement. Course taken in conjunction with either GER 100 or 101. 3 credits.

*Students choose any two from GER 201, 202, 203 to fulfill the B.A. degree foreign language requirement.

GER 201 — Continuing German: Contemporary German Culture
Using German to explore cultural aspects of the German speaking world. Focus on history, culture, economics, political structure, media, and transportation. Emphasis on daily events and interactions. An hour session in the language laboratory is required each week. GER 201, 202, 203 can be taken in any sequence. Prerequisite: GER 101 or equivalent. 3 credits.

GER 202 — Continuing German: Exploring a German City
Using German to explore cultural aspects of the German speaking world. Focus on a major German city, including history, culture, economics, political structure, media, and transportation. Emphasis on daily events and interactions. An hour session in the language laboratory is required each week. GER 201, 202, 203 can be taken in any sequence. Prerequisite: GER 101 or equivalent. 3 credits.

GER 203 — Continuing German: Exploring German Culture Through Tales, Stories, and Films
Using German to explore cultural aspects of the German speaking world. Practice in hearing, reading, and writing German narrative. An hour session in the language laboratory is required each week. GER 201, 202, 203 can be taken in any sequence. Prerequisite: GER 101 or equivalent. 3 credits.

GER 206 — German Culture in Germany
Study of German culture and civilization, for a period of at least four weeks in Germany under the supervision of Foreign Language department faculty. Prerequisite: departmental permission or placement test. Satisfies the B.A. foreign language requirement. Course taken in conjunction with either GER 201 or 202 or 203. 3 credits.

GER 298 — Special Topics in German
Examination of developments, issues, and/or creative work in the field of German. Prerequisites: any two of GER 201, 202 or 203 or departmental permission. 3 credits.

GER 300 — Composition
Practice in writing with grammar and syntax review. Idiomatic use of written and spoken German is stressed. Prerequisite: any two of GER 201, 202 or 203 or four years of secondary school German. 3 credits.
GER 301 — Conversation
Emphasis is on aural-oral practice and performance. Class discussions and conversations are based on supplemental reading and listening materials. An hour session in the language laboratory is required each week. Prerequisite: any two of GER 201, 202 or 203. 3 credits.

GER 302 — Grammar Analysis and Review
Systematic review of German grammar with emphasis on points of contrast with English. Intensive practice in areas of special interest. Prerequisite: any two of GER 201, 202 or 203 or the equivalent. 3 credits.

GER 306 — Advanced German Culture and Language Practice in Germany
Advanced study of German culture and civilization, for a period of at least four weeks in Germany under the supervision of Foreign Language department faculty. A paper or research project evaluated by a departmental committee and/or examination administered by the department are required. Prerequisite: departmental permission and any two of GER 201, 202 or 203 or equivalent or placement test. Course taken in conjunction with GER 206 or 499. 3 credits.

GER 310 — German Civilization
Studies in German history and culture before 1900 based on selected literary works and visual materials. Prerequisite: any two of GER 201, 202 or 203. 3 credits.

GER 311 — 20th-Century German Culture Through Film
Study of significant trends and events in German history and society as seen through German films. Films will serve as a basis for discussions about their historical, sociological, and psychological aspects. Prerequisite: any two of GER 201, 202 or 203 or the equivalent. 3 credits.

GER 397 — Internship
Prerequisite: departmental permission. 3 credits.

GER 398 — Special Topics in German
Examination of developments, issues, and/or creative work in the field of German. Taught in either German or English. Prerequisites: if taught in German are GER 300 and 301 or departmental permission. 3 credits.

GER 400-401 — German Literature I, II
Comprehensive survey of German literature from its beginnings to modern times, with reading and discussions of selected masterpieces. Prerequisite: any two of GER 201, 202 or 203. 3 credits each.

GER 480 — German Poetry
Survey from the Middle Ages to the present. Prerequisite: One 300-level German course. 3 credits.

GER 498 — Special Topics in German
Examination of developments, issues, and/or creative work in the field of German. Taught in either German or English (check schedule of classes); readings in German or English. Prerequisites: if taught in German, GER 300 and 301 or departmental permission. 3 credits.

GER 499 — Directed Reading
Prerequisite: departmental permission. See also LIT 328 and 374. 1-3 credits.

ITALIAN COURSES
Placement in ITA 100-101 is determined by an evaluation given by the department.

ITA 100-101 — Italian I, II
Reading of simple Italian and the fundamentals of composition and conversation. An hour session in the language laboratory is required each week. Students with one year of secondary school Italian should elect ITA 101. Native speakers of Italian and students who have taken four years or more of Italian in high school may not take ITA 100 for credit. ITA 101 completes B.S. foreign language requirement. 3 credits each.

ITA 106 — Italian Language Practice in Italy
Study of elementary Italian for a period of at least four weeks in Italy under the supervision of Foreign Language department faculty. Prerequisite: departmental permission. Placement test required for students with previous foreign language experience. Satisfies the B.S. foreign language requirement. May not be applied towards a foreign language major. Course taken in conjunction with either ITA 100 or 101. 3 credits.

ITA 200, 210 — Italian III, IV
Elementary Italian grammar reviewed with stress on pronunciation and conversation. Modern Italian literary works are read and discussed. An hour session in the language laboratory is required each week. Prerequisite: ITA 101, or three years of secondary school Italian. ITA 210 satisfies B.A. foreign language requirement. 3 credits each.

ITA 206 — Italian Culture in Italy
Study of Italian culture and civilization, for a period of at least four weeks in Italy under the supervision of Foreign Language department faculty. Prerequisite: departmental permission and ITA 200 or placement test. Satisfies the B.A. foreign language requirement. Course taken in conjunction with either ITA 200 or 210. 3 credits.

ITA 209 — Special Topics in Italian
Examination of developments, issues, and/or creative work in the field of Italian. Prerequisites: ITA 200 or departmental permission. 3 credits.

ITA 300 — Composition
Practice in composition with intensive grammar and syntax review. Idiomatic use of Italian is stressed as it applies to the written and spoken language. Prerequisite: ITA 210 or four years of secondary school Italian. 3 credits.

ITA 301 — Conversation
Designed primarily for conversation. Oral and written reports are required. Class discussions and supplementary readings stimulate oral use of the language. An hour session in the language laboratory is required each week. Prerequisite: ITA 210 or 300. 3 credits.

ITA 302 — Phonetics and Phonemics
Phonetic description and phonemic analysis of Italian; phonetic and phonemic transcription; recorded practice in pronunciation and intonation; pedagogical applications. Prerequisite: ITA 210. 3 credits.
ITA 306—Advanced Italian Culture and Language Practice in Italy
Advanced study of Italian culture and civilization, for a period of at least four weeks in Italy under the supervision of Foreign Language department faculty. A paper or research project evaluated by a departmental committee and/or examination administered by the department are required. Prerequisite: departmental permission and ITA 210 or equivalent or placement test. Course taken in conjunction with ITA 206 or 499. 3 credits.

ITA 310—Italian Civilization I
Reading and discussion of selected texts provide background in Italian culture and civilization. Prerequisite: ITA 210. 3 credits.

ITA 311—Italian Civilization II
A continuation of ITA 310 that focuses on Italian culture in the 20th century. An alternative to literature courses and fulfills a need for courses in modern culture. Prerequisite: ITA 310. 3 credits.

ITA 320—Italian Cinema and Literature
An analysis of modern Italian culture through film and literature. Emphasis on Verga, Moravia, Pavese (literature); DeSica, Visconti, Bertolucci (film). Prerequisite: ITA 210. 3 credits.

ITA 397—Internship
Prerequisite: departmental permission. 3 credits.

ITA 398—Special Topics in Italian
Examination of developments, issues, and/or creative work in the field of Italian. Prerequisite: ITA 300 and 301 or departmental permission. 3 credits.

ITA 400-401—Italian Literature I, II
Study of representative works of literature from its origins to the present, with reading and discussion of selected masterpieces. Prerequisite: ITA 210. 3 credits each.

ITA 405—Advanced Grammar Review
An intensive review and analysis of the Italian phonological, verbal, and syntactical systems, as they pertain to oral and written expression. Prerequisite: ITA 210. 3 credits.

ITA 453—Dante and His Times
Life, religion, and philosophy of the Middle Ages are discussed as the background for the Divine Comedy. Prerequisite: ITA 300. 3 credits.

ITA 454—14th Century Writers
Readings from Petrarch, Boccaccio, and others. Prerequisite: ITA 300 and 301. 3 credits.

ITA 456—Literature of the 15th Century
Readings from Lorenzo, Poliziano, and the epic poets. Prerequisite: ITA 300 and 301. 3 credits.

ITA 457—Prose Writers of the 16th Century
Selected works of Castiglione, Machiavelli, and others. Prerequisite: ITA 300 and 301. 3 credits.

ITA 470—Italian Romanticism
Literary contributions of Foscolo, Manzoni, Leopardi, and others. Prerequisite: ITA 300 and 301. 3 credits.

ITA 480—Modern Poetry
Introduction to modern Italian poetry, including readings from Ungaretti, Quasimodo, Montale, Saba, and others. Prerequisite: ITA 300 and 301. 3 credits.

ITA 484—Italian Theater
Development of the theater from its origins to the present, through representative dramatists. Prerequisite: ITA 300 AND 301. 3 credits.

ITA 486—Opera as Dramatic Expression
The historical development of opera from the Middle Ages to the 20th century. Study and analysis of libretti for lyrical and dramatic qualities. Prerequisite: ITA 201 or equivalent. 3 credits.

ITA 487—Short Story
Development and influence of the Italian short story from its origins to the present. Prerequisite: ITA 300 and 301. 3 credits.

ITA 490—The Modern Novel
Development of the Italian novel from Verga to the present. Prerequisite: ITA 300 and 301. 3 credits.

ITA 498—Special Topics in Italian
Examination of developments, issues, and/or creative work in the field of Italian. Prerequisites: ITA 300 and 301 or departmental permission. 3 credits.

ITA 499—Directed Reading
Prerequisite: departmental permission. 1-3 credits.

JAPANESE COURSES
Placement in JPN 100-101 is determined by an evaluation given by the department.

JPN 100—Japanese I
Conversational approach to Japanese; the basic phonetic system, grammar, and syllabary; rudiments of reading and writing. One-hour weekly session in the language laboratory required. 3 credits.

JPN 101—Japanese II
Continuation of Japanese 100. Emphasis on conversation, culture and civilization; continued practice in reading and writing. One-hour weekly session in language laboratory required. Prerequisite: JPN 100. Satisfies B.S. foreign language requirement. 3 credits.

JPN 200—Japanese III
Third semester of Modern Japanese. Extensive readings of texts, grammatical analysis, practice in both written and spoken Japanese. Continuation of Chinese character (Kanji) study. Prerequisite: Japanese II (JPN 101) or equivalent. 3 credits.

JPN 201—Japanese IV
Fourth semester of Modern Japanese. Extensive reading of texts, grammatical analysis, practice in both written and spoken Japanese. Continuation of Chinese character (Kanji) study. Satisfies the B.A. degree foreign language requirement. Prerequisite: Japanese III (JPN 200) or equivalent. 3 credits.

LATIN COURSES
Placement in LAT 100-101 is determined by an evaluation given by the department.

LAT 100-101—Latin I, II
Introduction to Latin vocabulary and grammar. Reading of brief literary texts. LAT 101 satisfies the B.S. foreign language requirement. 3 credits each.

Note: LAT 200 and LAT 210 are available as independent study.
SPANISH COURSES
Placement in SPA 100-101 is determined by an evaluation given by the department.

SPA 100-101 — Spanish I, II
Basic grammar and vocabulary learned through practice in speaking, writing and reading of simple Spanish texts. An hour session in the language laboratory is required each week. Native speakers of Spanish and students who have taken four years or more of Spanish in high school may not take SPA 100 for credit. SPA 101 satisfies B.S. degree foreign language requirement. 3 credits each.

SPA 106 — Spanish Language Practice in Spain
Study of elementary Spanish for a period of at least four weeks in Spain under the supervision of Foreign Language department faculty. Prerequisite: departmental permission. Placement test required for students with previous foreign language experience. Satisfies the B.S. foreign language requirement. May not be applied towards a foreign language major. Course taken in conjunction with either SPA 100 or 101. 3 credits.

SPA 200 — Spanish III
Grammar review plus practice in speaking and writing. Reading short pieces of literature. One hour lab each week. Prerequisite: SPA 101, or SPA 106, or the equivalent high school Spanish. 3 credits.

SPA 206 — Spanish Culture in Spain
Study of Spanish culture and civilization, for a period of at least four weeks in Spain under the supervision of Foreign Language department faculty. Prerequisite: departmental permission and SPA 200 or placement test. Satisfies the B.A. foreign language requirement. Course taken in conjunction with either SPA 200 or 206. 3 credits.

SPA 210 — Spanish IV: Liberal Arts
Advanced grammar review plus practice in speaking and writing. Reading short pieces of literature. One hour a week in lab required. Prerequisite: SPA 200 or equivalent high school Spanish. 3 credits.

SPA 298 — Special Topics in Spanish
Examination of developments, issues, and/or creative work in the field of Spanish. Prerequisites: SPA 200 or departmental permission. 3 credits.

SPA 300 — Composition

SPA 301 — Conversation
Practice in conversation. Oral reports and activities to stimulate expression in the language. One hour a week in lab required. Prerequisite: SPA 210. 3 credits.

SPA 302 — Practical Spanish Phonetics
Analysis of the phonetic system of Spanish. Intensive practice in the language laboratory (ear training, transcription, and corrective exercises). Consideration is given to the problems of teaching Spanish pronunciation to English speaking students. Prerequisite: open to majors or minors or with departmental permission. 3 credits.

SPA 306 — Advanced Spanish Culture and Language Practice in Spain
Advanced study of Spanish culture and civilization, for at least four weeks in Spain under the supervision of Foreign Language department faculty. A paper or research project evaluated by a departmental committee and/or examination administered by the department are required. Prerequisite: departmental permission and SPA 210 or equivalent placement test. Course taken in conjunction with SPA 206 or 499. 3 credits.

SPA 310 — Spanish Civilization
Spanish culture from the earliest days to modern times. Prerequisite: SPA 300 or 301. 3 credits.

SPA 312 — Latin-American Civilization
Extensive cultural interpretation of the history, literature, art, and peoples of Latin America from pre-Colombian times to the present day. Prerequisite: SPA 300 or 301. 3 credits.

SPA 397 — Internship
Prerequisite: departmental permission. 3 credits.

SPA 398 — Special Topics in Spanish
Examination of developments, issues, and/or creative work in the field of Spanish. Prerequisites: SPA 300 and 301 or departmental permission. 3 credits.

SPA 400-401 — Spanish Literature I, II
Masterpieces of Spanish literature from the Middle Ages to the present. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits each.

SPA 402-403 — Spanish-American Literature I, II
Comprehensive survey of the literary movements in Spanish America from their origin to modern times by reading and discussion of selected masterpieces. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits each.

SPA 404 — Latin-American Myths, Legends, and Poetry of Oral Tradition
The rich folk legacy of Latin America studied through stories and poems from pre-Colombian times to the present. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.

SPA 405 — Spanish Grammar Analysis
Intensive study of grammar in order to prepare students to teach Spanish in high school and to give advanced practice in the structure of spoken and written Spanish. Prerequisite: SPA 300. 3 credits.

SPA 460 — The Golden Age
Reading and interpretation of masterpieces of the Spanish Golden Age. Cervantes, Lope de Vega, Góngora, Quevedo, and others. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.

SPA 465 — Spanish Poetry I
Reading and interpretation of masterpieces of Spanish poetry from the Middle Ages to Bécquer. Representative works and poets. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.

SPA 466 — Spanish Poetry II
Analysis and interpretation of representative works of poets from Bécquer to the present. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.

SPA 470 — Romanticism and the Novel of Customs
Study of the major Spanish romantics and their counterparts the “Costumbristas,” including works of Espronceda, Zorrilla, Bécquer, and Larra. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.
SPA 475 — 19th-Century Novel
Spanish novel during the 19th century with special emphasis on the works of Valera, Galdós, Perea, Pardo-Bazán, and Alas. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.

SPA 480 — Generation of ’98
Study of the main tendencies of the Generation of ’98 through selected works of Canivet, Unamuno, Valle Inclán, Baroja, Azorín, and others. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.

SPA 485 — Modern Spanish Drama
Study of the contemporary Spanish theatre, including the works of Benavente, García Lorca, Casqueira, Buero Vallejo, and Arrabal. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.

SPA 490 — Modern Novel in Spain
Study of representative 20th-century Spanish novels, including works of Cela, Lafont, Matute, and Goytisolo. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.

SPA 496 — 20th-Century Spanish-American Fiction
Study of the trends in 20th-century Spanish-American narrative. Representative authors include Rulfo, Fuentes, Borges, Cortazar, García Márquez, and R. Arenas. Prerequisite: SPA 300, and either SPA 310 or 312. 3 credits.

SPA 498 — Special Topics in Spanish
Examination of developments, issues, and/or creative work in the field of Spanish. Prerequisites: SPA 300 and 301 or departmental permission. 3 credits.

SPA 499 — Directed Reading
Prerequisite: departmental permission. 1-3 credits.

GEOGRAPHY
Peter Sakalowsky
CHAIRPERSON

The Geography Department offers a B.A. degree, a B.S. degree in Secondary Education and a B.S. degree with a specialization in Planning. In addition, the Geography Department participates in Cooperative Training for liberal arts majors.

MAJOR IN GEOGRAPHY

Liberal Arts and Secondary Education Programs
This major in geography develops a mastery of basic systematic and regional concepts. A student is prepared either for more specialized graduate work or for entry into business, education, government, and industry. This specialization consists of 30 credits.

GEO 200, 201, 270, 371 and one regional course are required of all majors. GEO 100 and GEO 102 may be taken to satisfy a general education requirement or as free electives but do not count toward the major. GEO 490 is required for all majors in the B.A. degree program. The remaining four courses are to be selected from among the systematic and regional courses listed below:

Systematic Courses
GEO 205 — Economic Geography I
GEO 206 — Economic Geography II
GEO 208 — Political Geography
GEO 260 — Population Geography
GEO 265 — Recreation Geography
GEO 273 — Land Use Planning
GEO 298 — Special Topics
GEO 301 — Landforms
GEO 302 — World Climates
GEO 362 — Urban Geography
GEO 370 — Introduction to Air Photo Interpretation
GEO 372 — Cartography II
GEO 373 — Cartography III
GEO 398 — Special Topics
GEO 437 — The Law of the Sea
GEO 460 — Geographic Information Systems
GEO 461 — Geographic Information Systems II
GEO 470 — Field Techniques
GEO 480 — Computer Applications in Geography
GEO 481 — Spatial Analysis
GEO 494 — Geography for Teachers
GEO 497 — Internship
GEO 498 — Special Topics in Geography

Regional Courses
GEO 311 — United States and Canada
GEO 315 — Connecticut
GEO 325 — Latin America
GEO 330 — Europe
GEO 341 — Asia
GEO 342 — Middle East
GEO 343 — Former Soviet Union
GEO 344 — Central Asia
GEO 345 — Africa
GEO 357 — Marine Geography

Geography secondary education majors receive teaching certification in history and the social sciences. Certification in history and the social sciences requires 18 credits in history beyond the University Requirements including at least one course in non-western history, and at least one course in each of the following areas: economics; political science, psychology and sociology, or anthropology.

Students in this program must also complete specific professional requirements for Initial Teaching Certification in Connecticut. These are listed under the heading Major Programs in Secondary Education in the School of Education.

Bachelor of Science with a Specialization in Planning
This specialization develops the requisite competencies for an entry-level career appointment by governmental agencies and private companies in the areas of planning, mapping, and related activities at the local, state, and federal levels.

Required Courses
GEO 200 — Human Geography
GEO 201 — Physical Geography
GEO 270 — Maps and Map Interpretation
GEO 273 — Land Use Planning
GEO 362 — Urban Geography
GEO 371 — Cartography I
GEO 372 — Cartography II
GEO 497 — Internship

Southern Connecticut State University
2007-08 Undergraduate Catalog
One regional course from the following:

**Regional Courses**
- GEO 311 — United States and Canada
- GEO 315 — Connecticut
- GEO 325 — Latin America
- GEO 330 — Europe
- GEO 341 — Asia
- GEO 342 — Middle East
- GEO 343 — Former Soviet Union
- GEO 344 — Central Asia
- GEO 345 — Africa
- GEO 357 — Marine Geography

**One elective from the following:**
- GEO 205 — Economic Geography I
- GEO 206 — Economic Geography II
- GEO 208 — Political Geography
- GEO 260 — Population Geography
- GEO 265 — Recreation Geography
- GEO 298 — Special Topics
- GEO 301 — Landforms
- GEO 302 — World Climates
- GEO 357 — Marine Geography
- GEO 370 — Introduction to Air Photo Interpretation
- GEO 373 — Cartographic III
- GEO 437 — The Law of the Sea
- GEO 460 — Geographic Information Systems
- GEO 461 — Geographic Information Systems II
- GEO 470 — Field Techniques
- GEO 480 — Computer Applications in Geography
- GEO 490 — Seminar in Geographic Thought
- GEO 494 — Geography for Teachers

**Cognate Area**

All students must either establish competence in mathematics at the Calculus II level (MAT 151) or complete a four-course sequence in a cognate area approved by the Geography Department (e.g., ENV 100, 200, 400, 491). The student satisfies the remaining requirements for cognate area study by taking one course in statistics, 6-9 credits in computer science, and an internship.

**MINOR IN GEOGRAPHY**

The minor consists of 18 credits. The student begins his study with one of the introductory courses GEO 100 or GEO 102, and GEO 200 or GEO 201, none of which may also be used to satisfy the University Requirement. The student then selects four additional courses from the list of geography courses in the catalog, one of which must be a regional course and one a 400-level course.

**CONCENTRATION IN GEOGRAPHY**

A concentration consists of GEO 100 or GEO 102, and GEO 200 or GEO 201, (none of which may also be used to satisfy the University Requirement) and any three other geography courses.

**GEOGRAPHY COURSES**

**GEO 100 — People, Places, and Environments**

Study of the world's natural habitats and cultural landscapes and the interrelationships that may develop among them. 3 credits.

**GEO 102 — World Regional Geography**

Examination of some geographic principles and relationships in regions on every continent. Provides a background for understanding contemporary world events. 3 credits.

**GEO 200 — Human Geography**

Introduction to population, economic, cultural, political, urban, and marine geography and to ecology. 3 credits.

**GEO 201 — Physical Geography**

Physical environments of representative areas: landforms, climates, vegetation, and soils are emphasized, as well as their distribution and significance for man. 3 credits.

**GEO 205 — Economic Geography I**

Analysis and distribution of man's economic activities with special reference to the distribution of man, his agricultural and biocultural systems. 3 credits.

**GEO 208 — Political Geography**

The interrelationships between geographic and political factors in the modern world. Current international, national, and local problems, viewed in their geographic settings, form an important part of the course. 3 credits.

**GEO 260 — Population Geography**

A study of the distribution of people on the earth and the reasons therefore: patterns of population growth and decline, both historical and contemporary; migrations; and biological and cultural characteristics of population. 3 credits.

**GEO 265 — Recreation Geography**

A systematic geography course focusing on the spatial aspects of recreation in both its urban and rural settings with special reference to the United States. The course utilizes the field resources of New Haven and southern Connecticut in analyzing the geographic dimensions of recreation. Prerequisite: junior or senior status. 3 credits.

**GEO 270 — Maps and Map Interpretation**

Characteristics and uses of maps, interpretation of topographic maps, elements of surveying and air photo interpretation, and techniques of cartographic representation. 3 credits.

**GEO 273 — Land Use Planning**

An introduction to the principles of land use planning at the local, regional, state and federal levels. 3 credits.

**GEO 298 — Special Topics**

Examination of developments, issues, and/or creative work in the field of geography. Prerequisite: sophomore, junior, or senior status. 3 credits.

**GEO 301 — Landforms**

A study of landforms and the processes involved in their origin and development with special reference to North America. Occasional field trips are part of the course. 3 credits.

**GEO 302 — World Climates**

The effects of climatic elements and controls and their combinations throughout the world as well as their influences on man and his activities. The study also covers microclimatic factors, climatic classifications, climatic variations, climatic changes, and regional climates. 3 credits.

**GEO 311 — The United States and Canada**

Intensive examination of the environments in which the nations of the North American continent have evolved. Man's adjustment to, and use of, the physical geography of the area is the primary focus. 3 credits.
GEO 315 — Connecticut
A systematic geographic overview of the state. Emphasis on the distribution, function and structure of various geographical phenomena. 3 credits.

GEO 325 — Latin America
The countries, regions and peoples of Latin America, including the Caribbean area, and their regional organizations. Emphasis upon the changing societies of the region and the changing relationships between man and the environment. 3 credits.

GEO 330 — Europe
Geographic factors useful in interpreting conditions in Europe now and in the past. Current European and world situations are emphasized. 3 credits.

GEO 341 — Asia
Geographical basis for life in Asia. Emphasis is on current problems involving historical, political and economic factors, as well as physical factors. 3 credits.

GEO 342 — Middle East
A systematic, historical, cultural, political and economic overview of the region, followed by an in-depth analysis of the individual countries. 3 credits.

GEO 343 — Former Soviet Union
Study of the former Soviet Union, including its physical, human, and economic characteristics, and geopolitical position in Eurasia. 3 credits.

GEO 344 — Central Asia
A systematic and regional examination of the physical and cultural environments of the countries of Central Asia. Emphasis on current conditions related to geographic factors are discussed and analyzed. 3 credits.

GEO 345 — Africa
Study of Africa with reference to the accommodations man has reached with the various environments. The interactions of physical and cultural phenomena are stressed. 3 credits.

GEO 357 — Marine Geography
The geography of the sea; physical nature, floor and coastlines, the living and nonliving resources, and the economic, political and legal aspects of man's utilization of these resources. 3 credits.

GEO 362 — Urban Geography
Study of the distribution, functions and internal structure of cities. The focus is on structure and pattern. 3 credits.

GEO 371 — Cartography I
Techniques and problems in the representation of qualitative and quantitative geographic data. Topics in cartographic principles applicable to compilation, design and execution of maps. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: GEO 270 or departmental permission. 4 credits.

GEO 372 — Cartography II
Continuation of GEO 371, treating topics in cartography and thematic mapping, and utilizing previously acquired cartographic skills. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: GEO 371 or equivalent. 4 credits.

GEO 373 — Advanced Cartography
Advanced cartographic techniques and principles. Focus on the relationship between data and map. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: GEO 372 or equivalent. 4 credits.

GEO 374 — Remote Sensing
Introduction to the principles and applications of remote sensing in geography. Topics include image acquisition, processing, interpretation, and applications. 3 credits.

GEO 375 — Geographic Information Systems II
Introduction to the theoretical and practical aspects of geographic information systems (GIS). Topics include data structures, spatial analysis, and applications in environmental and urban planning. 3 credits.

GEO 376 — Environmental Geodesy
An introduction to the principles and methods of geodesy as applied to environmental studies. Topics include GPS, GIS, and remote sensing. 3 credits.

GEO 377 — Field Techniques
Field techniques for geographic research and investigation. Includes field data collection, map making, and report writing. 3 credits.

GEO 378 — Geophysical Methods
Introduction to geophysical methods and their applications in environmental studies. Topics include gravimetry, magnetic and electric prospecting, and seismic methods. 3 credits.

GEO 379 — Geoinformatics
An introduction to the principles and applications of geoinformatics. Topics include data management, spatial analysis, and visualization. 3 credits.

GEO 380 — Computer Applications in Geography
Principles and methods of computer applications in geography. Topics include GIS, remote sensing, and environmental modeling. 3 credits.

GEO 381 — Spatial Analysis
Introduction to the principles and methods of spatial analysis in geography. Topics include statistical analysis, interpolation, and spatial modeling. 3 credits.

GEO 460 — Geographic Information System (GIS)
Introduction to the fundamental concepts underlying geographic information systems (GIS). A powerful set of tools for storing and retrieving at will and transforming and displaying spatial data from the real world for a particular set of purposes. An overview of the general principles of GIS with a theoretical treatment of the nature and analytical use of spatial information as applied to mapping, environmental, cultural, and economic applications. Students apply the principles of GIS through a series of practical labs using ESRI's ArcView software. Prerequisites: one computer science course and one geography course. 4 credits.

GEO 461 — Geographic Information Systems II
Focus on the underlying theoretical and technical issues related to geographic information system (GIS) and geographic information science. Applications including the basic set of procedures for encoding, storing, managing, and displaying spatial data for scientific, business, and policy analysis. Theoretical treatment focuses on geodesy, computer-assisted spatial statistics, visualizations, and spatial data structures. Prerequisite: GEO 460. 4 credits.

GEO 470 — Field Techniques
Course involves field study in either the southern Connecticut region or an area outside the United States. Areas are visited and mapped and techniques of field research are studied dealing with the physical and human aspects of the environment. 3 credits.

GEO 480 — Computer Applications in Geography
Geographical data processing, using available computer programs and development of programming techniques emphasizing geographical concepts. Prerequisite: CSC 100 or equivalent, and at least two geography courses or departmental permission. 3 credits.

GEO 481 — Spatial Analysis
Application of statistical techniques to analyze geographic phenomena. Prerequisites: 3 credits in GEO. 3 credits.

GEO 490 — Seminar in Geographic Thought
Philosophical framework of geography with special reference to the United States since 1859. 3 credits.

GEO 494 — Geography for Teachers
Methods of teaching geography are designed for elementary and secondary school education majors. The class uses National and State Geography Standards and incorporates the Five Themes of Geography (location, place, relationships within places, movement, and regions) as curriculum organizers. Classroom lessons will model a variety of teaching strategies. The use of computer tools is expected. Prerequisites: three geography courses or departmental permission. 3 credits.

GEO 497 — Geography Internship
Practical training in a variety of government agencies and private firms, working under supervision of the employer's representative and a faculty administrator. Prerequisite: Senior status and 12 credits in geography. Program must be approved in advance by the department. 3-6 credits.

GEO 498 — Special Topics in Geography
Examination of developments, issues, and/or creative work in the field of geography. Prerequisites: junior or senior status. 3 credits.
HISTORY

Steven Judd
CHAIRPERSON

MAJOR IN HISTORY

Liberal Arts and Secondary Education Programs

The major in history provides a fundamental knowledge of societies and their cultures. Students study the origins, nature, and effects of historical change. They also learn the language and methodologies that historians employ in their analysis of the human experience.

The history major (33 credits) may be undertaken to attain professional, academic, or cultural objectives, including preparation for graduate study and careers in teaching, business, government and many other professions. There are two undergraduate degree programs in the history department: the B.A. degree in history and the B.S. degree in history (with teacher certification).

All history majors must include in their program the following: HIS 200; at least three credits at or above the 300-level in each of the three areas (European history, U.S. history, and non-western history); and HIS 485. All B.A. and B.S. degree candidates in history will therefore earn a minimum of 15 credits in the concentration at or above the 200-level.

The B.A. degree program requires that students complete 45 credits of electives in any field of study at the University. Liberal arts majors are free to construct a program to suit their particular needs as long as all departmental requirements above are fulfilled.

The B.S. degree program requires that students complete one course in each of the following: geography, economics, and political science. The program also requires that students complete 14 credits of electives in any field of study. The specific professional requirements for Initial Teacher Certification in Connecticut are listed under the heading Major Programs in Secondary Education in the School of Education.

Requirements for major (B.A. degree program)
HIS 200 — Historical Methods and Materials

At least three credits at or above the 300-level in each of: European, U.S., and non-western history
HIS 485 — Seminar in History

An additional 18 credits of HIS electives

Requirements for the major (B.S. degree program)
HIS 100 — Western Civilization I
HIS 101 — Western Civilization II
HIS 112 — U.S. History
HIS 200 — Historical Methods and Materials

At least three credits at or above the 300-level in each of: European, U.S., and non-western history
HIS 485 — Seminar in History

An additional 15 credits of HIS electives

Non-Western Specialization (Electives)
HIS 104 — Islamic Civilization
HIS 105 — Introduction to Southeast Asia: Southeast Asia to 1500
HIS 229 — Cuba and Puerto Rico
HIS 240 — The Middle East from Muhammad to the Mongols
HIS 241 — The Modern Middle East
HIS 243 — Traditional East Asia
HIS 244 — Modern East Asia
HIS 245 — History of Africa
HIS 246 — African Politics and Culture in the 20th Century
HIS 300 — Vietnam War Era
HIS 320 — History of the Indochina Wars 1965-1993
HIS 340 — The Crusades
HIS 341 — Islamic Fundamentalism
HIS 342 — 20th Century China
HIS 344 — West Africa in the Modern World
HIS 347 — Cultural Confrontation in the Third World
HIS 372 — Major Powers of Latin America
HIS 409 — Ethnic Groups and Ethnic Conflict
HIS 499 — Independent Study

European History Specialization (Electives)
HIS 100 or 101 — Western Civilization I, II
HIS 202 — European History Through Film
HIS 217 — Women in Modern Europe
HIS 221 — Ancient History: Classical Greece & Rome
HIS 222 — Medieval Europe
HIS 231 — England from Romans to Cromwell
HIS 232 — England and the British Empire
HIS 235 — The Holocaust
HIS 236 — Origins of Modern Germany
HIS 237 — Modern Germany
HIS 238 — The Italians
HIS 239 — Spain and Portugal
HIS 242 — Imperial Russian and Soviet History, 1800-1991
HIS 247 — Early Modern France
HIS 301 — Roman Empire
HIS 303 — England and France in the Middle Ages
HIS 304 — Renaissance and Reformation
HIS 305 — Europe in the 17th Century
HIS 306 — Europe in the 18th Century
HIS 307 — Europe in the 19th Century
HIS 308 — Europe in the 20th Century
HIS 316 — History of Ancient Greece
HIS 317 — History of Rome from its Origins to Caesar
HIS 330 — Religion and Society in the Byzantine Empire
HIS 336 — Nazi Germany
HIS 343 — Modern Eastern Europe
HIS 373 — Bourbons, Revolution, & Napoleon: France 1789-1870
HIS 374 — The French Republic: Problems Since 1870
HIS 375 — Themes In Russian History to 1800
HIS 499 — Independent Study

American History Specialization (Electives)
HIS 110, 111, or 112 — U.S. History
HIS 162 — Connecticut History
HIS 201 — U.S. History Through Film
HIS 203 — History of U.S. Business
HIS 204 — History of American Family
HIS 210 — U.S. Black History
HIS 211 — History of U.S. Criminal Justice
HIS 212 — History of Violence in America
HIS 200 — Historical Methods and Materials
Examination of problems in historical analysis and interpretation. Emphasis on historical reasoning, research, and writing. Consideration of methodological approaches and historical materials. 3 credits.

HIS 201 — U.S. History Through Film
As primary documents of their time, films are studied to illuminate the historical era in which they were made. They also are used to demonstrate how films can reflect many of the distortions, inaccuracies and myths about America's past. 3 credits.

HIS 202 — European History Through Film
European political, social and intellectual history reflected in films of various countries. 3 credits.

HIS 203 — History of U.S. Business
The major changes in the American business system and its relationship with the social, political, economic and legal environment, with special emphasis on the 19th and 20th centuries. 3 credits.

HIS 204 — History of American Family
Studies changing roles and relationships within the American family in its many forms and examines the relationship between government, society, and the family, with emphasis on the 19th and 20th centuries. 3 credits.

HIS 210 — U.S. Black History
The origins of the black migration to American and contributions of black men and women in American historical development. 3 credits.

HIS 211 — History of U.S. Criminal Justice
Examination of the evolution of criminal justice in the U.S. 3 credits.

HIS 217 — Women in Modern Europe
Varied conditions of European women's lives from 1700 to the present. Includes social roles, political activism, work, motherhood, sexuality, and the impact of revolutions and world wars. 3 credits.
HIS 220 — Sports in U.S. History
An examination of the history of organized sports and their cultural and social impact in the U.S. 3 credits.

HIS 221 — Ancient History: Classical Greece and Rome
The social and political history of the Classical world from the origin of the Greek city-state to the empire of Rome under Julius Caesar. Topics include tyranny and democracy in Classical Greece, the Republic of Rome, and the creation of the Roman Empire. Prerequisite: HIS 100. 3 credits.

HIS 222 — Medieval Europe
Society, culture, and institutions of Europe during the Middle Ages. Topics include theories of economic collapse and recovery, problems of Church and State, monasticism, heresy, feudalism, and the creation of modern Europe. Prerequisite: HIS 100. 3 credits.

HIS 229 — Cuba and Puerto Rico
The development of modern Puerto Rico and Cuba. Topics include Fidel Castro, Communist influence, and independent movements in Puerto Rico. 3 credits.

HIS 231 — England from Romans to Cromwell
The social, constitutional and political changes as England progressed from a number of small, semi-independent states to a well-organized national monarchy. Anglo-Saxon England; the Norman conquest and the newly-developed Norman form of government; the rise of parliamentary government and the emergence of a modern, bureaucratically controlled government taking England through its religious reformation are major areas. 3 credits.

HIS 232 — England and the British Empire
The dramatic constitutional crises of the 17th century. The Puritan movement, the development of Parliament, the industrial age, and expansion of the empire are major topics. The problems of an industrialized state moving toward democratic control are stressed in the last section of the course. 3 credits.

HIS 233 — The Holocaust
Examines the origins, development, and consequences of the Nazi attack on European Jews. Important questions about the motives, options, and experiences of the victims, perpetrators, and by bystanders of the Holocaust. Reading, discussing, and writing about surviving primary sources. Historical debates around questions of guilt, responsibility, anti-Semitism, racism, faith, resistance, and memory. 3 credits.

HIS 236 — Origins of Modern Germany
The rise of Germany from a politically, culturally, and economically fragmented nation to the dominant power on the European continent. Stress is placed on the developments that allow for the rise of Prussia and exclusion of Austria in German unification, German development after unification, and the events leading to war and the collapse of the German Empire. 3 credits.

HIS 237 — Modern Germany
The origins and collapse of Weimar Germany; Weimar culture, the rise of the Nazi party and its seizure of power; the road to World War II; the collapse of Nazi Germany; Allied occupation and the division of Germany; and German reunification and the role of Germany in the 21st century. 3 credits.

HIS 238 — The Italians
Civilization in Italy from the Renaissance to the 20th Century. The continuing development of Italian society, especially the creative forces in the arts, literature and thought, in the great epochs and centuries from the Quattrocento to date, and its impact upon the Western world. 3 credits.

HIS 239 — Spain and Portugal
Development of the Iberian nations from their prehistoric origins through their place in the contemporary world. Special emphasis is placed on the predominant role played by Spain in Europe and the world in the early modern era (1400-1650). 3 credits.

HIS 240 — The Middle East from Muhammad to the Mongols
History of the Muslim Middle East from ca. 500 C.E. to 1500 C.E. Topics include the rise of Islam, its expansion and cultural achievements, and the impact of migration from the East, culminating in the Mongol invasion. 3 credits.

HIS 241 — The Modern Middle East
History of the Middle East from ca. 1500 C.E. through World War II. Topics include the rise and fall of the Ottoman and Safavid Empires, the impact of colonialism and world trade, and the emergence of nationalism and fundamentalism. 3 credits.

HIS 242 — Imperial Russian and Soviet History, 1800-1991
Examines the major political, social, and cultural developments, and assesses their impact on European and world history. Emphasis on the Great Reforms, the role of the intelligentsia, the February and October revolutions of 1917, and the Stalin era. 3 credits.

HIS 243—244 — Traditional and Modern East Asia
China-Japan from their early beginnings through the western impact and including modern developments up to the present. 3 credits each.

HIS 244 — History of Africa
African history from 1000 A.D. to the present. Important kingdoms, international trade and cultural development in tropical (sub-Saharan) Africa stressed. The 19th and 20th centuries emphasized, including African responses to colonialism. Prerequisite: 3 credits in history. 3 credits.

HIS 246 — African Politics and Culture in the 20th Century
Description and analysis of modern Africa, providing insights into urban and rural-traditional life. Historical background, stability, and change in African societies, and data from other disciplines are integrated within this course. 3 credits.

HIS 247 — Early Modern France
Governmental, societal, and cultural developments in France from 1400-1815. Influence of the intellectual movements from the Renaissance to the Enlightenment of French society and culture. The relationship between Church and State and the rise of a bureaucratic government. Political, social, and economic tensions surrounding the end of the old regime. 3 credits.
HIS 248 — American Constitution in Historical Perspective
The American Constitutional System — written and unwritten — from its origins to 1953. Issues surrounding the evolution of constitutional and legal structures; rights and remedies; the content of justice; the organization of government and the sociopolitical impact of significant political and judicial decisions are examined in historical context. This course may be taken for American Political Foundations credit. 3 credits.

HIS 249 — Freedom and Order: The Recent American Constitution
The American Constitution from the school desegregation crisis to the present day. Issues regarding the development of constitutional and legal structures; civil rights and civil liberties; updating the Bill of Rights; privacy and gender; the justice system; expansion of government and abuse of power; the American political process; and the impact of contemporary executive, judicial, and legislative decisions are examined and evaluated. 3 credits.

HIS 256 — The City in U.S. History
Study of the city and its impact upon American society. Attention is given to the European municipal inheritance and the American colonial town during the 17th and 18th centuries, but the primary focus is upon the 19th century industrial city and the 20th century metropolis. 3 credits.

HIS 257 — American Indian History to 1850
Surveys the histories of the First Peoples of North America (north of Mexico) from earliest times up to the mid-1800s. 3 credits.

HIS 258 — American Indian History since 1850
Surveys the histories of the First Peoples of North America (north of Mexico) from the mid-1800s to the present day. 3 credits.

HIS 300 — The Vietnam War Era
Historical, cultural, social, geopolitical aspects of the 1st and 2nd Indochina Wars. Attention is given to Vietnamese anti-colonialism; military strategy and major battles; U.S. international and domestic concerns; and the effect on American society of America's involvement in Indochina. Prerequisite: 9 credits in HIS. 3 credits.

HIS 301 — The Roman Empire
The history of Roman civilization from the Saxon period to its completion in 1715. History of the primary public and private institutions of governance, including the Common Law and Justice; Writs, Rights, and Remedies; Royal Courts and Local Administration; Kingship and Prerogative Powers, Parliament and Policy; Private Land Tenures and Property Rights; Church and State; Application of English precedents to American practice. Prerequisite: 9 credits in HIS. 3 credits.

HIS 304 — Renaissance and Reformation
Development of medieval institutions under the influence of medieval art and technology, new geographical discoveries and the rediscovery of the ancient world. Prerequisite: 9 credits in HIS. 3 credits.

HIS 305 — Europe in the 17th Century (1600-1715)
Study of the emergence of strong nation states, absolutism vs. anarchy in France, the rise of Parliament in England, the Thirty Years' War in the Germanies, and, in Europe, generally, the scientific revolution. Attention is given to the creative forces of the period—its writers, artists, thinkers, and theorists. Prerequisite: 9 credits in HIS. 3 credits.

HIS 306 — Europe in the 18th Century (1715-1789)
Study of Europe in the eighteenth century from the twilight of the reign of Louis XIV through the Rococo era. A graceful, culturally-rich period of history, which brought with it, paradoxically, a rise in colonialism and the quest for overseas empires. Prerequisite: 9 credits in HIS. 3 credits.

HIS 307 — Europe in the 19th Century
The major socio-political movements of the nineteenth and early twentieth centuries, including the age of Metternich, the rise of nationalism, the impact of European imperialism and the meaning of World War I. Prerequisite: 9 credits in HIS. 3 credits.

HIS 308 — Europe in the 20th Century
Interpretation of the present by studying the immediate past, the "new" internationalism, social, political, and philosophical thought in the 20th century, the rise of dictatorships, World War II, the Cold War, and the political and cultural problems facing the new united Europe. Prerequisite: 9 credits in HIS. 3 credits.

HIS 311 — Workers in America I
History of workers and work in America from 1500 up to the Great Depression. Focus will be on experiences of different groups of workers and labor regimes, including indentured servitude, slavery, "women's work," and wage work. Origins and rise of capitalism as well as rise of the labor movement are also analyzed. Prerequisite: 9 credits in HIS. 3 credits.

HIS 312 — Workers in America II
History of workers and work in America from the Depression through present. Focus is on the momentous changes in the socio-economic landscape since the 1930's and the efforts of diverse groups of workers to cope with and adapt to them. Examines the rise of the AFL-CIO as well as radical alternatives, the rise and fall of the industrial workplace, the onset of service- and technology-sector jobs and the efforts of working people to achieve broader racial and gender equality. Prerequisite: 9 credits in HIS. 3 credits.

HIS 313 — English Origins of American Law
The English Constitutional - Legal System from the Anglo-Saxon period to its completion in 1715. History of the primary public and private institutions of governance, including the Common Law and Justice; Writs, Rights, and Remedies; Royal Courts and Local Administration; Kingship and Prerogative Powers, Parliament and Policy; Private Land Tenures and Property Rights; Church and State; Application of English precedent to American practice. Prerequisite: 9 credits in HIS. 3 credits.

HIS 314 — American Roots
A study of the family as a major institution in American culture, and examination of immigration and migration patterns of several ethnic and racial groups. Discussion of the effects of historical forces upon ordinary people; problems associated with prejudice and assimilation; tracing the changing roles of women, men, and children; utilizing different kinds of records and evidence to write a three generational family history. Prerequisite: 9 credits in HIS. 3 credits.

HIS 315 — American Constitution in Historical Perspective
The American Constitutional System — written and unwritten — from its origins to 1953. Issues surrounding the evolution of constitutional and legal structures; rights and remedies; the content of justice; the organization of government and the sociopolitical impact of significant political and judicial decisions are examined in historical context. This course may be taken for American Political Foundations credit. 3 credits.

HIS 316 — Freedom and Order: The Recent American Constitution
The American Constitution from the school desegregation crisis to the present day. Issues regarding the development of constitutional and legal structures; civil rights and civil liberties; updating the Bill of Rights; privacy and gender; the justice system; expansion of government and abuse of power; the American political process; and the impact of contemporary executive, judicial, and legislative decisions are examined and evaluated. 3 credits.

HIS 317 — The City in U.S. History
Study of the city and its impact upon American society. Attention is given to the European municipal inheritance and the American colonial town during the 17th and 18th centuries, but the primary focus is upon the 19th century industrial city and the 20th century metropolis. 3 credits.

HIS 318 — American Indian History to 1850
Surveys the histories of the First Peoples of North America (north of Mexico) from earliest times up to the mid-1800s. 3 credits.

HIS 319 — American Indian History since 1850
Surveys the histories of the First Peoples of North America (north of Mexico) from the mid-1800s to the present day. 3 credits.

HIS 320 — The Vietnam War Era
Historical, cultural, social, geopolitical aspects of the 1st and 2nd Indochina Wars. Attention is given to Vietnamese anti-colonialism; military strategy and major battles; U.S. international and domestic concerns; and the effect on American society of America's involvement in Indochina. Prerequisite: 9 credits in HIS. 3 credits.

HIS 321 — The Roman Empire
The politics, personalities, and society of imperial Rome from the settlement of Augustus to the fall of Rome. Topics include the imperial peace, the rise of Christianity, and the decline and fall of the empire in the West. Prerequisite: 9 credits in HIS. 3 credits.

HIS 322 — England and France in the Middle Ages
Origins and development of two of the dominant powers of modern Europe. Topics will include: Britain and the historical Arthur, the Norman Conquest, Plantagenet kingship and the emergence of Parliament, feudal disintegration and recovery in France, the Hundred Years War. Prerequisite: 9 credits in HIS. 3 credits.
HIS 316 — History of Ancient Greece
The political and social history of ancient Greece, from the Minoan and Mycenaean periods to Roman annexation in BC 146. Prerequisites: HIS 100, 101, or departmental permission. Prerequisite: 9 credits in HIS. 3 credits.

HIS 317 — History of Rome from its Origins to Caesar
The history of ancient Rome and the Roman Republic, from the founding of the city of the Civil Wars and the dictatorship of Caesar. Prerequisites: HIS 100, 101, or departmental permission. Prerequisite: 9 credits in HIS. 3 credits.

HIS 318 — Women in American History 1620-1890
Examines the variety of experiences of groups of American women and presents a broad outline of major social, economic, political, legal, and cultural changes in women’s lives from the seventeenth through the late nineteenth centuries. Prerequisite: 9 credits in HIS. 3 credits.

HIS 319 — Women in American History 1865 - Present
Examines the variety of experiences of groups of American women and presents a broad outline of major social, economic, political, and cultural changes in women’s lives from the late nineteenth century to the present. Prerequisite: 9 credits in HIS. 3 credits.

HIS 320 — History of the Indochina Wars 1965-1993
History of the Indochina Wars in Cambodia, Laos, and Vietnam from the introduction of U.S. ground troops in March 1965 through the U.N. sponsored elections in Cambodia 1993. Discusses the international political arena, domestic dissent, military strategy and tactics, and the results of the Indochina Wars for the Indochinese peoples. Prerequisite: 9 credits in HIS of which 3 credits must be HIS 300. 3 credits.

HIS 330 — Religion and Society in the Byzantine Empire
The evolution of Eastern Orthodox Christianity in the social, cultural, and political contexts of the Byzantine Empire. Prerequisite: 9 credits in history. 3 credits.

HIS 336 — Nazi Germany
An advanced reading and discussion course concentrating on differing interpretations of Nazi Germany. Prerequisite: 9 credits in HIS. 3 credits.

HIS 340 — The Crusades
History of the crusades from the eleventh century through the fall of the last Latin state in the Middle East in 1291. Discusses why crusading became a central agenda for European leaders, the theological implications of religious violence and the significance of political and cultural exchanges between crusaders and Middle Eastern peoples. Prerequisite: 9 credits in HIS. 3 credits.

HIS 341 — Islamic Fundamentalism
History of Islamic reform movements as intellectual/theological phenomena and as sociopolitical organizations. Includes discussions of pre-modern roots of Muslim fundamentalist thought and of contemporary groups, both reactionary and progressive. Prerequisite: 9 credits in HIS. 3 credits.

HIS 342 — 20th Century China
The political developments in 20th Century China from the National Revolution of 1911 through the years of Nationalist rule and the birth of the People’s Republic of China to the present. Prerequisite: 9 credits in HIS. 3 credits.

HIS 343 — Modern Eastern Europe
Examines the history of Eastern Europe in the nineteenth and twentieth centuries. Topics include nationalism, the formation of nation states, modernization, war, and Soviet overlordship. Prerequisite: 9 credits in HIS. 3 credits.

HIS 344 — West Africa in the Modern World
Significant West African societies and leaders contributing to modernization and the creation of new countries during the nineteenth and twentieth centuries. Major themes include trade, nation-building and social change. Prerequisite: 9 credits in HIS. 3 credits

HIS 347 — Cultural Confrontation in the Third World
An analysis of relationships among Europeans, Africans, and Asians during the period of European domination. Emphasis is on social-cultural impact, social change, and the legacy of European expansion. Prerequisite: 9 credits in HIS. 3 credits.

HIS 350 — Colonial U.S. History I
Study of Spanish, French, Dutch as well as English efforts to settle the New World. Certain key problems such as the London Company’s settlement of Virginia, the expulsion of Roger Williams from Massachusetts Bay, Bacon’s Rebellion, the Colonial wars with France, the growth of English Imperial policies, the cultural development of the Colonies, the coming of Revolution and the struggle for independence are given special attention. Prerequisite: 9 credits in HIS. 3 credits.

HIS 352 — Early Republic
The launching of the new government under the Articles of Confederation and the Constitution of 1787; the establishment of America’s place among the nations; the emergence of political parties; the beginning of westward expansion and the shaping of the distinctive American character. Prerequisite: 9 credits in HIS. 3 credits.

HIS 353 — Roots of Modern America: 1828-1865
Analysis of the causes, nature, and impact of rapid economic, political, and social change in 19th century America, and of slavery, the sectional controversy, and the Civil War. Prerequisite: 9 credits in HIS. 3 credits.

HIS 354 — The New Nation: 1865-1918
Political, economic and social developments in the United States beginning with Reconstruction through the rise of big business and the progressive era. Prerequisite: 9 credits in HIS. 3 credits.

HIS 355 — America Between Two Wars: 1919 to 1945
The "lost" peace of 1919-1920, the politics and culture of the 1920’s, the onset of the Great Depression and the policies of the Hoover Administration, the New Deal, the breakdown of the peace, American policy up to Pearl Harbor, and American participation in World War II with special attention given to the home front. Prerequisite: 9 credits in HIS. 3 credits.

HIS 357 — Recent American History: 1945 to the Present
The beginning of the Cold War with special attention to its domestic effects, political and cultural problems through the 1960’s, and intellectual developments since the end of World War II. Prerequisite: 9 credits in HIS. 3 credits.
HIS 358 — American Frontiers
Examines the histories of the multiple frontiers that have existed in North America, from those created by American Indians prior to 1492 to those developed by various European nations and offshoots of European nations (e.g., the USA) after 1492. Also assesses the ways in which Americans have used and interpreted their frontier histories. Prerequisite: 3 credits in history. Prerequisite: 9 credits in HIS. 3 credits.

HIS 360 — U.S. Foreign Policy I
American foreign policy from 1776-1895 with emphasis on the place of cultural attitudes, geographic location, English cultural heritage and slow evolution of the machinery and philosophy of foreign policy. Prerequisite: 9 credits in HIS. 3 credits.

HIS 361 — U.S. Foreign Policy II
U.S. foreign policies from 1895 to the present. Emphasis is on imperialistic practices, wars, measures to secure the peace, world organizations, the method of establishment and presidential foreign policies from McKinley to the present. Prerequisite: 9 credits in HIS. 3 credits.

HIS 363 — New England: 1620-1860
The political, economic, and social forces which existed in New England and their contributions to the growth of the American democratic process. Prerequisite: 9 credits in HIS. 3 credits.

HIS 364 — Travel to the Hawaiian Nation
On campus classes and hosted travel to Hawaii. Offers students an opportunity to explore the culture and history of Hawaii and its indigenous people through immersion in many aspects of Hawaiian culture. Gender, race, and indigenous rights are emphasized. Prerequisite: departmental permission. 3 credits.

HIS 365 — Hawaiian History
Survey of the ancient and contemporary indigenous cultures of Hawaii and Hawaiian interactions with colonial and imperialist powers over time. Topics include ancient Hawaiian society and culture, the rise of the Hawaiian monarchy, and the formation of Hawaii as an American territory and state. Prerequisite: 9 credits in HIS. 3 credits.

HIS 370 — Public History
An overview of the practice of history for the benefit of the general public and in a public setting. It is also designed to acquaint history majors or prospective majors with professional opportunities in non-teaching history-related careers. Prerequisite: 9 credits in HIS. 3 credits.

HIS 371 — Historic Preservation and Restoration
Study of preservation projects in America by means of traditional classroom methods, slide and motion picture presentations, and field trips. At least one class project on a local restoration. Prerequisite: 9 credits in HIS. 3 credits.

HIS 372 — The Major Powers of Latin America
This course will examine the modern development of the leading countries in Latin America (Brazil, Argentina, Chile and Mexico). The focus will be on the 19th and 20th centuries. Past problems and future prospects for the entire region are discussed. Prerequisite: 9 credits in HIS. 3 credits.

HIS 373 — Bourbons, Revolution and Napoleon: France 1789-1870
The period 1789-1871 includes the study of the Revolution, Napoleonic France, the Congress of Vienna, the Restoration, Louis-Philippe and the July Monarchy, Louis Napoleon, the Second Republic and the Second Empire, the Franco-Prussian War, clericalism, royalism, and intellectual contributions. Prerequisite: 9 credits in history. 3 credits.

HIS 374 — The French Republic: Problems Since 1870
The period 1871-1958; the Third Republic, the introduction of socialism and communism, colonial developments, World War I, the interwar years, World War II, the Fourth Republic, and decolonization. For history majors or minors and French language majors. Prerequisite: 9 credits in HIS. 3 credits.

HIS 375 — Themes in Russian History to 1800
Russian history from its beginnings to 1800. Examines the major geographic, economic, social, political, and cultural factors that have shaped the history of Russia to 1800. Prerequisite: 3 credits in history. Prerequisite: 9 credits in HIS. 3 credits.

HIS 409 — Ethnic Groups and Ethnic Conflict: An International Perspective
A comparative analysis of the causes and implications of ethnic conflict. Case studies from Europe, Asia and Africa are examined to illustrate the topics of ethnicity, race and nationalism. 3 credits.

HIS 410 — U.S. Social and Intellectual History
U.S. social and intellectual development from Colonial days to the present. Prerequisite: 3 credits in history. 3 credits.

HIS 438 — The Evolution of Science to 1900
The growth of the scientific process and of scientific knowledge with special emphasis on the 250 years beginning with the scientific revolution and on the contributions of the men and women who were the architects of this growth. Prerequisites: Two courses in the sciences, one a physical science, the other a biological or an earth science, and a course in world history. 3 credits.

HIS 485 — Seminar in History
The tools necessary for becoming an historian are presented by the methodologies of noted American and European historians. Required of all majors. Prerequisites: HIS 200 and 18 credits in history and senior status. 3 credits.

HIS 497 — 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. 3-6 credits.

HIS 499 — Independent Study
Prerequisite: departmental permission. 1-3 credits.
HONORS COLLEGE

Terese Gemme
DIRECTOR

High school seniors with outstanding academic ability may request to join the Honors College when they are admitted as freshmen. Information on the Honors College may be obtained from the University’s Admission Office as well as from the Honors College Office, Engleman B225A. Transfer students and already matriculated students who have completed fewer than 30 credits and who have achieved strong academic records may be considered for admission to the Honors College. Under exceptional circumstances, able students who have completed more than 30 credits may be admitted with permission of the director. Certain Honors College courses are open to upperclass students not enrolled in the Honors College, with the permission of the director; these Honors courses must be counted as electives and may not be accepted as substitutes for University Requirements.

Honors College students must complete eight Honors College courses, which together replace most University Requirements. Four of these eight courses are specifically required: HON 150, 260 or 261, 270 and 280. In addition, students must complete one of following three courses: HON 210, 220, and 240; they must also complete one of these three courses: HON 230, 250, and 290. Students may select any two additional 200-level Honors College courses to complete their requirement of eight. Exceptions to this curriculum require the approval of the director.

Students in the Honors College are required to complete the mathematics and public health requirements appropriate to their major, two half-credit courses in exercise science, and the foreign language requirement for the B.A. degree program, demonstrating competence at the fourth college semester level.

Students who complete all eight Honors College courses thereby fulfill the L-course requirement. Students who complete six or seven Honors courses receive credit for two L courses; students who complete three to five Honors courses receive credit for one L course. Students completing fewer than three Honors College courses receive no L credit.

Honors College students must also complete any University Requirements specifically required by individual departments in order to complete the major, unless these courses are waived by their department. It is imperative that Honors College students confer with an adviser in their major to determine if any University Requirement normally covered by the Honors College curriculum is required for their major.

Students in the Honors College may select a major in any department and may be enrolled in any school of the University. They must complete the same requirements set by their major as would students not in the Honors College.

Honors College juniors must complete HON 350. They are also strongly encouraged to undertake a community-service internship for an additional, variable-number of HON 499 credits. Seniors must follow one of two alternative tracks to complete requirements for graduation from the Honors College. Seniors may enroll for honors thesis or creative project credit in the appropriate department, which may be their major department or any other department whose chairperson accepts them as candidates. Most students also enroll for three credits of independent study during the semester before enrolling for thesis credits. During their senior year, Honors College students also enroll for HON-400 — Research Colloquium, for one credit, and also for HON-401 — Thesis Colloquium, for one-half credit.

HONORS COLLEGE COURSES

HON 150 — Introduction to Critical Inquiry
The development of skills necessary for reading critically and for writing correct, clear, well-organized prose. 3 credits.

HON 210 — The Idea of Self: The Ancient World
Selected aspects of ancient cultures are examined. Students' written work is emphasized. 3 credits.

HON 220 — The Idea of Self: Middle Ages to Renaissance
Examination of the culture of the Middle Ages to the Renaissance through the study of art, literature, science, religion, philosophy, and social structure. 3 credits.

HON 230 — Cultures and Nationalism, 1750-1918
Examines the intersection of culture and nationalism in Europe between 1750-1918. Topics include theories of nationalism; the impact of the French Revolution and the Napoleonic Wars; the relationship between nationalism and liberalism; colonialism; the invention of tradition and the formation of national cultures; the decline of empires and the creation of national states; the development of national styles, national collections, and imagery of national significance. 3 credits.

HON 240 — The Non-Western World
A survey of selected non-Western cultures through the study of significant indigenous literature, art, religion, philosophy, or history, as well as the political and social structures of the time. 3 credits.

HON 250 — The City in Western Civilization
Interdisciplinary study of western cities, which emphasizes mechanisms of integration and disintegration in their evolution. Individual cities such as Venice, Florence, Amsterdam, Paris, London, New York, San Francisco, and Mexico City may be presented as illustrations. 3 credits.

HON 251 — Race and Ethnicity in the 20th Century
The historical and cultural roots of racial and ethnic prejudice and discrimination in the 20th century. 3 credits.

HON 253 — Society and Politics as Theatre
An examination of how elements of theatre participate in personal, social, and international relations. 3 credits.

HON 255 — Ambiguity and Uncertainty in the Arts and Sciences: Grey Matters
What is ambiguity? What is uncertainty? How do they differ? What role do they play in helping and hindering learning and understanding in different fields? Focus is upon one discipline from the fine arts and humanities and one selected from mathematics and the sciences. 3 credits.

HON 260 — The Idea of Nature I
Ancient and modern science compared; the roles of experiment; the concepts and meanings of science. Lecture/Laboratory, 4 hours. 3 credits.

HON 261 — The Idea of Nature II
A comparative examination of the historical development of the ideas/models of nature as devised in the West with those in Eastern traditional cultures. 3 credits.
INTERDISCIPLINARY COURSES

FYE 101 — Introduction to Intellectual and Creative Inquiry
This first year experience course creates the scaffolding for a successful transition from high school to university life by providing a thorough grounding in the values, tools, and procedures of academic inquiry, while simultaneously introducing students to university and personal support systems. 3 credits.

IDS 110 — Experiencing the Arts
Experiential orientation to the creative art — music, art, drama, dance — and their relationships. Materials, processes and basic skills of each of the arts explored through a variety of class activities. No previous experience necessary. 3 credits.

IDS 300 — Study Abroad, Direct Exchange
Holding credits for SCU students participating in full-time, semester-long foreign study on a direct-exchange program. Upon successful program completion, students are awarded transfer credits. Students must meet entrance requirements, complete all paperwork, maintain contact with instructor while abroad, and present official transcript in a timely manner upon return. 15 credits.

IDS 301 — Study Abroad, Non-Direct Exchange
Holding credits for SCU students participating in full-time, semester-long foreign study on a non-direct-exchange program. Upon successful program completion, students are awarded transfer credits. Students must meet entrance requirements, complete all paperwork, maintain contact with instructor while abroad, and present official transcript in a timely manner upon return. 15 credits.

IDS 310 — Community Mental Health
Study of the problems of mental illness, their identification, prevention and control. Attention is given to working effectively with professional groups in a community health network. 3 credits.

IDS 360 — Mentoring in the Community
Part of an outreach program to help at-risk students in New Haven graduate from high school and prepare for post-secondary school education. Instructs students in the art and science of mentoring. Skills are taught during a weekly class covering a broad range of topics related to the mentoring process. The mentoring committee must interview students before registration. 3 credits.

IDS 361 — Mentoring in the Community II
Part of an outreach program to help at-risk students in New Haven graduate and prepare for post-secondary education. Instructs undergraduate students in the art and science of mentoring. Skills taught during a weekly class cover a broad range of topics related to the mentoring process. The mentoring committee must interview interested students before registration. 3 credits.

IDS 449 — Theory to Practice - A School-Based Practicum
Students spend three hours a week in a local public school under the supervision of faculty in partnership with classroom teachers, applying what they have learned in courses. Prerequisites: SED 225, 335, 365. 375 and 435. 3 credits

IDS 452 — Seminar in Reflective Practice
Provides an opportunity to discuss and problem-solve issues pertinent to student-teaching assignments, updating professional portfolio, and issues related to first year teaching. 3 credits.

INTERDISCIPLINARY

Interdisciplinary courses differ from other courses in several ways. The seminar format allows for a more creative and individual exchange of ideas. In addition, the issues selected for discussion encourage students to conduct original research to support their ideas. Students acquire a multi-disciplinary perspective on ideas by viewing them from their own disciplines as well as from the disciplines of others. These features contribute to a challenging intellectual experience enriched by the cross-fertilization of ideas.
IDS 455 — Culture of India (Art/History/Philosophy)  
Non-western culture of great antiquity and modern vigor through study of India’s development: its laws, religions, philosophies, literature, fine arts, achievements, rulers, and teachers. 3 credits.

IDS 460 — Life Forces in Environmental Experience (Art/Education/Science)  
A study of the social and personal interactions which affect and direct environmental change. Prerequisite: juniors and seniors preferred. 3 credits.

IDS 470 — Literacy in the Content Areas  
A study of important literacy strategies for content area teachers to scaffold instruction so that all learners can access content area texts and instruction. Strategies for vocabulary acquisition, word decoding, reading comprehension, writing, and study skills are covered. Class participants learn research-based methods of curriculum adaptation and modification. Special Condition: Gate 3. Prerequisites: EDU 413, or ART 370, or EXS 352. 1.5 credits.

IDS 471 — English Language Learners in the Classroom  
This course is for future and current public school teachers, to increase their effectiveness in helping English Language Learners (ELLs) learn and remember selected content (i.e., math, science, social studies, and literature). The course focuses on ESL methodologies and ways to modify mainstream course materials and instructional strategies so that ELLs can engage in course content while simultaneously developing their new language. Prerequisites: EDU 413, or (EDU 301 or 307) and (EDU 311 or 312), or SED 435, or ART 370, or EXS 352 and admission to Gate 3 in the certification program or departmental permission. 1.5 credits.

IDS 490 — Inventive and Bizarre Approaches to the Schooling Process (Education/Psychology)  
A study of alternatives to the classical institutions of education. Drawing from Taverstock Group Interactions, theatre games and curriculum materials, viable alternatives to the schooling process are examined within existing school structures. Prerequisite: junior or senior status. 3 credits.

IDS 495 — Honors Thesis-Liberal Studies  
For liberal studies majors of advanced academic standing who wish to pursue original research on a topic which is interdisciplinary in nature. Upon completion of research topic, a senior thesis is developed and must be successfully defended. 3 credits.

JUDAIC STUDIES

David Levine  
INTERIM COORDINATOR

MINOR IN JUDAIC STUDIES

Compatible with a broad range of majors, the minor in Judaic Studies seeks to interpret the long history of the Jewish people in both its internal development and its relationships with other cultures. This dual focus opens important career possibilities. The minor can lead to graduate programs in Judaic studies and careers in Jewish education and community organizations. In its interdisciplinary and multicultural aspect, the program offers models for the new millennium’s movement towards a world community and thus supports majors and careers in such areas as art, geography, history, literature, music, politics, religion, and social work.

The minor consists of 18 credits in Judaic studies. Each student must take JST 101—Jewish Life and Civilization and then develop an individual plan of study in consultation with the director and an appropriate program advisor. Additional questions should be addressed to the coordinator via email: savaged1@southernct.edu

JUDAIC STUDIES COURSES

JST 101 — Jewish Life and Civilization  
An introduction to literature, history, culture, and religion of the Jewish people, from ancient to modern times, intended for students of all religious faiths. No prior knowledge of Judaism required. 3 credits.

ST/PHI 207 — The Religious Dimension of Human Existence  
The origin, nature, forms and social manifestations of religious experience; relation to other cultural institutions and expressions: analysis of diverse types of religious experiences. 3 credits.

JST/ENG 217 — Themes in Literature  
Survey of important Jewish American writers, including Ozick, Malamud, Henry and Philip Roth, Rich, Singer, Spiegelman, Bellow, and others in various literary genres. 3 credits.

JST/SOC 218 — Sociology of American Jewry  
Study of contemporary American Jewish life and society from a sociological perspective. Pluralism, sociohistorical development, religious ritual, and gender issues as shapers of the American Jewish community. 3 credits.

JST/SOC 219 — Sociology of Modern Israel  
The social factors, pre-statehood through the present, that have influenced the emergence of Israeli society as a new social and cultural entity in the Middle East. 3 credits.

JST/HIS 235 — The Holocaust  
Examines the origins, development, and consequences of the Nazi attack on European Jews. Important questions about the motives, options, and experiences of the victims, perpetrators, and bystanders of the Holocaust. Reading, discussing, and writing about surviving primary sources. Historical debates around questions of guilt, responsibility, anti-Semitism, racism, faith, resistance, and memory. 3 credits.

JST/HIS 237 — Modern Germany  
The Weimar Republic and its failure; Nazi Germany, its internal and foreign policies; the Allied occupation and division of Germany; the German Federal and the German Democratic Republics and their position in the world today. 3 credits.

JST/HIS 240 — History of Middle Eastern Civilization I  
History of the Muslim Middle East from ca. 500 C.E. to 1500 C.E. Begins with pre-Islamic Arabia and the rise of Islam, the Islamic Conquest of the Middle East and the establishment of early Islamic dynasties. Assesses the impact of waves of migration from the East and the influence of Arab encounters with other cultures. Concludes with the Ottoman conquest of Constantinople. 3 credits.
JST/HIS 241 — History of Middle Eastern Civilization II
History of the Middle East 1500-1948. Begins by examining the emergence of the Ottoman and Safavid Empires. Continues with a discussion of the impact of European colonialism and the “Great Game” in the region. Concludes by examining the impact of Great Power conflicts in the region and the significance of the emergence of modern states after WWII. 3 credits.

JST/LIT 300 — Literature of the Hebrew Bible
Study of the literature of the Hebrew Bible in light of genre (similar to tragedy, the novel, essay and romance). Critical methods such as source criticism and form criticism are used as aids to literary interpretation. Prerequisite: university literature requirement. 3 credits.

JST/PHI 301 — History of Jewish Thought
Judaism from the Biblical period to the present: the Rabbinic tradition and Talmud; philosophical and mystical movements; modern American forms; Zionism; contemporary Jewish religious and ethical responses to modernity; ecumenical dialogue. Prerequisite: LIT 300 or PHI 207. 3 credits.

JST/LIT 302 — Literature of the New Testament
Study of the literature of the New Testament in light of genre (gospel, epistle, apocalypse) and literary development. Critical methods such as source criticism and form criticism are used as aids to interpretation. Prerequisite: university literature requirement. 3 credits.

JST/MUS 314 — Music of the Jewish People
A survey of Jewish music from the Biblical Period to the present day. Topics include discussion of Ashkenazic and Sephardic liturgical and secular music, traditions, music from the Holocaust, and the contemporary American Jewish music scene. 3 credits.

JST/HIS 336 — Nazi Germany
An advanced reading and discussion course concentrating on differing interpretations of Nazi Germany. 3 credits.

JST/GEO 342 — Middle East
A systematic, historical, cultural, political and economic overview of the region, followed by an in-depth analysis of the individual countries. 3 credits.

JST 444 — Ethnic Humor, Jewish and Otherwise
While Jewish people constitute only 2.3 percent of the American population, 80 percent of the professional comedians have traditionally been Jewish. Explores the theories of Jewish humor and compares and contrasts the humor and humorists of Jewish decent with those of other cultures. 3 credits.

JST/ENG 486 — Seminar in American Literature
Intensive study of a major writer or a selected topic, with choices changing each term. Prerequisite: university literature requirement. 3 credits.

JST/GEO 470 — Field Techniques
Course involves field study in either the southern Connecticut region or an area outside the United States. Areas are visited and mapped and techniques of field research are studied dealing with the physical and human aspects of the environment. 3 credits.

LIBERAL STUDIES

Christine Barrett
COORDINATOR

BACHELOR OF ARTS DEGREE

Southern offers a B.A. degree in liberal studies for students whose objectives are not met by the University’s established liberal arts majors. This approach is especially attractive to part-time students, older students, returning students, and full-time students who want to combine minors in different areas of study to create individual programs that suit their own personal or career needs.

The difference between this program and the traditional B.A. in Liberal Arts is that it does not restrict students to a single major, but rather allows them to broaden their studies by selecting two minors of 18 credits each. The minors may be existing ones, or a planned arrangement of an 18-credit interdisciplinary minor. The interdisciplinary minor must be approved by the Liberal Studies Panel prior to the completion of 60 credits (75 credits for students who have transferred to Southern Connecticut State University), and before the completion of more than 9 credits in the interdisciplinary minor. Students who have earned more than 60 credits are welcome to file a written appeal, detailing the reasons which would warrant an exception to the policy, with the Liberal Studies Panel for waiver of this requirement. However, students who apply with more than 60 credits are advised that more than 122 credits may be required to complete the degree.

Students in this program may take more than the minimum 18 credits required for a minor in a discipline with an established minor, however, the University will count towards the 122 credits needed to graduate no more than 24 credits, not including those taken as University Requirements. Students who want to take more than 24 credits in any single area should major in that area. In the case of interdisciplinary minors, the Liberal Studies Advisory Panel will determine what courses will be accepted.

Like all students at the University, liberal studies students must also satisfy the University Requirements for the B.A. degree, which consist of 41-53 credits. Further, they must elect an additional 33-45 credits to complete the 122 credits required for a bachelor's degree. At least 36 of these 122 credits must be in courses at the 300-level or higher. A minimum 2.0 GPA is required for acceptance into the liberal studies program. A 2.0 GPA is also required in each minor. The interdisciplinary minor must be approved by the Liberal Studies Panel prior to the completion of 122 credits.

Students who have earned more than 60 credits are welcome to file a written appeal, detailing the reasons which would warrant an exception to the policy, with the Liberal Studies Panel for waiver of this requirement. However, students who apply with more than 60 credits are advised that more than 122 credits may be required to complete the degree.

The Liberal Studies Advisory Panel meets regularly in the fall and spring semesters to review applications to the program. Students who wish to be admitted to the program must meet with the coordinator to file a formal application at least two months in advance of the date they seek admission to liberal studies.

