CONNECTICUT STATE COLLEGES AND UNIVERSITIES

Southern Connecticut State University is one of 17 Connecticut State Colleges and Universities (ConnSCU) governed by the Board of Regents for Higher Education. ConnSCU is comprised of the four Connecticut State Universities, the 12 Connecticut Community Colleges, and Charter Oak State College.

Connecticut’s four state universities reach 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. All universities offer bachelor's and master's degrees while some offer doctoral programs.

Connecticut's 12 two-year public colleges share a mission to make educational excellence and the opportunity for lifelong learning affordable and accessible to all Connecticut citizens. The colleges support the economic growth of the state through programs that supply business and industry with a skilled, well-trained work force.

Charter Oak State College, Connecticut’s only public, fully online college, offers bachelor's and associate's degree completion programs for adults in a dynamic online community of learners. The college offers degree completion programs in a number of high-demand fields including business, health care, public safety, information systems and more.

The governance of the Connecticut State Colleges and Universities is the responsibility of the Board of Regents for Higher Education, made up of 15 voting members and four non-voting, ex-officio members. The chair of the Board of Regents is appointed by the Governor and the Board of Regents elects a vice-chair and other officers from among its membership.

BOARD OF REGENTS FOR HIGHER EDUCATION

| Lewis J. Robinson, Jr., Chair | Craig S. Lappen |
| Yvette Meléndez, Vice Chair | Dr. René Lerer |
| Richard J. Balducci | Dr. Jewel Mullen (ex-officio) |
| Naomi K. Cohen | Sharon Palmer (ex-officio) |
| Lawrence DeNardis | Michael E. Pollard |
| Nicholas M. Donofrio | Stefaan Pryor (ex-officio) |
| Matt Fleury | Catherine H. Smith (ex-officio) |
| Michael Fraser (student regent – WCSU) | Alex Tetty, Jr. (student regent – Manchester CC) |
| Merle W. Harris | Zac Zeitlin |
| Gary F. Holloway |

EXECUTIVE OFFICERS FOR THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES

| Philip Austin | Interim President |
| William Bowes | Chief Financial Officer |
| Wendy C. Chang | Chief Information Officer |
| Elaine Clark | Vice President for Facilities and Infrastructure Planning |
| Gail Coppage | Director of Innovation and Outreach |
| Braden Hosch | Director of Policy and Research |
| Colleen Flanagan Johnson | Director of Public Affairs and Marketing |
| Kyle Thomas | Legislative Liaison |
| Steve Weinberger | Vice President for Human Resources |
2013–2015 Undergraduate Catalog

This biennial catalog details the latest available information regarding undergraduate offerings and information for the 2013–2014 and 2014–2015 academic years. 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, and regulations. Every effort has been made to ensure the accuracy of the information in this catalog at the time of publication. In spite of our efforts to be comprehensive and completely accurate, sometimes errors or omissions occur. We encourage students to confirm information and requirements with their advisers. This catalog does not constitute a contract, either expressed or implied, and is subject to revision at the University’s discretion.

Changes in announcements and curriculum are made on an ongoing basis and are listed in an update to this catalog on the University’s website at www.SouthernCT.edu/academics.

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

CHIEF ADMINISTRATORS

CABINET

President
Interim Provost
Executive Vice President
Interim Vice President for Institutional Advancement
Vice President for Student and University Affairs
Associate Vice President for Human Resources and Labor Relations
Chief Information Technology Officer

Mary A. Papazian
Marianne Kennedy
James E. Blake
Gregg Crerar
Tracy Tyree
Jaye Bailey
Pablo Molina

ACADEMIC SCHOOLS

Arts and Sciences
Business
Education
Graduate Studies
Health and Human Services

DonnaJean Fredeen, Dean
Ellen D. Durnin, Dean
Deborah Newton, Interim Dean
Gregory J. Paveza, Interim Dean
Gregory J. Paveza, Dean

ACADEMIC AND STUDENT SUPPORT PERSONNEL

Academic Advisement Center
Academic Student Services
Access Services
Adaptive Technology Services
Admissions – Undergraduate
Admissions – Graduate
Assessment, Planning, and Academic Programs
Bursar's Office/Student Financial Business Applications
Career Services
Dean of Students
Disability Resource Center
Drug and Alcohol Resource Center
Financial Aid and Scholarships
Health and Wellness Center
Housing and Residence Life
Intercollegiate Athletics
International Education
Judicial Affairs
Library Services
Multi-Cultural Affairs
Registrar's Office
Student Affairs
Student Center
Student Life
University Counseling Services
Women's Center
University Police
Veteran's Services

Frank LaDore, Interim Director
Kimberly M. Crone, Associate Vice President
Chaka Felder, Coordinator
Bogdan Zamfir, Director
Alexis S. Haakonsen, Director
Lisa Galvin, Interim Director
Marianne Kennedy, Associate Vice President
Mark Waters, Director
Patricia Whelan, Associate Director
Aaron Washington, Associate Dean
Goldie Adele, Director
Sarah Michaud, Coordinator
Gloria E. Lee, Director
Diane Morgenthaler, Director
Robert DeMezzo, Interim Director
Patricia Nicol, Director
Erin Heidkamp, Interim Director
Christina D. Baum, Director
Dian Brown Albert, Coordinator
Kimberly Laing, Interim Registrar
Peter F. Troiano, Assistant Vice President and Dean
Brad Crerar, Director
Denise Bentley-Drobish, Director
Julie Ann Lichtfeld, Director
Catherine Christy, Coordinator
Joseph M. Dooley, Director of Public Safety/Chief
Giacomo Mordente III, Coordinator
# UNDERGRADUATE CALENDAR

## 2013 FALL SEMESTER
- **August 26, Monday**: Academic Year Begins
- **August 26-27, Monday-Tuesday**: Faculty Meetings
- **August 28, Wednesday**: First Day of Classes
- **November 27 – December 1, Wednesday-Sunday**: Thanksgiving Recess, No Classes
- **December 2, Monday**: Classes Resume
- **December 9, Monday**: Last Day of Classes before Final Examinations
- **December 10, Tuesday**: Make-Up/Reading Day
- **December 11-17, Wednesday-Tuesday**: Final Examinations

## 2014 SPRING SEMESTER
- **January 10, Friday**: Spring Semester Begins
- **January 13, Monday**: First Day of Classes
- **January 20, Monday**: Presidents' Weekend Recess, No Classes
- **February 14-17, Friday-Monday**: Martin Luther King Day/No Classes
- **February 18, Tuesday**: Classes Resume
- **March 16, Sunday**: Spring Recess Begins at 6 p.m.
- **April 18-19, Friday-Saturday**: Days of Reflection, No Classes
- **May 1, Thursday**: Last Day of Classes before Final Examinations
- **May 2-3, Friday-Saturday**: Make-Up/Reading Days
- **May 5-10, Monday-Saturday**: Final Examinations
- **May 16, Friday (Tentative)**: Undergraduate Commencement
- **May 31, Saturday**: Academic Year Ends

## 2014 FALL SEMESTER
- **August 25, Monday**: Academic Year Begins
- **August 25-27, Monday-Wednesday**: Faculty Meetings
- **August 28, Thursday**: First Day of Classes
- **September 1, Monday**: Labor Day, No Classes
- **November 26-30, Wednesday-Sunday**: Thanksgiving Recess, No Classes
- **December 1, Monday**: Classes Resume
- **December 9, Tuesday**: Last Day of Classes before Final Examinations
- **December 10, Wednesday**: Make-Up/Reading Day
- **December 11-17, Thursday-Wednesday**: Final Examinations

## 2015 SPRING SEMESTER
- **January 9, Friday**: Spring Semester Begins
- **January 12, Monday**: First Day of Classes
- **January 19, Monday**: Presidents' Weekend Recess, No Classes
- **February 13-16, Friday-Monday**: Martin Luther King Day/No Classes
- **February 17, Tuesday**: Classes Resume
- **March 15, Sunday**: Spring Recess Begins at 6 p.m.
- **March 23, Monday**: Classes Resume
- **April 30, Thursday**: Last Day of Classes before Final Examinations
- **May 1-2, Friday-Saturday**: Make-Up/Reading Days
- **May 4-9, Monday-Saturday**: Final Examinations
- **May 15, Friday (Tentative)**: Undergraduate Commencement
- **May 31, Sunday**: Academic Year Ends

---

For updates, go to [SouthernCT.edu/academics](http://SouthernCT.edu/academics)
MISSION STATEMENT
Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.

FULFILLING THE MISSION
"Pursuing Excellence, Fostering Leadership, Empowering Communities:"

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

Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing global society. Within the Connecticut State Colleges and Universities (ConnSCU), Southern leads the way in graduate education and produces the largest number of graduates in health/life sciences, education, and social public services.

VISION STATEMENT
A Model University
Southern Connecticut State University, a student-centered institution, will become nationally recognized as a model center for teaching and learning where faculty engage in outstanding research and creative activity and challenge students to reach their full potential. Our students will be empowered with the academic skills, intellectual tools, practical experiences, and extracurricular programs for success in their chosen fields of study and their life's work. Keys to their success will be excellence in critical thinking, problem-solving, technological literacy, oral and written communication, cross-cultural competence, global awareness, and collaborative, ethical leadership. We will expand our use of e-learning technologies to provide broader educational access and to introduce our students to technology as a tool for ongoing, interactive learning. Southern will employ best practices in energy conservation, the preservation of nature, and environmental responsibility to reflect our respect for the planet and future generations.

Building on Our Strengths
Southern takes great pride in being the second largest institution of higher education in Connecticut and the leading graduate center in ConnSCU. The institution will foster and promote the important synergies between undergraduate and graduate programs. One of our hallmarks is the unique ways in which graduate programs enrich undergraduate programs and the ways in which the undergraduate liberal arts and sciences provide a foundation for more specialized study. Through careful assessments of our fiscal, human, physical, and technological resources, we will strive to meet the work force needs of the state and nation, especially in the fields of education, nursing, social/public services, business and STEM disciplines (science, technology, engineering, and mathematics). At the same time, we will strengthen our liberal arts core and cultivate interdisciplinary programs.

Engagement with Our Community
Through a variety of curricular and extracurricular programs, Southern will become widely known for its contributions to the intellectual, artistic, cultural, and economic growth and vitality of the region. In collaboration with other organizations, we will make significant contributions to closing educational achievement gaps, reducing health disparities, achieving social justice, and preserving our environment. The University will prepare students for social responsibility and global citizenship through the provision of exciting opportunities for community internships, service learning, and expanded international education programs. Southern will also demonstrate itself to be a visible and invaluable resource to the Greater New Haven community and the region, through educational partnerships, professional development opportunities, and community service.

CORE VALUES
1. Excellence: The University values exemplary and distinguished performance in all aspects of University life by all members of the University community, especially in the areas of teaching, learning, scholarship, and service.

2. Access: The University values its responsibility to provide opportunities for individuals with potential and motivation to become productive members of the University community.
and demonstrates that value by eliminating barriers that hinder full participation.

3. Diversity: The University values an educational and work environment in which individuals and cultures are recognized and respected for the unique talents, insights, and perspective that they contribute.

4. Student Success: The University values all students, believes in their potential to achieve, and commits to challenging, supporting, and empowering them to transform their lives.

5. Life-Long Learning: The University values the pursuit of knowledge and provides an environment for all individuals to intentionally learn and develop throughout the various phases of their lives.

6. Community Involvement: The University values community service, civic engagement, and social responsibility by all University members and encourages the integration of these principles in the learning experience of students, invites community participation in university affairs, and promotes local, regional, national, and international collaborations.

The Core Values express the campus ideals, those concepts that we believe to be the essential pillars that support the work of Southern Connecticut State University. To sustain these ideals, all members of the campus community must take ownership in and apply these values. It is the principle of shared governance that provides for the unique and specific roles and responsibilities of faculty, staff, administrators, and students in the operation of the University. Embracing this principle makes Southern a community rather than a mere collection of individuals.

ACCREDITATION

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

Southern Connecticut State University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

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

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

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

Selected University programs are accredited by

— American Chemical Society
— American Library Association
— Commission on Accreditation for Marriage and Family Therapy Education
— Commission on Accreditation of Allied Health Education Programs
— Commission on Accreditation of Athletic Training Education
— Commission on Collegiate Nursing Education
— Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
— Council on Academic Accreditation of the American Speech-Language-Hearing Association
— Council 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

UNIVERSITY OVERVIEW

In fall 2012, the University served 11,167 students. Of those, 8,545 were undergraduate students and 2,622 were graduate students. Over 2,600 students live on campus. Nearly 80 percent of the students are in the 18-29 age group, with more than 44 percent falling in the 20-24 age bracket. More than 65 percent of the University’s students classify themselves as Caucasian, 13.8 percent as African-American, 9.2 percent as Hispanic, and 2.5 percent as Asian and over 2 percent are multi-racial. (Approximately 6 percent chose not to identify their ethnicity.) More than 63 percent of the students are female and 95 percent are Connecticut residents. SCSU has students from virtually every town in Connecticut, 36 other states, and 10 countries. SCSU serves a diverse student population, half of whom are the first in their families to graduate from college, and almost 26 percent are students of color. The University also provides a range of educational support services to 508 students with disabilities, one of the largest such populations at any Connecticut campus, and SCSU’s nationally-known Disabilities Resource Center attracts both in-state and out-of-state students.

The University awarded 2,560 degrees in 2011-2012, including 1,660 bachelor’s degrees, 779 master’s degrees, 112 sixth year diplomas, and nine doctoral degrees. Among the largest majors at SCSU are business administration, nursing, psychology, social work, education, liberal studies, biology, exercise science, special education, communication, English, and art.

The University employs a primarily unionized workforce of approximately 945 individuals full-time, including 230 professional employees; 114 secretarial/clerical staff; 21 executive employees; and 147 technical, crafts, and maintenance staff. The 433 full-time and 632 part-time teaching faculty are all represented by the American Association of University Professors.

Southern Connecticut State University, a fully accredited institution of higher education, is authorized by the Connecticut General Assembly to offer courses and programs.
leading to bachelor's and master's degrees in the arts and sciences and in various professional fields. Southern also offers a sixth year diploma in several special areas and two doctorates in education. One of 17 Connecticut State Colleges and Universities (ConnSCU) governed by the Board of Regents for Higher Education, Southern receives its major support from legislative appropriations.

HISTORY OF THE UNIVERSITY

Founded in 1893 as the New Haven State Normal School, Southern became a four-year college with degree granting powers in 1937. Ten years later, Southern joined with Yale University’s department of education to offer a graduate program leading to a master of arts degree. In 1954, with Southern changing and growing to meet the needs of its students, the State Board of Education authorized the institution—then known as the New Haven State Teachers College—to assume complete responsibility for its graduate program. As a result, Southern made its name during the 1950s and 1960s preparing teachers in virtually every major scholastic area.

In 1959, six years after the institution had moved to its present campus, state legislation expanded Southern’s offerings to include liberal arts curricula leading to bachelor’s degrees in the arts and sciences, as well as career-oriented degree programs in fields such as nursing, social work, business, and computer science. The expanded curricular offerings also resulted in the legislature changing the institution’s name to Southern Connecticut State College.

Since then, Southern has continued its growth as a modern, diversified center of higher learning, expanding both its undergraduate and graduate programs and opening up entirely new fields of study and research. In March 1983 Southern became a university, completing its evolution. Today, the University is composed of five academic schools: the School of Arts and Sciences, the School of Business, the School of Education, the School of Health and Human Services, and the School of Graduate Studies. In 2002, the University introduced the Doctor of Education degree program, and its first Ed.D. degree was conferred in 2006 commencement. With its strong and healthy identity intact and its fine traditions for support, Southern can look to a future as varied, dynamic, responsive, and responsible as its past.

CONNECTICUT STATE COLLEGES AND UNIVERSITIES

Southern Connecticut State University is one of 17 Connecticut State Colleges and Universities (ConnSCU) governed by the Board of Regents for Higher Education. ConnSCU is comprised of the four Connecticut State Universities, the 12 Connecticut Community Colleges, and Charter Oak State College.

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 center houses a state-of-the-art fitness center, fireplace lounge, ballroom, credit union, Barnes and Noble College Bookstore, coffee house, and three dining establishments. The center has multiple lounges, meeting rooms, a game room, a 200-seat movie theatre, campus police, computer labs, as well as office space for clubs and organizations. In addition, the Adanti Center offers a resource/information center as well as access to email terminals and wireless services.

Buley Library

The Hilton C. Buley Library, Southern Connecticut State University's center of research, plays an indispensable part in the academic experience of every student. Buley Library provides over 500,000 print and media volumes, 5,400 electronic books and access to more than 197 electronic databases to serve study, teaching, and research needs. In addition, there are over 26,200 volumes in the curricular and juvenile collections. An online catalog shared with the Eastern, Central, and Western CSU libraries and the Connecticut State Library, expands available print and media resources to more than two million volumes. Interlibrary loan services and other consortial arrangements further supplement these holdings.

A broad range of library services support and enhance the access and use of information resources in all formats. The main floor of Buley Library features a professionally staffed Reference Desk where librarians provide research assistance in utilizing the Connecticut State University Library System online catalog (CONSULS), online research databases, and the Internet. Buley Library subscribes to 1,239 current print periodical titles and houses over 62,000 bound periodical volumes and 44,000 reference volumes. Instructional services meet a range of needs—basic orientations, library tours and course-integrated instruction sessions arranged by teaching faculty. Presentations are offered on search strategies and selection of appropriate research information using both print and online resources. General orientation tours of Buley Library are offered at the beginning of each semester. Individual research appointments with a librarian can also be arranged. Individualized Instruction/Research Consultation Request Forms are available at the Reference Desk.

The Learning Resource Center on the third floor supports viewing/listening equipment and a Production Lab for having posters and educational materials made, and for media duplication.

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

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

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
in 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.

**SPECIALIZED 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 services to students, faculty, and staff with disabilities, as well as to 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 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. For more information, call the CAT at (203) 392-5799.

**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. For more information, contact Vincent Breslin at (203) 392-6602.

**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: mcmnamara2@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, Davis Hall, 110. This collaborative enterprise involves faculty, staff, and students from various departments at SCSU and various community agencies and school districts throughout Connecticut. The center assists with the development, school climate, math and science partnerships, and initiatives related to children’s literacy and language development, school climate, math and science partnerships, youth violence, and drugs/alcohol prevention and education. Its primary focus is in the School of Education to evaluate the professional educator preparation programs at SCSU: undergraduate, graduate, and sixth year programs. CCSAR is a “Center of Excellence” within ConnSU. Director Norris M. Haynes, Ph.D. may be contacted at 203-392-6439 or by email at 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.
The Center for Excellence in Mathematics and Science (www.SouthernCT.edu/organizations.rccs) that receives millions of hits per year from more than 120 countries. In addition, the center provides opportunities to connect with students, a computer ethics course recognized as a national model by the NSF-funded SENCER Project. Other activities of the research center have included invitational round-table mini-conferences for Southern’s faculty; international computer ethics conferences in England, Spain, Denmark, 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 D220, 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 primary focus of the center is its educational outreach at Outer Island 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 Colleges and Universities (ConnSCU), 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 curriculum that actively engage participants in field investigations in both marine and terrestrial environments and to develop collaborative learning events that span the K-16 learning community. For more information, contact Vincent Breslin at (203) 392-6602.

**Center of Excellence on Autism Spectrum Disorders**

The Southern Connecticut State University Center of Excellence on Autism Spectrum Disorders (ASD) is a recently established multi-disciplinary Center. The center focuses on researching and developing best practice training models for educators and related service providers; coordinating and disseminating resources; collaborating with multiple agencies and organizations to streamline efforts; promoting a unified network throughout the state sharing practices critical for ensuring children and youth with ASD receive an appropriate education that meets their individual needs. The Center is a response to the rapid rise in prevalence of ASD in Connecticut. Located on the campus of Southern Connecticut State University and administratively housed within the largest teacher education program in Connecticut, the Center provides technical assistance to PK-12 teachers, other school personnel, families, and community service providers. To support these trainings and technical assistance, the Center conducts innovative research and translates research into evidence-based instructional practices. For more information, contact Ruth Eren at (203) 392-5947.

**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 mathematics and science through the enhancement of existing campus initiatives and through effective collaborations among 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 and extramural funding, 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 specifically increase the number of women and members of underrepresented groups pursuing degrees in science, technology, engineering, and mathematics. For more information, contact Maria Diamantis at (203) 392-6143.

**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 and Alumni Relations work in partnership with the SCSU Foundation in support of its endeavors. Executive Director’s office: Engleman A215, (203) 392-6900.

**ALUMNI ASSOCIATION AND ALUMNI RELATIONS OFFICE**

Founded in 1925, the Alumni Association provides programs for more than 80,000 alumni of Southern Connecticut State University. The charge of the Alumni Association is to support the development and overall mission of the University. The Association promotes a spirit of loyalty among a diverse body of former and current students, parents, faculty, staff, and friends which is accomplished through an ongoing effort of alumni program expansion; solicitation of active involvement; opportunities for professional, social, and intellectual growth; and an increased connection with campus and community matters.

Among the programs conducted by the Alumni Association in conjunction with the Office of Alumni Relations, its largest single effort is the Association’s Scholarship Program. In collaboration with the SCSU Foundation, the program annually awards over 180 academic scholarships to outstanding Southern students. Additional programming includes class reunions, regional and business networking events, and Homecoming Weekend. Distinguished and outstanding alumni, selected in recognition of their exemplary achievements and significant contributions to local, state and national issues are also honored.

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. Director: Michelle Rocheford Johnston, Wintergreen 170, (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 or military 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, em-
ployees, 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 coopera-
tion of all members of the University community is needed.

RESEARCH PROTECTION PROGRAM (RPP)

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

—The Office of Research Integrity (ORI) advances and
monitors the responsible conduct of research for all SCSU
research projects. The office acts on substantive allegations
of research misconduct and serves as the Office of The
Research Integrity Officer (RIO).

—The Institutional Review Board (IRB) safeguards the rights
and welfare of human participants in research. Investiga-
tors engaging in human participant research must submit
a project proposal which will be examined for requisite
compliance and assigned a disposition. Recruitment of hu-
man participants for research cannot proceed without IRB
approval or exemption.

—The Institutional Animal Care and Use Committee
(IACUC) is responsible for tending to the care and welfare of
vertebrate animals used in research. Investigators engaging
in vertebrate animal research must submit a project proposal
which will be examined for requisite compliance and as-
signed a disposition. Animal research may not be initiated
without IACUC approval.

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

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, religious creed, sexual orientation, national origin, or disability, 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.

— World 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 school counseling office of the candidate’s high school.

APPLICATION PROCEDURES

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

— Current deadlines for applications are listed on the University Web site.

— 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, the (SAT) or American College Testing Program (ACT) and one letter of recommendation are required for freshmen.

— 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 June; failure to submit full payment to, or make financial arrangements with, the University by mid-July will lead to cancellation of course registration.

— 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
Admission

All prospective international students should contact either Erin Heidkamp, Interim Director, or Aliya Amin, Assistant

Admission of Transfer Students

Students wishing to transfer from other accredited institutions of higher learning must have a minimum of a 2.0 cumulative grade point average. Official transcripts of college work completed must be submitted directly by the previous college or university attended. Acceptance does not necessarily mean that the credits transferred will apply to a specific degree requirement.

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), score of 525 required, or
  - Internet based TOEFL minimum score of 72, or
  - International English Language Testing System (IELTS), score of 6 required, or
  - Scholastic Assessment Test (SAT), ACT or both, as required by Admissions Office, or
  - Completion of ELS 112 Level or higher

- All international transcripts must be translated into English.

- All international transcripts must be evaluated by an evaluation company approved by the National Association of Credential Evaluation Services. For a list of these evaluation companies, go to www.naces.org/members.htm.

- One letter of recommendation is required for new first-time freshmen applicants.

- There is a co-admission process between the Office of Admissions and the Office of International Education (OIE). Applicants must submit application, all official academic records, foreign transcript evaluations, examination scores, and certificates to Admissions. The International Student Profile Form and supporting financial documentation must be sent to the OIE. All materials for initial students must be received by May 1 for Fall semester entry, and by October 1 for Spring semester. All material for transfer students within the U.S. must be received by June 1 for Fall semester entry, by November 1 for Spring semester.

All prospective international students should contact either Erin Heidkamp, Interim Director, or Aliya Amin, Assistant
TRANSFER COMPACT AGREEMENT

Southern is an active participant in the Transfer Compact agreement established between the Connecticut State Colleges and Universities (ConnSCU). The Transfer Compact offers dual admission to students who are planning to enroll at a ConnSCU institution after completing an associate’s degree. In addition to dual admission, students enrolled in the Transfer Compact also receive joint advising from staff at the ConnSCU institution to ensure that appropriate coursework is completed and accepted upon transfer. For more information about the advantages of the Transfer Compact, please contact the Office of Admissions at (203) 392-5644 or visit the Transfer Compact Web site at www.ct.edu/students/dual.

FRESH START OPTION

The Fresh Start Program offers options for formerly matriculated students 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 disregards their previous record in calculating their Grade Point Average (GPA).

All courses and grades will remain on the student’s permanent record, and the date Fresh Start was invoked will 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 Registrar’s Office, Wintergreen Building):
— 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 Option).

Applications for the Fresh Start Option may be obtained from the Registrar’s Office, Wintergreen Building.

NEW ENGLAND REGIONAL STUDENT PROGRAM

Southern Connecticut State University is a participant in the New England Higher Education Compact. This offers residents of other New England states the opportunity to enroll at SCSU for academic programs not available at public institutions in their home state, at the Connecticut resident tuition rate plus 50 percent. Other fees are also required. Participants in this program must be full-time matriculated students. Similarly, Connecticut residents can avail themselves of programs of

For updates, go to SouthernCT.edu/academics
14 Admission

Southern Connecticut State University

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 mathematics sections respectively from any test administered on or after April 1, 1995; or, (b) 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 a test administered on or after October 1989.

3. Have a minimum 2.7 GPA for all undergraduate courses taken at the time of application.

4. Submit an essay demonstrating a proficiency in English, articulating the reasons for wanting to become a teacher and emphasizing one's experiences relevant to teaching and learning.

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

6. Be interviewed by a Departmental Admissions Committee, which will assess the student’s personal attitudes and dispositions that will shape his or her teaching performance.

Any one of the requirements 3-6 above may be waived by the Dean of the School of Education upon the formal recommendation of the department and if justified by unusual circumstances. Please consult with the department within which you seek certification for additional information. These requirements apply to all students seeking admission to teacher certification programs in Elementary Education, Early Childhood Education, Special Education, Collaborative Elementary Education/Special Education, Physical Education, Health Education (cross-endorsement only), Elementary Education/ Bilingual Education, or in Secondary Education in English, History/Social Studies, Mathematics, General Science, Biology, Chemistry, Physics, Earth Science, Foreign Language, and Art Education.

Students will not be accepted into a teacher certification program until all six of the above requirements are met or waived. Failure to meet all of the admission requirements in a timely manner will preclude registration for course work in teacher education. Also, due to Connecticut State Department of Education requirements, students applying for certification programs must not register for more than two courses in professional education before they have received official notification of admission as a candidate to the certification program. Failure to comply with this policy may invalidate the courses taken outside of this policy. These requirements apply to all students seeking admission to any teacher certification program. Information on applying to any teacher certification program can be found at www.SouthernCT.edu/education/professionalprogramrequirements/.

Candidates must maintain good standing throughout the teacher education program in order to qualify for our recommendation for certification to the State Department of Education. Students are responsible for familiarizing themselves with Connecticut’s teacher certification regulations and keeping abreast of changes to those regulations (www.sde.ct.gov/sde/). If State regulations change before completion of a certification program, students will be required to meet the new regulations.

Applicants to any teacher certification program should allow a minimum of six months from receipt of application to admission into the certification program. Thus, students interested in becoming certified as a teacher should contact the department within which the certification is sought by the end of their freshman year.
THE FIRST-YEAR: THE KEY TO STUDENT SUCCESS

At Southern Connecticut State University, we offer a comprehensive First-Year Experience Program for all new, first-time students. The goal of the FYE Program is to help new students make the transition to college, connect them with fellow students and academic advisers through innovative learning communities, and support their efforts to succeed with everything from academic achievement to study skills workshops and leadership opportunities.

There are several steps that new students entering the University must complete as part of the acceptance process. The letter confirming admission to all new students contains specific directions on the next steps students should take to accept the University's offer of admission. The admission letter will direct students to a user-friendly web-based "Next Steps" process, which will lead them through these important steps, one by one. The online "Next Steps" site will guide them through the processes of making an admissions deposit, requesting high school and/or AP/College-credit course transcripts, financial planning for tuition, applying for financial aid, living on campus, activating email accounts, completing placement assessments, and registering for New Student Orientation.

NEW STUDENT ORIENTATION

New students and their parents are expected to participate in a two-day New Student Orientation session held in June; a simultaneous one-day orientation program is offered for parents/families. The orientation helps students in making a successful academic, intellectual, and social transition into the University community. The orientation provides a comprehensive and interactive set of events, workshops, and activities and has proven vital to a successful transition to the University. It introduces students to university academic programs and student services. It also provides opportunities for newcomers to the campus to interact with other students, as well as with staff, faculty, and administrators.

The orientation also familiarizes new students with co-curricular activities and extracurricular life on campus. University student groups, clubs, and organizations sponsor events and activities at the orientation that provide new students the opportunity to interact and socialize with one another.

Students will leave New Student Orientation with an academic schedule for their first-semester, after thorough advisement by faculty and professional advisers. The faculty and staff of the Academic Advisement Center and the First-Year Experience Program work closely together to ensure that students receive the advisement they need to plan their educational futures. For more information, contact the FYE Program Office at (203) 392-6671 or the Academic Advisement Center at (203) 392-5367.

FIRST-YEAR ACADEMIC PROGRAM

The First-Year Experience Program (FYEP) is a campus-wide initiative that introduces first-year students to the demands of academic and social development during the transition to college with the expressed intention of fostering creative and intellectual inquiry, encouraging community involvement, and instilling life-long learning into the hearts and minds of students.

At the heart of the FYEP is the notion of Learning Communities. All first-time, first-semester students take part in an Academic Learning Community, where cohorts of 20-25 students move through two of their liberal education courses together, forming connections with their peers, as well as the faculty who teach these courses, and the staff and peer mentors who support them.

Faculty members teaching in the Learning Communities serve as first-year academic advisers, helping students to connect with advisers in major departments and discussing issues such as succeeding academically; developing educational goals; investigating majors; planning for careers; internships and study abroad opportunities; campus leadership opportunities; and meeting graduation requirements. Advisers also help to connect students to the many services available at the university.

INQUIRY LEARNING COMMUNITY

All first-time, first-semester students, except for those enrolled in the Honors College, will be enrolled in a Learning Community which contains INQ 101: Intellectual and Creative Inquiry and a Critical Thinking course.

INQ 101: Intellectual And Creative Inquiry

INQ 101: Intellectual and Creative Inquiry is a 3-credit seminar course designed to assist first-year students in becoming engaged members of the SCSU community. Semi-
nars are organized thematically; topics vary by instructor. All seminars focus on the process of learning how to learn and cultivating the habits of mind for life-long achievement and success. Students will learn and practice the process of academic inquiry common to all university disciplines, while exploring their reasons for seeking a university education and the choices they make as first-year university students.

**Critical Thinking**

Taught by faculty from a variety of disciplines, INQ 101 helps students to identify problems and to think effectively about their solutions, both of which require making good arguments and critically assessing information. These skills are necessary for active learning and independent thinking; they are also essential for academic success and good decision-making in students’ personal, professional, and public lives.

**Honors College**

The Honors College is a four-year program designed for a small group of exceptionally well-prepared students. Admissions deadlines and information about the application process may be viewed on-line at the Honors College website at www.SouthernCT.edu/honorscollege/. The Honors College program focuses on its first-year students by offering a first-year seminar and specifically designed interdisciplinary thematic seminars. Additional information on the Honors College can be found in the Arts and Sciences section and the Recognition of High Achievement section of this catalog.
The Academic Advisement Center, located in Wintergreen 154, 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. Included among the part-time study offerings is the Bachelor of Science degree program for Registered Nurses.

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. 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. Details on matriculation are listed in the Admission section of this catalog.

Course schedules are posted on the Internet at www.SouthernCT.edu. These schedules contain important information about schedules, registration procedures, fees, and special services. Part-time students who wish to be admitted to the University formally into 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.

DISTANCE LEARNING

Distance learning is education that takes place using a computer and the internet when student and faculty are not in the same room. Lessons, discussions, and tests are completed online. Class is in session wherever and whenever a student has access to the Internet. For more information on distance learning at SCSU, visit www.SouthernCT.edu/distancelearning/.

HIGH SCHOOL STUDENTS

Local high school students may be eligible to take courses on a tuition-free, space-available basis. A registration 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 Academic Advisement Center for further information.

LIBERAL STUDIES PROGRAM

The University’s program in Liberal Studies allows students to replace a traditional 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 Academic Advisement at (203) 392-5367 for further information.

HEALTH REQUIREMENTS

All part-time undergraduates are required to have properly completed health forms on file at the University Health Center prior to registration.

Required Immunizations

All matriculated graduate and undergraduate students must show proof of adequate immunization (see below) against Measles (Rubeola), Mumps, German Measles (Rubella) and Chicken Pox (Varicella). Such proof must be signed by a health care provider. The only exceptions are the following:

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

- Measles (Rubella) — one injection at 12 months of age or older and on or after January 1, 1969, and a second dose at least one month later and on or after January 1, 1980. Individuals born prior to January 1, 1957 are exempt from this requirement.
- Mumps — one injection on or after 12 months of age and on or after January 1, 1969, and a second dose at least one month later or on or after January 1, 1980. Individuals born prior to January 1, 1957 are exempt from this requirement.
- German Measles (Rubella) — one injection after 12 months of age. Individuals born prior to January 1, 1957, are exempt from this requirement.
- Chicken Pox (Varicella) — All incoming students will be required to show proof of 2 varicella vaccines. The doses should be separated by at least 28 days with dose number one given on or after 12 months of age. Exemptions for this include:
  - Individuals born in the USA prior to January 1, 1980
  - Laboratory confirmation of immunity to varicella
  - Documentation from a health care provider stating there is a medical contraindication for receiving the vaccine
  - Documentation from the student stating that such immunization is contrary to his/her religious beliefs
  - Documentation from a health care provider or director of health stating that the student has had a confirmed case of such disease.

Additional Requirement for On-Campus Resident Students:

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

1. Those with a valid medical exemption signed by their health care provider;
2. Those who provide a statement that immunization is contrary to their religious beliefs.

Documentation must be submitted to the university health service prior to moving into campus residence facilities. The university reserves the right to deny registration and campus housing to any student not in compliance with the above health requirements.

Questions may be directed to: University Health Services, Granoff Hall, (203) 392-6300, healthservices@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 do vary among academic departments and schools depending upon departmental standards and rules of external 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 where 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 154.

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, world 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 on the Registrar’s Office website at www.SouthernCT.edu/registrar.

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 transcripts 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 experience is determined according to American Council on Education guidelines. Military credits are evaluated by the Registrar’s office. When a student has matriculated, the appropriate military credit records should be submitted to the Registrar’s Office.

Waiver Examinations
Waiver examinations may be 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 should see the department chairperson of the appropriate subject area to see if a waiver examination is available.

Some departments offer two-hour waiver examinations in the fall and spring of each year. A student who receives an “A” or “B” on the waiver examination 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.

REFUND POLICY—PART TIME STUDENTS
Part-time students who wish to receive course refunds must formally withdraw from the course(s). It is the student’s responsibility to withdraw online through their Web account. Information on summer session course offerings, course descriptions, and registration instructions is available at www.SouthernCT.edu/summersession. Residence hall accommodations are available at reasonable rates for students registered for summer courses.

For more information, visit www.SouthernCT.edu/bursar/refundpolicy/.

Course Cancellation Refunds
Students will be notified of a course cancellation via their Owls e-mail account that their course was cancelled. Information on summer session course offerings, course descriptions, and registration instructions is available at www.SouthernCT.edu/summersession.

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 or 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, 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, 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 131.
FEES AND EXPENSES

Fees are established by the Board of Regents for the Connecticut State Colleges and Universities (ConnSCU), subject to review by the Board of Governors. At publication time, the following fees were expected to be in effect for the 2012-2013 academic year. This listing is intended to help estimate the costs of attending the University. Students will be responsible for any fee increase that the Board of Regents for the Connecticut State Colleges and Universities authorizes up to the first day of classes.

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>$4,285</td>
<td>$13,866</td>
</tr>
<tr>
<td>University Fee</td>
<td>1,000</td>
<td>2,451</td>
</tr>
<tr>
<td>University General Fee</td>
<td>3,086</td>
<td>3,086</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Media Fee</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Commuting Student Total</td>
<td>8,541</td>
<td>19,573</td>
</tr>
<tr>
<td>Housing Fee (Double Room)</td>
<td>5,860</td>
<td>5,860</td>
</tr>
<tr>
<td>Residence Hall Social Fee</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Food Service</td>
<td>4,781</td>
<td>4,781</td>
</tr>
<tr>
<td>Residence Hall Student Total</td>
<td>$19,227</td>
<td>$30,259</td>
</tr>
</tbody>
</table>

*Fees subject to change.

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.

FINANCIAL OBLIGATIONS

Students are responsible for payment of all costs associated with attending the University in accordance with ConnSCU 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 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 Web site at www.SouthernCT.edu/bursar/.

PAYMENT OF TUITION AND FEES

Students admitted to the University for the first time must pay a $200 nonrefundable Full-Time Student Confirmation Deposit. This fee is applied to the tuition charge. Students who register for the fall and 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)

New Full-Time Student Orientation Fee .................$150 (nonrefundable)

This fee is used to cover the costs (personnel, food, residence halls, materials, etc.) associated with both the New Student Orientations and the Transfer Student Orientations. Because the costs of running these programs are incurred regardless of the number of students who choose to attend, the fee cannot be waived for students who opt not to attend. The orientation fee is also used to cover New Student Welcome Weekend events (for all new first-year and new transfer students living on campus), the Transfer Student Welcome Event, and other orientation-related programs such as the Family Mentor Program for transfer students and the “Owl to Owl” book of advice and tips for all incoming students.

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
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.

Transcript-On Demand Fee ........................................... $15

Bad Payment Policy ..................................................... $20
When a bank refuses to honor a credit card or check made payable to SCSU, a charge of $20 will be assessed and the University may cancel the service purchased. Restitution can be made by paying the $20, 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) .................. $1,358
Initial payment of $679 is due in the fall semester and the balance of $679 is payable for the spring semester. The University requires mandatory health insurance for all full-time students unless he or she is covered by other medical insurance. If the student has comparable health insurance coverage and wishes to waive the health insurance charge on the bill, he or she may submit a health insurance waiver online only, by accessing the Bursar’s Office home page www.SouthernCT.edu/bursar, and selecting the “Waive Health Insurance” option from the blue box located on the right side of the page. For answers to questions concerning the University’s health insurance program, please visit www.aetnastudenthealth.com, or contact Aetna’s customer service department (877) 375-4244.

Health Insurance for foreign students is approximately $1,358 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
Undergraduate Instate Students ........ $427 per credit
Undergraduate Out-of-State Students ... $441 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
EMT Lab Fee ......................................................... $75 per course
Music Lab Fee ....................................................... $50 per course
Part-time Nursing Lab Fee ................ $25 per credit
Physics Lab Fee ...................................................... $50 per course

HOUSING AND BOARD
Residence Hall Students (Annual) ........... $4,351-$9,513
These costs reflect the current housing prices for the 2012–2013 academic year.

The cost of room for students living in University dormitories is payable at the rate of $2,930 for a double room per semester. In addition, there is a $22.50 social fee per semester payable with all other required fees.

Students requesting to reside in a residence hall for the first time must pay a non-refundable $250 Housing Deposit prior to application. Students who plan to continue residing in a residence hall room in the following year must pay a non-refundable $250 Housing Deposit no later than April 1 for the ensuing fall semester. Housing contracts are on a two semester/one academic year term. The balance of the Housing Fee for all residence hall students is due no later than mid-July for the fall semester.

Mandatory Board Fee (Annual) ....................... $4,782
The University maintains a contract food service program for students living on-campus. Meals are served only during those periods when the University is officially open. Students living off-campus may also participate in the University’s contract food program. Meal plan options for students living in residence halls without kitchens are:

Platinum plan costs $2,391 and includes 8 guest passes, 6 anywhere meals, and $150 in Food Loot.
Gold plan costs $2,341 and includes 5 guest passes, 5 anywhere meals, and $100 in Food Loot.
Silver plan costs $2,291 and includes 3 guest passes, 4 anywhere meals, and $50 in Food Loot.

For more information on meal plans visit: www.SouthernCT.edu/food_services/meal_plans/

Mandatory Food Service Fee ......................... $600
Students living in apartment-style (with kitchen) residence halls will receive $300 Food Loot 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 $5,285 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 Policy—Full-Time Students
— Upon withdrawal from the University up to the first day of university-wide classes as defined by the published university calendar, 100% of the amount paid will be refunded
— 90% of the balance will be refunded during the first week of university-wide classes
— 60% of the balance will be refunded during the second week of university-wide classes
— 40% of the balance during the third and fourth weeks of university-wide classes
— No refund after the fourth week of university-wide classes

The following fees are non-refundable:
— Confirmation Deposit (Binder Fee)
— Housing Deposit

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.

Refund Appeal
Under special circumstances, the University may authorize a full refund of tuition and fees. This process will not automatically affect 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
— Other: a student who feels he or she had to withdraw due to extenuating circumstances beyond his or her control.

Students who feel that any of the above apply, should consult with a representative in the Registrar’s 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 on the Registrar's office website at www.SouthernCT.edu/Registrar/residency.

**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></th>
<th>Connecticut Resident</th>
<th>Out-of-State Resident</th>
<th>Living at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition..................</td>
<td>$4,285</td>
<td>$13,866</td>
<td>$4,285</td>
</tr>
<tr>
<td>University Fee........</td>
<td>1,000</td>
<td>2,451</td>
<td>1,000</td>
</tr>
<tr>
<td>General Fees..........</td>
<td>3,086</td>
<td>3,086</td>
<td>3,086</td>
</tr>
<tr>
<td>Residence Social Fee ..</td>
<td>45</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Student Activity Fee ...</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Media Fee..............</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Room ....................</td>
<td>5,860</td>
<td>5,860</td>
<td>5,917</td>
</tr>
<tr>
<td>Board ..................</td>
<td>4,781</td>
<td>4,781</td>
<td>3,000</td>
</tr>
<tr>
<td>Books/Supplies ..........</td>
<td>1,400</td>
<td>1,400</td>
<td>1,400</td>
</tr>
<tr>
<td>Personal/Transportation</td>
<td>1,565</td>
<td>1,565</td>
<td>3,130</td>
</tr>
<tr>
<td><strong>Total</strong> .............</td>
<td><strong>$22,192</strong></td>
<td><strong>$33,224</strong></td>
<td><strong>$21,988</strong></td>
</tr>
</tbody>
</table>

**SOUTHERN TUITION PAYMENT PLAN**

As a convenience, Southern Connecticut State University offers the option for students and their families to budget the cost of tuition and fees by spreading payments over the course of the semester. The Southern Payment Plan allows the student to break down his or her education expenses into easy to manage installments, rather than one lump-sum payment. With a Southern Payment Plan payments can be spread over a period of months, interest-free. Automatic payments can be set up using funds debited directly from a checking account, and the student will receive real time e-mail notifications about account adjustments. First payment plus a non-refundable $45.00 enrollment fee is due at time of enrollment.

Enrolling in a Southern Payment Plan is fast, easy, and safe, via the Internet, simply:

—Go to www.SouthernCT.edu/bursar,
—Click on the “STUDENT-PAYBILL, PAYMENT PLANS SIGN UP AND VIEW E-STATEMENT” link on the right,
—Log in using your MySCSU user name and password
—Click on Banner Web
—Select Student Services
—Click View eBill or Make Payment
—Click on the Payment Plans tab, and
—Select the plan that fits your budget

If you have any questions regarding payment plans visit: http://ebill.SouthernCT.edu or contact the Bursar’s Office (203) 392-6140.

**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. Explanation of fees in this section also can be found at the web address.
A limited amount of financial aid is awarded by Southern Connecticut State University to those students 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 (OFAS), Wintergreen Building.

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

— The Free Application for Federal Student Aid (FAFSA) available 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 copy of the most recent filing of the parent and student’s Federal Income Tax Return transcript from IRS
— Verification documents
— Entrance counseling
— The Federal Direct Loan Master Promissory Note

The OFAS will only accept complete and accurate documents noted above. OFAS may request additional documentation for the completion of the file.

The SCSU priority date for electronic receipt of an applicant’s FAFSA and income information is March 15. The University gives maximum aid consideration to those students who file their valid 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 (6-11.5 credits) are considered for student loans and Pell Grant. 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. Satisfactory academic progress is defined as the successful completion of 67% of the credits of academic work per academic year and 2.0 grade point average (See Satisfactory Academic Progress Policy in this section of the catalog).

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 the Federal Pell Grant Program. The FAFSA may be completed on the Web at www.fafsa.ed.gov. The maximum Pell Grant award for 2013-2014 is $5,645.

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 $1,000. 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 Direct Stafford Loan Program (Subsidized and Unsubsidized)
Federal Direct Stafford Loans (subsidized and unsubsidized) are loans available to matriculated undergraduate students. To be eligible, students must be a U.S. citizen or permanent resident and must comply with the selective service regulations. Students must also demonstrate financial need. Under the Federal Direct Stafford Loan program, eligible dependent undergraduates at the freshmen level are allowed to borrow up to $5,500 (at least $2,000 must be unsubsidized) annually; sophomores may borrow up to $6,500 (at least $2,000 must be unsubsidized); juniors and seniors may borrow up to $7,500 (at least $2,000 must be unsubsidized). The total dependent undergraduate aggregate limit is $31,000 ($23,000 subsidized).
Under the Federal Direct Stafford Loan program, eligible independent undergraduates at the freshman level are allowed to borrow up to $9,500 (at least $6,000 must be unsubsidized) annually; sophomores may borrow up to $10,500 (at least $6,000 must be unsubsidized); juniors and seniors may borrow up to $12,500 (at least $7,000 must be unsubsidized). The total independent undergraduate aggregate limit is $57,500 ($23,000 subsidized).

For undergraduate studies that are shorter than an academic year, the amounts one can borrow will be less than those indicated.

As of July 1, 2012, the interest rate on the Federal Subsidized Stafford Loan is 3.4% fixed. The interest on the Federal Direct Subsidized Stafford loan is paid on the borrower's behalf by the federal government while the student is continuously enrolled at least half-time. The grace period begins when the student graduates or ceases to be enrolled at least half-time. The interest rate for the Federal Direct Unsubsidized Stafford Loan is 6.8% fixed. However, the federal government does not pay the interest during the in-school grace and deferment periods for Federal Direct Unsubsidized Stafford Loans. The borrower is responsible for making interest-only payments while attending school or must request to have the loan capitalized. Loans are disbursed into two equal payments to the university. The Department of Education charges a 1% fee to process the loan. Interest and fees are subject to change every year.

Federal Direct Parent Loan for Undergraduate Students (PLUS)

Federal Direct Parent Loan for Undergraduate Students (PLUS) is a loan available to the parents of dependent students. The student must be enrolled at least half-time as a matriculated student and maintain satisfactory academic progress, as determined by the university. The student and the borrower must be U.S. citizens or permanent residents, may not be in default on an educational loan, or owe a refund to Federal Pell, SEOG, or state grants. The annual amount a family may borrow, based on credit approval, is the estimated cost of attendance minus any financial aid. As of July 1, 2012, the interest rate is 7.9 percent fixed. Repayment of the loan begins 60 days after the loan is fully disbursed to the university. As of July 1, 2012, the Department of Education will charge a 4% fee to process the loan. Interest and fees are subject to change every year.