Students majoring in elementary education may choose liberal studies as a subject matter major. Those interested should apply to the liberal studies program first by making an appointment with the liberal studies coordinator in the School of Arts and Sciences. Once eligibility for the liberal studies program is determined, applicants may then seek advisement for the elementary education program through Professor Elizabeth Foye in the elementary education depart-
ment. Elementary education students who choose liberal studies as their second major are assigned an adviser from the elementary education department.

Through the Molecular Biology-Biochemistry and Environmental Studies options in the liberal studies program, students are offered an interdisciplinary approach to the study of science. Students enroll in an equal number of courses in chemistry, biology, and environmental science as well as in physics, mathematics, computer science, and earth science. The academic background provided in these specializations enables students to pursue graduate study in biology, biochemistry, pharmaceutical chemistry, forensics, environmental studies, environmental law, or medical, dental, veterinary, or chiropractic schools. Industrial opportunities are made available in pharmaceuticals, university research, cosmetics, hospitals, medical technology, environmental management, and other fields. Depending on an individual student's program, opportunities exist for internship and/or a cooperative education experience. Students are encouraged to ask their advisers whether this type of credit may be applied the their program.

Students interested in the Liberal Studies degree can obtain further information by contacting the School of Arts and Sciences, EN A112, (203) 392-5468.

BACHELOR OF SCIENCE DEGREE

Southern offers a B.S. degree in liberal studies for students whose professional objectives are not met by the university’s established majors. This approach is also attractive to students who want to combine minors in different areas of study to create personalized programs of study.

The difference between this program and the B.S. degree in liberal arts is that it does not restrict students to a single major, but rather allows them to broaden their studies by selecting three minors of 18 credits each. Approval of the planned arrangement of three minors must be obtained from the Liberal Studies Advisory Panel prior to the completion of 60 credits (75 credits for students who have transferred to Southern Connecticut State University). Interdisciplinary minors must be approved by the Liberal Studies Advisory Panel before the completion of more than 9 credits in the interdisciplinary minor. Students who have earned more than 60 credits are welcome to file a written appeal, detailing the reasons which would warrant an exception to the policy, with the Liberal Studies Panel for waiver of this requirement. However, students who apply with more than 60 credits are advised that more than 122 credits may be required to complete the degree.

Students in this program may take more than the minimum 18 credits required for a minor. In a discipline with an established minor, however, the University will count towards the 122 credits needed to graduate no more than 24 credits, not including those taken as University Requirements. Students who want to take more than 24 credits in any single area should major in that area. In the case of interdisciplinary minors, the Liberal Studies Panel will determine what courses will be accepted.

Like all students at the University, liberal studies students must also satisfy the University Requirements for the B.S. degree, which consists of 41-47 credits. Further, they must elect an additional 21-27 credits to complete the 122 credits required for a bachelor's degree. At least 36 of these 122 credits must be in courses at the 300-level or higher. A minimum 2.0 QPR is required for acceptance into the Liberal Studies program. A 2.0 QPR is also required in each minor in order to graduate from the program.

The Liberal Studies Advisory Panel meets regularly in the fall and spring semesters to review applications to the program. Students who wish to be admitted to the program must meet with the coordinator to file a formal application at least two months in advance of the date they seek admission to liberal studies.

Students majoring in elementary education may choose liberal studies as a subject matter major. Those interested should apply to the liberal studies program first by making an appointment with the liberal studies coordinator in the School of Arts and Sciences. Once eligibility for the liberal studies program is determined, applicants may then seek advisement for the elementary education program through Professor Elizabeth Frye in the elementary education department. Elementary education students who choose liberal studies as their second major are assigned an adviser from the elementary education department.

Through the molecular biology-biochemistry and environmental studies options offered in the liberal studies program, students are offered an interdisciplinary approach to the study of science. Students enroll in an equal number of courses in chemistry, biology, and environmental science as well as in physics, mathematics, computer science, and earth science. The academic background provided in these specializations enables students to pursue graduate study in biology, biochemistry, pharmaceutical chemistry, forensics, environmental studies, environmental law, or medical, dental, veterinary, or chiropractic schools. Industrial opportunities are made available in pharmaceuticals, university research, cosmetics, hospitals, medical technology, environmental management, and other fields.

For further information on these options, contact the Chemistry Department, (203) 392-6260.

Students interested in the Liberal Studies degree can obtain further information by contacting the School of Arts and Sciences, EN A112, (203) 392-5468.

LITERATURE

Robert McEachern
CHAIRPERSON, ENGLISH DEPARTMENT

Carlos Arboleda
CHAIRPERSON, FOREIGN LANGUAGE DEPARTMENT

The Departments of English and Foreign Languages jointly offer specializations in comparative literature and world literature for liberal arts students.

SPECIALIZATION IN COMPARATIVE LITERATURE

Because this specialization calls for knowledge in depth of two languages (one of which may be English) it encompasses both the major and minor areas in its requirements (48 credits). It allows students to develop a program of study — worked out with an adviser — in the literature of two languages read in the original. It provides a broad outline of national literatures.
and leads to more intensive study of a period, a genre, or a literary movement in the literature of the two countries. The program aims to acquaint students with the culture and literature of other countries and to prepare them for graduate work in literature. In addition to the University requirements of the Liberal Arts program, students must complete a 300-level course in at least one foreign language studied in the original before proceeding to the selection of courses from those listed below. — Five courses (15 credits) in the literature of one foreign language in the original. — Three courses (9 credits) in comparative literature in which several literatures are studied together. — Chosen from the following:

Comparative Literature Courses

LIT 310 — Mythology: Greek and Roman
LIT 311 — Norse and Celtic Mythology
LIT 328 — Literature of Medieval Europe
LIT 350 — European Novel and Short Story 1850-1900
LIT 352 — European Novel and Short Story 1900-1945
LIT 354 — European Novel & Short Story 1945 to Present
LIT 406 — Classical Drama: Greek and Roman
LIT 430 — Modern Drama: Ibsen to O’Neill
LIT 431 — Contemporary Drama: Brecht to the Present
LIT 487 — History of Literary Criticism

In addition, students choose, with advisement, three courses (9 credits) in literature (in the original language or in translation) and/or courses (such as art, history, philosophy) related to the area of specialization.

Students who choose to specialize in comparative literature will earn a degree as a foreign language major.

SPECIALIZATION IN WORLD LITERATURE

The specialization in world literature provides students with some knowledge of the broad outlines of national literatures and allows them to specialize in a period, a genre, or a literary movement (30 credits). The aim of the program is to give students an appreciation of selected literatures of the world and/or to prepare them for advanced work in literature.

Besides meeting the University requirements for the liberal arts program, students elect courses as follows: — Five courses (15 credits) in literature in the original, English or foreign. — Five courses (15 credits) in the literature of a second language (English or foreign) in the original. — Three courses (9 credits) in comparative literature in which several literatures are studied together.

World Literature Courses

LIT 300 — Literature of the Hebrew Bible
LIT 302 — Literature of the New Testament
LIT 303 — Literature of the Sea
LIT 326 — Dante and His Times
LIT 330 — Renaissance in Europe 1350-1650
LIT 335 — The Portrayal of Childhood
LIT 338 — Russian Novel of the 19th Century
LIT 342 — Dostoevsky
LIT 346 — Russian Short Story
LIT 366 — West African Culture Through Literature
LIT 370 — Contemporary French Novel
LIT 374 — Modern German Literature
LIT 488 — Seminar in World Literature

It is recommended that students choose as electives some courses in disciplines (such as art, history, theater) relevant to the area of concentration.

Students who choose to specialize in world literature will earn a degree as an English major.

LITERATURE COURSES

LIT 300 — Literature of the Hebrew Bible
Study of the literature of the Hebrew Bible in light of genre (similar to tragedy, the novel, essay and romance). Critical methods such as source criticism and form criticism are used as aids to literary interpretation. Prerequisite: University literature requirement. 3 credits.

LIT 302 — Literature of the New Testament
Study of the literature of the New Testament in light of genre (gospel, epistle, apocalypse) and literary development. Critical methods such as source criticism and form criticism are used as aids to interpretation. Prerequisite: University literature requirement. 3 credits.

LIT 303 — Literature of the Sea
Since earliest times man’s fascination with the sea as fact and symbol has inspired many kinds of writing: poetry, myths, stories of adventure and exploration. In our own time Cousteau and Carson reveal new dimensions of the “unplumb’d, salt, estranging sea.” Prerequisite: University literature requirement. 3 credits.

LIT 310 — Mythology
Greek and Roman myths that have influenced the literature, art, speech of Western civilization. Prerequisite: University literature requirement. 3 credits.

LIT 311 — Norse and Celtic Mythology
Norse and Celtic (including Irish and Welsh) myth, with a particular focus on the development of Celtic myth into Arthurian Romance. Prerequisite: University literature requirement. 3 credits.

LIT 326 — Dante and His Times
Highlights of the Divine Comedy are read and analyzed against the historical and philosophical backdrop of Dante’s times. Prerequisite: University literature requirement. 3 credits.

LIT 328 — Literature of Medieval Europe
Narrative, lyric, and dramatic literature reflecting medieval life and the developing concept of self in France, Germany, Italy and Spain, between 1100 and 1500. Prerequisite: University literature requirement. 3 credits.

LIT 330 — Renaissance in Europe 1350-1650
Against the background of history and intellectual movements, reading in the works of Petrarch, Boccaccio, Machiavelli, Castiglione, Michelangelo, Erasmus, Rabelais, Montaigne, and Cervantes. Prerequisite: University literature requirement. 3 credits.

LIT 335 — The Portrayal of Childhood
How children appear in literature: innocent cherubs or limbs of Satan. The discovery of identity, confrontation with the grown-up world, triumphs and disasters of childhood. Prerequisite: University literature requirement. Not for English major credit. 3 credits.

LIT 338 — Russian Novel of the 19th Century
Works of 19th-century Russian novelists such as Gogol, Tolstoy, Dostoevsky, and Turgenev. Texts are read in English. Prerequisite: University literature requirement. 3 credits.
LIT 342 — Dostoyevsky  
Critical reading and interpretation of the main novels of Dostoyevsky such as Notes from Underground, Crime and Punishment, The Possessed, and The Brothers Karamazov. Prerequisite: University literature requirement. 3 credits.

LIT 346 — Russian Short Story  
Development of the genre in Russia through the 19th and 20th centuries, illustrated through the short stories of Pushkin, Gogol, Turgenev, Dostoyevsky, Tolstoy, Leskov, Chekhov, Babel, Zamyatin, Zoshchenko, Olesha, and Solzhenitsyn. Texts, lectures, and class discussion in English. Prerequisite: University literature requirement. 3 credits.

LIT 348 — Modern Literature and Other Arts  
A study of modern literature in relation to painting and other arts. The arts are shown to illuminate and to imitate each other while preserving their uniqueness. The emphasis is on literature. Prerequisite: University literature requirement. 3 credits.

LIT 350 — European Novel and Short Story: 1850-1900  
Study of Flaubert, Maupassant, Dostoyevsky, Tolstoy, Chekhov, Perez Galdós, Machado de Assis and others. Prerequisite: University literature requirement. 3 credits.

LIT 352 — European Novel and Short Story 1900-1945  
A study of the representative prose writers of the world from 1900-1945, such as Gide, Mann, Kafka, and Malraux. Prerequisite: University literature requirement. 3 credits.

LIT 354 — European Novel and Short Story 1945 to Present  
A study of representative prose writers of the world since the war such as Sartre, Camus, Solzhenitsyn, Boll, and Grass. Prerequisite: University literature requirement. 3 credits.

LIT 366 — West African Culture Through Literature  
A selection of novels, poems and articles illustrates the Black West African viewpoint on the transition from the traditional to the 20th Century society. Prerequisite: University literature requirement. 3 credits.

LIT 370 — Contemporary French Novel  
Study of selected novels of Proust, Gide, Mauriac, Celine, Malraux, Sartre, Camus, Beckett, and Robbe-Grillet. Prerequisite: University literature requirement. 3 credits.

LIT 374 — Modern German Literature  
Reading and discussion of modern German works about the outsider, the individual at odds with society or with the environment. Prerequisite: University literature requirement. 3 credits.

LIT 382 — Contemporary Latin American Literature  
Explores the richness of contemporary Latin American literature, with emphasis on social and esthetic implications. Works by major and representative authors. Prerequisite: University literature requirement. 3 credits.

LIT 406 — Classical Drama  
A study of Greek and Roman tragedy and comedy. Prerequisite: University literature requirement. 3 credits.

LIT 430 — Modern World Drama: Ibsen to O'Neil  
The major styles (naturalism, realism, impressionism, expressionism, symbolism) are examined in the plays of Ibsen, Shaw, Chekhov, Strindberg, Pirandello, and O'Neill. Prerequisite: University literature requirement. 3 credits.

LIT 431 — Contemporary Drama: Brecht to the Present  
Dramatic literature since 1950, including plays of Brecht, Anouilh, Genet, Durrenmatt, Beckett, Albee, and Pinter. Prerequisite: University literature requirement. 3 credits.

LIT 487 — History of Literary Criticism  
Major literary theories from Plato to the present. Prerequisite: University literature requirement. 3 credits.

LIT 488 — Seminar in World Literature  
Intensive study of a major writer or a selected topic, with subject changing each term. Prerequisite: University literature requirement. 3 credits.

MARINE STUDIES

Vincent T. Breslin  
COORDINATOR

MINOR IN MARINE STUDIES  
The Department of Science Education and Environmental Studies offers an undergraduate minor in marine studies. The marine studies minor may be taken as a planned sequence of courses in addition to a chosen major or as one of the minor programs in fulfillment of the requirements for the B.A. degree in Liberal Studies. Any undergraduate interested in scientific, legal, historical, or seamanship aspects of the coastal ocean can participate in the 18 credit minor. The marine studies minor is well suited for students interested in learning more about the Connecticut coastline and Long Island Sound. Courses provide students an opportunity to learn science using a “hands on” approach at field sites including marshes, estuaries, beaches, rocky intertidal zones, urban harbors, and regional aquaria. Students are encouraged to become involved in research projects, internships, and independent studies in their areas of interest. The minor could lead to graduate study in marine affairs or marine science; or to entry level jobs in coastal zone management, environmental planning, or maritime recreation; or to careers in local, state, and federal agencies dealing with the coastal and marine environment. This minor program is also well suited for non-science majors pursuing degrees in education, journalism, and pre-law. Students should consult with the marine studies coordinator before planning this 18 credit minor.

Students must complete a minimum of four of the following courses:

MAR 150 — Marine Studies Institute
ESC 140 — Oceanography (for non-science majors)
or ESC 320 — Marine Science I (for science majors)
MAR 200 — Seamanship and Piloting
or MAR 201 — Marine Field Study
MAR 250 — Introduction to Coastal and Marine Pollution
GEO 357 — Marine Geography
GEO 437 — The Law of the Sea
BIO 430 — Marine Biology
The remaining courses may be selected from the following list:
- ESC 321 — Field Studies in Oceanography
- LIT 303 — The Literature of the Sea
- ESC 421 — Marine Geology
- EXS 336 — Scuba Diving
- BIO 431 — Ecological Analysis of Harbor Ecosystems
- BIO 461 — Marine Benthos
- MAR 499 — Research in Marine Studies
- MAR 491 — Seminar in Environmental and Marine Studies

**MARINE STUDIES COURSES**

**MAR 150 — Coastal Marine Studies**
Classroom and field activities in marine biology, geology, meteorology, and coastal zone management along Long Island Sound. Lecture and field activities. 4 credits.

**MAR 200 — Seamanship and Piloting**
Introduction to basic knowledge and practical skills for small boat handling in pilot waters. 3 credits.

**MAR 201 — Marine Field Studies**
An on-the-water course focusing on the theory and techniques of seamanship and piloting integrated with principles and practices of snorkeling and SCUBA as applied to undersea studies. Prerequisite: advanced swimming ability. Credit may not be earned for both MAR 200 and 201. 3 credits.

**MAR 250 — Introduction to Coastal and Marine Pollution**
Examination of sources, transport, and fate of toxic and non-toxic contaminants in the ocean. Physical, chemical, and biological processes that control distribution and cycling of contaminants are considered along with relevant state, federal, and international water pollution control policies. Emphasis placed on case studies in Long Island Sound. Prerequisite: MAR 150 or ESC 140 or ESC 320 or CHE 120 or BIO 100 or BIO 102. 3 credits.

**MAR 298 — Special Topics in Marine Studies**
This course focuses on current issues in marine studies and examines recent developments in marine issues. 3 credits.

**MATHEMATICS**

Alain D’Amour
CHAIRPERSON

**MAJOR IN MATHEMATICS**

The major provides the basic mathematical tools for applications in business and industry, such as actuarial science, computer work, statistics, operations research, teaching mathematics at the secondary school level, or pursuing graduate studies in mathematics, statistics, or related fields.

All mathematics majors take the following core requirements:
- MAT 150 — Calculus I
- MAT 151 — Calculus II
- MAT 250 — Foundations of Mathematics: An Introduction
- MAT 252 — Calculus III
- MAT 372 — Linear Algebra
- CSC 152 — Computer Programming I

**Grade Requirements for Graduation**

In order for a student to graduate with a major in mathematics: — he/she must achieve at least a grade of C- in every core mathematics course (MAT 150, 151, 250, 252, and 372), and — in those mathematics courses which a student applies toward a major in mathematics, he/she must have a minimum GPA of 2.0 and, at most, one grade below C-.

**Bachelor of Arts**

In addition to the core courses listed above, the following are required:
- MAT 375 — Abstract Algebra I
- MAT 450 — Analysis
- MAT 446 — Advanced Calculus
- MAT 488 — Seminar in Mathematical Modeling
- MAT 498 — Seminar in Mathematics

Each student selects, with the approval of a departmental adviser, four additional courses from Mathematics List A or B, including at least one from each list.

**Mathematics List A and B**

**List A**
- MAT 207 — Mathematics for Middle School Teachers
- MAT 300 — History of Mathematics
- MAT 360 — Foundations of Geometry
- MAT 370 — Number Theory
- MAT 376 — Abstract Algebra II
- MAT 405 — Elem. Math. from an Advanced Standpoint
- MAT 450 — Analysis
- MAT 480 — Topology
- MAT 498 — Seminar in Mathematics

**List B**
- MAT 221 — Intermediate Applied Statistics
- MAT 245 — Differential Equations
- MAT 320 — Probability and Statistics I
- MAT 321 — Mathematical Statistics
- MAT 322 — Numerical Analysis I
- MAT 378 — Discrete Mathematics
- MAT 488 — Seminar in Mathematical Modeling

For more information, please visit www.SouthernCT.edu/departments/math.

**Bachelor of Science (Secondary Education)**

In addition to the core courses required of all mathematics majors, the following are required:
- MAT 300 — History of Mathematics
- MAT 320 — Probability and Statistics I
- MAT 360 — Foundations of Geometry
MAT 375 — Abstract Algebra I  
MAT 378 — Discrete Mathematics  
MAT 405 — Elem. Math from an Advanced Standpoint  
ID7 470 — Literature and Content  
ID7 471 — English Language Learners in the Classroom

The specific professional requirements for Initial Teaching Certification in Connecticut are listed under the major programs in secondary education in the School of Education.

**Bachelor of Science (Applications of Mathematics)**

In addition to the core courses required of all mathematics majors, the following are required:

- MAT 245 — Differential Equations
- MAT 320 — Probability and Statistics I
- MAT 321 — Mathematical Statistics
- MAT 322 — Numerical Analysis I
- MAT 378 — Discrete Mathematics
- MAT 488 — Seminar in Mathematical Modeling

Two additional courses from among:

- MAT 375 — Abstract Algebra I
- MAT 450 — Analysis
- MAT 480 — Topology

Also required are two additional cognate courses beyond those used to satisfy the University Requirements, selected by the student with the approval of a departmental adviser, from any of the following areas of application: biology, chemistry, computer science, earth science, economics, physics, or another approved area of application.

Additional elective courses in mathematics and the area of application should be chosen in consultation with a departmental adviser and can be selected to further career or graduate school objectives.

**MINOR IN MATHEMATICS**

The minor requires 18 credits in mathematics. The student is required to take MAT 150, MAT 151, and MAT 372. The remaining credit requirements are fulfilled by selecting courses numbered 178 or higher. These courses should be selected with the advice of an adviser in the Mathematics Department. Pre-engineering students are encouraged to take MAT 245 and MAT 252. If a student uses MAT 150 or MAT 178 to satisfy his/her University Requirement in mathematics, he/she may also apply those credits towards a minor in mathematics (except for liberal studies majors using mathematics as part of their major).

**MATHEMATICS COURSES**

Entry into 100 level mathematics courses is by permission only and is based on the results of the mathematics placement exam used by Southern. The exam includes elementary and intermediate algebra, geometry, trigonometry and precalculus problems. Additional information about the placement exam is available at www.SouthernCT.edu/placement.

Students may not receive credits toward graduation for both MAT 139 and 150 or both MAT 178 and 250.

Students may not receive more than 3 credits toward graduation from among MAT 100, 101, and 102 (formerly 119).

Students taking both MAT 120 and MAT 122 can receive at most 4 credits toward graduation.

**MAT 95 — Elementary Algebra**

Linear equations, polynomials, straight lines, graphing, exponents, and word problems. Graphing calculator approved by the instructor is required. Credits count toward the calculation of the student's GPA but not toward graduation. 3 credits.

**MAT 100 — Intermediate Algebra A and B**

Solutions to linear equations and inequalities, polynomials, quadratic equations, exponential equations, graphing, rational and radical expressions, and functions. Graphing calculator approved by the instructor is required. Does not satisfy the University requirement in mathematics. Prerequisite: A grade of C- or better in MAT 95 or appropriate score on the placement exam. 3 credits.

**MAT 101 — Intermediate Algebra A**

Solutions to linear equations and inequalities, absolute value equations, polynomials, graphing, and functions. Graphing calculator approved by the instructor is required. Does not satisfy the University requirement in mathematics. Prerequisite: MAT 95 or appropriate score on the placement exam. 1.5 credit.

**MAT 102 — Intermediate Algebra B**

Solutions to quadratic equations, functions, graphing, rational, radical and exponential functions. Graphing calculator approved by the instructor is required. Does not satisfy the University Requirement in mathematics. Prerequisite: MAT 101 or appropriate score on the placement exam. 1.5 credit.

**MAT 103 — Mathematics for Liberal Arts**

Intended for the student whose major field of study requires no specific mathematical preparation. This course examines logical structures, patterns, and methods of abstraction as they occur in a variety of basic mathematical topics, such as set theory, number theory, algebraic structures, probability, and geometric axiom systems. Some historical aspects of mathematics are considered. Prerequisite: MAT 100 or 102 (formerly MAT 119), or satisfactory score on the placement exam. 3 credits.

**MAT 105 — Mathematics for Elementary Education I**

Problem solving, mathematical reasoning, sets, whole numbers, numeration systems, number theory and integers. Required of all students in an elementary school certification program. Prerequisites: MAT 100 or 102 (formerly MAT 119) or a satisfactory score on the placement exam. 3 credits.

**MAT 106 — Mathematics for Elementary Education II**

Geometry, measurement, rational numbers, irrational numbers, ratio, proportion, percent, problem solving, mathematical reasoning and connections, probability and statistics. Required of all students in an elementary school certification program. Prerequisite: MAT 105. 3 credits.

**MAT 107 — Elementary Statistics**

Measures of central tendency and measures of variation; elements of probability; introduction to estimation and hypothesis testing. Graphing calculator approved by the instructor is required. Prerequisite: MAT 100 or 102 (formerly MAT 119) or satisfactory score on the placement exam. 3 credits.

**MAT 108 — Mathematics for the Natural Sciences**

Numerical and algebraic manipulation of data, curve sketching, and curve fitting. Graphing calculator approved by the instructor is required. Examples from the natural sciences. Prerequisite: MAT 100 or 102 (formerly MAT 119) or satisfactory score on the placement exam. 3 credits.
MAT 120 — College Algebra
Equations and inequalities in one variable; linear, quadratic, exponential, and logarithmic functions; systems of linear equations in two variables. Graphing calculator approved by the instructor is required. Designed for students in business and social sciences. Does not satisfy the University Requirement in mathematics. Prerequisite: a grade of C- or better in MAT 100 or 102 (formerly MAT 119), or satisfactory score on the placement exam. 3 credits.

MAT 122 — Precalculus
Functions and their graphs, polynomial functions and their zeros, exponential and logarithmic functions, trigonometric functions and analytic trigonometry. Intended to prepare the student for the calculus sequence. Graphing calculator approved by the instructor is required. Does not satisfy the University Requirement in mathematics. Prerequisite: a grade of C- or better in MAT 100 or 102, or satisfactory score on the placement exam. 4 credits.

MAT 124 — Quantitative Mathematics
Elementary set theory, permutations and combinations, probability and probability functions, probability distributions, systems or linear equations and matrices, systems of linear inequalities. Applications in economics and business stressed. Prerequisite: MAT 120 or satisfactory score on the placement exam. 3 credits.

MAT 139 — Short Course in Calculus for Social Sciences
A one-semester course emphasizing techniques and applications for social science and business students: functions and models, the derivative, exponential and logarithmic functions, integration. Prerequisite: C- or better in MAT 120 or 122, or Satisfactory score on the placement exam. 3 credits.

MAT 150 — Calculus I
Functions, limits, differentiation of algebraic and trigonometric, exponential, and logarithmic functions with applications, indefinite integrals, elementary integrations, Reimann sums. Graphing calculator approved by the instructor required. Prerequisites: satisfactory score on the placement exam or MAT 250. 3 credits.

MAT 151 — Calculus II
Continuation of MAT 150. Calculus of inverse trigonometric functions, techniques, and applications of integration, numerical integration, improper integrals, integration with polar coordinates, parametric curves, infinite sequences and series, power series, Taylor’s formula, vectors in two and three-dimensions. A graphing calculator approved by the instructor is required. Prerequisite: passed MAT 150 with a C- or better. 4 credits.

MAT 152 — Calculus III
Continuation of MAT 151. Vector-valued functions, three-dimensional geometry, functions of several variables, partial differentiation with applications, double and triple integrals with applications, vector calculus. A graphing calculator approved by the instructor is required. Prerequisite: passed MAT 151 with a C- or better. 4 credits.

MAT 178 — Elementary Discrete Mathematics
Set theory, logic, methods of proof, relations and functions, mathematical induction, recursion, graph theory, and algorithms. Prerequisites: MAT 120 or 122, and one of CSC 102, 152. 3 credits.

MAT 207 — Mathematics for Middle School Teachers
Examines the concepts of functions and patterns, geometry, counting principles, recursion, and statistical analysis while modeling middle school mathematics teaching. Graphing calculator required. Prerequisite: MAT 106 (or MAT 105 with departmental permission). 3 credits.

MAT 212 — Introductory Business Calculus
Study of ordinary differential equations. Thorough investigation of first order equations. Additionally, second order linear equations with constant coefficients, systems of differential equations, Laplace transforms, and numerical methods. Prerequisite: MAT 151. 3 credits.

MAT 221 — Intermediate Applied Statistics
A treatment of statistics concentrating on techniques used in science and industry. Topics include probability, sampling distributions, estimation, hypothesis testing, regression analysis, and correlation. Use of appropriate calculator is required. Prerequisite: MAT 120 or 122 or score on placement exam at MAT 139 or 150 level. MAT 139 or 150 recommended. 4 credits.

MAT 245 — Differential Equations
Study of ordinary differential equations. Thorough investigation of first order equations. Additionally, second order linear equations with constant coefficients, systems of differential equations, Laplace transforms, and numerical methods. Prerequisite: MAT 151. 3 credits.

MAT 250 — Foundations of Mathematics: An Introduction
A bridge between the calculus and upper level mathematics courses. Logic, sets, relations, functions, methods of proof. Prerequisite or corequisite: MAT 151. 3 credits.

MAT 252 — Calculus III
Continuation of MAT 151. Vector-valued functions, three-dimensional geometry, functions of several variables, partial differentiation with applications, double and triple integrals with applications, vector calculus. A graphing calculator approved by the instructor is required. Prerequisite: passed MAT 151 with a C- or better. 4 credits.

MAT 298 — Special Topics in Mathematics
Examination of developments, issues, and/or creative work in the field of mathematics. 1-6 credits.

MAT 300 — History of Mathematics
History of mathematics from earliest days to the discovery of calculus, the proliferation of mathematics in modern times, and the implications of these developments for the present day. Prerequisite: MAT 139 or 150. 3 credits.

MAT 320 — Probability and Statistics I
Introduction to probability and statistics, probability axioms, conditional probability, probability distributions, random variables, probability densities, multivariable distributions and densities, sampling distributions, central limit theorem, inferences concerning the mean, type I and type II errors, inferences concerning variances, estimation of variances, inferences concerning proportions, analysis of frequency tables, goodness of fit, regression. Prerequisites: MAT 250 and 252. 4 credits.

MAT 321 — Mathematical Statistics
Mathematical development of sampling distributions, estimation of parameters, confidence intervals, hypothesis testing, introduction to nonparametric methods. Prerequisite: MAT 320. 3 credits.

MAT 322 — Numerical Analysis I
Topics include approximate solutions of equations, polynomial approximations of functions, interpolation, numerical integration and their corresponding techniques of error analysis. Computers and calculators are used. Prerequisites: MAT 151 and CSC 152. 4 credits.

MAT 360 — Foundations of Geometry
Introduction to the geometries of Bolyai-Lobachevsky and Riemann and their mathematical significance, critique of Euclid, axiomatic approach to geometry with modern standards of rigor, introduction to metamathematics. Prerequisite: MAT 250. 3 credits.
MAT 370 — Number Theory
Introduction to mathematical reasoning and rigor. Prime numbers, divisibility, the Fundamental Theorem of Arithmetic, congruences and modular arithmetic, fundamental number theoretic functions, and an introduction to Diophantine equations. Prerequisites: MAT 178 or 250. 3 credits.

MAT 372 — Linear Algebra
Course emphasizes matrices, systems of linear equations, vector spaces, elementary properties of linear transformation, eigenvalues, and applications. Prerequisites: MAT 150 and one additional MAT course numbered 151 or higher. 3 credits.

MAT 375-376 — Abstract Algebra I, II
Groups, rings, and fields: binary operations, cyclic and permutation groups, homomorphisms, isomorphisms, normal subgroups, quotient groups, integral domains, ideals, polynomial rings and extension fields. Prerequisites: MAT 250 and 372. 3 credits each.

MAT 378 — Discrete Mathematics
Rigorous introduction to the basic elements of discrete mathematics: recursion, combinatorics, and graph theory. Prerequisites: MAT 151, CSC 152, and either MAT 250 or 178. 3 credits.

MAT 398 — Special Topics in Mathematics
Examination of developments, issues and/or creative work in the field of mathematics. Prerequisite: departmental permission 1-6 credits.

MAT 405 — Elementary Mathematics from an Advanced Standpoint
An examination of the theoretical bases for fundamental mathematics topics which are normally taught in secondary school. Graphing calculator approved by the instructor is required. Prerequisites: junior or senior status and mathematics major. 3 credits.

MAT 450 — Analysis
Theoretical foundations of functions of one real variable: limits, continuity, differentiability, Riemann integral. Prerequisite: MAT 250 and 252. 3 credits.

MAT 480 — Topology
Metric spaces and fundamental concepts, topological spaces, subspaces and product spaces, countability properties, separation properties, compactness and connectedness. Prerequisites: MAT 250 and 372. 3 credits.

MAT 488 — Seminar in Mathematical Modeling
The process of constructing and using mathematical models. Investigations focus on deterministic, probabilistic and axiomatic models in the physical, social and life sciences. Emphasis on independent work and on student written and oral presentations. Prerequisites: MAT 252, 320 and 372 and CSC 152. 3 credits.

MAT 495 — Honors in Mathematics
A course for advanced students of distinguished academic credentials who wish to pursue independent research. Upon completion of an approved project the student graduates with departmental honors. Prerequisite: departmental permission. 3 credits.

MAT 497 — Internship
A supervised internship offering practical business, industry or government experience which relates to the student’s specialization. Prerequisites: senior status in the B.S. in Applications of Mathematics program, mathematics QPR of 2.7, overall QPR of 2.5 and departmental permission. 10 to 20 hours per week. 3 to 6 credits.

MAT 498 — Seminar in Mathematics
Student presentation of selected topics in advanced mathematics. Prerequisite: senior standing. 3 credits.

MAT 499 — Independent Study
Provides properly qualified students with an opportunity for independent study and careful discussion from an advanced standpoint of selected topics in undergraduate mathematics. Prerequisite: departmental permission. 1-4 credits.

MEDIA STUDIES

Rosemarie J. Conforti
CHAIRPERSON

MAJOR IN MEDIA STUDIES
The B.A. degree in media studies emphasizes how media create and change cultural environments. It provides students with an understanding of media and technology, their cultural contexts, and their influences on the individual and society. Students examine media theory within cultural, historical, political, legal, economic and social contexts, and explore aesthetic properties of media artifacts. In sum, students learn how to create meaning from their study of mediated experiences.

Using diverse research methods, both qualitative and quantitative, students learn to question effectively, to research, and to analyze critical media issues and problems that impact their daily lives as well as the world. Students are empowered with the skills and curiosity to become avid researchers in graduate education, industry and their everyday worlds. Thus, the course of study prepares students for both graduate and professional work in a variety of media-related fields.

By stressing critical thinking and analysis and by developing professional research and writing skills, the curriculum provides students with the highest quality liberal education and increases their appreciation of the pursuit of knowledge that enables them to strive toward the ideal of an educated person.

B.A. MEDIA STUDIES PROGRAM (42 CREDITS)

Core Requirements (18 Credits)
- MDS 200 — How Media Means
- MDS 222 — Media Theory
- MDS 245 — Introduction to Mass Media
- MDS 333 — Media Research
- MDS 442 — Media Criticism
- MDS 482 — Seminar in Media Studies
Media Studies Electives from the Major

Select five courses from the list below:

- MDS 150 — Buy This Course: Media and Self
- MDS 224 — Reading Film: Form, Genre, Culture
- MDS 280 — Media Issues and Problems
- MDS 340 — Media Literacy Education for Students and Teachers
- MDS 350 — Resistive Vernaculars: Hip Hop, Rap and Signifyin(g)
- MDS 360 — Romance to Ruin: Media and Relationships
- MDS 370 — Music and Sound in Media
- MDS 405 — Sex, Violence and the American Dream
- MDS 497 — Media Studies Internship
- MDS 499 — Media Studies Independent Study

Select three courses from the list of approved electives from outside the department.

Other relevant courses may be taken with department permission.

- ART 317 — History of Women and Art
- ART 364 — Documentary Photography
- ENG 371 — Literature into Film
- ENG 421 — Feminist Theory and Literary Criticism
- HIS 201 — U.S. History through Film
- JRN 260 — Anthropology of Media
- PHI 320 — Thinking, Language and Culture
- PHI 331 — Media: The Ontology of Communication
- PSC 312 — Media, Polls and American Politics
- PSY 303 — Perception
- SOC/WMS 404 — Gender and the Law
- THR 285 — American Silent Film
- THR 382 — The Movies
- THR 383 — The Westerns
- THR 384 — American Film Directors: Ford, Hawks, and Wilder

WMS courses can be taken with the advice of the MDS faculty.

MINOR IN MEDIA STUDIES

The minor consists of 18 credits. Students study media in a variety of critical contexts and practices. Requirements are MDS 200, MDS 245, MDS 280 and nine credits (three courses) in Media Studies at 300 or 400 level. Students considering the minor in Media Studies should consult with the MDS department coordinator and complete a declaration form.

MEDIA STUDIES COURSES

MDS 150 — Buy This Course: Media and Self
The dynamic relationships between media, culture, and self that render a consumerist world view. Using a critical lens, this course explores research and theory of media's role in sustaining the American way of life and its consequences on the individual. Open to freshmen, sophomores and non-majors only. 3 credits.

MDS 200 — How Media Means
Analysis of media composition, contexts, and intentions using visual and language theories. Addresses how overall perceptual impact of specific words and images influences our response to the content itself. 3 credits.

MDS 222 — Media Theory
An introduction to media theory that explores ways to observe, explain, and predict the role and place of media in society and culture. 3 credits.

MDS 224 — Reading Film: Form, Genre, Culture
A study of the various structures and codes from which an audience makes meaning from mainstream narrative cinema. 3 credits.

MDS 245 — Introduction to Mass Media
An overview of the historical and social contexts of mass media. Emphasis on the experience and comparative analysis of various media. 3 credits.

MDS 280 — Media Issues and Problems
An examination of the ethical, economic, political, and social issues that influence the characteristics and content of contemporary media. Prerequisite: MDS 245. 3 credits.

MDS 300 — Persuasion and Argument in Media
A study of the theories of persuasion and argument as they are used in, and changed by, modern media channels. Prerequisite: MDS 200 or departmental permission. 3 credits.

MDS 333 — Media Research
An introduction to the development, design, analysis and implementation of a variety of media research methods. 3 credits.

MDS 340 — Media Literacy Education for Students and Teachers
Students learn to critically read media texts, analyze the impact of media and technology on society and culture from the perspective of educators and educational institutions, understand and evaluate the current place of media and technology in curriculum, and design and develop improved curriculum based on theory and research. Prerequisite: ENG 112 or MDS 280 or departmental permission. 3 credits.

MDS 350 — Resistive Vernaculars: Hip Hop, Rap, and Signifyin(g)
Analyzes and critiques the historical, cultural, and artistic elements of Hip Hop and Rap from the Signifyin(g) Monkey legend to contemporary trends and assesses its position in various mediated texts. Prerequisite: MDS 245. 3 credits.

MDS 360 — Romance to Ruin: Media and Relationships
A study of culturally created ideologies, concerning intimate relationships including attraction, romance, intimacy, sexuality, commitment, power, and gender roles as systematic and mediated constructions. Prerequisite: sophomore status. 3 credits.

MDS 370 — Music and Sound in Media
Explores and analyzes how music and sound function in our creation of meaning from mediated messages. Prerequisites: MDS 200 and 245. 3 credits.
MDS 430 — Gender, Media, Culture
Explores gender construction analysis and contemporary theoretical perspectives of gender-resistant readings of mediated texts. Students practice testing media theories of gender as they conduct research and analyze audience-centered texts. Prerequisite: junior or senior status and 6 MDS credits (3 at 300 level). 3 credits.

MDS 442 — Media Criticism
Examines and applies dominant critical perspectives used to critically analyze media. Prerequisites: MDS 245 and 280. 3 credits.

MDS 450 — Sex, Violence, and the American Dream
Analyzes the merging of sex and violence in media treatments of the American dream from dime novels to films and music videos. Prerequisite: junior or senior status. 3 credits.

MDS 482 — Seminar in Media Studies
Application of historical knowledge, theoretical concepts, research methods, and critical perspectives to a media project that reflects the student's individual research interest. Project involves conducting a review of literature, framing a research question, considering appropriate methodology, and designing a systematic plan for completion. This course can be taken twice. Prerequisites: MDS 200, 222, 245, 280, 333, and 442. 3 credits.

MDS 495 — Honors in Media Studies
A course for advanced students of distinguished academic credentials who wish to pursue independent research. Upon completion of an approved project and successful defense of the project, the student graduates with departmental honors. Prerequisite: MDS 499 and departmental permission. 3 credits.

MDS 497 — Media Studies Internship
A supervised internship permitting the opportunity to apply theoretical training and critical thinking of the media studies curriculum to an applied practical situation and/or career in a media related area. Prerequisites: 12 credit hours in MDS and/or departmental permission. 1-6 credits.

MDS 499 — Independent Study
Prerequisite: departmental permission. 1-6 credits.

MUSic

Jonathan Irving
CHAIRPERSON

MAJOR IN MUSIC
The music major program leads to a Bachelor of Arts degree in music. It prepares students for careers in the music industry, music education, and performance, and for graduate studies. All students take 36 credits of required courses in three tracked sequences: Music History (6 credits); Theory (12 credits); Musicianship and Improvisation (12 credits); plus ensembles (6 credits). Beginning in their second year of the program, students embark on a specialization in which they must take from three to five courses in any one of three areas: Western Art Music; World Traditions (American music, Afro-American music, jazz, world musics); or Theory. Students are required to take one elective in Western Art Music whether or not that is their area of specialization.

Required sequences
Music History
MUS 210 — Music History I
MUS 211 — Music History II
Western Art Music — Elective

Theory
MUS 225 — Music Theory I
MUS 226 — Music Theory II
MUS 325 — Music Theory III
MUS 326 — Music Theory IV

Musicianship
MUS 220 — Musicianship I
MUS 221 — Musicianship II
MUS 320 — Musicianship III
MUS 321 — Musicianship IV

Improvisation
MUS 420 — Improvisation I
MUS 421 — Improvisation II

Ensembles
MUS 102 — University Choir
MUS 104 — University Band I
MUS 105 — University Band II
MUS 106 — Orchestra
MUS 108 — Jubilee Singers
MUS 109 — Stage Band
MUS 171 — Chamber Singers
MUS 200-209 — Small Ensembles

Specializations:
Western Art Music
MUS 300 — Beethoven
MUS 302 — Baroque Music
MUS 303 — The Classic Era
MUS 304 — The Romantic Era
MUS 308 — The Opera

World Traditions
MUS 301 — American Music
MUS 309 — Popular Music
MUS 310 — African-American Music
MUS 311 — Jazz History
MUS 312 — Musical Literature of the World
MUS 313 — Musical Experience of the Last Two Decades
MUS 314 — Music of the Jewish People
THR 315 — The American Musical Theatre

Theory
MUS 425 — Advanced Form and Analysis
MUS 426 — Arranging
MUS 428 — Electronic Music

MINOR IN MUSIC
The music minor is designed to provide the student with a general background in music theory and literature and with an intermediate skills in some performance areas. A total of 18 credits in music is required to complete the minor. A student who has had sufficient background to waive any of the required courses (12 credits) must substitute those courses with appropriate advanced courses, e.g. MUS 302 in place of MUS 210, or MUS 325-326 in place of MUS 225-226. The same rule applies to additional electives (6 credits).
MUS 105 — University Band II
The spring semester concert band. Concert performances of high quality music ranging from show tunes to symphonic repertoire. 1 credit. May be repeated for credit.

MUS 106 — Orchestra
The Creative Music Orchestra performs a variety of modern and older compositions with a focus on improvisation. The ensemble performs several concerts a semester both on and off campus. This ensemble is open to all students interested in developing their creative music skills regardless of level of musical proficiency. 1 credit. May be repeated for credit.

MUS 108 — Jubilee Singers
Jubilee Singers is a university choral performance group whose focus is the music of African-American culture. This includes Black spirituals, gospels, folk genres and the music of various African-American composers. The group performs both on and off campus. 1 credit. May be repeated for credit.

MUS 109 — Stage Band
Stage Band includes the SCSU jazz ensembles, both small groups and big band. The groups perform in jazz styles ranging from 30's swing to contemporary funk and fusion. 1 credit. May be repeated for credit.

MUS 110 — Music History of the Western World
Survey of Western art music from the Middle Ages to the present, with emphasis on its development, structure, and relationship to its cultural environment. Fine Arts History elective. 3 credits.

MUS 115 — Music in World Culture
Survey of world music cultures, with an emphasis on development, structure, relationship to the environment, and human diversity. Cultures to be studied include the United States, Japan, West Africa, and Eastern Europe. Fine arts elective. 3 credits.

MUS 171 — Chamber Singers
A small ensemble of mixed voices that performs repertoire of various musical and cultural styles, including acapella music. Membership is by audition. 1 credit.

MUS 200 - 208 — Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite: Department permission. 1 credit.

MUS 210 — Music History I
The first in a two-course music history sequence for serious music students. A chronological survey of music in the western art tradition from the Middle Ages up to Beethoven. Does not satisfy Fine Arts History Elective. 3 credits. Special Conditions: Course should be taken in conjunction with MUS 220 and MUS 225.

MUS 211 — Music History II
The second in a two-course music history sequence for serious music students. A chronological survey of music in the western art tradition, covering Romanticism and the Twentieth Century. Does not satisfy Fine Arts History Elective. Prerequisite: MUS 210. Corequisite: MUS 221 and MUS 226. 3 credits.

MUS 215 — Materials of Music
An introduction to musical notation and theory. Prerequisite: departmental permission. 3 credits.

MUS 220 — Musicianship I
Training in the recognition, singing/playing, and notation of intervals, rhythms, melodic phrases and triads. Aural recognition of diatonic chord progressions and melodies. Corequisite: MUS 210 and MUS 225. 2 credits.

MUS 221 — Musicianship II
Continuation of MUS 220. Training in the recognition, singing/playing, and notation of simple and compound rhythms, seventh chords and melodic phrases. Aural recognition of chord progressions and melodies containing both diatonic and chromatic harmony. Prerequisite: MUS 220. Corequisite: MUS 211 and MUS 226. 2 credits.

MUS 225 — Music Theory I
Introduction to music theory. Studies in notation and visual recognition in all clefs and key signatures; major and all minor scales; modes, intervals, standard meters, triads and diatonic sevenths. Corequisite: MUS 210 and MUS 220. 3 credits.
MUS 226 — Music Theory II
Continuation of MUS 225. Triads and seventh chords, in melodic settings and harmonic progressions, including dominant and substitute dominant relationships. Principles of harmonic motion, modulation, and chord progression. Basic principles of form in music. Analysis of chord progressions found in popular music. Prerequisite: MUS 225. Corequisite: MUS 211 and MUS 221. 3 credits.

MUS 231 — Voice Class I
Study of basic vocal techniques and an introduction to vocal literature including art songs in English and Italian. 3 credits.

MUS 232 — Voice Class II
Study of more advanced vocal techniques with a continuation of songs in English, and an introduction to the vocal literature of France and Germany. 3 credits.

MUS 235 — Guitar I
A basic course in playing the guitar, serving as an introduction to the technique of the instrument and to the literature for the instrument. 3 credits.

MUS 236 — Guitar II
Studies of more advanced guitar skills with an opportunity for students to improve both classical and folk skills and to expand their repertory. 3 credits.

MUS 237 — Fundamentals of Piano I
Beginning piano class aimed at developing basic keyboard skills in finger dexterity. Parallel coordination, melodic and chordal coordination and elementary sight-reading. 3 credits.

MUS 238 — Fundamentals of Piano II
Studies of more advanced piano skills with the opportunity for the student to become more proficient in the playing and interpretation of standard literature for the piano. 3 credits.

MUS 300 — Beethoven
A general survey of Beethoven’s life and music, with papers written on specific works and biographical issues. Emphasis on relating Beethoven’s music to his life, and on perceptive listening. Prerequisite: MUS 110, 115, or 211. 3 credits.

MUS 301 — American Music
American music from the settlement of this country to the present day, emphasizing the cultural processes which have been contributing factors. Prerequisite: MUS 110, 115, or 210. 3 credits.

MUS 302 — Baroque Music
Vocal and instrumental music of the Baroque Era, from the birth of opera to the masterpieces of Handel and Bach. Prerequisite: MUS 110, 115, or 210. 3 credits.

MUS 303 — The Classic Era
Music from the early 18th century through the works of Haydn, Mozart and early Beethoven. Prerequisite: MUS 110, 115, or 210. 3 credits.

MUS 304 — The Romantic Era
Music that represents the Romantic spirit, from its roots in late Classicism to its culmination in Wagnerian opera. Prerequisite: MUS 110, 115, or 210. 3 credits.

MUS 305 — Opera
The study of selected masterworks, predominantly from the 18th- and 19th-century repertoire, and how they communicate meaning on many levels: music, narrative, visual, symbolic. Prerequisite: MUS 110 or 115 or 210 and 211. 3 credits.

MUS 309 — Popular Music
Investigation of present day music from its sources. The interaction of leading musical trends and society is observed through recordings, readings, discussions and actual performances when possible. Prerequisite: MUS 110, 115, or 210. 3 credits.

MUS 310 — African-American Music
Survey and analysis of Black-oriented music in North, Central and South America with major emphasis on its musical development in the United States. Prerequisite: MUS 110, 115, or 210. 3 credits.

MUS 311 — Jazz History
Traces the origins and evolution of jazz from a sociological and musical context. Topics include: ragtime, New Orleans traditions, swing, bebop, hard bop, cool, free, avant garde, fusion and contemporary styles; emphasis on artists such as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis and John Coltrane. Prerequisite: MUS 110, 115, or 210. 3 credits.

MUS 312 — Musical Literature of the World
An introduction to the musical literature of selected cultures of the world acquainting the student with a variety of musical functions and styles at various places and times. Prerequisite: MUS 110, 115, or 210 or equivalent. 3 credits.

MUS 313 — Musical Experience of the Last Two Decades
An examination of the current musical scene and its immediate antecedents. All types of music (symphonic, theater and cinema, jazz, popular virtuoso, mixed media, aleatoric, social, educational, commercial, etc.) are surveyed. Prerequisite: Fine Arts requirement. 3 credits.

MUS 314 — Music of the Jewish People
A survey of Jewish music from the Biblical Period to the present day. Topics include discussion of Ashkenazic and Sephardic liturgical and secular music, traditions, music from the Holocaust, and the contemporary American Jewish music scene. 3 credits.

MUS 320 — Musicianship III
Continuation of MUS 221. Training in the aural recognition, singing/palaying, and notation of complex rhythmic and harmonic material using seventh and ninth chords. Emphasis on modern chord progressions in the major and minor modes. Transcriptions of music recordings. Prerequisite: MUS 221. Corequisite: MUS 325. 2 credits

MUS 321 — Musicianship IV
Continuation of MUS 320. Training in the aural recognition, singing/palaying, and notation of more complex rhythmic and harmonic material. Emphasis on chromaticism and modulation. Dictation of two- and three-part contrapuntal material. Transcriptions of music from recordings. Prerequisite: MUS 320. Corequisite: MUS 326. 2 credits
PHILOSOPHY

Armen T. Marsoobian
CHAIRPERSON

MAJOR IN PHILOSOPHY

For the Bachelor of Arts degree, the major in philosophy consists of 33 credits. Requirements include a 12-credit sequence of four courses in the history of philosophy (PHI 296, 297, 306, and 307), a 3-credit course in logic (PHI 215), a 3-credit course in recent or contemporary philosophy (PHI 408, 420, or 480), and the 3-credit senior philosophy seminar (PHI 490). Students choose the remaining 12 credits in consultation with their advisers, on the condition that these 12 credits may not include PHI 100 and may not include more than 6 credits at the 100 or 200 level.

The student’s major may embody one of several possibilities: for example, a historical emphasis, an applied philosophy focus, a problems approach. Fulfilling whatever pattern a student selects will be under the guidance of a departmental adviser.

If prerequisites are lacking, permission to take a course may be requested of the department. Study of special topics related to the chosen pattern of courses or topics of interest not covered by course offerings may be accomplished by means of independent study (PHI 499).

Students may not count more than 6 credits toward the philosophy major from among the following courses: PHI 207, 208, 301, 302, 303, and 403. Students are strongly advised to complete a year of European history early in their program. For those contemplating graduate study in philosophy, a second foreign language is recommended.

MINOR IN PHILOSOPHY

The minor consists of 18 credits, selected with the advice of the department. Not more than 6 credits may be taken at the 100 level, and at least 6 credits must be taken at the 300 and/or 400 levels. PHI 296 and 306 are required. The philosophy seminar, which is optional for minors, may be taken only with the consent of the department. Students may count not more than three credits toward the minor from among the following courses: PHI 207, 208, 301, 302, 303, and 403.

MINOR IN RELIGIOUS STUDIES

(See Religious Studies)

PHILOSOPHY COURSES

The following courses are offered according to a rotation scheme which may be obtained at the Philosophy Department office.

PHI 100 — Introduction to Philosophy

Introduction to the approach, questions and schools of the philosophical tradition. Deals with such important philosophical matters as questions of knowledge, value, the individual in society. 3 credits.

PHI 120 — Ethics

Freedom and responsibility of human beings as moral agents are examined in dialogue with past and present philosophical attempts to define what is the right, the good, the just. Contemporary ethical issues are analyzed. 3 credits.

PHI 200 — Problems in Philosophy

Analysis of specific philosophical problems, such as the problem of knowledge, the nature of the real, value and obligation, religious belief, and the foundations of society. Selected readings on each topic from a variety of viewpoints. 3 credits.

PHI 207 — The Religious Dimension of Human Existence

The origin, nature, forms and social manifestations of religious experience; relation to other cultural institutions and expressions: analysis of diverse types of religious experiences. 3 credits.

PHI 208 — Asian Religions

The religious dimension of cultures informed by the Hindu, Buddhist, Confucianist, Taoist and Shinto traditions, including historical development, similarities and differences, present encounters and future prospects. 3 credits.
PHI 211 — Asian Philosophy: India
Historical study of the religious and philosophical thought of India from the Vedic literature to representative contemporary philosophers, e.g. Aurobindo, Radhakrishnan, and Gandhi. 3 credits.

PHI 212 — Asian Philosophy: China and Japan
Study of Chinese philosophy: Confucianism, Neo-Taoism, the later Mohists, the Yin-Yang school, Mahayana Buddhism, Ch'anism, modern Chinese philosophy. Shinto and Zen Buddhism in Japan. 3 credits.

PHI 215 — Logic
Basic principles of logical and formal reasoning, analyses of argumentation and the importance of inductive and deductive reasoning. 3 or 4 credits.

PHI 296 — Ancient Philosophy: Pre-Socratic to Plotinus
Development of Western philosophy from its beginnings in Pre-Socratics. Main emphasis is on the works of Plato and Aristotle. Included are the Stoics, Epicureans, and Plotinus. 3 credits.

PHI 297 — Medieval and Renaissance Philosophy:
Augustine to Machiavelli
Philosophical thought in the Middle Ages and the Humanist tradition of the Renaissance. Emphasis upon the thought of Augustine, Aquinas, Scotus, Ockham, and Machiavelli. 3 credits.

PHI 298 — Special Topics in Philosophy
Reflection on recent developments, issues, and/or creative work in the field of philosophy. 3 credits.

PHI 301 — History of Jewish Thought
Judaism from the Biblical period to the present: the Rabbinic tradition and Talmud; philosophical and mystical movements; modern American Jews; Zionism; contemporary Jewish religious and ethical responses to modernity; ecumenical dialogue. Prerequisite: LIT 300 or PHI 207. 3 credits.

PHI 302 — History of Christian Thought
Major thinkers and movements in Eastern, Roman Catholic and Protestant Christianity in the Early, Medieval, Reformation and Modern Periods; contemporary focus—the II Vatican Council, Ecumeneim and theologies of Liberation. Prerequisite: LIT 302 or PHI 207. 3 credits.

PHI 303 — The History of Islamic Thought
Examination of Muslim beliefs and practices, origin of Islamic religious ideas in historical perspective: Muhammad, Quran, religious law, philosophy, theology, mystical sects, modern trends. Prerequisite: 3 credits in philosophy/religious studies or junior/senior status. 3 credits.

PHI 306 — The Age of Reason: Galileo to Kant
Beginnings of the modern tradition of philosophy; the great rationalists (Descartes, Spinoza, Leibniz); the empiricists (Locke, Berkeley, Hume); and the critical philosophy of Kant. Prerequisite: 3 credits in philosophy. 3 credits.

PHI 307 — 19th Century Philosophy: Fichte to Bradley
Major currents of philosophy of this period; the German Idealist movement of Fichte, Schelling, and Hegel; Marxist Materialism; Schopenhauer, Kierkegaard, Nietzsche, Mill, Bradley. Prerequisite: 3 credits in philosophy. 3 credits.

PHI 309 — Women and Religion: The Old and New Eve
Influence of religion on women's image, role, and status in Western culture; cross cultural comparison; contemporary liberation theology; new roles in church and synagogue; sex and marriage. Prerequisite: 3 credits in philosophy or junior/senior status. 3 credits.

PHI 310 — Women and Philosophy
Examines philosophical issues relating to women; surveys works of women philosophers, ancient to contemporary. Prerequisites: 3 credits in philosophy or junior/senior status. 3 credits.

PHI 315 — Aesthetics
Topics include the nature of the work of art, communication in art, value judgments, natural beauty and the examination of philosophical theories of art. Prerequisite: 3 credits in philosophy or relevant major. 3 credits.

PHI 320 — Thinking, Language and Culture
Symbolic and other patterns of human thinking examined for their bearing upon the foundations of the human sciences, logic, language, the fine and useful arts, the natural sciences, mathematics, religion, history and education. Prerequisite: 3 credits in philosophy or relevant major. 3 credits.

PHI 321 — Philosophy of Science
Structures and methods of mathematics, physics, biology, psychology, and the social sciences analyzed in light of the writings of classical and modern philosophers and of recent American, British, and Continental philosophers and scientists. Prerequisite: 3 credits in philosophy or relevant major. 3 credits.

PHI 324 — Computer Ethics
Application of moral theories to ethical problems created, aggravated or transformed by computer technology. Topics include: privacy, computer crime, replacement of human decision-making. Prerequisites: 3 credits in philosophy or computer science or junior/senior status. 3 credits.

PHI 325 — Bio-Ethics of the Life Sciences
Moral and social issues arising from present practices, research and technology in medicine and biology; genetics, interventions in human birth, human experimentation, abortion, health-care delivery, euthanasia, life prolongation, etc. Prerequisite: 3 credits in philosophy or relevant major. 3 credits.

PHI 326 — Business Ethics
Relevance of ethical reasoning to business policies and actions. Moral issues arising from business practices: deceptive advertising, employee privacy and loyalty, occupational safety, affirmative action, due process, product liability, environmental responsibility, etc. Prerequisite: 3 credits in philosophy or junior or senior status in relevant majors. 3 credits.

PHI 327 — Moral Problems in the Law
Examination of the moral and philosophical problems in the law such as privacy, due process, the death penalty. Prerequisite: 3 credits in philosophy or junior/senior status. 3 credits.

PHI 331 — Media: the Ontology of Communication
Philosophical investigation of the nature and role of media in communication, the presuppositions of their creation and use, their implications for ethics and the concept of personhood. Prerequisite: 3 credits in philosophy. 3 credits.
PHI/PSC 340 — Classical and Medieval Eras
An examination of the problems of political philosophy in the contexts of the city-state, the Roman Empire, and the Medieval Christian order, as seen through the writings of major theorists from Plato to Marsilius. Prerequisites: 6 PSC credits and sophomore or higher status. 3 credits.

PHI/PSC 342 — Modern Era
An examination of the problems of political philosophy in the context of the nation-state and the modern scientific worldview as seen through the writings of major theorists from Machiavelli to Marx. Prerequisites: 6 PSC credits and sophomore or higher status. 3 credits.

PHI 351 — Philosophy of Language
Investigation of various theories of language in terms of a set of concepts internal to language and for which any theory must provide an account. Prerequisite: 3 credits in philosophy. 3 credits.

PHI 355 — Philosophy of Religion
A conceptual investigation of religion within several major problem areas, e.g., the definition of religion; theories of religion; knowledge and belief; theism, non-theism and atheism; the religious versus the secular; the logic of religious language; morality and religion. Prerequisite: 3 credits in philosophy. 3 credits.

PHI 370 — Philosophy of Education
Development of implications and application of philosophy for educational thinking and practice. Typical philosophers studied: Plato, Rousseau, Kant, Skinner, Dewey. Analysis of contemporary educational views. Prerequisite: 3 credits in philosophy or junior or senior education major. 3 credits.

PHI 375 — Philosophies of Social and Political Change
Analysis of the philosophic assumptions of prominent advocates of social and political change and their impact on contemporary political and social dialogue. Included are Locke, Plato, Marx, Dewey, Marcuse, Skinner, Tillich, and Augustine. Prerequisite: 3 credits in philosophy or relevant major. 3 credits.

PHI 377 — Marxism, Socialism, and Humanism
Analysis of the foundations of classical and contemporary Marxist and non-Marxist forms of socialism and humanism. Special topics: economic determinism, class struggle, dialectic alienation, democratic socialism. Prerequisite: 3 credits in philosophy or relevant major. 3 credits.

PHI 398 — Special Topics in Philosophy
Reflection on recent developments, issues, and/or creative work in the field of philosophy. 3 credits.

PHI 403 — Contemporary Challenges to Religion
Major critiques of Western religion and Jewish-Christian responses to the challenges of science, Marxism, psychoanalysis, secularization, new religions and contemporary world problems. Prerequisite: 6 credits in religious studies. 3 credits.

PHI 408 — Phenomenology and Existentialism
Parallel themes of existentialism are introduced, concomitantly, in Dostoevsky's “Underground Man” and in Kierkegaard and Nietzsche. Continuing the theme of the Cartesian cogito, first raised by Husserl, analysis of Heidegger's investigations into Being, Sartre's writings on the contingency of human freedom. Prerequisite: 6 credits in philosophy. 3 credits.

PHI 420 — American Philosophy
Major themes of the pragmatists: the logic of discovery, adaptation of scientific method and of social Darwinism, historical relations to Hume and British empiricism, to Kant, Hegel and Continental rationalism. Included are Peirce, James, and Dewey. Prerequisite: 6 credits in philosophy. 3 credits.

PHI 425 — Metaphysics
Inquires into being as such, whether material or immaterial, actual or possible, real or mental, and seeks to discover its most general principles, properties, and structure. Representative theories and problems examined. Prerequisite: 6 credits in philosophy. 3 credits.

PHI 430 — Selected Philosophical Classics
An intensive examination of a major philosophical classic. Text to be decided each time offered by students and the instructor. May be taken twice. Prerequisite: 6 credits in philosophy. 3 credits.

PHI 455 — Philosophy and the Problem of Nihilism
Nietzsche and Kierkegaard as divergent responses to the breakdown of European intellectual and social traditions. Readings include Nietzsche's Birth of Tragedy, Genealogy of Morals, and “The Anti-Christ”, Kierkegaard's Either/Or and Sickness Unto Death. Prerequisite: 6 credits in philosophy or relevant major. 3 credits.

PHI 480 — 20th Century Analytic Philosophy
Philosophies embraced by “The Analytic Movement” are examined: for example, those of Moore, Russell, Ayer, and Wittgenstein. Prerequisite: 6 credits in philosophy. 3 credits.

PHI 490 — Philosophy Seminar
Research and in-depth analysis of selected philosophical problems. Independent study and seminar work on the basis of student interest. Required for senior majors, open to minors. May be taken twice. Prerequisite: 12 credits in philosophy. 3 credits.

PHI 495 — Department Honors
Research of an exceptional quality involving preparation of a thesis, its defense before a departmental committee, and its preparation for publication in abstract form. Prerequisites: senior status or departmental permission. 3 credits.

PHI 498 — Special Topics in Philosophy
Reflection on recent developments, issues, and/or creative work in the field of philosophy. 3 credits.

PHI 499 — Independent Study
Prerequisite: 12 credits in philosophy or departmental permission. 1-3 credits.

PHYSICS

James Dolan
CHAIRPERSON

MAJOR PROGRAMS IN PHYSICS
These programs develop a mastery of the important theories and unifying principles of physics. Laboratory work in varied areas of physics gives the student experience with modern equipment and techniques. Upper level students are encouraged to participate in original research. Projects currently in
progress include superconductivity, fiber optics, nanostructured materials, atomic force and electron microscopy of semi-conductor/insulator interfaces, correlated many-body physics, research on the teaching and learning of physics and theoretical condensed matter physics.

In addition to the University Requirements, all physics majors should complete the following courses:

— An introductory sequence: PHY 230 and 231.
— Mathematics through Calculus III: MAT 252.
— General Chemistry I and II: CHE 120 and 121.
— The following foundation courses in physics:
  
  PHY 309 — Modern Physics
  PHY 370 — Modern Physics Laboratory
  PHY 400-401 — Classical Mechanics I-II
  PHY 406 — Electricity and Magnetism
  PHY 461 — Methods in Physics Research
  PHY 471 — Capstone Experience in Physics

— Other courses in physics and mathematics are chosen with careful advisement to coincide with the student’s interest and career goals.
— Students seeking the B.S. degree (physics) must also complete, with their adviser’s consent, a three-course sequence in either advanced mathematics, computer science or environmental studies.

**Bachelor of Science (Physics)**

The Bachelor of Science degree emphasizes inquiry in depth into the central principles and key applications of physics as well as breadth of scientific, mathematical, and technical study. Students can prepare for productive industrial and governmental research, development and technical management careers, and for many other science and technology oriented professional opportunities. The program requirements form the core of the preparation expected for graduate study in fundamental and applied physics or engineering, or for initial positions in physics-based careers. The minimum requirement in physics is 30 credits. Students planning to be professional physicists or research engineers are encouraged to pursue additional courses, independent study and research beyond the minimum requirement, in physics, mathematics and other related fields.

**Bachelor of Arts (Physics)**

This program offers students the greatest flexibility in choosing courses of interest. Imaginative combinations are possible which enable the student to relate the study of physics to wide-ranging areas such as the social sciences and the fine arts as well as the other natural sciences either as a physics major or in the context of a double major. It also develops advanced skills in quantitative and analytical thinking for a career in business, law, medicine, or other professions. Students may become certified to teach in elementary schools by double-majoring in Physics and Elementary Education. The minimum requirement in physics is 30 credits.

**Bachelor of Science (Secondary Education)**

The department is actively involved in the preparation of science teachers. Independent study, laboratory assistant positions and tutoring experiences can be arranged to enrich the prospective teacher’s education. The specific professional requirements for Initial Teaching Certification in Connecticut are listed under the heading Major Programs in Secondary Education in the School of Education. The minimum requirement in physics is 30 credits.

**MINOR IN PHYSICS**

The student should complete a general physics course (either PHY 200/201, PHY 210, or PHY 230/231) plus PHY 309 and additional courses for a total of 18 credits.

**PHYSICS COURSES**

Since all 100-level courses are introductory a student may not receive credit for more than one of PHY 100, 101, 103, and 111.

**PHY 100 — Elements of Physics for Liberal Arts**

A basic treatment of physics principles. Selected topics from mechanics, heat, wave motion and electricity. Lecture, 2 hours; laboratory, 2 hours. 3 credits.

**PHY 101 — Inquiries in Elementary Physics**

Central topics and applications of physics studied through laboratory-based investigations. Emphasis on processes of science such as observation, measurement, and construction of theories. Recommended for prospective teachers, especially K-6. Some lab periods used for visits to school science classes. Lecture, 1 hour; laboratory, 4 hours. 3 credits.

**PHY 103 — Elements of Physics for the Life Sciences**

Basic principles with topics related to and applications from the life sciences. Recommended for nursing majors. Lecture, 2 hours; laboratory, 2 hours. Prerequisites: MAT 095 or higher, or Mathematics Placement Score at MAT 101 or higher. 3 credits.

**PHY 111 — Physics for Today**

An introduction to physics concepts with emphasis on class demonstrations and everyday applications. Lecture-demonstration, 3 hours. 3 credits.

**PHY 120 — Physics for Tomorrow**

An introduction, using only elementary algebra, to contemporary ideas and discoveries such as relativity, quantum mechanics and chaos, and their applications in modern technology. Prerequisites: one semester of introductory physics (PHY 100, 101, 103, 111, 200, 210, or 230) and MAT 103 or higher. 3 credits.

**PHY 200 — General Physics I**

Motion, energy, vibrations, temperature, heat and fluids are studied using algebra and trigonometry with an emphasis on applications. Special conditions: lab fee. Prerequisites: MAT 100 or MAT 102 or higher, or mathematics placement score at MAT 122 or higher. 4 credits.

**PHY 201 — General Physics II**

A continuation of PHY 200. Electricity, magnetism, circuits, waves, optics and the atomic and nuclear structure of matter are studied using algebra and trigonometry with an emphasis on applications. Special conditions: lab fee. Prerequisite: PHY 200. 4 credits.

**PHY 210 — College Physics**

Selected topics from the field of basic physics employing algebra and trigonometry. Special conditions: lab fee. Prerequisites: MAT 100 or MAT 102 or higher, or mathematics placement score at ‘MAT 122’ or higher. 4 credits.
PHY 230 — Physics for Scientists and Engineers I
Basic principles of mechanics, heat and wave motion are studied using calculus with an emphasis on applications. Students who have not taken high school physics are advised to take a semester of elementary physics before enrolling in the course. MAT 150 must be taken prior to, or concurrent with this course. Special conditions: lab fee. Prerequisites: PHY 122, or mathematics placement score at MAT 150. 4 credits.

PHY 231 — Physics for Scientists and Engineers II
Basic principles of electricity, magnetism and optics are studied using calculus with an emphasis on applications. MAT 151 must be taken prior to, or concurrent with this course. Special conditions: lab fee. Prerequisites: PHY 230 and MAT 150. 4 credits.

PHY 309 — Modern Physics
Relativity, atomic structure, quantum physics, and nuclear transformations are studied. Prerequisites: ENG 111 or ENG 112, and PHY 231. 3 credits.

PHY 340 — Lasers and Masers
Fundamentals of laser action: atomic transitions, population inversion, microwave solid state maser, laser pumping methods, rate equations for a laser oscillator. Survey of different types of laser and applications of laser technology. Prerequisite: PHY 231 or department permission. 3 credits.

PHY 355 — Electricity and Electronics
An operational introduction to DC and AC circuits and electronic devices (diodes and transistors) emphasizing laboratory skills. Lecture, 2 hours; laboratory, 6 hours. Prerequisite: PHY 201, 210, or 231. 4 credits.

PHY 370 — Modern Physics Laboratory
Selected major experiments from modern physics. Data analysis and presentation skills are emphasized. 1 lecture hour and 3 laboratory hours. Prerequisites: PHY 231 and PHY 239. 2 credits.

PHY 389 — Special Topics in Physics
Examination of developments, issues, and/or creative work in the field of Physics. Prerequisites: PHY 210, 201, or 231. 3 credits.

PHY 400 — Classical Mechanics I
Application of Newton's laws in one and multiple dimensions, to moving coordinate systems, and to systems of particles. MAT 252 must be taken prior to, or concurrent with this course. Prerequisites: PHY 231 and MAT 151. 3 credits.

PHY 401 — Classical Mechanics II
A continuation of PHY 400. A study of rigid body motion, the Lagrange and Hamilton equations of motion, and small oscillations. It is recommended that MAT 245 be taken prior to or concurrent with this course. Prerequisites: PHY 231 and MAT 151. 3 credits.

PHY 406 — Electricity and Magnetism
Basic principles of electromagnetism, electrical and magnetic properties of matter, Maxwell's equations. It is recommended that MAT 245 and PHY 400 be taken prior to or concurrent with this course. Prerequisites: PHY 231 and MAT 252. 3 credits.

PHY 410 — Optics
Principles of physical optics and their modern applications. Prerequisites: PHY 231; MAT 252 which may be taken concurrently. 3 credits.

PHY 411 — Optics Laboratory
A planned sequence of experiments in classical and modern optics. Laboratory only, 3 hours. Corequisite: PHY 410. 1 credit.

PHY 415 — Solid State Physics
Crystal structure, X-ray diffraction, lattice vibrations, band theory of metals, electrical conductivity of metals and semi conductors, semi conductor devices, and superconductivity. Prerequisites: PHY 309 and MAT 151. 3 credits.

PHY 430 — Thermodynamics
Basic principles of heat and energy transfer applied to the properties of matter. Prerequisites: PHY 231; MAT 252 which may be taken concurrently. 3 credits.

PHY 440 — Introduction to Quantum Mechanics
Physical concepts and mathematical formalism of quantum mechanics. Topics include the Schrodinger equation and eigenfunctions and approximation methods. It is recommended that MAT 245 and MAT 372 be taken prior to, or concurrent with this course. Prerequisite: PHY 309 and MAT 252. 3 credits.

PHY 461 — Methods in Physics Research
Exposes students to the areas of research in which our faculty are engaged. Students carry out a series of research related activities each under the supervision of a different faculty member. 6 laboratory hours per week. Prerequisite: PHY 370. 2 credits.

PHY 471 — Capstone Experience in Physics
A continuation of PHY 461, this course is the culminating capstone experience in physics. It requires an independent research project or design activity and a significant written report. Course consists of a six-hour laboratory per week and outside work. Prerequisite: PHY 461 or PHY 470. 3 credits.

PHY 499 — Independent Study and Research
Prerequisite: departmental permission. 1-4 credits.

The following courses have also been approved and are offered based on student requests. They may also be taken by individual students in a tutorial format with department permission:

PHY 220 — Analytical Physics
PHY 405 — Scientific Computer Interfacing
PHY 470 — Advanced Experimental Physics I

POLITICAL SCIENCE

John W. Critzer
Chairperson

Major Programs in Political Science

The programs in political science offer the student an understanding of the basic issues in government and politics from the local to the global level, as well as an acquaintance with the methods by which we study the subject. A political science major prepares the student for careers in government service, teaching, law, business, the mass media, international affairs, and organizations advocating public policy. The study of political science may also be of value to many
Bachelor of Arts (Political Science)

Required courses are:

* PSC 100 — Power and Conflict in Modern Societies
  or
  * PSC 130 International Relations
* PSC 110 — U.S. Government
  or
  * PSC 140 — U.S. Political Thought

* Only one in a sequence for credit in the major

PSC 244 — Research Methods in Political Science
PSC 475 — Capstone Seminar

Nine credits in PSC courses at the 300 level or higher

Nine credits of PSC electives at 300 level or higher or
PSC department approved courses in other departments at 00 level or higher.

A minor (18 credits) or cognate (12 credits) outside the department developed in consultation with the student's faculty adviser.

In special cases, and with prior approval of the department, students may receive credit for appropriate courses offered by other departments. Public administration, in particular, has a significant interdisciplinary aspect. The Political Science Department supports initiative and creativity among its major students by granting approval for qualified juniors and seniors to enroll in PSC 499 — Independent Study, and PSC 495 — Honors in Political Science. The department also administers an internship program, PSC 497, which enables qualified students to earn 6-15 academic credits as well as practical experience in the political process through work in various governmental and political institutions.

Bachelor of Science (Secondary Education)

Required courses are:

* PSC 100 — Power and Conflict in Modern Societies
  or
  * PSC 130 International Relations
* PSC 110 — U.S. Government
  or
  * PSC 140 — U.S. Political Thought

* Only one in a sequence for credit in the major

PSC 244 — Research Methods in Political Science
PSC 475 — Capstone Seminar

Nine credits in PSC courses at the 300 level or higher

Nine credits of PSC electives or PSC Department approved courses in other departments at 300 level or higher.

Cognate PSY 370 and SED 482

18 credits in History are required:

Cognates HIS 101 and HIS 111 (6 credits)
Three HIS courses (9 credits)

One HIS course which must be in non-western history from the following List (3 credits): HIS 229, HIS 242, HIS 243, HIS 244, HIS 245, HIS 246, HIS 247, HIS 300, or HIS 342

Students in this program must also complete specific professional requirements for Initial Teaching Certification in Connecticut. These are listed under the heading Major Programs in Secondary Education in the School of Education.

Bachelor of Science Degree (Political Science)

The Bachelor of Science program in political science is designed to combine traditional instruction with a strong emphasis upon the more applied, practical or quantified approaches to the study of politics at all levels: local, national, international. Accordingly, in addition to regular course work the program requires the successful completion of an internship, PSC 497, whose purpose is to complement the student’s more formal and traditional academic experience. PSC 345 is also required.

The Bachelor of Science program is available in all specializations of the political science major (American politics, public administration, international relations, comparative politics, political theory), provided that an internship can be arranged for the applicant by the Political Science Department.

Formal application into the Bachelor of Science program is made following the successful completion of six credits in political science. The applicant is expected to demonstrate professional promise and the capacity for the successful completion of the internship.

Required courses are:

* PSC 100 — Power and Conflict in Modern Societies
  or
  * PSC 130 International Relations
* PSC 110 — U.S. Government
  or
  * PSC 140 — U.S. Political Thought

* Only one in a sequence for credit in the major

PSC 244 — Research Methods of Political Data
PSC 345 — Quantitative Analysis of Political Data
PSC 475 — Capstone Seminar
PSC 497 — Political Science Internship (6-15 credits)

Nine credits may be applied to the major

Nine credits in PSC courses at the 300 level or higher

Six credits of PSC electives or PSC Department approved courses in other departments at the 300 level or higher.

A cognate (12 credits) outside the department developed in consultation with the student's faculty adviser. The cognate is expected to supplement the student's training in political science by providing another perspective from which to examine political institutions and processes.

Students planning to major in political science may wish to specialize in one or more of the following areas:

American Politics
PSC 312 — Media, Polls, and American Politics
PSC 314 — Urban Politics
PSC 315 — Issues in U.S. Government

One HIS course which must be in non-western history from the following List (3 credits): HIS 229, HIS 242, HIS 243, HIS 244, HIS 245, HIS 246, HIS 247, HIS 300, or HIS 342

Students in this program must also complete specific professional requirements for Initial Teaching Certification in Connecticut. These are listed under the heading Major Programs in Secondary Education in the School of Education.
PSC 316 — U.S. Security Policy
PSC 319 — Congress and Presidency
PSC 320 — Gender and Politics
PSC 321 — The U.S. Legal System
PSC 322 — U.S. Political Parties & Elections
PSC 325 — U.S. Politics and Economic Policy
PSC 326 — Race and Ethnicity in American Politics
PSC 328 — State and Local Government
PSC 329 — Political Participation
PSC 350 — Public Administration
PSC 351 — Analysis of Public Policy
PSC 353 — Congress and Public Policy
PSC 354 — Public Personnel Administration
PSC 356 — Politics and Administration in Connecticut
PSC 357 — Administrative Law
PSC 417 — Constitutional Law

Comparative Politics
PSC 300 — Governments of Russia I
PSC 301 — Governments of Russia II
PSC 304 — Politics of Japan and Asian-Pacific Rimlands
PSC 305 — Political Economy of Development
PSC 306 — Politics in Asian Communist and Post-Communist States
PSC 307 — Middle East Politics
PSC 308 — Latin America Politics
PSC 309 — Politics in India and Pakistan
PSC 311 — European Politics
PSC 318 — African Politics and Culture in 20th Century
PSC 320 — Gender and Politics
PSC 333 — Latin American Security
PSC 334 — World Public Opinion
PSC 409 — Ethnic Groups and Ethnic Conflict: An International Perspective

International Relations
PSC 316 — U.S. Security Policy
PSC 317 — U.S.-Latin American Relations
PSC 331 — International Organizations
PSC 333 — Latin American Security
PSC 334 — World Public Opinion
PSC 335 — Global Politics
PSC 336 — The U.S. in World Affairs
PSC 337 — International Law
PSC 338 — Contemporary World Politics
PSC 339 — Foreign Policy Analysis
PSC 409 — Ethnic Groups and Ethnic Conflict: An International Perspective
PSC 435 — On War
PSC 440 — Intelligence

Political Thought
PSC 340 — Political Thought I: Classical and Medieval Eras
PSC 342 — Political Thought II: Modern Era
PSC 344 — Political Thought III: Contemporary Era
PSC 346 — Marxism
PSC 348 — Western Political Thought

MINOR IN POLITICAL SCIENCE
Liberal Arts and Secondary Education Program
The minor consists of 18 credits. Upon completing PSC 100 or 110, the student elects five additional courses in political science with the advice of the department.

CONCENTRATION IN POLITICAL SCIENCE
The concentration of 12 credits, taken with the consent of the department, includes any courses completed as University Requirements.

POLITICAL SCIENCE COURSES
PSC 100 — Power and Conflict in Modern Societies
An introductory explanation of the meaning of political life in the modern world, of some of the ideas behind its democratic and nondemocratic forms, and of political structures, institutions, behavior and processes. The objective of the course is to acquaint the student with the basic terms and concepts of political analysis. 3 credits.

PSC 110 — U.S. Government
Examination of American national government, its philosophy, political, legislative, executive, judicial and administrative processes, and the policies that govern us. 3 credits.

PSC 130 — International Relations
Examination of the characteristics of the international system and of the factors which determine the political relations between the states and other actors. The course develops an understanding of world political issues. 3 credits.

PSC 140 — U.S. Political Thought
An examination of political ideas and theories in the United States from the colonial period to the contemporary era, with special emphasis on the development of democratic theory since the industrial revolution. 3 credits.

PSC 214 — American Tongues: Everyday Politics of Speaking
Investigates the ways that language practice constructs, maintains, and complicates ideas about social cohesion with an emphasis on inequality. Stresses intersections of race, class, and gender. 3 credits.

PSC 244 — Research Methods in Political Science
Exploration of recent methodological developments in the field of political science. Systematic political analysis and approaches to the study of politics are emphasized. Prerequisites: 3 PSC credits or departmental permission. 3 credits.

PSC 300 — Governments of Russia I: 1856-1953
Exensive examination of the development of Russia and Central Europe from the pre-WW1 period to 1953. Emphasis on ideology, state and party organization, internal politics and political leadership. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 301 — Governments of Russia II: 1953 to Present
Intensive analysis of contemporary political, legal, social, economic, military and cultural institutions of the former USSR, Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and former Yugoslavia. The role of the Communist Party and the unity and diversity of the area is discussed. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 304 — Politics in Japan and the Asian-Pacific Rimlands
Analysis of the governments and politics of Japan, South Korea, Taiwan, the Philippines, Hong Kong and Singapore. Prerequisites: 6 PSC credits or departmental permission. 3 credits.
PSC 305 — Political Economy of Development
Introduction to theories of political economy as applied to developing countries and regions. Case studies of development issues in various regions are examined. 6 PSC credits or departmental permission. 3 credits.

PSC 306 — Politics in Asian Communist and Post-Communist States
Analysis of the government and politics of China, Vietnam, Kampuchea, Laos, Mongolia, North Korea, and Central Asia. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 307 — Middle East Politics
A survey of the Arab and non-Arab governments and politics of the region. Particular emphasis on the problems of the political culture, development, modernization, identity, and integration as they present themselves in the area. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 308 — Latin American Politics
Comparative examination of the contemporary political process. Topics include the nature of political change, the role of the military, and the roles of political parties, and government institutions in the democratization process. Studies of selected countries are used to illustrate cases of national political development. Prerequisites: sophomore status. 3 credits.

PSC 309 — Politics in India and Pakistan
The nature of political institutions and of political behavior as well as the influence of religion on politics, the nature of Western impact, the crisis of modernization, and the performance of the political systems of India and Pakistan. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 310 — Comparative Public Policy
A comparison of the process of making, implementing, and evaluating public policy in different kinds of nation-states, with a focus on substantive issues such as health policy, education, human rights, taxation, and transportation. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 311 — European Politics
Analysis of governmental institutions, processes and political behavior in the larger democracies of Western Europe and the European Union. Includes some basic comparisons between European and American politics. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 312 — Media, Polls, and American Politics
Exploration of the impact of the mass media on American political attitudes, including their influence on how public officials govern and their role in political campaigns. Discussion and evaluation of opinion polls, campaign finance, and interest group activities. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 314 — Urban Politics
The governmental structure and the nature of policy making in urban settings. Emphasis is on how urban political issues are dealt with in a federal system and a market society. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 315 — Issues in U.S. Government
Survey of the chief activities of U.S. national government, including the promotion and regulation of business, labor, agriculture, education, civil rights and welfare. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 316 — U.S. Security Policy
Analysis of the formulation and implementation of American security policy. The role of each of the governmental components concerned with security affairs are emphasized. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 317 — U.S.-Latin American Relations
Analysis of U.S. relations with Latin America focusing on trade, immigration, drug control, and military affairs. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 318 — African Politics and Culture in the 21st Century
An analysis of political and economic trends during the 21st century. Prerequisites: 6 PSC credits or departmental permission 3 credits.

PSC 319 — Congress and the Presidency
Exploration of policy making in the national government, concentrating on both the machinery and personnel of Congress and the Executive, with emphasis on the interaction between the two branches. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 320 — Gender and Politics
An examination of gender differences in political philosophy, citizenship, electoral behavior, public opinion and political leadership, and women and the law. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 321 — The U.S. Legal System
Survey of the principles and nature of U.S. criminal and civil law and the court procedures and personnel used to apply it. Prerequisites: sophomore status or departmental permission. 3 credits.

PSC 322 — U.S. Political Parties and Elections
Study of contemporary political parties and the functions of voting and elections in the United States. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 325 — U.S. Politics and Economic Policy
Examination of the role of the national government in economic policy-making since 1945 with a focus on budgeting, deficits, debt, taxation, banking, and trade relations. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 326 — Race and Ethnicity in American Politics
An examination of the roles of Blacks, Hispanics, Asians, and Native Americans in comparison with Whites in the U.S. political system. Issues about political participation, voting behavior, affirmative action, and public policy are examined. Prerequisite: 3 PSC credits or departmental permission. 3 credits.

PSC 328 — State and Local Government
Examination of the types of interrelations and policy-making powers of state and local governments. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 329 — Political Participation
Examination of how and why citizens participate in politics through organizing groups, campaigning for candidates, and voting in elections. Prerequisites: 6 PSC credits or departmental permission. 3 credits.
PSC 331 — International Organizations
Examination of international and regional organizations whose major functions are conflict resolution and economic and political cooperation. This course focuses on the United Nations and the European Community. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 333 — Latin American Security
Analysis of Latin American major security issues, including revolution, guerrilla warfare, and transnational crime. Prerequisite: sophomore status and 3 PSC credits. 3 credits.

PSC 334 — World Public Opinion
Examination of the myths and realities of global public opinion and its impact on foreign policies in an era of 24 hour broadcast news and the Internet. Topics include international agenda-setting; propaganda; international protest movements; control and funding of international media; gender, race, and ethnicity; international opinion leaders; and news coverage of terrorism and humanitarian and human rights issues. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 335 — Global Politics
Analysis of globalization and its impact on political institutions and transnational policies. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 336 — The U.S. in World Affairs
Analysis of U.S. foreign relations with the regions of the world focusing on policy makers, political institutions and strategic decision-making. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 337 — International Law
Principles of international law, their historical development and application in the modern world. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 338 — Contemporary World Politics
Analysis of the major causes and consequences of contemporary world conflicts and possible conflict resolution strategies. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 339 — Foreign Policy Analysis
Methods and techniques for analyzing foreign policy decisions in the U.S. and other nations. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 340 — Political Thought I: Classical and Medieval Eras
An examination of the problems of political philosophy in the contexts of the city-state, the Roman Empire and the Medieval Christian order, as seen through the writings of major theorists from Plato to Marsilius. Prerequisites: Sophomore or higher status and 6 PSC credits. 3 credits.

PSC 342 — Political Thought II: Modern Era
An examination of the problems of political philosophy in the context of the nation-state and the modern scientific world view as seen through the writings of major theorists from Machiavelli to Marx. Prerequisites: Sophomore or higher status and 6 PSC credits. 3 credits.

PSC 344 — Political Thought III: Contemporary Era
An examination of the major philosophic and scientific approaches to politics in the 20th century through analysis of writers from Marx to Marcuse. Prerequisites: Sophomore or higher status and 6 PSC credits. 3 credits.

PSC 345 — Quantitative Analysis of Political Data
Examination of quantitative techniques used as tools for the study of politics, survey research techniques, scaling, and data processing. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 346 — Marxism
Historical analysis of political and economic thought of Marx, Engels, Lenin, Stalin, Mao, and their successors; and Marxism's impact on the 20th and 21st centuries. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 348 — Western Political Thought
Examination of the major western political theories from ancient to modern times. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 350 — Public Administration
An analysis of the public administrative process and its impact on public policy and political decision-making. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 351 — Analysis of Public Policy
An introduction to policy analysis and the policy process. Techniques for the systematic examination and explanation of the formation of public policy, its substance, and its impact and consequences. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 353 — Congress and Public Policy
An examination of the interactions of Congress with presidents, government agencies, the courts, interest groups, and the media in the policy-making process. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 354 — Public Personnel Administration
The personnel function in government. The federal merit system, job selection and evaluation, staffing and equal employment opportunity. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 356 — Politics and Administration in Connecticut
The political and administrative structures of Connecticut government and policy-making, the electoral process, the role of the governor, the legislative process, bureaucracy and administration, and public policy. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 357 — Administrative Law
How administrative agencies, government departments, boards and commissions interpret and enforce statutes. The procedures used, degree of discretion permitted and relation of administrative agencies to other branches of government are covered. Prerequisite: 6 PSC credits or departmental permission. 3 credits.

PSC 398 — Special Topics in Political Science
Examination of current issues in political science. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 409 — Ethnic Groups and Ethnic Conflict: An International Perspective
A comparative analysis of the causes and implications of ethnic conflict. Case studies from Europe, Asia, and Africa will be examined to illustrate the topics of ethnicity, race, and nationalism. 3 credits.

PSC 417 — Constitutional Law
Study of the interpretation of the Constitution through the examination of Supreme Court decisions. Prerequisites: 6 PSC credits or departmental permission. 3 credits.
PSC 435 — On War
Major philosophies of violence, strategy, and tactics are discussed followed by examinations of total thermonuclear war, limited thermonuclear war, conventional war, guerrilla warfare, and military potential and organization. Also studied are means to control or stop violence—deterrence, arms control, disarmament, etc. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 440 — Intelligence
This course directs the student's attention to the decisive role played by intelligence in the decision-making process. The focus is primarily on national security. Prerequisites: 6 PSC credits or departmental permission. 3 credits.

PSC 475 — Capstone Seminar
Demonstration of knowledge accumulated over the course of the major, including research writing skills and the ability to evaluate either statistical data or qualitative evidence. Prerequisites: political science major and senior status. 3 credits.

PSC 495 — Honors in Political Science
A course for advanced students of distinguished academic credentials, who wish to pursue independent research. Upon completion of an approved project the student graduates with departmental honors. Prerequisite: departmental permission. 3 credits.

PSC 497 — Political Science Internship
A supervised internship in political institutions at the local, state, national, or international level providing practical training in public administration, and permitting the application of social science methods to appropriate topics. Bi-weekly seminars required. Prerequisites: junior or senior standing and departmental permission. 6-15 credits.

PSC 498 — Advanced Special Topics in Political Science
Advanced study of current issues in political science. Prerequisites: junior or senior status and 9 PSC credits. 3 credits.

PSC 499 — Independent Study
Prerequisite: departmental permission. 3 credits.

PRE-ENGINEERING

Christine Broadbridge  
COORDINATOR

This course sequence, which has a strong emphasis in chemistry, mathematics, and physics introduces the student to the scientific demands imposed upon the engineer. It is typical of the first two years of study at most four-year schools of engineering. Those students who are qualified to continue their studies may then apply for transfer at the end of the two-year course sequence. It, at the end of two years, a student finds an interest other than engineering, some courses already taken will help satisfy mathematics and science requirements; others may be used as free electives or to meet major or minor requirements.

A typical course sequence follows:

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>Physics for Scientists and Engineers</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Composition</td>
<td>3-6</td>
</tr>
<tr>
<td>*Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE YEAR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>Classical Mechanics</td>
<td>6</td>
</tr>
<tr>
<td>Computer Programming I</td>
<td>3</td>
</tr>
<tr>
<td>*Electives</td>
<td>12-15</td>
</tr>
</tbody>
</table>

*Electives should be taken that will satisfy the requirements of the degree-granting institution that the student plans to attend.

PRE-LAW

Arthur C. Paulson  
PRE-LAW ADVISER

The pre-law program offers the broad educational background, practical skills in research, analysis and writing, exposure to American law and legal systems, and the specialized advisement designed to prepare a student to enter and succeed in law school. Preparation can cross a number of academic disciplines, including, for example, political science, business economics, and sociology. A student interested in law school usually selects a major in one of the above disciplines, or a related field, but students who choose other majors are frequently admitted to law school. Academic preparation and performance are more important to success in law school than the particular major selected by the student. It is important that students present a transcript which demonstrates that they have been exposed to a rigorous curriculum.

Students considering law school should consult the pre-law advisor as soon as possible after entering college. It is advised that they join the Pre-law Society, where they can engage in extracurricular activities designed to prepare students for the law school admission process, and for success in law school. Pre-law students are particularly advised to take the following courses:

- PHI 215 — Logic
- PSC 110 — U.S. Government
- PSC 321 — U.S. Legal System
- PSC 417 — Constitutional Law

Students considering law school should meet with the pre-law advisor, Prof. Arthur Paulson, in the Department of Political Science as soon as possible after entering the University.
PRE-MEDICAL, PRE-DENTAL, AND PRE-VETERINARY MEDICINE

Jiongdong Pang
COMMITTEE CHAIRPERSON

The University’s Pre-medical Committee advises students in preparing for admission to medical, dental and veterinary schools, and in providing student evaluations requested by most professional schools. In addition, the committee provides information and evaluations for certain other health professions such as optometry, podiatry, chiropractic medicine, osteopathic medicine, and physicians’ assistant programs. Students interested in medical careers register with this committee early in their academic studies at the University. This enables committee members to advise students of courses that enhance opportunities for admission into a professional school. The keen competition for admission to a professional school dictates that applicants achieve a high undergraduate academic average. Should pre-med students fail to achieve these standards, they are advised of other program and possible career options. Medical, dental and veterinary schools generally do not require a specific undergraduate major. However, a strong background in biology, chemistry, and physics is advisable since the course of study in the professional school is a science curriculum. Virtually all professional schools require the following undergraduate courses: — a minimum of 8 credits in biology — a minimum of 16 credits in chemistry (8 credits in general chemistry and 8 credits in organic chemistry) — a minimum of 8 credits in physics Additional courses in biology (e.g. comparative anatomy), chemistry (biochemistry, physical chemistry,) and mathematics through Calculus II are highly recommended. Since the professional schools also are seeking students with well-rounded academic backgrounds, study in the humanities and social sciences is highly recommended.

In the spring or second semester of their junior year, students should apply to be evaluated by the Pre-medical Committee. As a part of this evaluation students must submit a written statement explaining their background and professional goals, which might aid the committee in making an evaluation. Students are interviewed by the committee during the latter part of the spring semester. The committee then makes its evaluation and recommendation, and forwards it to those schools to which the student intends to apply.

Interested students should contact the secretary in the Chemistry Department for further information.

PSYCHOLOGY

Patricia Kahlbaugh
CHAIRPERSON

MAJOR IN PSYCHOLOGY

The Psychology Department offers three major courses of study. These lead to a degree in psychology, psychology with a concentration in mental health, or psychology with a concentration in research. Students with the appropriate prerequisites may take offerings from any psychology concentration, including field practicum and data gathering courses. The degree offers preparation for graduate training in all areas of psychology, meeting the basic entrance requirements of M.A., Ph.D., and Psy.D. programs.

Minimum Grade Requirement

All majors in psychology must meet the minimum overall QPR of 2.5 and have a grade of “C” or better in courses counted toward the major. Transfer students majoring in psychology must take at least 50 percent of their psychology credits at SCSU and meet the standards outlined above.

Students may choose one of the degree programs listed below:

Bachelor of Arts in Psychology, General

This is the general academic psychology major and requires 34 credits beyond the introductory course. It provides training in the experimental methods of scientific psychology as well as an understanding of the dynamic factors underlying human behavior and personality. It also emphasizes the values of a liberal education. Flexible elective offerings permit students to pursue areas determined by their interests.

Students choosing this program are required to complete the major by fulfilling the minimum requirements for each of the following groups.

Both of the following:
PSY 259 — Statistics in Psychology
PSY 393 — Experimental Methods

Two of the following:
PSY 303 — Perception
PSY 311 — Learning
PSY 313 — Cognition
PSY 383 — Brain and Behavior

Two of the following:
PSY 210 — Infant and Child Development
PSY 215 — Adolescent Development
PSY 227 — Social Psychology
PSY 228 — Personality
PSY 320 — Abnormal Child Psychology
PSY 321 — Abnormal Psychology

Any two 400-level psychology courses, not including 472, 473, and 499.

Any other three psychology courses on the 200, 300, or 400 level.
Bachelor of Arts in Psychology, Concentration in Mental Health

Students who choose this concentration consisting of 37 credits beyond the introductory course are provided with an introduction to issues, problems, and resources in the mental health field. This program consists of coursework more specific to the mental health field and is highlighted by a field practicum and seminar taken together during the senior year. The supervised field placement consists of a minimum of 150 hours of experience in a mental health setting. Upon completion, students will have satisfied the requirements for the B.A. degree in psychology and the concentration in mental health. The concentration will provide background for graduate study leading to careers in school, counseling, or clinical psychology. Interest in the concentration should be explored during the second semester of the sophomore year or the first semester of the junior year.

Students choosing mental health are required to complete the major by fulfilling the minimum requirements for each of the following groups.

All of the following:
PSY 220 — Introduction to the Mental Health Field
PSY 228 — Personality
PSY 259 — Statistics in Psychology
PSY 393 — Experimental Methods

One of the following:
PSY 465 — Seminar in Psychological Counseling and Therapy
PSY 474 — Seminar in Behavior Theory and Practice

One of the following:
PSY 210 — Infant and Child Development
PSY 215 — Adolescent Development
PSY 227 — Social Psychology

One of the following:
PSY 302 — Motivation
PSY 303 — Perception
PSY 311 — Learning
PSY 313 — Cognition
PSY 383 — Brain and Behavior

One of the following:
PSY 320 — Abnormal Child Psychology
PSY 321 — Abnormal Psychology

One of the following:
PSY 331 — Psychological Evaluation
PSY 461 — Data Gathering Techniques: Assessment

Both of the following concurrently:
PSY 471 — Seminar in Psychological Services
PSY 472 — Field Practicum in Psychological Services

Any other 400-level course, not including PSY 472, 473, and 499.

Bachelor of Science in Psychology, Concentration in Research

This concentration requires 33 credits beyond the introductory course and an additional 15 credits in cognates and culminates in the B.S. degree. The program emphasizes skill development in the research process and is highlighted by two senior-level lab courses which focus on testing, evaluation, data collection, and analysis. Courses have been chosen for their value in preparing for the research job market in psychology and related disciplines as well as for graduate study. Upon completion, students will have satisfied both the requirements for the major in psychology and the concentration in research.

Students choosing research are required to complete the major by fulfilling the minimum requirements for each of the following groups.

Both of the following:
PSY 259 — Statistics in Psychology
PSY 393 — Experimental Methods

Two of the following:
PSY 210 — Infant and Child Development
PSY 215 — Adolescent Development
PSY 227 — Social Psychology
PSY 228 — Personality
PSY 320 — Abnormal Child Psychology
PSY 321 — Abnormal Psychology
PSY 361 — Industrial and Organizational Psychology

Three of the following:
PSY 302 — Motivation
PSY 303 — Perception
PSY 311 — Learning
PSY 313 — Cognition
PSY 383 — Brain and Behavior
PSY 406 — Language
PSY 484 — Comparative Animal Behavior
PSY 494 — Seminar in Human Nervous System

Both of the following:
PSY 461 — Data Gathering Techniques: Assessment
PSY 462 — Data Gathering Techniques: Instrumentation

Any other 400-level course, not including PSY 472, 473, and 499.

Cognate requirements (minimum of 15 credits selected from below):

Required:
CSC 101 — Introduction to Computers and Applications
Two of the following:
CSC 102 — BASIC Programming: Programming in BASIC
CSC 185 — Productivity Tools on the Macintosh
CSC 200 — Personal Computer Applications
CSC 285 — Computer Graphics Software
CSC 304 — Internet: Applications and Management
CSC 370 — Computer Implementation of Statistical Methods

Two of the following:
COM 205 — Fundamentals of Professional Presentations
CSC 324/PHI 324 — Computer Ethics
ENG 304 — Technical Writing and Communication
ENG 316 — Writing for Business and Industry
ILS 244 — The Use of Information Sources
PHI 321 — Philosophy of Science
SOC 370 — Methods of Social Research
SOC 471 — Evaluating Social Research

MINOR IN PSYCHOLOGY

In addition to PSY 100, students may select any five psychology courses, provided they have the necessary prerequisites for each course.
PSYCHOLOGY COURSES

PSY 100—Introduction to Psychology
Introduction to psychology as a science. Core topics are: psychology as a profession, research methods, biological bases of behavior, and learning. Additional topics are selected from: personality (normal and abnormal), sensation and perception, cognition, social, intelligence, and development. 3 credits.

PSY 197—Research Internship
Research experience under direct faculty supervision. Involvement in planning and carrying out a research program, learning basics of data collection and management, and examination of issues within specific content areas. Prerequisites: PSY 100 and departmental permission. 1-3 credits.

PSY 210—Infant and Child Development
Overview of child development from conception up to adolescence with an emphasis on important issues for healthy development during infancy and childhood. Prerequisite: PSY 100. 3 credits.

PSY 215—Adolescent Development
Overview of normal development from preadolescence through young adulthood. Major themes include: identity formation, formal operations, family and peer relationships, and puberty. Prerequisite: PSY 100. 3 credits.

PSY 219—Lifespan Development
An examination of the human lifespan from prenatal development to very old age and death viewed as a complex product of biological, psychological, and societal processes. Topics are oriented around the developmental tasks of different age periods across the lifespan and the psychological issues commonly confronted at these times. Prerequisite: PSY 100. 3 credits.

PSY 220—Introduction to the Mental Health Field
Overview of the history of mental health care, the current mental health care system, clinical cases, and therapeutic communication. Additionally, this course explores careers within the field. Prerequisite: PSY 100. 3 credits

PSY 227—Social Psychology
The influence of others on an individual’s cognitions, emotions, and behaviors. Attention is directed to conformity, aggression, interpersonal relations, stereotyping and the role of culture. Prerequisite: PSY 100. 3 credits

PSY 228—Personality
Examines the concept of personality; theories, methods of research, controversies, and empirical evidence. The major approaches to personality theories are discussed in light of their historical and current significance. Prerequisite: PSY 100. 3 credits

PSY 259—Statistics in Psychology
Introduction to descriptive and inferential statistics including measures of central tendency, probability, and hypothesis testing. Emphasis upon computational and psychological applications of correlational procedures, t-tests, ANOVA, and an introduction to non-parametric statistics. Prerequisites: PSY 100 and successful completion of University Math requirement. 3 credits.

PSY 298—Special Topics
Examination of specific developments, issues, and/or creative work in the field of psychology. 3 credits.

PSY 303—Perception
Topics include the physiological nature of the senses and their relationship to behavior in phenomena such as perceptual illusions, color blindness, depth in graphic arts, and the perception of time and motion. Complex interactions between perception and culture, past experience, and personality are examined. Prerequisite: PSY 100 and 3 credits in psychology. 3 credits

PSY 311—Learning
Problems, methodology, empirical findings, theories and controversies about both basic and advanced forms of learning and behavioral change. Prerequisite: PSY 100 and 3 credits in psychology. 3 credits

PSY 313—Cognition
Recent and classic theory and research regarding human learning and memory, including models of attention, memory storage, retrieval, forgetting, language, and decision making. Prerequisite: PSY 100 and 3 credits in psychology. 3 credits

PSY 320—Abnormal Child Psychology
Examination of basic issues in child and adolescent psychopathology. Exploration of symptoms and determinants of children’s behavioral problems with emphasis on motivation, learning, development and interpersonal interactions. Prerequisite: PSY 228. 3 credits.

PSY 321—Abnormal Psychology
Concepts of abnormal behavior are examined in light of historical, cultural, psychological and psychobiological perspectives. Empirical research and methodology are emphasized; other topics may include etiology, diagnosis and treatment. Prerequisite: PSY 228. 3 credits.

PSY 331—Tests and Measurements
Types of psychological and educational tests and their major uses. Topics include test construction, administration, scoring, and interpretation, psychometrics, test selection and evaluation, ethics, and testing special populations. Prerequisite: PSY 259. 3 credits.

PSY 361—Industrial and Organizational Psychology
A survey of the psychological factors that influence the individual in work settings. Topics may include employee attitudes, job satisfaction, personnel selection, decision making, leadership, group dynamics, stress, substance abuse, performance assessment, and market research and advertising. Prerequisite: PSY 100 and 3 credits in psychology. 3 credits.

PSY 366—Health Psychology
Exploration of the role of psychology in the promotion and maintenance of health and in the prevention and treatment of illness. Topics may include: the biopsychosocial model, theories of health behavior, stress and coping, and the personality-health link. Prerequisite: PSY 100 plus 3 additional credits in psychology. 3 credits.

Students may receive credit for only ONE of 370 or 371.

PSY 370—Educational Psychology
Exploration of psychological theories, principles, and their applications to educational settings. Topics may include development, learning, intelligence, learning differences and styles, motivation, educational measurement and evaluation. Prerequisite: PSY 100 and 3 credits in psychology. 3 credits.
PSY 371 — Educational Psychology for Early Childhood Majors
Exploration of psychological theories, principles, and their applications to educational settings for young children. Topics include development, learning, intelligence, learning differences and styles, motivation, educational measurement and evaluation. Prerequisite: PSY 100 and 3 credits in psychology. 3 credits.

PSY 383 — Brain and Behavior
Basic physiological mechanisms underlying human and animal behavior. Sensory, neural, endocrine, and motor response systems are considered within the context of various psychological functions: sensation, perception, learning, thinking, motivation, and personality. Variations in behavior resulting from maturational or pathological processes are also considered. Prerequisite: PSY 100 and 3 credits in psychology. 3 credits.

PSY 393 — Experimental Methods
Introduction to research procedures and experimental design. Students learn to design and carry-out experiments through demonstrations and 'hands-on' experience. Laboratory exercises include critically reading research reports from psychological journals, using computerized databases to locate primary source literature, analyzing data with computerized statistical software, and writing research reports in APA format. Prerequisite: grade of C or higher in PSY 259. 4 credits.

PSY 401 — Seminar in History and Systems of Psychology
Philosophical and scientific antecedents to major systems in psychology including behaviorism, Gestalt psychology, psychoanalysis, humanism, developmental and cognitive psychology. Prerequisite: 12 credits in psychology. 3 credits.

PSY 406 — Language
An examination of the psychological processes involved in language production and comprehension. Topics include speech perception, structure of language, language acquisition, language disorders, and the relationship of language to meaning and thought. Prerequisite: 12 credits in psychology. 3 credits.

PSY 412 — Psychology of Women
Surveys influential contributions in the psychology of women. Topics include alternative research approaches, gender differences, human development, interpersonal relationships, and social problems. Prerequisite: 12 credits in psychology. 3 credits.

PSY 415 — Topics in Child Development
Intensive study of special topics in child development which may include language development, attachment, morality, child psychopathology, etc. Prerequisite: 12 credits in psychology. 3 credits.

PSY 427 — Seminar in Close Relationships
Examination of the factors which affect intimate relations with emphasis on both content and research methods. Topics include love and intimacy, pre-marital relations, marriage, divorce, and remarriage. Prerequisites: 12 credits in psychology. 3 credits.

PSY 461 — Data Gathering Techniques: Assessment
Training in data gathering techniques in different content areas of psychology with emphasis on construction and scoring of selected psychological instruments. Lecture: 3 hours; Laboratory 2 hours. Prerequisites: PSY 393 and departmental permission. 4 credits.

PSY 462 — Data Gathering Techniques: Instrumentation
Training in data gathering techniques in different content areas of psychology with emphasis on electronic instrumentation in psychological research. Lecture: 3 hours; Laboratory, 2 hours. Prerequisites: PSY 393 and departmental permission. 4 credits.

PSY 463 — Field Practicum in Psychological Research
Field experience in a psychological research setting. Exposure to and application of theoretical and practical aspects of psychological research in various data collection environments. Prerequisite: PSY 393 and departmental permission. 3 credits. (Repeatable up to 6 credits.)

PSY 465 — Seminar in Psychological Counseling and Therapy
Theories and practice of psychological counseling and psychotherapy. Prerequisites: 12 credits in psychology including PSY 228. 3 credits.

PSY 471 — Seminar in Psychological Services
Contemporary issues and problems in providing psychological services. Course is composed of lecture, case studies, and student presentations. Prerequisites: Departmental permission and 12 credits in psychology including PSY 465 or 474. 3 credits.

PSY 472 — Field Practicum in Psychological Services I
Field experience in a psychological mental health setting such as a mental hospital, public school or community mental health clinic. Prerequisite: departmental permission. Special condition: Corequisite PSY 471. 3-6 credits.

PSY 473 — Field Practicum in Psychological Services II
Field experience in a psychological mental health setting such as a mental hospital, public school, or community mental health clinic. Prerequisites: PSY 472 and departmental permission. 3-6 credits.

PSY 474 — Seminar in Behavior Theory and Practice
Basic principles and ethics of behavior management and modification are considered from theoretical and practical standpoints. Students will apply these principles in real life settings. Prerequisites: 12 credits in psychology including PSY 228 or 311. 3 credits.

PSY 484 — Comparative Animal Behavior
Physiological, developmental, and learned aspects of adaptive behavior are studied within a species comparative context, including study of individual behavior, social organization, and communication patterns. Prerequisites: 12 credits in psychology and BIO 100 or departmental permission. 3 credits.

PSY 487 — Psychopharmacology
Basic principles of psychopharmacology. Topics include: drug classification systems, pharmacokinetics, pharmacodynamics, therapeutic effects, adverse effects, mechanisms of tolerance and dependence. Emphasis on latest research developments. Prerequisites: 12 credits in psychology including PSY 383. 3 credits.

PSY 490 — Seminar for Psychology Majors
An in-depth study of a selected area of psychology with emphasis on latest developments in research. Prerequisite: Senior psychology major. 3 credits
RESERVE OFFICER TRAINING CORPS-ROTC

ROTC
Students may earn a commission in the United States Air Force or in the United States Army by completing requirements of the Reserve Officer Training Corp (ROTC) program as part of their studies at the University.

AIR FORCE ROTC
Students at Southern Connecticut State University are able to take Air Force Reserve Officer Training Corps (AFROTC) classes at the University of Connecticut and receive commissions as second lieutenants.

The Air Force ROTC program is available to Southern Connecticut State University students at the University of Connecticut's main campus at Storrs. Through the Air Force ROTC program, Southern Connecticut State University students, without paying extra tuition, can pursue a commission as an officer in the United States Air Force. The freshman and sophomore courses carry no military obligation and are open to all students. Scholarships are also available for qualified students. These scholarships pay up to full tuition and fees, as well as money for books and a monthly stipend.

The student selects either a four-year or two-year ROTC sequence of courses taught by Air Force officers at the University of Connecticut.

Students wishing to enroll in the two-year program must contact the AFROTC during the second semester of their sophomore year. Students commute to Storrs for classes on Thursday afternoons. Up to 16 credits may be transferred to Southern and counted toward degree requirements as free electives.

Interested students should contact the Air Force ROTC office at (860) 486-2224 or visit its Web site at www.airforce.uconn.edu.

AIR FORCE ROTC COURSES

ARF 113-114 — Air Force Studies I
Study of the role of the Air Force in the contemporary world: the function of strategic offensive and defensive forces, general purpose forces and related aerospace support forces. The citizen-soldier concept, the relationship between war and morality, and human rights. The improvement of student communication skills. Lecture, 1 hour; laboratory, 1 hour. 1 credit each.

ARF 123-124 — Air Force Studies II
Development of air power from balloons and dirigibles as part of their studies at the University.

The student selects either a four-year or two-year ROTC sequence of courses taught by Air Force officers at the University of Connecticut.

Students wishing to enroll in the two-year program must contact the AFROTC during the second semester of their sophomore year. Students commute to Storrs for classes on Thursday afternoons. Up to 16 credits may be transferred to Southern and counted toward degree requirements as free electives.

Interested students should contact the Air Force ROTC office at (860) 486-2224 or visit its Web site at www.airforce.uconn.edu.

AIR FORCE ROTC COURSES

ARF 113-114 — Air Force Studies I
Study of the role of the Air Force in the contemporary world: the function of strategic offensive and defensive forces, general purpose forces and related aerospace support forces. The citizen-soldier concept, the relationship between war and morality, and human rights. The improvement of student communication skills. Lecture, 1 hour; laboratory, 1 hour. 1 credit each.

ARF 123-124 — Air Force Studies II
Development of air power from balloons and dirigibles as part of their studies at the University.

The student selects either a four-year or two-year ROTC sequence of courses taught by Air Force officers at the University of Connecticut.

Students wishing to enroll in the two-year program must contact the AFROTC during the second semester of their sophomore year. Students commute to Storrs for classes on Thursday afternoons. Up to 16 credits may be transferred to Southern and counted toward degree requirements as free electives.

Interested students should contact the Air Force ROTC office at (860) 486-2224 or visit its Web site at www.airforce.uconn.edu.
ARF 245-246 — Air Force Studies IV
The Armed Forces as an integral element of society. The broad range of U.S. civil-military relations and the environmental context in which defense policy is formulated and implemented. Lecture, 3 hours; laboratory, 1 hour. 3 credits each.

ARMY ROTC - MILITARY SCIENCE
The student selects either a four-year or a two-year ROTC sequence of courses taught by Army officers at the University of Connecticut.

Students wishing to enroll in the two-year program must contact the Army ROTC during the second semester of their sophomore year. Up to 6 credits may be transferred to Southern and counted toward degree requirements as free electives.

Interested students should contact the Army ROTC 486-4538 at Storrs.

MILITARY SCIENCE/ARMY ROTC COURSES
MSC 131 — Introduction to ROTC
An analysis of the national security structure, organization and branches of the Army in today's society, benefits and opportunities of an Army officer. 1 credit.

MSC 132 — Basic Military Skill
Introduction to basic first aid, orientation on the rights and responsibilities of a soldier, and career opportunities. Pre-requisite: MSC 131. 1 credit.

MSC 143 — Leadership Techniques
An introduction to leadership and management emphasizing types of leadership, management functions, principles of leadership and leadership traits. 1 credit.

MSC 144 — Individual and Small Unit Skills
An introduction to map reading and land navigation, individual and small unit tactics, and orientation on military equipment. Prerequisite: MSC 131. 1 credit.

SOCIOMETRY
Jon P. Bloch
CHAIRPERSON

MAJORS IN SOCIOLOGY
The Sociology Department offers courses of study leading to the Bachelor of Arts degree, the Bachelor of Science degree (with or without concentration), and the Bachelor of Science degree in sociology with certification in secondary education. The curriculum is designed to equip students with a broader and deeper understanding of human diversity. Students are rigorously trained in theory and research methods. The degree program in sociology prepares students for employment in the professional and private sector and pursuit of higher degree programs.

As of August 25, 2003, students wishing to declare a sociology major must apply for admission into the department. Applications are available in the Sociology Department. All majors in sociology must have a minimum overall GPA of 2.5. A grade of "C-" or better is required in all core sociology courses. Sociology majors are strongly encouraged to take at least one course in sociology.

Bachelor of Arts Degree
Students pursuing a liberal arts degree in sociology are required to enroll in a minimum of 37 credits in the major.

Required core courses are:
SOC 200 — Advantages in Sociology
SOC 370 — Methods of Social Research
SOC 380 — Foundations of Sociological Theory
SOC 480 — Applied Contemporary Theory

One additional methods course:
SOC 440 — Quantitative Analysis of Social Science Data
SOC 473 — Qualitative Research Methods

One course emphasizing diversity:
SOC 310 — Racial and Ethnic Relations
SOC 315 — Sociology of Gender
SOC 363 — Social Inequality in the U.S.

One capstone course from the following:
SOC 490 — Sociology Seminar
SOC 495 — Departmental Honors*
SOC 497 — Sociology Internship

The student then selects five additional courses from the sociology offerings. With the advice and consent of the department, PSY 227 — Social Psychology may be taken in place of an elective sociology course.

*Students wishing to complete the Departmental Honors thesis option as their capstone, must enroll in SOC 499 — Independent Studies in the semester prior to enrolling in SOC 495 — Departmental Honors.

Bachelor of Science Degree (with Secondary Education certification)
The major in sociology, requires a minimum of 31 credits in sociology. These courses consist of the required core sociology courses and three additional courses in sociology. Students are also required to enroll in courses in history (21 credits) and education (18 credits) to fulfill the requirements for this option.

To meet certification requirements, a sociology major in the Secondary Education Program must complete 18 credits of HIS, which includes at least one course in non-western history. The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the Undergraduate Catalog under the heading "Major Programs in Secondary Education" in the School of Education.

Bachelor of Science Degree in Sociology
The major in sociology, consisting of a minimum of 49 credits, provides an understanding of the nature and structure of society and group behavior. Courses provide in-depth coverage of the field. Elective offerings allow the student to adapt the major to the student's particular interests and future plans. The major prepares students for teaching and for further work at the graduate level. In addition, sociology provides a background for those interested in a variety of work activities. Career opportunities include positions in...
criminal justice, private and public social service agencies, and research relating to areas such as public opinion and marketing.

The program is comprised of a minimum of 22 credits in sociology. Required core courses are:

- SOC 200 — Adventures in Sociology
- SOC 370 — Methods of Social Research
- SOC 380 — Foundations of Sociological Theory
- SOC 480 — Applied Contemporary Theory

One additional methods course:
- SO 440 — Quantitative Analysis of Social Science Data
- SOC 473 — Qualitative Research Methods

One course emphasizing diversity:
- SOC 310 — Racial and Ethnic Relations
- SOC 315 — Sociology of Gender
- SOC 363 — Social Inequality in the U.S.

One capstone course from the following:
- SOC 490 — Sociology Seminar
- SOC 495 — Departmental Honors*
- SOC 497 — Sociology Internship

The student then selects five additional courses (15 credits) from the sociology offerings. With the advice and consent of the department, PSY 227 — Social Psychology may be taken in place of a sociology elective course. Students must take 12 credits of specified supplemental cognate courses in areas other than sociology that are relevant to the concentration and support professional career goals. The courses should promote a field of study with the student’s academic and career goals in mind.

*Students wishing to complete the Departmental Honors thesis option as their capstone, must enroll in SOC 499 — Independent Studies in the semester prior to enrolling in SOC 495 — Departmental Honors.

MINOR IN SOCIOLOGY

The minor consists of 18 credits. In addition to SOC 100 students select five additional courses in sociology.

SOCIOLOGY COURSES

- **SOC 100 — Introduction to Sociology**
  Study of the structures and processes of society with emphasis on American institutions. The socio-cultural context of human behavior and its consequences. Examination of population, urbanization, social stratification, social conflict, and social change. 3 credits.

- **SOC 200 — Adventures in Sociology**
  Introduction to the scientific study of sociology by linking methodological and theoretical concepts. The focus is on the interaction between theory and empirical observation. 4 credits.

- **SOC 211 — Social Problems in the U.S.**
  Analysis of major current social problems in the United States. The definition of, causes for, and sociological theories related to such important problems as: dependency, juvenile delinquency, criminal justice, drugs, migration, population increase, mass communication, environmental pollution, family disruption, mental illness, and prejudice. 3 credits.

- **SOC 215 — Women in Society**
  Problems of women’s roles in society. Comparative perspectives on the status of women across social institutions. An exploration of feminism and consideration of its goals and methods. 3 credits.

- **SOC 363 — Social Inequality in the U.S.**
- **SOC 315 — Sociology of Gender**
- **SOC 310 — Racial and Ethnic Relations**

One additional methods course:
- **SOC 440 — Quantitative Analysis of Social Science Data**
- **SOC 473 — Qualitative Research Methods**

One course emphasizing diversity:
- **SOC 310 — Racial and Ethnic Relations**
- **SOC 315 — Sociology of Gender**
- **SOC 363 — Social Inequality in the U.S.**

One capstone course from the following:
- **SOC 490 — Sociology Seminar**
- **SOC 495 — Departmental Honors**
- **SOC 497 — Sociology Internship**

The student then selects three additional courses according to the concentration selected within the sociology major plus two elective sociology courses. With the advice and consent of the department, PSY 227 — Social Psychology may be taken in place of a sociology elective course. Students must take 12 credits of specified supplemental cognate courses in areas other than sociology that are relevant to the concentration and support professional career goals. The courses should promote a field of study with the student’s academic and career goals in mind.

*Students wishing to complete the Departmental Honors thesis option as their capstone, must enroll in SOC 499 — Independent Studies in the semester prior to enrolling in SOC 495 — Departmental Honors.

- **SOC 473 — Qualitative Research Methods**
- **SOC 440 — Quantitative Analysis of Social Science Data**

- **SOC 490 — Sociology Seminar**
- **SOC 495 — Departmental Honors**
- **SOC 497 — Sociology Internship**
SOC 216 — Men's Studies
Sociological research in men's studies. Theories of masculinity, male socialization, interactional patterns, intimacy patterns, and roles in the family. Data and discourse on change and persistence of male roles in society. Prerequisite: SOC 100. 3 credits.

SOC 218 — Sociology of American Jewry
Study of contemporary American Jewish life and society from a sociological perspective. Pluralism, sociohistorical development, religious ritual, and gender issues as shapers of the American Jewish community. 3 credits.

SOC 219 — Sociology of Modern Israel
The social factors, pre-statehood through the present, that have influenced the emergence of Israeli society as a new social and cultural entity in the Middle East. 3 credits.

SOC 235 — Environmental Sociology
Study of the relationship between group behavior and the environment. Topics include history of Americans’ impact on the environment, growth in acknowledged importance of environmental protection, organizational mobilization to alleviate environmental hazards, and future planning for environmental protection. Prerequisite: SOC 100. 3 credits.

SOC 266 — Socialization and Social Control
Study of the social mechanisms for social control — formal and informal. Emphasis is on the socialization process, throughout the life cycle, and the development and role in society of folkways, mores, laws and customs. Prerequisite: 3 credits of sociology or anthropology. 3 credits.

SOC 268 — Sociology of Work
Study of the meaning of work for society and the individual. Examines division of labor, career pattern, work influences on other life areas, mobility, correlations of occupational rank, prestige, and the effects of work norms. 3 credits.

SOC 302 — Social Organizations
Research and concepts on social organizations, including ways in which social organizations are shaped by the larger society, as well as ways in which social organizations impact the larger society. Includes classical and contemporary analysis of private, public, for-profit and non-profit organizations across social institutions and domains, and how organizational processes contribute to a group’s success or failure. Prerequisites: SOC 100, plus 3 additional credits in sociology or anthropology. 3 credits.

SOC 310 — Racial and Ethnic Relations
Analysis of race and ethnicity with an emphasis on diversity and culture, intergroup conflict and competition. Prerequisites: SOC 100, plus 3 additional credits of sociology. 3 credits.

SOC 312 — The African American Experience
Analysis of the lives of African Americans in the United States. Emphasis on patterns of interaction, social and economic stratification, areas of conflict, and participation in the institutional life of U.S. society. Prerequisites: SOC 100, plus 3 additional credits of sociology. 3 credits.

SOC 314 — The Irish-American Experience
Analysis of the assimilation process of Irish immigrants and their descendants in the U.S. Emphasis is on minority status, cultural traits, and social mobility. A social institutional framework underlines the examination of historical and contemporary assimilation processes. 3 credits.

SOC 315 — Sociology of Gender
Overview of women's and men's roles in society. Sociological perspectives and data on gender role formation, interaction, conflict, and change across social institutions. Theoretical insights on gender from a wide range of perspectives. Prerequisites: SOC 100, plus 3 additional credits in sociology. 3 credits.

SOC 316 — Women of the Third World
Explores the nature of the lives of Third World women; their changing social, economic and political roles; the impact of development, revolutionary movements, and international feminism. 3 credits.

SOC 317 — Women of Color in the U.S.
Exploration of major themes and issues in the history and contemporary lives of women of color in the United States, with an emphasis on culture, diversity, and adversity. Prerequisites: SOC 100, plus 3 additional credits of sociology. 3 credits.

SOC 318 — Global Race Relations
Exploration of race and ethnicity in the social, familial, political, and economic lives of groups in nations other than the U.S. Prerequisites: SOC 100, plus 3 additional credits of sociology. 3 credits.

SOC 322 — Sociology of the Family
Sociological theory and data on the family as a major social institution. How social forces impact the roles, configurations, problems and needs of the family—and how family issues, in turn, influence the larger society, and both uphold and conflict with societal values. Includes emphasis on diversity along ethnic and lifestyle dimensions. Prerequisites: SOC 100, plus 3 additional credits of sociology. 3 credits.

SOC 334 — Probation, Parole, Pardon
Sentencing patterns and problems, social investigation, release organization, and administrative procedures, group process, and role modification. Prerequisites: 3 credits of sociology or a criminal justice cognate course. 3 credits.

SOC 338 — Juvenile Delinquency
Examination of juvenile delinquency. Studies kinds of offenses, police reactions, detention, court decisions, probation, rehabilitation, theories of causation and methods of prevention. Prerequisites: SOC 100, plus 3 additional credits of sociology or a criminal justice cognate course. 3 credits.

SOC 345 — Aging and the Aged
The social position of the aged in contemporary society. Emphasis upon basic areas of family, work and community and the role of formal and informal community institutions. Some type of community involvement by the student is required. Prerequisite: 3 credits of sociology, anthropology or psychology. 3 credits.

SOC 351 — Sociology of Religion
Sociological perspectives on religion as both a persistent and changing social institution. The role of religion in both implementing and impeding social change, policy, and discourse; sociological explanations and studies on religious experience, identity, affiliation, and structure; and the impact of religion on controversial public issues, other social institutions and issues pertaining to class, race, and gender. Prerequisites: SOC 100, plus 3 additional credits in sociology. 3 credits.
SOC 360 — Social Change
Examination of a range of theoretical and practical issues about the change of American institutions. Student participation and topics of current concern are emphasized. Prerequisites: 6 credits in sociology. 3 credits.

SOC 361 — Urban Sociology
The growth of cities, their physical and demographic characteristics, planning and redevelopment, and particularly the behavior patterns and social relationships of modern urban living are considered. Prerequisites: SOC 100, plus 3 additional credits in sociology. 3 credits.

SOC 362 — Criminology
Study of who makes laws, who breaks laws, and people's reaction to the breaking of laws. Analyzes the formulation of criminal law, major types of crime, theories of criminal behavior, social organization of law enforcement, the courts, and the prisons. Prerequisite: 6 credits in sociology or political science. 3 credits.

SOC 363 — Social Inequality in the U.S.
Explores social stratification in the U.S., including social class as well as aspects of race, ethnicity, and gender, along with its causes and consequences. SOC 100, plus 3 additional credits in sociology. 3 credits.

SOC 365 — Social Interaction
Relationship of self to others and society through exploration of micro-sociological theory and data. An emphasis on interpersonal and organizational behavior as shaped by social forces. Prerequisites: SOC 100, plus 3 additional credits in sociology. 3 credits.

SOC 366 — Penology
Analysis of the definition and punishment of the offender in relation to social structure and historical context; the rise of the prison and possible alternatives to current methods of incarceration. Prerequisites: 6 credits in sociology or political science. 3 credits.

SOC 367 — Criminal Justice and Cultural Pluralism
The impact of law enforcement, judicial process, and correctional agencies on racial, ethnic, socio-economic, and other subcultural groups. Prerequisite: 3 credits in sociology. 3 credits.

SOC 368 — Sociology of Law
The relationship of law, society, and the individual. The origin, evolution, and function of law. The legal profession, criminal justice system, and social change. Prerequisite: SOC 100. 3 credits.

SOC 370 — Methods of Social Research
Logic of scientific investigation of social phenomena: analysis of theoretical statements, problem formulation, and selection of indicators. Survey of major procedures and principal techniques of empirical work, and practical experience with some phases of the research process. Prerequisites: 12 credits in social sciences. 3 credits.

SOC 380 — Foundations of Sociological Theory
Classic and minority theorists of the nineteenth and early twentieth centuries, their fundamental principles, and their contributions to the field. An emphasis on theory construction as applied to social issues. Prerequisites: 12 credits of sociology, or junior or senior status. 3 credits.

SOC 404 — Gender and the Law
Survey course for the non-law student. Basic overview of the American legal system with emphasis on 19th and 20th century case law affecting women, including constitutional protections for equity, Title VII (including sexual harassment and comparable worth) and Title IX (including Educational and Sports equivalents). Prerequisite: Any 300 level course in history, political science, sociology, or women's studies. 3 credits.

SOC 415 — Contemporary Feminist Theories
Seminar on recent feminist thought, including sexual rationalism, socialist and radical feminism, and analysis of the patriarchal state. Relationship to other sociological, psychological, and political thinking. Prerequisites: HIS 213, PSC 320 or SOC 215. 3 credits.

SOC 440 — Quantitative Analysis of Social Science Data
The application of statistical methods applied to problem situations typical of the social and behavioral sciences. Emphasis is placed upon the statistical analysis of problem situations and interpretation of statistics using the computer to perform standard statistical routines. Prerequisite: SOC 370. 3 credits.

SOC 473 — Qualitative Research Methods
Fundamental techniques and principles of qualitative research. Strategies for observation and interviewing, analytic induction, analysis of material culture, and ethics in social research. Students will complete an ethnographic study. Prerequisites: SOC 370. 3 credits.

SOC 480 — Applied Contemporary Theory
Sociological theories from the mid-20th century to the present, their fundamental principles, and their contributions to the field. An emphasis on applying theory to social issues. Prerequisite: SOC 380. 3 credits.

SOC 490 — Seminar in Sociology
Selected problems in sociology in which theory and research are integrated. Seminar presentation and a research paper are required. Prerequisites: 18 credits of sociology including SOC 370 and 380. 3 credits.

SOC 495 — Departmental Honors
Research of exceptionally high quality involving preparation of a thesis, its defense before a departmental committee and its preparation for publication in abstract form. Prerequisite: Majors of senior standing, SOC 370 and 380. 3 credits.

SOC 497 — Sociology Internship
The internship is a basis for performing sociological research. Work assignment to a governmental or private agency and a related research project explicitly grounded in sociology. Joint supervision by agency representative and departmental faculty. Prerequisite: departmental permission, plus SOC 370 and 380. 3 credits.

SOC 499 — Independent Study
Prerequisite: Departmental permission. 1, 2, or 3 credits.
THEATRE

William R. Elwood
CHAIRPERSON

MAJOR IN THEATRE

Liberal Arts Program

The theatre major consists of 40 credits. The student must take the following courses: THR 121, 122, 131, 151, 211-212, 223, 240, 296, and 396. The requirement for THR 296 and 396 is 2 credits each. Theatre majors may not take THR 100 to fulfill major requirements. An additional 12 credits in theatre and/or dramatic literature, approved by the department, complete the major in theatre. These 12 credits may be used to further broaden the student's background in theatre or to focus on an area of special interest such as design and technical theatre, acting/directing, and theatre history, dramatic literature and criticism.

The following categories are listed to help the students complete the major by selecting courses according to their particular career goal or pre-professional interests:

Acting /Directing
THR 122 — Stage Speaking
THR 220 — Acting I
THR 236 — Stage Make-up
THR 291 — Rehearsal and Performance I
THR 320 — Acting II
THR 322 — Theatre Voice and Diction
THR 325 — Directing I
THR 370 — Creative Dramatics
THR 391 — Rehearsal and Performance II
THR 420 — Acting III
THR 424 — Shakespeare Workshop
THR 425 — Directing II

Design/Technical Theatre
THR 252 — Technical Theatre Drafting
THR 230 — Scene Design I
THR 232 — Costume Construction
THR 234 — Costume Design I
THR 236 — Stage Make-up
THR 238 — Lighting I
THR 251 — Stagecraft I
THR 330 — Scene Design II
THR 334 — Costume Design II
THR 338 — Lighting II
THR 351 — Scene Painting
THR 365 — Stage Management
THR 458 — Current Theatre Architecture

Theatre History/Literature and Criticism
THR 310 — Playwriting
THR 313 — Contemporary Theatre
THR 315 — American Musical Theatre
THR 382 — The Movies

MINOR IN THEATRE

There are no specific requirements in this 18-credit program. The student should seek the advice of a department member in planning a program.

THEATRE COURSES

THR 100 — Introduction to Theatre
Survey of the history of theatre from its origins to the present day. With a review of various theatrical forms (plays, operas, musicals, films, etc.) kinds of drama (tragedy, comedy, melodrama, etc.), and theatre arts (including playwriting, acting, directing, and scene, costume, lighting and sound design). The class may divide into small groups which meet outside class hours to prepare class projects. 3 credits.

THR 121 — Introduction to Performance
A series of exercises for concentration, problem solving, creating of simple realities, terms, problem identification, form. Fundamentals of improvisation. 3 credits.

THR 122 — Stage Speaking
Study of individual readiness for performance. Ways of achieving relaxation, freedom from self-consciousness, and free expression of the voice. 3 credits.

THR 131 — Principles of Theatrical Design
Theories, principles and practices of design as they specifically apply to the special temporal and spatial demands of the script and the actor working within a created environment. 3 credits.

THR 151 — Stagecraft I
Study of the forms and elements of scenic investiture. The requirements of practical scenery are explained. Practicum in the construction and painting of scenery is the major work of the course. Participation required. 3 credits.

THR 211 — History of Theatre I
Evolution of the theatre as an art form with stress upon the major developments and changes of emphasis: Greek theatre; Roman theatre; Medieval theatre; and Renaissance and Elizabethan theatre. 3 credits.

THR 212 — History of Theatre II
Evolution in the last three centuries of the theatre as an art form, with stress upon the major developments and changes of emphasis: the Neo-Classic theatre; the Restoration stage; the eighteenth-century theatre; the nineteenth-century, and the birth of realism. 3 credits.

THR 220 — Acting I
The Stanislavski method for making choices through scene work. Preparation and presentation of scenes. Advanced improvisational exercises, sensory tasks, and text analysis are stressed. Involves outside class work with scene partners. Prerequisite: THR 121. 3 credits.

THR 223 — Historic Dance for Actors
Survey of pre-classic, classic, and contemporary forms as needed in theatrical presentations. 3 credits.

THR 230 — Scene Design I
Conceptual ideas and practical solutions underlying scenic designs for the stage, through the playwrights word. Discussion, visual research, design history, basic drafting, and model building combine for basic understanding and self-expression. Prerequisite: THR 131. 3 credits.

THR 232 — Costume Construction
Techniques and practices involved in the construction of stage costumes. Emphasis is on the craft of sewing, the making and use of patterns, and the selection and use of materials. A brief study of historical costumes and designing procedures for the stage is included. 3 credits.
THR 234 — Costume Design I
Principles of costume design and an historical study of stage costume. Participation required in practical work. Prerequisite: THR 131. 3 credits.

THR 236 — Stage Makeup
Principles and practices of stage makeup. 3 credit.

THR 238 — Lighting I
Study of general and specific light on the stage. The functions and the controllable elements of light are considered. Prerequisite: THR 131. Participation required. 3 credits.

THR 240 — Forms of Drama
Introductory study of the play as a literary form. Recommended for freshmen. 3 credits.

THR 251 — Stagecraft II
Study of the problems involved in the mechanics of building, rigging, and shifting stage scenery for various types of theatrical production. Prerequisite: THR 151. 3 credits.

THR 252 — Technical Theatre Drafting
Study of the basic technical drafting techniques for theatre. Students are given the opportunity to develop skill in drafting ground plans, working and perspective drawings and light plots. Prerequisite: THR 151 or departmental permission. 3 credits.

THR 291 — Rehearsal and Performance I
Minor responsibilities for the rehearsal and performance of a role under faculty supervision. Prerequisite: permission of the directing faculty member. Repeatable for credit. Maximum of 9 credits for any combination of THR 291, 391, 296 and 396. 0.5 - 1.5 credits.

THR 296 — Technical Theatre Production I
Applied theatre practice with minor responsibilities as a member of a play production company. Supervising faculty member in consultation with the student determines the assignment. Prerequisite: departmental permission. May be repeated. 0.5-2 credits.

THR 298 — Special Topics in Theatre
Examination of developments, issues, and/or creative work in the field of theatre. 3 credits.

THR 310 — Playwriting
A writing intensive course in which students write exercises and scenes which culminate in a one-act play. Students also examine the diversity of contemporary drama, reading plays as diverse as Joe Orton's The Ruffian on the Stair to Mac Wellmah's Sincerity Forever. Selected plays are given staged readings at the end of the semester. 3 credits.

THR 313 — Contemporary Theatre
The diversity of forms and catalogy of tastes in theatre of today: architecture, scene design, electrical science and artistry; the psychological in actor-training; the university theatre; and the theatre of the absurd. Prerequisite: sophomore status or departmental permission. 3 credits.

THR 315 — The American Musical Theatre
Study of the American Musical Comedy form and its variations as they have developed from the origins in the Viennese Operetta, Gilbert and Sullivan, The Minstrel Show, Vaudeville, and Burlesque. 3 credits.

THR 320 — Acting II. Advanced Scene Study
Exercises and methods for advanced problem identification, textual analysis, and characterization in problem scenes. Preparation and presentation of scenes. Prerequisite: THR 122 and/or departmental permission. 3 credits.

THR 325 — Directing I
An overview of the history of directing and the role of the director. Lectures and scene study which focus specific directorial problems such as composition, line and movement, working with actors, use of imagery and metaphor. Prerequisites: THR 121, 131, 220, 2 credits of THR 296 and/or 396, and/or departmental permission. 3 credits.

THR 340 — German Naturalism and Expressionism: The Theatre in Transition
An examination of the components of the two movements with special emphasis on the production of naturalist and expressionist pieces. Major theatre practitioners, playwrights, and physical theatre forms are studied. 3 credits.

THR 351 — Scene Painting
Principles of color and techniques of scene painting. Proficiency in the actual painting of stage scenery is the goal. Prerequisite: THR 151. 1 credit.

THR 365 — Stage Management
The craft of stage management which involves the preparation, organization, and running of theatrical productions. Emphasis is on the responsibilities, working procedures and practices of the stage manager with the ultimate aim of practical application under actual production conditions. Participation required. Prerequisite: departmental permission. 3 credit.

THR 370 — Creative Dramatics
Theory, methods and materials of creative drama and its uses as an educational tool and leisure time activity. Leadership training for those interested in working with children, teens, special populations or the elderly, in improvisational drama. Prerequisite: THR 121. 3 credits.

THR 373 — Puppetry I
The many uses of puppetry in education, recreation, therapy and the media. Instruction in the making and manipulation of various types of simple puppets. 3 credits.

THR 375 — Theatre for Young People
A survey of children's theatre which includes selection, designing, and directing of plays for young people. Observation and/or involvement in production of a children's play in progress. 3 credits.

THR 382 — The Movies
Examination of film through the use of the narrative mode focusing on theme and genre. 3 credits.

THR 391 — Rehearsal and Performance II
Rehearsal and performance of a role under faculty supervision with major responsibilities. Prerequisite: permission of the directing department member. Repeatable for credit. Maximum of 9 credits for any combination of THR 291, 296, 391 and 396. 0.5 - 1.5 credits.

THR 396 — Technical Theatre Production II
Applied theatre practice with major responsibilities as a member of a play production company. Supervising faculty member in consultation with the student determines the assignment. Repeatable for credit. Prerequisite: departmental permission. 0.5 - 2 credits.

THR 398 — Special Topics in Theatre
Examination of developments, issues, and/or creative work in the field of theatre. 3 credits.
THR 400 — Methods for K-12
The application of theatre activities for teaching subject matter units for grades K-12. The use of elements of literature, performance, and design/technology as instruments of enhance learning. Prerequisites: THR 121, 131, 151, and 220. 3 credits.

THR 420 — Acting III - Acting in the non-naturalistic play
Introduction to style and period using selected playwrights. Development of audition skills. Scene work. Prerequisite: THR 320 or departmental permission. 3 credits.

THR 425 — Directing II
Practice in directing scenes and a one-act play. Making choices; the script, the cast, the floor plan. Methods of conceptualizing a playwright's text through set design and lighting. Scheduling time, space, and task. Working collaboratively while supervising designers, actors and technical staff. Prerequisites: THR 325 and/or departmental permission. 3 credits.

THR 460 — Theatre Management
Principles, practices, and organization of a successful theatrical operation. 3 credits.

THR 490 — Practicum in Video Drama
A laboratory course in video drama. Each student has specific duties such as script writing, camera, editing, acting, lighting, etc. All students are involved in the production of video dramas. 3 credits.

THR 495 — Senior Seminar in Theatre
THR 498 — Advanced Special Topics in Theatre

URBAN STUDIES
Peter Sakalowsky
CHAIRPERSON, GEOGRAPHY DEPARTMENT

MINOR IN URBAN STUDIES
The 18-credit interdisciplinary minor in urban studies is designed to give the student enrolled in the School of Arts and Sciences, the School of Health and Human Services, or the School of Education an understanding of urbanization and its impact on American society. The student is also provided with a background from which graduate study is possible. In consultation with the coordinator, the student selects appropriate courses to complete this minor. Additional courses may be selected in history, political science, sociology, and geography.

URBAN STUDIES COURSES

URB 200 — Introduction to Urban Planning
An examination of the history, concepts, and activities of urban planning. Discussion of trends in urbanism and the influence of technical and social change. 3 credits.

URB 298 — Special Topics in Urban Studies
The following courses can be offered when demand warrants:

THR 227 — Oral Interpretation: Prose and Poetry
THR 285 — American Silent Film
THR 322 — Theatre Voice and Diction
THR 327 — Reader's Theatre I
THR 330 — Scene Design II
THR 334 — Costume Design II
THR 338 — Lighting II
THR 383 — The Westerns
THR 384 — American Film Directors: Ford, Hawks, and Wilder
THR 386 — Filmmaking I
THR 387 — Filmmaking II
THR 393 — Puppet Theatre Production
THR 395 — Practicum in Children's Theatre
THR 399 — Practicum in Play Production
THR 410 — Critical Writing
THR 415 — Dramatic Criticism
THR 427 — Reader's Theatre II
THR 458 — Current Theatre Architecture
THR 490 — Practicum in Video Drama

URB 300 — Urban Community
An examination of the nature and characteristics of the urban community, and the institutional forces that have contributed to its development. 3 credits.

URB 306 — Intergroup Relations in Contemporary Society
Applications of social science and educational concepts to the development of an understanding of intergroup relations in an urban society. 3 credits.

URB 307 — Education In An Urban Society
The impact of urbanization on the educational process is examined, with the focus on the social change that affects the education of students in our urban centers. 3 credits.

URB 308 — Urban Community
An examination of the nature and characteristics of the urban community, and the institutional forces that have contributed to its development. 3 credits.

URB 309 — Urban Issues and Human Values
A study of the relationship between culture and structure in the development of human values, and its impact on the responses of community interest groups to a variety of urban issues. 3 credits.

URB 310 — Prejudice and Public Issues
A critical analysis of prejudice within a historical, political, socio-economic, and cultural context; and implications of public issues as they relate to social policy and urbanization. 3 credits.

URB 311 — Problems and Issues in Housing
An examination of the housing industry and the social, economic, and political forces affecting urban-suburban housing development process. 3 credits.

URB 398 — Special Topics in Urban Studies
Examination of developments, issues, and/or creative work in the field of urban studies. 3 credits.
Students select 12 additional and relevant major or minor and junior or senior status. 3 credits.

**WOMEN’S STUDIES**

Yi-Chun Tricia Lin  
**DIRECTOR**

**MINOR IN WOMEN’S STUDIES**

Compatible with any number of majors, this minor program helps students use general analysis and feminist perspectives as tools to evaluate and transform knowledge acquired through other more traditional academic disciplines. This interdisciplinary minor also helps students prepare themselves for careers in academia, law, government, journalism, social work, the arts, education, or any area that deals directly or indirectly with women’s issues or concerns.

The women’s studies minor consists of 18 credits taken from a variety of fields. Requirements are WMS/SOC 215 — Women in Society and WMS/SOC 415 — Contemporary Feminists Theories. Students select 12 additional elective WMS credits.

To become a women’s studies minor, you must complete the form available at the Women’s Studies Office.

**WOMEN’S STUDIES COURSES**

**WMS 100 — Dynamics of Gender , Race and Class**  
Examines the intersections of gender, race, and class from the perspective of women’s studies. 3 credits.

**WMS/SOC 215 — Women in Society**  
Problems of women’s roles in society. Comparative perspectives on the status of women across social institutions. An exploration of feminism and consideration of its goals and methods. 3 credits.

**WMS/HIS 217 — Women in Modern Europe**  
Conditions of European women’s lives 1700-present. Includes social roles, political activism, work, sexuality, and impact of revolutions and world wars. 3 credits.

**WMS/PCH 280 — Human Sexuality**  
Exploration of the biological, psychological, sociological and philosophical aspects of human sexuality. Experience in therapeutic effects of dialogue about sex and values. 3 credits.

**WMS 298 — Special Topics**  
Examination of developments, issues, and/or creative work in the field of women’s studies. 3 credits.

**WMS/PHI 309 — Women and Religion: The Old and New Eve**  
Influence of religion on women’s image, role and status in western culture; cross-cultural comparisons; contemporary liberation theology; new roles in church and synagogue; sex and marriage. Prerequisites: 3 credits in philosophy, or relevant major or minor and junior or senior status. 3 credits.

**WMS/PHI 310 — Women and Philosophy**  
Examines philosophical issues relating to women; androcentrism in philosophy; surveys works of women philosophers, ancient to contemporary. Prerequisites: 3 credits in philosophy, or relevant major or minor and junior or senior status. 3 credits.

**WMS/COM 312 — Communication and Gender**  
Explores communication and gender including masculine and feminine communication styles as well as stereotypes of men’s and women’s communication; and gender patterns in communication across a variety of personal and professional contexts. Prerequisite: COM 225. 3 credits.

**WMS/SOC 315 — Sociology of Gender**  
Overview of women’s and men’s roles in society. Sociological perspectives and data on gender role formation, interaction, conflict, and change across social institutions. Theoretical insights on gender from a wide range of perspectives. Prerequisite: SOC 100, and 3 other sociology credits. 3 credits.

**WMS/SOC 316 — Women of the Third World**  
Explores the nature of the lives of the Third World women: their changing social, economic and political roles; the impact of development, revolutionary movements and international feminism. 3 credits.

**WMS/ART 317 — History of Women and Art**  
A history of women as creators and as images in the visual arts from middle ages to the present. 3 credits.

**WMS/HIS 318 — Women in American History 1620-1890**  
Examines the variety of experiences of groups of American women and presents a broad outline of major social, economic, political, legal, and cultural changes in women’s lives from the seventeenth through the late nineteenth centuries. Prerequisite: 9 credits in history.

**WMS/HIS 319 — Women in American History 1865 - Present**  
Examines the variety of experience of groups of American women and presents a broad outline of major social, economic, political, legal, and cultural changes in women’s lives from the late nineteenth century to the present. Prerequisite: 9 credits in HIS.

**WMS/PSC 320 — Gender and Politics**  
An examination of the roles of women in politics, concentrating on women in political philosophy, as political elites, as citizens, and women and the law. Prerequisites: sophomore status and 3 PSC credits. 3 credits.

**WMS/ANT 323 — Women in Prehistory**  
Examines the roles of women in ancient societies including their roles as healers, warriors, chiefs, and queens. Prerequisite: 6 credits in ANT, SOC, or WMS. 3 credits.

**WMS 325 — Representations of Motherhood**  
Analysis of the concept of motherhood as a social, cultural, and man-made construction. Examination of the meaning of motherhood from prehistoric times to the present, as represented in religions, the arts, business, the mass media, as well as contemporary feminist theories. Prerequisite: sophomore status. 3 credits.

**WMS/PCH 350 — Women’s Health Consciousness: Ages 18-40**  
Exploration of health issues specifically related to women aged 18-40: fertility control and behavior, alternatives in childbirth, and medical self-care. 3 credits.
WMS/ANT 355 — Native American Women
Examine the lives of Native American women with an emphasis on their roles in economic, political, and ideological domains. Prerequisite: 6 credits in ANT, SOC, or WMS. 3 credits.

WMS/MDS 360 — Romance to Ruin: Media and Relationships
A study of culturally created ideologies, concerning intimate relationships including attraction, romance, intimacy, sexuality, commitment, power, and gender roles as systematic and mediated constructions. Prerequisite: sophomore status. 3 credits.

WMS/HIS 364 — Travel to the Hawaiian Nation
On-campus classes and hosted travel to Hawaii. Offers students an opportunity to explore the culture and history of Hawaii and its indigenous people through immersion in many aspects of Hawaiian culture. Gender, race, and indigenous rights are emphasized. Prerequisite: 9 credits in HIS.

WMS/HIS 365 — Hawaiian History
Survey of the ancient and contemporary indigenous cultures of Hawaii and Hawaiian interactions with colonial and imperialist powers over time. Topics include ancient Hawaiian society and culture, the rise of the Hawaiian monarchy, and the formation of Hawaii as an American territory and state. Prerequisite: 9 credits in HIS.

WMS/ANT 374 — Language, Gender, and Sexuality
Traverses scholarship on the significance of gender in language from early emphases on universals to more recent ethnographically grounded approaches. Relates gender to expressions of sexuality. Prerequisite: ANT 204 or FLA 204. 3 credits.