Federal Perkins Loan Program

The University participates in the Federal Perkins Loan Program under Title IV of the public Law 92-318 amended 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 $5,500 per year with the total borrowed for undergraduate study not to exceed $20,000. 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 or 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. Specif- ics 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 Career Services 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.

CAPS COMMUNITY SERVICE WORK (CACS)

CACS is a state program that provides part-time employment opportunities for part-time and full-time matriculated students. This program is for students who live in Connecticut. Eligibility is based on need as determined by OFAS. Employment opportunities on campus include jobs in the university library, tutors, campus police, etc. Southern also places students in local off-campus nonprofit agencies. Employment opportunities are numerous and can provide career-related experience. Students may work up to 20 hours a week while classes are in session, and 35 hours a week during holidays breaks and vacation periods. Award amounts vary and once the aid is awarded, students are required to arrange an appointment with the OFAS. Students are paid bi-weekly at an hourly wage for work performed.
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
A Connecticut State University statute allows the University to award grants to matriculated, 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 either their high school guidance office, the Financial Aid website: www.SouthernCT.edu/financialaid, 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 ACADEMIC PROGRESS STANDARDS (SAP)
The Satisfactory Academic Progress (SAP) policy is based on federal guidelines that require each college and university to ensure that student aid applicants are progressing through their academic programs at an acceptable pace while maintaining an acceptable cumulative grade point average. The policy is separate and apart from other academic policies at the university.

Students failing one or more of the SAP standards are ineligible to receive financial aid from the programs managed by the Office of Financial Aid & Scholarships for the entire academic year (i.e., summer, fall and spring semesters).

The SAP policy affects student eligibility for the following federal and state financial aid programs:
— Federal Pell Grant
— Federal Supplemental Educational Opportunity Grant
— Federal Perkins Loan
— Federal Direct Stafford Loan (subsidized and unsubsidized)
— Federal Direct PLUS Loan
— Federal Direct Graduate PLUS Loan
— Federal Work Study
— Connecticut Aid to Public Schools Grant
— Connecticut Assistance for Public Colleges for Work Program
— Connecticut State University Grant
— State Scholarship and Grant Programs
— Other

Satisfactory Academic Progress Standards
— Grade Point Average (Qualitative): Undergraduate students are expected to maintain a cumulative grade point average of at least 2.0 at SCSU and graduate students are expected to maintain a cumulative grade point average of at least 3.0.

— Credit Completion Rate (Quantitative): Undergraduate and graduate students are expected to successfully complete at least 67% of the credits attempted at SCSU. Failed courses (F), audited courses (Z), courses which the student never attended (N), Incompletes (I), withdrawals (W, WF, and WP), course repetitions, non-credit remedial courses and grades not reported by a professor (R) will be included in this assessment. Transfer credits will be counted as attempted and earned credits in the calculation for determining SAP.

See sample below:

<table>
<thead>
<tr>
<th>Summer 2012</th>
<th>Fall 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits</td>
<td>15 credits</td>
<td>15 credits</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

The student transferred and registered for a total of 48 credits during summer, fall and spring. Based on 48 credits, the student needs to pass a minimum of 32 credits (48 attempted credits multiplied by 67% = 32 credits) to successfully complete the credit completion rate.

— Maximum Credit Hours: A student may receive financial aid for attempted credits in their program of study; however, the number of attempted credits cannot exceed 150% of the university’s published credit hours for the educational program in which the student is enrolled.

This includes transfer credits.

Example: A student needs 122 credits to complete the undergraduate degree. If the student is unable to complete the degree in 122 credits, he/she has up to 150% maximum time frame to complete the degree (122 credits multiplied by 150% is 183 credits). A student who transfers 90 credits to SCSU and completes 95 credits at SCSU will not be eligible for financial aid because the student exceeded the 150% maximum time frame of 183 credits (90 transfer credits plus 95 registered credits = 185 credits).

After grades are posted in June, students who have not met the SAP standards will be notified in writing of their ineligibility to receive financial aid at SCSU.

If extenuating circumstances exist which caused the student to fail one of the SAP standards, the student can submit an appeal to the Office of Student Affairs and demonstrate to the Office of Student Affairs that he/she should be permitted to continue in the program. The Dean of Student Affairs will review each appeal and determine the following:

— The student's appeal may be denied thus making him/her ineligible for any Title IV funding and most other financial assistance for the next academic year. In this case, the student must regain eligibility without financial aid before consideration of a second appeal; or
— The student's appeal may be approved. This will allow the student to receive financial aid contingent upon the successful completion of the requirements set forth in the SAP contract. The student will be placed on financial aid probation. Financial aid probation is a status a school assigns to a student who is failing to make SAP and successfully appeals. Eligibility for aid may be reinstated for one semester.

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.

TREATMENT OF TITLE IV AID WHEN A STUDENT WITHDRAWS

The law specifies how Southern Connecticut State University (SCSU) must determine the amount of Title IV program assistance that a student earns when withdrawing from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq Afghanistan Service Grants, Academic Competitiveness Grants, National SMART Grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When a student withdraws during the payment period or period of enrollment, the amount of Title IV program assistance that student has earned up to that point is determined by a specific formula. If the student received (or SCSU or parent received on the student’s behalf) less assistance than the amount that the student earned, the student may be able to receive those additional funds. If the student received more assistance than the student earned, the excess funds must be returned by SCSU and/or the student.

The following is the order in which Title IV funds are returned:

— Direct Unsubsidized Stafford Loan
— Direct Subsidized Stafford Loan
— Federal Perkins Loan
— Direct Graduate PLUS
— Direct PLUS Loan
— Pell Grant
— Academic Competitiveness Grant
— National SMART Grant
— Federal SEOG
— TEACH Grant
— Iraq and Afghanistan Service Grant
— Connecticut Aid to Public Schools Grant (CAPS)
— Connecticut State University Grant (CSUG)

— Individual State Grants, such as Vermont Student Assistance, etc.

The amount of assistance that a student has earned is determined on a prorata basis. For example, if the student completed 30% of the student's payment period or period of enrollment, the student earns 30% of the assistance the student was originally scheduled to receive. Once a student has completed more than 60% of the payment period or period of enrollment, the student earns all the assistance that the student was scheduled to receive for that period.

If the student did not receive all of the funds that the student earned, the student may be due a post-withdrawal disbursement. If the student's Post-withdrawal disbursement includes loan funds, SCSU must get the student's permission before it can disburse them. A student may choose to decline some or all of the loan funds so that the student does not incur additional debt. SCSU may automatically use all or a portion of the student's post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). SCSU needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give permission, the student will not be offered the funds. However, it may be in the student's best interest to allow SCSU to keep the funds to reduce the student's debt at the school.

There are some Title IV funds that a student may be scheduled to receive that cannot be disbursed to the student once the student withdrawals because of other eligibility requirements. For example, if the student is a first-time, first-year undergraduate student and the student has not completed the first 30 days of the student's program before the student withdraws, the student will not receive any FFEL or Direct Loan funds that the student would have received had the student remained enrolled past the 30th day.

If a student receives (or SCSU or parent receives on his behalf) excess Title IV program funds that must be returned, SCSU must return a portion of the excess equal to the lesser of:

— The student's institutional charges multiplied by the unearned percentage of the student's funds, or
— The entire amount of excess funds.

SCSU must return this amount even if it didn't keep this amount of the student’s Title IV program funds.

If SCSU is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return, the student (or the student's parent for a PLUS Loan) repays in accordance with the terms of the promissory note. That is, the student makes scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that a student must return is called an overpayment. The maximum amount of a grant overpayment that a student must repay is half of the grant funds the student received or was scheduled to receive. A student does not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. A student must make arrangements with SCSU or the Department of Education to return the unearned grant funds.

SCSU is required to return the unearned funds within 45 days from the date OFAS has determined the student has withdrawn.

If a student withdraws online from all courses, the student is subject to the withdrawal calculation. SCSU is required
to determine the portion of the financial aid the student has earned and the portion of financial aid to be returned to the appropriate fund. If a student plans on withdrawing from all courses for a semester, the student should download the withdrawal form at www.SouthernCT.edu/registrar and submit it to the Registrar’s Office. The student will be responsible to pay any outstanding balance that the student may owe to the university Bursar’s Office.

If a student received financial aid during the semester and decides to withdraw from a course or several courses during the semester this may have an impact on the amount of financial aid a student may be eligible to receive for the semester. In some cases the financial aid may be adjusted or canceled depending on the total number of credits registered for the semester. Therefore, the student will be responsible to pay any outstanding balance that the student may owe to the university Bursar’s Office.

SCSU is required to perform the withdrawal calculation for students who decide to stop attending classes and never withdraw from the university. SCSU will determine the last date the student attended and perform the withdrawal calculation. If the student did not attend any of the classes, SCSU is required to return all of the funds back.

The requirements for Title IV program funds when the student withdraws are separate from any refund policy that SCSU may have. Therefore, the student may still owe funds to SCSU to cover unpaid institutional charges. SCSU may also charge the student for any Title IV program funds that the school was required to return. If a student does not already know what the student’s school’s refund policy is, the student can ask the Office of Financial Aid & Scholarships for a copy. SCSU can also provide the student with the requirements and procedures for officially withdrawing from school.

If a student has questions about the student’s Title IV program funds, the student can call the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

SCSU FOUNDATION SCHOLARSHIPS

With the assistance of the Alumni Association Scholarship Committee, the SCSU Foundation awards more than 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. By completing this application, students are considered for all scholarships for which they are eligible.

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

The following scholarships are available:

- Dr. 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
- Mackey Barron Endowed Scholarship
- Violet M. Bornemann Scholarship
- Samuel M. Brownell Scholarship
- Thomas Buch Memorial Endowed Scholarship
- Arlene B. Buley Endowed Scholarship
- Dr. Hilton C. Buley Scholarship
- Marguerite Burnham Scholarship
- Susan and Barry Busbaum Endowed Scholarship
- Frederick Caccese Memorial Endowed Scholarship
- Ida M. Caccese Scholarship
- David James Cairney Scholarship
- Carbone Family Memorial Endowed Scholarship
- Walter Cheetham Scholarship
- Clifford T. & Patricia H. Chieffi, 1974 Distinguished Alumni Endowed Scholarship
- Emma and Henry Christmann 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 1966 Scholarship
- Class of 1971 Scholarship
- Class of 1989 Endowed Scholarship
- Rocco Colatella Endowed Scholarship
- Betsy Collier (Ethel Stannard) Scholarship
- Dr. George J. Collins, Ed.D./D. Academic-Athletic Scholarship
- Rose Impelliteri Comcowich Endowed Scholarship
- Cone Family Endowed Scholarship
- Anthony J. & Nicholas P. Criscuolo Memorial Scholarship
- Eula J. Davies Scholarship
- Rose DeFrancisco Memorial Scholarship
- Frederick DeVita and Teresa Sirico Endowed Scholarship
- Dillon Family Endowed Scholarship
- Louise DiRuccio Scholarship
- Distinguished Alumnus Scholarship
- Distinguished Lecture Endowed Excellence Award
- Drexler Family Foundation Scholarship
- Mary Driscoll Class of 1938 Endowed Scholarship
- Finis E. Engleman Endowed Scholarship
- Bruce W. Erickson Class of 1938 Scholarship
- Peter and Alice Ferraro Endowed Scholarship
- Ethel Kovach Forcinelli Memorial Scholarship
- Andrew Catalogna Galardi Endowed Scholarship
- James S. Galardi Memorial Endowed Scholarship
- Bessie Lee Cambrill Endowed Scholarship
- General Scholarship Endowment
- Adelaide George Endowed Scholarship
- Julia Szabo George Memorial Endowed Scholarship
- Frederick Giovanniini Scholarship
- Danny Gonzalves/Public Health Alumni Chapter Scholarship
- Mildred Schepeart Gosden Family Endowed Scholarship
- Dr. Dorothy R. & Dr. Morris A. Granoff Scholarship
- Helen Grillo Endowed Scholarship
- Ella T. Grasso Memorial Endowed Scholarship
- Anne Bianchi Gundersen Scholarship
- H. Pearce Family Endowed Scholarship
- Dr. Manson Van B. Jennings Endowed Scholarship
- Eleanor Jensen Endowed Scholarship

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
Elizabeth and Wallace Johnson Endowed Scholarship
Kathryn Morgan Kelly Endowed Scholarship
Professor Jenette Kelly Endowed Scholarship
Robert E. Kendall Memorial Endowed Scholarship
Dr. Leo J. King Scholarship
Jean Z., Otto A. and Andrea A. Kruger Endowed Scholarship
M.J. Landino Scholarship
Pauline R. Lang Memorial Scholarship
Joyce Shin Lehr Endowed Scholarship
Harry Levitin Memorial Endowed Scholarship
Jack and Anne Litten Memorial Endowed Scholarship
Peter L. LoPresti Memorial Scholarship
Edward and Jean Mack Art and Music Endowed Scholarship
Mary Malafrente Endowed Scholarship
Denise Marone Endowed Scholarship
Dorothy J. Martino Endowed Scholarship
Frank & Donna Mason Endowed Scholarship
Dominick & Maria Barbiero Mastrianni Memorial Endowed Scholarship
Barbara G. Mastroianni Memorial Endowed Scholarship
Raymond W. Mattes Endowed Scholarship
Mary McNulty Memorial Endowed Scholarship
Donald G. and Mary Ann K. Mitchell Endowed Scholarship
MSW Classes ’88 & ’89 Scholarship
C.H. Nickerson & Company, Inc. Endowed Scholarship
Jean V. Norris Endowed Scholarship
Mary O’Brien Galardi Endowed Scholarship
Mary Miller O’Brien Memorial Endowment
Francis A. O’Connell Memorial Endowed Scholarship
Joyce Olinski Memorial Endowed Scholarship
Damian O’Neill Memorial Endowed Scholarship
Orlando Family Scholarship
Barbara Lynch Ortoleva Scholarship
Dr. Giacchino S. Parrella Memorial Scholarship
Petrone Family Scholarship
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 Raffone 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 Rosenberg Endowed Scholarship
Joyce M. Saltman Scholarship
Frank H. Samuelson Endowed Scholarship
Graduate Athletic Scholarship
SCSUAA 75th Anniversary Endowed Scholarship
SCSU Women’s Association Endowed Scholarship
Senior Citizen Endowed Scholarship
Sidney Skolnick Endowed Scholarship
Eleanor and John Solbanin Memorial Endowed Scholarship
Hope and Joy Godin Family Scholarship
Joyce Stochmal Endowed Scholarship
John and Margaret Meekin Sullivan Endowed Scholarship
Dr. Kun Sungjoo Kim Endowed Scholarship
Jennie Tapp Memorial Endowed Scholarship
Rose M. Verdi Memorial Scholarship
Anthony Verlezza Endowed Scholarship
Joseph and Mary Villano Memorial Scholarship
Walsh Family Endowed Scholarship
CSU-AAUP Doris Werner Memorial Scholarship
Elma Jean and John Wiacek, Jr. Endowed Scholarship
Nathan Winnick Memorial Scholarship
Albert and Jeanette Wolfe Endowed Scholarship
Alice Lincoln Wright Memorial Scholarship
Yulo Family Scholarship

VETERANS EDUCATIONAL BENEFITS

The Connecticut Department of Higher Education has approved SCSU’s programs for the training of veterans effective August 27, 2007. Educational assistance is provided by the Veterans Administration under Chapter 31 (vocational rehabilitation act for disabled veterans), Chapter 33 (post-Vietnam G.I. Education Bill), Chapter 1606 and 1607 (Reserve & National Guard Educational Assistance), Chapter 30 (G.I. Bill, effective July 1, 1985), and Chapter 33 (new Post 9/11 G.I. Bill).

Veterans, children of veterans, and wives and widows of veterans seeking approval for training under these chapters should apply to the Bursar’s Office, Wintergreen Building, for application procedures and qualifications. All veteran’s benefits are considered a financial resource.

POST 9/11 (CHAPTER 33) GI BILL

Effective August 1, 2009, veteran’s National Guard and reserves must apply using VA Form 22-1990 or the VA website, www.gibill.va.gov. This application will generate a Certificate of Eligibility which must be brought to the Bursar’s Office, Wintergreen Building. The decision to choose Chapter 33 is irrevocable. Veteran students might also be eligible for MHA. Monthly Housing Allowance (MHA) is generally the same as the military Basic Allowance for Housing (BAH) for an E-5 with dependents. MHA is based on the Zip code for the school. More information is available at www.gibill.va.gov.

YELLOW RIBBON PROGRAM

The Yellow Ribbon Program applies to Veterans with sufficient active duty service for 100% coverage of education expenses. Under the Yellow Ribbon Program the VA will match institutional contributions dollar-for-dollar to cover the cost differential between in-state and out-of-state students, the maximum amount of Yellow Ribbon waiver that will be provided per individual in any given academic year shall, at the minimum, be equal to the maximum difference between the in-state tuition and fees charged to in-state students and out-of-state residents attending public institutions. SCSU has agreed to waive 50% of the applicable Yellow Ribbon waiver tuition and fees amounts; this is limited to 50 veterans per academic year at SCSU.

VETERAN TUITION WAIVERS

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.

Under Connecticut state statutes, tuition at Connecticut public colleges and universities may be waived for qualifying veterans.
To be eligible at a public college or university, veterans must:

— Be honorably discharged or released under honorable conditions from active service in the U.S. Armed Forces (U.S. Army, Navy, Marine Corps, Air Force and Coast Guard). National Guard members, activated under Title 10 of the United States Code, also are included.

— Have served at least 90 or more cumulative days active duty in time of war (see Periods of Service) except if separated from service earlier because of a federal Department of Veterans Affairs (VA) rated service-connected disability; or the war, campaign or operation lasted less than 90 days and service was for the duration.

— Be accepted for admission (i.e. matriculated) at SCSU.

— Be domiciled in Connecticut at the time of acceptance, which includes domicile for less than one year. NOTE: If you applied to Southern with an out-of-state address a veteran student becomes domiciled when the veteran gets a Connecticut address. Proof of the Connecticut address must be provided to the Registrar’s Office as soon as it is obtained to become eligible for the tuition waiver.

— Eligibility is not retroactive.

— Dependents are not eligible; even if their service member meets all the requirements listed above.

PERIODS OF SERVICE

Only those who “performed service” in the following manner may qualify:

— Active duty for at least 90 or more consecutive days during:
  World War II — December 7, 1941 to December 31, 1946
  Korean Conflict — June 27, 1950 to January 31, 1955
  Vietnam Era — February 28, 1961 to July 1, 1975
  Persian Gulf War — August 2, 1990 until an ending date prescribed by Presidential proclamation or by law (no end date at this time). All military war service subsequent to August 2, 1990 is covered, including but not limited to, Enduring Freedom, Noble Eagle, Iraqi Freedom, Somalia and Bosnia.

— Engaged in combat or in a combat-supported role in:
  Lebanon — July 1, 1958 to November 1, 1958 or September 29, 1982 to March 30, 1984
  Grenada — October 25, 1983 to December 15, 1983
  Operation Earnest Will — July 24, 1987 to August 1, 1990 (Escort of Kuwaiti oil tankers flying the U.S. flag in the Persian Gulf)
  Panama — December 20, 1989 to January 31, 1990

Service in time of war does not include time spent attending a military service academy. Reservists must be mobilized in time of war for other than training purposes. The DD2140 must state: ACTIVE DUTY. To qualify a veteran student must bring the DD2140 to the Bursar’s Office, Wintergreen Building.

Persons who served during any other period are not eligible for a tuition waiver.

CONNECTICUT NATIONAL GUARD TUITION WAIVER (FULL-TIME STUDENTS)

By law, veterans and Guard Members who meet certain criteria are eligible for tuition waivers at Southern Connecticut State University. Waivers cover only the cost of tuition for academic program at undergraduate and graduate levels. Tuition waiver does not apply to other fees such as student activity fees, room and board, books, or laboratory fees.

To be eligible for Air/Army National Guard tuition waiver, student must be a member in good standing of the Air/Army guard and be accepted for admission on a full-time or part-time basis in a degree-granting program.

Students must contact the Education Service Officer at the National Guard Units to apply for the waiver. Eligible students must obtain a Certificate of Eligibility from their National Guard Unit and submit it to the Bursar’s Office each semester. For more information contact the Bursar’s Office located in the Wintergreen Building at (203) 392-6140.

SERVICEMEMBERS OPPORTUNITY COLLEGE

Southern Connecticut State University is a Servicemembers Opportunity College (SOC). Servicemembers Opportunity College (SOC) is a consortium of national higher education associations that functions in cooperation with the military services to help meet the higher education needs of service members.

The University is a member of the SOC Degree Network System, which includes approximately 160 colleges and universities, provides enhanced educational opportunities for service members and their families. Once a service member signs a SOC contract with a university and completes that university’s residency requirement, the University agrees to allow the service member to transfer back any additional credits to complete the degree.

For more information, contact the Veteran’s Office, (203) 392-6822, Engleman B 018B.
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 which is led and overseen by the Vice President for Student and University Affairs. By encouraging students to integrate their classroom learning with experience outside the classroom, the division fosters a climate in which each student can be challenged to higher levels of intellectual, personal, and social growth.

The Office of the Assistant Vice President/Dean of Student Affairs oversees programs and services which directly benefit students in their academic and personal adjustment to university life, specifically, the areas of Academic Support Services, Counseling Services, Health Services, Wellness Programs, Drug and Alcohol Resource Center, Career Services, Student Conduct, the Women’s Center, and the Multicultural Center.

This office also assists students with conflict resolution, advocates for programs which improve the overall quality of student life, and hears appeals from students who have been denied financial aid for failure to meet the University’s standards of satisfactory academic progress. The office is located in Engleman Hall 106A.

The office of Judicial Affairs is located in Engleman Hall B116. The office is a part of the Division of Student and University Affairs and is administered by the director of judicial affairs. The office’s purpose and function is different from the criminal justice process, Judicial Affairs is both instructional and educational in design while providing protection to the academic community in a collegiate setting. It provides students with core values and lessons on how to act as responsible adults in a community-based, living-learning environment. Through this process students are encouraged to take responsibility for their actions and realize that the University is its own community.

For further information or more details about the judicial process, contact the Office of Judicial Affairs at (203) 392-6188 or visit the office website at: www.SouthernCT.edu/judicialaffairs/.

Student and University Affairs programs which are described below seek to: 1. promote academic/educational 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 of 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 as listed in the Student Handbook.

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

Study Skills Enrichment—This program is open to all students regardless of enrollment status. Staff members provide a series of workshops designed to assist students who desire to improve their study skills and balance their daily responsibilities. Workshops focus on optimizing study effectiveness, organizing and setting priorities, managing time, college-level note-taking skills and test-taking techniques. Materials are available in Engleman C016 in the form of reading resources, self-assessment tools, videotaped workshops, and at the Web site www.SouthernCT.edu/studyskillsenrichment. Workshops are interactive. For more information, contact Thomas Colby, (203) 392-6818, email colbyt1@SouthernCT.edu or Tom Ferrucci, (203) 392-6824, email ferruccit1@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 A 012. For information or appointments, contact Tom Ferrucci (203) 392-6824, or email ferruccit1@SouthernCT.edu or go to www.SouthernCT.edu/writingcenter.

Tutorial Center—Located in Engleman Hall A 104, 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, contact Tom Ferrucci at (203) 392-6824, or email ferruccit1@SouthernCT.edu or go to www.SouthernCT.edu/tutorcenter.
Access Programs

ConnCAS—The Connecticut Collegiate Access and Success Program (ConnCAS) is a high-school-to-college “bridge” program for graduating high school seniors who wish to prepare for their attendance at the University as full-time matriculated students. The program offers an intensive five-week summer component, which is followed by continued advisement and interaction with program staff during the student’s academic career at the University. For additional information, contact Sasha Benjamin in Engleman B 018 at 203-392-5009 or email benjamins1@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 Dawn Stanton-Holmes in Engleman B 222 at 203-392-6812 or email holmesd3@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 additional information, contact Dawn Stanton-Holmes in Engleman B 222 at 203-392-6812 or email holmesd3@southernct.edu.

Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP)—GEAR UP, located in Engleman Hall B006, is a funded initiative to ensure that low-income students are prepared to enter and succeed in post-secondary education. For additional information contact, Marvin Brown in Engleman B 006 at 203-392-5575 or email brownarnold1@southernct.edu.

Buley Library

The Hilton C. Buley Library, Southern Connecticut State University’s center of research, plays an indispensable part in the academic experience of every student. Buley Library provides over 500,000 print and media volumes, 5,400 electronic books and access to more than 197 electronic databases to serve study, teaching, and research needs. In addition, there are over 26,200 volumes in the curricular and juvenile collections. An online catalog shared with the Eastern, Central, and Western CSU libraries and the Connecticut State Library, expands available print and media resources to more than two million volumes. Interlibrary loan services and other consortial arrangements further supplement these holdings.

A broad range of library services support and enhance the access and use of information resources in all formats. The main floor of Buley Library features a professionally staffed Reference Desk where librarians provide research assistance in utilizing the Connecticut State University Library System online catalog (CONSULS), online research databases, and the Internet. Buley Library subscribes to 1,239 current print periodical titles and houses over 62,000 bound periodical volumes and 44,000 reference volumes. Instructional services meet a range of needs—basic orientations, library tours and course-integrated instruction sessions arranged by teaching faculty. Presentations are offered on search strategies and selection of appropriate research information using both print and online resources. General orientation tours of Buley Library are offered at the beginning of each semester. Individual research appointments with a librarian can also be arranged. Individualized Instruction/Research Consultation Request Forms are available at the Reference Desk.

The Learning Center on the third floor supports viewing/listening equipment and a Production Lab for having posters and educational materials made, and for media duplication.

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

The library staff is readily available to help students utilize 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 homepage is: http://library.southernct.edu/. Director of Library Services, Dr. Christina D. Baum. Telephone: (203) 392-5760.

Career Services and Cooperative Education

The Office of Career Services, located in the Wintergreen Building, 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 JOBS (Job Opportunities Benefiting Southern students), an online job board available 24/7 to students and alumni looking for full and part time positions, co-ops, internships and on campus student employment.

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 elective academic credits while gaining valuable career-related experience.

Career development programs include career counseling, individual consultation regarding career options, resume writing, cover letters, interviewing skills, and job search strategies with professional staff; workshops on all career-related topics; and speakers from various businesses and organizations discussing their career field, occupation, industry, and career opportunities. FOCUS is a Web-based assessment tool that can help students find out more about majors and careers that suit their interests and skills.

A Career Fair is held during the spring semester and attracts approximately 100 employers, representing a wide range of careers, seeking students and graduates for full-time, part-time, internship, and cooperative education positions. The Majors Expo, held in the fall semester, gives students the opportunity to explore majors and minors while providing information about career opportunities related to those majors.

For updates, go to SouthernCT.edu/academics
The Career Resource Computer Lab offers technical resources to all students for resume creation, career exploration, company information, and job search via the Internet. Information and multimedia resources on career-related topics are available in the Career Services Resource area.

For additional information visit the Career Services Web site at www.SouthernCT.edu/careerservices/.

**Computer Labs and Services**

The Office of Information Technology (OIT) provides comprehensive computing facilities for students as well as equipment and technical support for faculty and academic area staff.

OIT operates student computer labs in multiple locations across campus, with the primary labs operating in Buley Library 409/410, and Jennings Hall 130. Other locations include:

- Adanti Student Center 202
- Center for Adaptive Technology, Engleman B17
- Chase Hall
- Davis Hall 118
- Earl Hall 216
- Engleman Hall 221
- Hickerson Hall
- Morrill Hall 8/13/113
- North Campus 111
- West Campus 245.

Additional computer lab facilities are provided by several SCSU academic departments and the Buley Library:

- Buley Library 100 (Library Lobby)
- Buley Library 406 (ILS Classroom)
- Engleman Hall A 012 (Writing Center)
- Engleman Hall B131 (Language Lab)
- Engleman Hall C017 (Anthropology/Sociology)
- Engleman Hall C212 (Political Science)
- Engleman Hall D029/031 (Psychology Lab/classroom)
- Engleman Hall D124 (Math Lab)
- Jennings Hall 132 (Nursing)
- Jennings Hall 139 (Computer Science)
- Morrill Hall 122 (Geography)
- Morrill Hall 205 (Journalism)
- Nursing Building 100 (Nursing)
- Schwartz Hall 104 (Career Services)

Over 1,000 Windows-based and Macintosh computers are available for student use, printing is supported, and some labs also offer scanning capability. 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 available to assist students. A valid username and password are required to login to the computing equipment, and students are required to use their SCSU Hoot Loot ID Card to print in these facilities. There is a per page charge for black and white and color printing, and duplex printing (two sided) is an available option in most labs. Wireless access points supporting mobile devices are widely available across campus.

**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 B017, 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 persons with disabilities. The Disability Resource Center (DRC), located in Engleman C105, 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, are welcome to apply for services. Categories of disabilities include, but are not limited to, the following: mobility/orthopedic disabilities, learning disabilities, attention deficit disorders, visual, deaf and hard of hearing, acquired head injuries, psychological disabilities, ASD disorders, and chronic health-related disabilities.

DRC services include: coordinating of course and testing accommodations; providing accessibility information; arranging for sign language interpreters, readers, note-takers, helping with recruitment of personal assistants, teaching the development of compensatory skills, such as time management, organization and study skills; providing access to assistive technology, alternate formats, training in self-advocacy and self determination.

Students interested in obtaining more information should contact the DRC by stopping by the office, calling (203) 392-6828, (203) 392-6131 TTY, (203) 392-6829 FAX, or visiting www.SouthernCT.edu/drc.

**First-Stop Student Service Center**

The First-Stop Student Service Center is a one-stop shop for walk-in services and queries for students. Located in the Wintergreen Building, the First-Stop Student Service Center provides assistance and answers to questions regarding admissions, financial aid, registration, payment and advisement issues, among other service areas. The First-Stop Student Service Center has an experienced staff who is trained to assist students with a seamless transition into college, and to provide the services and information students need to successfully navigate the college environment.
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
Orientation is designed to provide new students with information they will need to have a successful first year at Southern. Freshmen who are first-time college students and will be attending Southern Connecticut State University in the fall must attend a two-day orientation session in June. A simultaneous, one-day orientation program is offered for parents and families. 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.

Students will leave New Student Orientation with an academic schedule for their first-semester, after thorough advisement by faculty and professional advisers. The faculty and staff of the Academic Advisement Center and the First-Year Experience Program work closely together to ensure that students receive the advisement they need to plan their educational futures.

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/orientation.

Welcome Week and Welcome Weekend
Each fall Southern Connecticut State University hosts Welcome Week, which is a collaboration with campus partners to provide ways for new students to connect with the people, places, services, and traditions of SCSU. Welcome Week begins with Welcome Weekend, held the days leading up to the fall semester. All first-year students (freshman) are required to attend Welcome Weekend activities which are designed to help first-year students acclimate to the campus culture and transition to college life.

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 on the corner of Crescent and Fitch Streets. The center provides educational, cultural, social, and recreational programs that complement education outside the classroom. The center is the home of a state-of-the-art fitness center, fireplace lounge, ballroom, Barnes and Noble College Bookstore, Dunkin’ Donuts coffee house, Wepawaug Flagg Credit Union banking services, ATM machine, and four dining establishments. The center has multiple lounges, meeting rooms, a game room, a 200-seat movie theatre, university police, computer labs, as well as office space for clubs and organizations. In addition, the Adanti Center offers a resource/information center, as well as access to email terminals and wireless services. For more information call (203) 392-5500.

Housing and Residence Life
The Office of Residence Life provides on-campus housing for full-time matriculated undergraduate and graduate students. Residence halls offer a safe and supportive living environment that supports student success. In addition to campus activities, students are encouraged to participate in hall programs and activities, leadership opportunities in their hall council, and the Residence Hall Association.

Apartment and residence hall staff members include a live-in professional staff member who supervises undergraduate staff, advise the hall council, provide educational and social programming, roommate and community mediation support, and referrals to campus resources. Live-in residence life student staff members assist with developing residence hall communities, providing personal and academic support for students, and reporting maintenance and custodial concerns.

Students living on campus have easy access to academic and student support services. Most residence halls are a short walk to academic buildings, dining, the library, athletic fields, the Adanti Student Center, and the fitness center. Most residence halls and apartments include lounges, study areas, service desks, vending machines, laundry facilities, recreation areas, and trash disposal. A convenience store is located at North Campus. ATM’s are located at Wilkinson, North and Schwartz Halls. Computer labs are located in North and Chase Halls A media lab is located in Hickerson Hall. Student rooms include beds, dressers, closets, desks and chairs. All rooms include window curtains or blinds.

Housing for graduate and upper-class students including transfers is offered in North Campus, Schwartz, and Brownell Apartments and Suites. First-year students, transfers, and upper-class students may request traditional double or triple rooms with community bathrooms or a limited number of suites with bathrooms in West, Hickerson, Neff, Farnham, Wilkinson, and Chase Halls.

Housing applications will be offered to students when admitted to the University with a paid Admissions Application Fee. All housing applications are provided on-line.

Intercollegiate Athletics
A member of the National Collegiate Athletic Association’s Division II, Southern recognizes the value of competitive individual and team sports and maintains a comprehensive program of intercollegiate athletics for men and women. Intercollegiate teams for men include football, soccer, cross country, basketball, swimming, baseball, and track and field. Women’s intercollegiate athletic teams include field hockey, volleyball, cross country, basketball, gymnastics, swimming, softball, track and field, soccer, and lacrosse.

An incoming first-year student with no previous college attendance must be certified as eligible to compete by the NCAA Eligibility Center. Once accepted, a student-athlete must be enrolled full-time in a minimum of 12 semester hours to be eligible to practice and compete during that semester. Each fall after the initial year of enrollment, the student must maintain satisfactory academic progress toward a degree. This includes, but is not limited to, satisfactory completion of 24 semester hours of acceptable degree credits since the previous fall or an average of 12 credits for each semester of full-time enrollment, and the maintaining of good academic standing, with a corresponding GPA.

For updates, go to SouthernCT.edu/academics
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 & Professional Development
Accounting Society
American Marketing Association
Anthropology Club
Biology Club
Bookmarks English Club
Business Administration Club
Chemistry Club
Computer Club
Earth Science Club
Economics Club
The Economics Society
Exercise Physiology Club
Financial Management Association
Geography Club
History Club
Information & Library Science Club
Mathematics Club
Media Studies Club
National Student Nurses Association
Philosophy Club
Physical Education Club
Physics Club-SOPE
Pre-Law Society
Psychology Club
Public Health Society
Recreation and Leisure Club
Social Welfare Organization
Society of Professional Journalists
Sociology Club
Southern Future Teacher’s Organization
Sports Medicine Club

Club Sports
Cheerleading
Dance Team
Golf Club
Ice Hockey Club
Karate Club
Men’s Lacrosse Club
Men’s Rugby Club
Paintball
SCSU Drumline
Ski & Snowboarding Club
Steppin’ Up Drill Team
Symphonic Pulse Dance Company (SPDC)
Ultimate Frisbee

Volleyball Club
Women’s Rugby

Councils & Governing Organizations
Class Governments
Greek Life Council
Programs Council
Residence Hall Association
Student Government Association

Service Organization
Active Minds
Best Buddies
Colleges Against Cancer
Habitat for Humanity
Service Team
Zeta Delta Epsilon – Honorary Service Organization

Honorary Organizations
Alpha Kappa Delta-National Honor Society for Sociology
Delta Mu Delta – National Honor Society for Business Administration majors
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% of their class
Iota Iota Iota – National Honor Society for Women Studies majors
Kappa Delta Pi – National Honor Society for Education majors
Lambda Pi Eta – National Honor Society for Communication majors
National Society of Leadership and Success
Omicron Delta Epsilon – Economics Honor Society
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

Performing and Creative Arts
Student Arts League
Crescent Players
Cultural Affairs Club
Fearless Lovers of Words- (FLOW)
Film Society of SCSU
Fortissibros
Southern Harmony

Media Groups
Folio
SCSU TV
Southern News (SNEWS)
WSIN Radio

International & Multicultural Groups
African Students Association
Anime Society (SCSU)
Black Student Union
Chinese Student Association
CIAO Italian Club
French Club
Japanese Language Club
Student Services 37

Southern Connecticut State University

Organization of Latin American Students (OLAS)
People to People Club
West Indian Society

Political Action and Advocacy
American Sign Language and Deaf Awareness Club
Amnesty International
College Democrats
College Republicans
Council for Exceptional Children
Environmental Futurists
HOPE (Peer educators)
LGBTQIA Prism
Men About Business
NAACP
Outreach Unlimited
Peer Mentors United
Students for Sensible Drug Policy
Veterans Association

Recreation Organizations
Extreme Wilderness Survival Club
Gamers Club
Sci-Fi Club

Religious Organizations
Campus Crusade for Christ
Hillel-Jewish Students Organization
Intervarsity Christian Fellowship
Muslim Students Association
Newman Society

Social Fraternities and Sororities
Alpha Phi Delta Fraternity
Alpha Sigma Alpha Sorority
Beta Mu Sigma Fraternity
Delta Phi Epsilon Fraternity
Lambda Pi Epsilon Sorority, Inc.
Omega Zeta Pi Sorority
Phi Beta Sigma Fraternity, Inc.
Phi Sigma Alpha Fraternity, Inc.
Sigma Gamma Rho Sorority, Inc.
Tau Kappa Epsilon Fraternity
Zeta Phi Beta Sorority, Inc.

ENRICHMENT PROGRAMS FOR SPECIAL GROUPS

Commuter Student Services
Commuter Student Services, (CSS), located in the Adanti Student Center 212, assists commuter students in a variety of ways. It provides information on transportation, personal safety, recreational facilities, parking, as well as referral services on a variety of topics and concerns. CSS also coordinates a computer give away program for commuting students. Information may be obtained by calling 203-392-5782.

Office of International Education
The Office of International Education (OIE) is a hub for students and faculty members—domestic and international alike—who seek to integrate international study, research, or teaching into their academic program. As well, the OIE works with degree-seeking international students, exchange students, and visiting scholars on matters related to visas, employment, immigration, and more; the office works with domestic students interested in studying abroad either on an SCSU faculty-led summer program, on one of SCSU’s four reciprocal exchange programs (semester or full year), or through an approved study abroad organization (semester or full year); and finally, the OIE offers Fulbright Program assistance for both students and faculty. Perhaps most importantly, the OIE is a place where international students and faculty can come to discuss matters related to their studies and American academic culture, as well as everyday life, social interaction, and communication in the United States. The OIE is located in Engleman Hall B 222. For more information, please call (203) 392-6756.

Multicultural Center
The Multicultural Center under the Office of Student 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 email mordenti1@SouthernCT.edu.

Sexuality and Gender Equality Center (SAGE)
The Sexuality and Gender Equality (SAGE) Center, Southern Connecticut State University is a member of the Servicemembers Opportunity College (SOC). SOC is consortium of national higher education associations that functions in cooperation with the military services to help meet the higher education needs of service members.

Southern Connecticut State University is a Servicemembers Opportunity College (SOC). SOC is consortium of national higher education associations that functions in cooperation with the military services to help meet the higher education needs of service members.

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 B 018; telephone (203) 392-6822.

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
SOC contract with a university and completes that university’s residency requirement, the university agrees to allow the service member to transfer back any additional credits to complete the degree.

For more information, contact the Veteran’s Office, (203) 392-6822, Engleman B 018B.

Women’s Center

The Women’s Center is a place for women to gather together to explore and celebrate the richness and diversity of their lives. The center provides services to facilitate education on issues related to feminism, women, men, and gender. Acting as the University victim advocate, the coordinator of the center offers support and advocacy for survivors of sexual violence, and is responsible for the coordination of the University Sexual Assault Resource Team (SART). The center is also responsible for overseeing the students’ usage of the University Lactation Room located in Connecticut Hall and the coordination of the Child Care Reimbursement Program for student-parents. The center organizes events of interest to women and men such as discussion groups, speaker series, workshops, concerts, and films. (Information on sexual assault, dating violence, sexual harassment, healthy relationships, body image, and health issues for women is available in the center’s resource room.) The Women’s Center is located in Schwartz Hall. For further information call (203) 392-6946 or visit the Women’s Center website at www.SouthernCT.edu/womenscenter/.

PERSONAL GROWTH AND DEVELOPMENT

Counseling Services

University Counseling Services, located in Engleman B 219, is a helpful resource for students who may need support while completing their educational requirements at the University. Counselors are available to help students in a collaborative process that involves the development of a unique, confidential, and helping relationship.

The Counseling Center provides emergency consultation and outreach in classrooms and other campus sites. The center also provides a variety of support groups, announced each semester.

The staff consists of mental health professionals and advanced graduate student interns trained in counseling psychology. Staff expertise is diverse, with specialties in college student adjustments, 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 students requiring longer term care or the care of an M.D. Additional information is available at www.SouthernCT.edu/counseling, or by calling the center at (203) 392-5475.

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 (BASICS), 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

Student Health Services 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 Services 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 on file at the Student Health Services prior to registration.

Required Immunizations—All matriculated graduate and undergraduate students (full-time and part-time) must show proof of adequate immunization (see below) against Measles (rubella), Mumps, German Measles (Rubella) and Chicken Pox (Varicella). Such proof must be signed by a health care provider. The only exceptions are the following:

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

Adequate Immunizations

Measles (Rubella) — one injection at 12 months of age or older and on or after January 1, 1969, and a second dose at least one month later and on or after January 1, 1980. Individuals born prior to January 1, 1957 are exempt from this requirement.

Mumps — one injection on or after 12 months of age and on or after January 1, 1969, and a second dose at least one month later or on or after January 1, 1980. Individuals born prior to January 1, 1957 are exempt from this requirement.

German Measles (Rubella) — one injection after 12 months of age. Individuals born prior to January 1, 1957, are exempt from this requirement.

Chicken Pox (Varicella) — All incoming students will be required to show proof of 2 varicella vaccines. The doses should be separated by at least 28 days with dose number one given on or after 12 months of age. Exemptions for this include:

2013-15 Undergraduate Catalog

For updates, go to SouthernCT.edu/academics
— Individuals born in the USA prior to January 1, 1980
— Laboratory confirmation of immunity to varicella
— Documentation from a health care provider stating there is a medical contraindication for receiving the vaccine
— Documentation from the student stating that such immunization is contrary to his/her religious beliefs
— Documentation from a health care provider or director of health stating that the student has had a confirmed case of such disease.

Additional Requirement for On-Campus Resident Students
— Connecticut state statutes also require that all students living in campus housing are required to be vaccinated against Meningitis with the following exceptions:
1. Those with a valid medical exemption signed by their health care provider;
2. Those who provide a statement that immunization is contrary to their religious beliefs.

One dose of vaccine after the age of 16 is recommended.

Documentation must be submitted to the university health service prior to moving into campus residence facilities. The university reserves the right to deny registration and campus housing to any student not in compliance with the above health requirements.

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: 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.aetnastudenthealth.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 Health Center, Room 47. 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 University Police Department telephone:
— Emergency, on Campus dial 911
— Routine, on Campus: dial 25375
— Routine, off Campus: dial (203) 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 SCSU Police are sworn certified police officers and 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 and personal safety courses throughout the year. The department also provides lost and found services for the entire campus.

Day Care Services
The University values all students and realizes the many sacrifices they make while obtaining an education. Southern is also aware of the special challenges that student-parents encounter, one being the cost of child care services, so that they may attend classes in pursuit of their degree.

In light of that fact, the Division of Student and University Affairs has developed a child care reimbursement program for a limited number of undergraduate student-parents. The program offers a modest reimbursement (up to $500 per family per semester) to help student-parents cover child-care expenses, whether the services are provided through a licensed daycare center or through babysitting services. The reimbursements are awarded to those students who meet all of the eligibility requirements that are listed on the application form, with priority based on financial need.

For further details on the child care reimbursement program, visit the Women’s Center website at www.SouthernCT.edu/womenscenter and click on Work Life Balance for child-care application information and eligibility requirements for undergraduate students.

Call the SCSU Women’s Center at (203) 392-6946 or email Catherine A. Christy at christyc1@SouthernCT.edu for further information.

Dining Services
An array of dining choices is available to both residential and commuter students. The Pulse on Dining Program is offered in Connecticut Hall with three different meal plan options — Silver, Gold, or Platinum. Connecticut Hall is open from 7 a.m. to 12 midnight, Monday through Friday; 10:30 a.m. until midnight, Saturdays and Sundays. Commuter Block Meal Plans are also offered, 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 2matos, Blue Agave, Mondo Sushi, Coyote Jack’s, and Dunkin’ Donuts; and in the Bagel Wagon, a grab-and-go light food/coffee venue in Engleman Hall and Davis Hall.

Dining services accepts cash, Hoot Loot, Food Loot, credit, and debit cards at all locations with the exception of Connecticut Hall. Connecticut Hall only accepts cash, Hoot Loot, and Food Loot cards.

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.

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

Lactation Room
To help students balance the demands between their studies and parenthood, the University now provides a Lactation Room. The Lactation Room is located in the Women’s Lounge in Connecticut Hall on the first floor. This private room contains a rocker and a wash area. Students who need a quiet, welcoming space in which to pump breast milk may use the Lactation Room. Students interested in using the Lactation Room should contact Catherine Christy, Women’s Center at (203) 392-6946 or email christyc1@SouthernCT.edu, for room registration details.

Sexual Assault Resource Team (SART)
Southern Connecticut State University’s Sexual Assault Resource Team (SART) is designed to provide a collaborative victim-centered team response to sexual assault. The mission of SART is to provide services that ensure a transition from victim to survivor for every individual whose life is impacted by sexual violence. The SART members can provide a survivor with many supportive options including counseling, medical attention, judicial services, advocacy, referrals, and general information regarding sexual assault. Should a survivor choose to file a police report, the University Police and Women’s Center staff will assist the individual with the reporting process. We will strive to empower the survivor to make their own decisions by providing on- and off-campus resources, offer support as needed, and hold perpetrators accountable. The SART members will keep confidentiality to the best of their ability.

The SART has been designated by the Division of University and Student Affairs to handle sexual assault cases. The team includes a coordinator and designated individuals from throughout the University. The Sexual Assault Resource Team is available to help anyone who reports a violation of the sexual assault policy. In cases of immediate danger or an emergency, call the University Police at 911.

For information or to report a sexual assault case, students may contact any member of the team. Please visit the Women’s Center website at www.SouthernCT.edu/womenscenter/for team members’ contact information and details of services.

Transportation
Shuttle Bus Service — The University provides an on and off campus shuttle service, with eight handicapped accessible shuttles in the fleet.

Currently, there are ten enclosed bus stops located throughout the campus. They are located in high pedestrian traffic areas. The shuttle service runs from 7:30 a.m. until 3:00 a.m. Monday through Thursday and 7:30 a.m. until 5:00 p.m. on Fridays. After 11:00 p.m. on Monday through Thursday, a student may request a shuttle by calling (203) 281-5470 until 1:30 a.m. Between 1:30 a.m.—3:00 a.m. call (203) 392-7287; provide the dispatcher with student name, location, and destination.

Shuttles also go to Union Station in New Haven seven days a week except for major holidays and university closings. Monday through Friday the shuttle departs from Lot #2 outside of Morrill Hall at 7:15 a.m. to pick up passengers at Union Station. Saturday and Sunday the shuttle departs from Hickerson Hall on Dorm Drive and runs between 1 p.m. and 9 p.m. For a complete detailed schedule of all shuttle services and stops, go to the University Police website www.SouthernCT.edu/universitypolice/shuttles/.

Area Public Transportation — Bus service to New Haven and the vicinity is provided by Connecticut Transit, which makes regularly scheduled stops on Wintergreen Avenue in front of Granoff Hall and on Fitch Street near the Alumni Bridge. For a complete bus schedule, please visit the Connecticut Transit website at www.cttransit.com.

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 can be found in the Student Handbook and can also be ac-
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 University Web site, registration booklets, 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.