WMS/ANT 380 — The Anthropology of Women and Health
Anthropological analysis of local to global processes impacting women's health around the world. Ethnographic case studies that look at social organization, kinship, marriage, race, class, religion, etc. that contribute to the well-being of women. Exploration of non-Western healing techniques employed by women through time and space. Prerequisites: ANT 101 or ANT 205 or SOC 100. 3 credits.

WMS/ENG 383 — American Women Writers
A study of American women writers of the 17th century to the present including Bradstreet, Dickinson, Chopin, Cather, Wharton, Hurston, and O'Connor. Prerequisite: University literature requirement. 3 credits.

WMS 398 — Special Topics
Examination of developments, issues, and/or creative work in the field of women's studies. Prerequisite: will be specific to the section. 3 credits.

WMS 400 — Special Topics in Women's Studies
Special course offering focusing on current topics in Women's Studies, e.g., women entrepreneurs; 20th century Italian women writers; feminism in the age of Hip Hop; Native American Women; Geography of Gender; Ethnic Identity; Women's Voices; Women and Health Cross-Culturally; Feminist Families: Women's Choices; Evolution of Black Feminist Thought; Psychoanalysis and Literature; Writers' Workshop; The Gendered Voice; Ecofeminist Writing; Gender and Culture; Communication, and Gender; Women and Professional Ethics; Women, Affirmative Action, and the Law. Prerequisite: 6 credits of women's studies in coursework or equivalent. 3 credits.

WMS/MGT 403 — Women's Multidisciplinary Entrepreneurship
A historical and sociological examination of the multidisciplinary entrepreneurial accomplishments of women from 1776 to the present in the broad categories of agriculture and mining; construction; communication; manufacturing; service — both for profit and not-for-profit; transportation; and wholesale and retail trade. Their contributions to the U.S. and global economies are assessed through the critical lens of the social, political, and legal constraints within which they lived. Prerequisite: junior or senior status or departmental permission. 3 credits.

WMS/SOC 404 — Gender and the Law
Survey course for the non-law student. Basic overview of the American legal system with emphasis on 19th and 20th century case law affecting women, including constitutional protections for equity, Title VII (including sexual harassment and comparable worth), and Title IX (including Educational and Sports equivalents). Prerequisite: Any 300 level course in history, political science, sociology, women's studies or equivalent. 3 credits.

WMS/PSY 412 — Psychology of Women
Psychological assumptions about women and how these assumptions are being questioned or verified by recent experimental studies. Prerequisite: 12 credits in psychology. 3 credits.

WMS/SOC 415 — Contemporary Feminist Theories
Seminar on recent feminist thought, including sexual rationalism, socialist and radical feminism, analysis of the patriarchal state. Relationship to other sociological, psychological, and political thinking. Prerequisite: HIS 213, PSC 320 or SOC 215. 3 credits.

WMS/ENG 421 — Feminist Theory and Literary Criticism
Inquiry into the fundamental problems of feminist thought, critical theory, and literary criticism. 3 credits.

WMS/ANT 430 — Global Women's Issues
Theories of globalization and feminist anthropology are used to examine how globalization affects the well-being and potential of women in the areas of work, reproduction, religion, leadership, and activism. Prerequisite: 6 credits in either ANT, SOC, WMS, and junior status. 3 credits.

WMS 498 — Advanced Special Topics
Examination of developments, issues, and/or creative work in the field of women's studies. Prerequisite: specific to the section. 3 credits.

WMS 499 — Independent Study
Provides students with an opportunity for independent study and in-depth research on selected topics on women's studies issues. Prerequisite: departmental permission. 3 credits.
SCHOOL OF BUSINESS

Henry R Hein
INTERIM DEAN

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The School of Business offers a business major with a concentration in accounting, business economics, finance, international business, management, management of information systems, and marketing leading to the Bachelor of Science degree in business administration. The program builds a strong foundation in liberal arts and offers an in-depth knowledge in a particular business area. The Business Administration Program prepares students both for graduate study in economics, business administration, or law and for seeking entry-level professional positions in business, industry, and government.

A Bachelor of Arts degree with major in economics may be earned through the Department of Economics in the School of Business. The details of this program are included under the departmental heading in this section. Applicants are encouraged to contact directly the Department of Economics for specific details.

In addition, the School of Business offers the M.B.A. degree in business administration.

Admission

In addition to an admission application to the University, a student has to file a separate application for the B.S. degree program in business administration. The application for the B.S. degree is made normally at the end of the sophomore year or the beginning of the junior year. Students with a strong academic record may request early admission to the School of Business. In order to be accepted in the School of Business, an applicant must have a minimum grade-point average (GPA) of 2.0. Transfer students must complete 15 credits of academic work at the Southern Connecticut University before applying for admission to the School of Business.

A student interested in a B.S. degree in business administration, whether a freshman or a transfer student, should consult a faculty adviser or the dean of the School of Business.

Enrollment in Business Courses by Students in other University Schools

Students enrolled in other schools at SCSU are welcome to take business courses provided they meet all prerequisites.

However, students from other schools are allowed to take a maximum of 30 credits of coursework in the School of Business. Exceptions to this policy may be granted only with the written permission by the dean of the School of Business.

Curricula Requirements

All students enrolled in the School of Business are required to take a minimum of 122 credits for completing their degree requirements as listed below:

University Requirement ................................ 41–54 credits
Business Administration Requirement ............... 43 credits
Business Common Core ................................ 34 credits
Global Business Course ................................ 3 credits
Analysis and Application ................................ 3 credits
Business Elective ........................................... 3 credits
Major/Concentration .................................... 18 credits
Electives .................................................... 20 credits
TOTAL .................................................... 122 credits

Students must take a minimum of 50 percent of the 43 credits in the Business Administration requirements, and at least 50 percent of the major/concentration requirements listed under each department in the School of Business. Therefore, no more than 31 total credits in the Business Administration Program can be transferred to SCSU to meet the B.S. degree in business administration graduation requirement.

Free electives allow students to pursue areas of additional or professional interest. Although 6 of these 20 credits may be taken within the School of Business, students are encouraged to take all their free electives outside the School of Business.

In addition to meeting the above-mentioned SCSU graduation requirements, a student must obtain at least a “C” grade in each concentration course in order to graduate. Students receiving grades of “C-” or lower in concentration courses will be required to repeat those courses.
The following four-year sequence of courses is recommended as a guide for students in planning their program:

FRESHMAN YEAR 31 Credits
Communication .......................................................... 3
Composition II .......................................................... 3
Fine Arts ..................................................................... 3
Foreign Language ......................................................... 3
Natural Sciences, Group B ............................................... 3
College Algebra .......................................................... 3
Philosophy .................................................................... 3
Physical Education ......................................................... 1
Principles of Macroeconomics ....................................... 3
Principles of Microeconomics ........................................ 3
Elective ........................................................................ 3

SOPHOMORE YEAR 31 Credits
Literature ....................................................................... 3
Social Sciences B .......................................................... 3
Principles of Financial Accounting ............................... 4
Managerial Accounting ................................................ 3
Personal Computer Applications ..................................... 3
MAT 139 or MAT 150 .................................................. 3
Economics and Social Statistics ...................................... 3
Legal Environment of Business ...................................... 3
Major Course ................................................................ 3
Electives ...................................................................... 6

JUNIOR YEAR 30 Credits
Health Dynamics .......................................................... 1
History of World Civilizations ........................................ 3
Corporation Finance .................................................... 3
Management & Organization .......................................... 3
Business Analysis and Applications .............................. 6
Production-Operations Management or Business Information Systems .............................................. 3
Principles of Marketing ............................................... 3
Major Courses ................................................................ 3-6
Electives ...................................................................... 2-5

SENIOR YEAR 29-30 Credits
American Political Foundations ..................................... 3
Natural Sciences, Group A .............................................. 3
International/Global Business Course ............................ 3
Business Policy and Strategy Seminar ........................... 3
Business Free Elective .................................................. 3
Major Courses ............................................................ 12-15
Electives .................................................................... 3-6

BUSINESS ADMINISTRATION REQUIREMENTS

Business Common Core (34 credits)

In addition to the University Requirements students must complete all of the following:

ACC 200 — Principles of Financial Accounting
ACC 210 — Managerial Accounting for Non-Accounting Majors (Accounting majors take ACC 220 instead.)
ECO 101 — Principles of Macroeconomics*
ECO 221 — Economic and Social Statistics
FIN 300 — Corporation Finance
MGT 240 — Legal Environment of Business
MGT 300 — Management and Organization
MGT 305 — Organizational Behavior
MKT 200 — Principles of Marketing
MGT 450 — Business Policy and Strategy
MIS 361 — Production-Operations Management or MIS 370 — Business Information Systems

*Note: ECO 100 — Principles of Macroeconomics is taken by all business majors as Social Science A in the University Requirements.

Analysis and Applications (3 credits)

Students not in accounting concentration must choose one of the following 3-credit courses:

ACC 350 — Federal Income Taxation
ACC 370 — Accounting Information Systems
ECO 310 — Management Science
ECO 321 — Introductory Econometrics
ECO 375 — Quantitative Economics and Business
ECO 410 — Managerial Economics
ECO 430 — Decision Analysis
ECO 431 — Forecasting Methods in Business and Economics

FIN 341 — Principles of Investment
FIN 343 — Commercial Banking
FIN 346 — Risk Management and Insurance
MGT 301 — Entrepreneurship & Small Business Mgmt.
MGT 335 — Business Law
MGT 412 — Diagnosing Management Problems
MGT 415 — Developing Team Managerial Skills
MIS 361 — Production-Operations Management or MIS 370 — Business Information Systems

(By the course chosen must be different from the course taken to satisfy the Business Common Core Requirements.)

MIS 375 — Decision Support Systems
MKT 331 — Fundamentals of Advertising
MKT 338 — Services Marketing

International/Global Business Requirements (3 credits)

Students must take an international/global business course, preferably the one prescribed by their major.

Accounting:
ACC 424 — International Accounting

Business Economics:
ECO 350 — International Economics or FIN 347 — International Finance

Management/MIS:
MGT 460 — International Business or MIS 400 — Global Information Systems

Marketing:
MKT 420 — Global Marketing

Business Elective (3 credits)

Each student must select one business course outside his/her major as a business elective.

MINOR IN BUSINESS ADMINISTRATION

The minor in business administration consists of at least 18 credits to be chosen with the guidance of a School of Business adviser. A plan of study should be prepared in advance that reflects the student’s career objectives. The student selects four courses with four different prefixes from the following:

ACC 200 — Principles of Financial Accounting
ECO 100 — Principles of Macroeconomics
ECO 101 — Principles of Microeconomics
FIN 300 — Corporation Finance
MGT 240—Legal Environment of Business
MGT 300—Management & Organization
MIS 360—Production-Operations Management
MIS 370—Business Information Systems
MKT 200—Principles of Marketing

Two additional courses in ACC, ÈCO, FIN, MGT, MIS, and/or MKT should be chosen with advisement.

ACCOUNTING

Emmanuel Emenyonu
CHAIRPERSON

CONCENTRATION IN ACCOUNTING

The accounting concentration is designed to prepare students for careers as professional accountants. This specialization stresses both entry-level knowledge and the ability to make informed professional judgments, which together constitute the foundation for a successful career. The preparation is suitable for careers in public practice, industry, finance, government, and non-profit organizations. The specialization also allows students to design a curriculum that prepares them for professional certification examinations and for graduate study.

In addition to the University Requirements and the Common Business Core courses in business administration, students specializing in accounting must also take the following:

**Accounting Courses:** 20 credits

- ACC 310—Intermediate Accounting I
- ACC 311—Intermediate Accounting II
- ACC 350—Federal Income Taxation
- ACC 370—Accounting Information Systems
- ACC 461—Auditing I
- Plus 3 credits selected with the consent of the adviser.

**Cognates:** 6 credits

- CSC 200—Personal Computer Applications
- ENG 316—Writing for Business and Industry

Those interested in becoming Certified Public Accountants must complete at least 130 credits of university coursework. Successful completion of the undergraduate specialization in accounting will prepare the student for graduate level study in the University’s M.B.A. program. The M.B.A. will qualify the student to sit for the Connecticut CPA Exam; it is designed to satisfy the 150-credit hour requirement in the State of Connecticut.

Those students with an interest in pursuing an international career, upon successful completion of the undergraduate specialization, will qualify for entry into the M.Sc. Accounting and Management program of Bournemouth University, England, United Kingdom. Bournemouth’s M.Sc. program offers the University’s graduates in accounting, or a related discipline, the chance to study in the UK and gain a professional accreditation certificate (ACCA), which is recognized not only in the UK, but throughout the European Community and member states (former and current) of the British Commonwealth. If coupled with the CPA certificate, such dual credentials would make their holders extremely attractive candidates for positions with the Big Four international accounting firms and with hundreds of world class companies.

**MINOR IN ACCOUNTING**

**Minor in Accounting for Non-Business Majors**

The minor consists of a minimum of 18 credits. Following ACC 200, students select courses which enhance their individual career goals. Departmental faculty advisers assist in the selection of courses. Students must satisfy any prerequisites for each course.

**Concentration in Accounting for Non-Accounting Business Majors**

The concentration in accounting for non-accounting business majors consists of a minimum of 12 additional credits of accounting not used to satisfy any other requirement in their business major. Students must satisfy any prerequisites for each course.

**ACCOUNTING COURSES**

**ACC 200—Principles of Financial Accounting**

Financial accounting theory and practice oriented toward the use of financial statements for decision making. Accounting transactions are analyzed, recorded, and summarized for the preparation of general purpose financial statements in accordance with generally accepted accounting principles. 3 hour lecture, 1 hour computer lab. Prerequisite: sophomore status. 4 credits.

**ACC 210—Managerial Accounting for Non-Accounting Majors**

Cost concepts and principles used by management in planning, controlling, and decision making. Emphasis on accounting information used by management. Open to non-accounting majors only. Prerequisite: ACC 200. 3 credits.

**ACC 220—Managerial Accounting for Accounting Majors**

Cost accounting as a managerial tool in planning and control. In-depth exploration of various cost systems and methods, budgeting, and responsibility accounting. Prerequisite: ACC 200. 3 credits.

**ACC 310—Intermediate Accounting I**

Analysis of generally accepted accounting principles focusing on revenue and expense recognition and the measurement of assets and liabilities. Concepts and theories underlying financial statements are emphasized. Prerequisite: ACC 200. 4 credits.

**ACC 311—Intermediate Accounting II**

A continuation of ACC 310 emphasizing measurement of long-term investments, long-term liabilities, and stockholders’ equity. Complex topics such as accounting for post-retirement benefits, leases, and income taxes are explored. Prerequisite: Grade C or better in ACC 310. 4 credits.

**ACC 350—Federal Income Taxation**

The federal income tax law as it applies to individuals, corporations, and partnerships. Topics emphasized include individual taxable income and property transactions. Additional topics include corporate taxable income and income from partnerships and S corporations. Prerequisite: junior or senior status, including non-business majors. 3 credits.
ACC 351 — Advanced Studies in Taxation
An advanced study of the federal tax law as it applies to sole proprietors, C corporations, S corporations, partnerships, estates, gifts, and limited liability companies. Prerequisite: ACC 350. 3 credits.

ACC 370 — Accounting Information Systems
Accounting problems arising from data collection, data processing, and report generation, with emphasis on internal controls, including computer-based information systems. Prerequisites: ACC 200 and CSC 200 or equivalent. 3 credits.

ACC 401 — Not-For-Profit and Governmental Accounting
Comprehensive survey of accounting principles and financial reporting of governmental and other not-for-profit organizations. Prerequisite: ACC 200. 3 credits.

ACC 410 — Advanced Accounting
Advanced corporate topics including business combinations, consolidated financial statements, and other business topics. Additional topics include the definition and valuation of other economic entities. Prerequisite: ACC 311. 3 credits.

ACC 420 — Accounting Theory
An in-depth study of the theoretical aspects of financial accounting, with special reference to authoritative pronouncements of the AICPA, FASB, SEC, etc. Prerequisite: ACC 311. 3 credits.

ACC 424 — International Accounting
A study of International Accounting Standards/International Financial Reporting Standards, including analysis and interpretation with respect to assets, liabilities, shareholders equity, revenues and expenses, accounting for the translation of transactions and foreign subsidiary financial statements. Prerequisites: ACC 210 or 220 or departmental permission. 3 credits.

ACC 461 — Auditing
The nature, environment, and process of auditing. Emphasis on auditing concepts and standards, planning the audit, and the auditor's report. Prerequisites: ACC 311 and ACC 370. 3 credits.

ACC 495 — Departmental Honors
Research of an exceptionally high quality involving preparation of a thesis, its defense before a departmental committee, and its preparation for publication in abstract form. Prerequisites: senior status and departmental permission. 3 credits.

ACC 497 — Internship
A supervised internship in business or government with a departmental permission. Bi-weekly reporting to the faculty supervisor is necessary. Prerequisites: senior status and departmental permission. 3 credits.

ACC 499 — Independent Study
Research of a high quality meeting the standards of the department faculty director. Prerequisite: senior status and departmental permission. 3 credits.

ECONOMICS AND FINANCE

Samuel K. Andoh
CHAIRPERSON

CONCENTRATION IN BUSINESS ECONOMICS

The concentration in business economics focuses on the best ways to get the most benefit from scarce resources. Study covers firms and organizations (microeconomics) and nations (macroeconomics). The concentration provides the conceptual basis for integrating knowledge of the functional areas of business administration in industry, government, and nonprofit organizations. By doing so, it opens the way not only toward teaching, research, and consulting, but also toward graduate study in business, government, and law.

In addition to the University Requirements and the Common Business Core courses in business administration, students specializing in business economics must also take the following:

Economics Courses: 18 credits
- ECO 200 — Macroeconomic Analysis
- ECO 201 — Microeconomic Analysis
- ECO 311 — Public Finance
- Plus 9 credits (3 courses) selected with the advice of the faculty adviser.

Cognates: 3 credits
- CSC 200 — Personal Computer Applications

MAJOR IN ECONOMICS

Liberal Arts and Secondary Education Programs

The B.A. major in economics provides an understanding of the basic tools of economic analysis and an opportunity to study the structure and functioning of economic systems and the tools economists use to study them. It also provides practical market perspectives for administrative leadership positions in the arts, humanities, and the natural and social sciences.

This 30-credit major provides an appropriate foundation for graduate study in economics or business administration, qualifying students for teaching, research, and executive positions in academic, governmental, and business fields. When combined with study in other social sciences, it opens the way toward legal study, social work, and a variety of business employments.

Secondary education majors must complete a minor in history that includes at least one course in non-western history as well as courses in United States and non-United States history. The specific professional requirements for Initial Teaching Certification in Connecticut are listed under the heading Major Programs in Secondary Education. Upon completion of Economics 100-101, usually in the freshman year, the student must take the following three courses:

- ECO 200 — Macroeconomic Analysis
- ECO 201 — Microeconomic Analysis
- ECO 221 — Economics and Social Statistics
The student must then select at least one of the following courses:

- ECO 311 — Public Finance
- ECO 350 — International Economics: Trade
- ECO 351 — International Economics: Finance

Two to four additional courses in economics should be elected among other economics courses listed below to bring the total credits to 30.

The following cognate course is required:

- CSC 200 — Personal Computer Applications

In addition, the student is required to pass MAT 139 or MAT 150 as the University Requirements.

A student majoring in economics may not take more than 30 credits in business courses exclusive of those with ECO prefixes.

### MINOR IN ECONOMICS

The student begins study in this 18-credit minor, usually in the freshman year, by selecting ECO 100 and 101. He or she then selects four other courses in economics, at least one of which must be at the 300 or 400 level, with the advice of the department.

### REAL ESTATE MINOR

The real estate minor consisting of six courses or 18 credits, is designed to appeal to a broad range of students within and outside of the School of Business. The department is seeking approval from the state real estate board to allow students who complete the Principles of Real Estate course to sit for the Real Estate Salesperson licensing exam. The minor consists of four required courses and two courses chosen by the student with advisement from the coordinator of the real estate minor.

#### Required Courses

- FIN 345 — Principles of Real Estate
- FIN 457 — Real Estate Finance
- ECO 307 — Urban Economics
- MGT 345 — Real Estate Law

Choose two courses from the following list of courses:

- ECO 353 — Industrial Organization
- ECO 398 — Special Topics in Economics (in an area related to real estate)
- ECO 410 — Managerial Economics
- FIN 346 — Risk Management and Insurance
- FIN 398 — Special Topics in Finance (in an area related to real estate)
- FIN 439 — Advanced Investment
- FIN 497 — Internship
- GEO 205 — Economic Geography
- GEO 270 — Maps and Map Interpretation
- GEO 273 — Land Use Planning
- GEO 362 — Urban Geography
- GEO 460 — Geographic Information Systems (GIS)
- URB 200 — Introduction to Urban Planning
- URB 311 — Problems and Issues in Housing

### ECONOMICS COURSES

#### ECO 100 — Principles of Macroeconomics

This introductory course focuses on the basic principles explaining aggregate economic activity. Topics covered include the concepts measurements and problems associated with aggregates such as gross domestic product, price level, unemployment and macroeconomic policy. 3 credits.

#### ECO 101 — Principles of Microeconomics

This introductory course focuses on the basic problem of resource allocation in an economy with particular reference to the market economy. 3 credits.

#### ECO 200 — Macroeconomic Analysis

Examination of the composition of the national income and the effects of changes in its components upon the level of national income. Also analyzed are the nature of business cycle fluctuations, with attention to the interrelated problems of inflation, balance of payments, unemployment, and economic growth. The problem of forecasting economic activity and the development of private and public stabilization programs are analyzed. Prerequisite: ECO 100 and 101. 3 credits.

#### ECO 201 — Microeconomic Analysis

Analysis of the economic principles and processes involved in the structure and operation of a predominantly free-enterprise economic system. Attention is given to pricing and distribution theory (micro-analysis). Prerequisites: ECO 100 and 101. 3 credits.

#### ECO 221 — Statistics for Economics and Business

A first course in statistics concentrates on applications in business and economic decision making. Topics covered include descriptive statistics, basic probability distributions, sampling theory, confidence interval estimation, hypothesis testing, correlation, and simple regression analysis. Prerequisites: ECO 100 and 101. 3 credits.

#### ECO 303 — Development Economics

The purpose of this course is fourfold: (1) to introduce the student to the field and tools of development economics; (2) to explore in depth the philosophical, theoretical, and policy-oriented complexities of contemporary development issues facing over two-thirds of the world's population; (3) to examine the strengths and weaknesses of alternative development strategies in light of country experience; and (4) to evaluate recent policy options introduced in development. Prerequisites: ECO 100 or departmental permission. 3 credits.

#### ECO 304 — Labor Economics

This course covers topics in both the supply of and demand for labor, wage determination, the effects of market structure on the equilibrium in the labor market, and the theory of human capital. Additional issues may include labor market discrimination, time allocation between and among households, and the effect of unions. Prerequisites: ECO 100 and 101. A knowledge of statistics is helpful. 3 credits.

#### ECO 307 — Urban Economics

An economic analysis of the structure and functioning of contemporary urban communities to identify and study the more pressing economic problems. Attention is directed to the changing structure of central cities, fiscal arrangements, housing markets, and public goods. Prerequisites: ECO 100 and 101. 3 credits.
ECO 310 — Management Science
Application of quantitative methods to economics and business. All decision problems are motivated and organized along an economic and business line of thinking. Specific topics are linear programming, transportation problems, probability concepts, Bayes' decision rule, game theory, Markov chains, queuing, and inventory models. Prerequisites: ECO 100, 101, and 221. 3 credits.

ECO 311 — Public Finance
Principles and techniques involved in obtaining and expending funds by governmental bodies. Considered also are the nature of governmental borrowing and indebtedness as well as sources of revenue and fiscal administration. Prerequisites: ECO 100, 101, and 221. 3 credits.

ECO 321 — Introductory Econometrics
An exposition of methods of the empirical determination of economic laws. Topics include the general linear regression model and the corrective measures to take in the critical use of ready-made econometric computer programs which come with an understanding of the rationale of the various methods of econometrics. Prerequisites: ECO 100, 101, and 221. 3 credits.

ECO 333 — Economic History of the U.S
A study of the tools of economic theory to investigate issues in the economic growth and development of the United States from the early colonial period to the Depression of the 1930's. Attention centers on the forces underlying the development of the modern economy. Prerequisites: ECO 100 and 101. A knowledge of American History is useful. 3 credits.

ECO 340 — Money and Banking
A close look at the role of money in determining output, inflation, and interest rates. Topics include money creation, monetary policy, budget deficits, financial intermediation, banking regulations, and the Federal Reserve. Prerequisites: ECO 100 and 101. 3 credits.

ECO 350 — International Economics I: Trade
Theoretical foundations of why nations trade; the problems that arise from trade and the policies nations adopt to correct the problems. Prerequisites: ECO 100 and 101. 3 credits.

ECO 351 — International Economics II: Finance
The global economic activity and balance of payments implications of fiscal/monetary policies under various capital market conditions. Topics include absolute/comparative advantages, exchange rates and the balance of payments, national income determination in an open economy, integrated and nonintegrated capital markets, economic growth, stabilization policies, and the quest for global economic stability. Prerequisites: ECO 100 and 101. 3 credits.

ECO 353 — Industrial Organization
Economic analysis of the organization of industry and an examination of public policy toward industry. Topics include antitrust and natural monopoly regulation. Prerequisites: ECO 100 and 101. 3 credits.

ECO 398 — Special Topics in Economics
This is a special course that is either in the pilot stage or a course that will be offered up to three times. Prerequisites are based on content. 3 credits.

ECO 375 — Quantitative Economics and Business
Exposition of basic mathematical methods related to various types of economic analysis. Emphasis is placed on the application of mathematics to economic models of the firm and the consumer, national income models, and models of economic growth. Prerequisite: MAT 139 or departmental permission. 3 credits.

ECO 440 — European Economic Integration
A study of the first steps toward integration and formation of the EEC. The effects on trade, agriculture, money and banking, and industry and income distribution in the framework of the most relevant theoretical issues concerning customs unions, exchange rate systems, technological regimes, and the convergence-divergence thesis are examined. Prerequisite: ECO 100 or 101, and junior or senior status. 3 credits.

ECO 495 — Departmental Honors
Research of an exceptionally high quality involving preparation of a thesis, its defense before a departmental committee, and its preparation for publication in abstract form. Prerequisites: senior status and departmental permission. 3 credits.

ECO 497 — Internship
A supervised internship in business or government with the application of economic theory to problems of enterprise administration. Bi-weekly reporting to the faculty supervisor is necessary. Prerequisites: senior status and departmental permission. 3 credits.

ECO 498 — Special Topics in Economics
This is a special course that is either in the pilot stage or a course that will be offered up to three times. Prerequisites are based on content. 3 credits.

ECO 499 — Independent Study
Research of a high quality meeting the standards of the department faculty director. Prerequisites: senior status and departmental permission. 3 credits.

CONCENTRATION IN FINANCE
The concentration in finance prepares students for service as academically prepared professionals in the financial services industry and as financial officers in both the business and not-for-profit organizations. All functional areas of business are included in this specialization, along with the special awareness and higher level financial skills needed for institutional and economic development. Specializations may be taken in 1) corporation finance, 2) investment and financial markets and 3) depository institution management. Graduates of this program are prepared for employment in business, government or non-profit organizations, teaching, research, consulting, and further graduate level education.

Required Courses
In addition to the University Requirements and the Common Business Core courses in business, students with a concentration in finance must also take the following:

Finance Courses: 18 credits
FIN 340 — Capital Formation
FIN 341 — Principles of Investment
FIN 347 — International Financial Management
Plus 9 credits (3 courses) selected with the faculty advisor.
Cognates: 3 credits
CSC 200 — Personal Computer Applications
FINANCE COURSES

FIN 300 — Corporation Finance
Study of the private sector, for-profit publicly traded corporations from the standpoint of managers. Topics: basic theories and techniques of financial decision making, encompassing working capital, capital budgeting, and long term financing. Prerequisites: ACC 210 (Accounting majors take ACC 220 instead) and ECO 100, 101, and 221. 3 credits.

FIN 340 — Capital Formation
The structure and functioning of the nation’s financial institutions as the providers and regulators of money and credit. Special attention is given to the role of capital markets. Prerequisites: ECO 100 and 101. 3 credits.

FIN 341 — Principles of Investment
An introduction to types of securities, sources of information, securities exchanges and regulations, with emphasis on equity valuation. Prerequisite: FIN 300 and 340. 3 credits.

FIN 343 — Commercial Banking
Study of depository institutions emphasizing the application of finance theories covering asset and liability policies, opportunities, and the problems of deregulation. Prerequisite: FIN 340. 3 credits.

FIN 345 — Principles of Real Estate
Study of real estate principles, including real estate contracts, real estate management, appraisal, mortgages, license law, and agency. Prerequisites: ECO 100 and 101. 3 credits.

FIN 346 — Risk Management and Insurance
Basic concepts of risk management through the use of insurance programs for the household and business sectors. Prerequisites: ECO 100 and 101. 3 credits.

FIN 347 — International Financial Management
A study of the financial issues faced by a firm operating in a multinational environment. Topics include: balance of payments concepts, exchange rates theories, currency markets, corporate treasury management, capital budgeting, international cost of capital, risk management, derivatives, security markets and their valuations. Prerequisite: FIN 300. 3 credits.

FIN 398 — Special Topics in Finance
Topics: senior status and departmental permission. 3 credits.

FIN 432 — Financial Management
In-depth study of the theories of corporation finance. Topics: valuation models, capital budgeting, cost of capital, capital structure, portfolio theory, and capital asset pricing models, innovations in treasury management, and financial planning. Prerequisite: FIN 300. 3 credits.

FIN 439 — Advanced Investment
A seminar course to present recent advances in investment concepts. Topics: market efficiency versus anomalies in securities markets, innovations in fixed income securities, portfolio theory, investment companies, derivative securities such as options and futures, and program trading. Prerequisite: FIN 341. 3 credits.

FIN 440 — Advanced Money and Capital Markets
A course designed to rigorously examine monetary policies and how they affect interest rates and financial markets. Students are expected to conduct research dealing with the monetary policies, interest rates, and financial markets. Prerequisite: FIN 300 and 340, or departmental permission. 3 credits.

FIN 455 — Securities Markets
An analysis of securities markets, including, interest rate analysis, portfolio strategy, and investment management. Prerequisite: FIN 300 and 340. 3 credits.

FIN 456 — Venture Capital Finance
A special course for students interested in starting a new business. Topics: legal organization, entrepreneurial profile, return and risk relation in venture business, and marketing, business planning, capital budgeting, financing and personnel issues in the management of a venture business. Prerequisites: FIN 300 and MKT 200. 3 credits.

FIN 457 — Real Estate Finance
A study of financial and investment problems related to real estate. It develops an understanding of related financial institutions, types of financial instruments, functioning of mortgage markets, and law and regulations concerning real estate financing. Prerequisites: ACC 200, MGT 240, and FIN 345. 3 credits.

FIN 460 — Treasury Management
Examines the treasury management function of an enterprise in both the public and private sectors. Topics include cash, receivables, payables, and short-term debt management as well as an introduction to e-commerce. The course is required for the Certified Treasury Professional examination of the Association for Financial Professionals. Prerequisites: FIN 300. 3 credits.

FIN 495 — Departmental Honors
Research of an exceptionally high quality involving preparation of a thesis, its defense before a departmental committee, and its preparation for publication in abstract form. Prerequisites: senior status and departmental permission. 3 credits.

FIN 497 — Internship
A supervised internship in business or government with the application of finance to problems of enterprise administration. Bi-weekly reporting to the faculty supervisor is necessary. Prerequisites: senior status and departmental permission. 3 credits.

FIN 499 — Independent Study
Research of a high quality meeting the standards of the department faculty director. Prerequisites: senior status and departmental permission. 3 credits.
MANAGEMENT/MIS

Jeannette Oppedisano
CHAIRPERSON

CONCENTRATION IN MANAGEMENT

Students pursuing a Bachelor of Science in business administration who have developed an interest in Management may select either general management or management of information systems as a concentration.

Both concentrations share a requirement of CSC 200 and provide a choice in the international requirement of MGT 410, MGT 460, MIS 400.

CONCENTRATION IN GENERAL MANAGEMENT

The general management concentration allows ample flexibility, from an individual career viewpoint, for students to obtain foundation knowledge and skills that are suitable for operating a small business or advancing into a wide variety of middle and upper level management positions within corporations and not-for-profit organizations. The specialization also helps students prepare for graduate study in business and law. By highlighting successful organizational processes and practices, this specialization helps students understand a wide variety of managerial concerns as well as analytical and administrative techniques commonly used to address them.

In addition to the University Requirements and Business Common Core courses, business administration students specializing in general management must also take the following:

General Management Courses: 18 credits
MGT 335 — Business Law
MGT 385 — Human Resources Management
Plus 9 credits (3 courses) in MGT and 3 credits either in MIS or MGT (1 course), selected with the consent of the departmental faculty adviser.

MINOR IN GENERAL MANAGEMENT (FOR NON-BUSINESS MAJORS)

The minor in general management will consist of a minimum of 18 credits, including the following two Business Common Core Courses:

MGT 300 — Management and Organization
MGT 305 — Organizational Behavior
Based on individual career needs and subject to completion of prerequisites, four additional MGT courses will be taken, with departmental faculty advisement.

MANAGEMENT COURSES

MGT 100 — Introduction to Business
An overview of the significance of general business functions like marketing, finance, and management. Course designed for non-business and undecided majors interested in learning about business. Does not count toward business major requirements but can be applied toward minor. 3 credits.

MGT 105 — Managerial Communication
Provides students with an opportunity to understand written and oral managerial communication in order to respond appropriately and create effective professional presentations using various multimedia. Included are written business modes (e.g., executive summaries, reports and proposals using standard business APA; outlines, email, memos); and oral presentations of persuasive arguments/debates. Prerequisite: open to students with a concentration in MGT. 3 credits.

MGT 240 — Legal Environment of Business
An examination of basic legal principles that affect relationships of business with governments, investors, employees, customers, creditors, suppliers, and competitors. Included is a review of the U.S. legal system, international legal environment, administrative law, torts, crimes, contracts, property, agency, business association, product liability, consumer law, labor law, environmental law, discrimination law, and securities law. 3 credits.

MGT 300 — Management and Organization
Management functions of planning, organizing, leading, and controlling. Establishes frameworks for understanding the nature of managerial work and human behavior in task groups as well as large, complex organizations. Prerequisite: ECO 100, ECO 101, or junior/senior status. 3 credits.

MGT 301 — Entrepreneurship and Small Business Development
The process of developing a small business from the conception of an idea to a viable growth business. Growth strategies, professional management, creative ideas, feasibility studies, franchising, venture plan and entrepreneurship. Prerequisites: ACC 200, MGT 240, MGT 300, or departmental permission. 3 credits.

MGT 305 — Organizational Behavior
The roles of the individual, group, and organizational patterns. Organizational theory, behavior in organizations, role relationships, impact of personality and leadership styles on morale and development of healthy and cohesive organizations. Prerequisite: MGT 300. 3 credits.

MGT 335 — Business Law
An examination of the basic legal principles relating to business organizations and business transactions. Included is a review of the law as it pertains to partnership, corporation, bailment, bankruptcy, insurance, and uniform commercial code, with emphasis on sales, commercial paper, and secured transactions. Prerequisite: MGT 240, or departmental permission. 3 credits.

MGT 345 — Real Estate Law
Law of real property, transfers, deeds, leases, title insurance, escrow, land contracts, foreclosures, recordings and law as it affects brokers and salespersons. Prerequisite: MGT 240, or junior/senior status. 3 credits.

MGT 385 — Human Resources Management
Emphasis on effective human resources practices and requirements from the point of view of the operating manager. Prerequisite: MGT 300. 3 credits.

MGT 398 — Special Topics in Management
Examination of developments, issues, and current ideas in the field of business administration, which are pertinent to management. 3 credits.
MGT 400 — Values and Conflicts in Managerial Decision Making
Government and society as the legal and moral custodian of the free enterprise system. Emphasis on the government’s role of providing legal inducements and safeguards for managerial decision making as an ethical and pragmatic balance between market imperatives and public needs. Prerequisites: MGT 240 and 300. 3 credits.

MGT 403 — Women’s Multidisciplinary Entrepreneurship
A historical and sociological examination of the multidisciplinary entrepreneurial accomplishments women from 1776 to present in the broad categories of agriculture and mining; construction; communication; manufacturing; service — both for profit and not-for-profit; transportation; and wholesale and retail trade. Their contributions to the U.S., and global economies are assessed through the critical lens of the social, political, and legal constraints within which they lived. Prerequisites: junior or senior status or departmental permission. 3 credits.

MGT 412 — Diagnosing Management Problems
Learning to recognize and handle typical problems managers face with various problem solving techniques. Prerequisites: ECO 221 and MGT 300. 3 credits.

MGT 414 — Creativity and Innovation
Understanding and practicing various techniques for improving an individual’s ability to be creative in organizations. 3 credits.

MGT 415 — Developing Team Managerial Skills
Experiential classroom environment designed to practice the personal and interpersonal skills required of managers. Discussions directed at integrating experience with theory, and at enhancing professional growth and development. Prerequisite: MGT 305. 3 credits.

MGT 430 — Management of Multinational Corporations
The nature, functions and structure of Multinational Corporations (MNCs) in today’s global economy. Management strategies, policies and practices, peculiar to MNCs, in the context of economic, social, cultural, legal, political and ownership constraints faced by managers in MNCs, are explored. Prerequisite: MGT 300. 3 credits.

MGT 450 — Business Policy and Strategy Seminar
Capstone course for business majors, integrating concepts learned in previous business courses. Readings and case studies deal with formulation, implementation and evaluation of managerial strategies and plans for ongoing organizational survival and success. Appreciation for general management perspectives stressed in written and oral analyses. Prerequisites: completion of nine of the Business Common Core courses; senior status; and admission to School of Business. 3 credits.

MGT 460 — International Business
Political, economic, technological, and cultural setting of international business topics, including international trade and problems, policies, operation of multinational corporations, adjustment to foreign cultures and governments. Review of development, organization, and structure of international firms and their transactions. Prerequisites: MGT 300. 3 credits.

MGT 490 — Seminar in Management
In-depth analysis and discussion of selected issues, perspectives, and/or case studies related to management of complex organizations. Emphasis on oral and written presentations. Prerequisites: 9 MGT credits and senior status. 3 credits.

MGT 495 — Departmental Honors
Research of an exceptionally high quality involving preparation of a thesis, its defense before a departmental committee, and its preparation for publication in abstract form. Prerequisites: senior status and departmental permission. 3 credits.

MGT 497 — Internship
A supervised internship in business or government with the application of management to problems of enterprise administration. Bi-weekly reporting to the faculty supervisor required. Prerequisites: senior status and departmental permission. 3 credits.

MGT 498 — Advanced Special Topics in Management
Examination of developments, issues, and current ideas in the field of business administration, which are pertinent to management. Prerequisite: Restricted to juniors and seniors majoring in business administration or minoring in management. 3 credits.

MGT 499 — Independent Study
An approved topic of specialized interest that leads to a well-researched management paper of professional quality. Biweekly reporting to faculty supervisor required. Prerequisites: overall cumulative QPR of at least 3.0, senior status and permission. 1-3 credits.

CONCENTRATION IN MANAGEMENT OF INFORMATION SYSTEMS (MIS)
The MIS concentration helps to prepare students for positions that support and satisfy organizations’ information needs, through design and development of information systems for use in managerial monitoring and decision making processes. Emphasis is placed on the role of “business systems analyst” who develops information system specifications and works closely with computer programmers to make appropriate use of computers in business. The focus is on processing transactions and using information linked to administrative systems. Topics within operations management are highlighted.

In addition to the University Requirements, Business Administration students specializing in Management of Information Systems must select MIS 370 (Business Information Systems) within the Business Common core and also take the following:

Management of Information System courses: 12 credits
MIS 365 — Management Techniques for MIS
MIS 371 — Information Systems Analysis and Design
MIS 470 — Management Information Systems Design
MIS 375 — Decision Support Systems,
or MIS 410 — Expert Systems
MIS 410 — Expert Systems

An MIS Related Course: 3 credits
Any other application course in MIS or related course (ACC 370, ECO 310, MKT 360, 440).

One of the following courses: 3 credits:
ACC 370 — Accounting Information Systems
CSC 302 — Spreadsheet Programming
CSC 303 — Microcomputer Database Management Systems
CSC 304 — Internet: Applications and Management
CSC 380 — Microcomputer Networks: Applications and Technology
ECO 310 — Management Science

CSC 303 — Decision Aid Systems
CSC 304 — Microcomputer Applications
CSC 320 —Distributed Processing
CSC 321 — 4th Generation Languages
CSC 340 — Operating Systems
CSC 361 — Data Base Management Systems
CSC 362 — Database Design
CSC 370 — Software Engineering
CSC 375 — Decision Support Systems
CSC 410 — Decision Support Systems
CSC 411 — Expert Systems
CSC 412 — Expert Systems
CSC 420 — Management Information Systems
CSC 421 — Management Information Systems
CSC 422 — Management Information Systems
CSC 423 — Management Information Systems
CSC 424 — Management Information Systems
CSC 425 — Management Information Systems
CSC 426 — Management Information Systems
CSC 427 — Management Information Systems
CSC 428 — Management Information Systems
CSC 429 — Management Information Systems
CSC 430 — Management Information Systems
CSC 431 — Management Information Systems
CSC 432 — Management Information Systems
CSC 433 — Management Information Systems
CSC 434 — Management Information Systems
CSC 435 — Management Information Systems
CSC 436 — Management Information Systems
CSC 437 — Management Information Systems
CSC 438 — Management Information Systems
CSC 439 — Management Information Systems
CSC 440 — Management Information Systems
CSC 441 — Management Information Systems
MKT 360 — E-Commerce Marketing Foundations
MKT 440 — E-Marketing

MINOR IN MIS (FOR NON-BUSINESS MAJORS)
The minor in management of information systems consists of a minimum of 18 credits, including the following two Business Common Core courses:
MIS 361 — Production and Operations Management
MIS 370 — Business Information Systems

Based on individual career needs and subject to completion of prerequisites, four additional MIS courses will be taken, with departmental faculty advisement.

MANAGEMENT OF INFORMATION SYSTEMS COURSES

MIS 360 — Supply Chain Management
A study of the management of the flow of materials in an organization beginning with supplier and ending with customer. Topics include purchasing, buyer-supplier relationships, negotiation, outsourcing, electronic commerce, total cost of ownership, inventory management, and ethical and legal consideration of supply chain management. Prerequisite: MIS 370. 3 credits.

MIS 361 — Production and Operations Management
Effective production/operations management including facilities of production, production and quality control systems, material inputs, and the economics and costs of production. Prerequisites: ECO 100 or ECO 101; or junior/senior status. 3 credits.

MIS 365 — Systems Thinking for MIS
Establishing guidelines for development of the application of System Theory to problem-solving necessary for MIS work. Organizing problems into the standard systems mental model of input, process, output, feedback, and control. Prerequisite: junior status. 3 credits.

MIS 370 — Business Information Systems
The relationship of management and systems. Planning, design, and implementation of management information systems decision making with MIS. Prerequisites: MGT 300 or 6 credits in computer science. 3 credits.

MIS 371 — Information System Analysis and Design Techniques
Overview of the system development life cycle. Emphasis on current documentation through the use of both classical and structured tools, techniques for describing process flows, data structures, file designs, input/output designs, security and system backup and recovery. Discussion of implementation and system maintenance issues. Prerequisite: MIS 370. 3 credits.

MIS 375 — Decision Support Systems
A study of the various information systems used to support the decision-making process of managers and executives in a business organization. Includes collection of data in data warehouses to support decision-making. Prerequisites: MIS 370. 3 credits.

MIS 385 — Designing and Managing Telecommunications Systems
Design and management of telecommunications resources that support the business of the network organizations. It provides the information at a level that is understandable to the students new to telecommunications. Prerequisite: MIS 370. 3 credits.

MIS 398 — Special Topics
Examination of developments, issues, and current ideas in the field of business administration, which are pertinent to management information systems. 3 credits.

MIS 400 — Global Information Systems
Study of issues involved in adapting information systems for use in a global business environment. Techniques for designing systems for multi-country use. Includes review of current enterprise-wide ERP software such as SAP. Prerequisites: MIS 370. 3 credits.

MIS 410 — Intelligent and Expert Systems
A study of artificial intelligent applications of computer use with a focus on expert system development for business with storage expertise in a knowledge-base used by managers or knowledge workers. Prerequisites: junior or senior status, CSC 200, and MIS 370. 3 credits.

MIS 420 — Productivity Improvement
Link between productivity improvement and the efficiency, quality, planning and design, inventory and other factors that use the Synchronous Manufacturing approach. Prerequisite: MIS 361. 3 credits.

MIS 470 — Management of Information Systems Design
Capstone course in MIS program including issues involved in managing the IS function in an organization, experiencing the project work of designing, and building a system to solve a business problem. Prerequisite: Senior status. 3 credits.

MIS 495 — Departmental Honors
Research of an exceptionally high quality involving preparation of a thesis, its defense before a departmental committee, and its preparation for publication in abstract form. Prerequisites: senior status and departmental permission. 3 credits.

MIS 497 — Internship
A supervised internship in business or government with the application of management information systems to problems of enterprise administration. Bi-weekly reporting to the faculty supervisor required. Prerequisites: senior status and departmental permission. 3 credits.

MIS 498 — Advanced Special Topics in MIS
Examination of developments, issues, and current ideas in the field of business administration, which are pertinent to management information systems. Prerequisites: Restricted to juniors and seniors majoring in business administration or minoring in management information systems. 3 credits.

MIS 499 — Independent Study
An approved topic of specialized interest that leads to a well-researched MIS paper of professional quality. Bi-weekly reporting to the faculty supervisor required. Prerequisites: Overall QPR of at least 3.0, senior status and departmental permission. 1-3 credits.

CONCENTRATION IN INTERNATIONAL BUSINESS
The B.S. degree in business administration has a concentration in international business that is designed to provide students with a global perspective. The program of study has three parts. Students must first complete the 43 credit block known as the Business Administration Requirements.
The second block of 18 credits comprises the specialization in international business. Students must select four distinct prefixes from within the block of six courses (18 credits) from the courses listed below:

- ACC 424 — International Accounting
- ECO 303 — Developmental Economics
- ECO 350 — International Economics I: Trade
- ECO 351 — International Economics II: Finance
- ECO 400 — Alternative Economic Systems
- FIN 347 — International Financial Management
- MGT 412 — Diagnosing Management Problems
- MGT 430 — Management of Multinational Corporations
- MGT 460 — International Business
- MIS 400 — Global MIS
- MKT 420 — International Marketing
- MKT 425 — Marketing Research
- MKT 332 — Marketing Communication Special Topics (When Appropriate) Independent Study

The third block consists of related courses. Students must demonstrate proficiency in a foreign language at the second-year college level. There is also a 6-credit cognate in cultural studies selected with the approval of an adviser. Cognate courses would be drawn from the Departments of Anthropology, Interdisciplinary Studies, Political Science, History, Foreign Languages, Art, Literature, or Geography and would serve as a cultural exposure to a foreign country or region.

Although optional, students in this program are encouraged to attend one summer school session in a foreign country. A semester abroad would be even better preparation for a career in international business.

**MARKETING**

Shyam Lodha  
CHAIRPERSON

**CONCENTRATION IN MARKETING**

The marketing concentration prepares students for entry-level, middle, and senior management positions in marketing as well as preparation for graduate study. It includes a strong basic understanding of business, concentrated knowledge of marketing theory and its technological applications, and a degree of specialized expertise in one or more specific functional marketing areas. Some of the topics studied include advertising, product development, market identification, consumer research, retailing, sales, industrial marketing, marketing management, and marketing strategy.

As part of the Communication portion of the University Requirements, all marketing majors must take COM 205 — Fundamentals of Professional Presentations (3 credits).

In addition to the University Requirements and the Common Business Core courses in business administration, students specializing in marketing must also take the following:

**Marketing Courses: 18 credits**

- MKT 321 — Consumer Behavior
- MKT 425 — Marketing Research
- MKT 450 — Strategic Marketing

Three additional marketing courses at the 300 level or higher. Two must be from one of the following specializations:

- Marketing Communications and Promotion
  - MKT 331 — Principles of Advertising
  - MKT 332 — Marketing Communications
  - MKT 440 — E-Marketing

- Marketing Management
  - MKT 330 — Retail Management
  - MKT 336 — Sales Management
  - MKT 427 — Marketing Management

- Relationship Marketing
  - MKT 334 — Professional Selling
  - MKT 335 — Business to Business Marketing
  - MKT 330 — Services Marketing

Cognates: (3 credits)

- CSC 200 — Personal Computer Applications

**MINOR IN MARKETING (FOR NON-BUSINESS MAJORS)**

All students wishing to minor in marketing must complete a minimum of 18 credits, including the following two courses:

- MKT 200 — Principles of Marketing
- MKT 321 — Consumer Behavior

Based on individual career needs and subject to completion of prerequisites, four additional marketing courses will be taken with departmental faculty advisement.

**MARKETING COURSES**

- MKT 200 — Principles of Marketing
  The fundamental functions of marketing in a free enterprise system: development of product, price, place, and promotion policies in relation to buyer behavior, market segmentation, and marketing information systems. Prerequisite: sophomore standing or above. 3 credits.

- MKT 321 — Consumer Behavior
  The internal and external forces that affect the consumer's buying decisions: perceptions, attitudes, learning, personality, motivation, family, group and individual influences, and culture. Prerequisite: MKT 200. 3 credits.

- MKT 330 — Retail Management
  Retailing provides the classic “place” component for the exchange process in many traditional marketing transactions. This course may be viewed from both the supply side and from a demand or consumer-oriented perspective. Both views are developed with the objective of providing a balanced understanding to the student. In addition the evolution of retailing institutions with a global perspective is also provided in order to better acquaint the student with this dynamic and creative segment of the global economy. Prerequisite: MKT 200. 3 credits.

- MKT 331 — Principles of Advertising
  The role and functions of advertising in a free enterprise system. The selection and development of advertising campaigns and their economic, social, and legal impacts. Students develop and present an original, team-created advertising campaign. Prerequisite: MKT 200. 3 credits.
MKT 322 — Marketing Communication
The design, management, and evaluation of a marketing communications program: publicity and public relations, personal selling, sales promotion, advertising, and the influence of product, price, and distribution on marketing communications decisions. Prerequisite: MKT 200. 3 credits.

MKT 334 — Professional Selling
The principles of selling while concentrating on a sales operating system that emphasizes the need for setting sound sales strategies and practicing good sales tactics. Prerequisite: MKT 200. 3 credits.

MKT 335 — Business to Business Marketing
The industrial marketing system: characteristics that differentiate industrial from consumer marketing; nature of industrial demand; buyer behavior; industrial marketing research; sales and strategy. Prerequisite: MKT 200. 3 credits.

MKT 336 — Sales Management
Study of sales management function: its importance to the organization; ways of organizing the sales activity so as to maximize revenue generation; a basic understanding of the techniques of sales presentation, sales planning, and market and sales forecasting; examination of the relevant issues associated with recruiting, hiring, sales forecasting; examination of the relevant issues associated with recruiting, hiring, motivating, and compensating the sales force. Emphasis on managerial function. Prerequisite: MKT 200. 3 credits.

MKT 338 — Services Marketing
Examination of marketing in service industries, with particular emphasis on the unique aspects of service marketing, the services marketing mix, and the implementation of service strategy. Prerequisite: MKT 200. 3 credits.

MKT 340 — Media Planning and Strategy
The strategic and cost-effective selection of print, electronic, digital, and other media to deliver creative messages that will meet a brand's marketing and advertising objectives. Student teams will develop and present an original media plan and strategy for a product or service. A team-based hands-on course. Prerequisite: MKT 331. 3 credits.

MKT 350 — Product and Market Planning
Comprehensive study of the techniques of product planning and development. Team approach to product idea generation, concept development, technical and economic screening, and product concept testing and commercialization, including the development of a marketing plan. Prerequisite: MKT 200. 3 credits.

MKT 360 — E-Commerce Marketing Foundations
An overview of e-commerce: the definitions, the jargon, the technologies, how it has changed the business landscape, and how it differs from traditional commerce. Examines the use of the web for marketing and distributing goods and services. A hands-on course that culminates with team presentations. Basic internet proficiency required. Prerequisites: MKT 200 or departmental permission. 3 credits.

MKT 361 — Consumer Behavior on the Internet
An overview of online consumer behavior: how it is different from offline consumer behavior and how it is the same; the characteristics; the influences, the different levels of behavior; security and privacy issues; 24/7 access demands; and the impact of customer intimacy on any e-commerce venture. A hands-on course that culminates with team presentations. Internet proficiency required. Prerequisites: MKT 200. 3 credits.

MKT 398 — Special Topics in Marketing
Examination of developments, issues, and/or creative work in the field of marketing. 3 credits.

MKT 420 — Global Marketing
The foreign environment as it affects international marketing strategies, the importance of international marketing to American business, and the application of marketing principles to foreign markets. Prerequisite: MKT 200. 3 credits.

MKT 425 — Marketing Research
An examination of the nature, scope, fundamentals, and application of marketing research as an essential tool in the marketing manager's problem solving and decision making process. Computer lab focuses on the use of statistical software for data analysis and presentation. Prerequisites: CSC 200, ECO 221, and MKT 200. 3 credits.

MKT 427 — Marketing Management
The analysis, planning, and control of the marketing effort, with emphasis on the planning and implementation of marketing strategy. Prerequisites: Prerequisites: MKT 200 and 3 additional MKT credits and junior or senior status. 3 credits.

MKT 431 — Advertising Practicum
Experience in applying advertising principles and methods. Student teams create complete advertising campaigns for not-for-profit or for-profit clients (either product or service) and, whenever possible, make the final presentation at the client's place of business. Prerequisite: MKT 331. 3 credits.

MKT 440 — E-Marketing
An overview of marketing on line: the how and why of online research, the impact of an online strategy on the 4 Ps (product, price, place, and promotion), and relationship marketing through online strategies. A computer lab will focus on web site design issues from a marketing perspective. This hands-on course culminates with the development of an original, team-based e-marketing plan. Internet proficiency required. Prerequisites: MKT 200 and 6 additional marketing credits; CSC 200 or equivalent. Enrollment limited to 20 students. 3 credits.

MKT 450 — Strategic Marketing
Strategic marketing is used to develop the functions of marketing management in organizations and stresses the integration of product, consumer research, distribution, budget and promotional development into a structure amenable for today's global firm. Emphasis is on strategic market planning and decision-making and the use of financial and analytical methods for the decision-maker. Case analysis is used to illustrate marketplace decisions and students are expected to produce a comprehensive research paper. Prerequisites: MKT 321, 325, and senior status or departmental permission. 3 credits.
MKT 490 — Seminar in Marketing
The in-depth analysis and discussion of current issues and perspectives in Marketing. Emphasis on oral and written presentations. Prerequisites: 9 MKT credits and senior marketing major. 3 credits.

MKT 495 — Departmental Honors
Research of an exceptionally high quality involving preparation of a thesis, its defense before a departmental committee, and its preparation for publication in abstract form. Prerequisites: senior status and departmental permission. 3 credits.

MKT 497 — Internship
A supervised internship in business or government with the application of marketing to problems of enterprise administration Bi-weekly reporting to the faculty supervisor required. Prerequisites: senior status and departmental permission. 3 credits.

MKT 498 — Advanced Special Topics in Marketing
Advanced examination of developments, issues, and/or creative work in the field of marketing. Prerequisite: restricted to juniors and seniors majoring in marketing. 3 credits.

MKT 499 — Independent Study
Research of a high quality, meeting the standards of the department faculty director. Prerequisites: senior status and departmental permission. 3 credits.
Edward C. Harris  
DEAN

The School of Communication, Information, and Library Science unites four departments, Communication, Computer Science, Information and Library Science, and Journalism, which are at the core of the information and technology revolution that is transforming the world.

Just as agriculture and manufacturing were the foundations of America’s growth in the 19th and 20th centuries, information, especially electronic information, is the catalyst for progress in America’s 21st century — the information century. The ability to acquire, organize, store, manage, and disseminate information in this new context will be an invaluable skill for a professional in any field. The School provides an interdisciplinary approach to managing the application of new technology to information studies.

A student may pursue a Bachelor of Science degree in computer science (with an option to specialize in computer information systems), communication, journalism, or library information service, or a Bachelor of Arts degree in journalism. Students majoring in any of these four departments are encouraged to take courses in the others to gain a broader perspective on the evolving information age.

COMMUNICATION

Jos Ullian  
CHAIRPERSON

MAJOR IN COMMUNICATION

The communication major focuses on the application of theory and research in personal and professional relationships and on the creation of messages in diverse media. Communication courses seek to enhance students’ knowledge and skills in the areas of interpersonal and small group communication, presentations, decision-making, information utilization, and video production. In addition, students gain a thorough understanding of current and emerging communication technologies.

BACHELOR OF SCIENCE DEGREE IN COMMUNICATION

The communication B.S. major offers concentrations in organizational communication, interpersonal and relational communication, advertising and promotions, and video production. These programs are designed to prepare students for a wide variety of career options including those in management, sales, video production, advertising and promotional communication, training, and human relationships. Students also receive the academic background necessary for graduate studies in communication and related disciplines.

All communication majors are required to successfully complete COM 205 — Fundamentals of Professional Presentations to satisfy 3 credits for the University Requirement in communication. COM 100 — Communication does not meet this requirement for majors.

Major Core — 15 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 200</td>
<td>Fundamentals of Communication Design</td>
</tr>
<tr>
<td>COM 215</td>
<td>Small Group Communication</td>
</tr>
<tr>
<td>COM 225</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>COM 253</td>
<td>Fundamentals of Video Production</td>
</tr>
<tr>
<td>COM 497</td>
<td>Field Experience</td>
</tr>
</tbody>
</table>

Organizational Communication Concentration

Focuses on key theories relative to interpersonal dynamics and structural elements that impact communication within organizations. Dynamic experientially-based courses enhance skills in areas such as decision-making, presenting information, diagnosing organizational issues, resolving conflict, and managing professional relationships.

Please Note: Due to program revisions in the Organizational Communication Concentration (formerly Managing Communication), students should consult with their academic advisors.

Organizational Communication Concentration Requirements (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 250</td>
<td>Business and Professional Communication</td>
</tr>
<tr>
<td>COM 287</td>
<td>Introduction to Communication Research</td>
</tr>
<tr>
<td>COM 300</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>COM 370</td>
<td>Interpersonal Conflict and Communication</td>
</tr>
<tr>
<td>COM 387</td>
<td>Communication Theory</td>
</tr>
<tr>
<td>COM 430</td>
<td>Communication Strategies in the Corporation</td>
</tr>
</tbody>
</table>
Organizational Communication Concentration Electives (12 credits, at least 6 credits at the 400 level)

- COM 275 — Persuasion
- COM 315 — Communication Processes in Decision-Making
- COM 322 — Communication Training and Development
- COM 332 — Interviewing
- COM 410 — Crisis and Communication
- COM 440 — Cultural Influences on Communication
- COM 487 — Advanced Organizational Communication Theory
- COM 490 — Practicum in Organizational Communication
- COM 494 — Practicum in Intercultural Communication

Interpersonal and Relational Communication Concentration

This concentration focuses on interpersonal communication processes in a variety of contexts and the development of relationships throughout a person's lifespan. Central competencies include application of relevant interpersonal communication theories, diagnosis of relational issues with emphasis on enhanced interpersonal competence, recognition of ethical dimensions of relational communication, and the maintenance of healthy personal and professional relationships.

Please Note: Due to program revisions in the Interpersonal and Relational Communication Concentration (formerly Relational Communication), students should consult with their academic advisors.

Interpersonal and Relational Communication Concentration Requirements (18 credits)

- COM 233 — Communication in Relational Development
- COM 287 — Introduction to Communication Research
- COM 370 — Interpersonal Conflict and Communication
- COM 387 — Communication Theory
- COM 440 — Cultural Influences in Communication
- COM 481 — Applied Perspectives in Interpersonal Communication

Interpersonal and Relational Communication Concentration Electives (12 credits)

- COM 250 — Business and Professional Communication
- COM 275 — Persuasion
- COM 312 — Communication and Gender
- COM 322 — Communication Training and Development
- COM 332 — Interviewing
- COM 375 — Family Communication
- COM 494 — Practicum in Intercultural Communication

Advertising and Promotions Concentration

This concentration explores the use of creativity and the construction of effective visual and verbal messages for various media: print, audio, video, and electronic. The program covers the impact of new technologies relative to advertising, promotions, and public relations.

Please note: Due to program revisions in the Advertising and Promotions Concentration (formerly Creative Message Construction), students should consult with their academic advisers.

Advertising and Promotions Concentration Requirements (21 credits)

- COM 201 — Applied Communication Design
- COM 234 — Fundamentals of Copywriting
- COM 236 — Copywriting for Electronic Media
- COM 287 — Introduction to Communication Research
- COM 335 — Advertising and Promotional Design
- COM 340 — Communication and Product Information
- COM 472 — Advertising and Promotional Campaigns

Advertising and Promotions Concentration Electives (9 credits, at least 3 credits at the 400 level)

- COM 257 — Audio Production
- COM 275 — Persuasion
- COM 322 — Communication Training and Development
- COM 333 — Video Scriptwriting
- COM 402 — Advertising and Promotions for the Internet
- COM 493 — Practicum in Advertising and Promotions
- COM 494 — Practicum in Intercultural Communication

Video Production Concentration

A hands-on program that focuses on the creative and technical aspects of video production. Students take courses in studio and field production as well as additional courses in a variety of specialized topics related to their career goals and interests.

Video Production Concentration Requirements (15 credits)

- COM 201 — Applied Communication Design
- COM 234 — Studio Production
- COM 360 — Video Field Production
- COM 365 — Advanced Post Production Techniques
- COM 492 — Practicum in Video Production

Video Production Concentration Electives (9 credits, at least 3 credits at the 400 level)

- COM 234 — Video Production
- COM 259 — Studio Production
- COM 333 — Video Scriptwriting
- COM 372 — Electronic Filmmaking
- COM 377 — Video Directing
- COM 385 — Documentary Production
- COM 468 — Special Effects in Video
- COM 493 — Practicum in Advertising and Promotions

MINORS IN COMMUNICATION

There are four minors in communication, all of which complement a variety of degree programs and career choices. Each consists of 18 credits.

Students planning to minor in communication must take COM 205 — Fundamentals of Professional Presentations to satisfy the University Requirement in communication.
Organizational Communication Minor Requirements (12 credits)
COM 215 — Small Group Communication
COM 225 — Interpersonal Communication
COM 250 — Business and Professional Communication
COM 300 — Organizational Communication

Organizational Communication Minor Electives (6 credits)
COM 275 — Persuasion
COM 287 — Introduction to Communication Research
COM 332 — Interviewing
COM 370 — Interpersonal Conflict and Communication
COM 410 — Crisis and Communication
COM 440 — Cultural Influences on Communication

Interpersonal and Relational Communication Minor Requirements (12 credits)
COM 215 — Small Group Communication
COM 225 — Interpersonal Communication
COM 233 — Communication in Relational Development
COM 370 — Interpersonal Conflict and Communication

Interpersonal and Relational Communication Minor Electives (6 credits)
COM 275 — Persuasion
COM 312 — Communication and Gender
COM 332 — Interviewing
COM 375 — Family Communication
COM 440 — Cultural Influences on Communication

Advertising and Promotions Minor Requirements (12 credits)
COM 200 — Fundamentals of Communication Design
COM 201 — Applied Communication Design
COM 234 — Fundamentals of Copywriting
COM 335 — Advertising and Promotional Design
COM 336 — Copywriting for Electronic Media
COM 287 — Introduction to Communication Research
COM 322 — Communication Training and Development
COM 340 — Communication and Product Information
COM 402 — Advertising and Promotions for the Internet
COM 472 — Advertising and Promotional Campaigns

Video Production Minor Requirements (6 credits)
COM 253 — Fundamentals of Video Production
COM 259 — Studio Production

Video Production Minor Electives (12 credits)
COM 201 — Applied Communication Design
COM 257 — Audio Production
COM 265 — Video Technology
COM 333 — Video Scriptwriting
COM 360 — Video Field Production
COM 365 — Advanced Post Production Technique
COM 377 — Video Directing
COM 468 — Special Effects in Video

COMMUNICATION COURSES
COM 100 — Communication
Emphasis on communicating an oral message effectively to an audience. 3 credits.

COM 105 — Speech: Discussion and Conference
Emphasis on increased effectiveness in working in small groups: interviewing, fact-finding, and problem solving. 3 credits.

COM 200 — Fundamentals of Communication Design
Introduces components of the message construction process and principles of effective communication. Applications of computer programs to the design and development of communication materials. Formerly Creative Message Construction. Prerequisites: freshman or sophomore status. 3 credits.

COM 201 — Applied Communication Design
Message construction in professional communication environments utilizing electronic applications. Areas covered include communication principles in desktop publishing and presentation graphics. Formerly Creative Message Construction II. Prerequisites: COM 200. 3 credits.

COM 205 — Fundamentals of Professional Presentations
A study-application of the various elements of communication, including verbal, nonverbal, and feedback factors, to improve individual effectiveness before a professional listening group. 3 credits.

COM 215 — Small Group Communication
Analysis of small group communication and group interaction; special attention is given to related communication theories. 3 credits.

COM 225 — Interpersonal Communication
Investigation of interpersonal communication behavior, the effects of communication on relationships, and interactions within a variety of relational contexts. 3 credits.

COM 233 — Communication in Relational Development
Theoretical and applied approaches to the function of communication throughout the initiation, maintenance, and termination phases of relational communication. Prerequisite: COM 225. 3 credits.

COM 234 — Fundamentals of Copywriting
Basic principles, techniques, and procedures for writing effective copy. Applications of creative problem solving and idea generating techniques in advertising. Formerly COM 347 — Creating Persuasive Copy. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

COM 236 — Copywriting for Electronic Media
Communication concepts and technologies for radio, television, and other electronic media. Emphasis is placed on writing of scripts. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

COM 239 — Ad Copywriting
Introduction to the basic technical theory, vocabulary, procedure, uses, program distribution, and career opportunities. Prerequisite: freshman or sophomore status only. 3 credits.
COM 257 — Audio Production
An introduction to the basic elements, equipment, and techniques of audio production as they are used in video, multimedia, film, and other media. Emphasis is on improving listening and production skills, and application of techniques in sample audio projects. 3 credits.

COM 258 — Cinematic Technique
Examines how the elements of film and video production are used to communicate a message from the creator’s viewpoint. Uses illustrative scenes from significant films and episodic television shows to demonstrate how production elements can be used to achieve a desired effect. 3 credits.

COM 259 — Studio Production
Studio experience in producing video programs in a variety of program formats. 3 credits.

COM 265 — Video Technology
Study of electronic principles and video systems. Prerequisites: COM 253. 3 credits.

COM 275 — Persuasion
Investigation of theories, principles, and strategies of social influence in various communication contexts. Emphasis on compliance-gaining communication, methods of persuasion, and ethics of social influence in interpersonal and professional contexts. 3 credits.

COM 287 — Introduction to Communication Research
An introduction to communication research methods that focuses on the development, interpretation, analysis, and implementation of communication research. Prerequisites: COM 205, 215, and 225. 3 credits.

COM 300 — Organizational Communication
An overview of internal and external audiences with which organizational members communicate; specific attention to intent of message, message construction, and determination of appropriate channels for message delivery; field research. Prerequisite: COM 215. 3 credits.

COM 310 — Communication and Behavior
Examination of modern communication theory as it affects and is affected by human behavior. 3 credits.

COM 312 — Communication and Gender
Explores communication and gender including masculine and feminine communication styles as well as stereotypes of men and women’s communication and gender patterns in communication across a variety of personal and professional contexts. Prerequisite: COM 225. 3 credits.

COM 315 — Communication Processes in Decision Making
Individual and organizational perspectives involved in decision making, problem solving, and project management, including: problem definition, gathering information, identifying solutions, implementing and auditing decisions. Prerequisites: COM 200 and 215. 3 credits.

COM 322 — Communication Training and Development
Introduction to the field, scope, and process of communication training and development with emphasis on communication skills essential for conducting training and development (formerly COM 222). Prerequisites: COM 205, 215, 225, and 287. 3 credits.

COM 325 — Communication Training and Development
Application of communication concepts and skills throughout the interview process as they are used in a variety of professional contexts. Special attention to informal, informational, and evaluative interviews. Prerequisite: COM 225. 3 credits.

COM 331 — Video Script Writing
In-depth understanding of the scriptwriting process. Written exercises and final project will provide the opportunity to explore scriptwriting. Prerequisites: ENG 112 (formerly ENG 101) and COM 253. 3 credits.

COM 335 — Advertising and Promotional Design
The creative application of communication concepts designed to solve advertising problems for targeted audiences. Focus is on designing creative strategies involved in briefs and concept work. Formerly Creative Strategies in Advertising. Emphasis is on the creative process. Prerequisite: COM 201 and 234. 3 credits.

COM 340 — Communication and Product Information
The communication means with which the commercial organization disseminates product information; intraorganizational and interorganizational communication concepts of trade shows, advertising, manuals, audio/visuals. Prerequisite: COM 335. 3 credits.

COM 360 — Video Field Production
Advanced study of the techniques and use of video production outside the studio. Prerequisite: COM 253. Co-requisite: COM 365. 3 credits.

COM 365 — Advanced Postproduction Techniques
An exploration of advanced approaches in postproduction including time code, test instruments and computerized editing. Prerequisite: COM 253. Co-requisite: COM 360. 3 credits.

COM 370 — Interpersonal Conflict and Communication
An examination of theoretical and practical approaches to communication in interpersonal conflict. Emphasis on interpersonal conflict resolution, negotiation, and third-party mediation. Prerequisites: COM 225. 3 credits.

COM 372 — Electronic Filmmaking
Explores the phases of producing fictional, dramatic programs using a film-style approach. Programs will be shot on video and edited on a computer. Prerequisite: COM 333, 360, and 365. 3 credits.

COM 375 — Family Communication
Theories, concepts, and issues related to interpersonal and relational communication within the family. Examination of how conceptions of family, family identity, and societal influences impact family communication processes. Prerequisite: COM 225. 3 credits.

COM 377 — Video Directing
Exploration of the role of the Video Director. Includes an examination of the management, technical and aesthetic aspects of the position. Prerequisite: COM 259. 3 credits.

COM 385 — Documentary Production
Advanced-level, single-camera video documentary production. Research, advocacy and presentation of evidence using traditional and non-traditional shooting and editing styles. Prerequisites: COM 360 and 365. 3 credits.
COM 387 — Communication Theory
An introduction to communication theories with special attention to understanding, evaluating, and applying various theories in multiple contexts. Prerequisites: COM 205, 215, and 225. 3 credits.

COM 402 — Advertising and Promotions for the Internet
The use of the Internet in contemporary advertising and promotional settings. Basic design concepts and computer applications relevant to understanding communication processes and strategies for Internet advertising development. Prerequisite: COM 335. 3 credits.

COM 410 — Crisis and Communication
Application of communication strategies in an environment of organizational crisis; a study of the types and characteristics of crises; the communication skills needed to deal with crises, and the steps involved in developing a crisis communication plan. Prerequisites: COM 205 and 300. 3 credits.

COM 430 — Communication Strategies in the Corporation
Study and application of communication concepts and interpersonal communication control factors in a simulated corporate management environment. Prerequisites: COM 250, 287, 300, and 370. 3 credits.

COM 440 — Cultural Influences on Communication
Investigation of channels of communication between subcultures in the U.S.; methods of barrier reduction. Prerequisite: COM 300, 335, and 430. 3 credits.

COM 468 — Special Effects in Video
An exploration of the techniques and uses of 3-D modeling and animation, computer generated transitions, moving image manipulation and compositing. Prerequisites: COM 201 and 253. 3 credits.

COM 472 — Advertising and Promotional Campaigns
Promotion and advertising strategy in planning, designing, implementing, and managing effective communication campaigns. Students will execute comprehensive promotional campaigns. Professional standards stressed. Prerequisites: COM 236, 287, and 335. 3 credits.

COM 481 — Applied Perspectives in Interpersonal Communication
A capstone course focusing on the integration of Interpersonal and Relational Communication theory, research, and practice throughout all phases of the inquiry process. This course may be taken twice (formerly Seminar in Relational Communication). Prerequisites: COM 215, 233, 287, 370, 387, and 440. 3 credits.

COM 487 — Advanced Organizational Communication Theory
Explores theories and practices of organizational communication from a critical and historical perspective. Analysis of personal, relational, cultural, global, and ethical dimensions of communication practices and processes in organizations. Prerequisites: COM 300 and 387. 3 credits.

COM 490 — Practicum in Organizational Communication
Application of organizational communication practices and issues in professional environments. Students undertake a client project from concept to completion under faculty supervision. This course can be taken twice, up to six credits (formerly Practicum in Managing Communication). Prerequisites: COM 250, 300, 370, and departmental permission. 3 credits.

COM 492 — Practicum in Video Production
Application of advanced production techniques for creating effective video programs. The student undertakes a project from concept through finished product. Prerequisites: COM 200, 215, 225, 360, and 365. 3 credits.

COM 493 — Practicum in Advertising and Promotions
Applies designing communication practices to the needs of external clients. The student undertakes a client-driven project from concept to completion. Can be taken twice for up to 6 credits. Prerequisites: COM 340 and 472. 3 credits.

COM 494 — Practicum in Intercultural Communication
Application of communication concepts and skills in an intercultural environment. Examination of diversity, values, cultural communication patterns, and effective communication practices in an increasingly global society (formerly Practicum in International Corporate Communication). Prerequisites: 9 credits in communication upper level courses (300's or higher) and department permission. 3 credits.

COM 497 — Field Experience
An intern program available to qualified majors. Assignment is planned with the department. Prerequisite: departmental permission. 1-12 credits.

COM 499 — Independent Study
Prerequisite: departmental permission. 1-3 credits.

COMPUTER SCIENCE

Winnie Yu
CHAIRPERSON

MAJOR IN COMPUTER SCIENCE
The major in computer science leading to the Bachelor of Science degree prepares students for professional careers and for graduate study. There are two program options: — Computer Science General Program — Computer Information Systems

COMPUTER SCIENCE GENERAL PROGRAM
This program in computer science is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone (410) 347-7700.

All students majoring in the General Computer Science Program must complete the following:

Major Required Courses (37 credits):

CSC 152 — Computer Programming I
CSC 153 — Computer Programming II
CSC 207 — Computer Systems
CSC 212 — Data Structures
CSC 305 — Computer Organization
CSC 321 — Algorithm Design and Analysis
CSC 324 — Computer Ethics
CSC 330 — Software Design and Development
CSC 335 — Database Management Systems Design
CSC 400 — Computer Science Project Seminar
CSC 425 — Operating Systems
CSC 465 — Communications and Networks
Major Electives (9 credits): choose 6 credits from Track A and 3 credits from Track B

**Track A:**
- CSC 341 — Digital Imaging
- CSC 431 — Fundamentals of Computer Graphics
- CSC 477 — Fundamentals of Data Mining
- CSC 481 — Artificial Intelligence

**Track B:**
- CSC 334 — Human-Computer Interactions
- CSC 398 — Special Topics
- CSC 443 — Fundamentals of Internet Programming
- CSC 453 — Information Security
- CSC 463 — Development of Distributed and E-Commerce Applications
- CSC 476 — Fundamentals of Data Warehousing

The program also requires a total of 30 credits in mathematics and science. The following cognate courses are required:
- MAT 150, 151 — Calculus I, II
- MAT 178 — Elementary Discrete Mathematics
- MAT 221 — Intermediate Applied Statistics
- PHY 230, 231 — Physics for Scientists and Engineers I, II
- PHY 355 — Electricity and Electronics

In addition, students must select one of the following courses to satisfy the Natural Science University Requirement: BIO 100, 101, 102, 103, 104; ESC 200, 205, 310, 320.

**COMPUTER INFORMATION SYSTEMS PROGRAM**

This program prepares students for a professional career in the information systems field with an awareness of the business environment. Students must take the following courses:

**Major Required Courses (34 credits):**
- CSC 152 — Computer Programming I
- CSC 153 — Computer Programming II
- CSC 207 — Computer Systems
- CSC 212 — Data Structures
- CSC 310 — Multimedia Systems
- CSC 324 — Computer Ethics
- CSC 330 — Software Design and Development
- CSC 335 — Database Management Systems Design
- CSC 380 — Network Technology
- CSC 400 — Computer Science Project Seminar
- CSC 424 — System Administration

Major Electives (12 credits): choose 3 credits from Track A and 9 credits from Track B

**Track A:**
- CSC 341 — Digital Imaging
- CSC 398 — Special Topics
- CSC 431 — Fundamentals of Computer Graphics
- CSC 481 — Artificial Intelligence

**Track B:**
- CSC 334 — Human-Computer Interactions
- CSC 443 — Fundamentals of Internet Programming
- CSC 453 — Information Security
- CSC 463 — Development of Distributed and E-Commerce Applications
- CSC 476 — Fundamentals of Data Warehousing

This program requires the following cognate courses:
- ACC 200 — Principles of Financial Accounting
- MAT 139 — Short Course in Calculus for Social Sciences
- MAT 178 — Elementary Discrete Mathematics
- MAT 221 — Intermediate Applied Statistics
- PHY 210 — College Physics

Three of the following courses are required:
- ACC 210 — Managerial Accounting for Non-Accounting majors
- ACC 310 — Intermediate Accounting
- ACC 370 — Accounting Information Systems
- MGT 300 — Fundamentals of Management
- MIS 360 — Purchasing and Inventory Management
- MIS 361 — Production-Operation Management
- MIS 365 — Management Techniques for MIS
- MIS 370 — Business Information Systems
- MIS 470 — Management Information Systems Design

**MINOR IN COMPUTER SCIENCE**

Requirement for a minor in computer science is completion of any 18 computer science credits. If the student’s cognate requirements included some computer science credits, those credits can also be counted towards the minor. This program is designed with great flexibility so students of any discipline may design the course sequence to support one’s interest and major requirements. Students are encouraged to customize their program to fit their needs. It is highly recommended that students discuss their minor program with an academic adviser from the Computer Science Department.

**COMPUTER SCIENCE COURSES**

**CSC 101 — Introduction to Computers and Applications**


**CSC 102 — BASIC Programming: Programming in BASIC**

Programming concepts and problem solving. BASIC language fundamentals, input/output control, graphics and file processing. Programming work required. 3 credits.

**CSC 152 — Computer Programming I**

An introduction to computer science. This course covers problem-solving methods and algorithm development; the design, coding, debugging, and documentation of computer programs. Prerequisite: CSC 102 or MAT 100 placement or high school programming. 3 credits.

**CSC 153 — Computer Programming II**

Systems and applications programming in a modern, high-level production computer language. Lab work required. Prerequisite: Grade C or better in CSC 152 or department permission. 3 credits.
CSC 200 — Personal Computer Applications
Use of personal computer applications software. Operating system, word processing, spreadsheet programming, database management. 3 credits.

CSC 204 — Web Technology
A study of the technical components involved in creating Web pages and sites. Extensive hands-on computer work is required. 3 credits.

CSC 206 — Web Scripting
The creation of animated, interactive Web pages using a scripting language. Extensive hands-on work required. Prerequisite: CSC 102 or CSC 152 or departmental permission. 3 credits.

CSC 207 — Computer Systems
Study of fundamental principles that form the basis for the operation of computers. Topics include: analysis and design of combinatorial logic circuits, basic computer components, processor instruction set and assembly language, laboratory experiments required. Prerequisites: MAT 178 and CSC 152. 4 credits.

CSC 209 — Web Design
A study of Web site design components including problem definition, information architecture, media components integration into site, page, and interface design. Extensive hands-on computer work is required. Prerequisites: CSC 204 and CSC 206. 3 credits.

CSC 212 — Data Structures
Techniques for representing and processing information, including the use of tables, linked lists, trees, and graphs. Comprehensive foundation of data abstraction including stacks and queues using object oriented approach. Prerequisite: Grade C or better in CSC 153. 3 credits.

CSC 285 — Computer Graphics Software
Use of computer graphics software, applications, and standardized programming procedures. Prerequisite: ART 213. 3 credits.

CSC 301 — Advanced BASIC
Advanced topics in BASIC Language including: creating and using controls, menus and dialogues; error handling, program optimization, object linking and embedding, spreadsheet and database macro programming. Prerequisite: CSC 102 or departmental permission. 3 credits.

CSC 305 — Computer Organization
The basic organization of digital computer, including CPU, I/O processing, memory, microprogramming, pipelined computers, parallel processing, arithmetic processor and introduction to computer networks. Prerequisite: CSC 207. 3 credits.

CSC 306 — Internet Multimedia
Technology and use of Internet based multimedia including images, animation, interactive multimedia, audio, full motion video, and streaming slideshows. The study of each topic includes a description of the technology and implementation options, viewing examples, and hands-on lab assignments. 3 credits.

CSC 310 — Multimedia Systems
Concepts and characteristics of multimedia systems. Topics include multimedia components, representation and storage techniques, multimedia compression algorithms, multimedia networking and communications and multimedia systems applications. Prerequisites: CSC 207 and CSC 212. 3 credits.

CSC 321 — Algorithm Design and Analysis
Covers the analysis and application of algorithmic solutions to a range of fundamental computing problems. Topics include hashing, sorting, graph representation and algorithms, string matching, data compression, and computability. Prerequisites: CSC 212 and MAT 178. 3 credits.

CSC/PHI 324 — Computer Ethics
Application of moral theories to ethical problems created, aggravated or transformed by computer technology. Topics include privacy, computer crime, replacement of human decision making. Also listed as PHI 324. Prerequisites: 3 credits of philosophy or computer science (or equivalent knowledge), or junior/senior status with departmental permission. 3 credits.

CSC 330 — Software Design and Development
Techniques for the design, organization, management, and implementation of large scale computer software projects. Team project and programming work required. Prerequisite: CSC 212. 3 credits.

CSC 334 — Human Computer Interactions
Basic concepts of perceptional design, information processing skilled behavior, interaction models, user interface design, and implementation and deployment of usability testing procedures. Case studies are analyzed and a show case project is implemented. Prerequisites: CSC 102 or CSC 152 and Junior Status. 3 credits.

CSC 335 — Database Management Systems Design
Synthesis of data structures, algorithms, and hardware to design and implement large scale, integrated information storage and retrieval systems. Secondarily, selection, installation, and management of existing, packaged systems. Prerequisite: CSC 212. 3 credits.

CSC 341 — Digital Imaging
Enhancement, analysis and classification of digital imaging. Thresholding, filtering, histogram and curve manipulation, Digital image processing and assembly through use of layers, channels, masks and paths utilizing object-oriented, bitmapped and image composition software. Prerequisite: CSC 153. 3 credits.

CSC 355 — Optimization Techniques
A unified study of linear and nonlinear optimization techniques and algorithms for applications and scientific programmers. Programming projects are required. Prerequisite: CSC153. 3 credits

CSC 370 — Computer Implementation of Statistical Methods
Statistical methods are implemented on a large scale digital computer. Students use programs from standard statistical packages and examine both the modified statistical procedures and the programming techniques exemplified in these programming packages. Lab work required. Prerequisites: 6 credits in CSC or permission of instructor. 3 credits.

CSC 375 — Simulation Techniques
Predicting the behavior of complex systems, prior to their physical implementation, by simulation as mathematical models on computers. A simulation language is studied and exercised via computer projects. Prerequisites: CSC 153 and MAT 221. 3 credits.
CSC 380 — Network Technology  
This course exposes students to data communications and Local Area Network technologies. The history of LAN, types of LAN, and Wide Area Networking, connecting computers to a LAN topology, standards, and Internetworking. 3 credits.

CSC 390 — Object-Oriented Programming  
Computer implementation of abstract data types, using an object-oriented language. Computer lab projects required. Prerequisite: CSC 212. 3 credits.

CSC 400 — Computer Science Project Seminar  
A capstone investigation of selective current computer science topics and independent experience in designing and executing a computer science project. Prerequisites: at least 20 credits in computer science. 3 credits.

CSC 424 — System Administration  
Comprehensive examination of the planning, installation, configuration and maintenance of operating systems, and their related services including startup and shut down, hardware and software installation, file systems and disks, processes, user management, backups, kernel customization, networking, security, and troubleshooting. Hands-on assignments required. Prerequisites: CSC 212 and junior status. 3 credits.

CSC 425 — Operating Systems  
Overview of operating systems principles, and the inter-relationship between the operating systems and the architecture of computer systems. Topics include multithreading, CPU and I/O device scheduling, process synchronization, deadlocks, and virtual memory organization. Prerequisites: CSC 207 and CSC 212. 3 credits.

CSC 431 — Computer Graphics  
Computer graphics concepts, host machines and languages. Graphics functions, display files techniques, and computer graphics applications. Computer projects are required. Prerequisites: CSC 212 and MAT 178. 3 credits.

CSC 443 — Fundamentals of Internet Programming  
A study of programming languages used in developing interactive web sites. Basic experience in the full development cycle including: web site conception, client/server side programming, and web site maintenance. Individual programming intensive web projects are required. Prerequisite: CSC 212. 3 credits.

CSC 453 — Information Security  
This course examines issues related to information and network security. Topics include: general security concepts, security attacks and risks, security architectures, security mechanisms, cryptographic algorithms, security standards, and case studies of current security issues. Prerequisite: CSC 380 or CSC 465. 3 credits.

CSC 463 — Development of Distributed and E-Commerce Applications  
Basic concepts for developing software applications distributed across computer networks. A number of distributed architectures are considered including client-server and distributed objects models. Team projects are required. Prerequisite: CSC 212. 3 credits.

CSC 465 — Communications and Networks  
A study of network communications, from underlying physical principles to high-level network protocols. Prerequisite: CSC 207. 3 credits.

CSC 476 — Fundamentals of Data Warehousing  
Basic concepts of project management, data design, architecture, implementation and deployment of data warehouses. A number of case studies are studied and one is implemented. Prerequisite: CSC 335. 3 credits.

CSC 477 — Fundamentals of Data Mining  
Basic concepts of data mining including data representation, data visualization, data classification, association discovery and analysis, cluster formation and analysis, and anomaly detection and analysis. Case studies are reviewed and implemented. Prerequisite: CSC 321. 3 credits.

CSC 481 — Artificial Intelligence  
Applications programming techniques for simulating human intelligent behavior, such as learning, perception, memory, deduction, speech, and creativity, in machines. Case studies of implementations are examined. Projects required. Prerequisite: CSC 212. 3 credits.

CSC 485 — Computer Graphics Software II  
Various advanced techniques in rendering and animation as well as simulations involving 2D and 3D packages. Prerequisite: CSC 285. 3 credits.

CSC 490 — Robotics  
An introduction to intelligence systems which deal in some way with the physical world, through visual, acoustic or tactile means. Topics include vision, speech recognition, manipulation and locomotion. Prerequisites: CSC 305 and MAT 272. 3 credits.

CSC 499 — Independent Study and Research  
Prerequisite: departmental permission. Upon completion of project and oral presentation of 20-30 minutes is required. 1-6 credits.

INFORMATION AND LIBRARY SCIENCE  
Josephine Sche  
CHAIRPERSON  
The Department of Information and Library Science prepares students for positions in library and information services and related fields. At the undergraduate level, a Bachelor of Science degree program in library-information science is offered. The program integrates coursework in information science, library science, and instructional technology. Students must maintain a minimum GPA of 2.5. Students may also enroll in a minor in library—information service or instructional technology. The School’s concentration in training and development may be elected as a component of a B.S. degree in liberal studies. A consortium enables students enrolled at the other three Connecticut State Universities to take undergraduate courses in information and library science at Southern Connecticut State University. For advisement contact Dr. Jane McGinn, program coordinator, at 203-392-5086 or at mcginnj1@SouthernCT.edu.  
Offerings at the graduate level include the Master of Library Science (M.L.S.) degree program, M.L.S. with school media specialist certification program, and a Sixth Year Program.

Southern Connecticut State University  
2007-08 Undergraduate Catalog
in library information studies with concentrations in art of
the oral tradition or information studies. The M.L.S. degree
program is nationally accredited by the American Library
Association and it incorporates certification. Several joint
degree program options are available.

**MAJOR IN LIBRARY—INFORMATION SERVICE**

The B.S. degree program prepares graduates for careers in a
variety of information-based fields. The program also pre-
paries graduates for support positions in libraries. The major
consists of 30 credits, 9 credits of required core course and
21 credits of electives. Liberal education requirements total 90
credits including 41 credits in University Requirements, and
academic concentration of 18-30 credits and free electives
totaling 24-30 credits. An introductory course in computer
science, such as CSC 101 — Introduction to Computers and
Applications, is recommended (see below for additional
recommended optional courses in computer science).

**Required (9 credits)**

- ILS 302 — Information Service
- ILS 320 — Technical Services
- ILS 330 — User Services

**Information and Library Science Electives (9-12 credits highly recommended)**

- ILS 300L — Literature for Children
- ILS 310 — Book Trade
- ILS 400 — Information Service Practice
- ILS 410 — Literature for Adults
- ILS 421 — Organization of the Information Center
- ILS 425 — Information Sources
- ILS 440 — Information Service Technology
- ITC 370 — Media Production
- ITC 380 — Instructional Design Basics
- ITC 470 — Multi—Media Production

**Additional Electives (12-21 credits recommended)**

- Communications
  - COM 205 — Fundamentals of Professional Presentations
  - COM 225 — Interpersonal Communications
  - COM 253 — Fundamentals of Video Production
  - COM 315 — Communication Processes in Decision-Making
  - COM 332 — Interviewing

- Computer Science
  - CSC 152 — Computer Programming I
  - CSC 200 — Personal Computer Applications
  - CSC 204 — Web Technology
  - CSC 306 — Internet Multimedia
  - CSC 324 — Computer Ethics

- Journalism
  - JRN 230 — Fundamentals of Public Relations

- Management
  - MGT 300 — Management and Organization
  - MGT 305 — Organizational Behavior
  - MGT 400 — Values and Conflicts in Managerial Decision Making
  - MGT 412 — Diagnosing Management Problems
  - MGT 415 — Developing Managerial Skills

- Psychology
  - PSY 215 — Adolescent Development
  - PSY 227 — Social Psychology
  - PSY 370 — Educational Psychology
  - PSY 371 — Educational Psychology for Early Childhood

(Students may receive credit for only 370 or 371.)

**MINOR IN LIBRARY—INFORMATION SERVICE**

The minor in library-information service may be used as a
pre-professional preparation for those intending to do gradu-
ate work in library science, as a career ladder component for
students who have earned an associate of science degree in
the field, and as a career-oriented concentration for students
in professional studies or liberal arts programs.

**Required (3 credits)**

- ILS 302 — Information Service

**Electives: (15 credits with recommended distribution among
the following areas).**

- Information and Library Science (0-15 credits)
  - ILS 320 — Technical Services
  - ILS 330 — User Services
  - ILS 400 — Information Service Practice
  - ILS 421 — Organization of the Information Center
  - ILS 425 — Information Sources
  - ILS 440 — Information Service Technology
  - ITC 370 — Media Production
  - ITC 380 — Instructional Design Basics
  - ITC 470 — Multi—Media Production

- Mathematics/Statistics (0—3 credits)
  - MAT 107 — Elementary Statistics
  - MAT 139 — Short Courses in Calculus for Social Sciences
  - ECO 221 — Intermediate Applied Statistics
  - ECO 223 — Statistical Methods for Economics and Business
  - PSY 259 — Statistics in Psychology

- Interpersonal and Organizational Communication (0-3
  credits)
  - COM 205 — Fundamentals of Professional Presentations
  - COM 225 — Interpersonal Communication
  - COM 300 — Organizational Communication
  - ENG 304 — Technical Writing and Communication

**MINOR IN INSTRUCTIONAL TECHNOLOGY**

The minor concentration in instructional technology is
designed to provide an understanding of media and skill in
the production of media for communications. It also provides
a background for graduate studies in instructional technol-
ogy and other communications related fields. Instructional
technology courses may not be counted as part of the 75
credits in liberal arts needed for teacher certification.

**Required (3 credits)**

- ILS 302 — Information Service

**Electives: (15 credits )**

- ITC 370 — Media Production
- ITC 380 — Instructional Design Basic
- ITC 450 — Organizing Instructional Technology Service
- ITC 470 — Multi—Media Production
- COM 253 — Fundamentals of Video Production
- COM 257 — Audio Production
- COM 259 — Studio Production
COM 322 — Communication Training and Development
COM 333 — Video Script Writing

TRAINING AND DEVELOPMENT

The training and development component may be taken as part of the B.S. degree in Liberal Studies. The curriculum includes course work in information access and operations, psychology, media production and utilization, television production, instructional design, technical writing and a work experience.

Required (18 credits)

ITC 370 — Media Production
ITC 375 — Utilizing Television
ITC 380 — Instructional Design Basics
ITC 450 — Org. Instructional Technology Service
ILS 244 — Use of Information Sources
ILS 400 — Information Service Practice

Optional (up to 24 credits)

COM 205 — Fundamentals of Professional Presentations
COM 215 — Small Group Communication
COM 225 — Interpersonal Communication
COM 250 — Business and Professional Communication
COM 253 — Fundamentals of Video Production
COM 322 — Communication Training and Development
CSC 200 — Personal Computer Applications
CSC 285 — Computer Graphics Software
PSY 361 — Industrial and Organizational Psychology

STATE UNIVERSITY CONSORTIUM

A consortium of the Connecticut State Universities enables students enrolled at the other three State Universities to take undergraduate courses in library science at Southern Connecticut State University. Students register and pay tuition and fees at their respective colleges. An interview should be held with a faculty adviser at Southern.

INFORMATION AND LIBRARY SCIENCE COURSES

ILS 244 — The Use of Information Sources
The range of media, technology and services available to students in the modern library is examined and applied. Cannot be used to fulfill requirements for major in Library Information Service. 3 credits.

ILS 300 — Literature for Children
Critical study of literature for children. Included are folklore, poetry, fiction and nonfiction as well as discussions of outstanding writers and illustrators, past and present. 3 credits.

ILS 302 — Information Service
An overview of the information field: library science, instructional technology, information science, communications. 3 credits.

ILS 310 — The Book Trade
An examination of the publishing field: organization, operation, and relationship to information services. 3 credits.

ILS 320 — Technical Services
Organization of the technical services structure: acquisition processes, cataloging-classification systems. 3 credits.

ILS 330 — User Services
Utilization of reference tools and the development of library—information programs. 3 credits.

ILS 400 — Information Service Practice
A 150—hour work experience in a library—information service agency. By arrangement. 3 credits.

ILS 410 — Literature for Young Adults
Critical study of literature for young adults. Included are folklore, poetry, fiction, and nonfiction as well as discussions of outstanding writers and illustrators. 3 credits.

ILS 421 — Organization of the Information Center
The structure and function of information service agencies. 3 credits.

ILS 425 — Information Sources
Sources of information in the public and private sectors: selection, acquisition, utilization. 3 credits.

ILS 440 — Information Service Technology
Utilization of major technologies in library—information service agencies: video, microforms, computers. 3 credits.

INSTRUCTIONAL TECHNOLOGY COURSES

ITC 370 — Media Production
Utilization and production of media. Students produce short programs on a variety of subjects in various styles utilizing digital and non-digital formats. 3 credits.

ITC 375 — Utilizing Television
An overview of the use of the medium including multi-media. Students will produce short tapes on a variety of subjects in various styles utilizing a single camera system. 3 credits.

ITC 380 — Instructional Design Basics
Basic theories of the instructional design process. Prerequisite: ITC 370 or 375. 3 credits.

ITC 400 — Information Service Practice
A 150—hour work experience in a library—information service agency. By arrangement. 3 credits.

ITC 450 — Organizing Instructional Technology Service
Basic organizational processes required in the operation of the instructional technology program. 3 credits.

ITC 470 — Multi-Media Production
Utilization and production of mixed media presentations. Prerequisite: ITC 370. 3 credits.

JOURNALISM

Frank Harris III
CHAIRPERSON

MAJOR IN JOURNALISM

Journalism majors have the option of studying for the B.A. or the B.S. degree. Both major programs offer the broad liberal arts background necessary for careers in the media and in allied fields, such as business and public service, and for further study in law or graduate school. The B.A. degree program consists of 30 credits in journalism and emphasizes writing skills, information gathering and related studies in the liberal arts. The B.S. degree program consists of 39 credits in journalism and, in addition to writing skills and information gathering, emphasizes professional studies to meet requirements for specific careers. Students may apply to the Journalism Department for acceptance as majors after completing at least three courses in journalism and English.

Participation in a student activity involving the media, such as the student newspaper, the yearbook, or the campus radio...
station, is recommended beginning in the freshman year. This experience provides practical applications for academic studies and helps prepare students for internships.

**Bachelor of Arts**

Journalism students in the Bachelor of Arts degree program must complete the following courses for a total of 30 credits.

**Five core courses:**

- JRN 200 — Basics of Journalism (a prerequisite for most of the journalism courses)
- JRN 201 — Reporting and Writing
- JRN 300 — News Writing
- JRN 301 — The News Media in America
- JRN 351 — Media Law and Ethics

One journalism course related to other academic disciplines:

Majors are required to select at least one of the following:

- JRN 302 — Political Reporting
- JRN 322 — Literary Journalism
- JRN 350 — American Journalism History

Four journalism electives:

To complete the 30 credits, students select four journalism electives. Of these, a maximum of 9 credits may be for work as interns. With faculty sponsorship and the dean’s approval, students may also plan one or two independent study projects.

Beyond the required journalism electives, students in the B.A. degree program are limited to an additional 9 credits for elective journalism courses involving specialized skills.

Students in the B.A. degree program must plan a minor or may consider a double major.

**Bachelor of Science**

Journalism students in the Bachelor of Science degree program must complete the following courses for a total of 39 credits.

**Core Requirements (18 credits):**

- JRN 200 — Basics of Journalism (a prerequisite for the major)
- JRN 201 — Reporting and Writing
- JRN 210 — Broadcast News
- JRN 300 — News Writing
- JRN 301 — The News Media in America
- JRN 351 — Media Law and Ethics

**Journalism Electives (15 credits):**

Journalism students can choose from among the many other courses offered to fulfill the major. As part of the electives a student may specialize (see below), or with an adviser’s assistance, cross specialize. Specialization is not required in the major.

**Journalism Internship (6 credits):**

Journalism students in the B.S. degree program are required to complete 6-9 credits in one or more internships. Application for internships are planned by the student and the internship coordinator. Most media agencies throughout the area have accepted journalism interns from the University. With faculty sponsorship and the dean’s approval students may plan to substitute one or two independent study projects to satisfy part of the internship requirements.

**Specialization (Optional):**

Students wishing to specialize in an area of study may choose from four areas: news writing and editing, broadcast journalism, magazine journalism, or public relations. From within any one of these areas students must take one of the required courses as cited below, and two electives within that specialty. For instance, a student choosing to specialize in news writing and editing would take JRN 305 and then choose two of any one of the courses within the news writing and editing specialization. Two more journalism electives (6 credits) are needed to complete the 39 credits.

**News Writing and Editing**

Required:

- JRN 305 — News Editing

Then choose from any two of the following:

- JRN 302 — Political Reporting
- JRN 304 — Sports Reporting
- JRN 306 — Newspaper Design
- JRN 322 — Literary Journalism
- JRN 340 — Journalism Workshop I

**Broadcast Journalism**

Required:

- JRN 311 — Television News Workshop

Then choose from any two of the following:

- JRN 207 — Broadcast News Production
- JRN 302 — Political Reporting
- JRN 304 — Sports Reporting
- JRN 310 — Television News Documentary I
- JRN 340 — Journalism Workshop I
- JRN 410 — Television News Documentary II

**Magazine Journalism**

Required:

- JRN 320 — Writing Magazine Articles I

Then choose from any two of the following:

- JRN 330 — News Editing
- JRN 321 — Magazine Editing and Production
- JRN 322 — Literary Journalism
- JRN 340 — Journalism Workshop I
- JRN 420 — Writing Magazine Articles II
JRN 200 — Fundamentals of Public Relations

Prerequisite: JRN 200. 3 credits.

Then choose from any two of the following:

- JRN 300 — News Writing
- JRN 304 — Sports Reporting
- JRN 301 — The News Media in America
- JRN 302 — Political Reporting

Cognate courses (12-18 credits)

Students in the B.S. degree program must select cognate courses with faculty advisement to meet their needs for professional preparation. The cognate courses, which are selected from other University departments, offer students the opportunity to broaden their liberal arts base and acquire specialized skills in areas such as photojournalism, television technology, and film studies. Cognate courses also prepare students for specialized writing in areas such as environmental science, urban studies, politics, economics, and theatre. Students may also develop a cognate to supplement journalism courses in preparation for careers in newswriting, editing and publishing, public relations and specialized reporting.

Cognate courses must be selected beyond the University’s required courses in any subject matter area, and 9 of the cognate credits must be for courses at 300 level. Credits are applied as free electives. Students are required to select one of two cognate patterns:

- A sequence of 3 courses in one subject plus at least one related course that may be in a different discipline, or
- Three related skills courses, such as courses in graphics, photography or computer science, in addition to at least one course related to a career goal.

MINOR IN JOURNALISM

Students begin the minor by electing JRN 200. With faculty advisement they then plan a selection of five additional courses in journalism, which may include a journalism internship. Eighteen credits are required for the minor. Students considering a minor in journalism should consult with the journalism department.

JOURNALISM COURSES

JRN 101 — The Media: Freedom and Power

Analyzing how the media, including the Internet, provide news and information to the public with emphasis on the First Amendment, media power, ethics and taste. Develops skills in written and oral communication. 3 credits.

JRN 200 — Basics of Journalism

A survey of the print and broadcast media for an overview of the principles and techniques of journalistic processes. Development of basic skills in reporting, news and feature writing, editing and production. Prerequisites: ENG 112 (formerly ENG 101) and ability to type 25 words per minute. 3 credits.

JRN 201 — Reporting and Writing

Intensive practice in news reporting and writing with critiques and discussions of technical and ethical problems. Prerequisite: JRN 200. 3 credits.

JRN 210 — Broadcasting News

Techniques of reporting and evaluating news, writing and editing for radio and television news programs, including documentaries and panel shows. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

JRN 230 — Fundamentals of Public Relations

Principles, practices and techniques of public relations in business, industry, government and social agencies. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

JRN 240 — Race and the News

Examination of the role of race in American news media. Open to journalism and nonjournalism majors seeking understanding of how race affects the news process and the news process affects race. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

JRN 260 — Anthropology of Media

An examination of myth, ritual, and kinship filtered through the lens of various forms of media in the United States. Explores films and case studies of movies, TV sitcoms, and dramas and news broadcasts. Prerequisites: Social Science B courses. 3 credits.

JRN 270 — Introduction to Photojournalism

An introductory course to photojournalism using digital cameras. Students learn the roots and theory of photojournalism, as well as gain practical experience shooting and editing pictures for print and online news media. 3 credits.

JRN 300 — News Writing

Practical aspects of news gathering, news writing, and copy editing. Prerequisite: JRN 201. 3 credits.

JRN 301 — The News Media in America

An examination of the relationship between the news media and American society covering the basic issues in journalism through case histories of print and electronic news coverage. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

JRN 302 — Political Reporting

Practical training in the coverage of the decision-making process in state, local and campus government combined with an analysis of approaches to presenting news stories. Prerequisites: JRN 200, history and/or political science courses recommended. 3 credits.

JRN 304 — Sports Reporting

Reporting sports events for the news media; writing and preparing sports material for publication. Prerequisite: ENG 112 (Formerly ENG 101). 3 credits.

JRN 305 — News Editing

Discussion and practice in news judgment, copy editing, headline writing, proofreading, typography, newspaper makeup, and design. Prerequisite: JRN 200. 3 credits.

JRN 306 — News Design and Desktop Publishing

Principles and techniques of news design and desktop publishing based on editorial values, readership studies, and comparative studies of publications using computer design software. 3 credits.

JRN 310 — Television News Documentary I

Basic techniques and experience in producing documentary, interview, magazine and related formats on portable videotape and sound recording tape. Prerequisites: ENG 112 (formerly ENG 101) and departmental permission. 3 credits.
JRN 311 — Television News Workshop
Practical aspects of broadcast news gathering, news writing, editing, and on-camera performance for television news programs. Prerequisites: JRN 210 or COM 253. 3 credits.

JRN 320 — Writing Magazine Articles I
The process of writing and selling freelance articles and an analysis of the magazine market. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

JRN 321 — Magazine Editing and Production
Principles and techniques of magazine editing and production: planning an issue, copy editing and designing a layout with computer design software and working with the printer. Prerequisite: basic knowledge of computer page layout software. 3 credits.

JRN 322 — Literary Journalism
Creative techniques in form and style in nonfiction writing through readings, writing assignments and discussions. Prerequisite: one 200 level journalism or writing course. 3 credits.

JRN 330 — Public Relations Workshop
A workshop in public relations covering such areas as press relations, news releases, special events, press conferences, brochures, and other printed material. Prerequisite: JRN 230. 3 credits.

JRN 340 — Journalism Workshop I
A laboratory based on the publication of a campus newspaper, newsletter or magazine or in broadcasting with students functioning as staff members under supervision. Prerequisite: JRN 200. 3 credits.

JRN 350 — American Journalism History
The history of American journalism through the reading of key documents and the writings of major journalists, and through interviews with professionals. Prerequisite: ENG 112 (formerly ENG 101). 3 credits.

JRN 351 — Media Law and Ethics
Legal and ethical problems of the mass media, First Amendment landmark decisions and current issues concerning the gathering and dissemination of information. Prerequisite: JRN 101, JRN 200, or JRN 301. 3 credits.

JRN 400 — Investigative Journalism
An examination of in-depth reporting in which students gain theoretical and practical experience in investigative journalism. Prerequisites: JRN 201 or departmental permission. 3 credits.

JRN 410 — Television News Documentary II
Advanced techniques and projects in writing and producing documentaries, news reports, news magazine programming on portable color videotape and film. Prerequisite: JRN 310 or 311. 3 credits.

JRN 420 — Writing Magazine Articles II
Writing and submitting for publication magazine articles based on investigative reporting or the interpretation of specialized information. Prerequisite: JRN 320. 3 credits.

JRN 440 — Journalism Workshop II
Advanced writing, editing, and production techniques applied to campus publications and broadcasting with students functioning as staff members. Prerequisite: JRN 340. 3 credits.

JRN 495 — Departmental Honors
A course for advanced students of distinguished academic credentials who wish to pursue independent research. Upon completion of an approved project the student graduates with departmental honors. Prerequisite: departmental permission. 3 credits.

JRN 497 — Journalism Internship
Practical experience working with participating publications, broadcast studios, advertising and public relations agencies, and government and community organizations, under supervision of media or agency representatives and a faculty member. Prerequisite: departmental permission. 1-9 credits.

JRN 499 — Independent Study
Prerequisite: departmental permission. 1-3 credits.

TECHNOLOGY PATHWAY PROGRAM

John DaPonte
COORDINATOR

This program from SCSU provides a direct entry into the School of Technology at Central Connecticut State University without loss of credit or the need to repeat coursework. A student can complete a minimum of 30 credits or up to 60 credits at SCSU with at least a grade “C” in each course before continuing at Central.

Students beginning the program at SCSU and intending to transfer to Central should complete the courses listed below during their first four semesters. They are selected with advisement from the program coordinator at SCSU and the associate dean of the School of Technology at Central.

Courses to be taken at SCSU:
- Art Elective
- CHE 120-121—General Chemistry I, II
- COM 100—Communication
- CSC 152-153—Computer Programming I, II
- CSC 200—Personal Computer Applications
- ECO 100—Principles of Macroeconomics or ECO 101—Principles of Microeconomics
- ENG 111—English Composition
- Foreign Language
- Literature Elective
- MAT 150—Calculus I
- MAT 221—Intermediate Applied Economics
- PE (Elective)
- Philosophy Elective
- PHY 230-231—Physics for Scientists and Engineers I, II
- Psychology (Child or Developmental)
- Social Science Elective
- U.S. History

Students can transfer after completing 30 credits to Central Connecticut State University, 1615 Stanley Street, New Britain, CT 06050, (860) 832-3200.
SCHOOL OF EDUCATION

James M. Granfield
INTERIM DEAN

The School of Education, accredited by the National Council for Accreditation of Teacher Education (NCATE), is a professional school whose mission is to develop outstanding educators. Programs emphasize the Scholarship, Attitude, Integrity, Leadership, and Service—commonly referred to as SAILS—that reflect a dedication to both teaching and learning. The faculty seek to prepare teachers grounded in practical and theoretical knowledge, and who demonstrate the commitment, responsibility, and awareness that promote continuous improvement of the communities in which we all work and live. This mission is accomplished through the SAILS framework, and is reflected in all components of the School’s curriculum.

Recognizing the continuing assessment of candidate (teacher preparation student) learning is an essential element in the preparation of teachers, the unit has developed an assessment plan that consists of four distinct transition points or gates: (1) entry to the program; (2) progression through required courses in the program; (3) completion of the required courses in the program; and (4) completion of clinical practice. At each transition gate, the candidate is required to demonstrate the fact he or she has acquired the competency level required to proceed to the next phase in the program. These gates, which are made up of requirements (indicators), are key points in each program when candidates are assessed to determine if they are eligible to proceed to the next gate in their program. Candidates should be familiar with the gate requirements for their individual program. The unit’s conceptual framework, SAILS, is the foundation for each program’s gates. This information is available in the program areas and in their respective departments.

The State of Connecticut has established six criteria for admission to any program in education that requires certification by the State Department of Education. The criteria are specified below and in the Academic Standards section of this catalog under Admission to Teacher Education Programs. Students should read this section carefully. Students admitted as SCSU undergraduates to the University must meet these state mandated requirements and must also apply for admission to any teacher certification program. Students must be admitted to the School of Education before completing more than two courses in the professional education sequence. Advanced planning with the department adviser at the freshman/sophomore level is critically important and the student should make an appointment as soon as possible. Application for admission to the School of Education must be processed through the respective department. School of Education undergraduate teacher preparation programs are offered in elementary education, secondary education, special education, collaborative elementary/special education, bilingual/elementary education, art, and physical education. Students must pass the appropriate Praxis II examination before applying for student teaching to be eligible for graduation. In addition, the School provides non-teaching Bachelor of Science degree programs in athletic training and human performance.

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 and on the Web site at www.education.southernct.edu. Application forms and background information about the School and individual departments can also be found at this website.

ADMISSION TO TEACHER CERTIFICATION PROGRAMS

Students planning to enter any professional teacher education program must meet six academic and non-academic requirements established by the School of Education which are consistent with certification requirements of the State of Connecticut. These are:

1. Complete the University Requirements, as specified by individual programs, thereby exhibiting an educational background in the arts and humanities, mathematics, science, social and behavioral sciences, and health and physical education.

2. Pass the state-mandated skills examination (Praxis I) in mathematics, reading, and writing, or, present a combined score of 1,000 on the SAT with at least a score of 400 on both the verbal and mathematics sections respectively from any test administered 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 administered 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 19 on the English subtest and no less than 19 on the math subtest from test administered on or after October 1989.

3. Maintain a minimum 2.7 GPA for all undergraduate courses.
4. Submit an essay demonstrating a proficiency in English, setting forth the reasons for wanting to enroll in a teacher preparation program and emphasizing experiences relevant to teaching.

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 his or her teaching performance.

Any one of the requirements 3-6 above may be waived if justified by unusual circumstances. These requirements apply to all students seeking admission to teacher certification programs in early childhood education, elementary education, middle grade education, any secondary education program (English, social studies [history], mathematics, biology, chemistry, physics, earth science, foreign languages), art education, health education, physical education and special education.

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.

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

The School of Education requires the student to maintain a 2.7 GPA average. A student, who after acceptance into a teacher education program, completes 9 or more credits with a cumulative GPA of less than 2.7 will be placed on School of Education academic probation. The student will have one semester to raise the GPA to 2.7 or higher. Failure to do so will result in dismissal from the School of Education.

A passing score on Praxis II (or ACTFL if receiving certification in foreign language) is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their student teaching and, therefore, will not be eligible for graduation.

Students must maintain good standing in the program in order to qualify for a student teaching recommendation from the SCSU for State of Connecticut certification. Students are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations. 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 SCSU.

**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 professional education courses for any of the following reasons: — 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 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.

**MAJOR PROGRAMS IN SECONDARY EDUCATION**

The successful completion of this program, consisting of a minimum of 121 credits, fulfills the competency and content requirements for the Initial Teaching Certificate in Connecticut and prepares the individual to teach in the subject-matter area of his or her major concentration in grades 7-12.

Students interested in teaching on the secondary level should contact the department in which they would like to become certified. The major may be taken in the fields of biology, chemistry, physics, earth science, English, French, German, Italian, Spanish, mathematics, economics, geography, history, political science, or sociology. The required courses for majors in a subject field are listed under the appropriate discipline.

Students in secondary education programs are required to complete the University Requirements, including PSY 100 and PHI 370. Students may complete no more than six credits in the professional education sequence before being admitted to the School of Education. In addition, the following professional education and cognate courses are required:

- **EDU 201** — Introduction to Teaching Professions
- **EDU 413** — Secondary Education
- **EDU 452** — Secondary School Student Teaching
- **EDU 453** — Student Teaching Seminar
- **PSY 370** — Educational Psychology
- **SED 482** — Teach. Excep. Students in Second. Ed.
- **IDS 470** — Literacy in Content Areas
- **IDS 471** — English Language Learners in the Classroom

and one of the following:

- **EDU 490** — English (Secondary School)
- **EDU 491** — Foreign Language (Secondary School)
- **EDU 492** — Mathematics (Secondary School)
- **EDU 493** — Science (Secondary School)
- **EDU 494** — Social Science (Secondary School)

Students seeking foreign language teaching certification must take FLA 403 — Introduction to Second Language Acquisition.
STUDENT TEACHING

In order to enroll in student teaching for any subject area, a student must be accepted into the certification program of that department. Students must complete all required education courses, student teaching, and pass Praxis II prior to enrolling in student teaching.

A passing score on Praxis II (or ACTFL if receiving certification in foreign language) is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their student teaching and, therefore, will not be eligible for graduation.

Questions regarding acceptance procedures may be directed to the department chairperson or the department student teaching coordinator.

Deadlines for student teaching enrollment are:

Fall semester.............................................previous March 1
Spring semester ........................................previous October 1

FRESHMAN YEAR 31 Credits

Composition (ENG 111, 112 or both) ..................3-6
Communication.............................................3
Mathematics....................................................3-4
Natural Sciences, Group A .............................3-4
Psychology (PSY 100) .....................................3
Fine Arts .......................................................3
Foreign Language .........................................3
Exercise Science ...........................................1
Content Area Major ......................................4-9

SOPHOMORE YEAR 30 Credits

Literature .....................................................3
Psychology (PSY 370) .....................................3
Natural Science, Group B ..............................3-4
US History ....................................................3
Social Science A ............................................3
Introduction to Teaching Profession (EDU 201) ....3
School Health (SHE 203) ...............................3
Content Area Major ......................................8-9

JUNIOR YEAR 30 Credits

Secondary Education (EDU 413) ........................3
Special Education (SED 482) .............................3
Philosophy (PHI 370) .....................................3
History of World Civilizations ..........................3
Content Area Major ......................................18

SENIOR YEAR 31 Credits

Professional Semester
Meth. Teach. Sec. Sch. (EDU 491) ......................4
Sec. Sch. Student Teach (EDU 452) ......................6
Student Teach. Seminar (EDU 453) .....................1
Spring — Content Area Major or Electives .............18

COUNSELING AND SCHOOL PSYCHOLOGY

Norris M. Haynes
CHAIRPERSON

The department offers courses for self exploration to support undergraduate students.

COUNSELING AND SCHOOL PSYCHOLOGY COURSES

CSP 100 — Understanding Self and College
An analysis of the interaction between self and the college environment by integrating developmental theory, skills building, and common student issues. For freshmen only. 2 credits.

CSP 450 — Peer Counseling With College Students
A study of basic approaches that assist a student through the use of individual and group counseling relationships. Students begin to understand themselves in relation to the social, psychological, and economic world in which they live, and to develop decision-making competency, resolve special problems, and to live successfully in a college environment. 3 credits.

Maria Diamantis
CHAIRPERSON

MAJOR PROGRAMS IN ELEMENTARY EDUCATION

There are four major programs in education:

— early childhood education-certifying grades nursery-3, nursery-K receives special education certification and grades 1-3 receives regular education certification;

— elementary education-certifying elementary grades K-6;

— elementary/special education, certifying in both elementary grades K-6 and special education K-12; and

— bilingual elementary education. Graduates receive a B.S. degree in early childhood education, elementary education, education/bilingual education, or elementary/special education.

Students who wish to become certified in early childhood, elementary, elementary/special education, or elementary/bilingual education must have an academic major in area outside of the School of Education. Students will receive a double bachelor's degree, one in a teacher education certification area and a second degree in a major outside of the School of Education. They also need to successfully complete the professional major in Education with no grade less than “C” in any professional course.
Early Childhood Certification

The successful completion of this program includes a minimum of 43-45 credits in the University Requirements, 12 credits in the academic distribution, 43 credits in the early childhood education major (including 12 credits allotted to student teaching), and 30-38 credits in a liberal arts major. This fulfills the course requirements of the Connecticut Initial Educators Certificate and prepares the individual to teach nursery, kindergarten, and grades 1-3. Students will graduate with two degrees—a major in early childhood education and a liberal arts major. The number of credits required to complete the program vary according to the student's choice of a liberal arts major. Students must pass Praxis II to be recommended for certification.

Students in the early childhood program are encouraged to begin their liberal arts major in their freshman year. It is recommended that students choose this major either in psychology or liberal studies (including at least one 18 credit minor in psychology). Students should receive academic advisement from both the liberal arts major department and the Education Department.

In their professional major in early childhood education, students will take the following core courses:
- *EDU 206—Principles of Early Childhood Education
- EDU 308—Children’s Literature and Literacy—Early Childhood
- *EDU 309—Curriculum Design Methods for Preschool and Kindergarten
- *EDU 312—Integrated Curriculum in the Primary Classroom
- EDU 318—Reading—Early Childhood
- EDU 319—Mathematics, Science, and Technology for Early Childhood Educators
- EDU 322—Family, School, and Community Partnerships
- IDS 471—English Language Learners in the Classroom
- SED 235—Early Childhood Special Education for Exceptional Individuals
- *SED 365—Basic Principles of Academic Assessment and Remediation for Exceptional Individuals
- SED 481—Teaching Exceptional Students in the Elementary Classroom (or SED 225)

*Field work is a major component of the course

Upon successful completion of the above courses, students take the following four courses:
- IDS 471—English Language Learners in the Classroom
- EDU 300—Student Teaching I
- EDU 400—Student Teaching II
- EDU 485—Student Teaching Seminar

Students working toward early childhood certification (N, K, grades 1, 2, 3) must pass through four gates. To pass through each gate, students complete a specific set of courses and maintain a portfolio in a required format that provides evidence of acceptable progress in meeting National Association for the Education of Young Children standards, School of Education expectations, SAILS, and State of Connecticut requirements.

Gate 1: Students apply for admission to the early childhood program. Students must meet the State of Connecticut requirements for admission to a teacher preparation program (specified in the Academic Standards section of this catalog). In addition, the student must have passed the following courses: ENG 112, MAT 105, EDU 206, and SED 225 or SED 481.

Gate 2: Students in Gate 2 take the following teacher preparation courses: EDU 308, EDU 309, and SED 235.

Gate 3: Students in Gate 3 take the following teacher preparation courses: EDU 312, EDU 318, EDU 319, EDU 322, SED 365, and IDS 471.

Gate 4: Students in Gate 4 take Student Teaching I and II (EDU 300 and EDU 400) and a seminar course, EDU 485.

A passing score on Praxis II is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their student teaching and, therefore, will not be eligible for graduation.

FRESHMAN YEAR

Composition.............................................................3-6
Communication..........................................................3
Mathematics (MAT 105 and MAT 106) ..............................6
Natural Sciences..........................................................3
Social Science A ...........................................................3
Social Science B (PSY100) ...........................................3
Foreign Language .........................................................3-6
Exercise Science ..........................................................1
Subject Area Major .......................................................3-6

SOPHOMORE YEAR

Literature ........................................................................3
Fine Arts .........................................................................3
Natural Science .............................................................3
United States I (HIS 110 or 112) ........................................3
Principles of Early Childhood Ed (EDU 206) .........................3
Teaching Excep. Children in Elem. Classroom (SED 481): 3
School Health (SHE 203) ................................................3
Subject Area Major .........................................................9

JUNIOR YEAR

History of World Civilizations ............................................3
Philosophy 370 .............................................................3
Lang. Arts & Children's Lit. (EDU 308) .................................3
Curriculum Design and Method for Pre-K, K (EDU 309) ....3
Integration of Curriculum in the Primary Classroom (EDU 312): 3
Reading (EDU 318) ...........................................................3
Acad. Assessment/Remediation/Excep. Individuals (SED 365) ...3
EC Special Education for Excep. Individuals (SED 235)...3
Family, School, and Community Partnership (SED 322)...3
Subject Area Major .........................................................6

SENIOR YEAR

Math, Science, and Technology for Educators (EDU 319): 3
Student Teaching Seminar (EDU 485) ..............................1
Student Teaching I (EDU 300) ..........................................6
Student Teaching II (EDU 400) .........................................6
Subject Area Major .........................................................6
English Language Learners in the Classroom (IDS 471) ..........1.5

Elementary Education Certification

The successful completion of this program, including a minimum of 43-45 credits in the University Requirements—12 credits in the academic distribution, 38.5 credits in elementary education, and 30-38 credits in the student's subject area major, fulfills the course requirements of the Connecticut Initial Educators Certificate and permits the individual to teach elementary grades K-6. The number of credits required to complete the program will vary according to the student's...
choice of major in an academic area. Students must pass Praxis II to be recommended for certification.

All students in this program must complete the University requirements. For the foreign language requirement there may be a difference in the minimum level of competency to be achieved. Students whose subject area major leads to a B.A. degree need the fourth level of foreign language. Students whose subject area major leads to a B.S. degree need the second level of a foreign language.

Students in the elementary education program are encouraged to begin their academic major in their freshman year. They should receive academic advisement from the department of their academic major and from the Education Department.

In their professional major in elementary education, students will take the following core courses:

*EDU 200 — Principles of Education
EDU 301 — Reading
EDU 307 — Children’s Literature and Literacy
*EDU 309 — Curriculum Design and Methods for Preschool and Kindergarten
*EDU 311 — Integrated Curriculum for Upper Elementary Grades
*EDU 312 — Integrated curriculum in the Primary classroom
EDU 320 — Integrated Mathematics and Science for Elementary Education
EDU 414 — Child Development-
IDS 471 — English Language Learners in the Classroom
*SED 225 — Introduction to Exceptional Individuals
or SED 481 — Teach. Excep. Students in Elem. Ed. Classroom

*Field work is a major component of the course

Upon the successful completion of the above courses, students will take:

EDU 300 — Student Teaching I
EDU 400 — Student Teaching II
EDU 485 — Student Teaching Seminar

Students working toward elementary certification (K-6) must pass through four gates. To pass through each gate, students complete a specific set of courses and maintain a portfolio in a required format that provides evidence of acceptable progress in meeting Association for Childhood Education International standards, School of Education expectations, SAILS, and State of Connecticut Requirements.

The portfolio is presented at the completion of Gate 1 and 4.

Gate 1: Students apply for admission to the education program. Students must meet the State of Connecticut requirements for admission to a teacher preparation program (specified in the Academic Standards section of this catalog). In addition, the student must have passed the following courses: ENG 112, MAT 105, EDU 200, and SED 225 or SED 481. Students must earn a grade of “C” or better in the required EDU and SED courses.

Gate 2: Students in Gate 2 take the following teacher preparation courses: EDU 307, EDU 309, EDU 312, and EDU 414.

Gate 3: Students in Gate 3 take the following teacher preparation courses: EDU 301, EDU 311, EDU 320, and IDS 471.

Gate 4: Students in Gate 4 take Student Teaching I and II (EDU 300 and EDU 400) and the seminar course, (EDU 485). Students must pass Praxis II before completing Gate 4.

A passing score on Praxis II is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their student teaching and, therefore, will not be eligible for graduation.

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3-6</td>
</tr>
<tr>
<td>Communication</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MAT 105 and MAT 106)</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3-6</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>1</td>
</tr>
<tr>
<td>Electives or Subject Area</td>
<td>3-6</td>
</tr>
</tbody>
</table>

SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3-6</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>United States I (HIS 110, 112)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Education (EDU 200)</td>
<td>3</td>
</tr>
<tr>
<td>Child Development (EDU 414)</td>
<td>3</td>
</tr>
<tr>
<td>School Health (SHE 203)</td>
<td>3-3</td>
</tr>
<tr>
<td>Subject Area Major or Electives</td>
<td>6-10</td>
</tr>
</tbody>
</table>

JUNIOR YEAR

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of World Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 370</td>
<td>3</td>
</tr>
<tr>
<td>Reading (EDU 301)</td>
<td>3</td>
</tr>
<tr>
<td>Lang. Arts &amp; Children’s Lit. (EDU 307)</td>
<td>3</td>
</tr>
<tr>
<td>Integration of Curriculum, Pre-K, K (EDU 309)</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Curriculum in the Primary Classroom (EDU 312)</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Excep. Children in Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Requirements in Student's Subject Area Major</td>
<td>9</td>
</tr>
</tbody>
</table>

SENIOR YEAR

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements in Student's Subject Area Major</td>
<td>12</td>
</tr>
<tr>
<td>Student Teaching I (EDU 300)</td>
<td>6</td>
</tr>
<tr>
<td>Integration of Curriculum in Upper Elem. Grades (311)</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Math &amp; Science for Elem. Education (320)</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching II (EDU 400)</td>
<td>6</td>
</tr>
<tr>
<td>English Language Learners in the Classroom (IDS 471)</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Elementary/Special Education Collaborative Certification

The successful completion of this program, consisting of a minimum of 43-45 credits in University Requirements, 9 credits in the academic distribution and 41.5 credits in education/special education major, fulfills the requirements for the Initial Certificate in Connecticut and permits the individual to teach all regular grades K-6 and special education K-12. The subject area major has a minimum of 30 credits.
FRESHMAN YEAR 34 Credits
Introduction to Exceptional Children .................. 3
Principles of Education ........................................ 3
Communication ..................................................... 3
Composition .......................................................... 3
Mathematics (MAT 105 and MAT 106) ............... 3-6
Fine Arts ................................................................ 3
Natural Science, Group A ........................................ 3
Foreign Language .................................................. 3
Social Science, Group A .......................................... 3
Exercise Science ..................................................... 3
Subject Area Major or Elective .............................. 3

SOCY 332 — Remediation for Exceptional Individuals

Student Teaching I-II ........................................... 3
Seminar in Reflective Practice ............................... 3
Learning Through the Arts .................................... 3
Collaboration in the Schools ................................ 3
Subject Area Major or Electives .............................. 3

PHILOSOPHY .......................................................... 3

JUNIOR YEAR 32-33 Credits
Child Development .................................................. 3
Reading ................................................................. 3
Integration of Mathematics, Science and Technology for Elementary Education .......................... 3
Basic Principles of Academic Assessment and Remediation for Exceptional Students .............. 3
Classroom Management Techniques in Educational Settings .................................................. 3
Children's Literature for the Elementary Grades ................................................................. 3
Language Arts for Children with Special Needs ................................................................. 3
Social Studies and Assessment ............................ 3
Accommodating Individuals with Physical Disabilities and Other Health Impairments .......... 2-3
Philosophy ............................................................... 3
Subject Area Major or Electives .............................. 3

SENIOR YEAR 33.5 Credits
Collaboration in the Schools ................................ 3
Learning Through the Arts .................................... 3
School Based Practicum ........................................ 3
Seminar in Reflective Practice ............................... 2
Student Teaching I-II ........................................... 10
Subject Area Major or Electives .............................. 12
English Language Learners in the Classroom (IDS 471) 1.5

Required courses in the program are:
*SED 225 — Introduction to Exceptionalities
SED 335 — Accommodating Individuals with Physical Disabilities and other Health Impairments
SED 365 — Basic Principles of Academic Assessment and Remediation for Exceptional Individuals
SED 375 — Classroom Management Techniques in Educational Settings
SED 435 — Language Arts for Children with Special Needs
SED 445 — Collaboration in the Schools
SED 447 — Learning Through the Arts
*IDS 449 — School Based Practicum
IDS 452 — Seminar in Reflective Practice
*EDU 200 — Principles of Education
EDU 301 — Reading
EDU 307 — Children's Literature and Literacy

EDU 320 — Integration of Mathematics, Science, and Technology for Elementary Education
EDU 321 — Curriculum, Instruction, and Assessment in Social Studies
EDU 414 — Applications of Child Development
EDU 450 — Student Teaching I
EDU 451 — Student Teaching II
IDS 471 — English Language Learners in the Classroom

*field work is a major component of the course.

Bilingual Education/Elementary Education

The Elementary Education/Bilingual Education Dual Initial Certification Program offers bilingual undergraduate students an interdisciplinary degree, which will allow them to become certified to teach grades K-6 in elementary schools to both English speaking and limited English proficient children. Graduates of this program will be dually certified by the State of Connecticut to teach elementary education and elementary/bilingual education.

The Elementary Education/Bilingual Education Dual Initial Certification Program is a dual major program. Students earn a Bachelor of Science degree in elementary education and complete a second major in a content area of their choice outside of the School of Education. Additionally students take three courses in bilingual education. All students in this program must complete the University Requirements and all requirements for the elementary education major as listed in the current catalog. During the student teaching semester, candidates will be assigned two placements – one in a mainstream elementary classroom, the other in a bilingual education classroom.

Advanced planning with the elementary education department adviser and the bilingual education adviser at the freshman/sophomore level is critically important. Applications for admission to the teacher education programs must be processed through the Elementary Education department.

Additionally, before admission into the Teacher Education Program, candidates are required to provide proof of passing the American Council of Teachers of Foreign Languages (ACTFL) oral exam, typically taken in the sophomore year. If the candidate has not yet taken this exam, the candidate may provide a letter of affirmation written by a faculty member of the Foreign Language Department stating that the student's language proficiency suggests that he/she will be able to pass the ACTFL oral exam by the student's senior year. Before students are assigned to student teach during their final semester, bilingual education candidates must also pass the ACTFL written exam. Students should consult with a bilingual education adviser as soon as possible to determine how to accomplish these language proficiency requirements.

Important: — The candidate must be a confirmed bilingual. (See testing requirements above.)

— The candidate must maintain regular contact with an adviser in TESOL/Bilingual Education and with an elementary education adviser.

— The candidate must pass the Praxis II examination in elementary education and the ACTFL exam or will receive an incomplete in student teaching and will not be eligible for graduation.

2007-08 Undergraduate Catalog

Southern Connecticut State University
EDU 311 — Integrated Curriculum for the Upper Elementary Grades 4-6
An integrated approach to designing a curriculum for children in the upper elementary grades based on developmental needs. Teaching strategies for implementation of the integrated curriculum. Prerequisite: departmental permission. Field work required. 3 credits.

EDU 312 — Integrated Curriculum in the Primary Classroom
A study of developmentally appropriate curriculum for grades one to three, focusing on the integration of curriculum. The teacher's role in planning and implementing curriculum, as well as designing and managing the classroom environment to facilitate learning. Field work component to link theory to practice. Prerequisite: departmental permission. 3 credits.

EDU 314 — Reading in the Middle Grades
Study of the major approaches and techniques for reading instruction that research and practice have proven to be successful in the middle grades. Prerequisite: admission to the Education Department. 3 credits.

EDU 315 — Language Arts and Literacy for the Middle Grades
Study of the way teachers use the whole language approach in the middle school, strategies for encouraging critical thinking skills, used of portfolio assessment, and exposure to literature that can serve as a springboard to learning. Prerequisite: admission to the Education Department. 3 credits.

EDU 317 — Technology in Middle Grades Education
The uses of the computer as an instructional tool in the middle grades. Techniques for the evaluation of software for classroom use. Analysis of networking options, the use of computer graphics, and integrated software. Prerequisite: admission to the Education Department. 3 credits.

EDU 318 — Reading — Early Childhood
Study of how children learn to read and an analysis of current practices in teaching reading to young children at the nursery through third grade levels. Prerequisite: departmental permission. 3 credits.

EDU 319 — Integrated Mathematics, Science, and Technology for Early Childhood Education
An integrated approach to the teaching of mathematics, science, and technology for early childhood educators. Cooperative learning, use of manipulative, hands on lessons, and educational technology designed to motivate students and help them understand the theories, practices, and processes of mathematics and science is emphasized in this course. Prerequisite: departmental permission. 3 credits.

EDU 320 — Integrated Mathematics and Science for Elementary Education
The content, organization, techniques of instruction, and the application of technology in elementary science and mathematics. Prerequisite: MAT 106 and departmental permission. 3 credits.

EDU 321 — Curriculum, Instruction, and Assessment in Social Studies
Developing a skills-based social studies curriculum in the elementary school; creating interdisciplinary curriculum units; exploring instructional strategies appropriate for social studies in the elementary school. Prerequisite: departmental permission. 3 credits.
EDU 322 — Family, School, and Community Partnerships
Theories and practices for building strong family, school, and community relationships; programs and approaches to help teachers to encourage parent involvement and effectively support diverse families. Prerequisite: Acceptance into the education department. 3 credits.

EDU 398 — Special Topic
Examination of developments, issues, and current ideas in the field of education. Prerequisite: acceptance into the education department program. 3 credits.

EDU 400 — Student Teaching II
Guided observation and supervised student teaching in cooperating schools. Eight-week course. Prerequisites: EDU 300 and departmental permission. 3 credits.

EDU 405 — Middle School Integrated Curriculum
An integrated approach to designing interdisciplinary curriculum for the middle school. Utilization of student-centered instructional strategies. Prerequisites: EDU 205, EDU 314, EDU 315, EDU 317, SED 482. Special conditions: field work required; companion course to EDU 406; must be taken in the semester immediately preceding student teaching. 3 credits

EDU 406 — Methods of Teaching in the Middle School
Interdisciplinary teaching models in the middle school. Emphasis on instructional strategies in each major academic discipline that are effective with early adolescents. Prerequisites: EDU 205, EDU 314, EDU 315, EDU 317, SED 482. Special conditions: Companion course to EDU 405; must be taken in the semester immediately preceding student teaching. 3 credits

EDU 413 — Secondary Education
A study of secondary education which involves philosophy, objectives, content, and techniques, as well as observation in classrooms. Prerequisite: EDU 201. 3 credits.

EDU 414 — Applications of Child Development
Study of personality development, growth, needs and guidance of children from early childhood through age 12. Prerequisites: departmental permission. 3 credits.

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

EDU 451 — Student Teaching II
Guided observation and supervised student teaching in cooperating schools. Prerequisite: departmental permission. 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, 491, 492, 493, or 494. 8 credits.

EDU 453 — Student Teaching Seminar
Discussion of educational issues, in particular, those raised by students’ experiences in the field. To be taken concurrently with EDU 452. 1 credit.

EDU 485 — Student Teaching Seminar
Issues and current practices in education are discussed in light of current placements. Topics include Connecticut regulations, classroom management, planning, and implementing curriculum. Prerequisites: Must be taken concurrently with student teaching. 1 credit.

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

EDU 491 — Methods of Teaching Foreign Languages at Secondary School
Critical study of the theories, methods, and techniques of foreign language teaching with an extensive experience in the field. Prerequisite: Area coordinator’s permission, EDU 413, FLA 403. 3 credits.

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

EDU 498 — Special Topic
Examination of developments, issues, and current ideas in the field of education. Prerequisite: acceptance into the education department program. 3 credit.

EDU 499 — Independent Study
Prerequisite: departmental permission. 1-3 credits.

EXERCISE SCIENCE

David W. Martens
CHAIRPERSON

MAJOR PROGRAMS

The Exercise Science Department offers a B.S degree in athletic training, and a B.S. degree in exercise science with concentrations in human performance and teacher education (certification).

Requirements
To ensure students the opportunity to pursue the objectives of a liberal education, all students enrolled in this program are required to complete 41-47 credits in the liberal arts, known as the University Requirements.

In addition, students planning to major in exercise science must take a series of specialization requirements and cognates.

B.S. DEGREE IN ATHLETIC TRAINING

The Athletic Training Education Program (ATEP) is for students who have an interest in the prevention, recognition, management, and rehabilitation of injuries to athletes and active individuals. Accredited by the Commission on Accreditation of Athletic Training Education (CAATE), the program is designed to prepare students to work as entry-level athletic trainers with interscholastic, intercollegiate, and
professional teams, as well as in sports medicine clinics and the corporate setting. Those students completing this program receive a B.S. degree in athletic training. Students will also meet eligibility requirements established by the Board of Certification Inc. to sit for the national examination in the semester prior to graduation.

A student seeking admission into the ATEP must meet technical standards established to insure graduates are capable of competency required for practice. These include abilities and skills in five categories: observation, communication, intellectual, motor and behavioral/social. Students are encouraged to visit the ATEP website or the Program Director, Dr. Gary Morin, for more information.

Program admission requirements include the following:
— Minimum Grade Point Average (GPA) of 2.5 overall, which must be maintained until graduation.
— Minimum grade of “C-” or better in all required EXS courses.
— Successful completion of 100 clinical observation and experience hours (a minimum of 800 additional clinical experience hours will be required after admission into the ATEP).
— Submission of a signed technical standards form and a medical application at the completion of EXS 185, physical attesting to the students ability to meet the technical standards.
— Successful completion of EXS 184 or an equivalent course and enrollment in EXS 185, and
— Students are responsible for any transportation and/or clothing costs involved with clinical experiences.

Requirements
In addition to the University requirements, ATEP students must complete the following courses:

EXS 184 — Introduction to Athletic Injury and Prevention
EXS 185 — Concepts and Practices of Athletic Training
EXS 227 — Emergency Principles in Athletic Training
EXS 281 — Anatomy and Physiology I
EXS 282 — Anatomy and Physiology II
EXS 286 — Therapeutic Modalities
EXS 286 — Orthopedic Assessment of the Lumbar Spine and Lower Extremity
EXS 289 — Orthopedic Assessment of the Cervical Spine and Upper Extremity
EXS 302 — Clinical Experience I: Athletic Training Fundamentals
EXS 303 — Clinical Experience II: Therapeutic Modalities
EXS 308 — Essentials of Strength and Conditioning
EXS 310 — Pharmacology for Athletic Training
EXS 380 — Sport Psychology
EXS 383 — Kinesiology
EXS 384 — Exercise Physiology
EXS 386 — Fitness Management
EXS 388 — Rehabilitation Techniques in Athletic Training
EXS 402 — Clinical Experience III: Athletic Injury Assessment
EXS 403 — Clinical Experience IV: Rehabilitation Techniques
EXS 410 — Pathophysiology
EXS 485 — Tests and Measurement
EXS 490 — Organization and Administration in Athletic Training

ATEP students are also required to enroll in the following cognate courses:
PCH 200 — Introduction to Nutrition
PSY 228 — Personality
PSY 321 — Abnormal Psychology
PHY 100 — Elements of Physics
or PHY 210 — College Physics

B.S. DEGREE IN EXERCISE SCIENCE

Concentration In Human Performance

This concentration in human performance is a non-teaching Bachelor of Science degree option for exercise science majors. The curriculum is endorsed by the American College of Sports Medicine (ACSM) and provides students with an understanding of the exercise sciences which include exercise physiology, kinesiology, sports medicine, nutrition, and sport psychology. The required six-credit practicum provides the student an opportunity to apply scientific course work principles in an exercise/fitness setting. Human performance graduates are prepared for employment in the physical fitness industry. Such occupational opportunities include adult fitness in a corporate, resort, or clinical setting, youth fitness in public and private agencies, and special population fitness for infants, the elderly and physically or emotionally handicapped individuals.

In the second semester of the sophomore year, the student must apply for admission into the professional program. Transfer students should make this application during their second semester at Southern. All admissions requirements may not have been fulfilled at this time. These forms are made available to students in one of their classes or from the department.

Admission into specialization is achieved by accomplishing the following:
2. Successful completion of the University Requirements in the following specific courses: BIO 100 or 110-111, PCH 200, PHY 111 or 200 or 210 or 230, MAT 107, and PSY 100.

A minimum Grade Point Average of 2.7 and a minimum grade of “C-” in the courses listed in 1 and 2 above is required. Students not meeting these minimum standards must repeat unacceptable course work.

Requirements:

EXS 184 — Introduction to Athletic Injury Care and Prevention
EXS 191 — Introduction to Exercise Science
EXS 281 — Anatomy & Physiology I
EXS 282 — Anatomy & Physiology II
EXS 301 — Exercise Nutrition
EXS 308 — Essentials of Strength and Conditioning
*EXS 310 — Pharmacology in Athletic Training
EXS 380 — Sport Psychology
*EXS 383 — Kinesiology
*EXS 384 — Exercise Physiology
*EXS 386 — Fitness Management
*EXS 389 — Exercise Physiology II
*EXS 410 — Pathophysiology
**EXS 485 — Tests and Measurements**  
**EXS 497 — Human Performance Practicum**

*Requires acceptance into the human performance program*

**Choose one**  
EXS 131 — Swimming  
EXS 332 — Lifeguard Training  
Students are also required to take cognate course:  
PHY 111 or 200 or 210 or 230

**Electives:**  
Human performance students are advised that the following courses may provide important co-curricular study regarding professional competency:

- EXS 288 — Orthopedic Assessment of Lumbar Spine and Lower Extremities  
- EXS 289 — Orthopedic Assessment of Cervical Spine and Upper Extremities  
- EXS 381L — Sports Medicine  
- EXS 480L — Motor Learning and Development

---

**Concentration In Teacher Education**

The concentration in teacher education is designed for students who want to teach physical education in public and private schools. The successful completion of this program, consisting of a minimum of 129.5 credits, fulfills the academic course requirements of the Connecticut Initial Educator Certificate K-12 in Physical Education and prepares the individual to teach physical education in both the elementary and secondary schools. Certification requirements include the following:

Students working toward Physical Education K-12 must pass through four gates. To pass through each gate, students complete a specific set of courses and submit a portfolio in a required format that provides evidence of acceptable progress in meeting National Association for Sport and Physical Education standards. School of Education expectations, SAILS, and State of Connecticut requirements.

**Gate 1:** Students apply for admission to the Physical Education K-12. Students must meet the State of Connecticut requirements for admission to a teacher preparation program (specified in the Academic Standards section of this catalog).

In addition, students must have passed the following courses with the minimum grade indicated for the exercise science courses: EXS 191 (C+), 281 (C+), 282 (C-), 291 (B-), 292 (B-), and 293 (B-). Students must also pass ENG 112, math university requirement and SHE 203 (GPA must be 2.7 and pass Praxis I exam).

**Gate 2:** Students in Gate 2 take the following physical education teacher preparation courses with the minimum grade indicated: EXS 131 (pass), 184 (C+), 350 (B-), 352 (B-), 383 (C-), 400 (B-), 480 (C-), 483 (B-), and 485 (C-). (GPA must be 2.7 in all courses).

**Gate 3:** Students in Gate 3 must complete all courses in the program with the exception of EDU 300, 400, and EXS 442. The following courses must be passed with the minimum grade indicated: EXS 384 (C+), 394 (B-), 495 (B-). (GPA must be 2.7)

**Gate 4:** Students in Gate 4 take Student Teaching I and II (EDU 300 and EDU 400) and a seminar course (EXS 442), and pass the Praxis II exam.

A passing score on Praxis II (or ACTFL if receiving certification in foreign language) is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their student teaching and, therefore, will not be eligible for graduation.

**Requirements**

- EXS 131 — Swimming  
- EXS 184 — Introduction to Athletic Injury Care and Prevention  
- EXS 191 — Introduction to Exercise Science  
- EXS 293 — Movement Foundations  
- EXS 350 — Teaching Physical Fitness K-12  
- EXS 352 — Individual/Dual Skills and Sports  
- EXS 400 — Group/Team Activities/Sports/Tactics  
- EXS 281 — Anatomy and Physiology I  
- EXS 282 — Anatomy and Physiology II  
- EXS 291 — Exploring Teaching of Physical Education  
- EXS 292 — Instructional Strategies for Physical Education  
- EXS 383 — Kinesiology  
- EXS 384 — Exercise Physiology  
- EXS 394 — Physical Education (Elementary School)  
- EXS 442 — Practicum Seminar  
- EXS 480 — Motor Learning and Development  
- EXS 483 — Adapted Physical Education  
- EXS 485 — Tests & Measurements  
- EXS 495 — Physical Education (Secondary School)  
- EDU 300 — Student Teaching I  
- EDU 400 — Student Teaching II  
- SHE 203 — School Health

*Requires acceptance into teacher certification program*

Students are also required to take the following cognate courses:

- PSY 210 — Infant and Child Development  
- PSY 215 — Adolescent Development  
- PHI 370 — Philosophy of Education  
- IDS 470 — Literacy in the Content Areas  
- IDS 471 — English Language Learners in the Classroom

**Choose one**  

**EXERCISE SCIENCE MINOR**

The minor, consisting of 18 credits, addresses the foundations of exercise science. The student completes the required courses: EXS 281, EXS 282, EXS 301, EXS 380, EXS 383, and EXS 384. For professional specialization, the student is then encouraged to elect to complete 2 additional courses from the list of electives.

**Requirements**

- EXS 281 — Anatomy and Physiology I  
- EXS 282 — Anatomy and Physiology II  
- EXS 301 — Exercise and Nutrition  
- EXS 380 — Sport Psychology  
- EXS 383 — Kinesiology  
- EXS 384 — Physiology of Exercise
Select two courses from the following:
EXS 184 — Introduction to Athletic Injury Care and Prevention
EXS 381 — Sports Medicine
EXS 386 — Fitness Management
EXS 389 — Exercise Physiology II
EXS 480 — Motor Learning and Development
EXS 485 — Tests and Measurements

EXERCISE SCIENCE COURSES

EXS 001-099 — Physical Education Activities
All students, except those majoring in exercise science, are required to successfully complete two exercise science activities. Students may select the courses of their choice from among those scheduled. The exercise science requirement should be completed during the freshman year by scheduling a physical activity course each semester. .5 credit each.

EXS 131 — Swimming
This course acquaints the exercise science major with diverse activities and equips the student with the water skills and knowledge necessary to be safe in, on, under and around the water. .5 credit.

EXS 184 — Introduction to Athletic Injury Care and Prevention
An introduction into athletic injury care and prevention. A basic understanding of injury assessment, emergency care, injury pathology, and injury management procedures are taught. Successful completion of this course will certify students in Red Cross Community CPR and First Aid Basics. 3 credits.

EXS 275 — Foundations of Experiential/Adventure Education
Focus is on teaching physical education to elementary, middle, and high school students, with instruction on developmental needs, teaching skills, analysis and observation, behavior management, and curriculum. Prerequisite: EXS 293. 3 credits. (Spring only)

EXS 280 — Survey of Anatomy and Physiology
An overview of body structure and function with fitness emphasis. Including musculoskeletal, cardiorespiratory and neuroendocrine systems. 3 credits.

EXS 281-282 — Anatomy and Physiology I, II
Study of the structure and function of the human body, with emphasis on the skeletal system, muscular system, circulatory, respiratory, urinary, endocrine and nervous systems, and on the physiology of growth and development. 3 credits each.