All members of the University community must carry on their person an official University identification card, and must present it on request by a university official or University Police. Those who cannot produce a University identification card on request may be asked to substantiate their reason for being on campus. Any person not a member of the University student body, faculty, or staff who participates in behavior contributing to the disruption or obstruction of the activities and operation of the University may be subject to exclusion from the campus and/or to civil arrest.

All University regulations apply to part-time as well as full-time students, faculty, and staff. All others also are expected to abide by all University regulations.
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.

ACADEMIC HONESTY POLICY

The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the university that every aspect of undergraduate academic life, related in whatever fashion to the university, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the university. See the Student Handbook for more information.

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>Exceptional</th>
<th>Superior</th>
<th>Average</th>
<th>Passing</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>B+</td>
<td>C+</td>
<td>C-</td>
<td>F</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>B-</td>
<td></td>
<td>D</td>
<td>Incomplete</td>
</tr>
<tr>
<td>D-</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P = Pass in a course where all students receive P or F
S = Pass in a course taken for Pass-Fail Option
Z = Satisfactory Audit

In addition, certain codes are used to indicate a course status:

- E = Credit awarded via waiver exam
- N = Student never attended
- R = No grade reported by instructor
- W = Officially withdrawn
- WF = Withdrawn Failing
- WP = Withdrawn Passing

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 Liberal Education Program 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”.

For updates, go to SouthernCT.edu/academics
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) 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

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 (1.7 x 3).

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

The grades of “I,” “P,” “S,” “W,” “WF,” “WP,” and “Z” carry no grade points and the credits are not considered in the total credits attempted, so they have no effect on the GPA.

If a course is repeated outside of the grade replacement policy, both grades will be used in determining the cumulative GPA, but the credits will be earned only once. The GPA of a transfer student is based solely on the courses taken at Southern Connecticut State University.

REPLACEMENT GRADE OPTION
If a student wishes to retake a course for a different grade, he/she can register for the course again as a “Replacement” course. Although both grades will appear on the student's transcript, the replacement course grade will be used to calculate the student’s University GPA instead of the old grade. The student receives credits for the course only once. If the student has already taken the course more than once, the replacement grade will be used in place of the lowest previous grade for the course in order to calculate the student's University GPA. Students are encouraged to meet with their academic advisers before pursuing a replacement grade.

Conditions, Restrictions, and Procedure
-A student must complete the “Replacement Course” form on the Registrar's Office website to indicate that he intends the course to be a “Replacement.” This form must be completed prior to the last day of the add/drop period; otherwise, both the new grade and the old grade will be calculated into the GPA.

-Once a course is designated a “Replacement” course, the new grade received will replace the old grade, regardless of whether it is higher or lower than the old grade.

-The “Replacement” course grade cannot be undone, other than by withdrawing from the course before it is over. If the student withdraws, he/she cannot register for the same replacement course a second time.

-The “Replacement” option can only be pursued once per course, and only for a total of 15 credits.

-If a course taken as a writing intensive “W” course is retaken without a W designation, the new grade will still replace the old grade for GPA purposes, and the original

“W” can still be used to fulfill “W” requirements, as long as the student received a passing grade for the course.

-Some SCSU programs may be required to calculate both grades for GPA purposes. Students are encouraged to meet with their academic advisers before pursuing a replacement grade.

PROFICIENCY POLICY
Any entering student who places into the non-credit bearing course MAT 095 — Elementary Algebra must complete it within the first 24 load credits of university work. If a student fails to complete the course 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
As part of the course evaluation process, students will receive a midterm grade for 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 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 adviser.

ACADEMIC STANDING POLICY
All students shall demonstrate their ability to do college level work. The University requires a minimum cumulative Grade Point Average (GPA) of 2.0 to be eligible for a bachelor's degree. Any student with a cumulative GPA of 2.0 shall be considered in Good Standing by the university (some programs may have additional GPA requirements). Students who fall below the required 2.0 shall be placed on academic discipline. The three categories of academic discipline are:

ACADEMIC WARNING
Students shall be placed on Academic Warning the first semester in which their cumulative GPA falls below 2.0. Students on Academic Warning shall be allowed to register for a maximum of 15 credits and shall register prior to the first day of the semester.

ACADEMIC PROBATION
Students who are on Academic Warning and fail to raise their cumulative GPA to a minimum 2.0 in the following semester shall be placed on Academic Probation. Students on probation shall be allowed to register for a maximum of 14 credits and shall register prior to the first day of the semester.

Students on Academic Probation shall be allowed to continue at the university but shall remain on probation provided
their semester GPA is at least 2.3. Once the cumulative GPA reaches 2.0, the student shall be removed from Academic Probation and shall be replaced in Good Standing. Students shall have three (3) semesters to raise their cumulative GPA to 2.0. If the cumulative GPA is below 2.0 after the third semester of probation, the student shall be academically dismissed.

ACADEMIC DISMISSAL
Students on Academic Probation shall be Academically Dismissed if (1) their semester GPA is below a 2.3 and cumulative GPA remains below 2.0 after the third semester of probation. Students who are academically dismissed from Southern Connecticut State University shall not be allowed to register for the subsequent semester. If students choose to appeal for reinstatement, they may do so during or subsequent to the semester in which they are off. All appeals shall be made to the academic Standing Committee. Students shall be permitted to appeal for reinstatement only once.

CLASS ATTENDANCE
Regular class attendance is expected by the University and is the responsibility of the student. It is the responsibility of the student to understand the attendance policy in each course he or she takes, as outlined in each course syllabus.

When absent, students remain responsible for finding out what class activities occurred during the absence, and making up missed work if the instructor permits it. When a student know in advance that it will be necessary to miss a class session, the student should inform the instructor.

When a student has missed a significant portion of course work, which may be difficult or impossible to make up, the student should confer with the course instructor to explore options, including withdrawal or late withdrawal from the course. The student also may consult with an Academic Adviser, the Dean of Students or designee, or the withdrawal coordinator in the Registrar’s Office to consider various options.

Absences occasioned by official University activities, such as participation in conferences, intercollegiate athletic events, musical performances, and other events, must be documented in advance through the Office of the Dean of Student Affairs. A student that knows that such absences will occur shall confer with the instructor in respect to such absences.

Students may contact the Office of the Dean of Student Affairs with questions about the University’s policy on class attendance.

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 leaves the University in good standing and does not attend another institution can apply for readmission through the Office of the Registrar, Wintergreen Building. A student who left the University in good standing and attended another institution for 12 or more credits must reapply through Undergraduate Admissions as a transfer student. Once readmitted students are held to the academic requirements in effect at the time of their readmission. These requirements are outlined in the Undergraduate Catalog.

A student who leaves the University while on academic probation and does not enroll at another institution can apply for readmission through the Office of the Registrar, Wintergreen Building. If readmission is granted the student will be placed on academic probation and will adhere to the requirements outlined in the University’s academic standing policy.

Any student who has been academically dismissed from the University must take a minimum of one semester off and appeal for reinstatement through the Academic Standing Committee. Reinstatement is not guaranteed. Only one reinstatement is permitted once a student has been academically dismissed.

FRESH START OPTION
The Fresh Start Option offers options for formerly matriculated students. The purpose of the Fresh Start Option 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 option 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 the Fresh Start Option 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.

—had a GPA below 2.0 and 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 Registrar’s Office, Wintergreen Building);
—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 the Fresh Start Option.)

Applications for the Fresh Start Option may be obtained from the Registrar’s Office, Wintergreen Building.

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

Teacher candidates 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 initial teacher certification. They also must demonstrate the following:

— Personal attitudes and dispositions that will affect her or his performance as a teacher;
— Professional behavior appropriate to the context which demonstrate 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 and in all coursework related to the professional program for teacher certification.

An undergraduate academic performance of at least a 2.7 GPA average. A candidate, 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.

Revocation for Admission to Teacher Certification Programs

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;
— Falsify or misrepresent 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 in good standing (2.0 GPA or higher) 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 and on the Registrar’s office website.

WITHDRAWAL FROM UNIVERSITY

A student who wants to withdraw from the University should consult with a representative in the Registrar’s Office to discuss the withdrawal and make a preliminary evaluation of readmission possibilities. The student then completes an official withdrawal form. Students who are withdrawing are advised 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 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 are likely to 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 the academic 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 a representative from the Registrar’s office. A leave of absence is designed for students who have a specific time frame in which they plan to return to SCSU.
— 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 tenth 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. 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 online through the student’s web account 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. The deadline for students to change their status to part-time is at the end of the period for adding and dropping courses as listed in the Registration Calendar on the Registrar’s Office website.

Withdrawals after the ten-week period (or after five weeks 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 system. Students who fail to meet their financial obligations are subject to possible withdrawal, collection procedures, or legal action and any associated costs.
RECOGNITION OF HIGH ACHIEVEMENT

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 College Program for the superior student, which provides the most capable students with opportunities for intellectual stimulation and development.

DEAN’S LIST
Students are recognized for their high academic achievement by being placed on the dean’s list of their respective schools.

In order for undergraduate students to qualify for the dean’s list, students must complete 12.0 or more credits in Fall or Spring and earn a semester GPA of 3.5 or better. These requirements apply to all undergraduate students, regardless of their academic class (i.e., freshman, sophomore, junior, or senior).

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 Liberal Education Program. Honors College enrollees also complete a project or a thesis during their last two years at Southern. Honors College students must also complete an academic major and all the requirements of that major.

Admission 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 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 — Cultures and Nationalism from 1750-1918
HON 231 — Male Spirit, Female Flesh: Religion and Sexuality
HON 240 — The Non-Western World
HON 250 — The City In Western Civilization
HON 251 — Race and Ethnicity in the 20th Century
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: Triumph or Tragedy?
HON 275 — Science and Writing
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 494 — Honors Prospectus
HON 495 — Honors Thesis
HON 499 — Independent Study

HONORS CONVOCATION
Undergraduate students who have performed with distinction in scholarship, leadership, and service to the University are accorded special recognition at the Honors Convocation at the end of the spring semester. 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 honors. Only earned grades at Southern will be tabulated when determining academic honors. Students who successfully defended their honors theses are also recognized at the Honors Convocation, and graduate “with departmental honors.”

For updates, go to SouthernCT.edu/academics 2013-15 Undergraduate Catalog
INTERDISCIPLINARY COURSES
Interdisciplinary courses differ from usual courses in several ways. First, 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 Thesis Committee. The student must submit a prospectus to the chair of the University Honors Thesis 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 Thesis 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 are based mainly on scholastic achievement, interest, and active participation. Societies represented include:

- Alpha Kappa Delta — Sociology
- Delta Mu Delta — Business Administration
- Gamma Theta Upsilon — Geography
- Golden Key National Honor Society — Top 15% of Junior and Senior Class
- Iota Iota Iota — Women’s Studies
- Kappi Delta Pi — Education
- Lambda Pi Eta — Communication
- National Society of Leadership and Success — Leadership
- Omicron Delta Epsilon — Economics
- Phi Alpha Theta — History
- Pi Sigma Alpha — Political Science
- Psi Chi — Psychology
- Sigma Theta Tau, Mu Beta Chapter — Nursing
- Zeta Delta Epsilon — Service
The University offers undergraduate bachelor’s degree programs in liberal arts and in professional studies, and bachelor of science degrees in education for teacher certification. The programs and areas of specialization are listed below:

Anthropology, B.A.
Anthropology, B.S.
— Archaeology
— Biological
— Cultural
— General
— Linguistics

Art Education, B.S. (required for certification)
Art History, B.A.
Athletic Training, B.S.
Biology, B.A, B.S.
Biology, B.S., Secondary Education (required for 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 (required for certification)

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

Communication Disorders, B.S.

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

Early Childhood Education, B.S. (required for certification)

Earth Science, B.A.
Earth Science, B.S.
— Environmental
— General
— Geology

Earth Science, B.S., Secondary Education (required for certification)
Elementary Education, B.S. (required for certification)
Elementary Education, B.S., Bilingual (required for certification)
Economics, B.A.
English, B.A.
English, B.S. Secondary Education (required for certification)
Exercise Science, B.S.
— Human Performance
Exercise Science, B.S, K-12 (required for certification)
French, B.A.
French, B.S., Secondary Education (required for certification)

General Studies, B.A.
Geography, B.A., B.S.
Geography, B.S., Secondary Education (required for certification)

German, B.A.
German, B.S., Secondary Education (required for certification)

History, B.A.
History, B.S., Secondary Education (required for certification)

Interdisciplinary Studies, B.A., B.S.
Italian, B.A.
Italian, B.S., Secondary Education (required for certification)
Journalism, B.A., B.S.
Liberal Studies, B.A., B.S.
Library Information Service, B.S.
Mathematics, B.A., B.S.
Mathematics, B.S., Secondary Education (required for certification)

Media Studies, B.A.
Music, B.A.
Nursing, B.S.
Philosophy, B.A.
Physics, B.A.
Physics, B.S.
— Engineering
— General

Physics, B.S., Secondary Education (required for certification)

Political Science, B.A., B.S.
Political Science, B.S., Secondary Education (required for certification)
Psychology, B.A.
  — General
  — Mental Health
Psychology, B.S.
  — Research
Public Health, B.S.
Recreation and Leisure, B.S.
  — Community Recreation and Youth Development
  — Sports Management
  — Therapeutic Recreation
  — Travel and Tourism Management
Secondary Education, B.S. (required for certification)
  — Biology
  — Chemistry
  — Earth Science
  — English
  — French
  — General Science
  — Geography
  — German
  — History and Social Studies
  — Italian
  — Mathematics
  — Physics
  — Political Science
  — Sociology
  — Spanish
Social Work, B.S.
Sociology, B.A., B.S.
Sociology, B.S., Secondary Education (required for certification)
Spanish, B.A.
Spanish, B.S., Secondary Education (required for certification)
Special Education, B.S. (required for certification)
Special Education/Elementary Education Collaborative, B.S (required for certification)
Studio Art, B.A., B.S.
  — Ceramics
  — Graphic Design
  — Jewelry/Metals
  — Painting
  — Photography
  — Printmaking
  — Sculpture
Theatre, B.A.

Special Offerings
Air Force R.O.T.C.
Army R.O.T.C.
Pre-Dental
Pre-Engineering
Pre-Law
Pre-Medical
Pre-Veterinary
RNs
Technology Pathways

Minors
Accounting
African Studies
Anthropology
Art History
Asian Studies
Biology
Business Administration
Central, East European, and Eurasian Studies

Chemistry
Communication
Computer Science
Criminal Justice
Earth Science
Economics
English: Literature
English: Creative Writing
English: Professional Writing
Environmental Studies
Ethnic Studies
Exercise Science
Film Studies
Forensic Science
Geography
German Studies
History
Information Management and Services
Instructional Technology
Journalism
Judaic Studies
Latin American and Caribbean Studies
Linguistics
Management
Management Information Systems
Marine Studies
Marketing
Mathematics
Media Studies
Music
Philosophy
Physics
Political Science
Psychology
Public Health
Public Health: Nutrition
Public Health: Wellness
Real Estate
Religious Studies
School Health Education
Sociology
Studio Art
Theatre
Women’s Studies
World Languages and Literatures

LIBERAL EDUCATION PROGRAM

Guiding Principles
The Southern Community values education for its ability to enrich and change students’ lives. We want our students to embrace their own principles from a knowledgeable position and to carry their University experience beyond the boundaries of Southern’s campus. Consequently, we aspire to graduate enthusiastic and serious learners who, as critical inquirers, can find and evaluate evidence, can articulate and examine their own evolving values, and can continue to transform their lives by pursuing lifelong learning.

As a means to these ends, Southern’s liberal education program promotes active student learning in an environment that demands intellectual honesty and rigor. It requires students to analyze and solve complex problems, and to express themselves cogently and articulately, both in speaking and in writing. While exposing them to issues from different disciplinary perspectives, the program encourages students to integrate their learning throughout the curriculum and to
carry the learning process beyond the confines of any one particular course of study. It challenges students to confront unfamiliar ways of looking at themselves and others, to grapple with new ways of apprehending the world, and to make thoughtful choices with an informed understanding. By fostering independent, creative, and innovative thinking, Southern’s liberal education program encourages a curiosity and respect for learning. Finally, we at Southern envision liberal education as liberating; therefore, we ask students to think independently and vigorously and to expand their viewpoints in order to prepare them to function as intelligent, discerning, and responsible citizens in our global society.

Structure

The Liberal Education Program (LEP) is designed to help each student become an educated person in the contemporary world. It focuses on competencies (What should an educated citizen be able to do?), areas of knowledge (What should an educated citizen know?), and discussions of values (How do values inform one’s perspective and decisions?). Students in the Liberal Education Program progress through three tiers, each one focusing primarily on one of the three goal groups, while addressing the other two groups as well. Tier 1 provides foundations for learning, Tier 2 expands students’ knowledge of the world, and Tier 3 integrates skills, knowledge, and values discussion with high-level critical thinking.

The LEP is a 48-credit sequence of courses in three tiers. Tier 1 (18 credits) emphasizes college-level Competencies that form the foundation of a liberal education. Tier 2 (27 credits) explores nine Areas of Knowledge needed by educated people in the twenty-first century. The Tier 3 (3 credits) capstone seminar emphasizes Discussions of Values in the context of LEP Areas of Knowledge and some related real world issue.

LEP courses are offered by a variety of departments across the university. Many majors and programs require students to select specific courses offered within the categories of the three LEP tiers. Students should plan their course work with their adviser in order to ensure that they meet the appropriate requirements needed for their intended major.

For the most up-to-date structure of LEP and its associated courses, please go to www.SouthernCT.edu/UCF/lep/.

Tier 1

In the first tier, small classes help students develop foundational competencies essential to academic discourse. These classes also introduce students to areas of knowledge and discussions of values. Tier 1 foundations prepare students to have a rich experience and to perform to high standards in the rest of their university education. As students progress from Tier 1 into Tiers 2 and 3, their liberal education continues to build upon and strengthen these competencies.

—Critical Thinking—Must be passed prior to advancing to Tier 2
—INQ 101—Intellectual and Creative Inquiry — Must be passed prior to advancing to Tier 2
—Multilingual Communication
—Quantitative Reasoning (MAT)—May be a prerequisite for certain Tier 2 courses
—Technological Fluency

Tier 2

Areas of knowledge prepare students for active citizenship and serve as the basis for lifelong learning. Tier 2 courses continue to develop and reinforce the competencies introduced in Tier 1. All courses in this tier incorporate Intellectual Foundations and must include at least one primary expository text.

—American Experience
—Creative Drive
—Cultural Expressions
—Global Awareness
—Mind and Body
—Natural World I: Physical Realm
—Natural World II: Life and the Environment
—Social Structure, Conflict and Consensus
—Time and Place

Tier 3

The LEP Capstone Seminar integrates all three goal categories of the general education program: competencies, areas of knowledge and experience, and discussions of values. It addresses both the role of values in decision-making and relationships among the values. Particular focus is on a substantial contemporary issue and how values inform one’s perspectives on the issue. The course emphasizes all competencies but especially critical thinking with analysis, synthesis, and evaluation. The LEP seminar allows students to integrate their liberal education learning experiences and may involve a community or service component. Some Tier 3 capstone seminars integrate the major capstone with the LEP. The values emphasized in all tiers, but especially in Tier 3, are:

—Aesthetic Sensitivity
—Civic Engagement
—Environmental Awareness
—Ethical Judgment
—Human Diversity
—Rational Thought

Students may take a Tier 3 seminar after completing 21 Tier 2 credits. Tier 3 courses will be open to all LEP students unless otherwise designated. Some majors will offer Tier 3 for their students only.

First-Year Experience at Southern

Based on a rich body of literature about the challenges faced by students during their first year in college, Southern has designed a program which reflects the best practices nationally. The kick-off to this first-year experience is a well-planned, two-day New Student/Parent Orientation which introduces students and parents to the administration, faculty, and staff, allows them to tour the campus, and gives students a preview of academic and student life.

All students entering the University now are placed in learning communities of students who take 2 or 3 courses together. The learning communities provide students with ready-made academic and social support groups. The First-
Year Experience is designed to ensure that every student is introduced to the academic expectations of the University and shown the tools and resources that will help to ensure success.

In INQ 101 (Introduction to Intellectual and Creative Inquiry), students learn the fundamental principles that undergird all scholarly work and how to nurture the life of the mind. The course emphasizes excellent communication and critical thinking skills. Co-curricular and extracurricular activities serve to reinforce what is taught in the classroom.

Students seeking additional information about Southern’s First-Year Experience Program, should call the First-Year Experience Program office at (203) 392-6671.

Multilingual Communication Requirement

Students fulfill the LEP Tier 1 multilingual communication requirement by successfully completing a World Languages and Literatures (WLL) course at the 200-level or by passing the Standards-based Measurement of Proficiency test (STAMP) for Western languages at the intermediate low level or non-Western languages at the novice high level. All students are required to take the STAMP upon completion of a 200 level WLL course; however, students who feel that they can demonstrate proficiency prior to this may choose to take a STAMP at any time.

The Department of World Languages and Literatures offers the following courses at the introductory and intermediate levels:

- Arabic 100, 101, 200, 210
- Chinese 100, 101, 200, 210
- French 100, 101, 106, 200, 206, 210
- German 100, 101, 200, 201, 202, 203
- Hebrew 100, 101, 200, 210
- Italian 100, 101, 200, 210
- Japanese 100, 101, 200, 210
- Latin 100, 101, 200, 210
- Portuguese 100, 101, 200, 210
- Russian 100, 101, 200, 210
- Spanish 100, 101, 106, 200, 210

Placement Exam: Students who plan to continue the study of a foreign language that they started in high school will be required to take an electronic placement exam. The STAMP does not serve as a placement exam.

Waiver of Multilingual Communication Requirement: In order to waive the multilingual communication requirement, students who are proficient in a language other than English must take the STAMP test. For languages that are not offered by STAMP, students will be required to take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview and Written Production tests and pass them at the required proficiency levels outlined above.

“W” Courses Requirement

So that all students continue to strengthen their ability in written language, they are required to select and pass a minimum of three “W” courses. These may not be taken until after a student has passed ENG 112 —Writing Arguments.

“W” 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 Liberal Education Program requirements. Students who transfer to SCUS with 60 to 89 credits are required to pass two “W” courses while students who transfer 90 credits or more must pass one “W” course.

UNIVERSITY CURRICULUM

Most degree programs require 120 credits but some require more.

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 Liberal Education Program and through electives.

— The “Major” is a planned sequence of a minimum of 30 credits in one discipline; various options are available with departmental consent, and electives may be utilized to enhance the basic requirements. Courses used to satisfy the Liberal Education Program may not be used as courses in the major area.

Students may attain additional breadth or depth in the curriculum in several ways:

— The “Minor” is a planned sequence, usually of 18 credits, typically earned in addition to one’s major requirements, with options available under departmental or minor program advisement. Courses in a cognate or courses used to satisfy the Liberal Education Program may be used as courses in a minor.

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

— The “Cognate” is a supplement of credits in a related discipline (or disciplines), outside of one’s major or minor, planned with departmental or program advisement. Courses in a cognate may be used to fulfill requirements for a minor.

— 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.

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.

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. 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 completely 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 ARTS DEGREE (LIBERAL STUDIES)

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, returning students, and full-time students who either have non-professional goals or who want to combine two minors in different areas of study to create individual programs that suit their own personal needs. For details, see the Liberal Studies entry in the Programs of Study section of this catalog.

**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 Liberal Education Program, 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. 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 (LIBERAL STUDIES)**

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 three minors in different areas of study to create personalized programs of study. For details, see the Liberal Studies entry in the Programs of Study section of this catalog.

**BACHELOR OF SCIENCE DEGREE (PROFESSIONAL STUDIES)**

The B.S. degree is awarded to students who have fulfilled requirements of a major in a professional area. Specific knowledge, understanding, and technique are acquired relating directly to preparation for adequate performance as a member of a particular profession. In addition to these professional and Liberal Education Program requirements, certain cognate requirements must be met. Some of the professional programs allow a student to develop a minor or a concentration in addition to the major. 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.

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

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 Undergraduate Curriculum Forum and the provost.

**DEGREE APPLICATION**

Degrees are awarded three times a year—January, May, and August (fall, spring, and summer). Students must apply for graduation online through the Registrar’s Office website, www.SouthernCT.edu/registrar one year prior to their anticipated graduation date. For current information please refer to the Graduate Information link on the Registrar’s Office website.

There is no formal commencement at the end of the fall or summer terms. Diplomas are mailed approximately two months after the degree has been awarded.

**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 a 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 Liberal Education Program requirement in one program may fulfill the same requirement in the other program. Should a question arise concerning Liberal Education Program, 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, Wintegreen 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 130 credits, maintain a GPA of at least 3.300, and satisfy the Liberal Education Program for both degrees (the higher foreign language requirement, if there is a difference).

Courses used for the Liberal Education Program 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.

**STUDY ABROAD**

The University offers a growing number of high-quality study-abroad opportunities to undergraduate students in all majors. Summer study courses, led by SCSU faculty, are offered as well as semester- and year-long programs. SCSU is a member institution within the International Student Exchange Program (ISEP) Consortium, and students are encouraged to investigate the study-abroad options on its website: www.isep.org. The University also has several direct-exchange programs, where students attend foreign universities, while paying SCSU tuition and other fees. For additional information, students should contact the Office of International Education, EN B-129, at (203) 392-6756; our website is: www.SouthernCT.edu/internationalprograms/.

All study-abroad credits must be pre-approved through the Office of International Education prior to travel. Therefore, it is necessary to allow several months of preparation time prior to departure. Credits not pre-approved cannot automatically be transferred to SCSU.

**ENGINEERING CONCENTRATION**

This program consists of a sequence of science, engineering, and mathematics courses that introduce students to the scientific demands imposed upon the engineer. Participating students enroll in the B.S. degree program in physics: engineering concentration. For more information, please refer to the Physics section of the School of Arts and Sciences.

**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 provide 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.

**COURSE ABBREVIATIONS**

Course descriptions are 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
- Arabic — ARB
- Art — ART
- Biology — BIO
- Chemistry — CHE
- Chinese — CHI
- 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
- Engineering — EGR (See PHY)
- Environmental Studies — ENV
- Exercise Science — EXS
- Finance — FIN
- French — FRE
- Geography — GEO
- German — GER
- Hebrew — HBR
- History — HIS
- Honors College — HON
- Information and Library Science — ILS
- Inquiry — INQ (see IDS)
- 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
- Music — MUS
- Nursing — NUR
- Philosophy — PHI
- Physics — PHY
- Political Science — PSC
- Portuguese — POR
- Psychology — PSY
- Public Health — PCH
- Reading — RDG
- Recreation — REC
- Russian — RUS
- School Health Education — SHE
Science Education and Environmental Studies—SCE
Social Work—SWK
Sociology—SOC
Spanish—SPA
Special Education—SED
Theatre—THR
Women's Studies—WMS
World Languages and Literatures—WLL
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. This 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.

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. Twenty-two departments, ranging alphabetically from Anthropology to World Languages and Literatures, offer majors for the interested student. Students interested in secondary school teaching careers (grades 7-12) may enroll as a Bachelor of Science major in one of 12 departments offering the course work required by the State Department of Education. Students who successfully receive the B.S. degree in a certification area but do not pass Praxis II or ACTFL (as appropriate) will not be recommended for Initial Teaching Certification.

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

Michael Rogers
CHAIRPERSON
Engleman Hall C 027
(203) 392-5677 – Fax: (203) 392-6839
rogersm1@SouthernCT.edu

Department Secretary: (203) 392-7003
Valerie Andrushko, Associate Professor
Joseph Manzella, Professor
Kenneth McGill, Assistant Professor
Michael Rogers, Professor
Kathleen Skoczen, Professor

Students who major in anthropology may choose between a Bachelor of Science degree or a Bachelor of Arts degree. In the Bachelor of Science degree program students may select a general concentration or concentrate in one of four distinct subfields: archaeology, biological anthropology, cultural anthropology, or linguistic anthropology. Students also may choose to enroll in a Bachelor of Arts degree in anthropology, which is more general in nature. In order to graduate with a degree in anthropology, students are required to maintain a cumulative GPA of 2.5 for all courses required in the major.

BACHELOR OF SCIENCE IN ANTHROPOLOGY (36 credits)

Core Courses (21 credits):
- ANT 101 — Cultural Anthropology
- ANT 102 — Biological Anthropology
- ANT 204 — Language and Culture
ANT 205 — Prehistoric Archaeology
ANT 480 — Theory in Anthropology
ANT 497 — Internship (6 credits)

Concentration (15 credits):
Students select a concentration and complete one methods course and 12 elective credits from the options listed.

**Archaeology**

Methods Course (3 credits):
- ANT 445 — Stones and Bones
- ANT 475 — Methods in Archaeology

Electives (12 credits):
- ANT 206 — Cultural Ecology
- ANT 235 — Archaeological Fact and Fiction
- ANT 321 — Indians of North America
- ANT 323 — Women in Prehistory
- ANT 332 — Bioarchaeology
- ANT 335 — African Prehistory
- ANT 390 — Ethics in Anthropology
- ANT 422 — Human Osteology
- ANT 432 — Evidence of Human Evolution
- ANT 445 — Stones and Bones

**Biological Anthropology**

Methods Course (3 credits):
- ANT 422 — Human Osteology
- ANT 432 — Evidence of Human Evolution
- ANT 470 — Ethnographic Fieldwork Methods

Electives (12 credits):
- ANT 222 — Modern Human Variation
- ANT 302 — Issues in Biological Anthropology
- ANT 312 — Medical Anthropology
- ANT 322 — Forensic Anthropology
- ANT 332 — Bioarchaeology
- ANT 390 — Ethics in Anthropology
- ANT 422 — Human Osteology
- ANT 432 — Evidence of Human Evolution
- ANT 442 — Advanced Forensic Anthropology
- ANT 445 — Stones and Bones

**Cultural Anthropology**

Methods Course (3 credits):
- ANT 465 — Anthropological Linguistics
- ANT 470 — Ethnographic Fieldwork Methods

Electives (12 credits):
- ANT 206 — Cultural Ecology
- ANT 214 — American Tongues: Everyday Politics of Speaking
- ANT 235 — Archaeological Fact and Fiction
- ANT 260 — Anthropology of Media
- ANT 312 — Medical Anthropology
- ANT 320 — Visual Anthropology
- ANT 321 — Indians of North America
- ANT 323 — Women in Prehistory
- ANT 331 — Peoples and Cultures of the Caribbean
- ANT 340 — Ritual Expressions
- ANT 355 — Native American Women
- ANT 374 — Language, Gender, and Sexuality
- ANT 380 — Anthropology of Women and Health

ANT 390 — Ethics in Anthropology
ANT 430 — Global Women’s Issues

**General Anthropology**

Methods Course (3 credits):
- ANT 402 — Apes and Human Evolution
- ANT 422 — Human Osteology
- ANT 445 — Stones and Bones
- ANT 465 — Anthropological Linguistics
- ANT 470 — Ethnographic Fieldwork Methods
- ANT 475 — Methods in Archaeology

Electives (12 credits):
- 12 credits in ANT

**Linguistics**

Methods Course (3 credits):
- ANT 465 — Anthropological Linguistics
- ANT 470 — Ethnographic Fieldwork Methods

Electives (12 credits):
- ANT 214 — American Tongues: Everyday Politics of Speaking
- ANT 224 — Children, Language, Socialization
- ANT 260 — Anthropology of Media
- ANT 312 — Medical Anthropology
- ANT 320 — Visual Anthropology
- ANT 374 — Language, Gender, and Sexuality
- ANT 390 — Ethics in Anthropology
- ANT 430 — Global Women’s Issues

**BACHELOR OF ARTS IN ANTHROPOLOGY (36 credits)**

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 in their undergraduate years.

Core Courses (12 credits):
- ANT 101 — Cultural Anthropology
- ANT 102 — Biological Anthropology
- ANT 204 — Language and Culture
- ANT 205 — Prehistoric Archaeology

Methods Course (3 credits):
- ANT 402 — Apes and Human Evolution
- ANT 465 — Anthropological Linguistics
- ANT 470 — Ethnographic Fieldwork Methods
- ANT 475 — Methods in Archaeology

Additional Requirements (6 credits):
- ANT 480 — Theory in Anthropology
- ANT 490 — Seminar in Anthropology

Electives (15 credits):
- 15 credits in ANT

**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.
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
After completing ANT 101, the student selects five additional courses in anthropology. With the approval of the department, courses in related fields may be substituted.

ANTHROPOLOGY COURSES

ANT 100 — Interpreting Cultures
An introduction to the types of critical thinking necessary for the study of culture. A focus on the ways in which cultural anthropologists gather evidence, analyze that evidence, and synthesize conclusions. The course includes material from a variety of cultures around the world and a significant discussion of the diversity of human social life. 3 credits.

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 — Biological 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 201 — The Global Community
Globalization as a cultural process. The impact of globalization on communities throughout the world with attention to political, social, and economic aspects in regard to gender equity, poverty and inequality, cultural diversity, environment, and social justice and human rights. 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 variation; the evolution and learning of language, and the nature of language change. 3 credits.

ANT 205 — Archaeology and the Human Past
Introduction to the nature and meaning of the archaeological record. Students learn the broad story of the human past—in both prehistoric and historic time periods and in both the Old and New Worlds—as well as the basic methods and theories in archaeology. 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(s): LEP Critical Thinking, ANT 101, or ANT 205. 3 credits

ANT 211 — Writing Culture: The Art of Ethnographic Writing
An introduction into ethnographic writing. Students will be expected to write about the society and culture which surround them in their everyday lives. Students will also be reading some examples of ethnographic writing by professional anthropologists. Engagement with the work of fellow students is an important component of this class. 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 222 — Modern Human Variation
A survey of the extraordinary range of human biological variability seen today. Emphasizes the functional and adaptive nature of human biological variation, as well as the influence of behavior and environment on biology. Issues examined include the "race" concept, genetic disorders, the influence of the environment on human appearance (e.g. high altitude adaptations), sex differences, and intelligence. 3 credits

ANT 224 — Children, Language, Socialization
Examines the development of children from a cultural perspective. Special emphasis placed on the induction of children into speech communities and on the social nature of learning. Cognitive abilities are explained in relation to the complex dynamics of socialization. 3 credits.

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(s): LEP Critical Thinking or ANT 101. 3 credits

ANT 235 — Archaeological Fact and Fiction
A critical examination of what and how we know about the human past through the comparison of fictional accounts with the actual archaeological record. Emphasis will be placed on the methods, logic, and analogies used to identify human behavior. Famous prehistoric frauds and myths conceived by pseudoarchaeologists and novelists also are discussed. 3 credits.

ANT 252 — Introduction to Forensic Science
An overview of the scientific methods and its application to the analysis of physical evidence as it impacts investigations and court proceedings. Topics include the study of basic methods of documentation, collection and preservation of physical evidence; general schemes for the analysis of chemical and biological evidence; identification and individualization of firearms, fingerprints, imprints, documents, hairs, fibers, blood and body fluids, paint, drugs and poisons, patterns, and other materials associated with crimes. The course material is reinforced through the use of actual case studies, hands-on exercises, and class exercises. 3 credits.

ANT 260 — Anthropology of Media
Examines 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. Prerequisite(s): LEP Critical Thinking, ANT 101, PSY 100, SOC 100, or SOC 211. 3 credits
ANT 302 — Issues in Biological Anthropology
Race, hominin behavior, socio-biology, creationism, molecular genetics, psychosis, brain measures, formative causation, frauds, discoveries, and taphonomy. Prerequisite(s): LEP Critical Thinking, ANT 101, or ANT 102 or PSY 100 and 3 credits of BIO. 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(s): LEP Critical Thinking or ANT 101. 3 credits.

ANT 312 — Medical Anthropology
The cross-cultural approach to health behavior, with emphasis on social factors related to the success of public health programs in underdeveloped Third World countries. Prerequisite(s): LEP Critical Thinking or 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(s): LEP Critical Thinking, ANT 101, PSY 100, SOC 100, or SOC 211. 3 credits.

ANT 321 — Indians of North America
Analysis of contemporary, traditional and precontact Indian cultures using ethnological reconstruction, anthropological accounts, and historical records. Origins, languages, and current affairs are examined. Considered are major indigenous societies of North America, as well as the Maya and Aztec civilizations. Prerequisite(s): LEP Critical Thinking, ANT 101 or 3 credits of ANT or SOC). 3 credits.

ANT 322 — Forensic Anthropology
Identification, analysis, and interpretation of human remains in a medical-legal context. Provides training in osteology, forensic method and theory, forensic taphonomy, and research methods. Numerous "real-life" cases are used to illustrate the theory and ideas involved with human remains recovery and identification in the contexts of homicide, suicide, mass disasters, and accidental death. Prerequisite(s): LEP Critical Thinking, ANT 101, PSY 100, SOC 100, or SOC 211. 3 credits.

ANT 323 — Forensic Anthropology
Examination of the roles of women in society and the impact of culture on their roles as healers, warriors, chiefs, and queens. Prerequisite(s): 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(s): 3 credits in ANT. 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(s): LEP Critical Thinking, ANT 101 or 205 or SOC 100. 3 credits.

ANT 332 — Bioarchaeology
Study of human remains from archaeological sites as a means to reconstruct the biological and cultural past. Explores topics such as prehistoric health and disease, subsistence patterns, biological relatedness, cultural modification, violent conflict, ancient medical treatments, and physical activity. Case studies drawn from burial populations covering a wide temporal and spatial distribution. Prerequisite(s): ANT 102 or 205. 3 credits.

ANT 335 — African Prehistory
An examination of the prehistoric archaeological record in Africa, from the earliest archaeological traces (approximately 2.6 million years ago) to the rise of the early African kingdoms. The most prominent sites, particularly in eastern and southern Africa, are featured. Recent discoveries and current debates within the field of Africanist archaeology are highlighted. Prerequisite(s): ANT 205 or 102. 3 credits.

ANT 340 — Ritual Expressions
An exploration of one of the primary forms of human expressions and creativity, from the humble handshake to the complex rituals of birth, initiation, and death. Prerequisite(s): LEP Critical Thinking, ANT 101, PSY 100, SOC 100, or SOC 211. 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 face by indigenous cultures, governments and international agencies of development in rural Africa. Prerequisite(s): LEP Critical Thinking or ANT 101. 3 credits.

ANT 345 — Native American Women
Examine the lives of Native American women with an emphasis on their roles in the economic, political, and ideological domains. Prerequisite(s): 6 credits in ANT, SOC, or WMS. 3 credits.

ANT 357 — Anthropology of Education
Examines how the classroom and other learning environments can be understood as cultural spaces. Emphasis is placed upon the intertwined nature of education and socialization, cultural perspectives on the cognitive features of learning, and cross-cultural understanding in the classroom. Prerequisite(s): LEP Critical Thinking. 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. Prerequisite(s): LEP Critical Thinking, ANT 101 or 205 or SOC 100. 3 credits.
ANT 390 — Ethics in Anthropology
Explores the ethical dilemmas faced by anthropologists in their search to study the cultural and biological diversity in the human species. Employs numerous case studies in cultural, medical, and biological anthropology and archaeology to examine contemporary ethical issues. Prerequisite(s): LEP Critical Thinking, ANT 101, PSY 100, SOC 100, or SOC 211. 3 credits.

ANT 422 — Human Osteology
The identification and analysis of the human skeleton, focusing on functional anatomy. Students acquire proficiency in the names and landmarks of all the bones in the skeleton, along with details of the musculoskeletal system and bone growth and biology. Methods taught include the determination of age and sex, biological affinity, stature, and paleopathological conditions. Students receive hands-on experience with skeletal material in a laboratory setting. Prerequisite(s): ANT 102 or 322. 3 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. Prerequisite(s): 6 credits in ANT/SOC/WMS and junior status. 3 credits.

ANT 432 — Evidence of Human Evolution
A hands-on examination of the fossil evidence of human evolution. Topics include the skeletal anatomy of modern humans and great apes and the fossil evidence of early hominids including Oreorin, Sahelanthropus, Ardipithecus, Australopithecus, early Homo, Homo erectus, Homo neanderthalensis and Homo sapiens. Recent discoveries and controversies in paleoanthropology are highlighted. Prerequisite(s): ANT 102. 4 credits.

ANT 442 — Advanced Forensic Anthropology
An advanced study of research themes in forensic anthropology. Students examine the primary literature to critically evaluate new research on human skeletal remains. In this seminar-style class, students lead and participate in discussions and produce critical writing pieces on several topics related to forensic anthropology. Topics include trauma and pathological conditions, positive identification, and the use of forensic anthropology in human rights investigations. Prerequisite(s): ANT 322. 3 credits.

ANT 445 — Stones and Bones
An introduction to the methods used by archaeologists to catalog, curate, and analyze artifacts and ecofacts. Topics include taphonomy, middle-range research including experimental, actualistic and ethnoarchaeological methods, introduction to flintknapping and lithic artifact analysis, and introduction to zooarchaeological identification and faunal analysis. Prerequisite(s): ANT 102 or 205. 3 credits.

ANT 470 — Ethnographic Fieldwork Methods
Explanation and analysis of ethnographic field methods. Applying anthropological theory to research. Designing and conducting ethnographic research and ethnographic writing. Exploration of ethical issues of fieldwork. Prerequisite(s): 9 credits in ANT or SOC; 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. Prerequisite(s): 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. Prerequisite(s): 9 credits in ANT and junior 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. Prerequisite(s): 18 credits in ANT. 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(s): departmental permission. Repeatable 3-12 credits.

ANT 499 – Independent Study
Prerequisite(s): 15 credits in ANT. Repeatable 1-12 credits.

AREA STUDIES

The University offers five 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 AFRICAN STUDIES

TBA
COORDINATOR

This 18-credit minor consists of six courses selected from the following list with the advice of the coordinator of the program:

- ANT 205 — Prehistoric Archaeology
- ANT 302 — Issues in Biological Anthropology
- ANT 341 — Sex and Temper. Sub Saharan Ethnology of Africa
- ANT 342 — African Cultural Change
- ART 309 — History of African Art
- ECO 303 — Development Economics
- GEO 345 — Africa
- HIS 245 — History of Africa
- HIS 246 or PSC 318 — African Politics and Culture in the 20th Century
- HIS 344 — West Africa in the Modern World
- HIS 347 — Cultural Confrontation in the Third World

For updates, go to SouthernCT.edu/academics
MINOR IN ASIAN STUDIES

Michele Thompson
COORDINATOR
PROFESSOR OF HISTORY
Engleman C 219D
(203) 392-5614 – Fax: (203) 392-8835

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 303 — Development Economics
- ECO 350 — International Economics
- GEO 341 — Asia
- HIS 106 — East Asia to 1850
- 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 Group 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
- SOC 316 — Women of the Third World

MINOR IN CENTRAL AND EAST EUROPEAN AND EURASIAN STUDIES

Nikolaos Chrissidis
COORDINATOR
ASSOCIATE PROFESSOR OF HISTORY
Engleman C 211E
(203) 392-5638 – Fax: (203) 392-8835

Eric West
COORDINATOR
ASSOCIATE PROFESSOR OF GEOGRAPHY
Morrill 122E
(203) 392-6693 – Fax: (203) 392-5833

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 — Imperial Russian and Soviet History, 1800-1991
- HIS 330 — Religion and Society in the Byzantine Empire
- HIS 343 — Modern Eastern Europe
- HIS 375 — Themes in Russian History to 1800

LIT 338 — Russian Novel of the 19th Century
LIT 342 — Dostoyevsky
LIT 346 — Russian Short Story
PSC 300 — Government of Russia I: 1856-1953
PSC 301 — Government of Russia II: 1953-Present
PSC 346 — Marxism

An internship or independent study may be counted but not more than 3 credits of each.

MINOR IN GERMAN STUDIES

Troy Paddock
COORDINATOR
PROFESSOR OF HISTORY
Engleman C 219E
(203) 392-5639

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

- GER 201 — Continuing German: Contemporary German Culture
- or, GER 202 — Continuing German: Exploring a German City
- or, GER 203 — Continuing German: Exploring German Culture Through Tales, Stories, and Films
- or, GER 374 — Modern German Literature
- or, HIS 235 — The Holocaust
- or, HIS 236 — Origins of Modern Germany
- or, HIS 237 — Modern Germany
- LIT 328 — Literature of Medieval Europe
- or, LIT 374 — Modern German Literature
- GEO 330 — Europe
- PHI 307 — Nineteenth Century Philosophy: Fichte to Bradley
- PSC 311 — European Politics
- or, GEO 330 — Europe

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 306 — History of Medieval Art
- ART 307 — History of Baroque Art
- GER 310 — German Civilization
- GER 311 — 20th Century German Culture Through Film
- GER 398 — Special Topics in German
- HIS 336 — Nazi Germany
- LIT 352 — European Novel and Short Story 1900-1945
- LIT 354 — European Novel and Short Story 1945 to Present
- PHI 408 — Phenomenology and Existentialism
- PHI 455 — Philosophy and the Problem of Nihilism
- THR 340 — German Naturalism and Expressionism: The Theatre in Transition

For updates, go to SouthernCT.edu/academics
MINOR IN LATIN AMERICAN AND CARIBBEAN STUDIES

Kathleen Skoczen
COORDINATOR
PROFESSOR OF ANTHROPOLOGY
(203) 392-5679

Patricia Olney
COORDINATOR
ASSOCIATE PROFESSOR OF POLITICAL SCIENCE
(203) 392-6749

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

- ANT 225 — Peoples and Cultures of Central and South 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 fieldwork 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
- PCH 490 — Health Studies Abroad
- PSC 497 — Political Science Internship
- SPA 402-403 — Spanish-American Literature

ART

Rachel Vaters-Carr
CHAIRPERSON
Earl 111A
(203) 392-8625 – Fax (203) 392-6658
vaterscarr1@SouthernCT.edu
Department Secretary: (203) 392-6653

Mitchell Bills, Associate Professor
Mia Brownell, Professor
T. Wiley Carr, Professor
Jeremy Chandler, Assistant Professor
Gregory Cochenet, Associate Professor
Arthur Guagliumi, Professor
Keith Hatcher, Professor
Joseph Inguiti, Professor
Terrence Lavin, Professor
David Levine, Professor
Camille Serchuk, Professor
Curt Sierpinski, Professor
Jeff Slomba, Professor

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 both this 124 credit program, along with other certification requirements of the State Department of Education (including a passing Praxis II), 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 2.7 GPA 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 Liberal Education Program requirements, PSY 100, PSY 210, PSY 215, and the art education professional sequence listed below.

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 210 — Infant and Child Development
- PSY 215 — Adolescent Development
- SED 481 — Teaching Exceptional Students in Elementary Education Classroom
- or SED 482 — Teaching Exceptional Students in the Secondary Education Classroom

The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of the School of Education.

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 HIS 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

ART 104 — History of Western Art I
ART 105 — History of Western Art II
ART 300 — History of Modern Art
ART 301 — History of Italian Renaissance Art
ART 302 — History of Art of the U.S.
ART 303 — History of the Art of East Asia
ART 306 — History of Medieval Art
ART 307 — History of Baroque Art
ART 311 — Chinese Art
ART 312 — History of Japanese Art
ART 313 — History of New Haven Architecture
ART 317 — History of Women and Art
ART 322 — History of Northern Renaissance Art
ART 324 — Art and Architecture in Paris
ART 327 — History of Landscape Architecture and Garden Design
ART 392 — Methods and Theories of the History of Art
ART 400 — History of Architecture
ART 401 — History of Art Since 1945
ART 429 — History of Dutch Art in the Age of Rembrandt
ART 492 — Senior Seminar in Art History

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 a liberal arts curriculum. Students in this B.A. degree program are required to complete all the foundation 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 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.

Concentrations 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 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:

ART 236 — Ceramics I: Handbuilding
ART 237 — Pottery I
ART 238 — Ceramic Sculpture I
ART 336 — Ceramics II or ART 338 — Ceramic Sculpture II
ART 337 — Pottery II
ART 430 — Advanced Ceramics
ART 493 — Senior Exhibition

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:

ART 215 — Introduction to Graphic Design
ART 216 — Typography
ART 218 — Information Graphics
ART 310 — Illustration
ART 315 — Graphic Design II
ART 316 — Print Media Production
ART 415 — Graphic Design III
ART 497 — Internship

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
ART 493 — Senior Exhibition

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
ART 493 — Senior Exhibition

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
ART 493 — Senior Exhibition

Printmaking
Students explore the formal and expressive potential of woodcut, collograph, 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, Collograph
ART 261 — Lithography and Silkscreen
ART 360 — Intermediate Printmaking: Etching, Woodcut, or Collograph
ART 361 — Intermediate Printmaking: Lithography or Silkscreen
ART 460 — Experimental Printmaking
ART 461 — Innovative Printmaking
ART 493 — Senior Exhibition

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 — Intermediate Sculpture: Materials and Concepts
ART 341 — Intermediate Sculpture: Process and Content
 or ART 342 — Sculptural Casting
ART 440 — Advanced Sculpture
ART 441 — Advanced Sculpture: Studio Practice
ART 493 — Senior Exhibition

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
Painting, sculpture, and architecture from prehistoric times through the Middle Ages, including Egyptian pyramids, Greek statues, Roman temples, and Gothic cathedrals, examined in social, historical, and aesthetic context. Course teaches analytical and viewing skills vital for thinking critically about the visual arts. 3 credits.

ART 105 — History of Western Art II
Painting, sculpture, and architecture from the Renaissance to contemporary times, including works by Botticelli, Leonardo, Michelangelo, Caravaggio, Monet, and Picasso, examined in social, historical, and aesthetic context. Course teaches analytical and viewing skills vital for thinking critically about the visual arts. 3 credits.

ART 106 — Critical Thinking in the Visual Arts
Develops critical thinking skills by examining issues pertaining to the creation and interpretation of visual art. Open to all university students. 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(s): ART 150. 3 credits.

ART 200 — Color
Study of diverse color qualities and fundamental color theories. Prerequisite(s): 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. Prerequisite(s): 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(s): 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(s): 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(s): ART 150. 3 credits.

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

ART 229 — 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 230 — 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(s): ART 105. 3 credits.

ART 231 — 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(s): ART 105. 3 credits.

ART 232 — History of Baroque Art
Painting, sculpture, architecture and the graphic arts in Europe 1580-1700, with emphasis on works of Caravaggio, Bernini, Rubens, Rembrandt, and Velázquez. Prerequisite(s): 3 credits in art history. 3 credits.

ART 233 — Jewelry/Metals I
Introduction to various techniques in jewelry and metal-working 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 potters wheel. Includes glaze techniques and kiln firing. Prerequisite(s): 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(s): ART 236. 3 credits.

ART 240 — Introduction to Sculpture: Construction and Subtraction
Introduction to the processes and techniques used in sculpture, including casting, subtractive, and mixed media techniques. Prerequisite(s): ART 113. 3 credits.

ART 241 — Sculpture: Modeling and Casting
Introduction to the process and techniques used in sculpture, including modeling, casting, and mixed media techniques. Prerequisite(s): ART 113. 3 credits.

ART 250 — Drawing Ill: Figure Drawing
Study of the human figure both in terms of structure and as a means of visual expression. Prerequisite(s): 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. Prerequisite(s): 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 285 — Glass Design and Fabrication
Studio workshop in the techniques and materials of glass forming and fusing. Includes kiln firing. Prerequisite(s): ART 236. 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.

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
ART 311 — History of Chinese Art
This study focuses on the arts of China from Neolithic times to the present, with special emphasis on major periods, their masters and monuments. Prerequisite(s): 3 credits in art history. 3 credits in Oriental Art, or 3 credits in East Asian History and/or philosophy. 3 credits.

ART 312 — History of Japanese Art
Important monuments of Japanese architecture, painting, sculpture, and the decorative arts studied from the Archaic Period to the present. Prerequisite(s): 3 credits in art history, Oriental Art, East Asian History, or philosophy. 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 are used as well as computer graphics for desktop publishing. Prerequisite(s): 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 are designed using both photomechanical and digital page layout methods. Historic development of printing technology is also examined. Prerequisite(s): 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(s): 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(s): ART 220. 3 credits.

ART 321 — Water Based Media in Painting
Water colors, tempera, casein, and acrylic painting techniques and procedures are investigated. Prerequisite(s): 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, and Bruegel. Prerequisite(s): ART 125. 3 credits.

ART 324 — Art and Architecture in Paris
Provides an overview of the history of art in Paris. Relying on site visits to museums and monuments, students examine the artistic heritage from Roman times to present. Prerequisite(s): ART 104 or 105. Course held on-site in Paris, France, with departmental permission. 3 credits.

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

ART 332 — Metalsmithing
Introduction to materials and techniques in handwrought metals, with an emphasis on raising, forging, hollow-forming, die forming, and repoussé. Prerequisite(s): 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(s): 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(s): 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(s): ART 236. 3 credits.

ART 337 — Pottery II
Advanced experiences in wheel throwing techniques, clay bodies, glazing, and firing techniques. Prerequisite(s): 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(s): ART 238. 3 credits.

ART 340 — Intermediate Sculpture: Materials and Concepts
Intermediate level experience in processes of construction and subtraction applied to materials such as metal, wood, and mixed media. Emphasis on continued development of form, structure, and presentation of sculpture while investigating historical precedence, materials, and concepts. Prerequisite(s): ART 240 or 241. 3 credits.

ART 341 — Intermediate Sculpture: Process and Content
Intermediate level experience in processes of modeling and casting in a variety of materials. Emphasis on continued development of sculptural content and subjects while investigating contemporary examples and studio practice. Prerequisite(s): 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(s): 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(s): ART 225, or departmental permission. 3 credits.

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

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

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

ART 364 — Documentary Photography
Photography as a means of communicating information in sequential images, stressing the photo story. Prerequisite(s): 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(s): 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. Prerequisite(s): 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(s): 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(s): 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 400 — History of Architecture
Architectural ideas, forms, and styles from Palladio to Viollet-le-Duc. Prerequisite(s): 3 credits in art history. 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(s): ART 300. 3 credits.

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

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

ART 429 — History of Dutch Art in the Age of Rembrandt
The art of Rembrandt, Hals, Vermeer, Ruysdael, and other masters active in the Dutch Republic during that nation's "Golden Age." 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(s): ART 105. 3 credits.

ART 430 — Advanced Ceramics
Concentrated and independent ceramic project development in pottery, ceramic sculpture, and clay bodies. Prerequisite(s): 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. Prerequisite(s): 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(s): ART 433. 3 credits.

ART 440 — Advanced Sculpture
Advanced work in selected area of sculptural activity. Prerequisite(s): two of the following three courses: ART 340, 341, 342 or departmental permission. 3 credits.

ART 441 — Advanced Sculpture: Studio Practice
Advanced work in sculptural activity with an emphasis on thematic development and studio practice. Prerequisite(s): ART 440 or departmental permission. 3 credits.

ART 460 — Experimental Printmaking
Exploration of mixed and non-traditional print media. Prerequisite(s): 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(s): 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(s): ART 262. 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(s): 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(s): 18 credits of art history. 3 credits.

ART 493 — Senior Exhibition
Graduating seniors, specializing in painting, photography, printmaking, ceramics, jewelry/metals, or sculpture, create an exhibition that culminates their studio experience by presenting a body of work consistent with professional practices. Prerequisite(s): senior studio art major enrolled in his/her final semester specializing in painting, photography, printmaking, ceramics, jewelry/metals, or sculpture. 1 credit.

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(s): departmental permission. 3-6 credits.
ART 498 — Advanced Special Topics
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(s): 9 credits in ART. 3 credits.

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

BIOLOGY

Steven K. Burian
CHAIRPERSON
Jennings 231B
(203) 392-6211 – Fax (203) 392-5364
burians1@SouthernCT.edu
Department Secretary: (203) 392-6211

Steven Burian, Professor
Sarah Crawford, Professor
Margaret Das, Assistant Professor
Nicholas Edgington, Associate Professor
Miranda Dunbar, Assistant Professor
Jane Feng, Professor
Sean Grace, Associate Professor
Clara Kim, Assistant Professor
Elizabeth Roberts, Assistant Professor
Rebecca Silady, Assistant Professor
Jonathan Weinbaum, Assistant Professor

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 in secondary education. Courses in these programs should be selected with the assistance and approval of a departmental adviser. The Biology Department requires a grade of “C” or better in all biology courses required in the major.

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

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

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

Physiology
- BIO 239 — Introductory Physiology
- BIO 339 — Plant Physiology
- BIO 340 — Animal Physiology

The remaining 3 courses may be chosen from any of the courses offered by the Biology Department excluding BIO 100, 101, 104, 110, 111, 120, 130, 205, 240, 315, 461. Only one of the following courses, BIO 497 or BIO 499 can count as a biology core toward the 10 courses in biology.

Bachelor of Arts Degree
Candidates for this degree must satisfactorily complete the following cognate requirements: one year of general chemistry (CHE 120-121 or equivalent); one semester of earth science (ESC 200 or above); one semester of mathematics (MAT 108 or above).

For students contemplating graduate professional study, the following courses are highly recommended: one year of organic chemistry (CHE 260-262); one year of physics (PHY [200-201], or 210, or [230-231]); one year of calculus (MAT 150-151). This degree also requires completion of the fourth semester of a foreign language.

Bachelor of Science 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 and/or professional study, the following courses are highly recommended: one year of 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 200, or above); 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 in the 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 are examined. Lecture and laboratory sessions introduce organization, responsiveness, reproduction, and classification in invertebrate and vertebrate animals while also analyzing the role of mankind on biodiversity. Lecture, 2 hours; laboratory, 2 hours. Not for biology majors. 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. Not for biology majors. 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

BIO 110 — Human Biology I
An introductory level discussion of the basic principles of physiology, including microbiology and molecular biology. Students will use mock scenarios to learn the techniques and the methods of forensic biology. Not for biology majors. Prerequisite(s): BIO 100 or BIO 101 or BIO 102 or BIO 103 or BIO 120. 3 credits.

BIO 111 — Human Biology II
A survey of man’s functional anatomy starting at the molecular level then progressing through various cell and tissue types, organs and organ systems. Labs are anatomically oriented and include the dissection of a representative mammal. Credits not applicable toward biology major. Lecture, 3 hours; laboratory, 2 hours. 4 credits.

BIO 120 — Microbiology
Biology of microorganisms with emphasis on their roles in health and disease. Host defense mechanisms, immunology, and antimicrobial agents will be discussed in the context of infectious diseases. Credits not applicable toward biology major. Lecture, 3 hours; laboratory, 2 hours. 4 credits.

BIO 205 — Forensic Biology
An introductory course in forensic biology that presents and discusses the diverse fields of forensic botany, entomology, microbiology and molecular biology. A study of recent cases that have relied on forensics will show the real life relevance of the course. Lab exercises will provide practical experience in the techniques of forensic biology, including microbiology and molecular biology. Students will use mock scenarios to learn the techniques and methods of forensic biology. Not for biology majors. Prerequisite(s): BIO 100 or BIO 101 or BIO 102 or BIO 103 or BIO 120. 3 credits.

BIO 210 — 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(s): 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(s): BIO 102. 4 credits.

BIO 229 — Invertebrate Zoology
General introduction to the invertebrates. The classification, morphology, ecology, and phylogeny of major invertebrate phyla is emphasized. Lecture, 2 hours; laboratory, 4 hours; plus one all day Saturday or Sunday trip late in the course (students must provide transportation). Prerequisite(s): 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(s): 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(s): 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(s): 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. Prerequisite(s): 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(s): BIO 233. 4 credits.

BIO 235 — 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. Prerequisite(s): 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(s): 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, cytogenetics, genes in development, and the genetic basis of evolution. Lecture, 3 hours; laboratory, 2 hours. Prerequisite(s): 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(s): 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(s): 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(s): BIO 102 and 103. 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): BIO 102-103 and CHE 120-121. 4 credits.

BIO 399 — Mammalian Biology
Evolution, classification, ecology, behavior, and conservation of mammals. Identification and familiarity with a diverse range of both North American and exotic mammalian species. This course includes field trips, during which students must provide their own transportation. Lecture, 2 hours; laboratory, 2 hours. Prerequisite(s): BIO 102 and either BIO 228 or BIO 231. 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(s): 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 identification and censusing. Lecture, 2 hours; laboratory or field work, 4 hours. Prerequisite(s): 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(s): BIO 102. 4 credits.

BIO 429 — Limnology
Study of freshwater lake and stream ecosystems. Practical field and laboratory experiences supplement theory. Identification and interpretation of freshwater organisms and their habitats. Lecture, 2 hours; laboratory or field work, 4 hours. Students must provide transportation. Prerequisite(s): 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. Prerequisite(s): BIO 102-103 and CHE 120. 4 credits.

BIO 432 — Field Mycology
General characteristics of the fungi, their identification and economic importance. Lecture, 2 hours; laboratory, 4 hours. Prerequisite(s): 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(s): 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(s): BIO 320 and CHE 120-121. 4 credits.

BIO 438 — Aquatic Entomology
The study of aquatic insects in field and laboratory. Identification and interpretation of freshwater organisms and their habitats. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): BIO 320 and CHE 120-121. 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. Prerequisite(s): 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 is cultured subject to facilities, time, and student interest. Two three-hour periods per week of lecture-laboratory. Prerequisite(s): 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. Prerequisite(s): BIO 228 or 231, and BIO 239 or 340. 4 credits.

BIO 455 — Paleontology
Systematic study of the fossil remains of organisms, with emphasis on their evolution, structure, distribution and phylogenetic relationships. Three two-hour lecture-laboratory periods. Prerequisite(s): 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(s): 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. Prerequisite(s): 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. Prerequisite(s): BIO 320 and BIO 436. 4 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 student's qualifications. Departmental approval required. 3 credits (approximately 20 work hours per credit distributed over not less than 6 weeks).

CHEMISTRY

M. J. Gerald Lesley
Chairperson
Jennings 343
(203) 392-6261 – Fax (203) 392-6396
lesleym1@SouthernCT.edu
Department Secretary: (203) 392-6260

Erica Barnes, Assistant Professor
Adiel Coca, Assistant Professor
Andrew Karatjas, Assistant Professor

Gregory Kowalczyk, Associate Professor
M. J. Gerald Lesley, Professor
Jiongdong Pang, Associate Professor
Jeffrey A. Webb, Assistant Professor

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.

A student must have a minimum 2.0 GPA in the chemistry major courses to graduate.

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 433 — Inorganic Chemistry I
- CHE 436 — Inorganic Chemistry Lab
- CHE 445 — Chemical Hazards and Laboratory Safety
- CHE 496 — Chemistry Seminar

Elective in Advanced Chemistry (3-4 credits)

As part of the background the student also is required to complete one year of physics (PHY 230-231), and to pursue mathematics through MAT 252. Students majoring in chemistry need no minor. The various required cognate mathematics and science courses constitute a minor.

The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of the School of Education.

Bachelor of Science Degree
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 433 — Inorganic Chemistry I
- CHE 436 — Inorganic Chemistry Lab
- 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 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 the ACS in chemistry, the student must meet the requirements outlined in the Bachelor of Science degree in chemistry plus CHE 450; and any two of the following: CHE 340, 440, 451, 456, 490, or 499. Students in the Honor’s Program must enroll for two semesters of research.

**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 435 — Inorganic Chemistry
- CHE 436 — Inorganic Chemistry Lab
- CHE 445 — Chemical Hazards and Laboratory Safety
- CHE 450–451 — Biochemistry I, II
- CHE 496 — Chemistry Seminar

One elective in advanced chemistry or biology.

In addition, the student is required to pursue mathematics through MAT 252, 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 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 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 SCSU.

**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**

Upon completion of CHE 120–121, the student should select three other 3–4 credit chemistry courses at the 200 or higher level, two of which have labs. In addition, PHY 230 is required and a second semester of physics is recommended.

**CHEMISTRY COURSES**

- **CHE 101 — Chemistry in Contemporary Issues**
  A conceptual approach to the basics of chemistry with emphasis on current environmental, social, political, economic, and ethical issues. Some of the topics are air pollution, global warming, ozone depletion, acid rain, and nuclear energy. Lecture and laboratory, 4 hours. Prerequisite(s): MAT 100 or higher. 3 credits.

- **CHE 103 — Crime Scene Chemistry**
  A forensic science perspective on the fundamental concepts of chemistry with emphasis on applications of scientific methods to criminal investigations. Some of the topics are atomic clues, chemical evidence, drug chemistry, chemistry of addiction, chemistry of explosions, and poisons. Lecture and laboratory, 4 hours. Prerequisite(s): MAT 100 or higher. 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; recitational session, 1 hour. Prerequisite(s): 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; recitational session, 1 hour. Prerequisite(s): CHE 120. 4 credits.

For updates, go to SouthernCT.edu/academics
CHE 240 — Quantitative Analysis I
Analysis of inorganic compounds by gravimetric, volumetric, electrometric, and colorimetric methods. Lecture, 2 hours; laboratory, 8 hours. Prerequisite(s): CHE 120-121. 4 credits.

CHE 260 — Organic Chemistry I
Introduction to organic chemistry; Topics include the nomenclature, study of alkanes, modern spectroscopic techniques (including NMR, IR, and MS), stereochemistry and conformational analysis of organic molecules, and reactions and mechanisms of alkenes, alkenes, and alkyl halides. Lecture, 3 hours; laboratory, 4 hours. Prerequisite(s): CHE 121. 4 credits.

CHE 261 — Organic Chemistry II
Discussion of nucleophilic substitution and elimination reactions and mechanisms. Nomenclature, characteristic reactions and mechanisms of alcohols, ethers, thiols, aldehydes, ketones, carboxylic acid derivatives, aromatic systems, and amines are covered. Lecture, 3 hours; laboratory, 4 hours. Prerequisite(s): CHE 260. 4 credits.

CHE 262 — Organic Chemistry I: Lecture Only
Identical to CHE 260, 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. Prerequisite(s): CHE 121. 3 credits.

CHE 263 — Organic Chemistry II: Lecture Only
Identical to CHE 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. Prerequisite(s): CHE 260 or 262. 3 credits.

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

CHE 370 — Physical Chemistry I
The properties of gases, chemical thermodynamics, phase and chemical equilibria and solutions. Lecture, 3 hours. Prerequisite(s): CHE 240, PHY 231 and MAT 252 (MAT 252 may be taken concurrently with CHE 370). 3 credits.

CHE 371 — Physical Chemistry II
Discussion of quantum mechanics as applied to the electronic structure of atoms and molecules and spectroscopy. Lecture, 3 hours. Prerequisite(s): CHE 370. 3 credits.

CHE 372 — Physical Chemistry Laboratory I
Laboratory experiments that reinforce the lecture material covered in CHE 370. Prerequisite(s): CHE 370 (may be taken concurrently). 1 credit.

CHE 373 — Physical Chemistry Laboratory II
Laboratory experiments and computational quantum chemistry exercises that reinforce the lecture material covered in CHE 371. Prerequisite(s): CHE 371 (may be taken concurrently). CHE 372. 1 credit.

CHE 375 — Inorganic Chemistry I
Discussion of the 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. Prerequisite(s): CHE 240 and CHE 261. 3 credits.

CHE 376 — Inorganic Chemistry Lab
Application of the theory of inorganic chemistry to methods of air free synthesis and manipulation of chemical compounds, characterization of inorganic and catalytic products using spectroscopic and physical methods. Laboratory: 4 hours. Prerequisite(s): CHE 375. 1 credit.

CHE 399 — Special Topics in Chemistry
Study of current topics of importance in chemistry. Prerequisite(s): CHE 260-261 and other prerequisites as required by the subject matter. 1-4 credits.

CHE 400 — Independent Study and Research
Prerequisite(s): departmental permission. 3 credits.
COMMUNICATION

David John Petroski  
CHIEF PERSON  
Engleman B 019  
(203) 392-5377 – Fax (203) 392-5397  
petroskid1@SouthernCT.edu  
Department Secretary: (203) 392-5377

Ho-Young Ahn, Assistant Professor  
Michael Bay, Assistant Professor  
Sandra M. DiFrancesco, Assistant Professor  
Bonnie Farley-Lucas, Professor  
Richard Glinka, Assistant Professor  
Annette Madlock Gatson, Associate Professor  
Jane McGinn, Professor  
David Petroski, Assistant Professor  
Linda Sampson, Associate Professor  
Margaret Sargent, Associate Professor  
Frank Tavares, Professor  
Derek Taylor, Associate Professor  
Joseph Ullian, Professor

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.

The Communication Department is an Apple Macintosh-based department. A Macintosh computer is recommended for all communication majors.

BACHELOR OF SCIENCE DEGREE IN COMMUNICATION

The communication B.S. degree 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 Liberal Education Program Requirement in Tier 1: Tech Fluency. COM 100—Communication does not meet this requirement for majors.

ACADEMIC STANDARDS FOR MAJOR

Communication majors must achieve a “C” or higher in all communication courses for the courses to be accepted toward fulfilling graduate requirements. Students with a grade of “C-” or lower in a major course will have to repeat that course. Only two (2) attempts are allowed a student to achieve a “C” or higher, excluding a “withdrawal” (W) or “passing withdrawal” (WP). A withdrawal from a course in which a student was failing, a “failing withdrawal” (WF), will be counted as a course attempt.

All majors are required to successfully complete COM 497—Field Experience in appropriate concentration/specialization.

Failure to achieve any of the Academic Standards as stated will result in the student’s dismissal from the Communication Major Program.

Major Core—15 credits

COM 200—Fundamentals of Communication Design  
COM 215—Small Group Communication  
COM 225—Interpersonal Communication  
COM 233—Communication in Relational Development  
COM 250—Business and Professional Communication  
COM 253—Fundamentals of Video Production  
COM 497—Field Experience

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.

Organizational Communication Concentration Requirements (18 credits)

COM 250—Business and Professional Communication  
COM 275—Introduction to Communication Research  
COM 300—Organizational Communication  
COM 370—Interpersonal Conflict and Communication  
COM 387—Communication Theory  
COM 430—Communication Strategies in the Corporation

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.

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
Interpersonal and Relational Communication Concentration Electives (12 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

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 focuses on the impact of new technologies relative to advertising, promotions, and public relations.

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

Interpersonal and Relational Communication 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 492 — 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 259 — Studio Production
COM 360 — Video Field Production
COM 365 — Advanced Post Production Techniques
COM 492 — Practicum in Video Production

Video Production Concentration Electives (12 credits)
COM 234 — Fundamentals of Copywriting
COM 237 — Audio Production
COM 258 — Cinematic Technique
COM 265 — Video Technology
COM 310 — Communication and Behavior
COM 333 — Video Scriptwriting
COM 335 — Advertising and Promotional Design
COM 372 — Electronic Filmmaking

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 135 — Online Communication
This course introduces practical and theoretical issues associated with online communication systems. Focus will center on the analysis of communication practices, the social structures that emerge when people use online tools, and the issues associated with design and implementation of online technologies in local and global contexts. 3 credits.

MINOR IN COMMUNICATION

The minor in communication consists of 18 credits. Students must complete the following five core courses: COM 200, COM 205, COM 215, COM 225, and COM 253 (15 credits). Students select one additional course at the 300 level or above with the guidance of a department adviser.

Please note: Minors must meet with a department adviser to receive permission to take courses beyond the core.
COM 234 — Fundamentals of Copywriting
Basic principles, techniques, and procedures for writing effective copy. Application of creative problem solving and idea generating techniques in advertising. Formerly COM 347 — Creating Persuasive Copy. Prerequisite(s): ENG 112 and Grade of C or better in COM 200, 205, 215, 225, and 253. 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(s): ENG 112 and Grade of C or better in COM 200, 205, 215, 225, and 253. 3 credits.

COM 250 — Business and Professional Communication
Study and application of basic business and professional communication in the workplace. Introduction to organization hierarchies and how they affect communication, standards of inter- and intra-organizational communication, and the formulation and evaluation of organizational messages. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 3 credits.

COM 253 — Fundamentals of Video Production
An overview of video production. Introduction to the basic technical theory, vocabulary, procedure, uses, program distribution, and career opportunities. Prerequisite(s): 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 3 credits.

COM 259 — Studio Production
Studio experience in producing video programs in a variety of program formats. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 3 credits.

COM 265 — Video Technology
Study of electronic principles and video systems. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 3 credits.

COM 274 — Experimental Media Production
Exploration of video as an experimental art form, integrating theory and practice. Through screenings and discussions, students will study the history of the medium while working on individual, short-form production projects. Prerequisite(s): Grade of C or better in COM 200, COM 205, COM 215, COM 225, and 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 3 credits.

COM 276 — Experimental Media Production II
Advanced study of the techniques and use of video production outside the studio. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. Corequisite: COM 274. 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 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(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 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(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 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 223. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 253, and 287. 3 credits.

COM 332 — Interviewing
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(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 3 credits.

COM 333 — Video Script Writing
In-depth understanding of the scriptwriting process. Written exercises and final project provide the opportunity to explore scripting formats and techniques. Prerequisite(s): ENG 112 and grade of C or better in COM 200, 205, 215, 225, and 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. Emphasis is on the creative process. Prerequisite(s): Grade of C or better in COM 200, 201, 205, 215, 225, 234, and 253. 3 credits.

COM 340 — Communication and Product Information
The communication means with which the commercial organization disseminates product information; intragorganizational and interorganizational communication concepts of trade shows, advertising, manuals, and audio/visuals. Prerequisite(s): A grade of C or better in COM 200, 205, 215, 225, 233, and 335. 3 credits.

COM 346 — Video Field Production
Advanced study of the techniques and use of video production outside the studio. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. Corequisite: COM 340. 3 credits.

COM 350 — 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(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 3 credits.

COM 372 — Electronic Filmmaking
Explores the phases of producing fictional, dramatic programs using a film-style approach. Programs are shot on video and edited on a computer. Prerequisite(s): A grade of C or better in COM 200, 205, 215, 225, 253, 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(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 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(s): A grade of C or better in COM 200, 205, 215, 225, and 253. 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 253, 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 253, and 365. 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(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 253, 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 250, 253, 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(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, and 253. 3 credits.

COM 472 — Advertising and Promotional Campaigns
Promotion and advertising strategy in planning, designing, implementing, and managing effective communication campaigns. Students execute comprehensive promotional campaigns. Professional standards stressed. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 253, 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 233, 253, 287, 370, 387, and 440. 3 credits.

COM 487 — Advanced Organizational Communication
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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 253, 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 6 credits. Prerequisite(s): Grade of C or better in 200, 205, 215, 225, 250, 253, 300, and 370. 3 credits.

COM 492 — Practicum in Video Production
Application of advanced production techniques for creating effective video programs. The student undertakes a production from concept through finished product. Can be taken twice, up to 6 credits. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 253, 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. Prerequisite(s): Grade of C or better in COM 200, 205, 215, 225, 253, 300, and 370. 3 credits.

COM 497 — Field Experience
An intern program available to qualified majors. Assignment is planned with the department. Prerequisite(s): Departmental permission and a grade of C or better in COM 200, 205, 215, 225, and 253. 1-12 credits.

COM 499 — Independent Study
Prerequisite(s): Departmental permission. 1-3 credits.

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
COMPUTER SCIENCE

Imad Antonios  
CHAIRPERSON  
Morrill 117  
(203) 392-5820 – Fax (203) 392-5898  
antoniosi1@SouthernCT.edu  
Department Secretary: (203) 392-5821  
Amal Abd El-Raouf, Associate Professor  
Imad Antonios, Associate Professor  
Taranee Baradaransheyed, Professor  
John DaPonte, Professor  
Ataollah Elahi, Professor  
Lisa Lancor, Professor  
Klaus Peters, Associate Professor  
Hrvoje Podnar, Associate Professor  
Robert Workman, Professor  
Winnie Yu, Professor

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

The educational objectives for the Computer Science General Program are as follows:

1. Graduates will be able to analyze, design, implement and evaluate computer based solutions.
2. Graduates will be able to demonstrate an understanding of the global and local societal impact of computing, including professional, ethical, and social responsibilities.
3. Graduates will be able to communicate, collaborate, and present computing solutions using current technology in an effective and professional manner.
4. Graduates will be able to engage in continuing professional development and life-long learning.

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 205 — 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 463 — 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 — 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

This 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 353 — Electricity and Electronics

In addition, students must select one of the following courses to fulfill the Natural World II requirement: BIO 100, 101, 104; ESC 200, 205, 210, 220.

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 — 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 I  
ACC 370 — Accounting Information Systems  
MGT 300 — Management and Organization  
MIS 360 — Supply Chain Management  
MIS 361 — Production and Operation Management  
MIS 365 — Systems Thinking for MIS  
MIS 370 — Business Information Systems  
MIS 470 — Management of 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

Computer concepts, hardware, applications, and utilities in an interactive lab setting. Hands-on exercises using emerging technologies such as web-based communication and information resources, multimedia applications, office productivity software, e-portfolios, and collaboration tools. 3 credits.

CSC 102 — BASIC Programming: Programming in BASIC

Programming concepts and problem solving, BASIC language fundamentals, input/output control, graphics and I/O processing. Programming work required. 3 credits.

CSC 104 — Web Technology

An introduction to web site development and an examination of societal dimensions of the web. Extensive computer work using HTML and CSS is 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(s): 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(s): Grade C or better in CSC 152 or departmental permission. 3 credits.

CSC 200 — Information Management and Productivity Software

Use of software applications to manage and present data. Spreadsheet development, database management concepts, and presentation software; linkages among these applications, and to the Internet using examples from business, education, and both natural and social sciences. 3 credits.

CSC 203 — Flash Actionscript

Flash animation and user interaction scripting. Scripting examples include controlling text, information flow, sound, and video. Focus is on educational applications and game development. Extensive hands-on work required. 3 credits.

CSC 206 — Web Scripting

The creation of animated, interactive Web pages using a scripting language. Extensive hands-on work required. Prerequisite(s): 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. Prerequisite(s): MAT 178 and CSC 152. 4 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(s): Grade C or better in CSC 153. 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(s): 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. Prerequisite(s): 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. Prerequisite(s): CSC 212 and MAT 178. 3 credits.

For updates, go to SouthernCT.edu/academics  
2013-15 Undergraduate Catalog
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. Prerequisite(s): 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 software projects. Team project and programming work required. Prerequisite(s): 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. Prerequisite(s): junior status and either CSC 102 or CSC 152. 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(s): CSC 212. 3 credits.

CSC 341 — Digital Imaging
Enhancement, analysis and classification of digital imaging. Thresholding, filtering, and 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(s): CSC 153. 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. Prerequisite(s): 6 credits in CSC or permission of instructor. 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 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. Prerequisite(s): 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. Prerequisite(s): CSC 212 and junior status. 3 credits.

CSC 425 — Operating Systems
Overview of operating systems principles, and the interrelationship 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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(s): 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(s): CSC 212. 3 credits.

CSC 465 — Communications and Networks
A study of network communications, from underlying physical principles to high-level network protocols. Prerequisite(s): 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(s): 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(s): CSC 153 and either MAT 107 or MAT 221. 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(s): CSC 212. 3 credits.

CSC 499 — Independent Study and Research
Prerequisite(s): departmental permission. Upon completion of project and oral presentation of 20-30 minutes is required. 1-6 credits.
COOPERATIVE EDUCATION

Patricia K. Whelan
ASSOCIATE DIRECTOR
Wintergreen Building
(203) 392-6536 – Fax (203) 392-6541
whelanp1@SouthernCT.edu

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. Prerequisite(s): junior or senior student who has completed 60 credits and has a minimum 2.0 GPA. 1-12 credits.

CRIMINAL JUSTICE MINOR

Gregory Adams
COORDINATOR
(203) 392-5641
adamsgr1@SouthernCT.edu

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:

   The following courses are required:
   SOC 362 — Criminology
   PSC 321 — U.S. Legal System,
   Note: PSC 417 — Constitutional Law, with a PSC 110 prerequisite, may be substituted for PSC 321.
   PHI 327 — Moral Problems and the Law;
   or SOC 368 — Sociology of Law

   Plus three of the following electives, from any of the following categories, except as noted:
   Sociology — Law
   SOC 368 — Sociology of Law
   Political Science — Policy
   PSC 316 — U.S. Security Policy
   PSC 351 — Analysis of Public Policy
   Sociology — Crime and Corrections
   SOC 266 — Socialization and Social Control
   SOC 338 — Juvenile Delinquency
   SOC 367 — Criminal Justice and Cultural Pluralism
   SOC 334 — Probation, Parole, and Pardon
   SOC 366 — Penology
   WMS/SOC 404 — Gender and the Law
   Business Management
   MGT 240 — Legal Environment of Business
   MGT 335 — Business Law
   Psychology
   PSY 321 — Abnormal Psychology
   (all prerequisites must apply)
   PSY 320 — Abnormal Child Psychology
   (all prerequisites must apply)
   PSY 492 — Psychology of Law
MAJOR IN EARTH SCIENCE

For students whose career interests are well-defined, the Earth Sciences Department offers major programs in earth science leading to the Bachelor of Science degree with specializations in environmental earth science and geology. Diversified programs leading to the Bachelor of Arts degree and the Bachelor of Science (required for certification) 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. All majors must pass (according to Connecticut standards) the Praxis II Earth and Space Sciences Content Knowledge Test, and they must give a professional quality presentation on an approved earth science topic as part of a departmental colloquium series.

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.

Bachelor of Science Degree in Earth Science

Beyond the Liberal Education Program Requirements, B.S. degree students must complete the specified cognate and Earth Science courses in one of the concentrations listed below. They must also complete ESC 492 – Undergraduate Thesis Proposal, and ESC 493 – Undergraduate Thesis, or HON 494 and HON 495, or two additional Earth Science courses above the 200 level.

Geology Concentration

For students planning professional careers in geology or in environmental geology.

Required cognate courses:
- BIO 102 — Zoology
- BIO 103 — Botany
- CHE 120 and 121 — General Chemistry I and II
- PHY 200 — General Physics I
- PHY 201 — General Physics II
- PHY 230 — Physics for Scientists and Engineers I
- PHY 231 — Physics for Scientists and Engineers II

One of the following two MAT options:

Option A:
- MAT 108 — Mathematics for the Natural Sciences
- MAT 107 — Elementary Statistics
- MAT 221 — Intermediate Applied Statistics

Option B:
- MAT 150 — Calculus I
- MAT 151 — Calculus II
- MAT 107 — Elementary Statistics
- MAT 221 — Intermediate Applied Statistics

Option B is recommended for those preparing for graduate school.

Environmental Earth Science Concentration

For students planning professional careers dealing with environmental concerns involving earth systems.

Required cognate courses:
- CHE 120 and 121 — General Chemistry I and II
- PHY 210 — College Physics
- CHE 340 — Environmental Chemistry

One of the following two MAT options:

Option A:
- MAT 108 — Mathematics for the Natural Sciences
- MAT 107 — Elementary Statistics
- MAT 221 — Intermediate Applied Statistics

Option B:
- MAT 150 — Calculus I
- MAT 151 — Calculus II
- MAT 107 — Elementary Statistics
- MAT 221 — Intermediate Applied Statistics

Option B is recommended for those preparing for graduate school.

Choose two courses from:
- ESC 205 — Principles of Meteorology
- ESC 303 — Environmental Earth Science
- ESC 421 — Marine Geology
- ESC 457 — Hydrology
- ESC 458 — Soil Science

Environmental Earth Science Concentration

For students planning professional careers dealing with environmental concerns involving earth systems.

Required cognate courses:
- CHE 120 and 121 — General Chemistry I and II
- PHY 210 — College Physics
- CHE 340 — Environmental Chemistry
Required Earth Science courses:
ESC 200 — Principles of Geology  
ESC 205 — Principles of Meteorology  
ESC 220 — Physical and Chemical Oceanography  
ESC 303 — Environmental Earth Science  
ESC 311 — Mineralogy  
ESC 325 — Stratigraphy and Sedimentation  
ESC 404 — Air Pollution Meteorology  
ESC 430 — Field Methods

Choose two courses from:
ESC 312 — Petrology  
ESC 315 — Geomorphology  
ESC 350 — Structural Geology and Tectonics  
ESC 420 — Earth Resources  
ESC 421 — Marine Geology  
ESC 457 — Hydrology  
ESC 458 — Soil Science

Bachelor of Arts Degree in Earth Science

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.

Required cognate courses:
BIO 102 — Zoology  
or BIO 103 — Botany  
CHE 120 and 121 — General Chemistry I and II  
PHY 210 — College Physics

One of the following two MAT options:
Option A:
MAT 108 — Mathematics for the Natural Sciences  
and one of  
MAT 107 — Elementary Statistics  
MAT 221 — Intermediate Applied Statistics
Option B:
MAT 150 — Calculus I  
and one of  
MAT 151 — Calculus II  
MAT 107 — Elementary Statistics  
MAT 221 — Intermediate Applied Statistics

Required Earth Science courses:
ESC 200 — Principles of Geology  
ESC 201 — Historical Geology  
ESC 205 — Principles of Meteorology  
ESC 210 — Principles of Astronomy  
ESC 220 — Physical and Chemical Oceanography  
ESC 303 — Environmental Earth Science  
ESC 311 — Mineralogy  
ESC 430 — Field Methods

Choose two courses from:
ESC 312 — Petrology  
ESC 325 — Stratigraphy & Sedimentation  
ESC 350 — Structural Geology and Tectonics

Bachelor of Science Degree (required for certification) in Secondary Education

For students planning professional careers in teaching grades 7-12. Beyond the Liberal Education Program requirements, students must complete the specified cognate and Earth Science courses listed below. Students who successfully receive the B.S. degree and pass Praxis II will be recommended for Initial Teaching Certification.

Required cognate courses:
BIO 102 — Zoology  
or BIO 103 — Botany  
CHE 120 and 121 — General Chemistry I and II  
PHY 210 — College Physics

One of the following two MAT options:
Option A:
MAT 108 — Mathematics for the Natural Sciences  
and one of  
MAT 107 — Elementary Statistics  
MAT 221 — Intermediate Applied Statistics
Option B:
MAT 150 — Calculus I  
and one of  
MAT 151 — Calculus II  
MAT 107 — Elementary Statistics  
MAT 221 — Intermediate Applied Statistics

Required Earth Science courses:
ESC 200 — Principles of Geology  
ESC 201 — Historical Geology  
ESC 205 — Principles of Meteorology  
ESC 210 — Principles of Astronomy  
ESC 220 — Physical and Chemical Oceanography  
ESC 303 — Environmental Earth Science  
ESC 311 — Mineralogy  
ESC 430 — Field Methods

Choose two courses from:
ESC 312 — Petrology  
ESC 325 — Stratigraphy & Sedimentation  
ESC 350 — Structural Geology and Tectonics

MINOR IN EARTH SCIENCE

The minor consists of 18 credits, including ESC 200, 205, 210, and 220. The student elects one additional course 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 102</td>
<td>General Earth Science</td>
<td>The sciences pertaining to the earth and its place in the universe.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 103</td>
<td>General Geology</td>
<td>Physical processes, earth materials, geologic hazards and landscapes are studied for a geological perspective on the earth’s environment.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 104</td>
<td>Geohazards: The Impact on the Environment</td>
<td>Examines environmental hazards resulting from natural geologic processes and from human modification of natural systems.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 105</td>
<td>General Meteorology</td>
<td>Aspects of modern meteorology for non-science majors, including the use and interpretation of instruments, construction of weather maps, and interpretation of weather radar and satellite records.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 106</td>
<td>General Oceanography</td>
<td>Physical, chemical, geological, and biological aspects of the ocean basins and waters.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 107</td>
<td>Astronomy/Meteorology</td>
<td>An introduction for non-science majors to the sciences pertaining to earth’s place in the universe and to its weather and climate.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 200</td>
<td>Principles of Geology</td>
<td>Internal and surface structure, composition, and physical features of the earth and the processes which have produced them.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 201</td>
<td>Historical Geology</td>
<td>Evolution of the earth and life through time, with emphasis on the geologic history of North America.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 205</td>
<td>Principles of Meteorology</td>
<td>Description of atmospheric phenomena and discussion of their underlying physical principles.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 210</td>
<td>Principles of Astronomy</td>
<td>A survey of astronomy addressing topics ranging from earth’s time of day to the solar system, stars, galaxies, and origin and evolution of the universe. Exploration of the philosophical and societal interaction with the scientific understanding of the universe. Telescopic observing sessions are included.</td>
<td>4</td>
</tr>
<tr>
<td>ESC 220</td>
<td>Physical and Chemical Oceanography</td>
<td>Introduction to the physical and chemical characteristics of ocean water and the ocean basins. The course focuses on the composition and properties of sea water, waves, tides, coastal processes, and ocean circulation. The relationships between chemical and physical oceanographic processes and the geology and biology of the oceans will be explored. Recommended for science majors or those with an aptitude for science.</td>
<td>4</td>
</tr>
<tr>
<td>ESC 298</td>
<td>Special Topics in the Earth Sciences</td>
<td>Study of subdisciplines and current issues in the earth sciences.</td>
<td>1-3</td>
</tr>
<tr>
<td>ESC 303</td>
<td>Environmental Earth Science</td>
<td>The collection, interpretation and utilization of natural resource information as it applies to environmental decision making.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 311</td>
<td>Mineralogy</td>
<td>Systematic study of minerals.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 312</td>
<td>Petrology</td>
<td>Occurrence, classification, and genesis of igneous and metamorphic rocks.</td>
<td>3</td>
</tr>
<tr>
<td>ESC 315</td>
<td>Geomorphology</td>
<td>Study of the earth’s surface features with emphasis on fluvial, eolian, and glacial landforms on maps and aerial photographs.</td>
<td>4</td>
</tr>
<tr>
<td>ESC 325</td>
<td>Stratigraphy and Sedimentation</td>
<td>Occurrence, genesis, and physical and chemical properties of sediments. Methods of using ancient sediments to determine geological history.</td>
<td>4</td>
</tr>
<tr>
<td>ESC 350</td>
<td>Structural Geology and Tectonics</td>
<td>Orientation, measurement description, and analysis of planar and linear structures in rocks, including folds, faults, and fabrics. Basic concepts of strain and stress and the behavior of earth materials during deformation, linked to regional and structural data, and construction of geologic maps and cross-sections.</td>
<td>4</td>
</tr>
<tr>
<td>ESC 398</td>
<td>Advanced Topics in Earth Science</td>
<td>Advanced study of subdisciplines and of current issues in the earth sciences.</td>
<td>1-3</td>
</tr>
</tbody>
</table>

For updates, go to SouthernCT.edu/academics
ESC 404 — Air Pollution Meteorology  
Physical aspects of the atmosphere that determine air quality. Emphasis on modeling. 3 hours lecture. Prerequisite(s): “C” or better in ESC 205. 3 credits.

ESC 420 — Earth Resources  
Geologic occurrence, methods of exploration, production, and use of the principal metallic and non-metallic ores. Lecture, 2 hours; laboratory, 2 hours. Prerequisite(s): “C” or better in both ESC 201 and 311. 3 credits.

ESC 421 — Marine Geology  
Provides a comprehensive survey of modern marine geology with an emphasis on the deep sea. It will examine the physical and chemical processes that control the geology and structure of the continental margins and ocean basins including plate tectonics and marine sedimentation. Lecture, 2 hours; laboratory, 3 hours. Prerequisite(s): “C” or better in (ESC 200 or ESC 201) and ESC 220 and one ESC course at the 300 or 400 level. 3 credits.

ESC 420 — Field Methods  
The techniques of geologic mapping and surveying by brunton compass and plane table. Geologic reports and problem solving based on field observations. Lecture, 1 hour; laboratory, 7 hours. Prerequisite(s): “C” or better in ESC 312 or ESC 350 or ESC 325. 3 credits.

ESC 457 — Hydrology  
The development and utilization of water resources; groundwater occurrence, stream flow, and flooding. Lecture, 2 hours; laboratory, 2 hours. Prerequisite(s): “C” or better in both ESC 201 and 311. 3 credits.

ESC 458 — 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(s): “C” or better in ESC 311. 3 credits.

ESC 492 — Undergraduate Thesis Proposal  
Preparation of an undergraduate thesis proposal in the earth sciences. Pass/fail only. Prerequisite(s): Junior or senior ESC majors who have completed a minimum of 24 ESC credits and permission of instructor (faculty mentor). 1 credit.

ESC 493 — Undergraduate Thesis  
The completion of a research project and reporting of this work in an undergraduate thesis, which must be defended successfully before the department. Prerequisite(s): ESC 492 and permission of instructor (faculty mentor). 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. Prerequisite(s): 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. Prerequisite(s): “C” or better in two courses numbered 300 or higher. 1-3 credits.

ESC 499 — Independent Study and Research  
Prerequisite(s): departmental permission. 1-3 credits.

ECONOMICS  
(B.A. DEGREE)

Judith W. Mills  
COORDINATOR  
Engleman C 243E  
(203) 392-5623 – Fax (203) 392-5670  
Millsj1@SouthernCT.edu  
Department Secretary: (203) 392-5666  
Judith W. Mills, Associate Professor  
Deborah A. Savage, Associate Professor

MAJOR IN ECONOMICS  
The B.A. program in economics offers both a major and a minor in economics. The major requires a minimum of 30 credits in economics. Students build their program based on a rigorous foundation of introductory, intermediate, and quantitative courses. Elective courses, chosen in consultation with the adviser, allow students to pursue individual interests that support their career and post-graduate academic goals. Areas of interest include public policy (health, environment and law), advanced theory (labor, industrial organization, econometrics, mathematical economics, and econometrics), macroeconomic theory and policy; economic philosophy and economic history. A B.A. in economics provides students with an excellent basis for graduate study in economics, business, or law and for careers in business, teaching, public policy, or government.

Required Courses:  
ECO 100 — Principles of Macroeconomics  
ECO 101 — Principles of Microeconomics  
(ECO 221 — Statistics for Economics and Business is recommended for ECO 100 and 101)

The student must then select one of the following courses:  
ECO 200 — Macroeconomic Analysis  
ECO 201 — Microeconomic Analysis  
(ECO 221 — Statistics for Economics and Business is recommended for ECO 200 and 201)

Four additional courses in economics should be elected to bring the total credits to 30.

The following cognate course is required:  
CSC 200 — Information Management and Productivity Software

In addition, the student is required to pass MAT 139 or MAT 150 as the Liberal Education Program Quantitative Reasoning Requirement.

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 minor in economics requires 18 credits of ECO coursework. Students will take ECO 100, ECO 101, ECO 200 or ECO 201, and at least three additional courses chosen in consultation with the student’s adviser. At least one course must be at the 300 or 400 level. Courses taken to complete the Liberal Education Program requirements may be counted in the minor in economics.

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(s): 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). Prerequisite(s): 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. Prerequisite(s): ECO 100 and 101, and MAT 120. 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. Prerequisite(s): ECO 100 and 101, and MAT 120. 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 effects of unions. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): ECO 100 and 101. 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): ECO 100 and 101. 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(s): MAT 139 or departmental permission. 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 410 — Managerial Economics
Problems solving applications of microeconomic theory to policy level decision-making processes of individual firms competing in local, national, and international markets. Prerequisite(s): ECO 100, 101, and 221. 3 credits.

ECO 431 — Forecasting Methods in Business and Economics
Survey basic quantitative and qualitative methods in forecasting and investigate their applications to problems in business and economics. Prerequisite(s): CSC 200, ECO 221, and junior or senior standing. 3 credits.

ECO 440 — Regional Economic Integration
Examination of the economic integration of regions of the world: EU, APEC, ASEAN, AU, MENCUSOR and others. Students learn about the principles and the process of regional economic integration, the challenges and benefits of economic integration, and how factors of production impact and are impacted by the process. The issue of disparities and convergence are also evaluated. Prerequisite(s): ECO 100 or 101, and junior or senior status. 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. Prerequisite(s): senior status and departmental permission. 3 credits.