EXS 285 — Steroids and Sports Drugs
The relationship between anabolic steroids and other drugs and their effects on physiology and athletic performance. 2 credits. (Fall/Spring)

EXS 286 — Therapeutic Modalities
Introduces the student to the theory and application of therapeutic modalities, and includes pain management techniques, and tissue healing responses related to the use of thermal agents, mechanical agents, ultrasound, electrotherapy, hydrotherapy, and massage. Lecture, 2 hours; laboratory, 2 hours. Prerequisites: EXS 185 and 281 and 288 or departmental permission. 3 credits. (Fall)

EXS 288 — Orthopedic Assessment of Lumbar Spine and Lower Extremities
Provides an in-depth view of injury assessment to the lower body and lumbar spine. Common injuries seen in the physically active are emphasized. Included are epidemiological, mechanical, and physiological factors that contribute to injuries of the lower body and lumbar spine. Course topics are illustrated within the laboratory setting, permitting students to develop competence in performing assessments prior to commencement of clinical rotations. Lecture, 2 hours; laboratory, 2 hours. Prerequisites: EXS 281 or departmental permission. 3 credits. (Fall)

EXS 289 — Orthopedic Assessment of Cervical Spine and Upper Extremities
Provides an in-depth view of injury assessment relative to posture, the thoracic and cervical spines the head, and the upper extremities. Common injuries seen in the physically active are emphasized. Included are epidemiological, mechanical, postural, and physiological factors that contribute to injuries of the upper body. Course topics are illustrated within the laboratory setting, permitting students to develop competence in performing assessments prior to commencement of clinical rotations. Lecture, 2 hours; laboratory, 2 hours. Prerequisites: EXS 281 or departmental permission. 3 credits. (Spring)

EXS 291 — Exploring the Teaching of Physical Education
A field-based pre-practicum with classroom follow-up. Course provides an initial exposure to public school programs (K-12) through 48 hours of field experiences. Prerequisite: EXS 191. 3 credits. (Fall only)

EXS 292 — Instructional Strategies for Physical Education
Focus is on teaching physical education to elementary, middle, and high school students, with instruction on developmental needs, teaching skills, analysis and observation, behavior management, and curriculum. Prerequisite: EXS 291. Co-requisite: EXS 293. 3 credits. (Spring only)
EXS 293 — Movement Foundations
Foundation for conceptual understanding, personal proficiency and instructional demonstration competency for all fundamental human movements and combinations of movement skills. Major conceptual and skill development components of the course are movement education, tumbling, dance movement, rhythms and dance fundamentals, and motor development and motor learning for children K-12; with an emphasis on K-3. Prerequisite: EXS major and EXS 291. 3 credits.

EXS 301 — Exercise and Nutrition
An investigation and clarification of the relationship between exercise and nutrition as it pertains to the sub-discipline of human performance. Prerequisite: PCH 200 3 credits. (Fall)

EXS 302 — Clinical Experience I: Athletic Training Fundamentals
Emphasizes the development of clinical skills specific to injury prevention and the immediate care and management of injuries. Specific skills include athletic training room procedures, first aid and emergency care techniques, taping, wrapping, padding, and equipment fitting. Two laboratory hours per week. Prerequisites: EXS 185 and 227 or departmental permission. 1 credit. (Fall)

EXS 303 — Clinical Experience II: Therapeutic Modalities in Athletic Training
Emphasizes the development of clinical skills specific to the set up and application of therapeutic modalities, including heat, cold, ultrasound, and electrical stimulation. Two laboratory hours per week. Prerequisites: EXS 281, 282, and 286 or departmental approval. 1 credit. (Fall)

EXS 306 — Essentials of Strength and Conditioning
Response and adaptations to resistive, anaerobic, and aerobic exercise and training; practical application of scientific principles to human physical conditioning program with emphasis on enhancement of maximal strength, power, and high intensity endurance exercise. Prerequisite: EXS 281-282. 3 credits.

EXS 310 — Pharmacology for Athletic Trainers
An introduction to the knowledge, skills, and values required of the entry-level certified athletic trainer on pharmacological applications. It includes indications, contraindications, precautions, interactions, and governing regulations relevant to the treatment of injuries and illnesses of the physically active. Prerequisite: EXS major or departmental permission. 2 credits (Fall-Odd)

EXS 332 — Lifeguard Training
Progressive techniques and practice of life guarding and water safety skills including the lifeguard training material of the American Red Cross. Advanced swimming ability is a prerequisite for the course and CPR and Standard First Aid required before course completion. 1 credit. (Spring)

EXS 350 — Teaching Physical Fitness K-12
Builds on the content and competencies established in Movement Foundations, and Teaching Physical Fitness K-12; applies conceptual understanding, personal proficiency and instructional demonstration competency for all fundamental human movements and combinations of movement skills to teaching of physical fitness K-12. Prerequisite: EXS major, admission to professional program, and EXS 293. 3 credits.
EXS 400 — Group and Team Activities, Sports, and Tactics
Builds on the content of movement foundations, teaching physical fitness, and individual dual skills/sports; applies fundamental human movements and combination skills to the teaching of group and team games and activities, sports, and tactics K-12. Major components of the course are group and team games, sport, and tactical applications of fundamental movements K-12; skill themes in games and activities; conceptual development in games and activities; and tactical concepts and skills. Prerequisites: EXS major, admission to professional program, EXS 293, 350 and 352. 3 credits.

EXS 402 — Clinical Experience III: Athletic Injury Assessment
Emphasizes the development of clinical skills specific to injury assessment and manual muscle testing. Topics include palpation skills, posture evaluation, and the application of orthopedic testing techniques. Two laboratory hours per week. Prerequisites: EXS 288 and 289, or departmental permission. 1 credit. (Spring)

EXS 403 — Clinical Experience IV: Rehabilitation Techniques
Emphasizes the development of clinical skills specific to rehabilitation of injuries and the reconditioning of physically active individuals. Students practice developing and implementing programs that improve range of motion, muscular strength, neuromuscular control, cardiovascular maintenance and functional deficits. Two laboratory hours per week. Prerequisites: EXS 388 or departmental permission. 1 credit. (Spring)

EXS 410 — Pathophysiology
Provides the student with knowledge in pathophysiology. Lecture material explains the underlying processes involved with medical conditions of the physically active as required, to include their etiologies, symptoms, signs, and prognosis. Prerequisite: EXS major only. 3 credits. (Spring-Odd)

EXS 442 — Practicum Seminar in Physical Education
The practicum seminar in conjunction with the student teaching period is the culminating experience where the students plan, implement, and evaluate the learning environment and their performance as pre-service teachers. Prerequisites: EDU 300 and 400. 3 credits.

EXS 480 — Motor Learning and Development
Study of major variables affecting the learning process as related to the acquisition of motor skills. Some laboratory exercises required. Prerequisite: junior or senior status. 3 credits.

EXS 483 — Adapted Physical Education
This course familiarizes the student to the various disabilities he/she may encounter while teaching in the public school system. It will also develop the student’s awareness and understanding of the programming necessary to fulfill the needs of the child who is unable to participate in a regular physical education class. 3 credits. (Spring)

EXS 485 — Tests and Measurements
Elementary statistics and testing as applied to health and physical education, with detailed study of the following types of tests: anthropometric, strength, cardiovascular, general motor ability, specialized skills, and knowledge tests. Prerequisite: EXS major. 3 credits. (Fall/Spring)

EXS 490 — Organization and Administration in Athletic Training
A comprehensive examination of issues related to the operation and function of athletic training programs. Topics covered include legal liability, certification, and licensing of athletic trainers, insurance management, record keeping, professional development, personnel management, facility design, budgeting, position statements of relevant organizations and current professional trends. Prerequisite: athletic training major. 3 credits. (Spring-Even)

EXS 492 — History and Principles
Study of physical education with respect to the historical, cultural, biological, psychological, and philosophical forces and factors that determine its scope and function. 3 credits. (Fall)

EXS 493 — Organization and Administration
Administration problems of the health and physical education department. Major areas include legal aspects, program organization, activities and equipment, athletics, and finance. 3 credits. (Spring)

EXS 495 — Physical Education (Secondary School)
Practices, methods, and materials of teaching physical education in secondary schools. Emphasis is on development of knowledge and skill in teaching selected physical education activities. A prerequisite for student teaching in the secondary school. Open only to physical education majors. Prerequisite: open only to physical education majors who have completed Gate 2 requirements. 3 credits. (Fall)

EXS 497 — Human Performance Practicum
Practical experience in applying human performance methods and procedures in an exercise science environment, complying with each student’s professional interests. Prerequisites: EXS 287, 386, 387, and departmental permission. 6 credits. (Fall/Spring/Summer)

EXS 499 — Independent Study
Prerequisite: departmental permission. 1-3 credits.

SCHOOL HEALTH

Doris M. Marino
COORDINATOR

MINOR IN SCHOOL HEALTH
This minor, consisting of 18 credits, offers basic preparation in health education to individuals desiring to teach health in public schools. A description of the minor program, rotation of course offerings, and/or advisement may be obtained from Doris M. Marino, program coordinator (TE-5, room 3).

Prerequisite (3 credits)
SHE 203 — School Health (Does not count toward minor)

Elect One (3 credits)
SHE 311 — Elementary School Health
SHE 411 — Secondary School Health
SCHOOL HEALTH COURSES

SHE 203 — School Health
Current organization, content and practices of school health programs, covering healthful school living, health instruction, and school health services. 3 credits. (Fall/Spring/Summer)

SHE 301 — Drug Education
Historical and contemporary aspects of drug consumption: the nature and uses of drugs; motivation for drug use and abuse; responsible drug use; treatment modalities; societal implications. Emphasis on the role of the educator. 3 credits. (Spring)

SHE 302 — Mental Health Education
Relationship of mental health to the person's physical, emotional and social well-being. Emphasis is placed on the educator's relationship to mental health. 3 credits. (Spring)

SHE 311 — Health Teaching in Elementary Schools
Competencies essential to the health educator teaching or serving as consultant in elementary schools. 3 credits. (Fall)

SHE 389 — Holistic Health
Development of concepts that assist the individual to understand holistic measures that promote health and prevent illness. Prerequisite: Junior or senior status. 3 credits. (Fall)

SHE 400 — Health in the Family
An exploration of the biological and psychosocial aspects of intra- and interpersonal human sexual expression and the relation to effective family interaction. Emphasis on the role of the health educator. 3 credits. (Spring)

SHE 411 — Health Teaching in Secondary Schools
Competencies essential to the health educator teaching in secondary schools: planning, development, management, evaluation. 3 credits. (Fall)

SPECIAL EDUCATION AND READING

Pamela Brucker
CHAIRPERSON

MAJOR PROGRAM IN SPECIAL EDUCATION/ELEMENTARY EDUCATION

Special Education offers two programs. One program leads to Comprehensive Special Education certification (K-12). The other program is offered in collaboration with the Education Department and leads to Certification in Elementary Education (K-6) and Certification in Special Education (K-12).

Elementary Education K-6 / Special Education K-12 Collaborative Certification
The successful completion of this program, consisting of a minimum of 129.5 credits, fulfills the course requirements for the Elementary Education Initial Teaching Certificate, and the course requirements for the Comprehensive Special Education Initial Teaching Certificate in Connecticut. Students who complete the program will be eligible for two separate certifications, Elementary Education K-6 and Comprehensive Special Education K-12. Liberal education requirements total 52-55 credits. In addition, students must elect a subject area major. Professional education is composed of 52 credits, 10 of which are allotted to student teaching.

Students must meet the requirements outlined in the Academic Standards section of the Undergraduate catalogue and must maintain a “B” average with no grade less than a “C” (2.0) in professional courses.

A passing score on Praxis II (or ACTFL if receiving certification in foreign language) is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their student teaching and, therefore, will not be eligible for graduation.

To pass through each gate, students successfully complete a certain set of courses and projects. Information regarding admission and gates may be obtained from the Department of Special Education and Reading.

FRESHMAN YEAR 31 Credits
Introduction to Exceptional Children ................................. 3
Principles of Education ..................................................... 3
Communication ................................................................. 3
Composition ................................................................. 3-6
Mathematics .................................................................. 3
Fine Arts ........................................................................ 3
Natural Sciences, Group A ............................................. 3
Foreign Language ............................................................ 3
Social Science, Group A ................................................. 3
Exercise Science ............................................................. 3
Liberal Arts Major or Electives ........................................... 3

SOPHOMORE YEAR 33 Credits
American Political Foundations ..................................... 3
Health ............................................................................. 3
History of World Civilization ........................................... 3
Literature ........................................................................ 3
Natural Science, Group B ............................................. 3
Social Science, Group B ..................................................... 3
Cognate ......................................................................... 3
Liberal Arts Major or Electives ........................................... 6

JUNIOR YEAR 32 Credits
Child Development .......................................................... 3
Reading ......................................................................... 3
Integration of Mathematics, Science and Technology for Elementary Education ........................................... 3
Basic Principles of Academic Assessment and Remediation for Exceptional Students ................................. 3
Classroom Management Techniques in Educational Settings ........................................................................... 3
Children's Literature for the Elementary Grades ......................... 3
Language Arts for Children with Special Needs ......................... 3
Social Studies and Assessment ............................................. 3
Accommodating Individuals with Physical Disabilities and Other Health Impairments ......................................... 2
Philosophy ................................................................... 3
Liberal Arts Major or Electives ........................................... 3

SENIOR YEAR 33.5 Credits
Collaboration in the Schools ............................................. 3
Learning Through the Arts ............................................... 2
School Based Practicum ..................................................... 3
English Language Learner ................................................. 1.5

2007-08 Undergraduate Catalog

Southern Connecticut State University
Seminar in Reflective Practice ................................................ 2
Student Teaching I-II ............................................................. 10
Liberal Arts Major or Electives ............................................... 12

Required courses in the program are:
SED 225 — Introduction to Exceptionalities
SED 335 — Accommodating Individuals with Physical Disabilities and other Health Impairments
SED 365 — Basic Principles of Academic Assessment and Remediation for Exceptional Individuals
SED 375 — Classroom Management Techniques in Educational Settings
SED 435 — Language Arts for Children with Special Needs
SED 445 — Collaboration in the Schools
SED 447 — Learning Through the Arts
IDS 449 — School Based Practicum
IDS 452 — Seminar in Reflective Practice
IDS 471 — English Language Learners
EDU 200 — Principles of Education
EDU 301 — Reading
EDU 307 — Language Arts and Children’s Literature
EDU 320 — Integration of Mathematics, Science, and Technology for Elementary Education
EDU 321 — Curriculum, Instruction, and Assessment in Social Studies
EDU 414 — Child Development
EDU 450 — Student Teaching I
EDU 451 — Student Teaching II
Catalog description of EDU courses are listed under Education.

Catalog description of IDS courses are listed under Interdisciplinary.

Comprehensive Special Education (K-12)

The successful completion of this program, consisting of a minimum of 125.5 credits, fulfills the competency and course requirements for the Initial Teaching Certificate in Connecticut and prepares the individual to teach children with disabilities in special education programs in elementary and secondary schools. Liberal education requirements total 52-55 credits. Additionally students are required to take EDU 200, 301, 307, and 320. Students must meet all the requirements outlined in the Academic Standards section of this catalog for teacher education and must maintain a “B” (3.0) average in all education courses with no grade less than a “C” (2.0). Students must pass Praxis II to be recommended for certification, and must complete the requirements of four gates.

A passing score on Praxis II (or ACTFL if receiving certification in foreign language) is required for completion of the program at Southern. Students who do not pass Praxis II by the end of student teaching will receive an incomplete in their student teaching and, therefore, will not be eligible for graduation.

To pass through each gate, students successfully complete a set of courses and projects. Information regarding admission and gates may be obtained from the Department of Special Education and Reading. Course sequence is subject to advisement.

FRESHMAN YEAR 34 Credits
Intro. to Exceptional Individuals ........................................... 3
Accommodating Individuals with Physical Disabilities and other Health Impairments ........................................ 2-3
Composition .............................................................................. 3-6
Communication .......................................................................... 3
Mathematics ................................................................................. 3
Natural Sciences, Group A ...................................................... 3
Fine Arts .................................................................................... 3
Intro. to Psychology .................................................................... 3
Foreign Language ....................................................................... 3
Exercise Science ......................................................................... 1
Electives or Concentration ..................................................... 0-3

SOPHOMORE YEAR 30 Credits
Curriculum & Methods for Excep. Ind. ................................. 3
Early Childhood Spec. Ed. for Excep. Ind. ................................. 3
Basic Principals of Academic Assessment & Remediation for Exceptional Individuals ................................. 3
Literature .................................................................................. 3
American Political Foundations .............................................. 3
Developmental Psychology ..................................................... 3
Natural Sciences, Group B ....................................................... 3
Sociology or Anthropology ...................................................... 3
Electives ..................................................................................... 6

JUNIOR YEAR 30 Credits
Ed. Ind. w/Moderate & Severe Disabilities .......................... 3
Classroom Management ......................................................... 3
Techniques in Ed. Settings ....................................................... 3
Language Arts for Excep. Ind.: Assess. & Instruct. ................. 3
Theory to Practice: School Based Exp. in Spec. Ed. .......... 3
Educational Psychology ......................................................... 3
Social Sciences A ................................................................. 3
History of World Civilizations ................................................ 3
School Health ............................................................................. 3
Elective....................................................................................... 3

SENIOR YEAR 31.5 Credits
Reg. Ed. Initiative/Collaboration/Consultation .......................... 3
Issues Seminar in Special Ed. .................................................. 2
English Language Learner ...................................................... 1.5
Student Teaching I-II ............................................................... 12
Philosophy of Education ....................................................... 3
Elective or Concentration ....................................................... 10

Required courses in the program are:
SED 225 — Introduction to Exceptional Individuals
SED 235 — Early Childhood Sp. Ed. for Excep. Individuals
SED 325 — Curriculum and Methods for Excep. Individuals
SED 335 — Accommodating Individuals with Physical Disabilities and other Health Impairments
SED 355 — Educating Ind. w/Moderate & Severe Disabilities
SED 365 — Basic Principals of Academic Assess. & Remediation for Exceptional Individuals
SED 375 — Classroom Management
SED 435 — Language Arts for Excep. Ind.: Assess. & Instruct.
SED 445 — Regular Ed. Initiative/Collaboration/Consultation
SED 449 — From Theory to Practice: A School Based Exp. in Spec. Ed.
SED 452 — Seminar in Reflective Practice
IDS 471 — English Language Learner
EDU 300/400 — Student Teaching
SPECIAL EDUCATION COURSES

SED 225 — Introduction to Exceptionalities
Overview of special education legislation and procedural guidelines for addressing the legal, education, and instructional needs of all students with exceptionalities. Co-requisites: EDU 200. 3 credits.

SED 235 — Early Childhood Special Education for the Exceptional Individual
Offers an overview of typical and atypical child development and the programming and assessment of young children with special needs; emphasis is on the use of play to facilitate the development of cognitive, language, motor and social and emotional skills. Prerequisite: SED 225. 3 credits.

SED 325 — Curriculum and Methods for Exceptional Individuals
The writing and choosing of appropriate curriculum and the utilization of effective educational strategies for exceptional individuals. Prerequisite: SED 225. 3 credits.

SED 335 — Accommodating Individuals with Physical Disabilities and Other Health Impairments
The most prevalent disabling conditions and health impairments are studied with an emphasis on classroom accommodations for students’ education, comfort, and safety. Emergency procedures as well as issues concerning accessibility, advocacy, and death and dying are also addressed. Prerequisite: departmental permission. 2-3 credits.

SED 355 — Educating Individuals with Moderate and Severe Disabilities
Characteristics and needs of the moderately and severely disabled. School options and components of a functional school curriculum that prepare for adult community work and living opportunities. Review of community support groups and services. Prerequisite: SED 225, SED 325. 3 credits.

SED 365 — Basic Principles of Academic Assessment and Remediation for Exceptional Individuals
Approaches to assessing, teaching, and modifying mathematics and science skills for students with special needs are discussed, demonstrated, and applied. Prerequisites: MAT 105, 106, and departmental permission. 3 credits.

SED 375 — Classroom Management Techniques in Educational Settings
A survey of psychoeducational and behavior modification approaches in the classroom with individuals and groups, emphasizing observation skills, data collection, goal-setting, classroom design, and developmentally appropriate teaching and management strategies. Prerequisites: PSY 210 and departmental permission. 3 credits.

SED 410 — Fingerspelling and Instructional Sign Language for Exceptional Children
An introduction to manual sign systems. Emphasis is on expressive sign language for language and/or hearing impaired children. 3 credits.

SED 411 — Fingerspelling and Instructional Sign Language II
Increases competence in expressive and receptive language. The study of different sign language systems and use with various populations. Prerequisite: SED 410. 3 credits.

SED 435 — Language Arts for Exceptional Individuals
Approaches to assessing and teaching language arts (with an emphasis on reading, spelling, writing) for children with special needs are discussed, demonstrated, and applied. Supervised field work is a major requirement of this course. Prerequisites: SED 325, and departmental permission. 3 credits.

SED 445 — Collaboration in the Schools
A survey of professional collaboration among special and regular educators, support specialists, paraprofessionals, and parents. Prerequisites: departmental permission. 3 credits.

SED 447 — Learning Through the Arts
An experiential, hands-on workshop format will introduce future teachers to the value and application of the visual and performing arts to the education of children. Prerequisites: three credit all university art course; departmental permission. 2 credits. (Fall)

SED 449 — From Theory to Practice: A School Based Experience in Special Education
Students spend three hours a week in a local public school under the supervision of special education faculty in partnership with classroom teachers. They apply what they have learned in coursework to true-to-life situations while working with individuals and small groups of children. Prerequisite: SED 225, 235, 325, 335, 355, 365, 375, 435, and departmental permission. 3 credits.

SED 452 — Seminar in Reflective Practice
Students examine current and significant issues in the field of special education. Co-requisite: student teaching. 2 credit.

SED 481 — Teaching Exceptional Students in Elementary Education Classroom
Acquaint regular educators with the characteristics and needs of exceptional students. Introduce methods for identifying, planning for and working effectively with exceptional students. Grades K-12 are covered with an emphasis on the elementary classroom. Not open to freshmen. 3 credits.

SED 482 — Teaching Exceptional Students in Secondary Education Classroom
Acquaint regular educators with the characteristics and needs of exceptional students. Introduce methods for identifying, planning for and working effectively with exceptional students. Grades K-12 are covered with an emphasis on the secondary classroom. Prerequisite: not open to freshmen. 3 credits.
George A. Appleby
INTERIM DEAN

The School of Health and Human Services brings together the departments in the University which have as their focus the preparing competent and creative practitioners to meet the health and human service needs of society. Five of those departments—communication disorders, nursing, public health, recreation and leisure, and social work—provide undergraduate programs which lay the foundation for beginning professional practice in their respective disciplines. Students are also provided with a solid background for pursuing graduate study in their particular field.

All programs require a strong liberal arts base as a prerequisite to professional course work. In addition to theory focused courses in the major, students in each program participate in community based clinical training, field practice and internships. Students have meaningful opportunities to work with clients/consumers while they simultaneously acquire the skills and values of their professional degree major. Faculty members and students learn together and explore how practice, research, and theory building interact as they respond to such community health and human service issues as alcohol and substance abuse, AIDS, family violence, child abuse, primary health care needs, elderly recreation services, and the relationship between poverty and nutrition.

COMMUNICATION DISORDERS

Speech-Language Pathology and Audiology

James Dempsey
CHAIRPERSON

Concentration in Communication Disorders

The concentration in communication disorders is a pre-professional program designed for students who anticipate earning a master's degree, state licensure and national certification as speech-language pathologists or audiologists. Admission to the concentration requires a 3.0 cumulative grade point average.

Undergraduates complete the University Requirements for a Bachelor of Arts degree. Students also complete 25 observation hours of practicing speech-language pathologists and audiologists. Students complete the following 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

Departmental permission is required for enrollment in all CMD courses. Related courses in psychology, social work, public health, education, computer science, communication and special education are recommended for their relevance to communication disorders. These courses are selected by the student under the advisement of the undergraduate advisor in Communication Disorders.

Undergraduate students majoring in related fields of study such as elementary education, psychology, or special education who plan graduate study in communication disorders should plan their CMD courses under the advisement of the undergraduate advisor in Communication Disorders.
COMMUNICATION DISORDERS COURSES

CMD 200 — Introduction to Developmental Communication Disorders
Introduction to the major theories of normal and abnormal speech development, etiology, classification and characteristics of communication disorders, survey and observation of clinical procedures. 3 credits.

CMD 201 — Introduction to Communication Disorders in Medical Settings
Introduction to normal adult communication, acquired disorders of communication and swallowing, and service delivery systems for adult clients. 3 credits.

CMD 203 — Phonetics and Phonological Systems
The study of clinical phonetics and phonological systems. Topics include basic concepts in anatomy, physiology, and acoustics relating to the development and use of phonological systems. Use and application of the English International Alphabet (IPA) and relevant diacritical markings will be reviewed and practiced. 4 credits.

CMD 317 — Anatomy and Physiology of the Speech and Hearing Mechanism
The anatomy and physiology of the respiratory system, the larynx, the head and neck, and the ear, related to speech production and reception. 3 credits.

CMD 319 — Language Development: Ages Birth to Five
Semantic, syntactic, phonological and pragmatic sequence of normal language development in children. Topics include communication assessment, language disorders, early cognitive development and theoretical bases. Prerequisite: CMD 200 and 203. 3 credits.

CMD 320 — Introduction to Hearing Science
The anatomy and physiology of the auditory system, theories of hearing, auditory disorders, and the nature of sound. Introduction to the study of acoustics and psychoacoustics. Prerequisite: CMD 200. 3 credits.

CMD 321 — Introduction to Audiology
Instrumentation and techniques for the identification and management of peripheral hearing disorders including pure-tone, speech audiometrics, immittance testing, screening procedures and methods of aural rehabilitation. Prerequisites: CMD 200 and CMD 320. 3 credits.

CMD 418 — Neurological Bases of Communication
Study of neuroanatomy and the neurophysiology underlying normal speech production. The central and peripheral systems are considered as well as the embryologic development of the nervous system. Prerequisite: CMD 317. 3 credits.

CMD 419 — Language Acquisition: School Age — Adolescence
Normal sequence of pragmatic, semantic, syntactic, and phonological development in school age children. Topics include language-learning disabilities, language disorder, bilingual language processes, classroom discourse, and models of assessment and intervention. Prerequisite: CMD 317 and 320. 4 credits.

CMD 420 — Speech Science
Study of the physiological, acoustical, and perceptual bases of speech, the mechanics of phonation, vocal theory, consonant production; and the acoustic and physiologic investigation of speech output. Lecture, 3 hours; laboratory, 2 hours. Prerequisites: CMD 317 and 320. 4 credits.

CMD 421 — Clinical Practice of Speech-Language Pathology and Audiology
Introduction to clinical practicum in speech-language pathoogy. Study of clinical practice of speech-language pathology. Emphasis on observation of practicing clinicians in various professional settings. Prerequisite: 21 CMD credits. 3 credits.

NURSING

Cesara Thompson
CHAIRPERSON

BACCALAUREATE PROGRAM IN NURSING

The successful completion of this four-year, 128-credit program fulfills the requirements of the Department of Nursing and the University. Graduates of the program are eligible to take the National Council of State Boards examination in nursing (N-CLEX) for licensure as registered nurses. Application for licensure must be approved by the Connecticut State Department of Health Services. The State Department of Health Services may deny the application if it is determined that the applicant has committed or been found guilty of committing acts which are contrary to public health and safety. The program is accredited by the Commission on Collegiate Nursing Education. Minimum liberal education requirements total 63 credits. The professional component is comprised of 53 credits of specialized content and clinical experience. The remaining credits are allocated to free electives. Upon formal admission to the nursing program, students are assessed $300 per semester to help offset costs associated with laboratory and clinical work as well as insurance charges.

Upon completion of the program graduates are prepared to: 1) use theoretical bases to guide nursing practice, 2) evaluate qualitative and quantitative research as a foundation for evidence based nursing practice, 3) provide culturally sensitive nursing care that reflects the worth, dignity, and uniqueness of individuals and groups, 4) use interpersonal and technological communication effectively, 5) apply leadership and management principles to facilitate change in health care practice, 6) provide nursing care that reflects analysis of diverse environmental factors that influence local, national, and global health care, 7) demonstrate behaviors that incorporate clients’ rights, legal and ethical accountability, and professional codes and standards, 8) collaborate in providing care to clients, families, and groups in a variety of health care environments, and 9) use self-evaluation to promote professional growth and lifelong learning.

NURSING ADMISSION

Students interested in majoring in nursing must complete a dual admission process. Initially, students must be accepted into the University by the Admissions Office. Then, application is made for admission to the Department of Nursing at the beginning of the spring semester of the sophomore year. Applications are available once a year on November 1 in the Department of Nursing Office. All applications materials are due no later than February 1. Admission is competitive with a GPA of 2.7 being the minimum considered for acceptance. Historically, students accepted into the
program in recent years have had a GPA that has exceeded the minimum requirements. Qualified students may not be accepted because of a limit on the number of clinical placements and limited Department of Nursing resources. Typically, the number of students admitted in recent years has been limited to 75-85.

GPA, as well as other pre-admission criteria will be used as a way of evaluating students for acceptance into the nursing program. These may include, but are not limited to: entry admission testing, letters of recommendation, personal interview, and an evaluation of overall academic record (i.e. number of course withdrawals, prerequisite course failures, and academic success at other colleges and universities). Consistent with SCSU admission requirements, preference is given to those candidates who, in the judgment of Department of Nursing admission members, present through academic and personal qualifications the greatest potential for program success.

Students are ineligible to apply for admission to the SCSU nursing program if:
- They have been dismissed for academic or clinical reasons in another nursing program.
- They have failed to meet benchmark scores on assessment testing in another nursing program.

During the freshman and sophomore years, students take University Requirements and course prerequisites to the major. During the junior and senior years, students take nursing courses and electives as needed. Throughout the program, students must maintain a GPA of at least 2.0 and receive a grade of "C" or better in all nursing and prerequisite courses. Course prerequisites to entering the major are: BIO 110, 111, 120; CHE 120, 125; ENG 112; MAT 107, 108; PHY 103; and PSY 100, 210.

Students interested in the nursing major who have completed, or are close to completing, specified coursework for the first two years of the program should submit an application to the Nursing Department by February 1. The application should be accompanied by the official transcript for all college credit being applied to the nursing degree.

Students newly accepted into the program must complete the following information regarding Health Policies to begin classes:
- Submit to Granoff Health Center by August 1: current health form; results of either PPD skin test or chest x-ray for TB completed within previous 12 months; evidence of rubella and varicella vaccination or antibody titre; evidence of measles vaccination; and evidence of Hepatitis B vaccination or Hepatitis B titre or signed declination to receive vaccine.
- Submit to the Department of Nursing by August 1 current CPR certification. Certification must be renewed annually.
- Students entering the senior year in the program must provide to Granoff Health Center by June 15: results of either PPD skin test or chest x-ray for TB completed within previous 12 months; evidence of Hepatitis B vaccination or Hepatitis B titre, or signed declination to receive vaccine.
- Continuation in the program is dependent upon satisfactory academic and clinical performance.
- Students must achieve a grade of "C" or better in all nursing and prerequisite courses.

PROGRAM REQUIREMENTS

All students accepted into the nursing program are required to take the Medication Test during the first semester of nursing courses. Students must pass the Medication Test with a grade of 100. Students are given three opportunities to achieve the passing standard. The Medication Test is offered during the first three weeks of the fall semester (once each week). All students are required to take this test at the initial offering. Students cannot continue in clinical courses without passing the Medication Test. Students who fail to achieve 100 percent by the third Medication Test will not be able to enroll in clinical courses in the spring semester. The exam may be repeated the following year. Failure to meet the passing standard after three additional attempts will result in dismissal from the program. Information regarding this mandatory test is provided in NUR 312.

ACCELERATED PROGRAM

The department offers an Accelerated Career Entry (ACE) option for individuals who hold bachelor’s degrees in other fields and wish to pursue a nursing career. For further information about this option visit our website at: www.southernct.edu/nursing

PROGRAM REQUIREMENTS

All students are required to take a comprehensive nursing examination and achieve the benchmark score set by the Department of Nursing to successfully complete program requirements.

RN Admission

The University offers a flexible admission policy for RN’s who hold an associate degree or diploma and who now seek to earn a bachelor’s degree in nursing. While the RN student must meet the same graduation requirements as the basic nursing student, the program takes into account the RN’s rich background in nursing. Once accepted by the University, RN students should submit a separate application for the B.S. degree program obtained from the Department of Nursing. Students must have at least a 2.5 GPA for admission to the program.

Admission into the professional nursing component of the program requires successful completion of selected prerequisite courses, or their equivalent. The prerequisite courses or their equivalents include: BIO 110, 111, 120, ENG 112, MAT 107, 108, CHE 120, PSY 100, 210.

Credits for prerequisites may be obtained through completion of the course, transfer credit, or examination (College Level Examination Proficiency). Additional information on RN transfer credit can be obtained by contacting the Nursing Department. The University accepts CLEP subject examination results within a specific score range. Students must maintain a cumulative GPA of 2.0 or better and a grade of “C” or better is required for the prerequisite and nursing courses.

Southern Connecticut State University participates in the Connecticut Articulation Model for Nurse Educational Mobility. Inquiries regarding this agreement should be directed to the RN Coordinator in the Department of Nursing. Students must earn at least 30 credits from Southern Connecticut State University to be awarded a degree from the University.

Southern Connecticut State University currently offers RN-BSN nursing courses on-line.
At the time of admission to the Department of Nursing, each RN student must submit directly to the Department of Nursing, evidence of current CPR certification, current Connecticut license and current individual malpractice insurance. In addition, at the time of admission to the nursing program, each RN student must provide a current health form to the Granoff Student Health Center with evidence of results of either a PPD skin test or chest x-ray for TB completed within the previous 12 months; evidence of rubella and varicella vaccinations; evidence of Hepatitis B vaccination, a Hepatitis B titer or signed declination to receiving the vaccine.

RN students interested in pursuing a bachelor's degree should contact the Department of Nursing and request an appointment with the RN coordinator. Students may enroll on a full-time or part-time basis.

**Nursing Student Transportation**

Students are responsible for their own individual transportation to and from all clinical agencies. Student learning experiences may be scheduled any time between 7 a.m. and 10 p.m.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>33 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>American Political Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE YEAR</th>
<th>30 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>9</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUNIOR YEAR</th>
<th>34 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing—theory only courses</td>
<td>13</td>
</tr>
<tr>
<td>Nursing—theory/practice courses</td>
<td>15</td>
</tr>
<tr>
<td>Electives—general</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENIOR YEAR</th>
<th>31 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing—theory only courses</td>
<td>6</td>
</tr>
<tr>
<td>Nursing—theory/practice courses</td>
<td>17</td>
</tr>
<tr>
<td>Nursing—electives</td>
<td>2</td>
</tr>
<tr>
<td>Electives—general</td>
<td>6</td>
</tr>
</tbody>
</table>

**NURSING COURSES**

**NUR 302 — Theoretical Foundations of Professional Nursing**

Designed as an introduction to selected concepts that contribute to the foundation of professional nursing. This foundation encompasses various philosophies, theories and frameworks that allow nurses to engage in quality nursing practice. Prerequisites: completion of all prerequisites for the nursing major and acceptance to major. 3 credits.

**NUR 304 — Health Assessment**

Concepts of wellness and growth and development throughout the life cycle provide the basis for the study of health assessment. This course emphasizes data collection of physiologic and psychosocial parameters for obtaining nursing diagnoses. Clinical experiences for integration of theory and skill mastery are utilized. Prerequisite: completion of all prerequisites for the nursing major and acceptance to major. 3 credits.

**NUR 305 — The Childbearing Family**

Emphasis on the childbearing experience and the impact on the family. The content includes clients who are at risk for potential physical, emotional and developmental health problems. Clinical experiences provide students the opportunity to apply theory to patients/families during all phases of the childbearing experience. Prerequisites: NUR 302, 304, 310, 312, 314, and 319. 3 credits.

**NUR 307 — The Child Rearing Family**

Focuses on health and illness issues common to families with children, from infancy through adolescence. Assessments of health and illness will be conducted and nursing interventions formulated using Gordon's Functional Health Patterns Model. Clinical experiences provide opportunities for the integration of theory to nursing practices in the area of health promotion, health maintenance, and health restoration of children within the family context. Prerequisites: NUR 302, 304, 310, 312, 314 and 319. 3 credits.

**NUR 310 — Therapeutic Nutrition**

Nutritional therapy as a basis for nursing intervention of major health problems is the focus of this course. The role of nutrition in maintaining and restoring health and in preventing illness is discussed. Prerequisite: completion of all prerequisites for the nursing major and acceptance to major. 2 credits.

**NUR 312 — Evidence-Based Nursing Interventions**

Provides theory and lab practice in performing therapeutic nursing interventions. Students are exposed to a variety of skills which lay the foundation for professional nursing practice. Emphasis is placed on current research and evidence bases for skills, psychomotor skills acquisition, patient responses, and professional responsibilities including documentations and delegation. Prerequisites: completion of all prerequisites for the nursing major and acceptance to major. 3 credits.

**NUR 314 — Integrated Pathophysiology and Pharmacology I**

Focuses on the body system's responses to changes in the internal and external environments. Manifestations of selected health problems are presented with consideration given to their physiological basis. Application of concepts to the nursing process is emphasized. Prerequisites: completion of the nursing major and acceptance to major. 3 credits.

**NUR 317 — Nursing Research**

An overview of the research process as it is used in nursing. Emphasis is placed on evaluating research for its applicability to clinical practice. Prerequisite: NUR 302. 2 credits.
NUR 319 — Integrated Pathophysiology and Pharmacology II
A continuation of Nursing 314. The course utilizes a body systems approach in addressing selected health problems and associated pharmacological interventions. Major concepts related to pathophysiology and pharmacology are interwoven. Application of concepts to nursing process across the lifespan is emphasized. Prerequisites: NUR 314. 3 credits.

NUR 325 — Theoretical Foundations of Nursing Practice with Families Across the Lifespan
This course focuses on the responses of families and family members to health and illness. The nursing role in health promotion across the lifespan is emphasized. The nurse's role with individual and family adaptation responses is identified as the foundation of the nursing process. Prerequisites: NUR 302. 3 credits.

NUR 398 — Special Topics in Health Care
Beginning exploration of current developments, issues, and trends in the field of health care. Prerequisite: acceptance into the NUR major. 1 credit.

NUR 404 — Gerontological Nursing
Identifies the unique body of knowledge necessary to provide holistic and comprehensive nursing care to the older adult. The nursing process as applied to the adaptive experience of the older adult will draw upon research relevant to nursing intervention and evaluation of outcome. Prerequisites: completion of all nursing prerequisites and acceptance into the program. 2 credits.

NUR 405 — Seminar on Health Care Issues: Implications for Nursing Practice
Seminar on current health-related issues and their impact on society. Implications for nursing practice will be addressed. Topics will be researched, analyzed and synthesized by students. Topics will be presented in a seminar format. Prerequisites: NUR 305, 307, and 411. 1 credit.

NUR 407 — Leadership and Management in Nursing
The purpose of this course is to develop the student's knowledge base about principles of leadership and management. Concepts of effective leadership and management, economic, and public policy factors, as well as legal/ethical issues related to nursing leadership are discussed. Prerequisites: NUR 305, 307, and 411. 2 credits.

NUR 408 — Mental Health Nursing
Issues of mental health nursing, including adaptive and ineffective behaviors, major psychiatric illnesses and high risk populations, are addressed in this course. The student applies theoretical knowledge in a clinical practicum. Prerequisites: NUR 302, 304, 310, 312 and 314. 3 credits.

NUR 409 — Community Health Nursing
Community health nursing presents a synthesis of nursing theory applied to promoting and preserving health of populations. The clinical focus of this course is on the community as a whole with nursing care of individuals, families and groups. Prerequisites: NUR 404, 408, 410, and 411. 3 credits.

NUR 410 — Adult Health Nursing
Holistic approach to the care of adults with moderate biopsychosocial health problems. The clinical practicum focuses on the care of clients with ineffective behaviors and stimuli related to biopsychosocial alterations. Prerequisites: NUR 302, 304, 310, 312 and 314. 4 credits.

NUR 411 — Adult Responses to Complex Stressors
Holistic approach to the nursing of adults with complex biopsychosocial health needs. Clinical practicum in nursing enables students to apply advanced theoretical knowledge to complex illness situations. Prerequisites: NUR 305 and 307. 4 credits.

NUR 412 — Nursing Capstone
The focus of this senior level capstone courses is holistic, professional nursing practice through synthesis, analysis, and application of knowledge. An increase in clinical competence is gained through integration of theoretical knowledge, clinical, and cognitive skills, and professional values and behaviors from previous liberal arts and nursing courses. During this course, the student provides comprehensive nursing care to patients, families, groups of patients, and the community. This course is designed to prepare students for the role of graduate registered nurse. Is taken concurrently with NUR 405, 407, and 409. Prerequisites: all previous junior and senior level nursing courses. 4 credits.

NUR 420 — Guided Imagery in Nursing Practice
The use of guided imagery as a nursing intervention in a variety of situations and clinical settings is discussed. Content incorporates current theory and historical perspectives of other cultures related to imagery. Selected imaging interventions including pain reduction and healing are presented utilizing the nursing process. Prerequisite: acceptance into the NUR major. 1 credit

NUR 422 — Interpersonal Violence and the Critical Role of the Nurse
This course addresses the nursing role with survivors of violence. The major focus of the course is assessment, intervention, and analysis of specific situations within the dysfunctional family. Specific nursing strategies are discussed and evaluated. Prerequisite: acceptance into the NUR major. 1 credit

NUR 423 — Transcultural Issues in Nursing
This course provides nursing students with a broadened understanding of multicultural and multiethnic concerns in providing comprehensive nursing care to clients. Prerequisite: acceptance into the NUR major. 1 credit

NUR 424 — Therapeutic Touch: Application to Clinical Practice
This course focuses on healing through the use of human energy fields using a theoretical, historical, and research base. Opportunities for the practice of therapeutic touch are provided. Prerequisite: acceptance into the NUR major. 1 credit.

NUR 426 — The Mind's Role in Illnesses: Application to Nursing Practice
The role of the mind in maintaining health and preventing illness is explored. Specific illnesses for which research has evaluated the effectiveness of mind/body approaches are presented including techniques widely used by health care professionals. Prerequisite: acceptance into the NUR major. 1 credit.

NUR 428 — Legal Issues in Nursing
Legal issues in areas of employment and nursing practice are examined. Legal processes and case examples involving nurses are explored and provided a basis for analysis and decision making. Prerequisite: acceptance into the NUR major. 1 credit.
NUR 457 — Advanced Clinical Concepts: Selected Health Issues for Practice
Selected national health priorities identified in the document “Healthy People” are used as the organizing framework for this course. National goals and initiatives to achieve them along with their role in health promotion are discussed for application across the lifespan. Pharmacological and other interventions are correlated with the underlying pathologic processes responsible for each health pattern. Prerequisites: admission to RN/BSN program. 3 credits.

NUR 459 — Leadership and Management in Contemporary Nursing Practice
Principles of leadership, management, and health care policy. Focusing on concepts of effective leadership and management, organizational structure, and policy factors which influence decision-making. The quality and fiscal management concepts related to professional nursing practice are also studied. Prerequisites: admission to RN/BSN Program. 4 credits.

NUR 460 — Advanced Concepts in Nursing I
This course focuses on the essential elements of professional nursing practice and on issues related to nursing as an evolving profession. Topics such as leadership, autonomy, change theory, adult learning, research and communication are discussed and related to nursing practice. Nursing theories/models and their application to practice will also be discussed. Prerequisite: acceptance into RN-BSN Program and completion of all prerequisites to nursing. 3 credits.

NUR 462 — Health Assessment for RN-BSN Students
This nursing assessment course is designed to prepare the Registered Nurse student with the theoretical knowledge and skills necessary to perform a comprehensive health assessment. The course focuses on history taking, interviewing, and assessment techniques with respect to both health and illness needs of clients. Students have the opportunity for laboratory practice as well as the opportunity to apply these skills in the community setting. Prerequisite: acceptance into the RN-BSN Program and completion of all prerequisites to nursing. 4 credits.

NUR 463 — Concepts of Community Health Nursing
This course focuses on community health nursing practice. It includes discussion of individuals, families, and communities. The nursing process focuses on health promotion, health teaching, leadership, nursing theory, and the implications of nursing research. Prerequisites: NUR 304 or 426. 4 credits.

NUR 467 — Care Across the Continuum for Special Populations
Vulnerable populations are those with increased risk to develop poor health outcomes such as those experiencing homelessness, violence, or compromised medical conditions. Exploration of the role of the nurse as advocate, educator, case manager, collaborator, and health care partner to achieve mutually satisfactory outcomes for vulnerable clients. Prerequisite: NUR 460. 3 credits.

NUR 481 — Independent Study in Nursing
Prerequisite: NUR 317. 3 credits.

NUR 495 — Departmental Honors
Prerequisite: departmental permission. 3 credits.

NUR 497 — Practicum in Inpatient Services
Concentrated experience for students to apply theoretical, conceptual, and skill learning in a structured clinical environment under the supervision of a Registered Nurse. Prerequisites: Successful completion of all 300 level nursing courses. 3 credits.

NUR 498 — Advanced Special Topics in Health Care
Advanced exploration of current developments, issues, and trends in the field of health care. Prerequisite: acceptance into the NUR major. 1-3 credits.

PUBLIC HEALTH

William Faraclas
CHAIRPERSON

MAJOR PROGRAM IN PUBLIC HEALTH
Public health is a dynamic field concerned with the promotion of well-being, prevention of disease and disability, and the enhancement of quality of life. The B.S. degree program in public health—one of the few of its kind in this country—provides the knowledge and skills necessary for effective practice in public and private settings. The program consists of a 27-credit core curriculum, a 15-credit specialization, and 6 credits of professional experience. University and academic distribution requirements total 46-49 credits. The remaining 24-27 credits are for free electives. Majors are encouraged to develop a minor in an academic area which complements the public health major.

Core Curriculum for Majors
All public health majors complete the following 9 courses (27 credits):

- PCH 202 — Introduction to Public Health
- PCH 242 — Introduction to Epidemiology
- PCH 275 — Public Health Education
- PCH 340 — Public Health Research
- PCH 351 — Health in Society
- PCH 358 — Health Policy
- PCH 359 — Environmental Health
- PCH 362 — Public Health Management
- PCH 365 — Illness and Disease

Professional Experience
All public health majors complete a 6-credit internship in a public or private agency (PCH 497 Public Health Internship).

MAJOR CONCENTRATION IN PUBLIC HEALTH
Every public health major completes a concentration in one of two areas: environmental health or health promotion. The concentration accounts for 15 credits of the public health major requirements.

CONCENTRATION IN ENVIRONMENTAL HEALTH
Environmental health is an exciting and important area of practice within the field of public health. Public health majors who wish to prepare themselves for careers in this area elect an environmental health concentration. Coursework...
addresses current and on-going issues of environmental concern, regulation and public responsibility, the traditional role of the sanitarian and expanded responsibilities of public health specialists in environmental health. A strong emphasis is placed on the importance of primary prevention as a central strategy for health promotion in the challenging field of environmental health.

To complete the 15-credit concentration in environmental health, public health majors take the following courses:

**Required (12 credits):**
- PCH 440 — Food Hygiene
- PCH 441 — Water Supply and Wastewater Treatment
- PCH 442 — Solid and Hazardous Waste Management
- PCH 443 — Topics in Environmental Health

**Select one of the following (3 credits):**
- BIO 210 — Environmental Biology and Conservation
- CHE 125 — Applications of Inorganic, Organic, and Biochemistry
- CHE 340 — Environmental Chemistry
- ENV 300 — Environmental Studies I
- PCH 250 — Occupational Safety and Health
- PCH 444 — Injury Epidemiology and Control
- PCH 480 — Health Law
- PHY 330 — Radioactivity

Prerequisites for PCH 440, 441, 442, 443, and 444 may be waived for those with appropriate experience in the field of public health.

**CONCENTRATION IN HEALTH PROMOTION**

Ecological perspectives and approaches have become dominant ideologies in public health. As such, the importance of health promotion, as a comprehensive strategy for effecting personal and social change, has increased dramatically. Health promotion programs have become increasingly prevalent in the public and private sectors. This concentration orients students to the theoretical, scientific, ethical, and practical foundations of health promotion, thus preparing them for entry-level positions in community, worksite, and clinic-based health promotion/disease-prevention programs.

**Required (15 credits)**
- PCH 430 — Health Promotion Priorities
- PCH 431 — Health Promotion Interventions (6 credits)
- PCH 432 — Health Promotion Planning and Evaluation (6 credits)

**SPECIAL REQUIREMENTS**

Public health majors must take PCH 201 to fulfill the University health requirement, and MAT 107 to fulfill the mathematics requirement. In addition, public health majors must take BIO 111 as an academic distribution requirement. Majors with a concentration in environmental health also must complete BIO 120.

**DEPARTMENTAL ACADEMIC STANDARDS FOR MAJORS**

Public health majors must achieve a grade of "C" or higher in a required major course for it to be accepted toward fulfilling graduation requirements. Students with a grade of "C-" or lower in a required major course will have to retake the course. Only two attempts are afforded a student to achieve the grade of "C" or higher, excluding all forms of withdrawal. Failure to achieve a grade of "C" or higher after two attempts will result in the student's dismissal from the public health major program. Only public health courses with a grade of "C" or better will be accepted as prerequisites for succeeding major courses.

**MINORS**

The Department of Public Health offers five unique minors. Students who complete an 18-credit minor in the Department of Public Health shall have the University health requirement waived automatically.

**MINOR IN HEALTH IN SOCIETY**

This minor, consisting of 18 credits, addresses the social and cultural aspects of public health. It is intended for students with an interest in sociological, cultural, and cross-cultural analysis of health behavior as well as the institutional and political parameters of health systems.

**Required (12 credits)**
- PCH 202 — Introduction to Public Health
- PCH 351 — Health in Society
- PCH 352 — Health, Disease and Culture
- PCH 353 — World Health

**Electives (Select 6 credits)**
- PCH 242 — Introduction to Epidemiology
- PCH 350 — Women's Health Consciousness
- PCH 358 — Health Policy
- PCH 359 — Environmental Health
- PCH 365 — Illness and Disease

**MINOR IN WELLNESS**

The 18-credit wellness minor addresses personal behaviors and environmental conditions that affect the quality of personal and public health. It is intended to increase the capacity of the individual to adopt health-benefiting behaviors and lifestyles.

**Required (3 credits)**
- PCH 201 — Wellness

**Electives (Select 15 credits)**
- PCH 200 — Introduction to Nutrition
- PCH 204 — Food Selection and Preparation
- PCH 270 — Stress Management and Health Promotion
- PCH 280 — Human Sexuality
- PCH 350 — Women's Health Consciousness
- PCH 365 — Illness and Disease
- PCH 450 — Death, Dying, and Bereavement

**MINOR IN HEALTH SERVICES ADMINISTRATION**

This minor, consisting of 18 credits, addresses the role of management as it affects the nature and quality of health services delivery. It is intended for potential administrators both in and allied to the broad field of health.

**Required (9 credits)**
- PCH 202 — Introduction to Public Health
- PCH 358 — Health Policy
- PCH 362 — Public Health Management
MINOR IN NUTRITION
This minor, consisting of 18 credits, is intended to provide the student with a background in nutrition for personal and community application.

Required (3 credits)
PCH 200 — Introduction to Nutrition

Electives (Select 15 credits)
PCH 204 — Food Selection and Preparation
PCH 205 — Principles of Meal Management
PCH 300 — Food Science
PCH 306 — Diet and Nutritional Therapy
PCH 360 — Community Nutrition
PCH 425 — Nutrition Ecology
PCH 440 — Food Hygiene
EXS 301 — Exercise and Nutrition

MINOR IN PUBLIC HEALTH
This minor, consisting of 18 credits, focuses on the nature and role of the public health model as it affects health and disease. It provides knowledge and skills for those students in business administration, economics, nursing, the sciences, and other disciplines who see themselves as having professional involvement in public health issues.

Required (9 credits)
PCH 202 — Introduction to Public Health
PCH 242 — Introduction to Epidemiology
PCH 358 — Health Policy

Electives (Select 9 credits)
IDS 310 — Community Mental Health
PCH 275 — Public Health Education
PCH 351 — Health in Society
PCH 356 — Maternal Child Care
PCH 359 — Environmental Health
PCH 362 — Public Health Management
PCH 365 — Illness and Disease
PCH 480 — Health Law
PHI 325 — Bio-Ethics of the Life Sciences

PUBLIC HEALTH COURSES

PCH 100 — Introduction to Wellness
Overview of attitudes, behaviors, and lifestyles that can foster personal well-being. 1 credit.

PCH 200 — Introduction to Nutrition
Basics of nutrition; significance of nutrition to the quality and length of individual human life. 3 credits.

PCH 201 — Wellness
Study of health issues designed for adults desiring to become more self-directed in establishing and maintaining health behaviors and lifestyles. 3 credits.

PCH 202 — Introduction to Public Health
Overview of the field of public health; historical context; current issues; trends and practices; goals, roles and methods of practitioners; principles for professional application. 3 credits.

PCH 204 — Food Selection and Preparation
Factors contributing to optimal nutritional use of foods. Food preparation demonstrations. 3 credits.

PCH 205 — Principles of Meal Management
Factors and problems in the application of delivering institutional and commercial food services, including budgeting, purchasing, safety, energy conservation, personnel, and menu planning for various occasions and settings. 3 credits.

PCH 242 — Introduction to Epidemiology
Principles underlying the measurement of health and illness in humans. Survey of methods and techniques used by the epidemiologist investigating the distribution and causes of disease. Prerequisites: MAT 107 and C or better in PCH 202. 3 credits.

PCH 250 — Occupational Safety and Health
Principles of creating, maintaining and monitoring a healthful and accident-free work environment. Laws, regulations and enforcement policies, economic and health impact. 3 credits.

PCH 270 — Stress Management and Health Promotion
Interaction between stress and health, identification of sources of stress and methods to control, development of stress-management skills. 3 credits.

PCH 275 — Public Health Education
Role in public health; nature, scope, and foundations; intervention priorities and strategies. 3 credits.

PCH 280 — Human Sexuality
Exploration of the biological, psychological, sociological and philosophical aspects of human sexuality. Experience in therapeutic effects of dialogue about sex and values. 3 credits.

PCH 298 — Special Topics in Public Health
Examination of developments, issues, and/or creative work in the field of public health. 3 credits.

PCH 300 — Food Science
In-depth analysis of human nutritional requirements and the nutritional properties of food; controversies in nutrition addressed. Prerequisite: PCH 200. 3 credits.

PCH 306 — Diet and Nutritional Therapy
Exploring and exposing fact and fiction in nutritional and dietary responses to various major and minor disorders. 3 credits.

PCH 340 — Public Health Research
Introduction to the methods essential for planning, conducting and evaluating research in the health field. Written class projects and an individual research project are required. Prerequisites: C or better in PCH 202. 3 credits.

PCH 349 — Men's Health
Contemporary issues related to men's health are presented, along with specific strategies for maintaining health in contemporary society. Topics relating to men's health throughout the life-cycle are explored. 3 credits.

PCH 350 — Women's Health Consciousness: Ages 18-40
Exploration of health issues specifically related to women aged 18-40: fertility control and behavior, alternatives in childbirth, and medical self-care. 3 credits.

PCH 351 — Health in Society
Role in public health; nature, scope, and foundations; in therapeutic effects of dialogue about sex and values. 3 credits.

PCH 355 — Health Law
In-depth analysis of human nutritional requirements and the nutritional properties of food; controversies in nutrition addressed. Prerequisite: PCH 200. 3 credits.

PCH 357 — Maternal Child Care
Principles of creating, maintaining and monitoring a healthful and accident-free work environment. Laws, regulations and enforcement policies, economic and health impact. 3 credits.

PCH 360 — Community Nutrition
Interaction between stress and health, identification of sources of stress and methods to control, development of stress-management skills. 3 credits.

PCH 361 — Illness and Disease
Principles underlying the measurement of health and illness in humans. Survey of methods and techniques used by the epidemiologist investigating the distribution and causes of disease. Prerequisites: MAT 107 and C or better in PCH 202. 3 credits.

PCH 362 — Public Health Management
Role in public health; nature, scope, and foundations; in therapeutic effects of dialogue about sex and values. 3 credits.

PCH 365 — Illness and Disease
Principles underlying the measurement of health and illness in humans. Survey of methods and techniques used by the epidemiologist investigating the distribution and causes of disease. Prerequisites: MAT 107 and C or better in PCH 202. 3 credits.

PCH 366 — Epidemiology
In-depth analysis of human nutritional requirements and the nutritional properties of food; controversies in nutrition addressed. Prerequisite: PCH 200. 3 credits.

PCH 367 — Diet and Nutritional Therapy
Exploring and exposing fact and fiction in nutritional and dietary responses to various major and minor disorders. 3 credits.

PCH 368 — Public Health Research
Introduction to the methods essential for planning, conducting and evaluating research in the health field. Written class projects and an individual research project are required. Prerequisites: C or better in PCH 202. 3 credits.

PCH 369 — Men's Health
Contemporary issues related to men's health are presented, along with specific strategies for maintaining health in contemporary society. Topics relating to men's health throughout the life-cycle are explored. 3 credits.

PCH 370 — Women's Health Consciousness: Ages 18-40
Exploration of health issues specifically related to women aged 18-40: fertility control and behavior, alternatives in childbirth, and medical self-care. 3 credits.

PCH 371 — Public Health Education
Role in public health; nature, scope, and foundations; in therapeutic effects of dialogue about sex and values. 3 credits.

PCH 372 — Public Health Research
Introduction to the methods essential for planning, conducting and evaluating research in the health field. Written class projects and an individual research project are required. Prerequisites: C or better in PCH 202. 3 credits.

PCH 373 — Men's Health
Contemporary issues related to men's health are presented, along with specific strategies for maintaining health in contemporary society. Topics relating to men's health throughout the life-cycle are explored. 3 credits.

PCH 374 — Women's Health Consciousness: Ages 18-40
Exploration of health issues specifically related to women aged 18-40: fertility control and behavior, alternatives in childbirth, and medical self-care. 3 credits.
PCH 202 — PCH 202. 3 credits.

PCH 359 — World Health
A study of the current health status and health manpower in major nations of the world. Prerequisite: junior status 3 credits.

PCH 355 — Health Counseling
The role of counseling in the health field. Development of interpersonal skills for professional application. 3 credits.

PCH 444 — Injury Epidemiology and Control
Causes, control strategies and public policy concerning injury and trauma. Prerequisites: BIO 120, “C” or better in PCH 202 and 359. 3 credits.

PCH 442 — Solid and Hazardous Waste Management
Analysis of environmental health parameters involving solid and hazardous waste and vector control. Prerequisites: BIO 120, “C” or better in PCH 202 and 359. 3 credits.

PCH 359 — Environmental Health
Overview of the interdependency and interrelationship of the major environmental stressors and their impact on the health and well-being of human populations. 3 credits.

PCH 350 — Public Health Management
Management of public health services, organizations, resources, and personnel in the United States; theories and practices. Prerequisites: C or better in PCH 202. 3 credits.

PCH 431 — Health Promotion Planning and Evaluation
Development of skills of assessment, planning, implementation, and evaluation of health promotion interventions. Prerequisite: “C” or better in PCH 202 and 275. 6 credits.

PCH 365 — Environmental Health
Analysis of contemporary environmental health issues. Topics shall include air pollution, radiation, institutional health, health aspects of shelter, noise pollution and other current topics. Prerequisites: “C” or better in PCH 202 and 359. 3 credits.

PCH 444 — Injury Epidemiology and Control
Causes, control strategies and public policy concerning injury and trauma. Prerequisites: BIO 120, “C” or better in PCH 202 and 359. 3 credits.

PCH 450 — Death, Dying, and Bereavement
Understanding death in our culture and social and personal mechanisms for responding to death, dying and bereavement. 3 credits.

PCH 480 — Health Law
Examination of the interactions among individual health behavior, provisions for the public’s health, and the law. 3 credits.

PCH 481 — Studies in Current Health Problems
Application of public health principles and exposure to the health field through problem-solving experience. Required seminar. Prerequisite: departmental permission. 6 credits.

PCH 490 — Health Studies Abroad
Study of health status, health care delivery, epidemiology, diseases, and nutrition in a selected culture. Visits to local health facilities and interaction with natives complement lectures and observation. Prerequisite: departmental permission. 6 credits.

PCH 492 — Health and the Aged
The aging process and related problems with special emphasis on the physical and mental health factors of aging and the kinds of treatment available. The role of the family, law, and government also is covered. 3 credits.

PCH 495 — Departmental Honors
Faculty-supervised, independent conduct of an honors thesis. Prerequisite: departmental permission. 3 credits.
RECREATION AND LEISURE STUDIES

Robert Cipriano  
CHAIRPERSON

MAJOR PROGRAM

The undergraduate curriculum is designed to provide the student with a broad foundation of professional preparation in recreation and parks. Recognition is given to the great diversity of recreation, leisure, and park positions by providing emphasis in professional areas through which the student may obtain orientation to specific careers. These areas of concentration are: outdoor recreation, therapeutic recreation, and community recreation.

The professional emphasis focuses on planning, leading, administering and evaluating in a variety of settings and program fields. A minimum of 124 credits is required for graduation. The choice of electives is made for the individual needs of students.

General education requirements total 40 credits. Academic distribution requirements total 12 credits and 15-24 credits are allocated for electives. Professional and specialized content comprises 48 credits of which 9 credits are allotted to field experience.

Students interested in pursuing career options in therapeutic recreation may elect that emphasis area in order to facilitate their eligibility for certification as a therapeutic recreation specialist by the National Council for Therapeutic Recreation Certification (NCTRC). This area of emphasis includes successful completion of REC 230, REC 331, REC 391, and REC 431 as well as an approved field experience in therapeutic recreation (REC 433). These credits may be taken as part of the 124-credit program.

Any student majoring in recreation receiving a grade of “C” or lower in any recreation course must repeat that course within two semesters. Students receiving grades of “C” or lower in more than one recreation course may be dismissed within two semesters. Students receiving grades of “C” or lower in any recreation course must repeat that course.

FRESHMAN YEAR  31 Credits

Composition ............................................................ 3-6
Foreign Language ......................................................... 3
Zoology/Biology ........................................................... 3
Social Sciences A .......................................................... 3
Communication .......................................................... 3
General Health .......................................................... 3
Introduction to Recreation and Leisure ......................... 3
Leadership Development ............................................ 3
Physical Education ..................................................... 1
Electives .................................................................... 0-3

SOPHOMORE YEAR  30 Credits

Literature ..................................................................... 3
Mathematics .................................................................. 3
Survey of Anatomy and Physiology ............................... 3
Fine Arts ..................................................................... 3
Challenge of Chemistry ................................................. 3
Cognate Selection .......................................................... 3
Cognate Selection .......................................................... 3
Cognate Selection .......................................................... 3
Methods and Materials .................................................. 3
Introduction to Therapeutic Recreation ............................ 3

JUNIOR YEAR  30 Credits

Cognate Selection .......................................................... 3
American Political Foundations ..................................... 3
Philosophy ................................................................... 3
Recreation and Park Programs ....................................... 3
Recreation and Park Areas ............................................. 3
Internship I .................................................................... 3
Electives .................................................................... 9-12

SENIOR YEAR  30 Credits

History of Western Civilization ..................................... 3
Organ. and Admin. of Leisure ........................................ 3
Senior Research Methods ............................................. 3
Philosophy of Recreation and Leisure ............................ 3
Risk Management .......................................................... 3
Electives .................................................................... 9

RECREATION COURSES

REC 100 — Introduction to Recreation and Leisure  
Orientation to the myriad of careers in parks and recreation. On-the-job observation, work experience, and evaluation in pertinent recreation agencies. Field trips required. 3 credits.

REC 105 — Recreation and Lifetime Skills  
Stress is on increasing knowledge and performance in the outdoor recreation activities. Includes casting and angling, shooting sports, sailing, canoeing, power boating, snow skiing, hiking, bicycling and scuba diving. Can be used as one course for University Requirement in exercise science. 1 credit.

REC 120 — Leadership Development  
Exploration of concepts of leadership leading to the acquisition of skills useful in developing and directing recreation and leisure services to meet the needs of service participants. Leadership theories, styles, methods, and techniques are analyzed. 3 credits.
**REC 207 — Adapting Recreational Games and Activities**

Explores the myriad of recreational activities that can be utilized in educational and community settings. Prerequisite: REC 200 or 201. Field trips required. 3 credits.

**REC 210 — Methods and Materials**

Explores methods of organizing and delivering services through the use of marketing techniques and special population needs. Field trips required. Prerequisite: REC 200 or 201. 3 credits.

**REC 230 — Introduction to Therapeutic Recreation Service**

Principles of planning and the procedures and techniques used specifically for the development and delivery of therapeutic recreation services for individuals with disabilities. 3 credits.

**REC 241 — Introduction to Outdoor Recreation**

Principles of planning, leading, and evaluating therapeutic interventions. Focus is on identifying and applying the principles of therapeutic recreation services for individuals with disabilities. Field trips required. 3 credits.

**REC 261 — Travel and Tourism: Principles and Practices**

A field-oriented course that involves study of local flora and fauna with emphasis on the use of this knowledge in nature recreation programs. Field trips required. Prerequisite: REC 241, 3 credits.

**REC 300 — Practicum I**

Supervised practicum of 420 hours in a professional setting with emphasis on supervisory teaching, or program leadership in various laboratory settings relating to outdoor, community, rehabilitative, or non-profit recreation programs. Scheduled in junior year. Prerequisite: REC 300 or 301 and departmental permission. 3 credits.

**REC 301 — Internship I**

Supervised eight-week internship. 320 hours in a professional setting relating to outdoor, community, and therapeutic recreation programs. Scheduled in junior year. Prerequisite: REC 300 or 301 and departmental permission. 3 credits.

**REC 307 — Disabilities in Society**

Supervised practicum over a 1-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 320 — Recreation and Park Programs**

Principles of planning and the procedures and techniques used for the development and delivery of recreation programs and leisure services. Field trips required. Prerequisite: REC 120 and 210. 3 credits.

**REC 321 — Programming in Community Recreation**

Supervised 320-hour practicum over an eight-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 322 — Organization and Administration of Leisure**

Supervised 480-hour practicum over a 12-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 331 — Programming Therapeutic Recreation Service**

Supervised 480-hour practicum over a 12-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 332 — Programming in Community Recreation**

Supervised 320-hour practicum over an eight-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 340 — Internship II**

Supervised 480-hour practicum over a 12-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 350 — Recreation and Park Areas**

Supervised 480-hour practicum over a 12-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 351 — Interventions and Facilitation Techniques in Therapeutic Recreation**

Supervised 480-hour practicum over a 12-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 352 — Programming in Community Recreation**

Supervised 320-hour practicum over an eight-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 361 — Commercial Recreation**

Supervised 480-hour practicum over a 12-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 371 — Nature Recreation II**

Supervised 480-hour practicum over a 12-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 380 — Practicum II**

Supervised 320-hour practicum over an eight-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 381 — Interventions and Facilitation Techniques in Therapeutic Recreation**

Supervised 320-hour practicum over an eight-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 391 — Interventions and Facilitation Techniques in Therapeutic Recreation**

Supervised 320-hour practicum over an eight-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 400 — Internship II**

Supervised 320-hour practicum over an eight-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 401 — Practicum II**

Supervised 320-hour practicum over an eight-week period in a professional setting. Emphasis on programming, mid-management, and administration and supervisory skills in various laboratory settings related to community, outdoor recreation, and parks. Scheduled in senior year. Prerequisite: REC 300 or 301 and departmental permission. 6 credits.

**REC 410 — Organization and Administration of Leisure**

Entry-level practitioners are provided with understanding of basic principles of administration and management and their application to delivery of services. Administrative duties at all levels of service will be analyzed. Prerequisite: REC 320. 3 credits.
REC 431 — Current Practices in Therapeutic Recreation
Examination of therapeutic recreation and its role within the rehabilitation process. Focus includes behavioral intervention techniques, quality improvement systems, and current issues facing therapeutic recreation practices. Prerequisite: REC 230. 3 credits.

REC 433 — Field Experience in Therapeutic Recreation
Supervised 480 hours practicum over a 12-week period in a therapeutic recreation setting under the direction of a certified therapeutic specialist. Emphasis upon leadership, documentation, and programming. Prerequisites: REC 300 or 301, 331, and departmental permission. 6 credits.

REC 455 — Organization and Administration of Community Recreation Programs
Knowledge of planning, organizing and administering a cooperative, coordinated and integrated program of community athletics and sports for public, voluntary, private, civic, religious and industrial organizations. Students are required to become actively involved in ongoing programs. Prerequisite: REC 420. 3 credits.

REC 456 — Recreation Voluntary Youth Serving Agencies
Explores the philosophy and objectives of the voluntary youth serving agencies in the community. Techniques for developing recreation activities and programs as well as the solution of operational problems are considered. Field trips required. Prerequisite: REC 420. 3 credits.

REC 457 — Risk Management for Leisure Services
An examination of topics and principles related to the legal environment of leisure service agencies. Field trips required. Prerequisite: departmental permission. 3 credits.

REC 458 — Administration of Outdoor Recreation Programs
A study of administration-related aspects of outdoor recreation programs: planning, supervision, risk assessment, human resources, and program evaluation. Field trips required. Prerequisite: REC 241 or departmental permission. 3 credits.

REC 461 — Seminar in Commercial Recreation
A synthesis of the components of commercial recreation with emphasis upon the conceptualization of commercial recreation, its relationship to social, economic, and demographic factors and business principles. Prerequisite: REC 420 or departmental permission. 3 credits.

REC 470 — Senior Research Methods
Basic principles of research, with specific characteristics and tools related to types of research germane to recreation and leisure services. Prerequisite: departmental permission. 3 credits.

REC 480 — Philosophy of Recreation and Leisure
This course is designed to give in-depth philosophical insights into fundamental concepts, values and functions of leisure and recreation as a human experience and a community service. Prerequisite: REC 300 and departmental permission. 3 credits.

REC 491 — Mobile Recreation Workshop
Theory and field experience in establishing, administering and operating mobile recreation units. Prerequisite: REC 320 or departmental permission. 3 credits.

REC 493 — Recreation Experimental Laboratory
Examination and experimentation of concepts, activities, programs and equipment in the recreation field. Prerequisite: REC 320 or departmental permission. 3 credits.

SOCIAL WORK

Todd Rofuth
DEPARTMENT CHAIRPERSON

MAJOR PROGRAM IN SOCIAL WORK

Social work has been designated as a growth profession for the coming century. The social work program prepares students for beginning generalist practice and for graduate degree programs. Students are eligible for membership in the National Association of Social Workers.

A course of study in social work includes 42 credits of specialized theoretical knowledge with concurrent field practica courses in the department, 41 credits of University Requirements, 24 credits of social work cognates, and 15 credits of free elective. This program draws heavily upon the behavioral sciences and the liberal arts. The student has the option to apply University Requirements, academic distribution, and free electives for a major or minor concentration in the fields of sociology-anthropology, psychology, economics, Spanish, and urban studies or other disciplines.

Freshmen, sophomores, and transfer students must consult with their social work adviser when registering for classes in order to ensure that they fulfill prerequisite and recommended liberal arts courses.

FRESHMAN YEAR 31 Credits
Communication.................................................. 6
Biology .............................................................. 3
Mathematics (Elementary Statistics) ...................... 3
Cultural Anthropology ........................................ 3
Physical Education ............................................. 3
Fine Arts History ............................................... 3
Social Problems in U.S. or Urban Community .......... 3
Intro to Psychology .......................................... 3
Electives ....................................................... 3

SOPHOMORE YEAR 31 Credits
Economics ....................................................... 3
Natural Sciences, Group B .................................... 3
American Political Foundations .......................... 3
Developmental Psychology ............................... 3
Health ............................................................ 3
Personality ....................................................... 3
Intro. To Helping Professions ............................. 3
Minorities in U.S. or Intergroup Relations .............. 3
Electives ....................................................... 3

JUNIOR YEAR 30 Credits
Abnormal Psychology ........................................ 3
Social Welfare Institutions .................................. 3
Human Behavior and Social Environ. I, II .......... 3
Methods of Intervention I, III ............................ 6
Social Work Interviewing Skills ........................ 3
Computer Science .......................................... 3
Electives ....................................................... 6

2007-08 Undergraduate Catalog

Southern Connecticut State University
Pre-advisement is available to students currently enrolled in two-year institutions who are interested in transferring to the bachelor's degree program in social work. These students should make an appointment with the B.S.W. program coordinator.

**Admission and Continuation in the Social Work Program**

In order to be considered for provisional admission to the program at the junior level, a student must meet the following requirements:

- acceptance by the University;
- submission of an application to the Social Work Department;
- completion of a minimum 42 credits at the time of application;
- completion of a minimum 57 credits at the end of the sophomore year, including MAT 107 and ENG 112;
- completion of SWK 200 with a minimum grade of "B"; and
- overall GPA of 2.5.

In June, students accepted during the provisional phase will receive a letter confirming their admission after they meet the minimum criteria of 57 credits and a grade of “B” in SWK 200.

Continuation in the program is dependent upon satisfactory academic and professional performance. The minimum criteria for continuation includes a GPA of 2.5 overall, a GPA of 2.75 in social work courses, satisfactory field education practica evaluations, and a minimum of a C grade in field practice seminars.

If, in the professional judgment of the faculty, a student demonstrates practices that are harmful to clients, unethical, or unprofessional behavior, he or she will be placed on probation or requested to withdraw from the program.

The Social Work program is fully accredited by the Council on Social Work Education.

**Social Work Courses**

**SWK 200 — Introduction to the Helping Professions**

Students learn the nature and practice of social work and related helping professions and their relevance to today's social issues and concerns. Students develop beginning skills in interpersonal communication, utilizing self-awareness and problem solving techniques in understanding and helping others. Course includes weekly seminar and 30 hours of community service. Course is required for all social work majors. 3 credits.

**SWK 320 — Human Behavior and the Social Environment I**

Application of a social systems framework to identify and understand the relationships between such variables as race, culture, ethnicity, sex, and class, and their impact on human behavior. Prerequisite: SWK major. 3 credits.

**SWK 321 — Human Behavior and the Social Environment II**

Study of families, groups, communities, and organizations from social systems framework, and how they interact with variables such as race, culture, ethnicity, sex, and class. Prerequisite: SWK major. 3 credits.

**SWK 330 — Social Welfare Institutions and Policies I**

Theoretical and philosophical foundations of the social work profession focusing on the social, cultural, political, economic, and historical factors of social welfare services in the United States. The community survey method is used in applying these concepts. Prerequisite: SWK major. 3 credits.

**SWK 350 — Social Work Research Methods**

Introduction to the methods for conducting practice evaluation in social work. Written class projects based on agency practice are required. Prerequisite: SWK major. 3 credits.