ECO 499 — Independent Study
Research of a high quality meeting the standards of the department faculty director. Prerequisite(s): senior status and departmental permission. 3 credits.

ENGINEERING CONCENTRATION

Christine Broadbridge
COORDINATOR
Jennings 108
(203) 392-6450
broadbridge1@SouthernCT.edu
Department Secretary: (203) 392-6450

This program consists of a sequence of science, engineering, and mathematics courses that introduce students to the scientific demands imposed upon the engineer. Participating students enroll in the B.S. degree program in physics: engineering concentration. This newly instituted program is designed for students whose primary interest is in the applications of physics in engineering and advanced technology. The engineering concentration integrates intensive study of the underlying science with training in the practice of engineering.

Upon enrolling in the program, the student is assigned an adviser who is a member of the Engineering Coordinating Committee. This adviser works closely with the student to plan an academic program. Those students who are qualified to continue their studies may either apply for transfer to a four-year school of engineering or may choose to remain at Southern to complete the B.S. degree program in physics: engineering concentration.

If 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.

ENGINEERING COURSES

EGR 151 — Engineering Concepts
An introduction to the tools and problem solving techniques used in the engineering profession. Prerequisite(s): PHY 230 and MAT 150. 3 credits.

EGR 232 — Materials Science and Engineering
An interdisciplinary introduction to materials science and engineering with topics including historical perspective, structure property relationships, engineering design, characterization techniques, manufacturing/synthesis, nanoscale applications and ethical/society implications. Prerequisite(s): EGR 151 and PHY 200 or 230. 3 credits.

EGR 251/PHY 251 — Engineering Mechanics I: Statics
The emphasis is on analyzing the forces and torques acting on objects and structures which are at rest. Topics include calculation of centers of mass and moments of inertia for extended bodies and the application of Newton's second law in multiple dimensions to systems of particles and rigid bodies in equilibrium. Prerequisite(s): PHY 230 and MAT 151. 3 credits.

Michael Shea
CHAIRPERSON
Engleman D 265
(203) 392-6741 - Fax (203) 392-6731
sheam1@SouthernCT.edu
Department Secretary: (203) 392-6727

Charles Baraw, Assistant Professor
Corrine Blackmer, Associate Professor
Ilene Crawford, Professor
Joel Dodson, Assistant Professor
Scott Ellis, Associate Professor
Nicole Fluhr, Professor
Nicole Henderson, Associate Professor
William Hochman, Professor
Sue Ellen Holbrook, Professor
Brandon Hutchinson, Associate Professor
Brian Johnson, Professor
Audrey Kerr, Professor
Steven Larocco, Professor
Patrick McBrine, Assistant Professor
Melissa McClain, Associate Professor
Robert McEachern, Professor
Jeffrey Mock, Professor
Vara Neverow, Professor
Kalu Ogbaa, Professor
Timothy Parrish, Professor

ENGLISH

For updates, go to SouthernCT.edu/academics 2013-15 Undergraduate Catalog
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. All majors fulfill core and distribution requirements and choose from one of four specializations: literature, creative writing, professional writing, and secondary education. 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.

All B.A. degree majors in English must attain an average of 2.7 or better in their courses counted toward the major in order to graduate, and must earn a grade of "C" or better in all courses counted toward the major.

The major consists of a minimum of 39 credits in ENG and LIT courses in addition to the Liberal Education Program requirements. Courses in literature taken to fulfill requirements in the major, with the exception of ENG 298, must be 300- or 400-level courses; courses in writing taken to fulfill requirements in the major, may be 200-, 300-, or 400-level courses.

All English majors are required to complete the following core requirements:

Methods:

Literary Analysis (3 credits):
Majors are required to take the following course as a prerequisite for all literature courses.
ENG 307 — Literary Analysis for English Majors

The next semester, majors should take the following course, which is a pre- or co-requisite for all literature courses:
ENG 308 — English Studies: Critical Theories

As soon as possible after taking ENG 307, majors should take the following course:
ENG 309 — Rhetorical Strategies in Writing and Communication

All SCSU English majors must successfully complete ENG 307, ENG 308, and ENG 309 at SCSU; no transfer equivalency credits for ENG 307, ENG 308, and ENG 309 are accepted.

Literature Through History:
Once English Majors have completed ENG 307, they are required to take the following courses:
ENG 321 — British Literature through History I
ENG 322 — British Literature through History II
ENG 323 — American Literature through History

Distribution Requirements:

Information of the Ancient or English Medieval 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)
ENG 298 — (Medieval topic)
ENG 380 — Chaucer
ENG 385 — English Medieval Literature
ENG 398 — (Medieval topic)
ENG 298, 398, 498 — (English Medieval topic)

Shakespeare (3 credits)
All majors are required to choose one of these courses:
ENG 342 — Shakespeare I
ENG 343 — Shakespeare II
ENG 487 — Seminar in British Literature (Shakespearean topic)

Multicultural Literature (3 credits)
B.A. majors are required to choose at least one of the following courses:
ENG 423 — Contemporary African-American Novelists
ENG 424 — The Harlem Renaissance
LIT 382 — Contemporary Latin American Literature
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)

Transfer Credits
No more than one-third (1/3) of a student's course credits in the English major may be transfer credits.

All SCSU English majors must successfully complete ENG 307, ENG 308, and ENG 309 at SCSU; no transfer equivalency credits for ENG 307, ENG 308, and ENG 309 are accepted.

English Specializations (Bachelor of Arts Degree)

B.A. majors choose one specialization and take at least 12 credits of electives in that area as specified below. Courses taken to fulfill distribution requirements are not counted toward any specialization.

Literature Specialization (12 credits)
Majors select at least four courses defined by the study of literary texts.
Out of the four courses, one must be in literature before 1800:
ENG 298 or 398 — Special Topics (pre-1800 topic)
ENG 344 — Shakespeare’s Contemporaries
ENG 360 — Early American Writers
ENG 380 — Chaucer
ENG 385 — English Medieval Literature
ENG 444 — 18th Century British Literature
ENG 452 — Renaissance in England
ENG 453 — British Women Writers 1600-1750
ENG 454 — 17th Century British Literature
ENG 484 — Milton
ENG 486 — Seminar in American Literature
(Pre-1800 topic)
ENG 487 — Seminar in British Literature (pre-1800 topic)

Out of the four, one must be in literature after 1800:
ENG 298 or 398 — Special Topics (post-1800 topic)
ENG 327 — Modern Comedy
ENG 329 — Modern British Poetry
ENG 339 — Modern British Novel
ENG 361 — American Renaissance
ENG 362 — American Realism
ENG 371 — Literature into Film
ENG 423 — Contemporary African American Novelist
ENG 424 — Harlem Renaissance
ENG 428 — Victorian Age Literature
ENG 458 — Romantic Poets
ENG 461 — The Beat Movement
ENG 462 — Gay and Lesbian Film and Literature
ENG 463 — 20th Century American Novel
ENG 486 — Seminar in American Literature
(Pre-1800 topic)
ENG 487 — Seminar in British Literature (post-1800 topic)

Creative Writing Specialization (12 credits)
Majors select 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
ENG 367 — Poetic Theory: Contemp. Amer. Free Verse
ENG 402 — Advanced Poetry Writing
ENG 406 — Advanced Fiction Writing
ENG 407 — Writing the Novel I
ENG 408 — Writing the Novel II
THR 310 — Playwriting

Professional Writing Specialization (12 credits)
Majors select at least four courses from the following:
ENG 200 — Intermediate Composition
ENG 240 — Professional Writing: Theory and Practice
ENG 304 — Technical Writing and Communication
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 498 — Professional Writing Internship
JRN 200 — Basics of Journalism
JRN 230 — Fundamentals of Public Relations
JRN 320 — Writing Magazine Articles I
JRN 321 — Magazine Editing and Production

Secondary Education (Bachelor of Science Degree)
Students interested in pursuing a career in the teaching of English must first be accepted into the program and into the School of Education and must earn a grade of “C” or better in courses counted toward the major. See the department website for application information.

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 Methods, Literature through History, Ancient or Medieval, and Shakespeare 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 Systems
ENG 317 — Cross Cultural Literatures and Contexts
ENG 415 — History of the Language (3 credits)

English Electives (6 credits)
Secondary education majors in English are also required to select, with their advisor’s consent, an additional 6 credits of electives (3 credits in ENG/LIT literature courses and 3 credits in ENG/LIT electives).

Professional Courses (41.5 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
ENG 492 — Teaching Literature to Adolescents
ENG 493 — English (Secondary School)
ENG 494 — Student Teaching-English
ENG 496 — Student Teaching Seminar-English
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 517 — Content Area Literacy in Middle and Secondary Schools
or, RDG 565 — Content Area Reading and Language Arts in Middle and Secondary Schools
SED 482 — Teaching Exceptional Students in Secondary Education Classroom
Liberal Education Program Tier 2: Mind and Body requirement

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 be certified. Students are encouraged to stay informed about their program area requirements and see their advisors often. The Gate System below suggests a sequence for completing key professional courses. No undergraduates should register for ENG 494 and ENG 496 until all other program requirements have been completed. Students who successfully receive the B.S. degree and pass Praxis II will be recommended for Initial Teaching Certification.
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)

Suggested key courses: EDU 201, SHE 203

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: Fieldwork experience in ENG 493 — English (Secondary School)

Suggested key course: IDS 471

Gate 4: ENG 494 — Student Teaching (English) and ENG 496 — Student Teaching Seminar (English); Student Teaching Portfolio; Passing Praxis II Content. Note: 0044 is required for certification but not graduation.

* Taken concurrently with EDU 496; all other professional education courses must be completed prior to enrolling in these two courses during the student teaching semester. **Passing Praxis II is a requirement for certification.

The specific professional requirements for Initial Certification in Connecticut are listed in the secondary education section of the School of Education.

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 307 — Literary Analysis for English Majors
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 307 — Literary Analysis for English Majors
One elective in literature of the twentieth century or beyond, at the 300 or 400 level
Four courses in creative writing (See creative writing specialization above)

Minor in English: Professional Writing
Four English courses in professional writing
One cognate in journalism
One cognate in media studies

Prerequisites in English
ENG 112 is a prerequisite for any higher-numbered course in ENG or LIT. Also, all students must take any Liberal Education Program Cultural Expressions course to be eligible for any advanced literature course in ENG or LIT.

ENGLISH COURSES
ENG 097 — 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 satisfy the written communication requirement. 0 credits.

ENG 110 — Fundamentals of Academic Writing
Instruction in multi-stage reading and writing processes in order to comprehend complex texts and write different types of academic essays. A portfolio will be required. By assignment only. 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. By assignment only. 3 credits.

ENG 112 — Writing Arguments
Development of critical reading and writing skills with a focus on intellectually demanding texts. Emphasis on source-based argument writing. By assignment only. Prerequisite(s): Placement exam or ENG 110. 3 credits.

ENG 119 — ESL College Composition
Instruction in multi-stage reading and writing processes for English Language Learners (ESL and EFL) in order to comprehend complex texts and write different types of academic essays with special emphasis on the conventions of U.S. standard academic English. A portfolio will be required. By assignment only. 3 credits.

ENG 200 — Intermediate Composition
Course in expository writing, teaching the command of language. 3 credits.

ENG 201 — Creative Writing
Emphasis on the basic craft of writing poetry and stories. Selections from contemporary literature are used as creative writing models. Prerequisite(s): ENG 112 (may be taken concurrently) or LEP Critical Thinking and Written Communication. 3 credits.

ENG 202 — Introduction to Poetry Writing
Exercises in the fundamentals of poetry writing; meter, figurative language, tone, and structure. Prerequisite(s): ENG 112. 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(s): ENG 112. 3 credits.

ENG 209 — Lyrics as Literature: Reading and Writing Song Lyrics
Study of the song lyric as both a literary and musical form, with emphasis on folk music and the singer-songwriter movement. Discussion and application of the craft of lyric composition. Prerequisite(s): LEP Critical Thinking. 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(s): ENG 112. 3 credits.

ENG 218 — The American Experience and Literature
American literature in the genres of prose, poetry, and drama in the context of United States culture, society, and politics. Prerequisite(s): English 112. 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(s): ENG 112. 3 credits.

ENG 298 — Special Topics in English
Examination of developments, issues, and/or creative work in the field of English. Prerequisite(s): LEP Cultural Expression. 3 credits.

ENG 302 — Intermediate Poetry Writing
Continued practice and instruction in the craft of writing poetry. Prerequisite(s): 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(s): ENG 112. 3 credits.

ENG 306 — Intermediate Fiction Writing
Continued practice and instruction in the craft of writing fiction. Prerequisite(s): ENG 203 or departmental permission. 3 credits.

ENG 307 — Literary Analysis for English Majors
An introduction to the critical vocabulary for analyzing literature, to the practices of close reading and interpretation, and to proper documentation and citation using the MLA style. Prerequisite(s): ENG 112 or HON 150. 3 credits.

ENG 308 — English Studies: Critical Theories
An introduction to the range of literary-critical, historical, and philosophical theories current in English Studies and to using such ideas to transform reading responses into coherent interpretations. Prerequisite(s): ENG 307. 3 credits.

ENG 309 — Rhetorical Strategies in Writing and Communication
Instruction in a range of persuasive and argumentative strategies embodied in classical and modern rhetorics. Prerequisite(s): ENG 307. 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(s): ENG 112. 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. 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(s): ENG 112. 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(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 321 — British Literature through History I
Study of selected works of pre-1789 British literature as situated in culture and history. Prerequisite(s): ENG 307, enrollment in or completion of ENG 308. 3 credits.

ENG 322 — British Literature through History II
Study of selected works of post-1789 British literature as situated in culture and history. Prerequisite(s): ENG 307, enrollment in or completion of ENG 308. 3 credits.

ENG 323 — American Literature through History
Study of selected works of United States literature as situated in culture and history. Prerequisite(s): ENG 307, enrollment in or completion of ENG 308. 3 credits.

ENG 329 — Modern British Poetry
Representative 20th-century British poets, with emphasis on Yeats, Eliot, Pound, and Auden. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 339 — Modern British Novel
Prominent 20th-century British novelists. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 360 — Early American Writers
The major works in the age of settlement, revolution, and early romanticism. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 361 — American Renaissance
American writing of the mid-nineteenth century: Romanticism, Sentimentalism, Transcendentalism. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 362 — American Realism
American writing after the Civil War to the turn of the century. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 366 — American Poetry
Study of American poetry. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.
ENG 371 — Literature Into Film
An examination of the dynamics involved in the cinematic renderings of literary narratives. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 380 — Chaucer
Chaucer's poetry with special emphasis on The Canterbury Tales. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 385 — English Medieval Literature
A study of the major prose, poetry, and drama of the Medieval period in England. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). 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(s): 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. Prerequisite(s): 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(s): LEP Cultural Expression or any 200-level ENG course or departmental permission. 3 credits.

ENG 405 — Techniques of Teaching Composition
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(s): ENG 112. 3 credits.

ENG 406 — Advanced Fiction Writing
Workshop in fiction writing for advanced students. Prerequisite(s): ENG 306 or departmental permission. 3 credits.

ENG 407 — Writing the Novel I
Students approach the difficulties of writing a novel from an outline and synopsis to character analyses and sample chapters. Prerequisite(s): ENG 203 or departmental permission. 3 credits.

ENG 408 — Writing the Novel II
Students continue to develop plot, conflict, and theme in a longer fiction work. Prerequisite(s): ENG 407 or departmental permission. 3 credits.

ENG 410 — Writing for Audio-Visual Media
Writing for radio, films, television, filmstrips, slide-shows, and commercial advertising. Prerequisite(s): ENG 112. 3 credits.

ENG 415 — History of the Language
Historical, cultural, political, and linguistic survey of the origins and development of the English language. Prerequisite(s): LEP Cultural Expression. 3 credits.

ENG 421 — Feminist Theory and Literary Criticism
Inquiry into the fundamental problems of feminist thought, critical theory, and literary criticism. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 427 — Victorian Poetry
Advanced study of Victorian poetry, exploring the genre's social and political investments and examining formal features and innovations honed or pioneered by Victorian poets such as Alfred Tennyson, Elizabeth Barrett Browning, Robert Browning, Emily Bronte, Matthew Arnold, Dante Gabriel Rossetti, Christina Rossetti, Algernon Charles Swinburne, William Morris, Augusta Webster, Charlotte Mew, Gerard Manly Hopkins, Amy Levy, Thomas Hardy, and Rudyard Kipling. Prerequisite(s): ENG 217. 3 credits.

ENG 428 — Victorian Age Literature
Literature of the Victorian era, 1837-1901. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 444 — 18th-Century British Literature
Study of the British writers of the 18th century. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 447 — American Drama
American dramatic literature from colonial times to the present. Plays by Tyler, Bouicaut, Mowatt, Howard, Herne, Moody, O'Neill, Wilder, Williams, Albee, and others. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 452 — Renaissance in England
Literature of the Renaissance in England, excluding Shakespeare. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 453 — 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(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 455 — 19th-Century British Literature: 1837-1900
Major writers from Tennyson to Hardy. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 458 — Romantic Poets
Major British Romantic writers: Blake, Scott, Dorothy Wordsworth, William Wordsworth, Coleridge, Percy Bysshe Shelley, Mary Shelley, Byron, Keats. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.
ENG 460 — Queer Theory
An investigation of important theorists of sexuality such as Judith Butler, Helene Cixous, Michael Foucault, and Sigmund Freud. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 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(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 463 — 20th-Century American Novel
Representative 20th-century American novels. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 464 — American Modernism
Investigation of poetry, prose, and drama of the major American modernists, such as Djuna Barnes, Elizabeth Bishop, T.S. Eliot, William Faulkner, F. Scott Fitzgerald, Ernest Hemingway, Gertrude Stein, Wallace Stevens, and William Carlos Williams. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 465 — Postcolonial Literature
A study of works which deal with the experience, causes, and consequences of colonization. Emphasis on twentieth- and twenty-first century literary texts from Africa, the Caribbean, the Middle East, and South Asia, within the historical, cultural, and political context of European imperialism and postcolonial resistance. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 466 — Herman Melville's Moby-Dick
Investigation of Herman Melville’s epic novel in the context of nineteenth century American literature. Prerequisite(s): ENG 217. 3 credits.

ENG 484 — Milton
Study of Milton’s poetry. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 485 — Seminar in American Literature
Intensive study of a major writer or a selected topic, with choices changing each term. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 486 — Seminar in British Literature
Intensive study of a major writer or a selected topic, with choices changing each term. Prerequisite(s): ENG 307 and 308 (the latter may be taken concurrently). 3 credits.

ENG 494 — Student Teaching—English
Guided observation and supervised student teaching in English, grades 7–12, in a cooperating school. Fifteen-week field experience. Prerequisite(s): ENG 493 and all other professional education courses. Corequisite: ENG 496. 12 credits.

ENG 496 — Student Teaching Seminar—English
Discussion of educational issues, in particular those raised by students’ experiences in the field. To be taken concurrently with ENG 494. Prerequisite(s): ENG 493. 1 credit.

ENG 497 — 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(s): junior or senior status. 3 credits.

ENG 498 — 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(s): one professional writing course and “B” or above on the professional writing exam or departmental permission. 3 credits.

ENG 499 — Independent Study
Prerequisite(s): departmental permission. 3 credits.

ENVIRONMENTAL STUDIES

Vincent T. Breslin
COORDINATOR
(203) 392-6602 – Fax (203) 392-6614
breslinv1@SouthernCT.edu

Vincent Breslin, Professor
Susan Cusato, Associate Professor
Scott Graves, Associate Professor
Catherine Koehler, Assistant Professor
James Tait, Associate Professor

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, and 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 education 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 five core courses:

- ENV 100 — Environmental Studies I
- ENV 200 — Environmental Studies II
- ENV 350 — Environmental/Earth Systems Inquiry
- ENV 400 — Social Sciences Perspectives on Environment
- 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 101 — Critical Thinking: Global Environmental Issues
Course teaches basic critical thinking skills through engagement with some of the most fundamental global environmental problems of our time (e.g., energy and oil, climate change, world water resources, biodiversity loss and species extinctions). The course will examine means of living sustainably with the planet and will provide students with the tools to sort through the media hype and distortions of information that are all too common on all sides of these issues. Students will appreciate that critical thinking skills are applicable to all intellectual endeavors as well as to the profitable living of one's own life. 3 credits.

ENV 200 — Environmental Studies II
Study of the political, legal, and economic dimensions of environmental issues. 3 credits.

ENV 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. Prerequisite(s): One science (BIO, CHE, PHY, GEO) or ENV100, or departmental permission. 3 credits.

ENV 400 — Social Science Perspectives on Environment
Investigation of major environmental issues as they relate to culture and other social structures. 3 credits.

ENV 401 — Pollution Prevention and Controls
Basic principles of hazardous chemical management and emergency response. Investigates chemical, biologic, and earth science systems and their interactions which influence the fate of chemicals in the environment. Management strategies, identification, and quantitative remediation techniques are discussed. Completion of the course results in eligibility of OSHA 1910, 120 40 hour training certificate for Hazardous Materials Training Certificate. 3 credits.

ENV 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. Prerequisite(s): MAR 150 or ENV 100 and ENV 200. 3 credits.

ETHNIC STUDIES

MINOR IN ETHNIC STUDIES

Shirley A. Jackson
COORDINATOR
PROFESSOR OF SOCIOLOGY
Engleman C 026D
(203) 392-5676 – Fax (203) 392-7087
jacksons1@SouthernCT.edu
Department Secretary: (203) 392-5680

Annette D. Madlock Gatison
COORDINATOR
ASSOCIATE PROFESSOR OF COMMUNICATION
Engleman C 209C
(203) 392-5522 – Fax (203) 392-7087
madlocka1@SouthernCT.edu
Department Secretary: (203) 392-5377

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 complements a variety of majors and minors to prepare students for working and living in a diverse society. The minor is jointly sponsored by the departments of Sociology, History, Political Science, Anthropology, English, Journalism, Communication, Media Studies, and Women’s Studies.

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
- COM 440 — Cultural Influences on Communication
- ENG 317 — Cross-Cultural Literatures and Contexts
- ENG 423 — Contemporary African American Novelists
- ENG 424 — The Harlem Renaissance
- HIS 210 — U.S. Black History
- HIS 229 — Cuba and Puerto Rico

For updates, go to SouthernCT.edu/academics
FORENSIC SCIENCE

Valerie Andrushko
COORDINATOR
Engleman C027 C
andrushkov1@SouthernCT.edu
Department Secretary: (203) 392-7003

This interdisciplinary 18-credit minor provides an introduction to the field of forensic science and is meant to present a broad, integrated view of its various sub-disciplines. The forensic science minor addresses topics such as crime scene documentation and reconstruction, criminalistics, and DNA analysis. The minor is composed of courses in anthropology, biology, chemistry, psychology, and sociology, reflecting the interdisciplinary nature of forensic science. Students benefit from this interdisciplinary approach and draw connections among the diverse course offerings to gain a comprehensive introduction to the forensic sciences.

This interdisciplinary minor helps students prepare themselves for careers in criminal justice, law, government, and academia, among other areas. Students considering the forensic science minor should consult with the minor coordinator and complete a declaration form. The minor is jointly sponsored by the Anthropology, Biology, Chemistry, Psychology, and Sociology Departments.

The minor is composed of one required course (ANT 252—Introduction to Forensic Science) and five courses from the following list:

- ANT 322—Forensic Anthropology
- ANT 352—Crime Scene Investigation
- ANT 442—Advanced Forensic Anthropology
- BIO 205—Forensic Biology
- CHE 103—Crime Scene Chemistry
- PSY 492—Psychology and Law
- SOC 362—Criminology

GEOGRAPHY

C. Patrick Heidkamp
CHAIRPERSON
Morrill 118
(203) 392-5919 – Fax (203) 392-5833
heidkampc1@SouthernCT.edu
Department Secretary: (203) 392-5834

The Geography Department offers programs leading to 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 305—Environmental Economic Geography
- 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 for Environmental and Spatial Sciences
- GEO 461—Advanced Spatial Analysis for Environmental and Biophysical Applications
- 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

For updates, go to SouthernCT.edu/academics 2013-15 Undergraduate Catalog
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 who successfully receive the B.S. degree will be recommended for Initial Teacher Certification in History and the Social Sciences. Certification in History and the Social Sciences requires 18 credits in History in addition to HIS 490, HIS 494, and HIS 496. Certification candidates are also required to pass HIS 110 or HIS 111 or HIS 112. Passing Praxis II is one of the pre-requisites for Student Teaching and the Student Teaching Seminar.

The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of 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 — Exploring and Interpreting Maps and Mapmaking Technology
- GEO 273 — Land Use Planning
- GEO 362 — Urban Geography
- GEO 371 — Cartography I
- GEO 372 — Cartography II
- GEO 497 — Internship

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 305 — Environmental Economic Geography
GEO 357 — Marine Geography
GEO 370 — Introduction to Air Photo Interpretation
GEO 373 — Cartography III
GEO 437 — The Law of the Sea
GEO 460 — Geographic Information Systems for Environmental and Spatial Sciences
GEO 461 — Advanced Spatial Analysis for Environmental and Biophysical Applications
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 105 — Food Systems: A Geography
A critical examination of the current food system from a geographical perspective. The course will provide a multi-scalar (from the local to the global) analysis of food production, distribution, consumption, and food waste disposal. Lecture, 2 hours; laboratory, 2 hours. 4 credits.
GEO 110 — Geography and Conflict: Ethnicity, Race, and Economy in the U.S.
This course focuses on the economic processes and resulting spatial patterns that created today's multicultural America. Students use emerging geographic methods and technologies to unlock and explore the decennial censuses of the growing United States since 1790. Through studying how various ethnic and racial groups were culturally and geographically transformed in America and by applying geographic information systems to real population data, students will develop a rich understanding of diversity in America and the skills to make powerful interdisciplinary connections. 4 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
A geographical perspective of contemporary economic issues in the context of globalization and uneven development. The objectives of the course are to discuss concepts related to the evolution, spread, and spatial distribution of economic activity and to explore how the resulting emerging locational patterns of economic activity are affected by globalization. Discussions will focus on issues such as trade, technological change, and government policy from the variegated perspectives of labor, the firm, the consumer, and the state. 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(s): junior or senior status. 3 credits.

GEO 270 — Exploring and Interpreting Maps and Mapmaking Technology
Surveys the social and cultural significance of general purpose and thematic maps as well as the science and technology of their creation. Shows many interdisciplinary uses of maps and explores their importance to scientific inquiry, commerce, and everyday life. Teaches fundamental components of map interpretation including georeferencing, map projections, scale, generalization, symbolization, uses of color, types of maps, and misuse of maps. Introduces the student to mapmaking software/geographic information systems and its applications to display and query data for any portion of the earth’s surface. 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 280 — GIS for the Social Sciences
Steps for successfully planning and carrying out geographic information systems (GIS) analysis for any study area in the social science disciplines. Integrates GIS into both qualitative and quantitative research and demonstrates the capabilities of and approaches to GIS so that students can use GIS to work with socio-spatial data in their own fields. Topics include fundamental aspects of coordinate systems and spatial databases; selecting topics for GIS analysis; research design; data collection and sampling; analysis and model development; output; interpretation; and, future directions for GIS and social research. Prerequisite(s): at least one introductory course in anthropology, geography, history, political science, public health, psychology, or sociology OR departmental permission. 3 credits.

GEO 289 — Special Topics
Examination of developments, issues, and/or creative work in the field of geography. Prerequisite(s): 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 influences on humans and their activities. The course covers microclimatic factors, influence of climate on humans, global climate change, climatic classifications, and regional climates. 3 credits.

GEO 305 — Environmental Economic Geography
Theory and applications of economic geography to environmental issues. The course outlines four core themes, which all contribute to the understanding of sustainable economic geographies and the roots and compass of an environmental economic geography. The four themes are: ecological modernization, natural resources, institutions and environmental governance, and globalization and sustainability. 3 credits.

GEO 311 — The United States and Canada
Examination of the regional geography of North America, including analysis of its physical environments, historical development, cultural patterns, and socioeconomic systems. Interactions between physical and anthropogenic systems are stressed. 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 the cultural and the physical environments. 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 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
Analysis of the geographical complexities of the African continent, both from a systemic and regional perspective. Discussions focus on the interrelationships of nature and society and how these relationships define and influence a particular region and produce the landscapes of contemporary Africa. A special emphasis is placed on current conditions as they relate to the discipline of geography. 3 credits.

GEO 346 — Advanced Spatial Analysis for Environmental and Biophysical Applications
Extends skills learned in GEO 460 to include 2D and 3D surface and sub-surface modeling for interrelated applications in natural resource management, biology, and the physical environment. Applications include determination and visualization of viewsheds and watersheds; least cost path analysis and network analysis for modeling flows through biophysical and human systems such as streams, habitat corridors, and roads; and, proximity analysis for any application, such as habitat suitability or flood risk, in which the spatial context of features on the landscape is important. Methods such as interpolation to calculate and map unknown values or probabilities for locations using measured values at sample sites. Develop simple and complex spatial models, including regression models and process models, for multivariate environmental processes and relationships such as soil erosion and surface and sub-surface groundwater flow. Integrate GIS analysis with statistical software and other software packages and methods. Prerequisite(s): GEO 460. 4 credits.

GEO 460 — Geographic Information Systems for Environmental and Spatial Sciences
Teaches students in environmental and spatial sciences how to use geographic information systems (GIS) to visualize, query, and begin to analyze key aspects of terrain (such as elevation, slope, and aspect, landuse, landcover, and vegetation) as well as human modifications and the built environment. Input and edit georeferenced data from multiple sources such as paper maps and global positioning systems (GPS) and learn aspects of various coordinate systems and spatial database designs in order to link attribute data to inputted geographic features. Classify and symbolize data in order to create maps; embed graphs and reports in maps; and output maps in digital and paper form. Export GIS data to other software packages and import spatial data from other software packages into GIS software. Prerequisite(s): One course in an environmental science (biology, chemistry, earth science, geography, science education and environmental studies), or one course in computer science, or departmental permission. 4 credits.

GEO 461 — Geographic Information Systems for Business and Strategic Management
Teaches fundamental considerations for organizations in adopting and integrating GIS into business practices and aligning GIS with business strategy. Prerequisite(s): sophomore level standing, management/MLS. 3 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 481 — Seminar in Geographic Thought
A capstone experience for Geography majors focusing on the integration of geographic theory and geographic practice in the context of selected contemporary issues, events, or processes through a combination of seminar style discussions and field-research project based learning. The course also provides an overview of the historical and philosophical development of the discipline. Prerequisite(s): GEO 200, GEO 201, and senior standing. 4 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 model a variety of teaching strategies. The use of computer tools is expected. Prerequisite(s): three geography courses or departmental permission. 3 credits.

GEO 497 — 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(s): 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. Prerequisite(s): junior or senior status. 3 credits.

GEO 499 — Independent Study
Prerequisite(s): Departmental permission. 3 credits.

HISTORY

Troy Paddock
CHAIRPERSON
Engleman C 205
(203) 392-5639 – Fax (203) 392-8835
paddockt1@SouthernCT.edu
Department Secretary: (203) 392-5718

Stephen Amerman, Associate Professor
Polly Beals, Associate Professor
Siobhan Carter-David, Assistant Professor
Nikolaos Chrissidis, Associate Professor
Alan Friedlander, Professor
Richard Gerber, Professor
Steven Judd, Professor
Julian Madison, Associate Professor
Marie McDaniel, Assistant Professor
Virginia Metaxas, Professor
Byron Nakamura, Associate Professor
Troy Paddock, Professor
Christine Petto, Professor
Thomas Radice, Assistant Professor
Troy Rondinone, Associate Professor
Michele Thompson, Professor

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 (required for 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 Teaching Certification in Connecticut are listed in the secondary education section of the School of Education. Passing of Praxis II is one of the pre-requisites for student-teaching. Students who do not pass the exam will need to switch to the B.A. degree program.

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 — Introduction to Southeast Asia:
Southeast Asia to 1500
- HIS 106 — East Asia to 1850
- HIS 229 — Cuba and Puerto Rico
- HIS 240 — The Middle East from Muhammad to the Mongols
- HIS 241 — The Modern Middle East
- HIS 244 — Modern East Asia
- HIS 245 — History of Africa
- HIS 246 — African Politics and Culture in the 20th Century
- HIS 280 — Modern Iraq
- HIS 300 — The Vietnam War Era

For updates, go to SouthernCT.edu/academics

Southern Connecticut State University  School of Arts and Sciences 99
2013-15 Undergraduate Catalog
HIS 100 — Western Civilization I
Survey of Western Civilization from the Neolithic period through the Renaissance and Reformation. Topics include: the ancient Mesopotamians and Egyptians, the Ancient Greeks and Romans, Medieval Europe, and the Renaissance and Reformation. 3 credits.

HIS 101 — Western Civilization II
Survey of Western Civilization from the Renaissance and Reformation to modern times. Topics include: the Age of Discovery, the French Revolution, the emergence of nationalism, the colonial and imperial eras, the wars of the 20th century, and the Cold War. 3 credits.

HIS 104 — Islamic Civilization
Survey of the history of the Islamic world from 600 C.E. to present. Topics include the rise of Islam, the creation of an Islamic empire, the spread of Islam beyond the Near East, the development of Islamic law, theology, and ritual, and Islam in the modern world. 3 credits.

HIS 105 — Introduction to Southeast Asia: Southeast Asia to 1500.
Introduction to the history of the 10 countries of contemporary Southeast Asia. Examines artistic, geological, ecological, economic, linguistic, literary, medical, political, and religious patterns of the pre-modern period, ca. 500 B.C.E. to 1500 C.E. Serves as an introduction to modern Southeast Asia and its relationship to other regions of the world. 3 credits.

HIS 106 — East Asia to 1850
Survey of East Asian history from the Bronze Age to the nineteenth century. Topics include the social, political, intellectual, and religious trends of pre-modern East Asian nations, and their increasing contact with the West. Serves as an introduction to upper division courses in East Asian history. 3 credits.
HIS 110 — United States History I
America from the Colonial period to Reconstruction. Emphasis is on political, social, economic, and cultural developments. Students taking either HIS 110 or HIS 111 will not receive credit for HIS 112. 3 credits.

HIS 111 — United States History II
America from Reconstruction to the present. Emphasis is on political, social, economic, and cultural developments. Students taking either HIS 110 or HIS 111 will not receive credit for HIS 112. 3 credits.

HIS 112 — U.S. History
Economic, social, political, and cultural developments from the 17th century to the present. Students taking HIS 112 will not receive credit for HIS 110 or HIS 111. 3 credits.

HIS 150 — Critical Thinking Through Historical Biography
Development of critical thinking, writing, and reading skills through the examination of a selection of historical individuals, whose representations are analyzed through standard historical literary sources, film, and art. Students investigate historical individuals and their relations to their historical contexts through the critical analysis of primary and secondary sources. 3 credits.

HIS 162 — Connecticut
Political, economic, and social forces that exist in Connecticut; an interest in the development of Connecticut so that the student may better teach state citizenship; and an awareness of the contributions Connecticut has made to the growth of democratic government in America. Prerequisite(s): 3 credits in HIS. 3 credits.

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 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 America 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(s): 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(s): HIS 100. 3 credits.

HIS 227 — Colonial Latin America
Latin America from pre-Columbian times to Independence. 3 credits.

HIS 228 — Modern Latin America
Latin America from the revolutions to the present. 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 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 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.

For updates, go to SouthernCT.edu/academics 2013-15 Undergraduate Catalog
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 245 — History of Africa
African history from 1000 A.D. to the present. Important kingdoms, international trade, and cultural development in West Africa (sub-Saharan) Africa stressed. The 19th and 20th centuries emphasized, including African responses to colonialism. Prerequisite(s): 3 credits in HIS. 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 260 — American Revolution
An examination of the origins, events, and consequences of the American struggle for national independence and republican government. Exploring the lives of men and women: rich and poor, slave and free, Indian and settler, northern and southern, Loyalist and Patriot, soldier and pacifist, within this struggle. Includes discussions on why the colonies revolted, the legacy of the Revolution, and its meaning to ordinary Americans. Prerequisite(s): HIS 110 and ENG 112. 3 credits.

HIS 280 — Modern Iraq
History of Iraq from Ottoman times through the 1990s. 3 credits.

HIS 300 — The Vietnam War Era
Historical, cultural, social, and geopolitical aspects of the First and Second Indochina Wars. Attention to French Colonial issues; 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(s): 9 credits in HIS. 3 credits.

HIS 301 — 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(s): 9 credits in HIS. 3 credits.

HIS 303 — England and France in the Middle Ages
Origins and development of two of the dominant powers of modern Europe. Topics include: Britain and the historical Arthur, the Norman Conquest, Plantagenet kingship and the emergence of Parliament, feudal disintegration and recovery in France, and the Hundred Years War. Prerequisite(s): 9 credits in HIS. 3 credits.

HIS 304 — Renaissance and Reformation
Development of medieval institutions under the stimuli of growing capitalism and technology, new geographical discoveries, and the rediscovery of the ancient world. Prerequisite(s): 9 credits in HIS. 3 credits.
HIS 305 — Europe in the 17th Century (1600-1715)
The 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(s): 9 credits in HIS. 3 credits.

HIS 306 — Europe in the 18th Century (1715-1789)
The 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(s): 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(s): 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(s): 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 is 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(s): 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(s): 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(s): 9 credits in HIS. 3 credits.

HIS 315 — American Roots
A study of the family as a major institution in American culture, and examination of the development 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(s): 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. Prerequisite(s): 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. Prerequisite(s): 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 17th through the late 19th centuries. Prerequisite(s): 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(s): 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(s): 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(s): 9 credits in history. 3 credits.

HIS 333 — Nazi Germany
An advanced reading and discussion course concentrating on differing interpretations of Nazi Germany. Prerequisite(s): 9 credits in HIS. 3 credits.

HIS 340 — The Crusades
History of the crusades from the 11th 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(s): 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(s): 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(s): 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(s): 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(s): 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(s): 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(s): 9 credits in HIS. 3 credits.

HIS 352 — The 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(s): 9 credits in HIS. 3 credits.

HIS 353 — The Era of Civil War and Reconstruction
Nineteenth century America: 1848-1877. Focus on the sectional conflicts of the 1850s, the Civil War and its consequences, and the issues of reunion and race-relations during Reconstruction. Prerequisite(s): 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(s): 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(s): 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(s): 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(s): 9 credits in HIS. 3 credits.

HIS 359 — American Environmental History
History of the interactions between people and the environment in North America from before European contact to the present. Assesses the changes over time in human cultural views of nature, the actions those views encouraged, and the consequences of those actions for people as well as the environment. Prerequisite(s): 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(s): 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(s): 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(s): 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(s): 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(s): 9 credits in HIS. 3 credits.

HIS 367 — The 20th-Century World
Ideas, events, and movements that changed the world for better and for worse. Analysis of select problems and controversies from multiple perspectives. Prerequisite(s): 3 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(s): 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(s): 9 credits in HIS. 3 credits.

HIS 372 — The Major Powers of Latin America
This course examines the modern development of the leading countries in Latin America (Brazil, Argentina, Chile, and Mexico). The focus is on the 19th and 20th centuries. Past problems and future prospects for the entire region are discussed. Prerequisite(s): 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(s): 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(s): 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(s): 9 credits in HIS. 3 credits.

HIS 376 — Alexander the Great and the Hellenistic Age
Exploration of Alexander the Great’s conquest of the Persian Empire and the rise of the Hellenistic kingdoms until the advent of Rome (ca. 404 B.C.E.–31 B.C.E.). Topics include the fall of the Greek polis, the formation of the Hellenistic monarchies, and “Hellenism” (Greek Culture) within the contexts of Macedonia, the Near East, Egypt, and Central Asia. Lecture format with periodic discussion/debates on various historiographic issues. Prerequisite(s): 9 credits in HIS, of which 3 must be in HIS 100. 3 credits.

HIS 378 — Early China
Chinese history from the beginning of the Bronze Age to the first century B.C.E. Special emphasis on the political, social, intellectual, and religious history of the Warring States Period, the Qin dynasty, and the Western Han dynasty. Prerequisite(s): 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. Prerequisite(s): 9 credits in HIS. 3 credits.

HIS 410 — U.S. Social and Intellectual History
U.S. social and intellectual development from Colonial days to the present. Prerequisite(s): 9 credits in HIS. 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. Prerequisite(s): Two courses in the sciences, one a physical science, the other a biological or an earth science, and a course in world history. 9 credits in HIS. 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. Prerequisite(s): HIS 200 and 18 credits in history and senior status. 3 credits.

HIS 490 — Social Science — Secondary School
Current practices in teaching social studies including an examination of teaching materials and resources. For teacher-certification candidates only. 3 credits.

HIS 494 — Student Teaching — History
Guided observation and supervised student teaching in grades 7–12 in cooperating schools. Ten-week course. Prerequisite(s): HIS 490. 8 credits.

HIS 496 — Student Teaching Seminar — History
Discussion of educational issues, in particular those raised by students’ experiences in the field. To be taken concurrently with HIS 494. Prerequisite(s): HIS 490. 1 credit.

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(s): departmental permission. 3-6 credits.

HIS 499 — Independent Study
Prerequisite(s): departmental permission. 1-3 credits.

HONORS COLLEGE

Terese Gemme
DIRECTOR
Engleman B 225
(203) 392-5499 – Fax (203) 392-5496
gemmet1@SouthernCT.edu

High school students with outstanding academic ability may request to apply to the Honors College. Admissions deadlines and information about the application process may be viewed on-line at the Honors College website www.SouthernCT.edu/honorscollege.

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 Liberal Education Program requirements.

Honors College students must complete eight Honors College courses, which together replace most Liberal Education Program requirements. Four of these eight courses are specifically required: HON 150, HON 260 or 261, HON 270 or 275, and HON 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. Student will select any two additional 200-level courses to complete their requirement. Exceptions to this curriculum require the approval of the director.

Students in the Honors College are required to complete the Quantitative Reasoning requirement appropriate to their major and the Multilingual Communication and Technological Fluency requirements. It is imperative that Honors College students confer with an adviser in their major to determine if any additional Liberal Education Program requirement...
normally covered by the Honors College curriculum is required for their major.

Students who graduate from the Honors College fulfill the W-course requirement. Students who do not graduate from the Honors College but who successfully complete Honors College courses receive W-course credit as follows: students completing eight Honors courses receive credit for three W-courses; students completing six to seven Honors courses receive credit for two W-courses; students completing three to five Honors courses receive credit for one W-course; students completing fewer than three Honors courses receive no W-course credit.

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.

Honor College juniors must complete HON 350 or an approved upper-level research methods course in their major. After completing this course, students complete a two-semester departmental honors thesis or creative project (HON 494 and HON 495), and also enroll in HON 400—Research Colloquium for one credit, and HON 401—Thesis Colloquium for one-half credit. The thesis is completed in the department in which they are majoring, or any other department whose chairperson accepts them as candidates. More information on the thesis may be found at the University Honors Committee website, www.SouthernCT.edu/development/honorthesescommittee.

HONORS COLLEGE COURSES
HON 150—Introduction to Critical Inquiry
The development of skills necessary for reading, critically and for writing, 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
Examine 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 signifi cance. 3 credits.
HON 231—Male Spirit, Female Flesh: Religion and Sexuality in America
A scholarly and creative inquiry into the intersection of religion and sexuality in both the indigenous and European colonial cultures of North America. 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 254—Utopias and Dystopias
Exploration through primary sources of the philosophical, political, literary, and historical aspects of utopian thinking and its implications, including the modern disenchantment and dystopian ideas expressed in fiction and political discourse. 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.

HON 270—Science and Technology: Triumph or Tragedy?
The growth of scientific processes and knowledge with special emphasis on the 250-year period beginning with the scientific revolution. Contributions of great men and women of science are emphasized. 3 credits.

HON 275—Science and Writing
Exploration of the logic of science by examining the literature of science. While exploring fundamental principles and analyzing knowledge structures of scientific writing, students write cause-and-effect explanations of a variety of phenomena by building them up from first principles; science essays are developed using standard rhetorical devices of scientific discourse. 3 credits.

HON 280—The Research Act: Encounter of Theory & Fact
An intensive examination of the interdependence between the conceptualization of a research problem and the practice of research methods, with emphasis on social and behavioral science applications. 4 credits.

HON 290—The Language of Art
Art as a visual language. Concepts such as aesthetics, abstraction and imitation, and qualities such as shape, texture and color, studied through studio work and through lectures and readings in art history. Studio/Lecture, 4 hours. 3 credits.

HON 298—Special Topics
Examination of developments, issues and/or creative work in topics related to the various areas of knowledge. 1-3 credits.

HON 350—Research Seminar
Practical research skills and principles used in the preparation and presentation of a senior research thesis or creative project. 3 credits.
**HON 400 — Research Colloquium**  
Presentation and discussion of prospectuses and research during the research stage of Departmental Honors theses and projects. One hour discussion each week. 1 credit.

**HON 401 — Thesis Colloquium**  
Presentation and discussion of research during the preparation stage of Departmental Honors thesis or creative project. One hour discussion per week for eight weeks. 0.5 credit.

**HON 494 — Honors Prospectus**  
First semester of work during the research stage of departmental honors thesis, including the creation and presentation of the prospectus. Students must meet departmental and Liberal Education Program requirements. Prerequisite(s): Students must obtain all required signatures. 3 credits.

**HON 495 — Honors Thesis**  
Research of exceptionally high quality involving preparation of a thesis and its defense before the student’s thesis committee. Students who successfully complete and defend their project and earn a grade of B or higher graduate with departmental honors. Prerequisite(s): HON 494 and completion of an approved prospectus. 3 credits.

**HON 499 — Independent Study**  
Research and completion of a paper under guidance of a faculty sponsor. Prerequisite(s): Permission from the Honors College director. 0.5-3 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.

**INTERDISCIPLINARY COURSES**

**INQ 101 — Intellectual and Creative Inquiry**  
Seminar designed to assist first-year students in becoming enthusiastic and engaged members of the SCSU community. Seminars are organized thematically; topics vary by instructor. All seminars focus on the process of learning how to learn and cultivating the habits of mind for life-long achievement and success. Students will learn and practice the process of academic inquiry common to all university disciplines, while exploring their reasons for seeking a university education and the choices they make as first-year university students. Prerequisite(s): First-year students only. 3 credits.

**INQ 390—Peer Mentoring in the First-Year Classroom**  
This course will assist students in developing the leadership skills and knowledge necessary to become effective mentors of students in the first-year seminar classroom and beyond. The study of student development theory combined with the practice of experiential methods will provide students with an opportunity to raise their self-awareness and increase their understanding of student maturation, intercultural competence, interpersonal communication, problem-solving techniques, and group processes, as well as campus resources and referral, follow-up and support techniques. Students will increase their knowledge-base through study and develop new skills through demonstration, hands-on activities, self-reflection, role-playing, case studies, feedback, discussion, writing and revision. Prerequisite(s): Instructor permission required. 3 credits.

**INQ 391—Peer Mentoring Practicum**  
The peer mentoring practicum is a continuation of INQ 390: Peer Mentoring in the first-year classroom and provides a forum for first-year-classroom peer mentors to process, reflect upon, theorize, problem-solve, and document their experiences mentoring first-year students. Peer mentors will be required to take this course during the semester they mentor. Prerequisite(s): INQ 390 and instructor permission. Open only to approved Inquiry 101 mentors. 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 SCSU students participating in part- or full-time, short-term or semester-long foreign study on a direct-exchange program. Students are awarded transfer credits. Students must meet entrance requirements, complete all paperwork, maintain contact with the appropriate SCSU instructor while abroad, and present official transcript in a timely manner upon return. 3-15 credits.

**IDS 301 — Study Abroad, Non-Direct Exchange**  
Holding credits for SCSU students participating in part- or full-time, short-term or 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. 3-15 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 high schools 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 401 — Capstone Seminar in Interdisciplinary Studies
Students will develop methodological frameworks for and gain structured research experience in interdisciplinary studies. Students will examine the economic, socio-political, and cultural aspects of globalization and draw on three or more disciplines to formulate an original line of inquiry, research a complex problem related to globalization, and propose a solution. Final projects, which may take the form of a written proposal, or a product/deliverable in the public service, educational, technological, multi-media, fine arts, or entrepreneurial domains, will be publicly presented; all final projects will include an accompanying research journal and process analysis essay. Prerequisite(s): ENC 112 and permission of the program coordinator. 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. Prerequisite(s): 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.

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. Prerequisite(s): Passing score of Praxis I or waiver and 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. Prerequisite(s): Passing score of Praxis I or waiver and 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(s): junior or senior status. 3 credits.
Core Courses (21 credits):
JRN 200 — Basics of Journalism
JRN 201 — Reporting and Writing
JRN 225 — Multimedia Journalism
JRN 300 — News Writing
JRN 301 — The News Media in America
JRN 351 — Media Law and Ethics
JRN 375 — Courts and Crime

Journalism Electives (9 credits):
To complete the 30 credits, students select three journalism elective courses for 9 credits. Of these, a maximum of 9 credits may be for work as interns.

Journalism Elective Courses (select three):
JRN 210 — Broadcast News
JRN 230 — Fundamentals of Public Relations
JRN 240 — Race and the News
JRN 260 — Anthropology of Media
JRN 270 — Introduction to Photojournalism
JRN 302 — Political Reporting
JRN 304 — Sports Reporting
JRN 305 — News Editing
JRN 306 — News Design and Desktop Publishing
JRN 311 — Television News Workshop
JRN 320 — Writing Magazine Articles I
JRN 321 — Magazine Editing and Production
JRN 322 — Literary Journalism
JRN 330 — Public Relations Workshop
JRN 340 — Journalism Workshop I
JRN 350 — American Journalism History
JRN 375 — Courts and Crime
JRN 400 — Investigative Journalism
JRN 410 — Television News Workshop II
JRN 420 — Writing Magazine Articles II
JRN 440 — Journalism Workshop II
JRN 497 — Journalism Internship
JRN 499 — Independent Study

Journalism Internship
Journalism students in the B.S. degree program are required to complete 3 credits in an internship, and are eligible to complete up to 9 credits in one or more internships. Application for internships are planned by the student and the student’s adviser and internship coordinator at the place of the internship. Most media agencies throughout the area have accepted journalism interns from the university.

Cognate courses
Students in the B.S. degree program must select 12 credits of 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 or above. 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.

Students in the B.S. program must complete the Liberal Education Program requirements (48 credits).
MINOR IN JOURNALISM
Students begin the minor by selecting JRN 200 – Basics of Journalism. 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 135 — Journalism Technology
This course teaches journalism majors the skills and mechanics of using the technical equipment needed to be a successful journalist. Prerequisite(s): Freshman or sophomore journalism major or departmental permission. 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. Prerequisite(s): ENG 112 (JRN majors may take JRN 200 concurrent with ENG 112 with departmental permission.) 3 credits.

JRN 201 — Reporting and Writing
Intensive practice in news reporting and writing with critiques and discussions of technical and ethical problems. Prerequisite(s): JRN 200. 3 credits.

JRN 210 — Broadcast News
Techniques of reporting and evaluating news, writing and editing for radio and television news programs, including documentaries and panel shows. Prerequisite(s): ENG 112 and JRN 135 or departmental permission. 3 credits.

JRN 225 — Multimedia Journalism
Intensive practice in online journalism. Students will learn to create online multimedia news packages for an online audience. Prerequisite(s): JRN 201 and JRN 135 or departmental permission. 3 credits.

JRN 230 — Fundamentals of Public Relations
Principles, practices, and techniques of public relations in business, industry, government, and social agencies. Prerequisite(s): ENG 112. 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(s): ENG 112. 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. Prerequisite(s): 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. Prerequisite(s): JRN 135 or departmental permission. 3 credits.

JRN 300 — News Writing
Practical aspects of news gathering, news writing, and copy editing. Prerequisite(s): JRN 201 and 225. 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(s): ENG 112. 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. Prerequisite(s): 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(s): ENG 112. 3 credits.

JRN 305 — News Editing
Discussion and practice in news judgment, copy editing, headline writing, proofreading, typography, newspaper makeup, and design. Prerequisite(s): 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. Prerequisite(s): JRN 135. 3 credits.

JRN 311 — Television News Workshop
Practical aspects of broadcast news gathering, news writing, editing, and on-camera performance for television news programs. Prerequisite(s): 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(s): ENG 112. 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(s): JRN 135. 3 credits.

JRN 322 — Literary Journalism
Creative techniques in form and style in nonfiction writing through readings, writing assignments and discussions. Prerequisite(s): one 200 level journalism or writing course. 3 credits.

JRN 330 — Public Relations Workshop
A workshop in public relations covering such areas as press releases, special events, press conferences, brochures, and other printed material. Prerequisite(s): 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(s): 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. Prerequisites(s): ENG 112. 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. Prerequisites(s): JRN 101, JRN 200, or JRN 301. 3 credits.

JRN 375 — Courts and Crime
Introduction to the knowledge and techniques for covering state and federal courts. Prerequisites(s): JRN 201 and 225. 3 credits.

JRN 400 — Investigative Journalism
An examination of in-depth reporting in which students gain theoretical and practical experience in investigative journalism. Prerequisites(s): JRN 201 or departmental permission. 3 credits.

JRN 410 — Television News Workshop II
Advanced techniques and projects in writing and producing documentaries, news reports, news magazine programming with portable digital video. Prerequisites(s): JRN 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(s): 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(s): JRN 340. 3 credits.

JRN 490 — Capstone Seminar in Journalism
The journalism capstone project is the centerpiece and culmination of students’ individual projects. The end result is one unified project covering the topic/issue of impact comprised of the students’ individual projects. The final result is one unified project covering the topic/issue of impact comprised of the students’ individual projects. The unified project may include written stories, video documentaries, photographic essays, radio program broadcasts, podcasts, news broadcasts, and other possibilities. They will be presented on a website and may be presented at a public forum and/or offered as a package to local and state news media. Prerequisites(s): Completion of Tier 1 and JRN 101, 210/270, 300 and 375. 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. Prerequisites(s): departmental permission. 1-9 credits.

JRN 499 — Independent Study
Prerequisites(s): departmental permission. 1-3 credits.

JST 200 — Jewish Stories
Introduction to critical thinking skills through expository prose and fictional narratives about the Israeli-Palestinian conflict. 3 credits.

JST 204 — Introduction to Holocaust and Genocide Studies
An introduction to the field of Holocaust and genocide studies through true stories of resistance, rescue, and survival. Students investigate dimensions common to all genocides, including the deliberate social construction of the identity of the targeted group, an objectification designed to engender fear and hatred through the propagation of dehumanizing stereotypes and hate speech. As a result of interdisciplinary analyses of the causes of genocide, through historical accounts, witness literature, and film, students reflect on possible strategies for genocide prevention through modes of intervention and education. 3 credits.

For updates, go to SouthernCT.edu/academics 2013-15 Undergraduate Catalog
**JST 210 — Jewish American Literature**
An introduction to multicultural Jewish American literature from the mid-19th century to the contemporary period, with emphasis on the immigrant experience, the Holocaust, and Jewish humor. Prerequisite(s): ENG 112 and LEP Tier 1 Critical Thinking. 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. Prerequisite(s): ENG 112. 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 about the causes of the Holocaust, and 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 — 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.

**JST/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.

**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(s): LEP Cultural Expression. 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(s): 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(s): LEP Cultural Expression. 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 contracts 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(s): LEP Cultural Expression. 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

Ilene Crawford
PROGRAM DIRECTOR
PROFESSOR OF ENGLISH AND WOMEN’S STUDIES
Engleman EN D263
(203) 392-7051 – Fax (203) 392-6731
crawfordi1@SouthernCT.edu

Christine Barrett
ACADEMIC ADVISING COORDINATOR
Wintergreen 131
(203) 392-6195 – Fax (203) 392-5252
barrettc1@SouthernCT.edu

The Liberal Studies Program offers the following three degree programs for students whose objectives are not met by the University’s established majors.

BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES

The B.A. in Interdisciplinary Studies does not restrict students to a single major, but rather allows them to broaden their studies by selecting two minors of 18 credits each. Students may not select more than one existing minor from the same discipline. Self-designed interdisciplinary minors can be approved by the Liberal Studies Program Director and the Liberal Studies Academic Advising Coordinator in consultation with the Liberal Studies Committee prior to the completion of more than 9 credits in the proposed minor and the completion of 60 credits overall (75 credits for transfer students). Students who enter the B.A. Interdisciplinary Studies degree program with more than 60 credits (75 credits for transfer students) are advised that more than 120 credits may be required to complete the degree.

Like all students at the University, B.A. Interdisciplinary Studies degree earners must also satisfy the LEP requirements for the B.A. degree. A minimum 2.0 GPA is required for acceptance into the B.A. Interdisciplinary Studies degree program. A minimum 2.0 GPA is required in the themed area of concentration in order to graduate from the program. A themed concentration must include 15 or more credits of coursework at the 300-level or higher. In addition, students must also complete IDS 401W: Capstone Seminar in Interdisciplinary Studies.

BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES

The B.S. in Interdisciplinary Studies allows students to broaden their studies by selecting three minors of 18 credits each. In all other respects, the B.S. in Interdisciplinary Studies has the same requirements as the B.A. in Interdisciplinary Studies (above).

BACHELOR OF ARTS IN GENERAL STUDIES

Southern offers a B.A. in General Studies for students whose personal and professional objectives are not met by the University’s established degree programs. The B.A. in General Studies is especially attractive to non-traditional students such as part-time students, older students, returning students, students transferring credits to the University from several other institutions, and students returning to the University via the Fresh Start Option. The difference between this program and the B.A. and B.S. in Interdisciplinary Studies is that it is constructed around a 24 credit area of themed concentration rather than two or three minors. Themed concentrations must be approved by the Liberal Studies Program Director and the Liberal Studies Academic Advising Coordinator in consultation with the Liberal Studies Committee. Students who enter the B.A. General Studies degree program with more than 60 credits (75 credits for transfer students) are advised that more than 120 credits may be required to complete the degree.

Like all students at the University, B.A. General Studies degree earners must also satisfy the LEP requirements for the B.A. degree. A minimum 2.0 GPA is required for acceptance into the B.A. General Studies degree program. A minimum 2.0 GPA is required in the themed area of concentration in order to graduate from the program. A themed concentration must include 15 or more credits of coursework at the 300-level or higher. In addition, students must also complete IDS 401W: Capstone Seminar in Interdisciplinary Studies.

Students interested in determining their eligibility for the B.A. Interdisciplinary Studies, B.S. Interdisciplinary Studies, or B.A. General Studies degree can obtain further information by contacting the Academic Advisement Center, WT, (203) 392-5367.
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(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 3 credits.

LIT 310 — Mythology
Greek and Roman myths that have influenced the literature, art, speech of Western civilization. Prerequisite(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 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, Dostoyevsky, and Turgenev. Texts are read in English. Prerequisite(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 3 credits.

LIT 346 — Russian Short Story
Study of Flaubert, Maupassant, Dostoyevsky, Tolstoy, Leskov, Chekhov, Babel, Zamyatin, Zoshchenko, Olesha, and Solzhenitsyn. Texts, lectures, and class discussion in English. Prerequisite(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 3 credits.

LIT 350 — European Novel and Short Story 1850-1900
Study of Flaubert, Maupassant, Dostoyevsky, Tolstoy, Leskov, Chekhov, Gogol, Turgenev, Dostoyevsky, Tolstoy, Leskov, Chekhov. Prerequisite(s): LEP Cultural Expression. 3 credits.

LIT 352 — European Novel and Short Story 1900-1945
Study of the representative prose writers of the world from 1900-1945, such as Gide, Mann, Kafka, and Malraux. Prerequisite(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 3 credits.

LIT 356 — 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(s): LEP Cultural Expression. 3 credits.
LIT 370 — Contemporary French Novel
Study of selected novels of Proust, Gide, Mauriac, Celine, Malraux, Sartre, Camus, Beckett, and Robbe-Grillet. Prerequisite(s): LEP Cultural Expression. 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(s): LEP Cultural Expression. 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 read in English translation. Prerequisite(s): LEP Cultural Expression. 3 credits.

LIT 406 — Classical Drama
A study of Greek and Roman tragedy and comedy. Prerequisite(s): LEP Cultural Expression. 3 credits.

LIT 430 — Modern World Drama: Ibsen to O'Neill
The major styles (naturalism, realism, impressionism, expressionism, symbolism) are examined in the plays of Ibsen, Shaw, Chekhov, Strindberg, Pirandello, and O'Neill. Prerequisite(s): LEP Cultural Expression. 3 credits.

LIT 431 — Contemporary Drama: Brecht to the Present
Dramatic literature since 1930, including plays of Brecht, Anouilh, Genet, Durrenmatt, Beckett, Albee, and Pinter. Prerequisite(s): LEP Cultural Expression. 3 credits.

LIT 487 — History of Literary Criticism
Major literary theories from Plato to the present. Prerequisite(s): LEP Cultural Expression. 3 credits.

LIT 488 — Seminar in World Literature
Intensive study of a major writer or a selected topic, with subject changing each term. Prerequisite(s): LEP Cultural Expression. 3 credits.

MARINE STUDIES

Vincent T. Breslin
COORDINATOR
PROFESSOR OF SCIENCE EDUCATION AND ENVIRONMENTAL STUDIES
(203) 392-6602 – Fax (203) 392-6614
breslinv1@SouthernCT.edu

James Tait
ASSOCIATE PROFESSOR OF SCIENCE EDUCATION AND ENVIRONMENTAL STUDIES
(203) 392-5838
taitj1@SouthernCT.edu

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 and structured 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 the scientific, environmental, policy and management, geographic, historical, or literary aspects of the coasts and ocean can participate in the 18 credit minor.

Students entering the program would ideally take at least one of the two introductory courses, MAR 150 and one of the following: MAR 140 or ESC 106 or ESC 220. This would be followed by two focus courses, MAR 250 and MAR 340. The capstone experience would consist of taking at least one of either MAR 460 or MAR 491. The capstone courses provide an integration of the cumulative learning the students have pursued in the program. In completing the requirements for the program, students can choose courses from the electives list or take additional courses from the core list. Biology students are encouraged to take BIO 430 (prerequisites BIO 102-103, CHE 120). Earth science students are encouraged to take ESC 421. (Please review prerequisites for ESC 421.) The program provides for flexibility and accommodation of individual interests so students should consult with the program coordinator to optimize her/his course of study.

The marine studies minor is well suited for science and non-science majors interested in learning more about the Connecticut coastline, Long Island Sound, coastal and marine processes and environmental issues. Courses provide students an opportunity to learn science and its application to environmental problems 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 science, 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. In combination with a science major, the minor would help to prepare students for graduate studies in marine science. 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.
Core
Students must complete a minimum of five of the following courses:

MAR 140 — The World Ocean
MAR 150 — Coastal Marine Studies
MAR 200 — Seemanship and Piloting
MAR 201 — Marine Field Study
MAR 250 — Introduction to Coastal and Marine Pollution
MAR 340 — Coastal Environments and Processes
MAR 460 — Field and Laboratory Techniques in Marine Studies
MAR 491 — Seminar in Marine and Environmental Studies

Elective
The remaining course may be selected from the list of core courses above or from the following list:

MAR 200 — Seemanship and Piloting
MAR 201 — Marine Field Study
MAR 298 — Special Topics in Marine Studies
MAR 398 — Special Topics in Marine Studies
MAR 498 — Advanced Special Topics in Marine Studies
MAR 499 — Independent Study and Research

No more than two 100-level courses may be used to satisfy the requirements of the program.

MARINE STUDIES COURSES

MAR 140 — The World Ocean
Introduction to contemporary marine environmental science, focusing on the relationship between marine systems and current marine environmental concerns. Open to non-science majors. 3 credits.

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 — Seemanship 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 underwater studies. Credit may not be earned for both MAR 200 and 201. Prerequisite(s): advanced swimming ability. 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(s): MAR 140 or MAR 150 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.

MAR 340 — Coastal Processes/Environment
Various coastal environments, their origins, and the processes that shape them including impacts of humans. Prerequisite(s): ENG 111, MAT 100 or MAT 102 or higher, and one of the following: MAR 140, MAR 150, ESC 320. 3 credits.

MAR 460 — Field and Laboratory Techniques in Marine Studies
Investigations of regional environmental processes and problems using state-of-the-art instrumentation and techniques. Prerequisite(s): either MAR 250 or MAR 340. 4 credits.

MAR 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. Prerequisite(s): MAR 150 or ENV 100 and 200. 3 credits.

MAR 499 — Independent Study and Research
Provides properly qualified students an opportunity for independent study and/or research in selected topics in marine studies. Prerequisite(s): departmental permission. 1-3 credits.

MATHEMATICS

Therese Bennett
Chairperson
Engleman D 115
(203) 392-6997 – Fax (203) 392-6808
bennett1@southernCT.edu
Department Secretary: (203) 392-5576

Therese Bennett, Professor
Leon Brin, Professor
Braxton Carrigan, Assistant Professor
Aaron Clark, Associate Professor
Alain D’Amour, Professor
Richard DeCesare, Associate Professor
Emmett Dennis, Associate Professor
Maria Diamantis, Professor
Joseph Fields, Professor
Ross Gingrich, Associate Professor
Jooyoun Hong, Associate Professor
Pichai Intarapanich, Associate Professor
Martin Hartog, Professor
Jooyoun Hong, Associate Professor
Pichai Intarapanich, Associate Professor
John Kavanagh, Professor
Klay Kruczek, Assistant Professor
Raymond Mugno, Professor
Marie Nabbout-Cheiban, Assistant Professor
Valeriu Pinciu, Professor
John Scheuermann, Assistant Professor
Robert Vaden-Goad, Associate Professor
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 320 — Probability and Statistics I
- MAT 375 — Abstract Algebra I
- MAT 450 — Analysis
- MAT 488 — Seminar in Mathematical Modeling or MAT 498 — Seminar in Mathematics

Each student selects, with the approval of a departmental adviser, three additional mathematics courses from the following list:

- MAT 207 — Mathematics for Middle School Teachers
- MAT 245 — Differential Equations
- MAT 300 — History of Mathematics
- MAT 321 — Mathematical Statistics
- MAT 322 — Numerical Analysis I
- MAT 325 — Design of Experiment
- MAT 326 — Regression Analysis
- MAT 360 — Foundations of Geometry
- MAT 370 — Number Theory
- MAT 375 — Abstract Algebra II
- MAT 376 — Discrete Mathematics
- MAT 405 — Elem. Math. from an Advanced Standpoint
- MAT 488 — Seminar in Mathematical Modeling
- MAT 498 — Seminar in Mathematics

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 245 — Differential Equations
- MAT 320 — Probability and Statistics I
- MAT 322 — Numerical Analysis I
- MAT 378 — Discrete Mathematics
- MAT 488 — Seminar in Mathematical Modeling

One additional course from among:

- MAT 321 — Mathematical Statistics
- MAT 325 — Design of Experiments
- MAT 376 — Abstract Algebra I
- MAT 450 — Analysis
- MAT 480 — Topology

Also required are two additional cognate courses beyond those used to satisfy the Liberal Education Program 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 one of MAT 178, MAT 250, or 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 Liberal Education Program 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 based on the results of the mathematics placement process used by Southern. Additional information about the placement process 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 or both MAT 221 and 320.
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 095 — 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**
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. Prerequisite(s): "C-" or better in MAT 095 or appropriate mathematics placement. 3 credits.

**MAT 102 — Intermediate Algebra (Extended)**
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. Prerequisite(s): MAT 095 or MAT 101 or appropriate mathematics placement. 3 credits.

**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(s): MAT 100 or 102, or appropriate mathematics placement. 3 credits.

**MAT 105 — Mathematics for Elementary Education I**
Problem solving, mathematical reasoning, sets, whole numbers, number systems, number theory and integers. Required of all students in an elementary school certification program. Does not satisfy the Liberal Education Program Quantitative Reasoning requirement. Prerequisite(s): MAT 100, 102, 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(s): MAT 105. 3 credits.

**MAT 107 — Elementary Statistics**
Topics include measures of central tendency and measures of variation; elements of probability; random variables; introduction to estimation and hypothesis testing; linear regression analysis. Graphing calculator approved by the instructor is required. Prerequisite(s): MAT 100 or MAT 102 or appropriate mathematics placement. 3 credits.

**MAT 108 — Mathematics for the Natural Sciences**
Elementary mathematical modeling using linear functions, exponential functions, and power functions. Additional topics include logarithms, curve sketching, and curve fitting. Examples from the natural sciences. Graphing calculator approved by the instructor is required. Prerequisite(s): MAT 100 or MAT 102 with a grade of C- or better or appropriate mathematics placement. 3 credits.

**MAT 120 — College Algebra**
Algebraic problem solving and quantitative reasoning skills needed for business and social science majors; 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. Prerequisite(s): C- or better in MAT 100 or MAT 102, or appropriate mathematics placement. 3 credits.

**MAT 122 — Precalculus**
Functions and their graphs, polynomial functions and their zeros, exponential and logarithmic functions, trigonometric functions and analytic trigonometry. Function modeling data and problems from the sciences. Graphing calculator approved by the instructor is required. Prerequisite(s): "C-" or better in MAT 100 or MAT 102, or appropriate mathematics placement. 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(s): MAT 120 or appropriate mathematics placement. 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. Graphing calculator approved by the instructor is required. Prerequisite(s): "C-" or better in MAT 120 or 122, or appropriate mathematics placement. 3 credits.

**MAT 150 — Calculus I**
Functions, limits, differentiation of algebraic and trigonometric, exponential, and logarithmic functions with applications, indeterminate forms, elementary integrations, Riemann sums. Graphing calculator approved by the instructor is required. Prerequisite(s): "C-" or better in MAT 120 or MAT 102, or appropriate mathematics placement. 4 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(s): "C-" or better in MAT 150. 4 credits.

**MAT 178 — Elementary Discrete Mathematics**
Set theory, logic, methods of proof, relations and functions, mathematical induction, recursion, graph theory, and algorithms. Prerequisite(s): MAT 120 or 122, and one of CSC 102, 152. 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(s): MAT 120 or 122 or appropriate mathematics placement. 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(s): "C-" or better in 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(s): "C-" or better in 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(s): "C-" or better in MAT 151. 4 credits.

MAT 260 — Geometry and the Arts
Provides students with an adequate geometric background allowing them to understand basic Euclidean geometry. The course will enable students with basic tools for geometric reasoning and proof and will promote their geometric thinking skills. Throughout the course, students will explore and appreciate the use of geometry in the arts. They will identify, analyze, replicate and produce artwork using geometric transformations. Prerequisite for students in LEP: Tier 1—Critical Thinking and MAT 103 or higher. Prerequisite(s): for students who are not in LEP: MAT 103 or higher. 3 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(s): 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. Prerequisite(s): "C-" or better in both 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(s): 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. Prerequisite(s): CSC 152 and "C-" or better in MAT 151. 4 credits.

MAT 325 — Design of Experiments
Fundamental concepts in the design of experiments: review of statistical inference, completely randomized designs, randomized block designs, Latin Square designs, factorial experiments, confounding, and fractional replications. Prerequisite(s): MAT 221 or MAT 320. 3 credits.

MAT 326 — Regression Analysis
Model building and analysis focusing on regression. Topics include method of least squares, ANOVA, model assumptions, inferences about parameters, residual analysis, model adequacy, dummy variables, non-linear terms, pitfalls, and limitations. Prerequisite(s): MAT 320 or MAT 221. 3 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(s): "C-" or better in MAT 250. 3 credits.

MAT 370 — Number Theory
Introduction to mathematical reasoning and rigor. Prime numbers, divisibility, the Fundamental Theorem of Arithmetic, congruencies and modular arithmetic, fundamental number theoretic functions, and an introduction to Diophantine equations. Prerequisite(s): 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. Prerequisite(s): "C-" or better in MAT 150. 3 credits.

MAT 375 — Abstract Algebra I
Introduction to the study of algebraic structures. Topics include binary operations, abstract groups, cyclic and permutation groups, homomorphisms, isomorphisms, normal subgroups, quotient groups, and a brief introduction to rings and fields. Prerequisite(s): "C-" or better in both MAT 250 and 372. 3 credits.

MAT 376 — Abstract Algebra II
Study of rings, and fields. Topics include rings, ideals, homomorphisms, polynomial rings, integral domains, divisibility, irreducibility criteria, field extensions, in its 16th, geometric constructions and elements of Galois Theory. Prerequisite(s): MAT 375. 3 credit.

MAT 378 — Discrete Mathematics
Rigorous introduction to the basic elements of discrete mathematics: recursion, combinatorics, and graph theory. Prerequisite(s): CSC 152, "C-" or better in MAT 151, and "C-" or better in 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(s): 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. Prerequisite(s): 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(s): "C-" or better in both 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. Prerequisite(s): "C-" or better in both MAT 250 and 372. 3 credits.

MAT 488 — Seminar in Mathematical Modeling
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. Prerequisite(s): MAT 320, CSC 152, and "C-" or better in both MAT 252 and 372. 3 credits.

MAT 490 — 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 teacher-certification candidates only. 3 credits.

MAT 494 — Student Teaching — Mathematics
Guided observation and supervised student teaching in grades 7–12 in cooperating schools. Ten-week course. Prerequisite(s): MAT 490. 1 credit.

MAT 496 — Student Teaching Seminar — Mathematics
Discussion of educational issues, in particular those raised by students’ experiences in the field. To be taken concurrently with MAT 494. Prerequisite(s): MAT 490. 1 credit.

MAT 497 — Internship
A supervised internship offering practical business, industry or government experience which relates to the student’s specialization. Prerequisite: senior status in the B.S. degree program in Applications of Mathematics, mathematics GPA of 2.7, overall GPA 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(s): 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(s): departmental permission. 1-4 credits.

MEDIA STUDIES

Wesley O’Brien
CHAIRPERSON
Temporary 6, Room 119
(203) 392-5884 – Fax (203) 392-5242
obrienw1@SouthernCT.edu
Department Secretary: (203) 392-5157

Karen Burke, Associate Professor
Rosemarie Conforti, Associate Professor

Charlene Dellinger-Pate, Associate Professor
Wesley O’Brien, Associate Professor

MAJOR IN MEDIA STUDIES

The B.A. degree program 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 on 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 (21 Credits)

MDS 200 — How Media Means
MDS 222 — Media Theory
MDS 245 — Introduction to Media Studies
MDS 280 — Media Issues and Problems
MDS 333 — Media Research
MDS 442 — Media Criticism
MDS 482 — Seminar in Media Studies

Media Studies Electives (12 credits)

Select four MDS courses in consultation with your adviser.

Electives (9 credits)

Any MDS courses or courses selected from the following:

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/AVS 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

Other courses may be taken with departmental permission.
MINOR IN FILM STUDIES
The Film Studies Minor consists of 18 credits. Students study film from a theoretical perspective in a variety of critical contexts. Nine credits are required core courses (MDS 224, MDS 324, ENG 371), and 9 credits are selected by the student with advisement of the minor coordinator. Students considering the minor in Film Studies should consult with Wesley O’Brien, Film Studies coordinator, and complete a declaration form.

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 9 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 101 — Media Persuasion and Everyday Life
An exploration of classical forms of persuasion as compared to the form and structure of persuasion in contemporary media sources (e.g., mass media advertising, opinion news, political messages, etc.) and the way these sources exemplify, modify, and/or avoid these classic forms. 3 credits.

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 Media Studies
Provides an introduction to the field of media studies by studying forms of the mass 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(s): 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(s): MDS 200 or departmental permission. 3 credits.

MINOR IN FILM STUDIES
MDS 320 — Propaganda in Media
Explores historical and current perspectives of propaganda in various forms that affect and shape attitudes, perceptions, beliefs, and behavior. It explores propaganda at institutional and personal levels. Prerequisite(s): ENG 112 and LEP Tier 1 Critical Thinking Requirement. 3 credits.

MDS 324 — Reading Film II: Approaches to International Film
A critical exploration of cinematic forms and their social, economic, and cultural contexts that depart significantly from (and are at times a reaction to) films constructed in the classical Hollywood style. Prerequisite(s): MDS 200 or MDS 224, 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(s): ENG 112 or MDS 280 or departmental permission. 3 credits.

MDS 350 — Resistive Vernaculars: Hip Hop, Rap, and Signifying
Analyses and critiques the historical, cultural, and artistic elements of Hip Hop and Rap from the Signifying/ Monkey legend to contemporary trends and assesses its position in various mediated texts. Prerequisite(s): 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(s): 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. Prerequisite(s): MDS 200 and 245. 3 credits.

MDS 375 — Television, Comedy, Culture
Explores the relationship between television comedy and the American culture past and present. Through postmodern and comedy theory, students study television as a commercial enterprise, its potential and effectiveness for moral agenda, and its impact on cultural attitudes. Prerequisite(s): junior or senior status. 3 credits.

MDS 380 — Hidden Agendas in the Media
Explores students to multiple mainstream and alternative media channels and examines roles each play in shaping and defining our cultural and political world. Prerequisite(s): ENG 112 and junior or senior status. 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(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): MDS 200, 222, 245, 280, 333, and 442. 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. Prerequisite(s): 12 credit hours in MDS and/or departmental permission. 1-6 credits.

MDS 499 — Independent Study
Prerequisite(s): Departmental permission. 1-6 credits.

MUSIC

Jonathan Irving
CHAIRPERSON
Earl Hall 120
(203) 392-6625 – Fax (203) 392-6637
irvingj2@SouthernCT.edu
Department Secretary: (203) 392-6625

David Chevan, Professor
Terese Gemme, Professor
Craig Hlavac, Assistant Professor
Jonathan Irving, Professor
Mark Kuss, Professor

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 — 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, literature, and 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).
Required Courses (12 credits)
MUS 210 — Music History I  
MUS 211 — Music History II  
MUS 225 — Music Theory I  
MUS 226 — Music Theory II  
Complete two of the following (6 credits)
MUS 220 — Musicianship I  
MUS 221 — Musicianship II  
MUS 231 — Voice Class I  
MUS 232 — Voice Class II  
MUS 235 — Guitar I  
MUS 236 — Guitar II  
MUS 237 — Fundamentals of Piano I  
MUS 238 — Fundamentals of Piano II  
MUS 300 — Beethoven  
MUS 301 — American Music  
MUS 302 — Baroque Music  
MUS 303 — The Classic Era  
MUS 304 — The Romantic Era  
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  
MUS 328 — Electronic Music  
MUS 399 — Independent Study  

MUS 499 — Independent Study  
MUS 428 — Electronic Music  
MUS 314 — Music of the Jewish People  
MUS 313 — Musical Experience of the Last Two Decades  
MUS 309 — Popular Music  
MUS 300 — Beethoven  
MUS 313 — Musical Experience of the Last Two Decades  
MUS 314 — Music of the Jewish People  
MUS 328 — Electronic Music  
MUS 399 — Independent Study  

MUS 106 — Orchestra  
MUS 105 — University Band I  
MUS 104 — University Band I  
MUS 103 — The Classic Era  
MUS 102 — University Choir  
MUS 109 — Stage Band  
MUS 102 — University Choir  
MUS 109 — Stage Band  
MUS 105 — University Band II  
MUS 104 — University Band I  
MUS 103 — The Classic Era  
MUS 102 — University Choir  
MUS 109 — Stage Band  
MUS 105 — University Band II  
MUS 104 — University Band I  
MUS 103 — The Classic Era  
MUS 102 — University Choir  
MUS 109 — Stage Band  

In addition, the student pursuing a minor in music must participate in a performing group for three semesters.

MUSIC COURSES  
MUS 102 — University Choir  
MUS 104 — University Band I  
MUS 105 — University Band II  
MUS 106 — Orchestra  
MUS 109 — Stage Band  
MUS 200 - 208 — Small Ensembles  
MUS 215 — Guitar Harmony  
MUS 210 — Music History I  
MUS 211 — Music History II  
MUS 215 — Guitar Harmony  
MUS 220 — Musicianship I  
MUS 221 — Musicianship II  
MUS 226 — Music Theory II  
MUS 227 — Music Theory II  
MUS 228 — Electronic Music  
MUS 229 — Independent Study  

MUS 210 — Music History of the Western World  
MUS 211 — Music in World Culture  
MUS 141 — Applied Music  
MUS 142 — Applied Music  
MUS 171 — Chamber Singers  
MUS 200 - 208 — Small Ensembles  
MUS 210 — Music History I  
MUS 211 — Music History II  
MUS 215 — Guitar Harmony  
MUS 220 — Musicianship I  
MUS 221 — Musicianship II  
MUS 226 — Music Theory II  
MUS 227 — Music Theory II  
MUS 228 — Electronic Music  
MUS 229 — Independent Study  

MUS 110 — Music History of the Western World  
MUS 115 — Music in World Culture  
MUS 141 — Applied Music  
MUS 142 — Applied Music  
MUS 171 — Chamber Singers  
MUS 200 - 208 — Small Ensembles  
MUS 210 — Music History I  
MUS 211 — Music History II  
MUS 215 — Guitar Harmony  
MUS 220 — Musicianship I  
MUS 221 — Musicianship II  
MUS 226 — Music Theory II  
MUS 227 — Music Theory II  
MUS 228 — Electronic Music  
MUS 229 — Independent Study  

For updates, go to SouthernCT.edu/academics
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(s): MUS 225. Corequisite(s): 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 241—Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required. Prerequisite(s): MUS 141, 142, and departmental permission. 0.5 credit.

MUS 242—Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required. Prerequisite(s): MUS 141, 142, 241, and departmental permission. 0.5 credit.

MUS 300—Beethoven
A general survey of Beethoven’s life and music, with special emphasis on his nine symphonies. Prerequisite(s): MUS 110 or 210. 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(s): MUS 110, 115, or 210. 3 credits.

MUS 302—Baroque Music
Vocal and instrumental music of the Baroque Era, from the birth of the opera to the masterpieces of Handel and Bach. Prerequisite(s): MUS 110 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(s): MUS 110 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, with emphasis on the influence of Beethoven. Prerequisite(s): MUS 110 or 210. 3 credits.

MUS 308—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(s): MUS 110 or 210. 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(s): 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(s): 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(s): 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(s): MUS 110, 115, or 210. 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(s): MUS 110, MUS 115, or MUS 210. 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 of the Holocaust, and the contemporary American Jewish music scene. 3 credits.

MUS 320—Machshiva III
Continuation of MUS 221. Training in the aural recognition, singing, playing, 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(s): MUS 221. Corequisite: MUS 325. 2 credits

MUS 321—Machshiva IV
Continuation of MUS 220. Training in the aural recognition, singing, playing, 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(s): MUS 320. Corequisite: MUS 326. 2 credits.
MUS 325 — Music Theory III  
Continuation of MUS 226. Ninth chords, in melodic settings and harmonic progressions. Use of non-chordal tones, including suspensions, anticipations, and appoggiaturas. Principles of form in music. Analysis of chord progressions found in contemporary music, including introductions, modulations, and deceptive cadences. Prerequisite(s): MUS 226. Corequisite: MUS 320. 3 credits.

MUS 326 — Music Theory IV  
Continuation of MUS 325. Advanced principles of modern chord progressions including the minor mode. Alternative harmonizations of standard progressions. Analysis of selected examples of music. Introduction to Schenkerian analysis. Prerequisite(s): MUS 325. Corequisite: MUS 321. 3 credits.

MUS 330 — Improvisation in Contemporary Music Culture  
Advanced concepts of musical improvisation. Emphasis on imitating and assimilating the improvisational language of a single musician’s creative work. This process will be enhanced by discussing, utilizing, and synthesizing the values that underlie the LEP program. Prerequisite(s): Instructor permission. 3 credits.

MUS 341 — Applied Music  
Private instrumental/vocal instruction. Available only to music majors. Audition required. Prerequisite(s): MUS 141, 142, 241, 242, and departmental permission. 0.5 credit.

MUS 342 — Applied Music  
Private instrumental/vocal instruction. Available only to music majors. Audition required. Prerequisite(s): MUS 141, 142, 241, 242, 341, and departmental permission. 0.5 credit.

MUS 420 — Improvisation I  
Improvisation in theory and practice. Hands-on development of the musical vocabulary of improvisation of jazz, Indian classical music, and other world cultures. Application of melody-harmony relationships to instrumental/vocal performance. Techniques for the composition and improvisation of original melodies with emphasis on melodic sequences, nuance, and mixed rhythmic patterns. Prerequisite(s): MUS 221 and 226, or departmental permission. 2 credits.

MUS 421 — Improvisation II  
Continuation of MUS 420. Improvisation in theory and practice. Application of advanced melodic/harmonic relationships to instrumental/vocal performance. Emphasis on styles, group performance, and analysis of selected idioms and their application to individual creative expression. Prerequisite(s): MUS 420. 2 credits.

MUS 425 — Advanced Form and Analysis  
Melodic, harmonic, and contrapuntal analysis of representative works of the eighteenth, nineteenth and twentieth centuries. Prerequisite(s): MUS 326. 3 credits.

MUS 428 — Electronic Music  
Exploration of the basic concepts involved in electronic sound and electronic sound production. 3 credits.

MUS 429 — Producing Music Using Electronic Media  
An introduction to creating music for commercials, jingles—audio buttons and corporate logos—as well as other commercial applications using electronic media. Prerequisite(s): MUS 428. 3 credits.

MUS 430 — Advanced Audio Recording, Editing, and Sound Manipulation  
Recording and editing audio — for musical and commercial purposes. Prerequisite(s): MUS 428. 3 credits.

MUS 441 — Applied Music  
Private instrumental/vocal instruction. Available only to music majors. Audition required. Prerequisite(s): MUS 141, 142, 241, 242, 341, 342, 441, and departmental permission. 0.5 credit.

MUS 442 — Applied Music  
Private instrumental/vocal instruction. Available only to music majors. Audition required. Prerequisite(s): MUS 141, 142, 241, 242, 341, 342, 441, and departmental permission. 0.5 credits.

MUS 499 — Independent Study  
Prerequisite(s): Departmental permission. 1-3 credits.

PHILOSOPHY

Armen T. Marsoobian  
CHAIRPERSON  
Engleman D 215A  
(203) 392-6775 – Fax (203) 392-6779  
marsoobiana1@SouthernCT.edu  
Department Secretary; (203) 392-6777

Terrell W. Bynum, Professor  
Eric Cavallero, Associate Professor  
Ken W. Gatzke, Professor  
Rex Gilliland, Associate Professor  
Krystyna Gorniak-Kocikowska, Professor  
Chelsea Harry, Assistant Professor  
Heidi Lockwood, Associate Professor  
Armen T. Marsoobian, Professor  
David Pettigrew, Professor  
Richard Volkman, Professor  
Xiaomei Yang, Associate Professor

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
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

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 latter Mohists, the Yin-Yang school, Mahayana Buddhism, Chanism, 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 222 — The Creative Process
Examination of debates about the creative process and includes creative projects in a range of disciplines. 3 credits.

PHI 296 — Ancient Philosophy: Pre-Socrates 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. Prerequisite(s): PHI 296. 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 forms; Zionism; contemporary Jewish religious and ethical responses to modernity; ecumenical dialog. Prerequisite(s): 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, Ecumenism, and theologies of Liberation. Prerequisite(s): LIT 302 or PHI 207. 3 credits.

PHI 303 — The History of Islamic Thought
Examination of Muslim beliefs and practices, origus of Islamic religious ideas in historical perspective: Muhammad, Quran, religious law, philosophy, theology, mystical sects, modern trends. Prerequisite(s): 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(s): PHI 296. 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(s): PHI 296. 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(s): 3 credits in PHI 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. Prerequisite(s): 3 credits in PHI 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(s): 3 credits in PHI 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(s): 3 credits in PHI 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(s): 3 credits in PHI 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. Prerequisite(s): 3 credits in PHI 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 in medicine and biology, genetics, interventions in human birth, human experimentation, abortion, health-care delivery, euthanasia, life prolongation, etc. Prerequisite(s): 3 credits in PHI or junior or senior status in 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(s): 3 credits in PHI or junior or senior status in relevant major. 3 credits.

PHI 327 — Moral Problems in the Law
Examination of the moral and philosophical problems in the law such as privacy, due process, and the death penalty. Prerequisite(s): 3 credits in PHI 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(s): 3 credits in PHI. 3 credits.

PHI 340 — Political Philosophy: Virtue and the Good Society
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. Prerequisite(s): 3 PHI credits. 3 credits.

PHI 342 — Political Philosophy: Legitimacy and its Limits
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. Prerequisite(s): 3 PHI credits. 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(s): 3 credits in PHI. 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(s): 3 credits in PHI. 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(s): 3 credits in PHI 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(s): 3 credits in PHI 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(s): 3 credits in PHI or relevant major. 3 credits.

PHI 398 — Special Topics in Philosophy
Reflection on recent developments, issues, and/or creative work in the field of PHI. 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(s): 6 credits in religious studies. 3 credits.

PHI 408 — Phenomenology and Existentialism
Parallel themes of existentialism are introduced, concomitantly, in Dostoyevsky’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(s): 6 credits in PHI. 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(s): 6 credits in PHI. 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(s): 6 credits in PHI. 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(s): 6 credits in PHI. 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(s): 6 credits in PHI 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(s): 6 credits in PHI. 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(s): 12 credits in PHI. 3 credits.

PHI 498 — Special Topics in Philosophy
Reflection on recent developments, issues, and/or creative work in the field of PHI. 3 credits.

PHI 499 — Independent Study
Prerequisite(s): 12 credits in PHI or departmental permission. 1-3 credits.

PHYSICS

Christine Broadbridge
CHAIRPERSON
Jennings 108
(203) 392-6450 – Fax (203) 392-6466
broadbridgc1@SouthernCT.edu

Department Secretary: (203) 392-6450

Akbar Bidarian, Professor
Christine Broadbridge, Professor
Karen Cummings, Professor
James Dolan, Professor
Matthew Enjalran, Associate Professor
Elliott Horch, Associate Professor
Todd Schwendemann, Assistant Professor

MAJOR PROGRAMS IN PHYSICS

The Physics Department offers three Bachelor of Science degree options (general program, engineering concentration, and secondary education) as well as a Bachelor of Arts degree in physics.

Upper level students typically participate in research with faculty mentors. Projects currently in progress include nanomaterial science, atomic force and electron microscopy, correlated many-body physics, astronomical studies of binary stars, research on the learning and teaching of physics, theoretical condensed matter physics, fluorescence spectroscopy, fiber optics, and superconductivity.

All physics majors complete the following courses:
- PHY 230 and 231 — Physics for Scientists and Engineers I and II
- PHY 309 — Modern Physics
- PHY 370 — Modern Physics Laboratory
- PHY 461 — Methods in Physics Research
- PHY 471 — Capstone Experience in Physics
- MAT 150, 151, 152, 251 — Calculus I, II, and III
- MAT 245 — Differential Equations
- CHE 120 and 121 — General Chemistry I and II

To be awarded credit towards a degree in physics, a grade of “C-” or higher must be earned in each of the following courses: PHY 230, 231, 309, and 370.

Students must complete the Liberal Education Program requirements appropriate to their specific degree program, and should consult with their faculty adviser to select courses for this purpose.

Bachelor of Science Degree in Physics - General

The general program emphasizes inquiry in depth into the central principles, analytical techniques, and key applications of physics. The program requirements form the core of the preparation expected for graduate study in fundamental and applied physics, or for initial positions in physics-based careers. 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 minimum requirement in physics is 39 credits.

In addition to the courses listed above that are required of all physics majors, students in the B.S. degree program in physics general must complete the following:
- PHY 400 - 401 — Classical Mechanics I and II
- PHY 406 — Electricity and Magnetism
- Additional courses in physics totaling at least 12 credits, no more than 8 of which may be numbered below PHY 220.

One course in computer science, numbered CSC 102 or higher.

Students planning to be professional physicists are encouraged to pursue additional courses, independent study, and research beyond the minimum requirement, in physics, mathematics, and other related fields.

Bachelor of Science Degree in Physics - Engineering Concentration

This newly-instituted program is designed for students whose primary interest is in the applications of physics in engineering and advanced technology. The engineering concentration integrates intensive study of the underlying science with training in the practice of engineering. An engineering education requires a solid scientific foundation based on principles of mathematics and physics. Some of the technological fields that require a strong background in physics include materials science, nanotechnology, telecomm-
communications, digital imaging, renewable energy systems, and microelectronics. The engineering concentration provides the opportunity to prepare for employment or graduate study in any of these critical areas of innovation. There is also an increasing emphasis on connections among scientific and engineering fields and this degree program provides excellent preparation for an interdisciplinary future. The engineering concentration also offers a valuable preparation for technology-oriented careers in business management and marketing. The minimum requirement in physics and engineering courses is 37 credits.

In addition to the courses listed above that are required of all physics majors, students in the B.S. degree program in physics—engineering concentration must complete the following:

- **EGR 151 — Engineering Concepts**
- **PHY 251/EGR 251 — Engineering Mechanics I: Statics**
- **PHY 355 — Electromagnetics**
- **PHY Electives - minimum of 9 credits selected from the following courses: 220, 340, 398, 400, 405, 406, 410/411, 415, 430, 440, 461, 499**
- or other physics courses at the 200 level or above with permission from the chair.

  **Computer Science - minimum of 6 credits selected from the following courses:**
  - **CSC 152, 153, 207, 341, 370, or 375,**
  - or other CSC courses with permission from the Physics Department chair.

A minor in either computer science, chemistry or general management or an additional 12 credits in physics, engineering or mathematics.

**Bachelor of Science in Physics - Secondary Education**

The department is actively involved in the preparation of science teachers. The minimum requirement in physics is 30 credits. Students who successfully receive the B.S. degree and pass Praxis II will be recommended for Initial Teacher Certification.

In addition to the courses listed above that are required of all physics majors, students in the Bachelor of Science in physics/secondary education must complete the following:

- **PHY 400 — Classical Mechanics I**
- **PHY 406 — Electricity and Magnetism**
- **Additional courses in physics totaling at least 6 credits.**

The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of the School of Education.

**Bachelor of Arts in 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. It also develops advanced skills in quantitative and analytical thinking for a career in business, law, medicine, or other professions. Students may elect to pursue a double major in physics and education. The minimum requirement in physics is 30 credits.

In addition to the courses listed above that are required of all physics majors, students in the B.A. degree program in physics must complete the following:

- **PHY 400 — Classical Mechanics I**
- **PHY 406 — Electricity and Magnetism**
- **Additional courses in physics totaling at least 6 credits.**

**MINOR IN PHYSICS**

The student should complete PHY 230 - 231 and PHY 309 plus 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. Prerequisite(s): MAT 105 or EDU major. 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. Prerequisite(s): 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: Nanotechnology**
  An introduction to the science and engineering of nanoscale materials (nanotechnology). Emphasis on technological applications and potential ethical/societal impacts. 3 credits.

- **PHY 123 — Critical Thinking and Science for Future Leaders**
  A critical analysis of contemporary science and physics topics. The primary goal of this course is development of the critical thinking skills and habits of mind necessary to think like a leader. 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. Prerequisite(s): 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. Prerequisite(s): PHY 200. 4 credits.

- **PHY 210 — College Physics**
  Selected topics from the field of basic physics employing algebra and trigonometry. Prerequisite(s): 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. Prerequisite(s): C- or better in MAT 122 or Math placement of 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. Prerequisite(s): PHY 230 and C- or better in MAT 150. 4 credits.

PHY 251/EGR 251 — Engineering Mechanics I: Statics
The emphasis is on analyzing the forces and torques acting on objects and structures which are at rest. Topics include calculation of centers of mass and moments of inertia for extended bodies and the application of Newton's second law in multiple dimensions to systems of particles and rigid bodies in equilibrium. Prerequisite(s): PHY 230 and MAT 151. 3 credits.