**SWK 376 — Methods of Intervention I**

Theories, principles, tasks and skills of the generic helping process in social work practice. It introduces the student to the assessment, planning, intervention and interviewing processes as applied to individuals and families. Prerequisite: SWK major. 3 credits.

**SWK 377 — Methods of Intervention II**

Group processes and structures; generic method applied to groups as client, target and action systems; professional teamwork; phases of group development and worker roles, tasks and direct/indirect interventions. Prerequisite: SWK major. 3 credits.

**SWK 378 — Methods of Intervention III**

Analysis of methods and skills underlying generalist social work practice in larger settings, focusing on organizations and communities. Emphasis is on the development of beginning competence in intervention methods with formal/informal organizations and communities. Prerequisite: SWK major. 3 credits.

**SWK 390 — Social Work Interviewing Skills**

A study of the communication skills used in the professional helping process. Focus is on the deliberate selection and application of interpersonal skills for relationship building, assessment, planning, intervention, evaluation and termination. Students practice and evaluate their skills using specific client/worker situations in order to develop a beginning competency level. Prerequisite: SWK major. 3 credits.

**SWK 430 — Social Welfare Institutions and Policies II**

Study of social welfare policies and programs as a means to bring about social change. Prerequisite: SWK major. 3 credits.

**SWK 490 — Field Practice: Seminar I**

The student assumes progressive responsibility for professional practice and is expected to function at a higher level of professional competence and more autonomously. Concurrent with 16 hours of weekly field practice in a social agency. Prerequisite: SWK major. 6 credits.

**SWK 491 — Field Practice Seminar II**

Concurrent with 16 hours of weekly field practice in the SWK 490 social agency. Prerequisite: SWK major. Prerequisite: SWK 490. 6 credits.

**SWK 495 — Departmental Honors**

Prerequisite: departmental permission. 3 credits.

**SWK 499 — Independent Study**

Prerequisite: departmental permission. 1-3 credits.
The mission of the School of Graduate Studies is to articulate and promote a vision of academic excellence for all post-baccalaureate education at Southern Connecticut State University through the highest quality of teaching, research, and service. This mission is consonant with the mission and strategic objective of the University as stated in its Strategic Plan. Specifically, the School of Graduate Studies seeks:

— to articulate a vision of excellence for the graduate community of scholars, researchers, and students;
— to provide quality control over all aspects of graduate education;
— to maintain equity across all academic disciplines; and
— to serve as a strong advocate for all aspects of graduate education.

Southern Connecticut State University offers graduate programs for the Master of Arts, Master of Science, Master of Science in Nursing, Master of Library Science, Master of Business Administration, Master of Public Health, Master of Social Work, Master of Family Therapy, the Sixth-Year Professional Diploma, and the Doctoral Degree in Educational Leadership.

Admission requirements are described in detail in the Graduate Catalog available through the School of Graduate Studies, Engleman Hall B110, (203) 392-5240. The Graduate School Web site, which provides detailed information including the graduate catalog, can be accessed at www.SouthernCT.edu/grad/ Applications are also accepted online.

Applicants are urged to submit the completed application and credentials well in advance of the semester for which they seek admission. Although the School of Graduate Studies has a rolling admission process for the fall and spring terms, a number of departments have established application deadlines (refer to section on Programs, Courses, and Faculty in the School of Graduate Studies catalog). 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 nine months from receipt of application to admission.

SENIORS GRANTED EARLY ACCEPTANCE TO GRADUATE SCHOOL

A limited number of graduating seniors may be granted early acceptance to the School of Graduate Studies. Early acceptance requires a minimum overall grade point average (GPA) 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 Graduate School prior to the beginning of the first semester of graduate enrollment.

GRADUATE COURSES FOR UNDERGRADUATE STUDENTS

A senior in good standing, with at least a 3.0 GPA, may take graduate courses for graduate credit to meet undergraduate requirements with the presentation of a completed Petition for Irregular Schedule. The petition must have a signature of the student’s adviser before it is presented to the Dean of the School of Graduate Studies for approval. No more than nine credits 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.

MASTER’S DEGREE AND CERTIFICATION PROGRAMS

Art Education, MS, Certification
Bilingual Education/TESL, MS
Biological Science, MS, Certification
Business Administration, MBA
Chemistry, MS, Certification
Communication Disorders, MS, Certification
Computer Science, MS
Counseling, MS, Certification
Elementary Education, MS, Certification
English, MS, Certification, MA
Environmental Education, MS
Exercise Science, MS, Certification
History, MS, Certification, MA
Instructional Media and Technology, MS
Library Science/Library Information, Certification, MLS
Marriage and Family Therapy, MFT
Mathematics, MS, Certification
Nursing, MSN
Political Science, MS
Psychology, MA
Public Health, MPH
Reading, MS, Certification
Recreation and Leisure Studies, MS
Research, Statistics, and Measurement, MS
School Health Education, MS, Certification
School Psychology, MS
Science Education, MS
Social Work, MSW
Sociology, MS
Special Education, MS, Certification
Urban Studies, MS
Women's Studies, MA

SIXTH YEAR PROFESSIONAL DIPLOMA
  Counseling
  Educational Foundations
  Educational Leadership, Certification
  Elementary Education Classroom Specialist
  Library Science/Library Information
  Reading
  School Psychology, Certification
  Science Education (ISIS)
  Special Education

DOCTORAL DEGREE
  Educational Leadership, EdD
FACULTY EMERITI

ABERNETHY, BARBARA (1956-1980), Associate Professor Emeritus of Health and Physical Education; B.S., Arnold College; M.A., Fairfield University, Sixth Year Diploma, Springfield College

ADRIAN, HENRY W. (1957-1978), Associate Professor Emeritus of Social Science; B.A., Marietta College; M.A., J.D., Columbia University

AFFINITO, MONA GUSTAFSON (1963-1987), Professor Emeritus of Psychology; B.A., Connecticut College for Women; M.A., Ph.D., Boston University

AGLI, JAMES J. (1969-2003), Professor Emeritus of Physical Education; B.S., Southern Connecticut State University; M.SBUNCO, MERLE A., Associate Librarian; B.S., M.L.S., Southern Connecticut State University

ALBA, IMMACULATA M. (1969-1990), Associate Professor Emeritus of Nursing; B.S., M.A., New York University

ALBERETTI, MARY LOU (1977-2003), Professor Emeritus of Art; B.S., Western Connecticut State University; M.S., Southern Connecticut State University; M.F.A., Arizona State University

ALBRECHT, E. LOUISE (1970-1992), Associate Director Emeritus of Intercollegiate Athletics; B.A., M.Ed., Whittier College; Sixth Year Diploma, Southern Connecticut State University

ALLEN, EVALLORENS (1966-1988), Professor Emeritus of Foreign Languages; B.F.A., M.F.A., Ph.D., Yale University

ANDERSON, ALICE SMART (1941-1983), Associate Professor Emeritus of Education; B.A., Southern Connecticut State University; M.Ed., Boston University

ARDOLINO, HARRY (1967-1991), Associate Professor Emeritus of Languages; B.A., Wesleyan University; M.A., Fairfield University

AUDETTE, ANNA HELED (1965-1997), Professor Emeritus of Art; B.A., Smith College; B.F.A., M.F.A., Yale University

AUSMUS, HARRY J. (1965-1997), Professor Emeritus of History; B.A., M.A., East Tennessee State University; B.D., Drew University; Ph.D., Ohio State University

BALDWIN, ALBERTA B. (1971-1980), Librarian Emeritus; B.S., Southern Connecticut State University

BARBARICH, JOAN E. (1976-2003), Professor Emeritus of Exercise Science; B.S., Lock Haven State College; M.Ed., University of Pittsburgh; D.P.E., Springfield College

BARILE, PETER (1987-2003), Professor Emeritus of Education; B.A., M.S., Southern Connecticut State University; Ed.D, New York University

BARONE, ANTHONY J. (1979-2003), Associate Professor Emeritus of Athletics; B.S., M.S., Sixth Year Diploma, University of Bridgeport


BASS, CHESTER F. (1962-1990), Professor Emeritus of Mathematics; B.S., Rensselaer Polytechnic Institute; M.S., State University College of Education at Albany; Professional Diploma, Ed.D., teachers College, Columbia University

BASS, HELEN GENETOS (1962-1995), Professor Emeritus of Mathematics; B.A., Russell Sage College; M.A., State University College of Education at Albany; Ed.D., Teachers College, Columbia University

BENNET, CLAIRE (1969-1992), Associate Librarian Emeritus; B.A., Albertus Magnus College; M.S., Southern Connecticut State University

BLESH, T. ERWIN (1947-1973), Professor Emeritus of Health and Physical Education; B.S., Springfield College; B.A., San Jose State College; M.A., Stanford University; Ph.D., Yale University

BONADIES, ANTHONY (1965-1992), Professor Emeritus of Art; B.S., Southern Connecticut State University; M.A., Teachers College, Columbia University; Professional Diploma, University of Bridgeport

BONESSI, EDWARD W. (1965-1981), Associate Professor Emeritus of Safety Education; B.S., Southern Connecticut State University; M.A., Sixth Year Diploma, New York University

BRENNAN, SHARON (1986-2006), Director Emeritus of Admissions; B.A., Sacred Heart University; M.A., Fairfield University

BRINE, JAMES M. (1970-1992), Professor Emeritus of Counseling and School Psychology; B.S., Holy Cross College; B.S.F.S., Georgetown University; M.Ed., Ed.D, University of Massachusetts

BROWER, IRENE CIOCHINE (1966-1995), Professor Emeritus of Social Work; B.A., Case Western Reserve University; M.S.W., University of Denver; Ph.D., Union for Experimenting Colleges and Universities; C.I.S.W.
BROWN, JAMES D. (1987-1994), Professor Emeritus of Economics and Finance; B.A. Union College, M.S., Ph.D., University of Wisconsin
BROWN, SARA M. (1967-1987), Professor Emeritus of Psychology; B.A., Wellesley College; B.Ed., University of Miami; M.S., Ed.D., University of Pennsylvania
BUCK, DONALD T. (1963-1997), Professor Emeritus of Economics and Finance; B.S., M.A., University of New Hampshire
BUNCO, MERLE A. (1969-2003), Associate Librarian Emeritus; B.S., M.L.S., Southern Connecticut State University
BURBIS, ALFREDA (1973-1992), Associate Professor Emeritus of Nursing; B.S., Boston University School of Nursing; M.A., M.Ed., Ed.D., Teachers College, Columbia University
BURKE, JOHN F. (1959-1983), Professor Emeritus of Psychology; B.A., M.A., University College; Dublin, Ireland; Ph.D., University of Louvain, Belgium
BURNHAM, MARGUERITE PETERSON (1945-1971), Professor Emeritus of Education, and Coordinator Emeritus of Early Childhood Education; A.B., Simpson College; M.A., Ph.D., Teachers College, Columbia University
BUROW, DIETRICH K. (1984-1999), Associate Professor Emeritus of English; B.A., University of Illinois; Ph.D., University of Chicago; M.S., University of Texas; B.S., Cornell University; M.A., M.S., Ed.D., University of Pennsylvania
CARRABBY, JOHN J. (1968-1992), Assistant to the Director Emeritus of Student Center; B.S., Arnold College, B.S., Southern Connecticut State University; M.A., Fairfield University; Sixth Year Diploma, Bridgeport University
CHEETHAM, WALTER E. (1960-1992), Professor Emeritus of Special Education; B.S., Boston University; M.A., Eastern Michigan University; Sixth Year Diploma, University of Hartford
CHERNOFF, SHULAMITH SCHARFSTEIN (1966-1997), Associate Professor Emeritus of Education; B.S., M.A., Teachers College, Columbia University; B.H.L., Teacher’s Institute Jewish Theological Seminary
CHEVRON, VAL (1965-1992), Associate Professor Emeritus of Communication; B.S., M.A., New York University
CLARIE, THOMAS C. (1973-1997), Librarian Emeritus; B.S., College of the Holy Cross; M.S., Southern Connecticut State University; M.A., University of Connecticut
CLARK, JERE W. (1962-1991), Professor Emeritus of Economics & Finance; B.B.A., M.A., University of Georgia; Ph.D., University of Virginia
CLARK, SUSANATKINSON (1970-1997), Associate Professor Emeritus of Social Work; B.A., Hope College; M.S.W., University of Connecticut; M.B.A., University of New Haven; A.C.S.W.
COLLINS, STEPHEN (1962-1990), Professor Emeritus of Biology; B.S., Cornell University; Ph.D., Rutgers University
COMULANE, ANTHONY S. (1967-1997), Associate Professor Emeritus of Psychology; B.A., M.S., Southern Connecticut State College; Ed. D., University of Massachusetts
CONDON, WILLIAM F. (1969-1996), Professor Emeritus of Chemistry; B.A., M.S., Ph.D., Syracuse University
CONWAY, ROGER (1965-2004), Associate Professor Emeritus of Media Studies
COSENZA, BENJAMIN J. (1971-1979), Professor Emeritus of Biology; B.A., University of Connecticut; M.S., University of Vermont; Ph.D., University of Connecticut
COUTURE, ROLAND (1970-1992), Assistant Professor Emeritus of Computer Science; B.S., University of New Hampshire; M.S., Rensselaer Polytechnic Institute
CROWDER, ELIZABETH G. (1969-1987), Associate Professor Emeritus of English; M.A., Trinity College; Ph.D., New York University
DAUGERT, PATRICIA J. (1967-1988), Professor Emeritus of Physical Education; B.S., Bowling Green State University; M.A., Ph.D., University of Michigan.
DeFRANCESCO, RAYMOND (1963-1992), Director Emeritus of Intercollegiate Athletics; B.S., Southern Connecticut State University; M.A., Certificate of Advanced Study, Fairfield University
DiFRANCESCO, NATHAN A. (1967-1997), Director Emeritus of Counseling Services; B.S., Fordham University; M.S., University of Bridgeport; POD.D., Long Island University
DIKRIANIAN, ARMAND (1966-2003), Professor Emeritus, Intercollegiate Athletic; B.S., M.S., University of Bridgeport
DIRUCCIO, LOUISE A. (1949-1982), Director Emeritus of Alumni Affairs; B.S., M.A., Southern Connecticut State University; Sixth Year, Yale University

DISANO, CYNTHIA (1970-2007), Director Emeritus of Student Activities and Special Events; B.A., Rhode Island College; M.A., New York University; Ph.D., University of Connecticut

DONNELLY, MARGARET S. (1927-1972), Assistant Professor Emeritus of Education; B.S., M.A., New York University

DOOB, CHRISTOPHER B. (1970-2005), Professor Emeritus of Sociology; B.A., M.A., Oberlin College, Ph.D., Cornell University

DOWNEY, JEAN (1956-1978), Professor Emeritus of English; B.S., M.A., New York University; Ph.D., University of Ottawa, Canada

DREYER, LOIS (1991-2006), Professor of Reading; B.S., New York University; M.A.(3), Ph.D., Teachers College, Columbia University

DROBNYK, JOHN (1964-2002), Professor Emeritus of Earth Science; B.A., Embry College; M.S., Ph.D., Rutgers University

DRYFOOS, ROBERT J., JR. (1965-1992), Assistant Professor Emeritus of Anthropology; B.A., Michigan State University; M.S., Loyola University

DUFFY, MAXINE WEBBER (1966-1992), Professor Emeritus of Music; Mus.B., M.M., Boston University; Ph.D., University of Michigan

DUMAN, DONALD (1965-1996), Director Emeritus of Computer Center; B.A., St. Vincent College; M.S., University of Illinois

DWORKIN, STEPHEN L. (1974-1997), Associate Professor Emeritus of Psychology; B.A., Ohio State University; M.S.W., Tulane University; A.C.S.W.; Ph.D., University of Connecticut

ECKLUND, CONSTANCE CRYER (1967-2002), Professor Emeritus of Foreign Languages; B.A., Northwestern University; Ph.D., Yale University

EDMONS, EDWIN R. (1966-1997), Associate Professor Emeritus of Sociology; A.B., Morehouse College; St.B., Ph.D., Boston University

EHMER, MARFY N. (1963-1985), Professor Emeritus of Psychology; B.A. Brooklyn College; Ph.D., University of Rochester

EISEN, IRVING (1969-1983), Professor Emeritus of Psychology; B.A., B.S., Ohio State University; M.Ed., Ed.D., Rutgers University


FALLS, SELSA TUCKER (1965-1992), Associate Professor Emeritus of Psychology; B.A., Smith College; M.S., Sixth Year Diploma, Southern Connecticut State University

FAPPiano, EUGENE R. (1967-2003), Associate Professor Emeritus of Sociology; B.A., Fairfield University; M.A., Fordham University; Ph.D., New School for Social Research

FARNHAM, THOMAS J. (1966-1992), Professor Emeritus of History; B.A., Ohio Wesleyan University; M.A., Ph.D., University of North Carolina

FEINBERG, HARVEY M. (1969-2006), Professor Emeritus of History; B.A., Yale University; M.A., American University; Ph.D., Boston University

FELDMAN, STEPHEN J. (1972-2002), Professor of Special Education; B.A., M.S., Southern Connecticut State University; Ed.D., St. John's University

FINEMAN, MARK B. (1970-2003), Professor Emeritus of Psychology; B.A., Temple University; M.A., Ph.D., Yeshiva University

FITZGERALD, LAWRENCE E. (1965-1997), Professor Emeritus of Communication; B.S., M.S., Southern Connecticut State University; Ph.D., New York University

FLINTZER, JEAN G. (1969-1992), Assistant Professor Emeritus of Education; B.S., State University of New York at New Paltz; M.S., Hunter College; Professional Diploma, University of Bridgeport

FOSTER, JACK R. (1967-1992), Professor Emeritus of History; B.S., M.S., New York University; Ed.D., Ball State University

FOX, BARRY C. (1967-1997), Professor Emeritus of History; B.A., Albion College; M.A., Ph.D., Western Reserve University

FREW, Robert S. (1979-2003), Professor Emeritus of Computer Science; B.A., M.A., Ph.D., University of Waterloo

FUSINER, HOWARD R. (1960-1988), Professor Emeritus of Art; B.S., M.A., New York University

GALLIGAN, VENESSA (1976-1997), Director Emeritus of The University News Bureau; B.A., Boston University; M.S., Southern Connecticut State University

GALISTEL, ELIZABETH H. (1972-1985), Professor Emeritus of Special Education; B.A., University of Wisconsin; Ph.D., University of Minnesota.

GAVIN, JAMES F. (1964-1997), Assistant Director Emeritus of the Computer Center; Plus School of Business, Hartford

GAREY, DOROTHY GINSBERG (1956-1978), Assistant Professor Emeritus of Library Science and Instructional Technology; B.A., University of California at Los Angeles; B.S. in L.S., University of Southern California

GARNER, CHARLES (1968-1996), Professor Emeritus of Music; B.Mus., Cleveland Institute of Music; M.A., Boston University; Ph.D., Columbia University Teachers College

GATES, HENRY P. (1966-1997), Associate Professor Emeritus of Mathematics; B.A., Harvard University; M.A., Yale University

GEADA, RITA (1966-1992), Professor Emeritus of Foreign Language; Bachiller en Letras; Instituto Pre-Universitario de Pinar del Rio; Doctor en Filosofia y Letras; Universidad de la Habana

GELINEAU, R. PHYLLIS (1957-1983), Professor Emeritus of Psychology; B.A., B.S., University of Southern California

GELINEAU, R. PHYLLIS (1957-1983), Professor Emeritus of Psychology; B.A., B.S., University of Southern California

GELINEAU, R. PHYLLIS (1957-1983), Professor Emeritus of Psychology; B.A., B.S., University of Southern California

GELINEAU, R. PHYLLIS (1957-1983), Professor Emeritus of Psychology; B.A., B.S., University of Southern California

GELINEAU, R. PHYLLIS (1957-1983), Professor Emeritus of Psychology; B.A., B.S., University of Southern California
GIANFREDE, GLORIA (1971-1992), Assistant Professor Emeritus of Nursing; B.S., Southern Connecticut State University; M.S., Boston University

GISKIN, HENRY (1966-1989), Professor Emeritus of Communications; B.S., Central Connecticut State University; M.A., Ed.D., Teachers College, Columbia University

GIST, KENNETH T. (1964-1989), Associate Professor Emeritus of Communication Disorders; B.A., West Liberty State College; M.A., New York University

GLASSMAN, ROBIN M. (1968-1995), Professor Emeritus of Journalism; B.A., Tulane University; M.A., Yale University

GLASSNER, MARTIN (1968-1995), Professor Emeritus of Geography and CSU Professor Emeritus; B.A., Syracuse University; M.A., California State College at Fullerton; Ph.D., Claremont Graduate School (Calif.)

GLOTT, MARION H. (1968-1995), Professor Emeritus of Psychology; B.A., Drew University; M.A., Ph.D., Clark University

GRAY, GERTRUDE R. (1949-1975), Assistant Professor Emeritus of Physical Education; M.A., University of Reading; B.A., M.S.E., Loyola College; Ed.D., Temple University

GRANT, KERRY E. (1969-2001), Professor Emeritus of Mathematics; B.S., M.S., Ph.D., St. Louis University

GRANT, SANDRA M. (1970-2001), Professor Emeritus of Foreign Languages; B.A., Radcliffe College; M.A., Ph.D., University of Connecticut; M.B.A., Yale University

GRAY, BERTRUDE R. (1949-1975), Assistant Professor Emeritus of Education; B.S., M.A., Southern Connecticut State University; Professional Diploma, University of Connecticut

GREEN, DAVID S. (1970-1992), Professor Emeritus of Communication Disorders; B.A., Syracuse University; M.A., Columbia University; Ph.D., Purdue University

GRILLO, HELEN SORRITO (1949-1986), Associate Professor Emeritus of Special Education; B.S., Southern Connecticut State University; M.A., Yale University; Professional Diploma, New York University

GROSSFELD, ABRAHAM. (1963-2003), Professor Emeritus, Intercollegiate Athletics; B.S., M.S., University of Illinois

GROVES, DORIS A. (1949-1966), Director Emeritus of Learning Resource Center; B.S., Southern Connecticut State University; M.Ed., Boston University; Professional Diploma, Teachers College, Columbia University

GULATI, BODH RAJ (1970-1997), Professor Emeritus of Mathematics; B.A., M.A., Panjab University, India; M.S., University of Illinois; Ph.D., University of Connecticut

GUING, THOMAS G. (1977-1994), Professor Emeritus of Theatre; B.A., Mt. Holyoke College; M.A., University of North Carolina

HADDAD, ELAINE (1970-1989), Associate Professor Emeritus of Foreign Languages; B.A., University of Connecticut; M.A., Ph.D., University of Wisconsin

HAHN, ELIZABETH LESLIE (1965-1983), Professor Emeritus of English; B.A., Connecticut College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut


HALL, BETTY B. (1963-1983), Associate Professor Emeritus of Theatre; B.A., Mt. Holyoke College; M.A., University of North Carolina

HALL, NORMAN V. (1965-1991), Associate Professor Emeritus of Music; B.A., University of Hartford; M.Mus., Manhattan School of Music

HAMILTON-MERRITT, JANE (1979-1997), Professor Emeritus of Journalism; B.S., M.A., Ball State University; Ph.D., Union Graduate School

HARDING, MAY DUNAWAY (1956-1986), Assistant Professor Emeritus of English; B.A., M.A., Pennsylvania State College

HEGEL, RICHARD (1971-1984), Director Emeritus of Library Services; B.S., Yale University; M.S., M.A., Southern Connecticut State University

HEINRITZ, FRED J. (1967-1993), Professor Emeritus of Library Science and Instructional Technology; B.A., B.S., University of Cincinnati; M.L.S., Ph.D., Rutgers University

HEKLER, REINHOLD (1970-1997), Professor Emeritus of Social Work; B.A., Fairfield University; M.S.W., University of Connecticut, A.C.S.W.

HERBERT, PATRICIA (1950-1976), Assistant Professor Emeritus of Education; B.Ed., Southern Connecticut State University; M.A., Yale University; Professional Diploma, University of Connecticut

HETATA, FATEMA E., (1969-2003), Professor of Psychology; B.A., Ein-Shams University, Egypt; M.A., Western Reserve University; Ph.D., University of Utah

HILL, JOHN R. (1973-1997), Librarian Emeritus; B.S., Bowdoin College; M.L.S., Southern Connecticut State University

HORRIGAN, PHILIP A. (1962-2005), Professor Emeritus of Chemistry; B.S., Massachusetts Institute of Technology; M.S., Boston University; Ph.D., University of Illinois

HSIAO, JAMES C. (1967-1993), Professor Emeritus of Economics and Finance; B.S., Chung-Hsing University; M.S., Michigan State University; Ph.D., University of Connecticut

HSU, YU-CHU (1978-2000), Professor Emeritus of Economics and Finance; B.S., M.A., Taiwan Provincial Chung Hsing University; Ph.D., Cornell University

HUEBNER, MILDRED (1959-1979), Professor Emeritus of Reading; B.S., Edinboro State College; M.A., Ed.D., Western Reserve University

HUGHES, FRANCES M. (1959-2000), Associate Librarian Emeritus; B.A., Albertus Magnus College; M.S., Southern Connecticut State University

HULTBERG, VIRGINIA HARTE (1941-1973), Assistant Professor Emeritus of Health; B.A., Wellesley College; B.N., M.P.H., Yale University

HUTCHINGS, NANCY McMILLAN (1973-1992), Professor Emeritus of Social Work; B.A., Mount Holyoke College; M.S.W., Fordham University; A.C.S.W.
KOSS, HELEN G. (1968-1987), Associate Professor Emeritus of Library Science and Instructional Technology; B.S., University of Connecticut; M.L.S., Southern Connecticut State University; Ph.D., University of Connecticut

KOSSACK, CARL L. (1946-1976), Assistant Professor Emeritus of Mathematics; B.S., M.A., Yale University

KUCZYNSKI, LEO F. (1966-2001), Professor Emeritus of Mathematics; B.S., M.A., Southern Connecticut State University; M.A., University of Illinois; Ed.D., Columbia University

KUSLAN, LOUIS I. (1950-1987), Professor Emeritus of Chemistry; B.S., University of Connecticut; M.A., Ph.D., Yale University

LaFONTAINE, HERNANA, Professor Emeritus of Educational Leadership; B.S., M.A., City College of New York; Sixth Year Diploma, Fordham University

LANDINO, RITA A. (1966-2001), Counselor IV Emeritus of Counseling Services; B.S., Southern Connecticut State University; M.A., Wesleyan University; Sixth Year Diploma, Fairfield University; Ph.D., University of Connecticut

LANE, RODNEY, (1982-2004/Dean Emeritus of School of Education; B.S., M.S., Ed.D., Florida State University

LANG, ELEANOR M. (1970-1997), Professor Emeritus of English; B.A., Chestnut Hill college; M.A., Ph.D., Lehigh University

LARONDA, JOSEPH P. (1965-1988), Assistant Professor Emeritus of Education; B.S., Boston University; M.Ed., Harvard University

LAWRENCE, THERESA M. (1971-1989), Professor Emeritus of Special Education; B.A., Hunter College; M.S., Ph.D., Yeshiva University

LEADER, ALAN H. (1985-1996), Dean Emeritus, School of Business; B.S., M.S., University of Rochester; D.B.A., Indiana University

LEDDY, RICHARD P. (1971-2007), Associate Director Emeritus of Intercollegiate Athletics/Director of Athletic Communication; B.S., Southern Connecticut State University

LEE, MARY C. (1966-1992), Assistant Professor Emeritus of Physical Education; B.S., M.A., Texas Women’s University

LEE, TA-LING, Professor Emeritus of History; B.A., Chunghsing University; M.A., Ph.D., New York University

LEHRMAN, THOMAS J. (1975-1990), Associate Director Emeritus of Fiscal Affairs; B.B.A., Baruch School of Business, College of City of New York; M.B.A., New York University

LEIGH, ROBERT (1965-1977), Assistant to Director Emeritus of Learning Resource Center; B.S., M.S., Southern Connecticut State University

LEONARD, IRA M. (1968-2003), Professor Emeritus of History; B.A., M.A., City College of The City University of New York; Ph.D., New York University

LEREA, LOUIS (1969-1994), Professor Emeritus of Communication Disorders; B.A., Brooklyn College; M.A., State University of Iowa; Ph.D., University of Pittsburgh

LERNER, Nathan (1966-1997), Professor Emeritus of Chemistry; B.S., Youngstown University; Ph.D., University of Kansas

LESKOWITZ, IRVING (1962-1987), Professor Emeritus of Biology; B.S., City College of New York; M.S., University of Pennsylvania

HUTCHISON, CHRISTINE DONALDSON (1963-1984), Professor Emeritus of English; B.A., Wellesley College; M.A., Ph.D., Yale University

HUTCHISON, R. LYNN (1956-1976), Professor Emeritus of Biology; B.A., College of Wooster, Ohio; M.A., Ohio University; Ph.D., Northwestern University

HUWILER, PAUL (1978-1995), Associate Professor Emeritus of Library Science and Instructional Technology; B.A., M.A., Professional Diploma, University of Connecticut; M.L.S., Southern Connecticut State University

IATRIDES, JOHN O. (1962-2002), Professor of Political Science and CSU Professor; B.A., Ohio Wesleyan University; M.A., University of Michigan; M.S., Institute of Social Studies, The Hague, Netherlands; Ph.D., Clark University
LINDBECK, VIOLETTE SEIBERT (1965-1992), Professor Emeritus of Philosophy; B.S., Albright College; M.Div., Yale Divinity School; M.A., Yale University

LOMAX, ADA (1968-1997), Associate Professor Emeritus of Social Work; B.A., Bennett College; M.S.W., Howard University; A.C.S.W.

LOWE, FLORENCE CONGER (1947-2005), Professor Emeritus of Philosophy; B.S., Oklahoma A&M College; M.A., Ph.D., Yale University

LUCAS, RICHARD (1982-2003), Professor Emeritus of Communication

LUEDER, SANDRA (1981-2003), Associate Professor Emeritus of Marketing; B.A. University of Wisconsin; M.C.P., University of Cincinnati; M.B.A., University of Connecticut

MACKIE, LINDA (1969-2003), Professor Emeritus of Psychology; B.A., Goucher College; Ph.D., University of Delaware

MacRITCHIE, CYNTHIA G. (1967-2001), Associate Professor Emeritus of Psychology; A.B., M.A., Ed. D., Clark University


MAIORANO, DORA M. (1960-1988), Professor Emeritus of Foreign Languages; B.S., City College of New York; M.A., Ph.D., New York University

MAZEN, RAGAA (1967-1992), Professor Emeritus of Psychology; B.A., Ein Shams University (Cairo), M.S., Ph.D., Yale University

McCABE, BERNARD P., (1967-1994), Professor Emeritus of Mathematics; B.S., University of Michigan; M.S., Ph.D., University of Notre Dame

McCABE, JOHN P. (1964-1997), Associate Professor Emeritus of Psychology; A.B., M.A., University of Cincinnati; M.B.A., University of Pennsylvania


McEWEN, BARBARA (1967-1990), Professor Emeritus of Psychology; B.A., Hunter College; M.A., Iowa State University; Ph.D., McGill University


MECK, MICHAEL R. (1970-2002), Professor Emeritus of Mathematics; B.S., University of Michigan; M.S., Ph.D., University of Colorado

MEHTA, MOHAN L. (1978-1991), Associate Professor Emeritus of Accounting: B. Com., M. Com., L.L.B., University of Rajasthan; M.B.A., Ohio University; M.B.A., City University of New York

MENDEZ-PENATE, SERGIO A. (1967-1984), Professor Emeritus of Foreign Languages; Bachelor in Letras y Ciencias, Instituto de la Habana; Doctor en Leyes; Doctor en Filosofía y Letras, Universidad de la Habana, Cuba; M.A., Fordham University

MESSING, SIMON D. (1968-1989), Professor Emeritus of Anthropology; B.S.S., New York City College; Ph.D., University of Pennsylvania

MESSORE, MARIA R. (1966-1997), Associate Professor Emeritus of Foreign Languages; Teachers Certificate, Instituto Reali Educatandi; Dottore in Lingue, Letterature, Instituto Universitario Orientale di Napoli, Italy

METRELLIS, DORA M. (1960-1988), Professor Emeritus of Physical Education; B.S., Russell Sage College; M.A., University of Connecticut; D.P.E., Springfield College

MIDDLEBROOKS, EVANN JR. (1952-1982), Vice President Emeritus of Academic Affairs; B.A., M.A., Ph.D., Yale University

MILLER, FAY (1987-2003), Dean Emeritus of School of Health and Human Services; B.S.N., Niagara University; M.A., Ph.D., New York University

MINTZ, MAX M. (1963-1985), Professor Emeritus of History; B.S., City College of New York; M.A., Ph.D., New York University

MOHAN, P. KRISHNA (1967-1992), Professor Emeritus of Philosophy; B.A., University of Madras; M.A., Ph.D., Southern Illinois University

MORGAN, ALFRED (1964-2003), Professor Emeritus of Economics and Fianance; A.B., University of Georgia; M.A., University of Wisconsin, M.P.A., Ph.D., Harvard University

MOTTOLA, FREDERIK R. (1968-1997), Associate Professor Emeritus of Public Health; B.S., Central Connecticut State University; M.S., Sixth Year Diploma, Southern Connecticut State University

MURPHY, THOMAS J. JR. (1964-1981), Professor Emeritus of Physics; U.S. Navy Midshipman School; M.S., U.S. Naval Postgraduate School, Monterey, California

NELSON, VERNON A. (1968-2003), Professor Emeritus of Biology; B.S., M.S., University of Massachusetts; Ph.D., Pennsylvania State University
NEWMAN, IRVING J. (1972-2002), Professor of Special Education; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University; Ed.D., St. John’s University

NEWMAN, JAMES D. (1971-1997), Professor Emeritus of Special Education; B.S., M.A., Middle Tennessee State College; Ed.S., George Peabody College; Ph.D., University of Michigan

NEWMAN, KATHRYN M. (1971-1997), Professor Emeritus of Special Education; Ed.D., Ed.M., Rhode Island College; Ed. S., Ph.D., University of Michigan

NOBLE, GILBERT L., Associate Professor Emeritus of Education; B.A., Youngstown University; M.S., State College at Buffalo; Ph.D., State University of New York at Buffalo

NOVICK, JACK (1969-1992), Professor Emeritus of Counseling and School Psychology; B.B.A., M.S., City College of New York; Ph.D., New York University

NOWLAN, ROBERT A. JR. (1969-2001), Vice President Emeritus for Academic Affairs; B.S., Illinois State University; M.S., Northern Illinois State University; Ph.D., University of Notre Dame

O’BRIEN, GERARD F.J. (1965-1992), Professor Emeritus of History; B.A., M.A., Ph.D., University of Maryland

O’BRIEN, ROBERT V. (1970-1997), Associate Dean Emeritus of Administrative Affairs; B.A., Brown University; M.A., Certificate of Advanced Study, Fairfield University; M.B.A., University of Connecticut

O’DOWD, WILLIAM (1968-2003), Director Emeritus of University Student Center; B.S., University of Bridgeport; M.S., Southern Connecticut State University

ODEL, HOWARD T. (1961-1981), Professor Emeritus of History; B.A., M.A.T., Harvard University; Ph.D., Boston University

O’KEEFE, TIMOTHY (1967-1994), Professor Emeritus of English; B.S., Fordham University; M.A., Ph.D., City University of New York

OLESEN, EBBA M. (1940-1968), Assistant Professor Emeritus of Education; B.A.; Central Washington College of Education; M.A., Columbia University

ONOFRIO, JOHN E. (1995-2001), Professor Emeritus of Educational Leadership; B.S., Sixth Year Degree, Fairfield University; M.S., Southern Connecticut State University; Ph.D., Fordham University

ORLANDO, ROCCO C. (1970-1986), Dean Emeritus of School of Education; B.S., Southern Connecticut State University; M.A., Fairfield University; B.A., Ph.D., University of Connecticut

ORSINI, NICHOLAS R. (1966-1992), Professor Emeritus of Art; B.F.A., Rhode Island School of Design; M.F.A., University of Pennsylvania

ORT, DANIEL P. (1966-1997), Professor Emeritus of English; B.A., Ball State University of Indiana; M.A., University of Illinois; M.A., Ph.D., Occidental College of California

O’SULLIVAN, ELLEN (1978-2003), Professor Emeritus of Public Health; B.S., State University of New York at Cortland; M.Ed., Springfield College; Sixth Year Diploma, Southern Connecticut State University; Ph.D., University of Connecticut

PANICCI, RONALD J. (1967-1997), Professor Emeritus of Chemistry; B.S., Holy Cross College; Ph.D., University of New Hampshire

PANPELLA, Rocco (1973-1997), Assistant Dean Emeritus of Student Affairs; B.A., University of Connecticut; M.S., Sixth Year Diploma, Southern Connecticut State University

PAPARELLA, MARY (1953-1975), Professor Emeritus of Education; B.S., M.A., Southern Connecticut State University; Sixth Year Diploma, New York University

PARKH, JOSEPHINE (1978-2003), Professor Emeritus of Computer Science; A.B., A.M., George Washington University; Ph.D., University of Maryland

PARRY, BARBARA L. (1966-1989), Assistant Professor Emeritus of Foreign Languages; B.A., M.A., University of California, Berkeley; M.Phil., Yale University


PECK, Roger H. (1973-2000), Professor Emeritus of Educational Leadership; B.S., Taylor University; M.Ed., Miami University (Ohio); Ph.D. Ohio State University

PEDERSEN, DAVID A. (1983-2003), Vice President for Student and University Affairs; B.S., University of Wisconsin-LaCross; M.A., University of Illinois

PELLEGRINO, PETER E. (1969-2003), Professor Emeritus of Biology; B.S., M.S., Central Connecticut State University; Ph.D., University of Connecticut


PERILLO, MICHAEL (1953-1992), Associate Dean Emeritus of Continuing Education and Summer Session; B.A., M.A., Southern Connecticut State University; Professional Diploma, University of Connecticut

PETESEN, THOMAS J. (1970-1997), Professor Emeritus of Theater; B.A., University of Minnesota; M.F.A., Yale University

PETROSKEY, WALTER J. (1970-1997), Associate Emeritus to the Vice President for Academic Affairs; B.S., Southern Connecticut State University; M.S., Syracuse University

PIAZZA, ROBERT (1973-2003), Professor Emeritus of Special Education; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University; Ed.D., Columbia University

PISANJI, LAWRENCE (1961-1989), Professor Emeritus of Sociology; B.A., M.A., Ph.D., Yale University

PLATO, FLORENCE C. (1961-1982), Associate Professor Emeritus of Education; B.S., Southern Connecticut State University; M.A., Fairfield University; Ph.D., New York University

POHL, RUDOLPH G. (1969-1992), Associate Professor Emeritus of Education; B.A., Rutgers University; M.S., Syracuse University; M.A., University of Colorado; Ed.D., University of Illinois

POLLACK, Clarice (1968-1996), Assistant Professor Emeritus of Special Education, B.A., University of Toronto; M.A., Roosevelt University

PORTER, ROBERT C. (1961-1986), Director Emeritus of Admissions and Enrollment Services; B.S., Southern Connecticut State University; M.Ed., University of Hartford

PORTER, WILLIAM (1966-1996), Professor Emeritus of Physics; B.A., State University of New York; M.S., Ph.D., Yale University
<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Position</th>
<th>Education/Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSPISIL, ZDENKA</td>
<td>(1964-1992)</td>
<td>Professor Emeritus of Art</td>
<td>B.A., M.S., University of Oregon; M.A., Ph.D., Yale University</td>
</tr>
<tr>
<td>POWELL, ALCIETHOMPSON</td>
<td>(1936-1962)</td>
<td>Associate Professor Emeritus of Library Science and Librarian</td>
<td>B.Mus., Lake Erie College; B.S., School of Library Service, Columbia University; M.A., Oberlin College</td>
</tr>
<tr>
<td>PROKOP, JOHN A., JR.</td>
<td>(1988-2006)</td>
<td>Director Emeritus of Public Safety</td>
<td>B.S., M.S., University of New Haven; Sixth Year Diploma, Southern Connecticut State University</td>
</tr>
<tr>
<td>PUERSCHNER, GEORGE</td>
<td>(1976-2003)</td>
<td>Associate Professor Emeritus of Chemistry</td>
<td>B.S., Niagara University; M.S., Ph.D., Syracuse University</td>
</tr>
<tr>
<td>RACALSKI, ROBERT</td>
<td>(1968-1995)</td>
<td>Associate Professor Emeritus of Earth Science</td>
<td>B.S. Rensselaer Polytechnic, New York, Ph.D. University of Rhode Island, RI</td>
</tr>
<tr>
<td>RAI, KULB. (1969-2006)</td>
<td></td>
<td>Professor Emeritus of Political Science</td>
<td>B.A., M.A., Patna University; Ph.D., University of Rochester</td>
</tr>
<tr>
<td>RENDIERO, PAMELA</td>
<td>(1963-1989)</td>
<td>Professor Emeritus of Political Science</td>
<td>B.A., Antioco College; M.A., University of Chicago; Ph.D., University of Wisconsin</td>
</tr>
<tr>
<td>RUTHMAN, PAUL E.</td>
<td>(1954-1989)</td>
<td>Professor Emeritus of Reading</td>
<td>B.A., Trinity College; M.L.Ed., Boston University; Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>SAMOEIL, JANICE THOMPSON</td>
<td>(1996-1997)</td>
<td>Associate Professor Emeritus of Foreign Languages</td>
<td>B.A., University of Connecticut, M.A., Yale University; M.A., Ph.D., New York University</td>
</tr>
<tr>
<td>SANDIN, ERIC V.</td>
<td>(1970-1987)</td>
<td>Associate Professor Emeritus of Physics</td>
<td>B.A., Harvard University; M.A., Wesleyan University; Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>SANDOMIRSKY, LILIAN FOLKS</td>
<td>(1965-1997)</td>
<td>Professor Emeritus of Foreign Languages</td>
<td>B.A. University of Milan, Italy; Ph.D., Yale University</td>
</tr>
<tr>
<td>SANDONONE, FRANK, JR.</td>
<td>(1970-2006)</td>
<td>Professor Emeritus of Communication Disorders</td>
<td>B.S., Emerson College; M.A., University of Alabama; M.F.T., Southern Connecticut State University; Ph.D., University of Oklahoma</td>
</tr>
<tr>
<td>SANTAL-MORRILL, DANIELLE</td>
<td>(1966-1997)</td>
<td>Associate Professor Emeritus of Foreign Languages</td>
<td>Licence-es Letres, University of Paris; M.A., Rutgers University</td>
</tr>
<tr>
<td>SCHRADER, DOROTHY Y.</td>
<td>(1961-1987)</td>
<td>Professor Emeritus of Mathematics</td>
<td>B.S., Massachusetts State College at Bridgewater; M.A., Boston College; Ph.D., University of Wisconsin</td>
</tr>
<tr>
<td>SCHWEITZER, EUGENE W.</td>
<td>(1967-1988)</td>
<td>Professor Emeritus of Music</td>
<td>B.Mus., University of Wisconsin; M.Mus., Westminster Choir College; Ph.D., University of Rochester</td>
</tr>
<tr>
<td>SEMMLER, ALBERT E.</td>
<td>(1943-1976)</td>
<td>Associate Professor Emeritus of Education</td>
<td>B.S., Southern Connecticut State University; M.A., Yale University</td>
</tr>
<tr>
<td>SEMMLER, MARY LOUISE</td>
<td>(1940-1976)</td>
<td>Assistant Professor Emeritus of Music</td>
<td>B.S., West Chester State College; M.A., Yale University</td>
</tr>
<tr>
<td>SHALVEY, THOMAS J.</td>
<td>(1968-1997)</td>
<td>Professor Emeritus of Philosophy</td>
<td>B.A., M.A., Forham University; Ph.D., Georgetown University</td>
</tr>
<tr>
<td>SHEA, CAROL A.</td>
<td>(1965-1997)</td>
<td>Professor Emeritus of Education</td>
<td>B.A. Albertus Magnus; M.A., Southern Connecticut State University; Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>SHELAR, EUGENE</td>
<td>(1952-1977)</td>
<td>Professor Emeritus of Biology</td>
<td>B.S., Slippery Rock State College; M.S., Ph.D., Cornell University</td>
</tr>
<tr>
<td>SKOLNICK, SIDNEY</td>
<td>(1966-1989)</td>
<td>Professor Emeritus of Reading</td>
<td>B.S., Southern Connecticut State University; B.A., M.A., Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>SMITH, J. PHILIP</td>
<td>(1965-2004)</td>
<td>Professor Emeritus of Mathematics</td>
<td>B.S., Dartmouth College; M.S., Stanford University; Ph.D., Teachers College, Columbia University</td>
</tr>
<tr>
<td>SMITH, JACK R.</td>
<td>(1965-1985)</td>
<td>Professor Emeritus of Art</td>
<td>B.F.A., Yale University; M.F.A., University of Colorado</td>
</tr>
<tr>
<td>SMITH, LEANNE B.</td>
<td>(1971-1995)</td>
<td>Professor Emeritus of English</td>
<td>B.A., Swathmore College; M.A., University of Minnesota; Sixth Year Diploma, Wesleyan University; Ph.D., Yale University</td>
</tr>
<tr>
<td>SOLOMON, STUART</td>
<td>(1965-1992)</td>
<td>Professor Emeritus of Psychology</td>
<td>B.A., M.A., Brooklyn College; Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>SPARKS, ERWIN RAY</td>
<td>(1965-1992)</td>
<td>Associate Professor Emeritus of Mathematics</td>
<td>B.A., Southern Connecticut State University; M.S., University of Connecticut</td>
</tr>
<tr>
<td>SPEAR, ROLFE M.</td>
<td>(1970-2003)</td>
<td>Assistant Professor Emeritus of English</td>
<td>B.A., Syracuse University; M.A., Claremont Graduate School; Ph.D., Syracuse University</td>
</tr>
<tr>
<td>STEVENSON, HARLAN Q.</td>
<td>(1964-1992)</td>
<td>Professor Emeritus of Biology</td>
<td>B.S., Pennsylvania State University; Ph.D., University of Florida</td>
</tr>
</tbody>
</table>
STEWART, PAUL J. (1970-1992), Professor Emeritus of History; B.A., University of Illinois; M.A., Columbia University; Ph.D., University of Illinois

STEWART, ROBERT C. (1974-1995), Professor Emeritus of English; B.A., Kenyon College; M.A., Ph.D., Yale University

STOODDARD, CHARLES E. (1983-2000); Assistant Librarian Emeritus, B.S., University of Connecticut; M.S., Central Connecticut State University; M.L.S., Southern Connecticut State University

SULLIVAN, WILLIAM (1970-2006), Assistant Director of Intercollegiate Athletics/Support Services; B.A., M.S., Southern Connecticut State University

SWANCHAK, GRACE (1970-1996), Assistant Professor Emeritus of Special Education; B.S., M.A., 6th Year, Southern Connecticut State University

SWENSON, JANICE V. (1969-1989), Associate Professor Emeritus of Sociology; B.A., Douglas College, Rutgers University; M.S., Columbia University School of Social Work; M.A., Ph.D., University of Connecticut

TAYLOR, WILLIAM (1967-1989), Professor Emeritus of Communication; B.A., M.A., Ph.D., University of Michigan

TEDESCHI, PAUL V. (1949-1976), Associate Professor Emeritus of Art; B.F.A., M.F.A., Yale University

THIEL, ROBERT (1972-1995), Professor Emeritus of Public Health; B.S., M.S., Drexel University; M.S., Southern Connecticut State University; Ph.D., University of Pennsylvania

THOMPSON, GLADYS (1952-1976), Assistant Librarian Emeritus; B.A., Brown University; B.S., Southern Connecticut State University

TOBIN, MICHAEL F. (1976-1992), Professor Emeritus of Administration/Supervision; B.A., University of Connecticut; M.Ed., University of Hartford; Ed.D., West Michigan University

TOLCHIN, GERALD (1968-2003), Professor Emeritus of Psychology; B.S., City College of New York; M.S., Ph.D., Yeshiva University

TOLLEY, WILLIAM (1996-1997), Associate Professor Emeritus of Earth Science; B.S., M.S., Syracuse University

TOWBIN, ALAN P. (1969-1997), Clinical Psychologist Emeritus; A.B., Cornell University; M.A., Ph.D., Yale University

TRIOLO, VICTOR (1975-2006), Associate Professor Emeritus of Information and Library Science; B.S., Brooklyn College; M.A., University of Massachusetts; Ph.D., University of Wisconsin; M.S.L.S., Columbia University

TULL, MARY J. (1969-1984), Associate Professor Emeritus of Education; B.A., University of Minnesota; M.Ed., Ed.D., University of Cincinnati

TYLER, ROBERT L. (1970-1984), Professor Emeritus of History; B.A., M.A., University of Minnesota; Ph.D., University of Oregon

VANACORE, CAROLYN DORSEY (1965-1989), Division Director Emeritus of Health, Physical Education, Recreation and Safety; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University

VARMETTE, SHIRLEY A., (1965-2000), Professor Emeritus of Sociology; B.S., State University of New York at Albany; M.A., Hunter College

VEBRA, GENEVIEVE I. (1957-1982), Associate Professor Emeritus of Library Science; M.A., Kaunas and Vilnius Universities, Lithuania; M.S., Southern Connecticut State University; M.S., Columbia University; Ph.D., Paris University

VIA, NANCY S. (1966-2003), Librarian Emeritus; B.S., M.L.S., Sixth Year Diploma, Southern Connecticut State University

VICENZI, Angela (1985-2000), Professor Emeritus of Nursing; B.S., Western Connecticut State University; M.A., Ed.D., Teachers College, Columbia University

VILANO, MARY E. (1961-1996), Associate Professor Emeritus of Special Education; B.S., Southern Connecticut State University; M.A., 6th year, University of Connecticut

WALTER, KENNETH (1985-1997), Director Emeritus of Library Services; A.B., M.S., Emory University; M.S.L.S., University of North Carolina; Ed.D., University of Georgia

WASHBURN, ROBERT M. (1969-1997), Professor Emeritus of Mathematics; B.A., Syracuse University; M.A., Bowdoin College; Ph.D., Cornell University

WAITS, ANTHONY MARK BOWEN (1966-2003), Professor Emeritus of Theatre; B.A., M.A., Oxford University, England

WEIGAND, MAY KOENIG (1948-1975), Professor Emeritus of Psychology; A.B., Mount Holyoke College; M.A., New York University; Ph.D., Yale University

WEINSTEIN, LUCIE (1969-1992), Professor Emeritus of Art; B.A., Tokyo University of Arts; M.A., Harvard University; M.Phil., Ph.D., Yale University

WHELAN, FRANK (1979-2003), Professor Emeritus of Management & MIS; B.S., University of New Haven; M.A., Trinity College; Ed.D., Nova University

WIACEK, ELMAR BEARSEY (1963-1985), Librarian Emeritus; B.S., M.S., Southern Connecticut State University

WIEGAND, OSCAR (1956-1979), Associate Professor Emeritus of Education; B.S., Glassboro State College; M.A., Montclair State College; Ed.D., Teachers College, Columbia University

WOLF, ELIZABETH ANNE (1979-1994), Professor Emeritus of Physics; B.A., M.A., Ph.D., Oxford University

WOOD, BRUCE H. (1968-1988), Professor Emeritus of Counseling and School Psychology; B.S., University of Bridgeport; M.S., Sixth Year, University of Connecticut; Ed.D., University of Massachusetts

WOODARD, HUBERT C. (1969-1992), Assistant Professor Emeritus of Special Education; B.S., M.Ed., Springfield College


WRIGHT, WILLIAM (1969-2001), Professor Emeritus of History; B.A., M.A., University of Michigan

WRIGHT, WILTON B. (1963-1997), Professor Emeritus of Mathematics; B.S., University of Connecticut; M.S., University of Hartford; M.A., Ed.D., Teachers College, Columbia University

ABB DEL-RAOUF, AMAL A., Assistant Professor of Computer Science; B.S., M.S., Cairo University; Ph.D., University of Connecticut

ABDEL SAYED, WAFEK H., Professor of Accounting; B.B.A., Hofstra University; M.S., B.B.A., Adelphi University; Ph.D., University of Connecticut; C.P.A., C.M.A., C.F.M., C.C.F.A., C.F.E., C.I.A., C.C.S.A.

ABDULAZIZ, TARIQ, Assistant Professor of Special Education; B.S., Xavier University of Louisiana; M.S., University of Arizona; M.B.A., University of Connecticut; Ph.D., University of Pittsburgh

ABE, JOANN A., Associate Professor of Psychology; M.A., Ph.D., University of Delaware

ABUGRI, BENJAMIN, Associate Professor of Economics/Finance; B.A., University of Ghana; M.B.A., University of Texas-Pan American; M. Phil, University of Trondheim; Ph.D., University of Texas-Pan American

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

ADAMS, GREGORY, Assistant Professor of Sociology; B.A., M.A., Ph.D., University of Massachusetts, Amherst

AMERMAN, STEPHEN, Associate Professor of History; B.A., Duke University; M.A., Utah State University; Ph.D., Arizona State University

ANDERSON, JANET, Assistant Professor of Exercise Science; B.S., M.S., Southern Connecticut State University

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

ANDRUSHKO, VALERIE, Assistant Professor of Anthropology; B.A., University of California, Berkley; M.A., University of California, Santa Barbara

ANTHIS, KRISTINE, Associate Professor of Psychology; Ph.D., University of Nebraska-Lincoln

ANTONIOS, IMAD, Assistant Professor of Computer Science; B.A., Western Connecticut State University; Ph.D., University of Connecticut

APPLEWHITE, HARRIET B., Professor of Political Science and CSU Professor; B.A., Smith College; M.A., Ph.D., Stanford University

ARBOLEDA, CARLOS A., Professor of Foreign Languages; B.A., Universidad de Santiago de Cali, Colombia; M.A., Ph.D., Syracuse University

ARONSON, BARBARA, Associate Professor of Nursing; B.S.N., Saint Joseph College; M.S.N., University of Hartford; Ph.D., University of Massachusetts, Amherst

avery, DAVID F., Professor of Biology; B.S., M.S., Ph.D., Brigham Young University

AXTELL, ROBERT S. III, Professor of Exercise Science; B.S., Springfield College; M.S., Indiana University; Ph.D., Ohio State University

BARADARANSEYED, TARENEH, Professor of Computer Science; B.S., Arya-Mehr University of Technology, Iran; M.S., Ph.D., Oklahoma State University

BARBARO, LISA, Coach II, Intercollegiate Athletics; B.S., Southern Connecticut State University

BARRANTE, JAMES R., Professor of Chemistry; B.A., University of Connecticut; M.A., Ph.D., Harvard University

BEALS, POLLY A., Associate Professor of History; B.A., College of Wooster, Ohio; M.A., University of Pennsylvania; Ph.D., Rutgers University

BELLANDESE, MARY, Assistant Professor of Communication Disorders; B.A., St. Francis College; M.A., University of Connecticut; Ph.D., University of Connecticut

BENNETT, THERESE, Professor of Mathematics; B.S. Temple University; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh

BEST, PAUL J., Professor of Political Science; B.A., Fairfield University; (2) M.A., Fordham University; Ph.D., New York University; M.S., Sixth Year Diploma, Southern Connecticut State University

BIDARIAN, AKBAR, Professor of Physics; B.S., Eastern Kentucky University; M.S., Ph.D., University of Kentucky

BIELEFIELD, ARLENE, Associate Professor of Information and Library Science; B.A., M.L.S., Southern Connecticut State University; J.D., University of Connecticut

BIER, LISA, Associate Librarian; B.A., University of New Mexico; M.L.I.S., University of Texas at Austin

BILLS, MITCHELL, Associate Professor of Art; B.A., Pennsylvania State University; M.F.A., Temple University

BLACKMER, CORRINE E., Associate Professor of English; B.A., M.A., Ph.D., University of California at Los Angeles

BLOCH, JON P., Associate Professor of Sociology; B.S., Portland State University; M.A., Ph.D., Indiana University

BOBREK, NANCY CARLSON, Assistant Librarian, Library Services; B.A., Wells College; M.L.S., University of Michigan
BOCHAIN, SHELLY S., Associate Professor of Nursing; B.S., M.S., University of Connecticut; Ph.D., University of Rhode Island

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

BOYES, NANCY N., Professor of Special Education/Reading; B.A., Wilson College; Ed.D., Ed.M., C.A.G.S., Boston University

BRANCIAIO, LAWRENCE, Associate Professor of Psychology; B.A., University of Pennsylvania; Ph.D., University of Connecticut

BRENNY BONTEMPI, JEAN M., Associate Professor of Public Health; B.A., Western Connecticut State University; M.P.H., San Jose State University; Ph.D., University of North Carolina at Chapel Hill

BRESLIN, VINCENT T., Associate Professor of Science, Education, and Environmental Studies; B.S., St. Francis College; M.S., State University of New York at Stony Brook; Ph.D., Florida Institute of Technology

BRIN, LEON Q., Associate Professor of Mathematics; B.S., Western New England College; M.A., Ph.D., Indiana University

BROADBRIDGE, CHRISTINE CARAGIANIS, Professor of Physics; B.S., University of Rhode Island; M.S., Ph.D., Brown University

BROCKHAGEN, MARGA, Professor of Foreign Languages; B.A., University of Texas; M.A., Ph.D., Rutgers University

BROWN, MARY E., Professor of Information and Library Science; B.S., Westchester University; M.S., Ph.D., Drexel University

BROWNELL, MIA, Associate Professor of Art; B.F.A., Carnegie Mellon University; M.F.A. State University of New York at Buffalo

BRUCKER, PAMELA O., Associate Professor of Special Education; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University; Ed.D., The University of Sarasota

BULMER, SANDRA M., Associate Professor of Public Health; B.S., California State University; M.S., University of Oregon, Eugene; Ph.D., Texas Woman's University

BURIAN, STEVEN K., Professor of Biology; B.S., Springfield College; M.S., Tennessee Technological University; Ph.D., University of Maine

BURKE, KAREN P., Associate Professor of Media Studies; B.S., Southern Connecticut State University; M.Ed., Ed.D., University of Massachusetts

BUTERBAUGH, KEVIN, Associate Professor of Political Science; B.A., Saint Peter's College; Ph.D., Washington University/St. Louis, Missouri

BUZZELL, JUDITH B., Professor of Education; B.A., University of Wisconsin; M.A., Columbia University; Sixth Year Diploma, Southern Connecticut State University

BYNUM, TERRILL W., Professor of Philosophy; B.A., B.S., University of Delaware; M.A., Princeton University; M.Phil., Ph.D., City University of New York

CAMERON, MARK, Associate Professor of Social Work; A.B., Princeton University; M.S.S.W. Ph.D., Columbia University; School of Social Work

CARR, T. WILEY, Professor of Art; B.F.A., Indiana University; M.F.A., Yale University

CARR, T. WILEY, Professor of Art; B.F.A., Indiana University; M.F.A., Yale University

CARROLL, DEBORAH A., Associate Professor of Psychology; B.S., Fairfield University; M.S., Ph.D., University of Connecticut

CARROLL, SUZANNE D., Assistant Professor of Marriage and Family Therapy; B.A., Dickinson College; M.S., Southern Connecticut State University; Ed.D., Argosy University

CASCELLA, PAUL W., Associate Professor of Communications Disorders; B.S., Marquette University M.A., University of Buffalo; Ph.D., University of Connecticut

CAVALLERO, ERIC, Assistant Professor of Philosophy; B.A., University of California, Berkley; M.A., Ph.D., Yale University

CAVANAGH, SHIRLEY A., Librarian; B.A., M.L.S., Southern Connecticut State University

CAVANAGH, SHIRLEY A., Librarian; B.A., M.L.S., Southern Connecticut State University

CHENG, JUNE, Associate Librarian; B.A., Shandong University

CHEVAN, DAVID, Professor of Music; B.A., University of Massachusetts; M.A., Ph.D., City University of New York

CHRISIDIS, NIKOLAOS, Associate Professor of History; B.A., M.Phil, Ph.D., Yale University

CIPRIANO, ROBERT, Professor of Exercise and Leisure Studies; B.A., M.A., Morehead State University; Ed.D., New York University

CLERC, SUSAN, Librarian; B.A., M.L.S., Ph.D., State University of New York at Buffalo; M.A., Bowling Green State University

COCHENET, GREGORY, Assistant Professor of Art; B.A., University of Wisconsin Whitewater; M.F.A., Southern Illinois University, Carbondale

COHEN, ADAM, Head Women's Soccer Coach; B.S., Quinnipiac University

COLON, EDGAR, Professor of Social Work; B.S., College of Staten Island; M.S. Columbia University; D.S.W., College of Staten Island

COWELL, KEVIN, Assistant Professor of Psychology; B.S., M.A., Ph.D., Sam Houston State University

CONFORTI, ROSEMARIE, Associate Professor of Media Studies; B.S., Southern Connecticut State University; M.A., New York University; Ph.D., New York University

CORRETTI, KATHERINE E., Associate Professor of Education; B.S., Eastern Connecticut State College; M.A. Western State College of Colorado; Ph.D., University of Northern Colorado

CORON, CYNTHIA R., Professor of Earth Science; B.S., Ohio State University; M.S., University of North Carolina; Ph.D., University of Toronto

CORNWELL, ERIC, Assistant Professor of Theatre; B.A., Harvard University

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

CRAYKES, GARY, Professor of Economics and Finance; B.A., Central Connecticut State University; M.A., Ph.D., University of Connecticut

CRAWFORD, ILENE, Associate Professor of English; B.S.S., Cornell College; M.A., State University of New York at Binghamton; Ph.D., University of Wisconsin-Milwaukee
CRAWFORD, SARAH C., Associate Professor of Biology; B.S., Marymount Manhattan College; M.A., Princeton University; M.S., Ph.D., Columbia University of New York
CRETELLA, ROSE E., Associate Professor of Education; B.S., M.S., Southern Connecticut State University; Certificate of Advanced Study, Fairfield University
CROFT, CHARLES, Assistant Professor of Communication; B.S., University of Maryland, College Park
CUMMINGS, KAREN, Associate Professor of Physics; B.S., M.S., Ph.D., State University of New York at Stonybrook; M.S., Rochester Institute of Technology; Ph.D., University of Connecticut
CUSATO, SUSAN H., Associate Professor of Science Education and Environmental Studies; B.S., M.S., Southern Connecticut State University; Ph.D., University of Connecticut
D’AMOUR, ALAIN, Professor of Mathematics; B.S., University of Montreal; M.S., University of Ottawa; Ph.D., University of Virginia
DaPONTE, JOHN S., Professor of Computer Science; B.S., State University of New York at Stonybrook; M.S., Rochester Institute of Technology; Ph.D., University of Connecticut
DAS, MARGARET; Assistant Professor of Biology; B.S., M.S., Madras Christian College; M.Phil., Madras University; Ph.D., University of Texas at Galveston
DAVIE, EMILY, Assistant Professor of Exercise Science; B.S., Duquesne University; M.S., Southern Connecticut State University
DAVIS, CHARLES F., Jr., Associate Professor of Exercise Science; B.S., Bridgewater State College; M.Ed., University of Virginia
DAVIS, HUGH H., CSU Professor of History; B.A., Ohio Wesleyan University; M.A., Ph.D., Ohio State University
DeBARBIERI, PATRICIA, Associate Professor of Counseling and School of Psychology; B.S., State University of New York at Oneonta; M.S., Southern Connecticut State University; Ed.D., Teacher's College, Columbia University
DeCESARE, RICHARD, Associate Professor of Mathematics; B.S., M.S., Southern Connecticut State University; Ed.D., Teacher College Columbia University
DeGREGORIO, JERRY, Head Men's Basketball Coach – Intercollegiate Athletics; B.A., St. John's University
DeJARNETTE, GLENGA, Associate Professor of Communication Disorders; B.A., Allegheny College; M.A., Cleveland State University; Ph.D., Bowling Green State University
DELLINGER-PATE, CHARLENE, Associate Professor of Media Studies; B.A., Appalachian State University; Ph.D., Ohio University
DEMPSEY, JAMES, Professor of Communication Disorders; B.A., Queens College, CUNY; M.S., Pennsylvania State University; Ph.D., University of Connecticut
DENNIS, EMMETT, Associate Professor of Mathematics; M.A., Western Michigan University; M.S., University of Toledo; Ph.D., University of New Orleans
DIAMANTIS, MARIA, Professor of Education; B.S.M.E., University of New Haven; M.S., Southern Connecticut State University; E.D., Teachers College Columbia University
DICKINSON, CHERYL C., Professor of Education; B.S., University of California; M.S., Lehigh University; Ed.D., University of Pennsylvania
DIFFLEY, WILLIAM J., Associate Professor of Educational Leadership; B.S., Willamantic State Teachers College; M.A.L.S., Wesleyan University; M.A., Ph.D., University of Connecticut
DIFRANCESCO, SANDRA, Assistant Professor of Communication; B.S., Southern Connecticut State University; M.A., Purdue University
DISBROW, NANCY, Associate Professor of Information and Library Science; B.S., M.S.L.S., Southern Connecticut State University; Certificate of Advanced Study, Fairfield University
DODGE, MICHAEL S., Associate Professor of Athletics; B.S., M.S., Southern Connecticut State University
DOLAN, JAMES F., Professor of Physics; B.A., St. John Fisher College; M.S., Ph.D., University of Connecticut
DRIPCHAK, VALERIE L., Associate Professor of Social Work; M.S.W., B.A., M.S., Sixth-Year Certificate, Southern Connecticut State University; Ph.D., Fordham University
DUKE, SUZANNE S., Professor of Exercise Science; B.A., Muhlenberg College; M.Ed., Ph.D., University of Toledo
DUNKLEE, JERRY D., Professor of Journalism; B.A., Michigan State University; M.S., Emerson College
DURWIN, CHERYL, Associate Professor of Psychology; B.A., University of Connecticut; M.S., Ph.D., University of Massachusetts.
DUTTA, SANDIP, Assistant Professor of Economics and Finance; B.C., M.C., University of Calcutta, India
EDGINGTON, NICHOLAS, Assistant Professor of Biology; B.A., University of Northern Iowa; M.A., Drake University; Ph.D., Iowa State University
EHRMANN, FRANÇOISE LABORIE, Associate Professor of Foreign Languages; B.A., M.A., Sorbonne, University of Paris, France; M.Phil. Yale University
ELAHI, AFAQULLAH, Professor of Computer Science; B.S., Iran College of Technology, Iran; M.S., Ph.D., Mississippi State University
ELDRIDGE, ROBERT, M., Professor of Economics and Finance; B.S., Naval Science, United States Naval Academy; M.S., D.B.A., The George Washington University
ELLIS, SCOTT, Assistant Professor of English; B.S., SUNY Brockport; M.A., Radford University; Ph.D., Emory University
ELWOOD, WILLIAM R., Professor of Theatre; B.A., Western Washington University; Ph.D., University of Oregon
EMEYOUNG, EMANUEL N., Professor of Accounting; M.Acc., Ph.D., University of Glasgow
EMMELMAN, DEBRA, Professor of Sociology; B.A., Indiana University; M.A., Ph.D., University of California, San Diego
ENJALRAN, MATTHEW, Assistant Professor of Physics; B.S., University of California, Davis; M.S., San Francisco State University; Ph.D. University of California, Davis
EREN, RUTH, Assistant Professor of Special Education; Ed.D., Nova Southeastern University

Southern Connecticut State University 2007-08 Undergraduate Catalog
FARAELAS, WILLIAM, Professor of Public Health; B.A., University of Connecticut; M.P.H., Dr. P.H., Yale University
FARLEY-LUCAS, BONNIE, Professor of Communication; B.A., Southern Connecticut State University; M.S., University of Hartford; Ph.D., Ohio University
FEDE, MARYbeth, Assistant Professor of Exercise Science; B.S., M.S., Southern Connecticut State University
FENG, JANE, Professor of Biology; Ph.D., University of Connecticut
FIELDS, JOSEPH, Associate Professor of Mathematics; B.S., M.S., University of Maryland; Ph.D., University of Illinois at Chicago
FINN, JOAN A., Professor of Exercise Science; B.S., Ithaca College; M.S., D.P.E., Springfield College
FLEMING, THOMAS, Associate Professor of Earth Science; B.A., University of Hawaii; M.S., Ph.D., Ohio State University
FLOREY, KENNETH, Professor of English; B.A., Lafayette College; M.A., Ph.D., Syracuse University
FLUHR, NICOLE, Associate Professor of English; B.A., Wesleyan University; M.A., University of North Carolina/Chapel Hill; Ph.D., University of Michigan
FLYNN, DEBORAH, Assistant Professor of Public Health; B.A., Albertus Magnus College; M.P.H., Southern Connecticut State University
FOPIANO, JOY, Associate Professor of Counseling & School Psychology; B.A., M.Ed., Ed.D. University of Massachusetts at Amherst
FOYE, ELIZABETH A., Associate Professor of Education; B.A., Dunbarton College of Holy Cross; M.S., Sixth Year Diploma, Southern Connecticut State University
FRANK, ELLEN J., Professor of Management; B.A., Queens College, City University of New York; M.S., Ph.D., Purdue University
FRASSINELLI, KELLY, Coach II, Intercollegiate Athletics; B.A., Southern Connecticut State University
FRAZIER, MARLENE V., Assistant Professor of Nursing; B.S., Adelphi University; M.S.N., City of New York Lehman College
FRIEDLANDER, ALAN R., Professor of History; B.A., Queens College, City University of New York; M.A., Ph.D., University of California, Berkeley
FULLMER, JAMES W., Associate Professor of Earth Science; B.S., Drexel University; Ph.D., Massachusetts Institute of Technology
GAFFNEY, MARIE, Assistant Professor of English; B.A., Fairfield University; M.S., Central Connecticut State University
GALLUP, PEGGY, Professor of Public Health; B.A., Colgate University; M.P.H., Ph.D., Yale University
GARCIA-ABRINES, MARIE BRANCHINI, Professor of Foreign Languages; B.S., Southern Connecticut State University; M.A., M.Phil, Ph.D., Yale University
GARVEY, SHEILA H., Professor of Theatre; B.S., Emerson College; M.A., Northwestern University; Ph.D., New York University
GATZKE, KENNETH W., Professor of Philosophy; B.F.A., M.A., Ph.D., University of Illinois
GEBREMARIAM, YILMA, Professor of Economics and Finance; B.S., M.P.A., Arizona State University; M.A., Southern Methodist University; Ph.D., University of Southern California
GEMME, Terese, Professor of Music; B.M. Anna Maria College; M.M., Boston Conservatory; D.M.A., Peabody Institute of the Johns Hopkins University
GENERALI, MARGARET, Assistant Professor of Counseling and School Psychology; B.S., M.A., Ph.D., University of Connecticut
GERBER, RICHARD A., Professor of History; B.A., M.A., Ph.D., University of Michigan
GESINO, JACK, Associate Professor of Social Work; B.S., Sacred Heart University; M.S.W., Columbia University; Ph.D., City University of New York
GILLILAND, REX, Associate Professor, Philosophy; B.A., Long Beach City College; M.A., California State University-Long Beach; Ph.D., University of Memphis
GINGRICH, ROSS B., Associate Professor of Mathematics; B.A., Dickinson College; M.S., Ph.D., Rensselaer Polytechnic Institute
GINICOLA, MISTY, Assistant Professor of Counseling and School Psychology; B.S., State University of New York at Cortland; M.S., State University of New York at New Paltz; Ph.D., Yale University
GIROUARD, SHIRLEY, Associate Professor of Nursing; B.A. Eastern Connecticut State College; M.A., University of Connecticut; M.S.N., Yale University School of Nursing; Ph.D., Brandeis University
GLENDEON, MARY ANN, Associate Professor of Nursing; B.S., Hunter College; M.S., Boston University; Ph.D., University of Connecticut
GLINKA, RICHARD P., Assistant Professor of Communication; B.S., University of Illinois, M.S., Southern Connecticut State University
GLYNN, BARBARA, Assistant Professor of Nursing; B.S.N., Sacred Heart University; M.S.N., Southern Connecticut State University
GODEK, THOMAS EDWARD, Coach II, Intercollegiate Athletics; M.Ed. American International College
GOLDBERG, ADAM, Assistant Professor of Elementary Education; Ed.D., Columbia University
GORALSKI, JOSEPH, Assistant Professor of Management/MIS; B.S., M.S., University of New Haven
GORNIAK-KOCIKOWSKA, KRYSTYNA, Professor of Philosophy; M.A., Ph.D., Adam Mickiewicz; A.B.D., Temple University
GRACE, SEAN PATRICK, Assistant Professor of Biology; B.S., University of Maryland; M.S., Ph.D., University of Rhode Island
GRAVES, SCOTT, Assistant Professor, Science Education/Environmental Studies; B.S., University of California at Santa Cruz; M.S., University of Rhode Island; Ph.D., University of Idaho
GREENGROSS, STEVEN, Professor of Education; B.A., M.Ed., Ed.D., Boston University
GRUBACIC, SANJA, Associate Professor of Economics and Finance; B.A. University of Belgrade, Yugoslavia; M.A., Ph.D., University of Connecticut
GUAGLIUMI, ARTHUR R., Professor of Art; B.A., M.S., Southern Connecticut State University; Ed.D., Teachers College Columbia University
GUBITOSE, CYNTHIA, Associate Professor of Mathematics; B.A., M.A., Western Connecticut State University; Ph.D., Capella University
HAMILTON, JULIA P., Associate Professor of Social Work; B.A., St. Paul's College; M.S.S.A., Case Western Reserve University; Ph.D., Yeshiva University C.I.S.W.
HARRIS, FRANK III, Professor of Journalism; B.S., Southern Illinois University; M.A., University of Texas
HARTOG, MARTIN D., Professor of Mathematics; B.A., Iona College; M.S., University of Wisconsin-Milwaukee; Ph.D., Ohio State University
HATCHER, KEITH A., Professor of Art; B.F.A., Indiana University; M.F.A., Tulane University
HAUSELT, W. JEROME, Assistant Librarian, Library Services; B.A., Wellesley College; M.L.I.S, University of Rhode Island; M.Ed., University of Phoenix
HEIDMANN, MARK, Professor of English; B.A., Wittenberg University; M.A., Purdue University; M. Div., M.A., M. Phill., Ph.D., Yale University
HEIN, HENRY R., Associate Professor of Educational Leadership; M.A., Queens University, Ed.D., University of Bridgeport; A.B., Hunter College
HENDERSON, NICOLE M., Associate Professor of English; B.A., Western Connecticut State University; M.F.A., Emerson College
HERNANDEZ, RAFAEL, Associate Professor of Foreign Languages; M.A., University of California; Ph.D., New York University
HETRIC, DEANE, Professor of Foreign Languages; B.A., Wittenberg University; M.A., Ph.D., Case Western Reserve University
HOCHMAN, WILLIAM S., Associate Professor of English; B.A., Hobart College; M.F.A., University of Montana; Ph.D., New York University
HOLBROOK, SUE ELLEN, Professor of English; B.A., M.A., Ph.D., University of California-Los Angeles
HOLMER, PAUL L., Librarian; B.A., St. Olaf College; M.L.S., Southern Connecticut State University; M.A. (2); Ph.D., University of Minnesota
HONG, JOOYOUN, Assistant Professor of Mathematics; B.S., M.S., Ewha Women's University; Ph.D., Rutgers University
HOPKINS, PAMELA, Professor of Management; M.B.A., Clarion University; M.F.A., Temple University
HORN, BETTY, Associate Professor of Accounting; B.S., Oklahoma City University; M.P.A., Ph.D., Georgia State University; CPA
HOITT, ADAM, Assistant Professor of Biology; B.S., Ball State University; M.S., University of Ohio, Cincinnati; Ed.D., Ball State University
HOUSE, LEWIS, Professor of History; B.A., Adelphi University; M.A., Ph.D., New York University
HOYE, ESTHER C., Associate Professor of Social Work; B.A., Northwestern University; M.S., D.S.W., Columbia University
HOYER, EDWARD J., Associate Librarian; B.A., University of Connecticut; M.S., (2) Southern Connecticut State University
HUNTER, J. ROY, Associate Professor Recreation and Leisure; B.S., Utah State University; M.S., University of Kentucky; Ph.D., University of Maryland
HURLBUT, BRIAN J., Associate Professor of Psychology; B.A., Florida State University; M.S., Ph.D., University of Tennessee
HUTCHINSON, BRANDON, Associate Professor of English; B.A., Hobart and William Smith College
INGUANTI, JOSEPH J., Professor of Art; B.A., State University of New York at Binghamton; M.A., Ph.D., Yale University
INTARAPANICH, PICHAI, Associate Professor of Mathematics; B.A., Srinakarinriroet University, Bangkok; M.S., National Institution of Development Administration; M.S., Stanford University; Ph.D., University of Northern Colorado
JACKSON, SHIRLEY A., Associate Professor of Sociology; B.A., Wayne State University; M.A., Ph.D., University of California, Santa Barbara
JACOBS, JOHN R., Professor of Psychology; B.A., University of Richmond; M.A., Hunter College; M.Phil., Ph.D., City University of New York
JEAN, JOHN, Assistant Professor of Educational Leadership; M.A., Columbia University; M.Phil., Columbia University; M.Ed., Columbia University; Ph.D., Columbia University; Ed.D., Columbia University
JENNINGS, JOANNE G., Professor of Social Work; B.A., St. Joseph College; M.S.W., D.S.W., Columbia University
JIRSA, ROBERT E., Professor of Communication Disorders; B.S., Western Illinois University; M.A., Ohio University; Ph.D., University of Kansas
JOHNSON, BRIAN C., Associate Professor English; B.A., University of California, Berkeley; M.F.A., Brown University
JUDD, STEVEN C., Professor of History; B.A., St. Olaf College; M.A., Ph.D., University of Michigan
KAHLBAUGH, PATRICIA, Associate Professor of Psychology; B.A., Boston University; M.S., Ph.D., Rutgers, The State University of New Jersey
KALK, BRUCE H., Professor of History; B.A., College of William and Mary; M.A., Ph.D., University of North Carolina at Chapel Hill
KAVANAGH, JOHN P., Professor of Mathematics; A.B., Boston College; M.A., Ph.D., State University of New York, at Binghamton
KEENAN, ELIZABETH, Associate Professor of Social Work; B.A., College of St. Benedict; M.S.W., Loyola University Chicago; Ph.D., Smith College School of Social Work
KEMLER, DAVID S., Professor of Exercise Science; B.A., University of Connecticut; M.S., Southern Connecticut State University; Ph.D., Florida State University
KENNEDY, MARIANNE D., Associate Professor of Social Work; B.A., College of St. Benedict; M.S.W., Loyola University Chicago; Ph.D., Smith College School of Social Work
KENT, JOEL, Associate Professor of Psychology; B.A., University of Connecticut; M.S., Southern Connecticut State University; Ph.D., Florida State University
KENT, KEVIN M., Associate Professor of Psychology; B.A., Boston University; Ph.D., University of New York
KENTY-DRANE, JESSICA, Assistant Professor of Sociology; B.A., University of New Hampshire; M.A., Ph.D., Northeastern University
KERR, AUDREY, Professor of English; M.A., Ph.D., University of Maryland
KIARIE, MARY, Assistant Professor of Special Education; B.Ed., Kenyatta University, Nairobi, Kenya; M.A., Ph.D., Ohio State University
KILLION, SUSAN, Professor of Nursing; B.S.N., University of Evansville; M.S., University of Connecticut; J.D., University of Bridgeport
KIM, CHANG SUK, Professor of Information and Library Science; B.A., Chosun University, Korea; M.L.S., Emporia State University, Kansas, Ph.D., University of Wisconsin
KIRCH, ROBERT J., Professor of Accounting; B.A., Duquesne University; M.A., M.B.A., Ph.D., University of South Carolina, C.P.A.
KLASSEN, TIMOTHY W., Associate Librarian in Library Services; B.A., University of Toronto, Victorial College; M.L.S., Dalhousie University
KOSTKA, EDITH, Assistant Professor of English; B.A., M.A., Southern Connecticut State University; Ph.D., University of Rhode Island
KOWALCZYK, GREGORY S., Associate Professor of Chemistry; B.S., Wayne State University; Ph.D., University of Maryland
KRAEMER, DEBORAH, Associate Professor of Psychology; B.A., Rutgers University; M.A., Ph.D., State University of New York at Buffalo
KRAMER, MARY JO, Associate Professor of Educational Leadership; B.S., University of Dayton; M.A., Eastern Michigan University; Ed.D., Harvard University
KUSACK, JAMES M., Professor of Information and Library Science; B.A., M.A., University of Iowa; Ph.D., Indiana University
KUSS, MARK, Associate Professor of Music; B.M., New England Conservatory of Music, M.M., University of Washington, Ph.D., Duke University
KUSTIN, RICHARD, Associate Professor of Marketing; B.A., Queens College; M.B.A., Baruch College; D.B.A., Nova S.E. University
LABAS, GLADYS, Associate Professor of Educational Leadership; B.A., University of Puerto Rico; M.A., Sixth Year Diploma, Ph.D., University of Connecticut
LACEY, KIMBERLY, Assistant Professor of Nursing; B.S.N.; Northeastern University; M.S.N., Yale University School of Nursing; D.N.Sc., Yale University School of Nursing
LAIRD, KENNETH, Professor of Management and MIS; B.A., University of Maryland; M.B.A., Baruch College, Sc.D., University of New Haven
LACOR, LISA B., Professor of Computer Science; M.S., Ph.D., University of Connecticut
LANG, THOMAS, Coach IV, Intercollegiate Athletics; B.S., Adelphi University
LAROCCHI, STEVEN M., Professor of English; B.A., University of Massachusetts; M.A., Ph.D., Rice University
LAVIN, TERRENCE, Associate Professor of Art; B.S., Skidmore College; M.F.A., Bowling Green State University
LAWLER, MICHELLE A., Associate Counselor; B.A., St. Bonaventure University; M.S., Southern Connecticut State University
LERUD, REBECCA, Professor of Biology; B.A., St. Olaf College; M.S., Ph.D., Indiana University
LESLEY, M J. GERALD, Associate Professor of Chemistry; B.S., M.S., Ph.D., University of Waterloo
LEVANDE, DAVID, Professor of Education; A.B., Syracuse University; M.S.E., City University of New York City College; Ed.D., Columbia University
LEVINE, DAVID A., Professor of Art; A.B., Oberlin College; M.F.A., Ph.D., Princeton University
LIN, YI-CHUN TRICIA, Associate Professor of Women's Studies; B.A., Nat'l Taiwan Normal University; M.A., Tamkang University; Ph.D., SUNY at Stony Brook
LIU, YAN QUAN, Associate Professor of Information and Library Science; B.A., Beijing University; M.A., St. John's College; Ph.D., University of Wisconsin-Madison
LODDA, SHYAMS., Professor of Marketing; B.Com., M.Com., LL.B., University of Rajasthan, India; M.B.A., Michigan State University; Ph.D., University of Jodhpur, India
LYNCH, BARBARA D., Professor of Marriage and Family Therapy; B.S., Central Connecticut State University; M.S., Sixth Year Diploma, Southern Connecticut State University; Ph.D., Heed University
LYNCH, J. EDWARD, Associate Professor of Marriage and Family Therapy; B.A., Providence College; M.A., Millersville State College; M.S., Southern Connecticut State University; Ph.D., Heed University
MACKEY, JOCELYN, Assistant Professor of Psychology; B.A., Norfolk University; M.A. (Psychology), Norfolk University; M.A. (Special Education), Hampton University
MacGREGOR, JAMES F., Associate Professor Recreation and Leisure; B.S., M.S., Southern Connecticut State University; Ph.D., University of Hartford
MADARA, BERNADETTE, Professor of Nursing; B.S., St. Anselm College; M.A., University of Tulsa; M.S.N., Sacred Heart University; Ed.D., Teachers College, Columbia University
MADISON, JULIAN C., Associate Professor of History; B.A., M.A., Cleveland State University; Ph.D., University of Washington
MADLOCK, ANNETTE, Assistant Professor of Communication; B.A., M.A., Bethel University
MADONIA, PETER, Associate Professor of Educational Leadership; B.A., M.A., Fairfield University; M.B.A., University of New Haven; Ed.D; University of Sarasota
MAGNO, CATHRYN, Associate Professor of Educational Leadership; B.A., Tufts University; Ed.M., Harvard University; Ph.D., Columbia University
MAJOR, PATRICIA A., Professor of Special Education; B.A., University of Michigan; M.A., New York University; Ph.D., Fordham University
MALONEY, JOHN J., Coach II, Intercollegiate Athletics; B.A., University of Massachusetts
MALTESE, ANTHONY, Assistant Professor Social Work; B.A., Southern Connecticut State University; M.S.W., University of Connecticut
MANZELLA, JOSEPH C., Professor of Anthropology; B.Ed., University of Miami; M.A., Wesleyan University; Ph.D., University of Connecticut

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

MARINO, DORIS M., Associate Professor of Exercise Science; A.B., M.P.H., Ph.D., University of Michigan

MARS LAND, KATHERINE, Assistant Professor of Psychology; B.A., Fairfield University; M.S., M.Phi, Ph.D., Yale University

MARS OOBIAN, ARMIN T., Professor of Philosophy; B.A., Bucknell University; Ph.D., State University of New York at Stony Brook

MARTENS, DAVID, Professor of Exercise Science; B.S., M.S., Southern Connecticut State University; Ph.D., University of Connecticut

MARTIN, MICHAEL, Professor of Counseling and School Psychology; B.A., University of Connecticut; M.S., Sixth Year Diploma, Southern Connecticut State University; Ph.D., University of Connecticut

MAZUR, JAMES E., Professor of Psychology; A.B., Dartmouth College; Ph.D., Harvard University

McCLAIN, MELISSA, Assistant Professor of English; B.A., M.Ed., University of Virginia, Charlottesville

McOMBES-TOLIS, JULE, Associate Professor of Special Education; Ph.D., University of Connecticut

McDANIELS, CYNTHIA, Professor of Educational Leadership; B.A., M.A., University of California, Berkeley; Ph.D., University of Maryland, College Park

MCEACHERN, ROBERT W., Professor of English; B.A., Boston University; M.A., Northeastern University; Ph.D., University of Louisville

McGINN, JANE, Associate Professor of Information and Library Science; B.S., Howard University; M.L.S., University of North Carolina; Ph.D., University of Pittsburgh

McGOVERN, ENDA, Associate Professor of Marketing; B.Eng, M.B.A., University College Galway; Ph.D., Brunel University

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

METAXAS, VIRGINIA A., Professor of History; B.A., M.A., Ph.D., State University of New York

MICHLIN, P. MINOU, Professor of Social Work; B.S.W., Teheran School of Social Work; M.S.S.A., Case Western Reserve University; Ph.D., Yeshiva University, A.C.S.W.

MIGLIACCI, NAOMI, Assistant Professor of Special Education/Reading; B.A., Gordon College; M.A., Azusa Pacific University

MILLER, SUSAN, Assistant Librarian; B.M., M.M., Ohio University, M.S., University of Illinois

MILLS, JUDITH, Associate Professor of Economics and Finance; B.A., M.A., Ph.D., State University of New York at Stony Brook

MINDELL, CONSTANCE L., Associate Professor of Social Work; B.A., M.S., Boston University; D.S. Well., Yeshiva University

MISASI, SHARON P., Professor of Exercise Science; B.S., Southern Connecticut State University; M.S., Indiana State University; Ph.D., University of Connecticut

MOCK, JEFF, Professor of English; B.A., The University of Iowa; M.F.A., The University of Alabama

MOMPARLER, MICHAEL, Associate Counselor, Counseling Services; B.A., University of South Florida; M.S.W., Simmons College

MOORE-BRANCAZIO, DINA, Assistant Professor of Psychology; B.A., Boston University; M.A., Ph.D., University of Connecticut

MORIN, GARY, Professor of Exercise Science; B.S., Slippery Rock State University; M.S., University of Massachusetts; Ph.D., University of Connecticut

 MORSE, MIA, Associate Professor of Reading; B.A., Manhattan College; M.A., Ed.D., Columbia University

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

MUGNO, RAYMOND, Associate Professor of Mathematics; B.A., Manhattan College; M.S., Ph.D., State University of New York at Stoney Brook

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

NAKAMURA, BYRON, Assistant Professor of History; B.A., University of California at Santa Barbara; M.A., University of Washington; Ph.D., University of Washington, Seattle

NANGIA, MADAN N., Associate Professor of Management; B.A., M.A., Punjab University, India; M.B.A., University of California; Ph.D., New York University

NAURUMANCHI, RADHA R., Associate Professor of Accounting; B.A., Andhra University (India); M.B.A., Bernard M. Baruch College, C.P.A., C.I.S., R.F.P., I.C.W.A.

NELSON, CAROL, Coach II, Intercollegiate Athletics; B.S., Southern Connecticut State University; M.S., Indiana University

NELSON, GERARD, Coach II, Intercollegiate Athletics; B.S., Southern Connecticut State University

NEVEROW, VARA S., Professor of English; B.A., Nyack College; M.A., Ph.D., New York University

NEWMAN, DIANA, Assistant Professor of Communication Disorders; B.A., Lehman College; M.S., State University of New York at Albany; Ph.D., University of Connecticut

NEWTON, DEBORAH, Associate Professor of Special Education/Reading; B.S., SUNY, New Paltz; M.Ed., College of New Jersey; Ed.D., University of Cincinnati

NICAISE, OLIVIER J.C., Assistant Professor of Chemistry; B.S., Université Pierre et Marie Curie/Paris; M.S., University of Illinois at Urbana-Champaign

NODOUSHANI, ARMEN T., Professor of Counselor Education and School Psychology; B.A., M.S., Boston University; M.A., M.Ed., University of Pennsylvania

NOVOSAD, CLAIRE, Associate Professor of Psychology; B.A., University of Western Florida; Ph.D., University of Connecticut

NOWLAN, GWENDOLYN Wright, Professor of Library Science and Information; B.M., Eastman School of Music; M.S., Simmons College; Ed.D., Boston University

NWACHUKU, UCHENNAAT, Associate Professor of Counseling and School Psychology; B.S., Houghton College; M.A., Ed.D., University of Massachusetts at Amherst

Southern Connecticut State University 2007-08 Undergraduate Catalog
NWANGWU, JOHN T., Professor of Public Health; M.B., University of Nebraska; M.P.H., Loma Linda University; Dr.P.H., Columbia University
NYE, LARRY, Assistant Professor Theatre; B.F.A., University of Arizona; M.F.A., University of Oklahoma
O’BRIEN, WESLEY J., Assistant Professor of Media Studies; B.S., Southern Connecticut State University; M.A., Wesleyan University, Ph.D., New York University
OGBAA, KALU, Professor of English; B.A., University of Nigeria; M.A., Ohio State University; Ph.D., University of Texas at Austin
O’HARA, JONATHAN, Assistant Professor of Political Science; B.A., University of California, Santa Barbara; M.A., Ph.D., University of California, Los Angeles
OKOBI, ELSIE GOGO, Associate Professor of Information and Library Science; B.S., University of Ibadan; M.S.I.S., M.L.S., University of Pittsburgh; Ed.D., Nova S.E. University
OLNEY, PATRICIA A., Associate Professor of Political Science; B.A., Bryn Mawr College; M.A., Ph.D., University of Miami
OLSHIN, GEORGE M., Professor of Special Education; B.A., M.S., City College of New York; Ed.D., University of Georgia
OLER, LINDA, Associate Professor of Foreign Language; B.S., Cleveland State University; M.A., Case Western Reserve; Ph.D., University of Wisconsin-Madison
OPPEDISANO, JEANNETTE, Professor of Management/Mis; B.A., M.S., State University of New York at Albany; Ph.D., Rensselaer Polytechnic Institute
ORNER, MARK, Assistant Professor of Communication; M.A., Ph.D., University of Massachusetts
PADDock, TROY R., Associate Professor of History; B.A., Pepperdine University; M.A., Ph.D., University of California at Berkeley
PAGE, JR., ROBERT A., Associate Professor of Management; B.S., Cornell University; M.O.B., Brigham Young University; Ph.D., University of California, Irvine
PALMA, GIUSEPPINA, Professor of Foreign Language; B.A., Albertus Magnus College; M.A., M.Phil., Ph.D., Yale University
PANG, JIONGDONG, Associate Professor of Chemistry; B.S., Fudan University, China; M.S., Institute of Oceanology, Chinese Academy of Science; Ph.D., University of Rhode Island
PANCHAS, PATRICIA, Professor of Exercise Science; B.S., M.S., Southern Connecticut State University
PANZA, JOSEPH, Associate Professor of Recreation and Leisure; B.A., M.A., Seton Hall University; Ed.D., University of Pennsylvania
PARRISH, TIMOTHY L., Professor of English; B.S., M.Ed., Louisiana State University; M.F.A., University of Alabama
PauL, RHEA, Professor of Communication Disorders; B.A., Brandeis University; Ed.M., Harvard University; Ph.D., University of Wisconsin
PauLson, aRTHUR C., Professor of Political Science; B.A., Parsons College; M.A., Ph.D., University of Colorado
PEarson, DAVID, Professor of Public Health; B.S., State University of New York at Cortland; M.P.H., University of Michigan; Ph.D., Yale University
PElayo, RUBEN, Professor of Foreign Languages; B.A., Escuela Normal Superior, Cuernavaca, Mexico; M.A., San Diego State University; Ph.D., University of California-Riverside
PeNNISI, FRANCESCA, Assistant Professor of Foreign Languages; Ph.D., Yale University
PERKINS, BRIAN K., Professor of Educational Leadership; B.S. Grambling State University; M.P.H., Yale University School of Medicine; Ed.D., Teachers College Columbia University
PErlIN, MICHAEL J., Professor of Public Health; B.S., M.S., Brooklyn College, City University of New York; M.P.H., School of Public Health, University of California; Ed.D., Columbia University
PERRAS, DONALD F., Associate Professor of Special Education; B.S., University of Bridgeport; M.A., Fairfield University; Ph.D., George Peabody College
PERRelli, DEMETRA, Assistant Professor of Exercise Science – B.S., M.S., Southern Connecticut State University
PeTERS, KLAUS, Associate Professor of Computer Science; B.A., M.A., Ph.D., University of Hamburg
PETRIE, PAUL R., Associate Professor of English; B.A., Eastern College; M.A., Ph.D., University of Connecticut
PETROSKI, DAVID, Assistant Professor of Communication; B.A., M.S., Ph.D. Rutgers University
PETTICREW, DAVID E., Professor of Philosophy; B.A., Friends World College; M.A., Antioch University; M.A., Ph.D., State University of New York Stony Brook
PETTO, CHRISTINE M., Professor of History; B.A., Boston University; M.A., Ph.D., Indiana University
PhELAN, WILLIAM R., Associate Professor of Art; B.F.A., Massachusetts College of Art; M.F.A., Rochester Institute of Technology
PHELPS, SCOT, Associate Professor; B.A., Columbia University; M.P.H., Yale University; J.D., Brooklyn Law School
PHILLIPS, JANET, Professor of Accounting; B.S., Bryant College; M.B.A., Sc.D., University of New Haven, C.P.A.
PIEMONTE-REPOS, IGUSSA, Associate Professor of Foreign Languages; B.A., State University of New York College at Purchase; M.A., M.Phil., Ph.D., Yale University
PINCIU, VALERIU, Associate Professor of Mathematics; B.S., M.S., University of Bucharest; Ph.D., State University of New York at Buffalo
PODNAR, HRVOJE, Associate Professor of Computer Science; B.Sc., M.Sc., University of Zagreb/Croatia; Ph.D., State University of New York at Stony Brook
POLE, ANTOINETTE, Assistant Professor of Political Science; B.A., State University of New York, College at Oswego; Ph.D., City University of New York
POLK, JOSEPH A., Professor of Sociology; B.A., Wheeling Jesuit University; M.A., Duquesne University; Ph.D., Fordham University
PRASAD, DURGA, Professor of Management; B.S., LL.B., Lucknow University, India; L.L.M., Banaras Law School, India; L.L.M., J.S.D., Yale University
PRINCE, MELVIN, Professor of Marketing; B.A., M.A., Brooklyn College; Ph.D., Columbia University
PRITCHARD, DEMIAN, Associate Professor of English; M.A., Ph.D., University of California, San Diego
PURDY, MARY H., Associate Professor of Communication Disorders; B.S., Northwestern University; M.S., Southern Connecticut State University; Ph.D., University of Connecticut

PURMONT, JON EMMETT, Professor of History; B.S., Georgetown University; M.S., Southern Connecticut State University; Ed.D., Teachers College, Columbia University

QUILL, TIMOTHY P., Head Coach II, Intercollegiate Athletics; B.A., Alfred University

RADICE, THOMAS, Assistant Professor of History; B.A., M.A., West Chester University; M.A., Seton Hall University; Ph.D., University of Pennsylvania

RAKELDT, JAAK, Professor of Social Work; B.A., State University of New York at Geneseo; M.S.W., M.Phil., Ph.D., Syracuse University; Postdoctoral Fellow in Clinical Research, Yale University School of Medicine, Department of Psychiatry

RAMIREZ, CARLOS, Assistant Professor of Biology; B.A., City University of New York; M.Sc., Michigan State University; M.Phil., City University of New York; Ph.D., City University of New York

RAUSCHENBACH, JAMES, Assistant Professor of Exercise Science; B.S., Cleveland State University; M.S., Western Kentucky University; Ph.D., Ohio State University

RE, TINA MESSORE, Librarian for Library Services; B.A., Albertus Magnus College; M.F.A., Art Academy; M.F.A., Yale University; M.L.S., Southern Connecticut State University

REBESCHI, LISA M., Associate Professor of Nursing; B.S.N., M.S.N., Southern Connecticut State University

REINHARDT, JONATHAN, Assistant Professor of Foreign Languages; B.A., University of Illinois, Urbana-Champaign; M.A., University of Illinois, Chicago

REMEDIOS, KAREN, Assistant Professor of English; B.A., Mount Carmel College; M.A., Stella Maris College

REYNAGA, ALBA, Associate Librarian; B.A., Albertus Magnus College; M.L.S., Southern Connecticut State University

RHODES, JAMES F., Professor of English; B.S., Holy Cross College; M.A., University of Rhode Island; Ph.D., Fordham University

RICHARDSON, LYSTRAM, Professor of Educational Leadership; A.S., Norwalk Community-Technical College; B.A., Pace University; M.A., Fairfield University; Sixth Year Certificate, Southern Connecticut State University; Ph.D., University of Connecticut

RINEHARDT, KARL F., Professor of Exercise Science; B.S., University of New Mexico; Ph.D., Ohio State University

RISISKY, DEBRA, Assistant Professor of Public Health; B.S., Ithaca College; M.Ed., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

RITTER, KELLY A., Associate Professor of English; B.A., M.F.A., University of Iowa; Ph.D., The University of Illinois at Chicago

ROFUTH, TODD W., Professor of Social Work; B.A., M.S.W., University of Minnesota; D.S.W., University of Pennsylvania

ROGERS, MICHAEL J., Associate Professor of Anthropology; B.A., M.A., Stanford University; Ph.D. Quaternary Studies Certificate, Rutgers

RONDINONE, KATHLEEN A.M., Assistant Professor of Mathematics; B.A., Boston College; M.Ed., Towson University; Ph.D., University of Maryland

RONDINONE, TROY M., Assistant Professor of History; B.A., Sonoma University; M.A., Ph.D., University of California at LA

RONIS, DIANE L., Associate Professor of Education; B.A., M.A., Brooklyn College, City University of New York; Sixth Year Diploma, University of Bridgeport; Ph.D., The Union Institute

ROSADO, CALEB, Assistant Professor of Sociology; B.A., Pacific Union College; B.D., Andrews University; Ph.D., Northwestern University

ROSSO, GEORGE A., JR., Professor of English; B.A., Ohio State University; M.A., San Francisco State University; Ph.D., University of Maryland

RUKOWICZ, PATRICIA, Associate Professor of Exercise Science; R.N., Hartford Hospital School of Nursing; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University

RUSSELL, TILDEN A., Professor of Music; B.A., City College of New York; Ph.D., University of North Carolina

RYAN, MICHAEL, Professor of Sociology; B.A., Fordham University; M.A., Professional Diploma, Sixth Year, Teachers College, Columbia University; Ph.D., University of Missouri

SACKOWSKY, PETER P., Professor of Geography; B.S., Worcester State College; M.A., Clark University; Ph.D., Indiana State University

SALTMAN, JOYCE M., Professor of Special Education; B.A., Brooklyn College; M.S., Hunter College; M.S., Sixth Year Diploma, Southern Connecticut State University; Ph.D., Columbia University

SAMPSON, LINDA, Associate Professor of Communication; B.A., Virginia Tech; M.A., Ohio University; Ph.D., Ohio University

SANDIFER, THERESAM., Professor of Mathematics; B.S., Iona College; M.S., Ph.D., University of Massachusetts

SANTAVENERE, OLIVE A., Associate Professor of Nursing; B.S., University of Hartford; M.S., University of Hartford; M.S.N., University of Massachusetts; Ph.D., University of Connecticut

SARGENT, MARGARET, Associate Professor of Communications; B.S., Central Michigan University; M.A., Northern Illinois University; Ph.D., Southern Illinois University

SAVAGE, DEBORAH A., Associate Professor of Economics; B.S., George Mason University; M.A., Ph.D., University of Connecticut

SCHLE, JOSEPHINE, Professor of Information and Library Science; B.A., National Taiwan University; M.L.S., State University of New York at Albany; M.L.S., Ph.D., Florida State University

SCHMIDT, JOHN, Assistant Professor of Mathematics; B.S., University of Pittsburgh; M.S., Ph.D., New York University

SCHMITT, ELENA, Associate Professor of Foreign Languages; B.A., Moscow State Linguistics University; M.A., West Virginia University; Ph.D., University of South Carolina

SCHOFIELD-BODT, CINDY, Librarian; B.A., State University of New York; M.L.S., Pratt Institute

SCHULTZ, GERDA L., Professor of Mathematics; B.A., Manhattan College; M.A., Fordham University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELVAGGIO, MARIE M.</td>
<td>Professor of Anthropology</td>
<td>B.A., Douglass College; M.A., Ph.D., Rutgers University</td>
</tr>
<tr>
<td>SENZER, MARK</td>
<td>Associate Professor of Social Work</td>
<td>B.A., Brooklyn College; M.S.W., Advanced Certificate, Columbia University; A.C.S.W.</td>
</tr>
<tr>
<td>SERCHUK, CAMILLE</td>
<td>Professor of Art</td>
<td>B.A., University of Pennsylvania; M.A., M.Phil., Ph.D., Yale University</td>
</tr>
<tr>
<td>SIEGEL, ELBERT</td>
<td>Professor of Social Work</td>
<td>B.A., State University of New York; M.S., Canisius College; M.S.W., University of Connecticut; Certificate of Advanced Study in Social Welfare, D.S.W., Columbia University; A.C.S.W.</td>
</tr>
<tr>
<td>SIERPE, EINO</td>
<td>Associate Professor of Information and Library Science</td>
<td>B.A., Concordia University; M.I.L.S., Ph.D., McGill University</td>
</tr>
<tr>
<td>SKOCZEN, KATHLEEN</td>
<td>Associate Professor of Anthropology</td>
<td>B.A., San Diego State University; M.A., Ph.D., Syracuse University</td>
</tr>
<tr>
<td>SLOMBA, JEFF</td>
<td>Associate Professor of Art</td>
<td>B.A., College of William and Mary; M.F.A., State University of New York at Buffalo</td>
</tr>
<tr>
<td>SMITH, CHERI</td>
<td>Associate Professor of Counseling/School Psychology</td>
<td>B.A., University of West Florida/Pensacola; M.Ed., Mississippi State University</td>
</tr>
<tr>
<td>SMITH, DEBORAH</td>
<td>Associate Professor of Recreation and Leisure</td>
<td>M.S., Ph.D., Indiana University</td>
</tr>
<tr>
<td>SMITH, DWIGHT G.</td>
<td>Professor of Biology</td>
<td>B.A., Elizabeth-town College; M.S., Ph.D., Brigham Young University</td>
</tr>
<tr>
<td>SMYTH, ANDREW</td>
<td>Assistant Professor of English</td>
<td>B.A., University of Dallas, Texas; M.A., Saint Bonaventure University, Ph.D., Saint Louis University</td>
</tr>
<tr>
<td>SNYDER, ROBERT</td>
<td>Professor of Chemistry</td>
<td>B.A., University of Massachusetts, Amherst; Ph.D., St. John’s University</td>
</tr>
<tr>
<td>SOLODOW, JOSEPH B.</td>
<td>Professor of Foreign Languages</td>
<td>Columbia University; A.B./A.M., Ph.D., Harvard University</td>
</tr>
<tr>
<td>SONESON, DANIEL B.</td>
<td>Professor of Foreign Language</td>
<td>M.A. (2), Ph.D., Indiana University</td>
</tr>
<tr>
<td>SONNENSCHEIN, DANAL L.</td>
<td>Professor of English</td>
<td>B.A., University of Iowa; M.A., Johns Hopkins University; M.A., Ph.D., Boston University</td>
</tr>
<tr>
<td>SQUIRES, DAVID A.</td>
<td>Associate Professor of Educational Leadership</td>
<td>B.A., M.A., Allegheny College; Ph.D., University of Pittsburgh</td>
</tr>
<tr>
<td>STAMBLES, MOSES</td>
<td>Professor of Social Work</td>
<td>B.A., New School for Social Research; M.A., Teachers College, Columbia University; M.S.W., M.P.H., University of Connecticut; Ph.D., New York University</td>
</tr>
<tr>
<td>STEPAKOVICH, PAUL</td>
<td>Professor of Management</td>
<td>M.B.A., Clarion University; Ph.D., Medical University of South Carolina</td>
</tr>
<tr>
<td>STEVENSON, GORDON</td>
<td>Assistant Professor of Philosophy</td>
<td>B.A., Wesleyan University; M.A., Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>STOHLER, WILLIAM LEE, JR.</td>
<td>Professor of Public Health</td>
<td>B.S., West Chester State College; M.Ed., Trenton State College; Ph.D., University of Toledo</td>
</tr>
<tr>
<td>STRAWN, JILL</td>
<td>Associate Professor of Nursing</td>
<td>B.A., Hunter College, M.S., Yale University, Ed.D., Columbia University</td>
</tr>
<tr>
<td>STRETCH, CYNTHIA</td>
<td>Associate Professor of English</td>
<td>B.A., Indiana University; Ph.D., The University of Iowa</td>
</tr>
<tr>
<td>SULLIVAN, JOHN C.</td>
<td>Associate Professor of Theatre</td>
<td>B.F.A., M.F.A., Carnegie-Mellon University</td>
</tr>
<tr>
<td>SWARTZ, DANIEL</td>
<td>Assistant Professor of Exercise Science</td>
<td>B.S., Eastern Connecticut State University; M.S., Ph.D., Florida State University</td>
</tr>
<tr>
<td>SWENSON, KATHERINE A.</td>
<td>Assistant Librarian</td>
<td>B.S., M.L.S., Southern Connecticut State University</td>
</tr>
<tr>
<td>SWERLING, LOUISE SPEAR</td>
<td>Professor of Special Education</td>
<td>B.A., University of Connecticut; M.S., Southern Connecticut State University; M.S., Ph.D., Yale University</td>
</tr>
<tr>
<td>TAIT, JAMES</td>
<td>Associate Professor Science Education and Environmental Studies</td>
<td>B.A., B.S., M.S., Ph.D., University of California, Santa Cruz</td>
</tr>
<tr>
<td>TAMURA, RONALD</td>
<td>Assistant Professor of Special Education</td>
<td>B.S., University of Florida; M.Ed., Lesley University; Ph.D., University of Nevada, Las Vegas</td>
</tr>
<tr>
<td>TAVARES, FRANK</td>
<td>Professor of Communication</td>
<td>A.B., Wheaton College; M.A., Northern Illinois University; Ph.D., University of Texas</td>
</tr>
<tr>
<td>TAYLOR, DEREK</td>
<td>Assistant Professor of Communication</td>
<td>B.A., Florida Atlantic University; M.F.A., School of the Art Institute of Chicago</td>
</tr>
<tr>
<td>TAYLOR, MARAVENE E.</td>
<td>Professor of Special Education</td>
<td>B.A., Duke University; M.S., Sixth-Year Diploma, Southern Connecticut State University; M.A., M.Phil., Ph.D., Teachers College, Columbia University</td>
</tr>
<tr>
<td>TERSTRA, JUDITH</td>
<td>Assistant Professor of Special Education</td>
<td>B.S., Bridgewater State College; M.Ed., University of Nevada/Las Vegas; Ph.D., University of Nevada/Las Vegas</td>
</tr>
<tr>
<td>THOMPSON, CESARINA M.</td>
<td>Professor of Nursing</td>
<td>B.S.N., University of Bridgeport; M.S., Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>THOMPSON, EDWARD A.</td>
<td>Professor of Psychology</td>
<td>B.A., Denison University; M.A., Ph.D., University of Delaware</td>
</tr>
</tbody>
</table>
THOMPSON, C. MICHELE, Associate Professor of History; B.A., M.A., University of Alabama; Ph.D., University of Washington

THORSON, JAMES, Professor of Economics and Finance; B.S., University of Wisconsin; M.A., Ph.D., University of Illinois at Chicago

TOMASKO, DIANE R., Associate Librarian; B.S., M.B.A., University of Connecticut; M.L.S., Rutgers University

TORRE, CARLOS ANTONIO, Professor of Education; B.A., Northeastern Illinois University; M.Ed., Ed.D. Harvard University

TROY, ELIZABETH, Assistant Professor of English; B.A., Harvard University; M.F.A., University of Montana

TURKO, ALEXANDER A., Associate Professor of Biology; B.A., M.S., Southern Connecticut State University

ULLIAN, JOSEPH A., Professor of Communication; B.A., Amherst College; M.A., The Annenberg School of the University of Pennsylvania; Ph.D., University of Illinois

ULLMAN-BROWN, MARYANNE, Associate Professor of Special Education; B.S., M.S., Southern Connecticut State University

UNSON, CHRISTINE, Assistant Professor of Public Health; B.A., Maryknoll College; M.A., Ph.D., University of Connecticut

VADEN-GOAD, ROBERT E., Associate Professor of Mathematics; B.A., Rice University; Ph.D., University of Georgia

VANCOU, MICHÈLE L., Associate Professor of Public Health B.A., Central Connecticut State University; M.P.H., Southern Connecticut State University; Ph.D., New York University

VATERS-CARR, RACHAEL, Associate Professor of Art; B.F.A.; Middle Tennessee State University; M.F.A., Miami University

VENA, MICHAEL, Professor of Foreign Languages; B.A., University of Bridgeport; M.A., Ph.D., Yale University

VERPLAETSE, LORETTA STOOPS, Professor of Foreign Language; B.A., University of Illinois; M.S.Ed., Syracuse University; Ph.D., Boston University

VILLANI, CHRISTINE J., Associate Professor of Education; B.S., Mercy College; M.A., Hofstra University; Ed. D. Fordham University

VITALE, JOSEPH N., Professor of Computer Science; B.S., Fairfield University; M.S., Rensselaer Polytechnic Institute; M.S., Yale University

VOLKMAN, RICHARD, Associate Professor of Philosophy; B.A., Winona State University; M.A., Ph.D., University of Wisconsin at Madison

VU, THUAN Q., Associate Professor of Art; B.A., Centre College; M.F.A., Louisiana State University

WAGNER, LINDA, Associate Professor of Nursing; B.S.N., Western Connecticut State University; M.S.N., University of Pennsylvania; Ed.D., University of Hartford

WALSH, DAVID, Professor of Political Science; B.A., Westfield State College; M.A., Ph.D., University of Connecticut

WEED, CLYDE P., Associate Professor of Political Science; B.A., Vassar College; M.A., M.Phil., Ph.D., Columbia University

WEISS, DEBORAH, Associate Professor of Communication Disorders; B.S., New York University; M.A., The Hebrew University of Jerusalem; Ph.D., University of Connecticut

WEST, ERIC S., Assistant Professor of Geography; B.S., James Madison University; M.A., University of Kansas; Ph.D., San Diego State University

WHITEHEAD, JESSIE, Assistant Professor of Art; B.F.A., M.F.A., Mississippi University for Women; Ph.D., Florida State University

WIEDER, CHARLES G., Assistant Professor of Art; B.F.A., University of Arizona; M.S., Queens College; Ph.D., Stanford University

WORDEN, BARBARA, Associate Professor Social Work; B.A., Penn State University; M.S.W., University of Connecticut; M.Ph., Ph.D., Columbia University

WORKMAN, ROBERT S., Professor of Computer Science; B.S., Columbia University; M.A., City College of New York

WU, HING, Associate Librarian in Library Services; M.S., Simmons College

YACHER, LEON, Professor of Geography; B.A., M.A., University of New Mexico; Ph.D., Syracuse University

YANG, CHULGUEN, Assistant Professor of Management; B.A., Yonsei University; M.A., University of North Carolina, Charlotte; Ph.D., Central Michigan University

YANG, JINJIN, Professor or Exercise Science; B.A., M.Ed., Beijing Institute of Physical Education, China; M.A., Ph.D., The Ohio State University

YU, WINNIE Y., Professor of Computer Science; B.S., Monmouth College; M.S., Columbia University

ZACK, DENISE, Assistant Counselor; B.S., University of Connecticut; M.A., Southern Connecticut State University

ZAMOURI, ALI, Assistant Librarian; B.A., University of Baghdad, Iraq; M.S., University of Chicago; M.S., Southern Connecticut State University
ACETO, ANTONIO, Coordinator of Athletic Facilities; B.S., Southern Connecticut State University
ALLEN, ELAINE, Associate Director Counseling Services; B.A., Centre College; M.S., Duke University
AMENTA, ROSALYN, Director of Women’s Programs; B.A., Southern Connecticut State University; M.A.R., Yale Divinity; Ph.D., Fordham University
AMIN, ALIYA, Assistant to the Director of Student Supportive Services; A.S., South Central Community College
APPLEBY, GEORGE A., Interim Dean of the Health and Human Services; B.A., University of Connecticut; M.S.W., University of North Carolina; Certificate of Advanced Study (Social Welfare); D.S.W., Columbia University
ARBORIO, KAREN, Coordinator of University Construction and Facilities Management; B.S., Central Connecticut State University
ARNOLD, STEPHEN M., Inventory/Stores Coordinator
BARBER, JAMES W., Director of Student Supportive Services; B.S., Southern Connecticut State University
BARRETT, CHRISTINE, Assistant Dean for Arts and Sciences; B.A., Quinnipiac College; M.S., Central Connecticut State University
BARTON, ANDREA, E., Associate for Career Services; B.A., Rosemont College
BASSETT, JILL, Assistant to the Director of Housing/Residence Hall Director; B.A. Southern Connecticut State University
BEACOM, ELIZABETH C., Assistant Director of Public Affairs; B.A., Molloy College; M.A., University of Virginia; Charlottesville
BEATTY, ELLEN RUSSELL, Associate Vice President for Academic Affairs; B.S., Molloy College; M.A., New York University; M.Ed., Ed.D., Teachers College, Columbia University
BEASOLEIL, BRIAN, Network Administrator; B.S., Southern Connecticut State University
BELCHER, TIMOTHY, Assistant Director of Admissions; B.A., Quinnipiac University
BEN-AVIE, MICHAEL, Associate Coordinator of Assessment; B.A., University of Haifa at Oranim, Ph.D., Davidson School of Education, Jewish Theological Seminary
BENTLEY-DROBISH, DENISE, Director of Student Life/Student Affairs; B.S., M.S., Southern Connecticut State University
BERGEVIN, JOHN P., PC Maintenance Technician
BLAKE, JAMES E., Executive Vice President; B.S., Eastern Connecticut State University; M.P.A., University of Connecticut
BONN, AIMEE, Administrative Operations Assistant
BOPPERT, PETER, Director of Learning Resource Center; B.S., Southern Connecticut State University; M.A., University of Connecticut
BOUTAUGH, DIANE, Assistant Director of Human Resources; B.S., M.S., Central Connecticut State University
BRIGNOLA, JOSEPH, Director, Academic Computer Center; B.S., Southern Connecticut State University; M.S., University of New Haven Graduate School; M.S., Polytechnic University
BROWN-ALBERT, DIAN Assistant to the Director of Housing/Residence Hall Director; B.A., Southern Connecticut State University
BRULE, LISE M., University Controller; B.S. Bryant College; M.B.A., Southern Connecticut State University
BUCCIieri, MARIA, CSU Administrative Assistant
BUCKMAN, HARRIET, Assistant Director of Financial Aid and Scholarships; B.A., Albertus Magnus College
BUONOcore, RALPH, Telecommunication Technician Manager
CALANDRA, CONRAD S., Director of Banner Communications; B.A., James Madison University; M.Ed., University of Virginia
CAMMARATA-GILHULY, DOREEN, Assistant to the Director of Alumni Affairs; B.S., Southern Connecticut State University
CAROLLO, CHRISTOPHER, Major Gifts Associate
CARPENTIER, ROBERT F., PC Maintenance Technician; B.S., Southern Connecticut State University
CARSON, DARCI, Assistant in Human Resources
CASSELLA, VINCENZO, Research Assistant; B.S. Southern Connecticut State University
CENEVIVA, MARK, Director of Operations; B.S., Western Connecticut State University; M.S., Long Island University
CHAI, W. ALVIN, Chief Information Officer; B.A., Wittenburg University; M.S., New York University; Ph.D., Polytechnic Institute of Brooklyn
CHABRA, AJAY, Financial Information Systems Support Specialist; M.B.A., Southern Connecticut State University
CHUCTA, NANCY, Administrative Operations Assistant
CHRISTY, CATHERINE, Coordinator of the Women’s Center; B.S., Sacred Heart University
CIARLONE, JANE, Coordinator for Supported Education Program; B.A., University of New Haven; M.S., University of Michigan; M.S., Southern Connecticut State University
COHANE, WILLIAM, Assistant Director of Facilities; B.A., Southern Connecticut State University
COHEN, CLIFFORD S., Technical Support Specialist (LAN) for Administrative Computing; B.A., University of Connecticut
COLLISON, STEVEN J., Server Support Specialist; B.S., Southern Connecticut State University
CONLEY, MARYLOU A., Coordinator of Graphic Services; B.S., Southern Connecticut State University
CONTE, DELINDA L., Assistant Director Pre-Award Services; B.S., New Hampshire University
CONTE, JOAN M., Associate Registrar; B.S., Southern Connecticut State University
COOK, KENNETH G., Technical Support Analyst; B.S., University of Connecticut
CRIER, BRAD, Director of Student Center; B.A., M.S., Southern Connecticut State University
CRERAR, ROBERT, Media and Instructional Services Specialist; B.S., University of Bridgeport; M.S., University of New Haven
CUDDIHÉE, ROBERT, Media and Instructional Services Specialist; B.S., University of Bridgeport; M.S., University of Louisville
DANIELS, LOUISE M. Property Control Coordinator
DELUCA, LEWIS, JR., Associate Director of Financial Aid and Scholarships; B.S., Saint Michael’s College; M.Ed., Springfield College
DEMEZZO, ROBERT, Assistant Director of Housing/Area Coordinator; B.S., Southern Connecticut State University
DENINO, DAVID J., Director of Counseling Services; B.S., M.S., Southern Connecticut State University
DENNIS, AVON L., Director of Financial Aid and Scholarships; B.S., M.B.A., Morgan State University
DESMETO, DEBORAH A., Administrative Operations Assistant, Academic Affairs
DIANA, ROSEANN, Associate Dean for Graduate Studies; B.A., University of Connecticut; M.S., Southern Connecticut State University
DILGER, PATRICK, Director of Public Affairs; B.A. Auckland University; M.S. University of North Carolina
DOHERTY, JULIA, Assistant to Director of Career Services Assistant; B.S., Southern Connecticut State University
D’ONOFRIO, Jr. GIOVANNI, Payroll Coordinator; B.S., Quinnipiac University
DORR, THOMAS, Assistant to the Director of the Student Center/Technical Support and Conferencing; B.S., Southern Connecticut State University
DROBISH, ROBERT K., Scheduling Officer; B.S., M.S., Southern Connecticut State University
FADDEN, MARGUERITE S., Director of Career Services; B.A., Providence College; M.S., Southern Connecticut State University
FAIRCHILD, DEBORAH, Assistant Coordinator; Disability Resource Office; B.A., University of Bridgeport
FAISON-JETER, NICOLE, Assistant to the Director/Residence Hall Director
FARRICIELLI, RICHARD V., Dean of University and Student Affairs; B.A., M.S., Southern Connecticut State University
FERNANDES, JUDITE, Assistant Director for Annual Giving; B.A., Southern Connecticut State University
FERRIE, VINCENT, JR., Assistant to the Director for Business Service; B.S., Southern Connecticut State University
FERRUCCI, THOMAS J., Assistant Director of Student Supportive Services, Writing/Tutorial; B.A., The Pennsylvania State University; M.A., University of Arizona
FINCH, JANELLE C., Assistant Director of Public Affairs/Graphics; B.F.A. University of Hartford
FORREST, DAVID, Assistant Director of Facilities Operations; M.Arch., University of Virginia
FRANCIS, BERNADINE, Assistant Director of Institutional Research
FREDEEN, DONNAJEA N., Dean of the School of Arts and Sciences; B.A., McMurry College; Ph.D., Texas A&M University
FRIESS-MORDEENTE, LINDA, Assistant Registrar; B.S., University of Connecticut
GABEL, MARY, Coordinator of Multimedia Services – AV/TV
GALBICSEK, MICHAEL, Assistant to the Director of Housing; B.S., M.B.A., Southern Connecticut State University
GALVIN, LISA A., Assistant to the Dean of Graduate Studies; B.S., M.B.A., Southern Connecticut State University
GEELEN, MARIE, Associate Director of Housing; M.S., Hofstra University
GERSTEIN, ADAM, Technical Support Analyst; B.S., Southern Connecticut State University
GILBRIDE-REDMAN, MAUREEN, Research Associate; B.A., Providence College; M.P.A., University of New Haven
GIORDANO, JOHN J., Assistant Director of Financial Aid and Scholarships
GRANFIELD, JAMES M., Interim Dean, School of Education; B.A., Roger Williams College; M.A., University of Nebraska; Ph.D., University of Connecticut
HARRIS, CAROLYN, Financial Aid Officer Counselor; B.S. Southern Connecticut State University
HARRIS, EDWARD C., Dean of School of Communication, Information and Library Science/Associate Vice President for Academic Affairs and Interim Director of Library Services; B.A., Columbia University; M.A., M.Phil., Ph.D., Yale University
HERON, RONALD D., Vice President of Student and University Affairs; B.A., M.A., Southern Methodist University; Ed.D., Columbia University
HINES, JOSEPH, Assistant Coordinator of Athletic Facilities, Director of Intramurals; B.S., Southern Connecticut State University
HOCURSCAK, JENNIFER, Grants Fiscal Associate; B.S., M.S., University of Connecticut
JOHNSON, BETH ANN, Administrative Assistant to the
HUDSON, JENNIFER, Assistant for Faculty Development
HUDA, MARGARET E., CSU Administrative Assistant
HOUSER, MARIA, Interim Associate Vice President for Human Resources
HLUDA, MARGARET E., CSU Administrative Assistant
HUDSON, JENNIFER, Assistant for Faculty Development Events; B.A., Sacred Heart University; M.A., Southern Connecticut State University
JAGIELOW, KURT, Network Specialist
JOHNSON, BETH ANN, Administrative Assistant to the President
JOHNSTON, MICHELLE R., Director of Alumni Affairs; B.A., Bradford College
KELLOGG, RAYMOND N., Director of Network Telecom Services
KENEFICK, ROBIN, Assistant to the Bursar; B.S., Southern Connecticut State University
KING, LINDA, Accountant
KOHNR, LYNN, Registrar; B.S., M.S., Southern Connecticut State University
KOSLOWSKI, PHILANTHI, Prospect Research Officer; B.A., Southern Connecticut State University
KOSLOWSKI, PHILANTHI, Prospect Research Officer; B.A., Southern Connecticut State University
KOZIN, JOHN, Technical Support Analyst
LACHARITY, ERIC, Assistant to the Director of Housing
LADO RE, FRANK, Academic Adviser; B.S., M.S., Southern Connecticut State University
LAING, KIMBERLY, Assistant to the Registrar; B.S., Southern Connecticut State University; M.S., Eastern Connecticut State University
LANDAU, RANDALL, Financial Application Support Specialist
LEE, GLORIA, Associate Director of Financial Aid and Scholarships; B.S., Southern Connecticut State University
LENDA, TRICIA, Assistant Director for Academic Advisement; B.S., Southern Connecticut State University
LeSIEUR, MATTHEW P., Technical Support Specialist- UNIX
LOESCHER, PAUL, Director of Architectural Services; B.Arch., B.F.A., Rhode Island School of Design
LORENZETTI, AMELIA, CSU Administrative Assistant
LOWE, CATHERINE A., Assistant in Human Resources
MAILHOT, JANE, Purchasing Manager
MALLICK, BARBARA T., Director of Financial Planning and Information Support Systems; B.S., Alliance College; M.B.A., Sacred Heart University
MANN, KELLY, Assistant Coordinator of the Disability Resource Center; B.A., San Diego State University; M.A., University of New Haven
MARQUIS, DAVID E., Programmer Analyst; B.S., Southern Connecticut State University
MARRONE, JANE E., Assistant Director of Athletics/Fiscal Administration; B.S., University of Connecticut; M.B.A., Southern Connecticut State University
MAURO, KATHLEEN J., Director of Student Training; B.S., M.S., Southern Connecticut State University
MCKENZIE, PAUL, Assistant Director of Public Affairs; B.S., Southern Connecticut State University
MICHAUD, SARAH, Coordinator of Substance Abuse Program; B.S., University of Hartford; M.S., Villanova University
MIELCZARSKI, JOANNE G., Associate Director of Academic Advising; B.S., M.S., Central Connecticut State University
MOLLER, BETH, College Nurse Practitioner, B.S., Western Connecticut State University
MONIELLO, NUNCIA, Assistant Registrar, B.S., Southern Connecticut State University
MONTAGNE, M. Katherine, Director of Accounting Service; B.A., Wells College; B.B.A, Western Connecticut State University; M.B.A., University of Connecticut
MORDENTE, GIACOMO III, Associate Director of Student Support Services; B.A., Providence College; M.S., Sixth Year, Southern Connecticut State University
MORGAN, CAROLE-ANN, Assistant Director of Health Services
MOROZ, WILLIAM JR., Technical Support Analyst
MORTENSEN, ANDREW J., Programmer Specialist; B.S.(2), Southern Connecticut State University
MUSANTE, JOSEPH A., Assistant Director of Public Affairs; B.S., Southern Connecticut State University
MUSMANNO, KAREN, eLearning Technology Administrator; B.A. Western Connecticut State University
NATKIN, GERALDINE, CSU Administrative Assistant
NELSON, CAROL, Head Athletic Trainer; B.S., Southern Connecticut State University; M.S., Indiana University
NICOL, PATRICIA D., Director of Intercollegiate Athletics; B.S., M.S., University of Rhode Island
NOBREGA, RYAN J., Data Network Specialist; B.S., Southern Connecticut State University
NORTON, CHERYL J., President; B.A., Denison University; M.A., M.Ed., Teachers College, Columbia University
NORTON, PATRICK R., Director of Facilities Engineering; B.S., Purdue University; M.S., Naval Postgraduate School
OTIS, JEFFREY, Client Servier Administrator; B.S., Fairfield University
OUELLETTE, SCOTT J., Assistant Director of Admissions; B.A., Bridgewater State College
OWERS, TRACY, Administrative Operations Assistant
PAPPY, JOHN, Computer Laboratory Supervisor; B.A., B.Ed., University of Kerala; M.S., Southern Connecticut State University
PATERNAUDE, CRAIG, Employment and Labor Specialist; B.A., Brown University; J.D., University of Santa Clara
PATTERSON, HEIDI, Assistant Director AV/TV Multimedia; B.S., Southern Connecticut State University; M.A., Sacred Heart University
PATTON, JACQUELINE D.; Assistant Director of Human Resources
PEARMAN, BELINDA, Associate Director of Athletics; SWA, Director of Compliance; B.S., University of Maryland
PERRY, DARNELLE, Assistant in Human Resources
PERRY, LUCILLE C., Financial Aid Officer
PESSINA, PHILIP, Associate Director, Public Safety
PETTIE-COOPER, VALERIE, Assistant Bursar; B.S., Grumbling State University, M.B.A., University of New Haven
PISCITELLI, CHRISTOPHER, Interim Director of Housing; B.S., Southern Connecticut State University
POOLE, FRANCESCA, Assistant in Human Resources
PRENTICE, HOLLY, Project Coordinator
PRINCE, GERALDINE, Coordinator of Employee Rec. Program; B.A., Quinnipiac College
PULEO, ANNMARIE, Admissions Representative; B.A., Southern Connecticut State University
PYSH, AMANDA, Management Trainee
RABE, MARSHA, Director of Publications; B.A., Yale University
RAFFONE, MONICA G., Assistant Registrar; B.S., M.S., Southern Connecticut State University
REID, JANEEN, Assistant to the Director of Housing/Residence Life
REYES, JUAN A., Customer Support Center Supervisor
RICCARDI, RICHARD, Director of Management Information and Research; B.S., M.S., Southern Connecticut State University
RICCARDI, STACEY, Assistant to the Registrar; B.S., M.S., Southern Connecticut State University
RICE, PAULA, Associate in Diversity and Equity; B.S., University of Connecticut; MBA, Sacred Heart University
RISLEY, CHRISTINE, Computer Operations Specialist
RIVERA-ALFARO, ANNA, Accounts Payable Coordinator; B.S., M.B.A., Quinnipiac University
RIZZA, SALVATORE S., Assistant Director Student Life; B.A., Southern Connecticut State University
ROBINSON, LINDA, CSU Administrative Assistant; B.A., Central Connecticut State University
ROCHETTE, JOHN, Research Assistant, Post Award; B.S., Fairfield University; M.B.A., University of New Haven
ROCK, MEGAN A., Vice President for Institutional Advancement; B.S., University of Maryland, College Park
ROMAN, ANDRES, Assistant to the Director of Housing/Residence Life
RONNE, NANCY, Development Associate for Donor Relations; B.A., Wheaton College; M.A., University of New Haven
ROSHKA, MICHAEL JR., Bursar; B.S., Southern Connecticut State University; M.S., Sixth Year Certificate, Southern Connecticut State University
ROSNER, DIANE, Assistant Director of Student Supportive Services; B.A., Clark University; M.S., Sixth Year Diploma, Southern Connecticut State University
ROWE, HEATHER, Business Manager; B.A., Union College; M.A., Quinnipiac University
RUSNER, BRIAN H., Technical Support Specialist; B.S., Quinnipiac College
SANDERS, CINDY, Assistant to the Director/Residence Hall Director
SANFORD, JANET, Chemistry Stockroom Manager; B.S., M.S., Southern Connecticut State University
SANTIAGO, MARLENE, Administrative Operations Assistant

SCHAFFER, SCOTT B., Associate to the Vice President of Institutional Advancement; B.A., Vassar College; J.D., Cleveland State University
SCHNEIDER, JANET, Assistant to the Director Student Center, B.S., M.S., Southern Connecticut State University
SCIBEK, JESSICA, Assistant Director of the Fitness Center, B.S., Sacred Heart University; M.S., Southern Connecticut State University
SCOTT, ANDRE, Assistant Registrar
SHELLEY, ROBERT G., Associate Vice President for Capital Budgeting and Facilities Operations; B.S., M.S., Southern Connecticut State University
SIEDLER, LISA, Financial Aid Counselor and Loan Administrator; B.A., Albertus Magnus College
SIESER, DAVID A., Director Programming and Administrative Services; B.A., University of Massachusetts Amherst
SIMMS, ERIC, Assistant Director of University Student Center; B.S., Southern Connecticut State University
SKINNER, MICHAEL, Assistant to the Director for Technical Services; B.A., Southern Connecticut State University
SMITH-GLASER, MARCIA, Executive Assistant to the President and Director of Diversity and Equity; B.S., Southern Connecticut State University; M.H.S.A., Antioch New England Graduate School; Ph.D., Berne University International Graduate School
SOMMERS, PAMELA, Program Assistant; B.S., Central Connecticut State University; M.A., University of New Haven; Ed.D., University of Bridgeport
STANTON-HOLMES, DAWN, Assistant Director of University Student Center; B.S., Southern Connecticut State University
STARK, DAVID J., Associate Director of Student Activities/Special Events; B.A., Southern Connecticut State University; M.F.A., North Carolina School of the Arts
STEPECK, BRIDGET, Associate Director of Housing; B.S., Southern Connecticut State University
STEARS, HEATHER S., Assistant Director of Admissions; B.A., M.S., Central Connecticut State University
STILES, BRIGITTE H., Associate Director of Health Services; B.S., Southern Connecticut State University
STONE, BARBARA, Assistant Director Health Services; B.A.-LS, Graceland University
STRUBLE, THOMAS, Technical Support Analyst; B.S., Southern Connecticut State University
THIBAULT, KELLY, Assistant to the Director of Housing/Residence Life
THOMAS, PAUL, Customer Support Center Assistant
TOMASCO, LAWRENCE, Associate Director of Student Activities/Special Events; B.S., Southern Connecticut State University; M.A., University of Connecticut
TUCKER, SUZANNE, Associate Director of Student Supportive Services; B.A., Florida International University; M.S., Southern Connecticut State University
VALENTIN, NORMA, CSU Administrative Assistant
VALSAMS, NICHOLAS, Customer Support Center - Lead
VASS, ROBERT, Assistant to the Director of Housing/Residence Life; B.A., Southern Connecticut State University
VISOKAY, KELLY, Assistant to the Bursar
WALKER, TONIA, Budget Analyst; B.A., Teikyo Post University; M.B.A., Southern Connecticut State University
WALONOSKI, STANLEY, Media and Instructional Services Specialist; B.S., Eastern Connecticut State University; M.S., Southern Connecticut State University

WALLACE, CAROL A., Director of Administrative Support Services; B.A., Central Connecticut State University

WALSH, KATHLEEN, College Nurse Practitioner; B.S., Duke University; M.S., Yale University

WANG, JAN, Assistant to the Business Manager

WATERS, MARK A., Director of Financial Business Application; B.S., Albertus Magnus College; BUEC, Albertus Magnus, M.B.A., Southern Connecticut State University

WASHINGTON, AARON M., Associate Dean of Student Affairs; B.S., M.Ed., Tuskegee University

WHELAN, PATRICIA K., Assistant Dean, Scheduling and Operations; B.S., Southern Connecticut State University; M.S., Southern Connecticut State University

WILLIAMS, JAMES L., Associate Director of Admissions and Enrollment Management; B.A., University of New Haven; M.S., Sixth Year Diploma, Southern Connecticut State University; Ed.D., University of Massachusetts

WILLIAMS, SELASE W., Provost and Vice President of Academic Affairs; B.A., M.A., University of Wisconsin, Madison; Ph.D., Indiana University, Bloomington

WILSON, MARVIN G., Assistant Dean of Student Affairs; B.S., Southern Connecticut State University

YALOF, KATHY R., Academic Affairs Associate; A.A., Sacred Heart University; B.A., Southern Connecticut State University

YOUNG, JOHN O., Director Administrative Computing Center; B.A., University of Connecticut; M.S., University of New Haven

ZALOT, BARBARA, Assistant Bursar; B.A., M.A., Central Connecticut State University

ZAMFIR, BOGDAN, Coordinator of Adaptive Technology Services; B.S. Southern Connecticut State University

ZIBLUK, KEVIN, Project Manager

ZIBLUK, PATRICIA C., Director, Office of Sponsored Research; J.D., University of Miami

ZIEMBA, WALTER P., JR., Director of Institutional Research; B.S., M.S., Southern Connecticut State University
INDEX

Absences From Class ................................................................. 37
Academic Advisement .............................................................. 28
Academic Advisement Center ............................................... 14
Academic Computer Center .................................................... 7
Academic Credit for Equivalent Life/Work Experience ... 15
Academic Management Service (AMS) .............................. 21
Academic Probation ............................................................... 13, 37
Academic and Professional Development Groups ............ 31
Academic Skills Workshop and Study Skills Center ........ 28
Academic Standards ............................................................... 36
Academic Support Services .................................................... 28
Access Programs .................................................................. 28
Accident and Sickness ........................................................... 34
Accident Insurance ................................................................. 19
Accounting ............................................................................. 132
Accounting Courses .............................................................. 132
Accreditation .......................................................................... 6
Adanti Student Center ........................................................... 7, 30
African Studies ....................................................................... 53
American Political Foundations Requirement ................. 44
Administration ...................................................................... 2, 207
Admission ................................................................................ 10
Admission of International Students ................................... 12
Admission of Senior Citizens ............................................... 11
Admission of Transfer Students .............................................. 11
Admission Requirements ....................................................... 10
Admission to the Professional Programs .......................... 39
Admission With Advanced Standing .................................... 11
Advanced Placement ............................................................. 15, 41
Advanced Placement Examinations .................................. 11
Air Force ROTC Courses ....................................................... 120
Alumni Association and Alumni Relations Office ............. 9
American Association for Marriage and Family Therapy ... 6
American Chemical Society .................................................. 6
American Library Association .............................................. 6
American Politics .................................................................. 111
Annual Fees and Expenses .................................................. 18
Appeal Process ....................................................................... 24
Application Fee ..................................................................... 18
Application for Readmission .................................................. 37
Application Procedure .......................................................... 10
Anthropology ......................................................................... 50
Anthropology Courses .......................................................... 51
Arabic Courses ....................................................................... 76
Area Studies ........................................................................... 53
Art ............................................................................................ 54
Art Courses ............................................................................. 56

Art Education ................................................................. 54
Art History .............................................................................. 55
Art Studio Fee ....................................................................... 19
Asian Studies .......................................................................... 53
Athletic Training ..................................................................... 163
Auditor .................................................................................... 39
Bad Payment Policy ............................................................. 19
Bachelor of Arts Degree (Liberal Arts) ......................... 47
Bachelor of Arts Degree (Liberal Studies) ....................... 47
Bachelor of Science Degree (Liberal Arts) ....................... 47
Bachelor of Science Degree (Liberal Studies) ................ 47
Bachelor of Science Degree (Professional Studies) ..... 47
Bilingual Education .............................................................. 76, 161
Biochemistry ......................................................................... 63
Biological Sciences ............................................................... 59
Biology .................................................................................. 59
Biology Courses ..................................................................... 60
Biology Lab Fee ................................................................. 19
Board Fee ............................................................................. 19
Bookstore .............................................................................. 35
Broadcast Journalism .......................................................... 153
Buley Library ......................................................................... 7, 29
Bursar's Office ....................................................................... 21
Bus Service ............................................................................ 34
Business Administration ...................................................... 130
Calendar ................................................................................... 4
Campus ................................................................................. 7
Campus Centers ................................................................. 7, 8
Campus Parking and Traffic Regulations ...................... 35
Campus Safety ....................................................................... 34
Campus Writing Center ....................................................... 28
Career Services and Cooperative Education ..................... 29
Carolyn Sherwin Bailey Book Collection ........................ 7
Center for Adaptive Technology ......................................... 7, 30
Center for Career Services .................................................... 65
Center for Coastal and Marine Studies ........................... 7
Center for Communication Disorders ............................. 8
Center for Community and School Action Research ....... 8
Center for Excellence in Mathematics and Science ....... 8
Center for the Environment ............................................... 8
Central and East European and Eurasian Studies .......... 53
Ceramics ................................................................................ 55
Charter Oak State College .................................................... 15
Chemistry .............................................................................. 63
Chemistry Courses .............................................................. 64
Chemistry Lab Fee .............................................................. 19

Southern Connecticut State University 2007-08 Undergraduate Catalog
Grading System ............................................................ 36
Graduation Requirements ........................................... 47
Grants ........................................................................ 22
Grants and Loans ......................................................... 20
Graphic Design ............................................................ 55
Health Insurance .......................................................... 19
Health Requirements ..................................................... 15, 33, 45
Health Services .............................................................. 33
High School Students ..................................................... 14
High School Transcript .................................................. 35
History ........................................................................ 84
History Courses ............................................................... 86
History of World Civilization Requirement .................... 45
Honorary Societies ......................................................... 31
Honors College .............................................................. 40, 90
Honors College Courses ................................................ 91
Honor Convocation .......................................................... 40
Honor Societies ............................................................... 41
Housing and Board ........................................................ 19
Housing and Residence Life .......................................... 30
Human Research Protection Program .......................... 79
Human Performance ....................................................... 164
Hutchinson Natatorium ................................................... 7
Immunization ................................................................. 15, 33
Immunization Requirements .......................................... 15
Incomplete Courses ......................................................... 36
Independent Study .......................................................... 41
Information and Library Science .................................. 150
Information and Library Science Courses ...................... 151
Information Technology Fee .......................................... 18
Intercollegiate Athletics .................................................. 31
Interdisciplinary Courses .............................................. 41, 92
International and Multicultural Groups ......................... 31
International Relations ................................................... 111
International Student Services ....................................... 32
Interession Courses ........................................................ 16
Instructional Technology Courses .................................. 151
Italian Courses ............................................................. 79
Japanese Courses .......................................................... 80
Jesr Dow Field ............................................................... 7
Jewelry/Metals ................................................................ 55
John Lyman Center for the Performing Arts .................... 7, 31
Journalism ..................................................................... 152
Journalism Courses ....................................................... 154
Judaic Studies ............................................................... 93
Judaic Studies Courses .................................................. 93

"L" Courses Requirement .............................................. 46
Lab Payment Fee .......................................................... 46
Late Payment Fee .......................................................... 18
Latin American and Caribbean Studies ....................... 54
Latin Courses ............................................................... 80
Learning Resource Center ............................................. 7
 Liberal Education ............................................................ 43
 Liberal Studies ............................................................... 94
 Liberal Studies Advisory Panel ...................................... 94
 Liberal Studies Program ............................................... 14
Library-Information Service ......................................... 151
Linguistics Minor ......................................................... 75
Links ............................................................................ 47
Literature ..................................................................... 68, 95
Literature Courses ........................................................ 96
Literature Requirement ............................................... 46, 70

Magazine Journalism .................................................... 153
Management .................................................................. 136
Management/MIS .......................................................... 136
Management Courses .................................................... 137
Management of Information Services ............................ 138
Management of Information Services Courses ............... 139
Marine Studies ............................................................... 97
Marine Studies Courses ............................................... 97
Marketing ..................................................................... 140
Marketing Courses ....................................................... 140
Master’s Degree ............................................................ 185
Matriculated Students ................................................... 11
Mathematics ................................................................. 98
Mathematics Courses .................................................... 99
Mathematics Placement Examination ........................... 11, 99
Mathematics Requirement .............................................. 46
Measles ........................................................................ 46
Media Studies ............................................................... 101
Media Studies Courses ................................................. 102
Media Groups ............................................................... 32
Minors .......................................................................... 43
Mission Courses ........................................................... 5
Monthly Tuition Payment Plan ....................................... 21
Moore Fieldhouse and Pelz Gymnasium ......................... 7
Multicultural Center ...................................................... 32
Music .......................................................................... 103
Music Courses ............................................................. 103
Music Lab Fee .............................................................. 19

National Association of School Psychology ..................... 6
National Association of Social Workers .......................... 183
National Council for Accreditation of Teacher Education .6
Natural Sciences-Group A Requirement ........................ 46
Natural Sciences-Group B Requirement ........................ 46
New England Regional Student Program ....................... 12
New Full-Time Student Confirmation Deposit ............... 18
New Haven State Normal School ................................... 5
New Haven State Teachers College ............................... 5
News Writing and Editing .......................................... 153
New Student Orientation ............................................... 30
Non-Matriculated Students .......................................... 11
Non-Matriculated, Part-Time Students ............................ 37
Non-Traditional Credit .................................................. 15
Non-Traditional Students .............................................. 32
Nursing ........................................................................ 175
Nursing Admission ....................................................... 173
Nursing Courses .......................................................... 175
Nursing Lab Fee ........................................................... 18
Nursing Student Transportation ..................................... 175

Oral Communication Requirement ............................... 45
Over Registration Fee ................................................... 19
Painting ........................................................................ 56
Part-Time Nursing Lab Fee .......................................... 19
Part-Time Study ............................................................ 14
Pass-Fail Option ........................................................... 36
Payment of Tuition and Fees .......................................... 18
Pell Grant ................................................................. 22
Pelz Gymnasium ............................................................ 7
Performing and Creative Arts Groups ......................... 32

Southern Connecticut State University

2007-08 Undergraduate Catalog
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiver Examinations</td>
<td>16, 41, 45</td>
</tr>
<tr>
<td>Wellness Center</td>
<td>34</td>
</tr>
<tr>
<td>Withdrawal From University</td>
<td>38</td>
</tr>
<tr>
<td>Women's Center</td>
<td>32</td>
</tr>
<tr>
<td>Women's Studies Courses</td>
<td>127</td>
</tr>
<tr>
<td>World Literature</td>
<td>69, 74, 95</td>
</tr>
</tbody>
</table>
THE CONNECTICUT STATE UNIVERSITY SYSTEM

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

The Connecticut State University System reaches throughout the state with major 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 33,500 students who are taught by approximately 1,100 full-time faculty members and hundreds of part-time instructors.

 Origins of the Connecticut State University System date back to 1849, with the founding of a school for teachers in New Britain. 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.

CONNECTICUT STATE UNIVERSITY SYSTEM BOARD OF TRUSTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawrence D. McHugh</td>
<td>Middletown</td>
</tr>
<tr>
<td>Karl J. Krupke</td>
<td>Avon</td>
</tr>
<tr>
<td>Theresa J. Berhard-Ach</td>
<td>Danbury</td>
</tr>
<tr>
<td>Richard J. Balducci</td>
<td>Deep River</td>
</tr>
<tr>
<td>John A. Doyle</td>
<td>Barkhamsted</td>
</tr>
<tr>
<td>Elizabeth S. Gagne</td>
<td>Avon</td>
</tr>
<tr>
<td>Angelo J. Messina</td>
<td>Unionville</td>
</tr>
<tr>
<td>John H. Miley</td>
<td>Hartford</td>
</tr>
<tr>
<td>L. David Pancra</td>
<td>Wethersfield</td>
</tr>
<tr>
<td>Mark E. Parrott, SCSU Student Trustee</td>
<td>Stamford</td>
</tr>
<tr>
<td>Ronald J. Pugliese</td>
<td>Naugatuck</td>
</tr>
<tr>
<td>Peter M. Rosa</td>
<td>West Hartford</td>
</tr>
<tr>
<td>Andrew Russo, CCSU Student Trustee</td>
<td>Wethersfield</td>
</tr>
<tr>
<td>John R. Sholtis, Jr.</td>
<td>Marlborough</td>
</tr>
<tr>
<td>Brian Sullivan, ECSU Student Trustee</td>
<td>East Hartford</td>
</tr>
<tr>
<td>Rev. John P. Sullivan</td>
<td>New Haven</td>
</tr>
<tr>
<td>Andrew R. Wetmore, WCSU Student Trustee</td>
<td>Danbury</td>
</tr>
<tr>
<td>Gail H. Williams</td>
<td>Danbury</td>
</tr>
</tbody>
</table>

CONNECTICUT STATE UNIVERSITY SYSTEM ADMINISTRATIVE OFFICERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>David G. Carter, Sr.</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Robert N. Arbezdol</td>
<td>Interim Senior Vice Chancellor for Academic Affairs and Student Affairs</td>
</tr>
<tr>
<td>Pamela J. Keddis</td>
<td>Vice Chancellor for Finance and Administration</td>
</tr>
<tr>
<td>Yvette Melendez</td>
<td>Chief of Staff</td>
</tr>
<tr>
<td>Jill F. Ferrariolo</td>
<td>Associate Vice Chancellor for Government Relations/Communication</td>
</tr>
<tr>
<td>William J. Gammel</td>
<td>Associate Vice Chancellor for Strategic Planning, Institutional Research, Market Research, and Analysis</td>
</tr>
<tr>
<td>David P. Traiger</td>
<td>Associate Vice Chancellor for Human Resources and Labor Relations</td>
</tr>
<tr>
<td>George Kahkedjian</td>
<td>Chief Information Officer</td>
</tr>
</tbody>
</table>