PHY 252 — Engineering Mechanics II
A continuation of PHY 230. A study of rigid body motion, and small oscillations. It is recommended that MAT 245 be taken prior to or concurrent with this course. Prerequisite(s): PHY 231 and MAT 252. 3 credits.

PHY 235 — 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(s): PHY 201, 210, or 231. 4 credits.

PHY 237 — Modern Physics Laboratory
Selected major experiments from modern physics. Data analysis and presentation skills are emphasized. Lecture, 1 hour; laboratory, 3 hours. Prerequisite(s): PHY 231 and PHY 309. 2 credits.

PHY 309 — Modern Physics
Relativity, atomic structure, quantum physics, and nuclear transformations are studied. Prerequisite(s): ENG 111 or ENG 112 and C- or better in PHY 210, PHY 230, and PHY 231. 3 credits.

PHY 234 — Lasers and Fiber Optics
Coherent light and photons, fundamentals of laser theory, semiconductor lasers, laser applications. Multi-mode and single-mode optical fibers. Fiber optic systems and telecommunications. 2 hours lecture, 3 hours laboratory. Prerequisite(s): PHY 231 and MAT 151. 3 credits.

PHY 355 — Electricity and Electronics
A planned sequence of experiments in classical and modern physics. Topics include the Schrodinger equation, and eigenfunctions and approximation methods. It is recommended that PHY 245 and PHY 372 be taken prior to, or concurrent with this course. Prerequisite(s): PHY 309 and MAT 151. 3 credits.

PHY 405 — Scientific Computer Interfacing
Principles of scientific optics and their modern applications. Prerequisite(s): PHY 231; MAT 252 which may be taken concurrently. 3 credits.

PHY 411 — Optics Laboratory
A planned sequence of experiments in classical and modern physics. 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 semiconductors, semiconductor devices, and superconductivity. Prerequisite(s): PHY 309 and MAT 151. 3 credits.

PHY 430 — Thermodynamics
Basic principles of heat and energy transfer applied to the properties of matter. Prerequisite(s): 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 PHY 245 and PHY 372 be taken prior to, or concurrent with this course. Prerequisite(s): 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(s): 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(s): PHY 461 or PHY 470. 3 credits.

PHY 499 — Independent Study and Research
Prerequisite(s): 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

Arthur C. Paulson
CHAIRPERSON
Engleman C 226B
(203) 392-5657 – Fax (203) 392-5670
paulsona1@SouthernCT.edu
Department Secretary: (203) 392-5666

Kevin Buterbaugh, Professor
John Critzer, Professor
Theresa Marchant-Shapiro, Assistant Professor
Jonathan O’Hara, Assistant Professor
Patricia Olney, Professor
Arthur Paulson, Professor

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 students interested in informed participation in the public life of their society.

Bachelor of Arts (Political Science)

Required courses are:

* PSC 100 — Power and Conflict in Modern Societies
  or * PSC 130 — International Relations
  or * PSC 110 — U.S. Government
  or * PSC 140 — U.S. Political Thought
  * Only one in a sequence for credit in the major

PSC 365 — Research Methods in Political Science
PSC 475 — Capstone Seminar

Nine credits in PSC courses at the 300 level or higher with one course in three of the PSC fields—American Politics, Comparative Politics, International Relations, Political Thought.

Nine credits of PSC electives at 300 level or higher or PSC department approved courses in other departments at 300 level or higher.

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
  or * PSC 110 — U.S. Government
  or * PSC 140 — U.S. Political Thought
  * Only one in a sequence for credit in the major

PSC 365 — Research Methods in Political Science
PSC 475 — Capstone Seminar

Nine credits in PSC courses at the 300 level or higher with one course in three of the PSC fields—American Politics, Comparative Politics, International Relations, and Political Thought.

Nine credits of PSC electives or PSC department approved courses in other departments at 300 level or higher.

Cognate PSY 370 and SED 482

The following credits in History are required:

Cognates HIS 101 and HIS 110 or HIS 111 (6 credits)
Three HIS courses (9 credits) in addition to HIS 490, 494, and 496.

One non-western history course.

Political Science secondary education majors who successfully receive the B.S. degree will be recommended for the Initial Teacher Certification in History and the Social Sciences. Certification in History and the Social Sciences requires 18 credits in History in addition to HIS 490, HIS 494, and HIS 496. Certification candidates are also required to pass HIS 110 or HIS 111 or HIS 112. Passing Praxis II is one of the pre-requisites for Student-Teaching and the Student-Teaching Seminar.

The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of 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 367 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 — US Government
or
*PSC 140 — US Political Thought

* Only one in a sequence for credit in the major

PSC 365 — Research Methods of Political Data  
PSC 367 — 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 with one course in three of the PSC fields—American Politics, Comparative Politics, International Relations, Political Thought.

Six credits of PSC electives or PSC Department approved courses in other departments at the 300 level or higher.

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
- 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 352 — Congress and Public Policy
- PSC 356 — Politics and Administration in Connecticut
- PSC 357 — Administrative Law
- PSC 360 — Presidential Politics
- 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 310 — Comparative Public Policy
- PSC 311 — European Politics
- PSC 318 — African Politics and Culture in 21st 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

**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 150 — Thinking about Politics
Development of the critical thinking skills necessary for academic, professional, and personal success in life. Students will critically read classic approaches to the major dimensions of political conflict and consensus. They will also evaluate the arguments of modern incarnations of the classic debates in terms of the validity of their assumptions and the quality of their evidence. In evaluating evidence, the focus will be on developing competency in information literacy. By the end of the semester students will be able to identify their own political assumptions. The course will encourage civic engagement by empowering students to make well-reasoned and supported arguments. 3 credits.

PSC 200 — Political Change and Conflict
Analysis of conflicts among political, social, and economic groups with an emphasis on the responses of governments through consensus, cooperation, or violence to maintain order or expand rights and opportunities. 3 credits.

PSC 210 — American Political Experience
Examination of the American political experience, including the historical development of the American political system, structures of power in American society, the relationship among politics, economy and culture in American society, and America’s relationship with the world. Prerequisite(s): INQ, LEP Critical Thinking. 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 230 — War
Examination of war as part of human existence. Topics discussed include the causes of war, the ethics of war, the effects of war on participants (soldiers and civilians), and the impact of war on societies. Prerequisite(s): INQ, LEP Critical Thinking. 3 credits.

PSC 240 — Introduction to Political Thought
Introduction to normative political theories, that is, theories about the normal foundations of politics. Most political science addresses questions about how the world does work. Students will try to answer questions about how the world ought to work. Political philosophy is therefore a component of the realm of philosophical inquiry known as “ethics.” Students will learn about different ethical theories in the class, but the focus will be on applying them specifically to political problems. 3 credits.

PSC 280 — Modern Iraq
History of Iraq from Ottoman times through the 1990s. 3 credits.

PSC 300 — Governments of Russia I: 1856-1953
Extensive examination of the development of Russia and Central Europe from the pre-WW I period to 1953. Emphasis on ideology, state and party organization, internal politics and political leadership. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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 interrelationship between the two branches. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): 6 PSC credits or departmental permission. 3 credits.

PSC 335 — Global Politics
Analysis of globalization and its impact on political institutions and transnational policies. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite: Sophomore or higher status and 6 PSC credits. 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 6 PSC credits or departmental permission. 3 credits.

PSC 355 — 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. Prerequisite(s): 6 PSC credits or departmental permission. 3 credits.

PSC 356 — Administrative Law  
How administrative agencies, and 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(s): 6 PSC credits or departmental permission. 3 credits.

PSC 360 — Presidential Politics  
Examination of the modern presidency focusing on elections, policy decision-making, media relations, and presidential power. Prerequisite(s): 6 PSC credits or departmental permission. 3 credits.

PSC 365 — 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. Prerequisite(s): 9 PSC credits or departmental permission. 3 credits.

PSC 366 — Quantitative Analysis of Political Data  
Examination of quantitative techniques used as tools for the study of politics, survey research techniques, scaling, and data processing. Prerequisite(s): 9 PSC credits or departmental permission. 3 credits.

PSC 398 — Special Topics in Political Science  
Examination of current issues in political science. Prerequisite(s): 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 are examined or illustrative 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): PSC 244 or PSC 365, political science major and senior status. 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. Periodic seminars required. Prerequisite(s): junior or senior standing and departmental permission. 3-15 credits.

PSC 498 — Advanced Special Topics in Political Science  
Advanced study of current issues in political science. Prerequisite(s): junior or senior status and 9 PSC credits. 3 credits.

PSC 499 — Independent Study  
Prerequisite(s): departmental permission. 3 credits.

PRE-LAW

Jonathan O'Hara  
PRE-LAW COORDINATOR  
Engleman C 228 C  
(203) 392-5618  
oharaj2@SouthernCT.edu  
Department Secretary: (203) 392-5666

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 philosophy. 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 meet with the pre-
law coordinator, Prof. Jonathan O’Hara, in the Department
of Political Science as soon as possible after entering the
University. 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

Pre-Medical, Pre-Dental,
and Pre-Veterinary
Medicine

JiongDong Pang
COMMITTEE CHAIRPERSON
Jennings 323
(203) 392-6272
pangj1@SouthernCT.edu
Department Secretary: (203) 392-6260

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 profes-
sions such as optometry, podiatry, chiropractic medicine,
osteopathic medicine, and physicians’ assistant programs.
Students interested in medical careers register with this com-
mittee 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 pos-
sible 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 profes-
sional school is a science curriculum. Since the professional
schools also are seeking students with well-rounded academic
backgrounds, study in the humanities and social sciences is
highly recommended.

The following courses are strongly recommended for
students to finish before taking MCAT and the committee
interview.

Biology:
- BIO 102 — Zoology
- BIO 231 — Comparative Vertebrate Anatomy
- BIO 340 — Animal Physiology

Chemistry:
- CHE 120-121 — General Chemistry I and II
- CHE 260-261 — Organic Chemistry I and II
- CHE 450 — Biochemistry I

Physics:
-PHY 230-231 — Physics for Scientists and Engineers I and II

Social Sciences:
- PSY 100 — Introduction to Psychology
- SOC 100 — Introduction to Sociology

Additional courses in biology, chemistry, and mathematics
through Calculus II are 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

Claire Novosad
CHAIRPERSON
Engleman D 069
(203) 392-6868 – Fax (203) 392-6805
novosadc1@SouthernCT.edu
Department Secretary: (203) 392-6868

Joann Abe, Professor
Kristine Anthis, Professor
Gayle Bessenoff, Associate Professor
Kelly Bordner, Assistant Professor
Lawrence Brancazio, Associate Professor
Deborah Carroll, Professor
Kevin Colwell, Associate Professor
Cheryl Durwin, Professor
William Hauselt, Professor
Julia Irwin, Associate Professor
John Jacobs, Professor
Patricia Kahlbaugh, Associate Professor
Deborah Kraemer, Associate Professor
Kate Marsland, Associate Professor
James Mazur, Professor
Dina Moore-Brancazio, Associate Professor
Claire Novosad, Associate Professor
William Sherman, Professor
MAJOR IN PSYCHOLOGY

The Psychology Department offers three major courses of study. These lead to a degree in general 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.

Major Requirements

In order to graduate with a degree in Psychology, a student must be accepted into the Psychology major. Students must be accepted in the program in order to receive permission to take PSY 300, which is a prerequisite for required upper-level courses and must have a grade of “C” or better in courses counted toward the major.

A student may apply for acceptance when all of the following requirements are met:

— An overall GPA of at least 2.80*
— At least 39 overall university credits (including transfer credits)
— At least 12 credits taken for a grade at SCSU
— A Psychology GPA of at least 2.80.

— The Psychology GPA is calculated using only PSY courses that count towards the major and were taken at SCSU.

— PSY courses only count toward the major if they are listed in the major requirements and if the student has received a grade of C or higher.

— At least 6 credits taken at SCSU toward the PSY major beyond PSY 100.

* Students who fail short of the minimum 2.80 overall GPA may be eligible for acceptance under an alternative set of criteria. Under these criteria, the student is allowed to recalculate their GPA with one semester removed. The alternative criteria are:

— An overall GPA of at least 2.90, with one semester removed
— At least 39 overall university credits, with one semester removed
— At least 12 credits taken for a grade at SCSU, with one semester removed
— A Psychology GPA of at least 2.80, including courses taken during the removed semester
— At least 6 credits taken at SCSU toward the PSY major, including courses taken during the removed semester.

Students entering SCSU with 60 or more transfer credits should request advising from the Psychology department on how to best navigate the requirements.

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 38 credits. 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:

Group 1: Required course in the LEP Mind and Body:

<table>
<thead>
<tr>
<th>Group 2: Two of the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Requires completion of Group 1)</td>
</tr>
<tr>
<td>PSY 210 — Infant and Child Development*</td>
</tr>
<tr>
<td>PSY 215 — Adolescent Development*</td>
</tr>
<tr>
<td>PSY 219 — Lifespan Development*</td>
</tr>
<tr>
<td>PSY 220 — Introduction to Mental Health</td>
</tr>
<tr>
<td>PSY 227 — Social Psychology</td>
</tr>
<tr>
<td>PSY 228 — Personality</td>
</tr>
<tr>
<td>PSY 298 — Special Topics</td>
</tr>
</tbody>
</table>

* PSY 210 and 219 may not both count toward the major. Likewise, PSY 215 and 219 may not both count toward the major.

Group 3: One of the following

<table>
<thead>
<tr>
<th>Group 4: Required course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Requires 3 credits from Group 2 or 3)</td>
</tr>
<tr>
<td>PSY 259 — Statistics in Psychology</td>
</tr>
</tbody>
</table>

Group 5: Required course:

<table>
<thead>
<tr>
<th>Group 6: Two of the following (Requires completion of Group 4, with a grade of C or higher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Requires departmental permission and completed major acceptance form)</td>
</tr>
<tr>
<td>PSY 300 — The Psychology Major: Curriculum and Careers</td>
</tr>
</tbody>
</table>

Group 7: Required course (Requires completion of Group 4, with a grade of C or higher, and Group 5)

<table>
<thead>
<tr>
<th>Group 8: Two of the following (Requires completion of Group 4, with a grade of C or higher, Group 5, and at least 3 credits from Groups 3 and/or 6. Some courses have additional requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any two 400-level psychology courses except for PSY 463, 467, 471, 472, 473, and 499.</td>
</tr>
</tbody>
</table>
Bachelor of Arts in Psychology, Concentration in Mental Health

Students who choose this concentration consisting of 41 credits 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 concurrently 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 provides 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.

Group 1M: Required course in the LEP Mind and Body:
- PSY 100 — Introduction to Psychology

Group 2M: 9 credits total (Requires completion of Group 1M; BOTH of following):
- PSY 220 — Introduction to Mental Health
- PSY 228 — Personality

AND, One of the following (specific course prerequisites apply):
- PSY 210 — Infant and Child Development*
- PSY 215 — Adolescent Development*
- PSY 219 — Lifespan Development*
- PSY 227 — Social Psychology
- PSY 298 — Special Topics
- PSY 318 — Emotional and Social Development
- PSY 361 — Industrial and Organizational Psychology
- PSY 366 — Health Psychology
- PSY 370 — Educational Psychology
- PSY 398 — Special Topics

* PSY 210 and 219 may not both count toward the major. Likewise, PSY 215 and 219 may not both count toward the major.

Group 3M: One of the following (Requires at least 3 credits from Group 2M; specific course prerequisites apply):
- PSY 300 — The Psychology Major: Curriculum and Careers

Group 4M: Required course (Requires departmental permission and completed major acceptance form):
- PSY 300 — The Psychology Major: Curriculum and Careers

Bachelor of Science in Psychology, Concentration in Research

This concentration requires 39 credits and an additional 12 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.

Group 1R: Required course in the LEP Mind and Body:
- PSY 100 — Introduction to Psychology

Group 2R: One of the following (Requires completion of Group 1R):
- PSY 210 — Infant and Child Development*
- PSY 215 — Adolescent Development*
- PSY 219 — Lifespan Development*
- PSY 227 — Social Psychology
- PSY 228 — Personality
- PSY 298 — Special Topics

* PSY 210 and 219 may not both count toward the major. Likewise, PSY 215 and 219 may not both count toward the major.
Group 3R: One of the following
(Requires at least 3 credits from Group 2R)
PSY 318 — Emotional and Social Development
PSY 320 — Abnormal Child Psychology
PSY 321 — Abnormal Psychology
PSY 361 — Industrial and Organizational Psychology
PSY 366 — Health Psychology
PSY 370 — Educational Psychology
PSY 398 — Special Topics

Group 4R: Required course:
(Requires 3 credits from Group 2R or 3R)
PSY 259 — Statistics in Psychology

Group 5R: Required course: (Requires departmental permission and completed major acceptance form)
PSY 300 — The Psychology Major: Curriculum and Careers

Group 6R: Three of the following (Requires completion of Group 4R, with a grade of C or higher, and Group 5R. Some courses have additional requirements)
PSY 303 — Perception
PSY 311 — Learning
PSY 313 — Cognition
PSY 383 — Brain and Behavior
PSY 406 — Language
PSY 484 — Comparative Animal Behavior
PSY 487 — Psychopharmacology
PSY 494 — Seminar in the Human Nervous System and Behavior

Group 7R: Required course (Requires completion of Group 4R, with a grade of C or higher, and Group 5R)
PSY 393 — Experimental Methods

Group 8R: One of the following (Requires completion of Group 4R, with a grade of C or higher, Group 5R, and at least 3 credits from Groups 3R and/or 6R. Some courses have additional requirements)
Any 400-level psychology course except for PSY 463, 467, 471, 472, 473, and 499.

Group 9R: Two of the following (Requires completion of Group 7R)
ONE of the following:
PSY 431 — Tests and Measurements
PSY 461 — Data Gathering Techniques: Assessment
AND:
PSY 462 — Data Gathering Techniques: Instrumentation

Group 10R One of the following
(specific course prerequisites apply)
PSY 463 — Field Practicum in Psychological Research
PSY 467 — Laboratory Practicum in Psychological Research

Cognate requirements
(minimum of 12 credits selected from below):
ANT 102 — Physical Anthropology
ANT 204 — Language and Culture
ANT 214 — American Tongues: Everyday Politics of Speaking
ANT 222 — Modern Human Variation
ANT 302 — Issues in Biological Anthropology
BIO 231 — Comparative Vertebrate Anatomy
BIO 233 — General Microbiology I
BIO 320 — Genetics
CHE 260-261 — Organic Chemistry I, II
CHE 450-451 — Biochemistry I, II

CMD 317 — Anatomy and Physiology of the Speech and Hearing Mechanism
CSC 102 — BASIC Programming: Programming in BASIC
CSC 200 — Information Management and Productivity Software
CSC 204 — Internet: Applications and Management
CSC 203 — Flash ActionScript
CSC 306 — Internet Multimedia
CSC 370 — Computer Implementation of Statistical Methods
ENG 304 — Technical Writing and Communication
ENG 316 — Writing for Business and Industry
ILS 244 — The Use of Information Sources
MAT 139 — Short Course in Calculus for Social Sciences
PHI 321 — Philosophy of Science
SOC 370 — Methods of 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. As part of the course requirements, students participate in an approved research study or an equivalent non-research activity. 3 credits.

PSY 179 — 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. Grading on pass/fail basis. Prerequisite(s): PSY 100 and departmental permission. 1-3 credits.

PSY 208 — Sleep: Implications for Mind and Body
This course will cover many aspects of sleep from many different perspectives. Topics to be included are the types and patterns of sleep, the functions of sleep, the physiological bases of sleep, the evolution of sleep, the development of sleep over the lifespan, sleep disorders, and dreaming. Cultural and individual differences will be addressed. Students will be introduced to the research of sleep and will learn how this research can drive social policy. Students will also gain insight into how current and past events in their own lives are related to their own sleep patterns and dreaming experiences. 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. Students who have taken PSY 219 prior to PSY 210 will receive university credit, but not credit toward the major, for PSY 210. Prerequisite(s): 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. Students who have taken PSY 219 prior to PSY 215 will receive university credit, but not credit toward the major, for PSY 215. Prerequisite(s): PSY 100. 3 credits.

For updates, go to SouthernCT.edu/academics

312-15 Undergraduate Catalog
PSY 219 — Lifespan Development
An examination of the physical, cognitive, and socio-emotional changes that occur from birth until death. Students who have taken either PSY 210 or PSY 215 prior to PSY 219 will receive credit only for PSY 219. Prerequisite(s): 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(s): 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(s): 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(s): 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 computation and psychological applications of correlational procedures, t-tests, ANOVA, and an introduction to non-parametric statistics. Prerequisite(s): PSY 100 and successful completion of ELP Quantitative Reasoning requirement. 3 credits.

PSY 298 — Special Topics
Examination of specific developments, issues, and/or creative work in the field of psychology. Prerequisite(s): PSY 100. 3 credits.

PSY 300 — The Psychology Major: Curriculum and Careers
This course is designed to give psychology majors an overview of the academic, professional, and scientific aspects of the field of psychology. The course will help students appreciate psychology as a science; navigate the psychology major requirements; identify and plan career options; and develop skills in library database searching, writing in APA format, and addressing ethical questions in psychology. Grading is Pass/Fail. Prerequisite(s): 39 credits, with at least 12 earned at SCSU; PSY 100; 6 credits toward the Psychology major at the 200 level. 3 credits.

PSY 306 — Understanding Intelligence: A Capstone Seminar
Critical analysis of intelligence from multiple perspectives, including historical, social, and comparative. Students will consider intelligence as individual characteristic shaped by socio-historical context, and will examine intelligence in terms of its definitions, uses and misuses, developmental considerations, and appearance in humans, nonhuman animals and machines. Readings of primary expository texts and current research will provide students with tools to thoughtfully debate issues surrounding the concept of intelligence in modern life. Prerequisite(s): 3 credits in psychology at the 200 level. 3 credits.

PSY 311 — Learning
Problems, methodology, empirical findings, theories and controversies about both basic and advanced forms of learning and behavioral change. Prerequisite(s): 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(s): PSY 100 and 3 credits in psychology. 3 credits.

PSY 318 — Emotional and Social Development
An overview of basic emotions, the development of complex emotions, with an emphasis on the purpose of these emotions and the importance of emotional regulation over the lifespan. As emotions are inextricably interwoven with human social relationships, the development of attachment, friendships, and romantic relationships are also covered, with an emphasis on aggression, pro-social behavior, and morality. Current influences, such as the media, on development, are considered. Prerequisite(s): PSY 100 and 3 credits in psychology at the 200 level. 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(s): PSY 100 and one of the following courses: PSY 210 or PSY 213 or PSY 219. 3 credits.

PSY 321 — Abnormal Psychology
Examination of specific developments, issues, and/or creative work in the field of psychology. Elective psychology at the 200 level. 3 credits.

PSY 326 — 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(s): PSY 100 and 3 credits in psychology at the 200 level. 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, and educational measurement and evaluation. Students may not receive credit for both PSY 370 and PSY 371. Prerequisite(s): PSY 100 and 3 credits in psychology at the 200 level. 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, and educational measurement and evaluation. Students may not receive credit for both PSY 370 and PSY 371. Prerequisite(s): PSY 100 and 3 credits in psychology at the 200 level. 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(s): 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(s): 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, and psychoanalysis, humanism, developmental and cognitive psychology. Prerequisite(s): 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(s): 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(s): 12 credits in psychology. 3 credits.

PSY 415 — Topics in Development
Empirical investigation into physical, cognitive, and/or socio-emotional development during childhood, adolescence, and/or adulthood. Prerequisite(s): 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. Prerequisite(s): 12 credits in psychology. 3 credits.

PSY 431 — Tests and Measurements
Types of psychological and educational tests and their major uses will be covered. Topics include: test construction; test administration; scoring, and interpretation; psychometrics; test selection and evaluation; IQ testing; achievement testing; behavioral and personality assessments; ethics; and testing special populations. Prerequisite(s): PSY 393. PSY 393 may be taken concurrently. 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. Prerequisite(s): 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. Prerequisite(s): PSY 393 and departmental permission. 4 credits.

PSY 463 — Field Practicum in Psychological Research
Field experience in psychological research setting. Exposure to and application of theoretical and practical aspects of psychological research in various data collection environments. Prerequisite(s): 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. Prerequisite(s): 12 credits in psychology including PSY 228. 3 credits.

PSY 467 — Laboratory Practicum in Psychological Research
Advanced laboratory experience under the direction of an SCU faculty sponsor. Exposure to and application of theoretical and practical aspects of psychological research in various data collection environments under guidance of SCSU faculty sponsor. Exposure to and application of theoretical and practical aspects of psychological research in a psychological research setting. (Grading is Pass/Fail). Prerequisite(s): PSY 393, grade of C or higher in PSY 393, and departmental permission. (Repeatable up to 6 credits only if student has not received credit for PSY 463; a maximum of 6 total credits may be completed for PSY 463 and PSY 467.) 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. Prerequisite(s): 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(s): 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. Prerequisite(s): PSY 472 and departmental permission. 3-6 credits.

For updates, go to SouthernCT.edu/academics 2013-15 Undergraduate Catalog
PSY 474 — Seminar in Behavior Theory and Practice
Basic principles and ethics of applied behavior analysis and behavior management/modification are considered from theoretical and practical standpoints. Students will apply these principles in real life settings. Prerequisite(s): 12 credits in psychology including at least one of the following courses: PSY 311, 320, or 321. 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 12 credits in psychology. 3 credits.

PSY 492 — Psychology and Law
The relationship between psychology and law with emphasis upon psychological theory and research. Topics may include criminal justice, competency, courtroom procedure, jury deliberation, social justice and the mentally disabled. Prerequisite(s): 9 credits in psychology including PSY 321. 3 credits.

PSY 494 — Seminar in the Human Nervous System and Behavior
Foundations of neuropsychology, current models of integrative brain functioning including brain systems mediating basic and complex human behaviors, and brain function within a clinical context. Prerequisite(s): 12 credits in psychology and BIO 100 or departmental permission. 3 credits.

PSY 499 — Independent Study
Prerequisite(s): Departmental permission. Not acceptable as 400-level course required for graduation. 1-4 credits.

RELIGIOUS STUDIES

Krystyna Gorniak-Kocikowska
COORDINATOR
PROFESSOR OF PHILOSOPHY
Engleman D217
(203) 392-6784
gorniak1@southernct.edu
Department Secretary: (203) 392-6777

MINOR IN RELIGIOUS STUDIES
The Philosophy Department offers an 18-credit minor in religious studies for students who 1) wish to explore the influence on and interrelationships between religion and such cultural institutions and areas of human experience as art, history, literature, politics, ethics, business, nursing, and science; 2) wish to be prepared to teach world religions or aspects of religion as part of humanities programs in schools; 3) intend to do graduate work in religious studies programs.

For the minor, PHI 207 — Religious Dimensions of Human Existence, and PHI 403 — Contemporary Religious Issues, are required. The remaining 12 credits are selected with the advice of the coordinator from the following:

ANT 330 — Anthropology of Religion
LIT 300 — Literature of the Hebrew Bible
LIT 302 — Literature of the New Testament
PHI 208 — Asian Religions
PHI 211 — Asian Philosophy: India
PHI 212 — Asian Philosophy: China and Japan
PHI 301 — History of Jewish Thought
PHI 302 — History of Christian Thought
PHI 303 — History of Islamic Thought
PHI 309 — Women and Religion: The Old and New Eve
PHI 355 — Philosophy of Religion

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 (AFROTC)
Students are able to take AFROTC classes at Yale University and receive commissions as second lieutenants.

The AFROTC program is available to Southern Connecticut State University students at Yale University’s main campus in New Haven. Through the AFROTC 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 tax-free stipend.

Students enroll in a four-year or three-year (if joining in their sophomore year) AFROTC sequence. Students commute to New Haven for AFROTC-specific classes and events. Up to 18 credits may be transferred to Southern and counted toward degree requirements as free electives.

Qualified students should contact the AFROTC office at (203) 432-9431 or visit our website at http://www.afrotc.yalecollege.yale.edu/.

ARMY ROTC - MILITARY SCIENCE
The University of New Haven Army ROTC Program welcomes and challenges students to join “The UNH Corps of Cadets.” Students will learn the foundational skills of overall leadership and management, while potentially earning benefits through tuition assistance and monthly stipends based on their performance. The instructors teach dynamic...
principles that transcend the battlefield and translate to both tactical environments or civilian careers.

Prior service and veteran students are particularly welcome in the UNH Corps of Cadets. The experience gained through service is priceless. It will only further develop peers in the ROTC program while refocusing knowledge through the prism of leadership. The UNH Corps of Cadets strongly supports the Yellow Ribbon Program, as well. For any questions, please contact Captain Sean Ritchie (University of New Haven) at (203) 931-2997 or visit the website at http://www.newhaven.edu/31702/.

SCIENCE EDUCATION AND ENVIRONMENTAL STUDIES

Susan Cusato
CHAIRPERSON, SCIENCE EDUCATION AND ENVIRONMENTAL STUDIES
Jennings 342
(203) 392-6600 – Fax (203) 392-6614
cusatos1@SouthernCT.edu

Vincent Breslin, Professor
Susan Cusato, Associate Professor
Scott Graves, Associate Professor
Catherine Koehler, Assistant Professor
James Tait, Associate Professor

The Department of Science Education and Environmental Studies coordinates the undergraduate science certification program, in addition to the programs in marine studies, environmental studies, and environmental education. Please refer to the Marine Studies and Environmental Studies sections of this catalog for more information.

SECONDARY SCIENCE CERTIFICATION

Scott Graves
COORDINATOR
(203) 392-6604 – Fax (203) 392-6614
gravess1@SouthernCT.edu

Students interested in teaching science in grades 7-12 may become certified in biology, chemistry, physics, earth sciences, and/or general science. Students should inform their academic adviser by the beginning of their sophomore year. It is important that students apply and be accepted as certification candidates by the School of Education prior to the completion of more than two certification courses. Students who successfully receive the B.S. degree and pass Praxis II will be recommended for Initial Teaching Certification.

Criteria for Acceptance
— Students must have a cumulative grade point average of 2.7 or above.
— Provide evidence of having passed or been waived from Praxis I
— Complete the entrance essay*
— Submit two letters of recommendation*
— Complete the interview requirement with the coordinator.

*The essay and letters of recommendation have a required format that can be obtained from the coordinator at the time of the interview.

Professional Coursework
All academic content and professional courses must be completed prior to student teaching:
EDU 201 — Introduction to the Teaching Professions
EDU 413 — Secondary Education
SHE 203 — School Health
PSY 370 — Educational Psychology
SED 482 — Teaching Exceptional Students in Secondary Education Classroom
PHI 370 — Philosophy of Education
HIS 110 — United States History I
or HIS 111 — United States History II
or HIS 112 — U.S. History
IDS 470 — Literacy in the Content Areas
IDS 471 — English Language Learners in the Classroom
SCE 490 — Science (Secondary School)
SCE 494 — Student Teaching (Science) (co-requisite with SCE 496)
SCE 496 — Student Teaching Seminar-Science

The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of the School of Education.

SCIENCE EDUCATION AND ENVIRONMENTAL STUDIES COURSES

SCE 490 — 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.

SCE 494 — Student Teaching (Science)
Guided observation and supervised student teaching in grades 7-12 in cooperating schools. Ten-week course. Prerequisite(s): SCE 490. 8 credits.

SCE 496 — Student Teaching Seminar-Science
Discussion of educational issues, in particular those raised by students’ experiences in the field. To be taken concurrently with SCE 494. Prerequisite(s): SCE 490. 1 credit.
SOCIOLOGY

Jon P. Bloch
CHAIRPERSON
Engleman C 011
(203) 392-5675 – Fax (203) 392-7087
blochj1@SouthernCT.edu
Department Secretary: (203) 392-5680

Gregory Adams, Assistant Professor
Jon P. Bloch, Professor
Astrid Eich-Krohm, Associate Professor
Shirley A. Jackson, Professor
Jessica Kenty-Drane, Associate Professor
Cassi Ann Meyerhoffer, Assistant Professor

MAJORS IN SOCIOLOGY

The Sociology Department offers courses of study leading to the Bachelor of Arts degree, the Bachelor of Science degree, and the Bachelor of Science degree in sociology (required for 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 W course in sociology.

Bachelor of Arts Degree and Bachelor of Science Degree

Required core courses:
SOC 100 — Introduction to Sociology
SOC 201 — Social Science Statistics
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:
HON 495 — Departmental Honors
SOC 490 — Sociology Seminar
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.

Bachelor of Science Degree (Secondary Education)

Required core courses:
SOC 100 — Introduction to Sociology
SOC 201 — Social Science Statistics
or MAT 107 — Elementary Statistics
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:
HON 495 — Departmental Honors
SOC 490 — Sociology Seminar
SOC 497 — Sociology Internship

The student then selects three additional courses from the sociology offerings. 18 credits of HIS, in addition to HIS 490, 494, and 496, including at least one non-Western history course. Certification candidates are also required to pass HIS 110 or 111 or 112. Sociology secondary education majors who successfully receive the B.S. degree will be recommended for Initial Teacher Certification in History and the Social Sciences. Certification in History and the Social Sciences requires 18 credits in History in addition to HIS 490, HIS 494, and HIS 496. Certification candidates are also required to pass HIS 110 or HIS 111 or HIS 112. Passing Praxis II is one of the pre-requisites for Student-Teaching and the Student-Teaching Seminar.

The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of the School of Education.

MINOR IN SOCIOLOGY

The minor consists of 18 credits. In addition to SOC 100 students select five additional courses in sociology.

SOCILOGY 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 102 — Critical Thinking: Exploring Social Issues
Training in how to construct critical thinking arguments on social issues, utilizing sociological theory and data. 3 credits.

SOC 201 — Social Statistics
Principles and problems of collecting, analyzing, and interpreting statistical data applied to the field of sociology. Prerequisite(s): 3 credits in social science. 3 credits.
SOC 203 — Social Organizations
Essential 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 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. 3 credits.

SOC 211 — Social Problems in the U.S.
Analysis of major current social problems in the United States, as well as how social organizations impact the larger society. Includes 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. 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 216 — Men's Studies
Sociological research in men's studies. Theories of masculinity, male socialization, interactive patterns, intimacy patterns, and roles in the family. Data and discourse on change and persistence of male roles in society. 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 how social structure, behavior, attitudes and inequalities impact the physical environment. Topics include the environmentalist movement and its opponents, organizational mobilization to alleviate environmental hazards, and future planning for environmental protection in both urban and rural settings. 3 credits.

SOC 251 — 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. 3 credits.

SOC 265 — Self and Society
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. 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 fellowship, membership, laws, customs, and roles. Prerequisite(s): 3 credits of sociology or anthropology. 3 credits.

SOC 267 — Sociology of Sports
Sociological exploration of the world of sports and related leisure activities, and how these domains reflect, reify, and change society, as well as how body image plays a role in sports and leisure, which in turn impacts perceptions of self and society. 3 credits.

SOC 288 — Economic Sociology
Examination of the social positions of economic institutions and social factors that effect economic outcomes. Emphasizes on social and organizational contexts of economic life, social facets of market competition, the modern transition to finance capitalism, and the social side of monopolies and monopoloid arrangements. Attention is given to the international, social generation of poverty. 3 credits.

SOC 310 — Racial and Ethnic Relations
Analysis of race and ethnicity with an emphasis on diversity and culture, intergroup conflict and competition. Prerequisite(s): 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. Prerequisite(s): SOC 100, plus 3 additional credits of sociology. 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. Prerequisite(s): SOC 100, plus 3 additional credits in sociology. 3 credits.

SOC 316 — Women in the Developing World
Explores the nature of the lives of women across the globe; their changing social, economic and political roles; the impact of development, revolutionary movements, and international feminism. Prerequisite(s): 3 credits in sociology or women's studies. 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. Prerequisite(s): 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. Prerequisite(s): SOC 100, plus 3 additional credits of sociology. 3 credits.

SOC 320 — Sociology of Children and Childhood
Examination of the social position of children and childhood in contemporary American and global society with recognition that children are active participants in their world. Emphasis upon basic areas of family, education, child care, work, juvenile justice, and peer culture. Analysis of the intersection of childhood, gender, social class, race, and ability/disability. Methodological considerations of studying children will also be discussed. Prerequisite(s): SOC 100, plus 3 additional credits in 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): SOC 100, plus 3 additional credits in sociology. 3 credits.

SOC 344 — Medical Sociology
Examination of the influences of social factors such as race, class, and gender on health and illness of individuals and groups in society. Included are discussions about ethical issues in health care research and application of sociological theories, as well as the review of global health issues such as AIDS, and the structure and outcomes of different health care systems including the U.S. 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(s): 3 credits of sociology, anthropology or psychology. 3 credits.

SOC 350 — Drugs and the Making of the Modern World
Drug use is a constant, a phenomenon as common to the human experience as religion and music. The use of various substances to change states of feeling and conscious experience is woven into modern societies’ conflicts about valid norms and beliefs as well as concerns about public health. Paradoxically, the societies that have the highest rates of illicit dependency also have the most visible anti-drug norms. In this course we put aside the question of how our discipline can solve social problems on which we may disagree. Instead we pursue what we can learn by examining drug use as a phenomenon and how it continues to shape our world. Prerequisite(s): 3 credits in Sociology or instructor permission. 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 6 credits SOC, PSC and/or ANT. 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. Prerequisite(s): SOC 100, plus 3 additional credits of 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. Prerequisite(s): 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(s): 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(s): 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): HIS 213 or 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(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): 18 credits of sociology including 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(s): departmental permission, plus SOC 370 and 380. 3 credits.

SOC 499 — Independent Study
Prerequisite(s): Departmental permission. 1, 2, or 3 credits.

TECHNOLOGY
PATHWAY PROGRAM

John DaPonte
COORDINATOR
Morrill 117
(203) 392-5810
dapontej1@SouthernCT.edu
Department Secretary: (203) 392-5821

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
Exercise Science Elective
Foreign Language
Literature Elective
MAT 150—Calculus I
MAT 221—Intermediate Applied Economics
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.

THEATRE

John Carver Sullivan
CHAIRPERSON
Lyman B 39
(203) 392-6100 – Fax (203) 392-6105
sullivanj1@SouthernCT.edu
Department Secretary: Rebecca Ford
(203) 392-6100
fordr2@SouthernCT.edu
Shelia Garvey, Professor
Kaia Monroe, Assistant Professor
Larry Nye, Associate Professor
John Carver Sullivan, Professor

MAJOR IN THEATRE

Theatre department provides theatre education of the highest quality within the liberal arts setting while fostering students' personal and artistic development and engagement with the community at large. The Bachelor of Arts degree provides students with excellent training in all facets of theatre: design, performance, dance, history, criticism, and technical theatre.

Classroom and production objectives stand at the crossroads of the literary, performing, visual, and electronic arts.

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 a total of four credits. Theatre majors may not take THR 100 to fulfill major requirements. An additional 12 credits of electives in theatre complete the major. These 12 credits may be used to focus on an area of special interest

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
such as design/technical theatre, acting and directing, musical theatre and theatre education/youth theatre.

In addition, any theatre major who fails to maintain a cumulative GPA of 2.7 in theatre courses will not be allowed to participate in any departmental productions or department sponsored activities.

The following four categories list in sequences the upper-level elective focus areas currently available in the Theatre Department:

### Acting/Directing
- THR 220 — Acting I
- THR 228 — Shakespeare Workshop
- THR 236 — Stage Make-up
- THR 291 — Rehearsal and Performance I
- THR 320 — Acting II: Advanced Scene Study
- THR 325 — Directing I
- THR 391 — Rehearsal and Performance II
- THR 425 — Directing II
- THR 490 — Acting for Film and Television*
- THR 497 — Internship in Theatre Studies
  (i.e., Circle in the Square Acting School, N.Y.)
- THR 498 — Master Classes
  (i.e., Long Wharf Theatre, New Haven)

### Musical Theatre
- THR 220 — Acting I
- THR 224 — Beginning Tap and Jazz Dance
- THR 236 — Stage Make-up
- THR 291 — Rehearsal and Performance I
- THR 315 — The American Musical
- THR 324 — Intermediate Tap and Jazz
- THR 391 — Rehearsal and Performance II
- THR 498 — Master Classes
  (i.e., Long Wharf Theatre, New Haven)

### Design/Technical Theatre
- 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 II
- THR 252 — Technical Theatre Drafting
- THR 330 — Scene Design II
- THR 334 — Costume Design II
- THR 338 — Lighting II
- THR 351 — Scene Painting
- THR 365 — Stage Management

### Theatre Education
- THR 151 — Stagecraft I
- THR 220 — Acting I
- THR 227 — Oral Interpretation*
- THR 230 — Scene Design
- THR 232 — Costume Construction
- THR 236 — Stage Make-up
- THR 313 — Contemporary Theatre
- THR 325 — Directing I
- THR 365 — Stage Management
- THR 370 — Creative Dramatics

### 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
An introduction to basic stage performance skills and techniques for the beginning actor. Appropriate for the major and non-major. Classwork emphasizes theatre games, improvisation, theatrical terminology and monologue work. 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
Survey of technical production areas including sets, props, costumes, lighting and sound. Course includes lectures on materials, tools and techniques, and practical work on department productions. 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. Prerequisites: 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 224 — Beginning Tap and Jazz Dance
To establish a technical and artistic foundation in the art of Tap and Jazz Dance. The student will develop physically and attain proper alignment. The student will also gain skills in phrasing and musicality, and acquire an appreciation and understanding for the universal art forms. This course enables students to progress to the next level and to better prepare them for future auditions and employment. 3 credits.

THR 227 — Oral Interpretation
Oral Interpretation of prose, poetry, and dramatic literature covering a variety of genres. Projects will cover adaptation, cutting, personal interpretations, and performance styles of communicating the written word orally. Prerequisite(s): LEP Critical Thinking and INQ 101. 3 credits.

THR 228 — Shakespeare Workshop
An opportunity for the novice student to explore and perform the works of William Shakespeare. Exploring the plays and poetry in order to improve communication skills. Exposure to the acting demands of the theatre. Prerequisite(s): LEP Critical Thinking and INQ 101. 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(s): 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(s): THR 131. 3 credits.

THR 236 — Stage Makeup
Principles and practices of stage makeup. 3 credit.

THR 238 — Lighting I
Introduction to stage lighting design and equipment. Participation in design and crew work on department productions on both Lyman Center mainstage and Kendall Drama Lab. 3 credits.

THR 240 — Play Analysis and Dramaturgy
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(s): THR 151. 3 credits.

THR 252 — Technical Drafting for the Theatre
Reading and creating technical drawings; standard practices for presenting set and lighting design information. Manual drafting skills and computer assisted drafting (CAD) are both covered. Prerequisite(s): THR 151 or departmental permission. 3 credits.

THR 291 — Rehearsal and Performance I
Responsibilities for rehearsal and performance in the Kendall Drama Lab. Prerequisite(s): Permission of the faculty director. Repeatable for credit. Maximum of 6 credits in combination with THR 391. 1 credit.

THR 296 — Technical Theatre Production I
Shop or backstage crew work on a drama lab production. Pre-production shop assignments may include construction, painting, props, wardrobe, lighting and sound areas. Running crew positions require significant weekends and evening time commitment during technical rehearsal and performance weeks. Prerequisite(s): departmental permission. May be repeated. 0.5-2 credits.

THR 298 — Special Topics in Theatre
Examination of development as, 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 Wellman’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 catholicity 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(s): 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(s): THR 122 and/or departmental permission. 3 credits.

THR 324 — Intermediate Tap and Jazz Dance
To further develop the student’s technical proficiency in the art of Tap and Jazz Dance. The student will further his or her skills in phrasing and musicality and attain a deeper appreciation and understanding of the universal art forms. The student will build upon previous beginning course work. This course will enable the student to progress to the next level and will further prepare them for future auditions and employment. Prerequisite(s): THR 224. 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. Prerequisite(s): THR 121, 131, 220, 2 credits of THR 296 and/or 396, and/or departmental permission. 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(s): THR 151. 3 credits.

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(s): 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(s): 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**
Responsibilities for rehearsal and performance in the Lyman Center Stage. Prerequisite(s): Permission of the faculty director. Repeatable for credit. Maximum of 6 credits, in combination with THR 291. 1 credit.

**THR 396 — Technical Theatre Production II**
Shop or backstage crew work on a Lyman mainstage production. Pre-production shop assignments may include construction, painting, props, wardrobe, lighting and sound areas. Running crew positions require significant weekend and evening time commitment during technical rehearsal and performance weeks. Prerequisite(s): 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 enhanced learning. Prerequisite(s): 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. Prerequisite(s): THR 121, 131, 151, and 220. 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. Prerequisite(s): 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 workshop course in acting before the camera. Participants present rehearsed scenes filmed by the advanced video students. Students are afforded hands-on opportunities to work with video cameras and computerized editing equipment and will also learn directorial storyboarding techniques. Prerequisite(s): THR 121. 3 credits.

**THR 497 — Internship in Theatre Studies**
Practical experience in an approved professional theatre or related organization. Prerequisite(s): departmental permission and junior status. Course may be repeated once. 1-6 credits.

**THR 499 — Independent Study in Theatre**
Prerequisite(s): departmental permission. 1-6 credits.

The following courses can be offered when demand warrants:
- THR 399 — Practicum in Play Production
- THR 410 — Critical Writing
- THR 415 — Dramatic Criticism
- THR 420 — Acting III
- THR 460 — Theatre Management
- THR 493 — Senior Seminar

**WOMEN’S STUDIES**

**Yi-Chun Tricia Lin**
**DIRECTOR**
Engleman B 229
(203) 392-6864 – Fax (203) 392-6723
liny4@SouthernCT.edu
Department Secretary: Caroline Chamberlain
(203) 392-6133, (203) 392-7050 – Fax (203) 392-6723
chamberlaic1@SouthernCT.edu

Yi-Chun Tricia Lin, Professor

**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 Feminist 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. For advice contact Dr. Tricia Lin at (203) 392-6133.

**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 150 — Women, Community, Technology
This course examines (1) the past, present, and future of women’s critical employment of technologies in the shaping and building of communities and (2) the gender dynamic in the digital age. The perspectives will be interdisciplinary, intersectional, global, and comparative. 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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(s): SOC 100, and 3 other sociology credits. 3 credits.

WMS/SOC 316 — Women in the Developing World
Explores the nature of the lives of women across the globe; their changing social, economic and political roles; the impact of development, revolutionary movements, and international feminism. Prerequisite(s): 3 credits in sociology or women’s studies. 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(s): 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, and cultural changes in women’s lives from the late nineteenth century to the present. Prerequisite(s): 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. Prerequisite(s): 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(s): 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(s): sophomore status. 3 credits.

WMS 327 — Women of Color in the U.S.
Analysis of the concept of motherhood as a social, cultural, 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. Prerequisite(s): SOC 100 or VMS 100 and one additional course in Sociology or Women’s Studies. 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
Examines the lives of Native American women with an emphasis on their roles in economic, political, and ideological domains. Prerequisite(s): 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 systemic and mediated constructions. Prerequisite(s): 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(s): 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(s): 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 ethnocritically grounded approaches. Relations between expressions of sexuality. Prerequisite(s): ANT 204 or WLL 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. Prerequisite(s): 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(s): LEP Cultural Expression. 3 credits.

WMS 398 — Special Topics
Examination of developments, issues, and/or creative work in the field of women’s studies. Prerequisite(s): 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(s): 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(s): 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(s): 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(s): 12 credits in psychology. 3 credits.

WMS/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. Prerequisite(s): HIS 213 or 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(s): 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(s): 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(s): departmental permission. 3 credits.

WORLD LANGUAGES AND LITERATURES

Elena Schmitt
CHAIRPERSON
Engleman D 163
(203) 392-6770-Fax (203) 392-6136
schmittel@SouthernCT.edu
Department Secretary: (203) 392-6132

Carlos Arboleda, Professor
Resha Cardone, Assistant Professor
Luke Eilderts, Assistant Professor
Rafael Hernandez, Professor
Erin Larkin, Assistant Professor
Sobeira Latorre, Assistant Professor
Linda Olson, Associate Professor
Giuseppina Palma, Professor
Ruben Pelayo, Professor
Luisa Piemontese, Professor
Elena Schmitt, Professor
Joseph Solodow, Professor
Alfredo Sosa-Velasco, Assistant Professor
Loretta Verplaetse, Professor
Lisa Vitale, Assistant Professor
Miaowei Weng, Assistant Professor
Jian Wu, Assistant Professor

MAJORS IN WORLD LANGUAGES AND LITERATURES

Liberal Arts and Secondary Education Programs

The major in a world language develops mastery of a language (French, German, Italian, or Spanish). The primary aim of the beginning courses is to develop effective skills of communication: listening, speaking, reading, writing and cultural awareness; the advanced courses reinforce these while familiarizing the student with foreign culture and literature. Students in the B.S. (required for certification) secondary education program who receive their degrees will be recommended for Initial Teacher Certification. Passing ACTFL is one of the pre-requisites for Student-Teaching and the Student-Teaching Seminar.

The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of the School of Education.

French, German, and Italian Majors

The program consists of 30 credits in the major language and 3 credits in a literature course in addition to satisfying the Liberal Education Program Multilingual Communications requirement.

A score of Advanced Low on the ACTFL OPI and WPT is required prior to student teaching. Students seeking world language teaching certification must take WLL 403 in addition to other requirements for the program.

Students planning to major in a world 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 exchange programs in Germany and Spain.

World Language majors are required to take a 3-credit literature course in a language other than their major. 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 LANGUAGE WAIVER POLICY

Students who have already achieved oral and written fluency in a language other than English may take a waiver examination. They should contact the Department of World Languages and Literatures for details. Students who have studied a language other than English for three years or more in high school or are native speakers cannot take an entry level elementary language course (for example, SPA 100, ITA 100, FRE 100, GER 100) in that language for credit.

Students who are native speakers of a language other than English may be granted a waiver of world language requirement with credit based on one of the following documents:

— High school diploma or its equivalent from the student’s native language country, not an American high school.

— ACTFL Oral Proficiency Interview (OPI) and Written Production Test (WPT) passed at Intermediate Mid level. To register for these tests, you may contact www.languagetesting.com.

— STAMP test – contact the department for instructions.

SPANISH

Bachelor of Arts Degree

B.A. degree majors must complete 30 credits in Spanish in addition to satisfying the Liberal Education Program Multilingual Communications requirement. Students must follow the sequence of courses listed below. Placement in SPA 100-101 is determined by an evaluation given by the department. Students who took four years of high school Spanish cannot receive credit for SPA 100. Students must maintain a 2.7 GPA in all courses in the major.

Course Requirements for B.A. Degree

SPA 101 — Spanish II
or, SPA 106 — Spanish Language Practice in Spain
SPA 200 — Spanish III
or, SPA 206 — Spanish Culture in Spain
SPA 210 — Spanish IV
SPA 300 — Composition
or, SPA 305 — Composition and Conversation for Heritage Learners
SPA 301 — Conversation
or, SPA 305 — Composition and Conversation for Heritage Learners
SPA 310 — Spanish Civilization
or, SPA 312 — Latin-American Civilization
SPA 320 — Spanish-American Literature I
or, SPA 330 — Indigenous Cultures of Latin America
SPA 400 — Spanish Literature I
or, SPA 401 — Spanish Literature II
SPA 402 — Spanish-American Literature I
or, SPA 403 — Spanish American Literature II
SPA 405 — Spanish Grammar Analysis
One LIT 300 or 400 level courses not specific to the Spanish speaking world
Any other SPA 400 level courses approved by the students adviser in order to complete required number of credits in the major.

Bachelor of Science Degree

B.S. degree majors must complete 30 credits in Spanish in addition to satisfying the Liberal Education Program Multilingual Communications requirement. Students must follow the sequence of courses listed below. Placement in SPA 100-101 is determined by an evaluation given by the department. Students who took four years of high school Spanish cannot receive credit for SPA 100. Students must maintain a 2.7 GPA in all courses in the major. 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 of Advanced Low or above on the ACTFL OPI and WPT is required prior to student teaching. Students seeking world language teaching certification must take WLL 403 in addition to other requirements for the program.

Course Requirements for B.S. Degree

SPA 101 — Spanish II  
or, SPA 106 — Spanish Language Practice in Spain  
SPA 200 — Spanish III  
or, SPA 206 — Spanish Culture in Spain  
SPA 210 — Spanish IV  
or, SPA 300 — Composition  
or, SPA 305 — Composition and Conversation for Heritage Learners  
SPA 301 — Conversation  
or, SPA 305 — Composition and Conversation for Heritage Learners  
SPA 310 — Spanish Civilization  
or, SPA 312 — Latin-American Civilization  
or, SPA 320 — Culture and Civilization of Puerto Rico  
or, SPA 330 — Indigenous Cultures of Latin America  
SPA 400 — Spanish Literature I  
or, SPA 401 — Spanish Literature II  
SPA 402 — Spanish-American Literature I  
or, SPA 403 — Spanish American Literature II  
SPA 405 — Spanish Grammar Analysis  

One LIT 300 or 400 level course in literature other than that of the Spanish-speaking world

Any other SPA 400 level courses approved by the students adviser in order to complete required number of credits in the major.

WORLD LANGUAGE OFFERINGS

Literature

LIT 326 — Dante and His Times  
LIT 328 — Literature of Medieval Europe  
LIT 330 — Renaissance in Europe 1350-1650  
LIT 338 — Russian Novel of the 19th Century  
LIT 342 — Dostoyevsky  
LIT 346 — Russian Short Story  
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

Arabic

ARB 100-101 — Arabic I, II  
ARB 200 — Arabic III

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 — Advanced French Culture and Language Practice in France  
FRE 310-311 — French Civilization I, II  
FRE 312 — Contemporary French Culture  
FRE 397 — Internship  
FRE 400 — Advanced French  
FRE 450 — La Cathédrale et le château  
FRE 460 — Le Siècle de Louis XIV  
FRE 465 — Lumières et Rococo  
FRE 470 — Le Romantisme  
FRE 475 — Le Roman du XIXème siècle  
FRE 485 — Le Théâtre moderne  
FRE 490 — Le Roman du XXème siècle  
FRE 498 — Special Topics in French  
FRE 499 — Directed Reading

German

GER 100-101 — German, I, II  
GER 106 — German Language Practice in Germany  
GER 201 — Continuing German: Contemporary  
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 Language I, II  
GER 480 — German Poetry  
GER 499 — Directed Reading

Hebrew

HBR 100-101 — Hebrew I, II  
HBR 200 — Hebrew III  
HBR 210 — Hebrew IV

Italian

ITA 100-101 — Italian I, II  
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 Language 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

Portuguese
POR 100-101 — Portuguese I, II
POR 200 — Portuguese III

Russian
RUS 100-101 — Russian I, II
RUS 200 — Russian III
RUS 210 — Russian IV

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

MINORS IN WORLD LANGUAGES
Students enroll in one of the languages listed under majors in world languages, at a level consistent with their past background, and complete 18 credits in the sequence of offerings.

MINOR IN LINGUISTICS
Elena Schmitt
COORDINATOR

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 WLL 211 — Introduction to Linguistics or TSL 502 — 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/AWL 204 — Language and Culture
ANT/AWL 214 — American Tongues: Every Day Politics of Speaking
ANT/AWL 374 — Language, Gender, and Sexuality
ANT 465 — Anthropological Linguistics
CMD 203 — Phonetics and Phonological Systems
TSL 315 — Foundations of Bilingual Education
WLL 403 — Introduction to Second Language Acquisition
TSL 505 — Pedagogical Grammar of English for TESOL
WLL 580 — Latin and the Romance Languages
ENG 415 — History of the Language
ITA 302 — Phonetics and Phonemics
ITA 405 — Advanced Grammar Review
PHI 351 — Philosophy of Language
SPA 302 — Practical Spanish Phonetics
SPA 405 — Spanish Grammar Analysis

BILINGUAL EDUCATION
Loretta Verplaetse
COORDINATOR

The Department of World Languages and Literatures in conjunction with the School of Education offers a dual program in elementary education and bilingual education. Students who successfully complete the program and receive their B.S. degrees will be recommended for Initial Teacher Certification in both elementary education and elementary/bilingual education. Passing ACTFL is one of the pre-requisites for student-teaching and the student-teaching seminar.

The Elementary Education/Bilingual Education 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 must pass 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 of this catalog.

Coursework
TSL 315 — Foundations of Bilingual Education
TSL 321 — Assessment for English Language Learners
TSL 418 — ESL Methods in Content instruction

COMPARATIVE LITERATURE
Rafael Hernandez
COORDINATOR

For details on the requirements for comparative literature, see Literature.

WORLD LANGUAGE COURSES
WLL/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.

WLL 211 — Introduction to Linguistics
A variety of approaches to the study of language: including the historical, the structural, and transformational. 3 credits.
WLL/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.

WLL 298—Special Topics
Examination of developments, issues, and/or creative work in the field of World Languages. Prerequisite(s): Departmental Permission. 3 credits.

WLL/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(s): ANT 204 or WLL 204. 3 credits.

WLL 397—Internship
Prerequisite(s): departmental permission. 3 credits.

WLL 398—Special Topics
Examination of developments, issues, and/or creative work in the field of World Languages. Prerequisite(s): departmental permission. 3 credits.

WLL 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. Also explores the application of SLA theory to understanding L2 learners' interlanguage production. Prerequisite(s): WLL 211. 3 credits.

WLL 404—Methods and Materials for Teaching World Languages in the Elementary Schools
Rationale, history, theoretical, and practical foundations of foreign language instruction in the elementary school. Models for curriculum, program implementation, planning, and assessment. Through video, practice, demonstrations, guest lectures, and the Internet, students acquire a wide range of teaching activities. Prerequisite(s): 24 credits in World Languages or departmental permission. 3 credits.

WLL 452—Secondary School Student Teaching (World Languages)
Guided observation and supervised student teaching in grades 7–12 in cooperating schools. Prerequisite(s): WLL 491. 12 credits.

WLL 453—Student Teaching Seminar—World Languages
Discussions of educational issues, in particular, those raised by students’ experiences in the field. Prerequisite(s): WLL 491. Corequisite: WLL 452. 1 credit.

WLL 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. Schedules once every three years. Prerequisite(s): successful completion of a third-year course in FRE, ITA, or SPA (or the equivalent), or one year of Latin. 3 credits.

WLL 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(s): EDU 413, WLL 403. 4 credits.

WLL 498—Special Topics
Examination of developments, issues, and/or creative work in the field of World Languages. Prerequisite(s): departmental permission. 3 credits

TESOL/BILINGUAL EDUCATION COURSES
TSL 315—Foundations of Bilingual Education
History and philosophy of bilingualism in American Schools. Models, approaches, and materials employed in effective bilingual education. Prerequisite(s): junior status. 3 credits.

TSL 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(s): junior status. 3 credits.

TSL 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. Prerequisite(s): TSL 315 and EDU 301 or 307 and EDU 311 or 312. 3 credits.

ARABIC COURSES
ARB 100—Arabic I
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. 3 credits.

ARB 101—Arabic 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. Prerequisite(s): ARB 100. 3 credits.

ARB 200—Arabic III
Reading of texts from literature, poetry, newspapers, and ancient sources. Acquisition of advanced vocabulary, grammatical, and language structures. Extensive use of oral language and practice in written language. Study of Arab culture through movies and music. One-hour session weekly in the language laboratory required to complement and reinforce classroom instruction. Prerequisite(s): ARB 101 or equivalent. 3 credits.

CHINESE COURSES
CHI 100—Chinese I
Conversational approach to Mandarin Chinese; the basic phonetic system, vocabulary, grammar, and logographic systems; rudiments of reading and writing. Introduces fundamental aspects of Chinese culture and civilization. One-hour weekly session in the language laboratory required. 3 credits.

CHI 101—Chinese II
Continuation of CHI 100. Emphasis on conversation, culture, and civilization; continued practice in reading and writing. One-hour weekly session in language laboratory required. Prerequisite(s): CHI 100. 3 credits.

CHI 200—Chinese III
Practice in understanding, speaking, reading, and writing Chinese in a variety of familiar social contexts. Learning about traditional and modern culture and traditions. One hour sessions weekly in the language laboratory required. Prerequisite(s): CHI 101 or equivalent. 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 supplement 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. Prerequisite(s): FRE 100 or two years 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. No credit toward major. Course taken in conjunction with either FRE 100 or 101. Prerequisite(s): departmental permission. Placement test required for students with previous foreign language experience. 3 credits.

FRE 200 — French III
Concentrates on the reading of French. No credit given towards French major. Students who complete this course cannot take 300-level French courses without permission from the department chairperson. Prerequisite(s): FRE 200 or 4 years of secondary school French. 3 credits.

FRE 204 — French IV
Concentrates on the reading of French. No credit given towards French major. Students who complete this course cannot take 300-level French courses without permission from the department chairperson. Prerequisite(s): 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. Course taken in conjunction with either FRE 200 or 204. Prerequisite(s): departmental permission and FRE 200 or placement test. 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. Prerequisite(s): 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. Prerequisite(s): 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(s): FRE 210. 3 credits.
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 Department of World Languages and Literatures faculty. Course taken in conjunction with either GER 100 or 101. Prerequisite(s): departmental permission. Placement test required for students with previous foreign language experience. 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 physical and political geography, media, education, the arts, travel, and living situations. An hour session in the language laboratory is required each week. GER 201, 202, 203 can be taken in any sequence. Prerequisite(s): GER 101 C or better, three years high school German with a C or better, or placement exam. 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, economy, 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(s): GER 101 C or better, three years high school German with a C or better, or placement exam. 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(s): GER 101 C or better, three years high school German with a C or better, or placement exam. 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(s): departmental permission or placement test. 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. Prerequisite(s): 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(s): 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(s): any two of GER 201, 202 or 203 or four years of secondary school German. 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(s): any two of GER 201, 202, or 203 or the equivalent. 3 credits.

GER 303 — Special Topics in German
Examination of developments, issues, and/or creative work in the field of German. Prerequisite(s): any two of GER 201, 202 or 203 or departmental permission. 3 credits.

GER 304 — Language Practice in Germany
Study of elementary German for a period of at least four weeks in Germany under the supervision of Department of World Languages and Literatures faculty. Course taken in conjunction with either GER 100 or 101. Prerequisite(s): departmental permission. Placement test required for students with previous foreign language experience. 3 credits.
*Students choose any two from GER 201, 202, 203 to fulfill the B.A. degree foreign language requirement.

GER 400 — Senior Research Project
Study of special topics in German. Prerequisite(s): departmental permission or placement test. Course taken in conjunction with either GER 201 or 202 or 203. 3 credits.

GER 405 — Directed Reading
Prerequisite(s): departmental permission. 1-3 credits.

GER 410 — Advanced French Grammar
Study of spoken and written French and practice in using French source material. Prerequisite(s): FRE 300, 301, or 302. 3 credits.

GER 412 — French Language Practice in France
Using French to explore cultural aspects of the French speaking world. Practice in hearing, reading, and writing French narrative. An hour session in the language laboratory is required each week. GER 412 can be taken in any sequence. Prerequisite(s): FRE 103 C or better, four years high school French with a C or better, or placement exam. 3 credits.

GER 414 — 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(s): departmental permission or placement test. Course taken in conjunction with either GER 201 or 202 or 203. 3 credits.

GER 416 — Special Topics in French
Examination of developments, issues, and/or creative work in the field of French. Prerequisite(s): FRE 300 and 301 or departmental permission. 3 credits.

GER 419 — Directed Reading
Prerequisite(s): departmental permission. 1-3 credits.

GER 420 — Contemporary French Theater
Study of contemporary French theater, including plays by Anouilh, Cocteau, Beckett, and Ionesco. Prerequisite(s): FRE 300 or departmental permission. 3 credits.

GER 422 — Advanced French Grammar
Systematic review of French grammar with emphasis on points of contrast with English. Intensive practice in areas of special interest. Prerequisite(s): any two of GER 201, 202 or 203 or the equivalent. 3 credits.

GER 425 — Advanced French Literature
Study of the significant novels of this period including those of Gide, Proust, Genet, and others. Prerequisite(s): one 300-level French course. 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 the department faculty. A paper or research project evaluated by a departmental committee and/or examination administered by the department are required. Course taken in conjunction with GER 206 or 499. Prerequisite(s): departmental permission and any two of GER 201, 202 or 203 or equivalent or placement test. 3 credits.

GER 310—German Civilization
Studies in German history and culture before 1900 based on selected literary works and visual materials. Prerequisite(s): 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 serve as a basis for discussions about their historical, sociological, and psychological aspects. Prerequisite(s): any two of GER 201, 202 or 203 or the equivalent. 3 credits.

GER 397—Internship
Prerequisite(s): 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 German or English; readings in German or English. Prerequisite(s): 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(s): any two of GER 201, 202 or 203. 3 credits each.

GER 480—German Poetry
Survey from the Middle Ages to the present. Prerequisite(s): 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 German or English (check schedule of classes); readings in German or English. Prerequisite(s): if taught in German, GER 300 and 301 or departmental permission. 3 credits.

GER 499—Directed Reading
Prerequisite(s): departmental permission. See also LIT 328 and 374. 1-3 credits.

HEBREW COURSES
HBR 100—Hebrew I
An introduction to the contemporary Hebrew language through the mastery of listening and speaking skills, the learning of basic grammar and vocabulary, and the mastery of reading and writing Hebrew text and script. One-hour session weekly in the language laboratory required to complement and reinforce classroom instruction. 3 credits.

HBR 101—Hebrew II
A continuation of Hebrew 100. An introduction to the contemporary Hebrew language through the mastery of listening and speaking skills, the learning of basic grammar and vocabulary and the mastery of reading and reinforce classroom instruction. Satisfies B.S. degree world language requirement. Prerequisite(s): HBR 100 or two years of secondary school Hebrew. 3 credits.

HBR 200—Hebrew III
Reading of texts from literature, poetry, newspapers, and ancient sources. Acquisition of advanced vocabulary, grammatical, and language structures. Extensive use of oral language and practice in written language. Study of Israeli culture through movies and music. One hour session weekly in the language laboratory is required. Prerequisite(s): HBR 101 or equivalent. 3 credits.

HBR 210—Hebrew IV
Extensive reading of texts from literature, poetry, newspapers, and ancient sources. Extensive acquisition of advanced vocabulary, grammatical, and language structures. Extensive use of oral language and practice in written language. Study of Israeli culture through movies and music. One hour session weekly in the language laboratory is required. Prerequisite(s): HBR 200 or equivalent. 3 credits.

ITALIAN COURSES
Placement in ITA 100-101 is determined by an evaluation given by the department.

ITA 100—Italian I
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. 3 credits.

ITA 101—Italian II
Reading of simple Italian and the fundamentals of composition and conversation. An hour session in the language laboratory is required each week. Prerequisite(s): Italian 100 with C or better, two years of secondary school Italian, or placement exam. 3 credits.

ITA 200—Italian III
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(s): ITA 100 with C or better, three years of secondary school Italian, or placement exam. 3 credits.

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 the Department of World Languages and Literatures faculty. Course taken in conjunction with either ITA 200 or 210. Prerequisite(s): departmental permission and ITA 200 or placement test. 3 credits.

ITA 210—Italian 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(s): Italian 200 with C or better, or four years of secondary school Italian, or a placement exam. 3 credits.

ITA 298—Special Topics in Italian
Examination of developments, issues, and/or creative work in the field of Italian. Prerequisite(s): ITA 210 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(s): 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(s): 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(s): 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. Course taken in conjunction with ITA 206 or 499. Prerequisite(s): departmental permission and ITA 210 or equivalent or placement test. 3 credits.

ITA 310 — Italian Civilization I
Reading and discussion of selected texts provide background in Italian culture and civilization. Prerequisite(s): 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(s): 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(s): ITA 210. 3 credits.

ITA 397 — Internship
Prerequisite(s): departmental permission. 3 credits.

ITA 398 — Special Topics in Italian
Examination of developments, issues, and/or creative work in the field of Italian. Prerequisite(s): ITA 300 and 301. 3 credits.

ITA 400-401 — Italian Literature I, II
Artistic and historical background of Italian literature from its beginning to the present, with reading and discussion of selected masterpieces. Prerequisite(s): 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(s): ITA 210. 3 credits.

ITA 433 — Dante and His Times
Life, religion, and philosophy of the Middle Ages are discussed as the background for the Divine Comedy. Prerequisite(s): ITA 300. 3 credits.

ITA 454 — 14th Century Writers
Readings from Petrarch, Boccaccio, and others. Prerequisite(s): ITA 300 and 301. 3 credits.

ITA 456 — Literature of the 15th Century
Readings from Lorenzo, Poliziano, and the epic poets. Prerequisite(s): ITA 300 and 301. 3 credits.

ITA 457 — Prose Writers of the 16th Century
Selected works of Castiglione, Machiavelli, and others. Prerequisite(s): ITA 300 and 301. 3 credits.

ITA 470 — Italian Romanticism
Literary contributions of Foscolo, Manzoni, Leopardi, and others. Prerequisite(s): 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(s): ITA 300 and 301. 3 credits.

ITA 484 — Italian Theater
Development of the theater from its origins to the present, through representative dramatists. Prerequisite(s): 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(s): 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(s): ITA 300 and 301. 3 credits.

ITA 490 — The Modern Novel
Development of the Italian novel from Verga to the present. Prerequisite(s): 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. Prerequisite(s): ITA 300 and 301 or departmental permission. 3 credits.

ITA 499 — Directed Reading
Prerequisite(s): 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. Introduces fundamental aspects of Japanese culture and civilization for business. 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(s): JPN 100. 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(s): JPN 101 or equivalent. 3 credits.

JPN 210 — 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. Prerequisite(s): JPN 200 or equivalent. 3 credits.
LATIN COURSES
Placement in LAT 100-101 is determined by an evaluation given by the department.

Note: LAT 200 and LAT 210 are available as independent study.

LAT 100 — Latin I
Introduction to Latin vocabulary and grammar. Reading of brief literary texts. 3 credits.

LAT 101 — Latin II
Introduction to Latin vocabulary and grammar. Reading of brief literary texts. 3 credits.

PORTUGUESE COURSES
POR 100 — Portuguese I
An introduction to Portuguese language through speaking, writing, reading original texts, and interacting with different cultural manifestations. An hour session in the language laboratory is required each week. Students with one or two years of secondary school Portuguese may not take POR 100 for credit. 3 credits.

POR 101 — Portuguese II
A continuation of POR 100. An introduction to Portuguese language through speaking, writing, reading original texts, and interacting with different cultural manifestations. An hour session in the language laboratory is required each week. Prerequisite(s): POR 100 or equivalent. 3 credits.

POR 200 — Portuguese III
Third semester of contemporary Portuguese. Reading original texts and interacting with different cultural manifestations through movies, music, literature, and the press. One hour a week in the language laboratory is required to complement and reinforce classroom instruction. Prerequisite(s): POR 101 or equivalent. 3 credits.

RUS 210 — Russian IV
Principles of elementary Russian grammar are reviewed and extended with further training in understanding, speaking, reading, and writing. Works of classical writers of the nineteenth century are studied and discussed in Russian. An hour session in the language laboratory is required each week. Prerequisite(s): RUS 200 or four years of secondary school Russian. 3 credits.

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. Prerequisite(s): SPA 100 C or better, three years of high school Spanish, or placement exam. 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(s): departmental permission. Placement test required for students with previous foreign language experience. May not be applied towards a world 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(s): SPA 101 C or better, SPA 106 C or better, or three years of secondary school Spanish, or placement exam. 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. Course taken in conjunction with either SPA 200 or 206. Prerequisite(s): departmental permission and SPA 200 or placement test. 3 credits.

SPA 298 — Special Topics in Spanish
Examination of developments, issues, and/or creative work in the field of Spanish. Prerequisite(s): SPA 210 or departmental permission. 3 credits.

SPA 300 — Composition
Practice in composition, based on Hispanic models. Intensive grammar, and syntax review. Idiomatic use of Spanish. Designed to improve written expression. One hour a week in lab required. Prerequisite(s): SPA 210. 3 credits.
SPA 301 — Conversation
Practice in conversation. Oral reports and activities to stimulate expression in the language. One hour a week in lab required. Prerequisite(s): 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(s): open to majors or minors or with departmental permission. 3 credits.

SPA 305 — Composition and Conversation for Heritage Learners
Practice in composition and conversation for heritage learners of Spanish who have little or no formal training in the language. Intensive grammar and syntax review. Oral reports and activities to stimulate expression in the language. One hour a week in lab required. Prerequisite(s): SPA 210. 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. Course taken in conjunction with SPA 206 or 499. Prerequisite(s): departmental permission and SPA 210 or equivalent or placement test. 3 credits.

SPA 310 — Spanish Civilization
Spanish culture from the earliest days to modern times. Prerequisite(s): 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(s): SPA 300 or 301. 3 credits.

SPA 315 — Spanish for Professions
Learn to communicate in Spanish to look for employment, to write a curriculum vitae, to apply for jobs, to prepare for interviews, and to communicate with employers, co-workers, customers, clients, patients, and employees. One hour a week in lab required. Prerequisite(s): SPA 300 or 305 or departmental permission. 3 credits.

SPA 320 — Culture and Civilization of Puerto Rico
Overview of the culture and civilization of mainland and island Puerto Ricans from early times to the present. Readings include selections from literary, historical, political, and sociological texts. Also included is a study of Puerto Rican music and film. Prerequisite(s): SPA 300, 301 or 305. 3 credits.

SPA 330 — Indigenous Cultures of Latin America
Understanding of indigenous cultures, indigenous cultural expressions, and non-native representations of indigenous-ness throughout Latin America from Pre-Colombian times to the present day. Prerequisite(s): SPA 300, 301 or 305. 3 credits.

SPA 397 — Internship
Prerequisite(s): departmental permission. 3 credits.

SPA 398 — Special Topics in Spanish
Examination of developments, issues, and/or creative work in the field of Spanish. Prerequisite(s): 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(s): 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(s): 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(s): SPA 300, and either SPA 310 or 312. 3 credits.

SPA 405 — 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. One hour a week in lab required. Prerequisite(s): SPA 300 or 305. 3 credits.

SPA 459 — Latin American Theater and Performance
A course focused on the theater and performance art of Latin America. Students move from traditional literary analysis of written theatrical works towards a cultural studies approach to interpreting performance art pieces and happenings. Prerequisite(s): SPA 300, SPA 301 and either SPA 310 or SPA 312. 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(s): 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(s): 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(s): 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(s): SPA 300, and either SPA 310 or SPA 312. 3 credits.

SPA 475 — 19th-Century Novel
Spanish novel during the 19th century with special emphasis on the works of Valera, Galdós, Pereda, Pardo Bazán, and Alas. Prerequisite(s): SPA 300, and either SPA 310 or SPA 312. 3 credits.

SPA 480 — Generation of ’98
Study of the main tendencies of the Generation of ’98 through selected works of Gasset, Unamuno, Valle Inclán, Baroja, Azorín, and others. Prerequisite(s): SPA 300, and either SPA 310 or SPA 312. 3 credits.

SPA 485 — Modern Spanish Drama
Study of the contemporary Spanish theatre, including the works of Benavente, García Lorca, Casona, Buero Vallejo, and Arrabal. Prerequisite(s): SPA 300, and either SPA 310 or SPA 312. 3 credits.
SPA 490 — Modern Novel in Spain
Study of representative 20th-century Spanish novels, including works of Cela, Laforet, Matute, and Goytisolo. Prerequisite(s): 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(s): 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. Prerequisite(s): SPA 300 and 301 or departmental permission. 3 credits.

SPA 499 — Directed Reading
Prerequisite(s): departmental permission. 1-3 credits.
SCHOOL OF BUSINESS

Ellen D. Durnin
DEAN
School of Business, Room 106A
(203) 392-5630 – Fax (203) 392-5674
durnine1@SouthernCT.edu
Administrative Assistant: Joan DeMorro
(203) 392-5630
demorroj1@SouthernCT.edu

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The School of Business offers a business major with concentrations 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 on 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 a major in economics may be earned through the School of Arts and Sciences. 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.

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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Education Program Requirement</td>
<td>48</td>
</tr>
<tr>
<td>Business Administration Requirement</td>
<td>43</td>
</tr>
<tr>
<td>Business Common Core</td>
<td>34</td>
</tr>
<tr>
<td>Global Business Course</td>
<td>3</td>
</tr>
<tr>
<td>Analysis and Application</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>Major/Concentration</td>
<td>18</td>
</tr>
<tr>
<td>Electives</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>122</td>
</tr>
</tbody>
</table>

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 13 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.

BUSINESS ADMINISTRATION REQUIREMENTS

Business Common Core (34 credits)

In addition to the Liberal Education Program 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 Microeconomics
ECO 221—Statistics for Economics and Business
FIN 300—Corporation Finance
MGT 240—Legal Environment of Business
MGT 300—Management and Organization
MGT 305—Organizational Behavior
MGT 450—Business Policy and Strategy Seminar
MIS 361—Production-Operations Management
or MIS 370—Business Information Systems
MKT 200—Principles of Marketing

2013-15 Undergraduate Catalog

For updates, go to SouthernCT.edu/academics
*Note: ECO 100 — Principles of Macroeconomics is taken by all business majors as the Liberal Education Program Social Structure, Conflict and Consensus course.

**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 and Small Business Mgmt.
- MGT 335 — Business Law
- MGT 412 — Diagnosing Management Problems
- MIS 361 — Production-Operations Management
- MIS 370 — Business Information Systems
- MIS 375 — Decision Support Systems
- MKT 331 — Principles 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 concentration. However, students in the finance concentration must take FIN 347.

**Accounting**

ACC 424 — International Accounting

**Business Economics**

ECO 350 — International Economics I: Trade

**Finance**

FIN 347 — International Financial Management

**Management/MIS**

MGT 430 — Management of Multinational Corporations

**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 — Corporate Finance
- MGT 240 — Legal Environment of Business

**ACCOUNTING**

Janet F. Phillips

Chairperson

School of Business, Room 107

(203) 392-5698 – Fax (203) 392-5863

philippsj1@SouthernCT.edu

Department Secretary: (203) 392-5691

Wafeek Abdelsayed, Professor

Emmanuel Emenyonu, Professor

Robert Kirsch, Professor

Radha Narumanchi, Associate Professor

Young Park, Associate Professor

Janet Phillips, Professor

**CONCENTRATION IN ACCOUNTING**

The concentration in accounting 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 concentration also allows students to design a curriculum that prepares them for professional certification examinations and for graduate study.

In addition to the Liberal Education Program requirements and the business administration requirements, students pursuing a concentration in accounting must 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
- ACC 410 — Advanced Accounting

Plus 3 credits selected with the consent of the adviser.

**Cognates: 6 credits**

- CSC 200 — Information Management and Productivity Software
- ENG 316 — Writing for Business and Industry

**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(s): sophomore status. 4 credits.

**ACC 202 — Fundamental Financial Accounting Assessment Course**

Financial accounting concepts and computer proficiency for students transferring 3 credit introductory accounting courses from other institutions. [Note: May not be used to satisfy a degree requirement for students taking 4 credits in ACC 200.] Prerequisite(s): 3 credit Introduction to Financial Accounting course from transfer institution. 1 credit.

**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(s): 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(s): 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(s): 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(s): 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(s): 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(s): 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. Prerequisite(s): ACC 200 and CSC 200 or equivalent. 3 credits.

**ACC 380 — Fraud and Forensic Accounting**

Study of the application of accounting principles, theories, and methods to the detection, investigation, prosecution, and prevention of fraud and financial/white collar crimes. It covers the collection, preservation, and presentation of evidence both in hard copy and electronic formats for purposes of litigation support. Prerequisite(s): ACC 311. 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(s): 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(s): 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(s): 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. Prerequisite(s): 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. Prerequisite(s): ACC 311 and ACC 370. 3 credits.

**ACC 497 — Internship**

A supervised internship in business or government with the application of accounting to problems of enterprise administration. Biweekly reporting to the faculty supervisor is necessary. Prerequisite(s): 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(s): senior status and departmental permission. 3 credits.
ECONOMICS AND FINANCE

James A. Thorson
CHAIRPERSON
School of Business, Room 124
(203) 392-5629 – Fax (203) 392-5254
thorsjon1@SouthernCT.edu
Department Secretary: Marisol Lopez-Castro
(203) 392-5615
lopezcastrm1@SouthernCT.edu

Benjamin Abugri, Professor
Samuel Andoh, Professor
Gene Birz, Assistant Professor
Peter Bodo, Professor
Sandip Dutta, Assistant Professor
Robert Eldridge, Professor
Yilma Gebremariam, Professor
Sanja Grubacic, Associate Professor
Mehdi Mostaghimi, Professor
James Thorson, Professor

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 Liberal Education Program requirements and the business administration requirements, students pursuing a concentration in business economics must take the following:

Economics Courses: 18 credits
ECO 200 — Macroeconomic Analysis
ECO 201 — Microeconomic Analysis
Plus 12 credits (4 courses) selected with the advice of the faculty adviser.

Cognate: 3 credits
CSC 200 — Information Management and Productivity Software

Information on the B.A. degree in economics is available in the School of Arts and Sciences.

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 the School of Business. 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)
FIN 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(s): 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). Prerequisite(s): 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 include descriptive statistics, basic probability distributions, sampling theory, confidence interval estimation, hypothesis testing, correlation, and simple regression analysis. Prerequisite(s): ECO 100 and 101, and MAT 120. 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. Prerequisite(s): 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 effects of unions. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): ECO 100 and 101. 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): ECO 100 and 101. 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(s): MAT 139 or departmental permission. 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. Prerequisite(s) are based on content. 3 credits.

ECO 410 — Managerial Economics
Problems solving applications of microeconomic theory to policy level decision-making processes of individual firms competing in local, national, and international markets. Prerequisite(s): ECO 100, 101, and 221. 3 credits.

ECO 440 — Regional Economic Integration
Examination of the economic integration of regions of the world: EU, APEC, ASEAN, AU, MECUSOR and others. Students learn about the principles and the process of regional economic integration, the challenges and benefits of economic integration, and how factors of production impact and are impacted by the process. The issue of disparities and convergence are also evaluated. Prerequisite(s): ECO 100 or 101, and junior or senior status. 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. Prerequisite(s): senior status and departmental permission. 3 credits.

ECO 499 — Independent Study
Research of a high quality meeting the standards of the department faculty director. Prerequisite(s): 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
FIN 340 — Financial Markets and Institutions
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. Prerequisite(s): 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(s): 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(s): 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. Prerequisite(s): 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. Prerequisite(s): 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(s): FIN 300. 3 credits.

FIN 348 — Personal Financial Planning
Examines the principal financial issues facing an individual in today’s complex financial environment. The course enables students to make informed decisions in the context of their own specific situations so that the chance of success is maximized and risks are minimized. Focus is on practical strategies that produce results. Areas of study include budgeting, taxation, managing credit, investments, health, life, disability, and long-term care insurance; retirement and estate planning. Prerequisite(s): ECO 100, ECO 101. 3 credits.

FIN 398 — Special Topics in Finance
Examination of developments, issues, and current ideas in the field of business administration, which are pertinent to finance. 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 in financial planning. Prerequisite(s): FIN 300. 3 credits.

FIN 455 — Securities Markets
An analysis of securities markets, including, interest rate analysis, portfolio strategy, and investment management. Prerequisite(s): FIN 300 and 340. 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. Prerequisite(s): ACC 200, FIN 345, and MGT 240. 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. Prerequisite(s): FIN 300. 3 credits.

FIN 470 — Practicum of Investing
Students are part of the investment management team of student-run investment portfolio funded by the SCSU Foundation (The Ad Astra Fund). This lab course can be taken once for credit in the finance sequence. Subsequent registrations will count as elective courses repeatable up to 9 credits. This course is a practical application of the theories learned in the classroom. Grading on pass/fail basis. Prerequisite(s): FIN 300 and GPA 3.0 or better. Corequisite FIN 341 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. Prerequisite(s): senior status and departmental permission. 3 credits.

FIN 499 — Independent Study
Research of a high quality meeting the standards of the department faculty director. Prerequisite(s): senior status and departmental permission. 3 credits.
MANAGEMENT/MIS

Paul Stepanovich
CHAIRPERSON
School of Business, Room 122
(203) 392-5850 – Fax (203) 392-5049
stepanovichf@southernct.edu
Department Secretary: (203) 392-5850

Ricard Bassett, Associate Professor
Ellen Frank, Professor
Veronica Gill, Assistant Professor
Pamela Hopkins, Professor
Robert Mullens, Professor
Omid Nodoshani, Professor
Robert Page, Professor
Mina Park, Assistant Professor
Gregory Robbins, Associate Professor
Paul Stepanovich, Professor
Frances Viggiani, Associate Professor
Chulguen Yang, Associate Professor

The Management/MIS department offers concentrations in three business disciplines: management; management information systems (MIS); and international business. They all require the business administration requirements as well as six courses (18 credits) in the student's specialization. Details of each of these programs are provided below.

CONCENTRATION IN MANAGEMENT

The 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 concentration also helps students prepare for graduate study in business and law. By highlighting successful organizational processes and practices, this concentration 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 Liberal Education Program requirements and the business administration requirements, students pursuing a concentration in management must take the following:

Management Courses: 18 credits
- MGT 385 — Human Resources Management
- Plus 12 credits (4 courses) in MGT and 3 credits (1 course) either in MIS or MGT, selected with the consent of the departmental faculty adviser.

MINOR IN MANAGEMENT

The minor in management consists 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.

CONCENTRATION IN MANAGEMENT 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 a “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.

Students must select MIS 370 within the Business Common Core. In addition to the Liberal Education Program requirements and the Business Administration Requirements, students pursuing a concentration in management information systems must take the following:

Required Management Information System courses: 6 credits
- MIS 371 — Information Systems Analysis and Design
- MIS 470 — Management of Information Systems Design

An MIS junior elective: 3 credits
- MIS 360 — Supply Chain Management
- MIS 365 — Systems Thinking for MIS
- MIS 375 — Decision Support Systems
- MIS 385 — Designing and Managing Telecommunications Systems

An MIS senior elective: 3 credits
- MIS 410 — Intelligent and Expert Systems
- MIS 430 — Advanced Project Management
- MIS 460 — Advanced Security Management
- MIS 497 — Internship

An MIS Related Course: Any other application course in MIS or related course: 3 credits
- ACC 370 — Accounting Information Systems
- ECO 310 — Management Science
- MKT 360 — E-Commerce Marketing Foundations
- MKT 440 — E-Marketing

One of the following courses: 3 credits
- CSC 204 — Web Technology
- CSC 302 — Spreadsheet Programming
- CSC 303 — Microcomputer Database Management Systems
- CSC 380 — Network Technology
- GEO 381 — Geographic Information Systems for Business and Strategic Management

MINOR IN MANAGEMENT INFORMATION SYSTEMS (MIS)

The minor in management 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.

2013-15 Undergraduate Catalog
For updates, go to SouthernCT.edu/academics
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 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
MGT 332 — Marketing Communication
MKT 420 — Global Marketing
MKT 425 — Marketing Research
Special Topics (When Appropriate)
Independent Study

For the third block, students must demonstrate proficiency in a world 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, art, interdisciplinary studies, political science, geography, history, world languages, or literature 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.

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, e-mail, memos); and oral presentations of persuasive arguments/debates. Prerequisite(s): MGT concentration. 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(s): 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. Prerequisite(s): 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(s): 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(s): 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 effects brokers and salespersons. Prerequisite(s): 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(s): 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. Prerequisite(s): 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. Prerequisite(s): Junior or senior status or departmental permission. 3 credits.

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
MGT 405 — Employment Law
Introduction to laws that apply to the employer/employee relationship. The course examines a broad range of issues that arise in employment law such as the employment relationship (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(s): Junior or senior status and MGT 300. 3 credits.

MGT 412 — Diagnosing Management Problems
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. Prerequisite(s): senior status and departmental permission. 3 credits.

MGT 414 — Creativity and Innovation
Understanding and practicing various techniques for improving an individual's ability to be creative in organizations. Prerequisite(s): junior or senior status. 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(s): 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(s): junior or senior status and 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. Prerequisite(s): completion of nine of the Business Common Core courses and senior status. 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. Prerequisite(s): junior or senior status and 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. Prerequisite(s): 9 MGT credits and senior status. 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. Prerequisite(s): 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(s): 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. Prerequisite(s): overall cumulative GPA of at least 3.0, senior status in management major, and departmental permission. 1-3 credits.

MANAGEMENT INFORMATION SYSTEMS COURSES
MIS 200 — Introduction to MIS
Overview of the field of Management of Information Systems. Review of current job opportunities in this career field and the identification of necessary skills. Computer exercises to demonstrate nature of MIS work. Prerequisite(s): Sophomore status. May not be used for credit toward MIS major. 3 credits.

MIS 230 — Introduction to Project Management
Principles of project management work are presented to understand what must be planned and controlled. Includes learning to create Work Breakdown Structure (WBS) charts, GANTT charts, PERT charts, and CPM charts. Prerequisite(s): Sophomore status. 3 credits.

MIS 260 — Introduction to MIS Security
Introduction to the problems and threats in protecting information and a firm's ability to operate and be managed in a digital economy. Includes detecting that an information security breach has occurred and the techniques and tools to protect and recover the business from such an occurrence. Prerequisite(s): Sophomore status. 3 credits.

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(s): 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. Prerequisite(s): 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(s): junior or senior status. 3 credits.

MIS 370 — Business Information Systems
The relationship of management and systems. Planning, design, and implementing of management information systems decision making with MIS. Prerequisite(s): Junior/senior status or 6 credits in CSC. 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(s): MIS 361 or 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. Prerequisite(s): MIS 361 or MIS 370. 3 credits.

MIS 380 — Cloud Computing for Business
An overview of the application of cloud computing for business use, with a focus on understanding what “cloud computing” offers a business and to provide the ability to address the major drawback limiting cloud computing implementation which is the business concern for data security in the “cloud”. Prerequisite(s): MIS 361 or 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(s): MIS 361 or 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. Prerequisite(s): MIS 361 or 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. Prerequisite(s): 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(s): MIS 361. 3 credits.

MIS 430 — Advanced Project Management
Advanced coverage of the process of project management used to plan activities involved with MIS work. Detail of what needs to be planned and controlled as well as standard tools and techniques used for this purpose follow guidelines for preparing for certification as PMP. Includes learning to use Microsoft Project software provided with text and to train to create “Work Breakdown Structure” charts, GANTT charts, PERT charts and CPM charts. Prerequisite(s): MIS 361 or MIS 370 and senior status. 3 credits.

MIS 460 — Advanced Security Management
Advanced coverage of managing security for a business with regard to protecting the firm’s operations, the information systems used in the business, the employees involved in the business, and the data collected during the operation of the business. Attention is paid to protecting customers from identity theft or any access to their private financial information while doing business with the firm. Prerequisite(s): senior status and MIS 370. 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(s): MIS 361 or MIS 370. 3 credits.

MIS 497 — Internship
A supervised internship in business or government with the application of management information systems to problems of enterprise administration. Biweekly reporting to the faculty supervisor required. Prerequisite(s): 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. Prerequisite(s): 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. Biweekly reporting to faculty supervisor required. Prerequisite(s): overall GPA of at least 3.0, senior status and departmental permission. 1-3 credits.

MARKETING
Shyam Lodha
CHAIRPERSON
School of Business, Room 108
(203) 392-5875 – Fax (203) 392-5463
lodhas1@SouthernCT.edu
Department Secretary: Debra Amendola
(203) 392-5875
Robert Forbus, Assistant Professor
Richard Kustin, Professor
Lynn Kwak, Associate Professor
Shyam Lodha, Professor
Melvin Prince, Professor

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. Topics studied include advertis-
ing, product development, market identification, consumer research, retailing, sales, industrial marketing, marketing management, and marketing strategy.

All marketing majors must take COM 205 — Fundamentals of Professional Presentations (3 credits).

In addition to the Liberal Education Program requirements and the business administration requirements, students pursuing a concentration in marketing must 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 — Retail Management

**Cognates**: (3 credits)

CSC 200 — Information Management and Productivity Software

**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 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(s): 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(s): MKT 200. 3 credits.

**MKT 332 — 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(s): 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 sale tactics. Prerequisite(s): 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(s): 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(s): 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(s): 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(s): 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(s): 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): CSC 200, ECO 221, and MKT 200. 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(s): 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 website 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. Prerequisite(s): MKT 200 and 6 additional marketing credits; CSC 200 or equivalent. 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. Prerequisite(s): MKT 321, 425, 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. Prerequisite(s): 9 MKT credits and senior marketing major. 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. Prerequisite(s): 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(s): 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. Prerequisite(s): senior status and departmental permission. 3 credits.
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.

The School of Education is a professional school whose mission is to develop outstanding educators and practitioners for schools and communities. The School of Education is responsible for preparing teachers, school administrators, athletic trainers, clinicians and researchers to work with individuals from birth to adulthood. The faculty maintain high standards of excellence in its programs, and seek to develop graduates committed to lifelong learning, intellectual honesty, personal integrity, and respect for the rights and freedoms of others.

The school offers programs leading to Bachelor of Science degrees in education, special education, athletic training, and exercise science (physical education, human performance). Additionally, the school offers a variety of programs preparing students for Connecticut teacher certification. These certification programs include early childhood education (PK-grade 3), special education (K-12), collaborative elementary education/special education (1-6/K-12), physical education (K-12), and elementary education/bilingual education (1-6). Through partnerships with other schools on campus, the School of Education offers teacher certification programs in secondary education in grades 7–12 (English, history/social studies, mathematics, general science, biology, chemistry, physics, earth science, foreign language, and art education [K-12]). The School of Education offers graduate work in most of the above areas, as well as programs in educational leadership (certification and doctoral education), information and library science, school health education, counseling and school psychology and, in partnership with another school on campus, certification in speech and language pathology. Information about these programs can be found in the Graduate Catalog.

TEACHER CERTIFICATION

The University through the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the Connecticut State Department of Education. As part of our mission and our accreditation, we have developed a Conceptual Framework that guides all that we do in teacher education. We aspire to develop outstanding educators who are grounded in scholarship, possess attitudes and dispositions that reflect a devotion to teaching and learning, have the personal and professional integrity to value themselves and others, have the leadership skills to promote continuous improvement of the educational systems in which they work, and demonstrate a service commitment and responsibility to the communities in which they live. This framework, reflected in the acronym SAILS, is basic to what we do, is contained throughout our courses and clinical field experiences, and is the foundation of our formative assessments of all students in the program.

Admission to Teacher Education Programs

Students applying to any professional teacher education program in order to become candidates for an initial educator certificate in Connecticut must meet six academic and non-academic requirements established by the School of Education which are consistent with certification requirements of the Connecticut State Department of Education. These are:

1. Complete the Liberal Education Program requirements, as specified by individual programs, thereby exhibiting a strong, liberal arts background in the arts and humanities, mathematics, science, social and behavioral sciences, and health and physical education.

2. Pass the state-mandated Praxis I skills examination in mathematics, reading, and writing. Alternatively, (a) present a combined score of 1,000 on the SAT with at least a score of 400 on both the verbal and mathematics sections 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 from any test administered on or after April 1, 1995; or,
b) present a score on the American College Testing Program Assessment (ACT) with no less than 20 on the English subtest and no less than 17 on the mathematics subtest from tests administered prior to October 1989; or present a score of no less than 22 on the English subtest and no less than 19 on the mathematics subtest from tests administered on or after October 1989.

3. Have a minimum 2.7 GPA for all undergraduate courses taken at any college or university at the time of application.

4. Submit an essay demonstrating a proficiency in English, articulating the reasons for wanting to become a teacher and emphasizing one’s experiences relevant to teaching and learning, or other essay as required by specific department.

5. Submit a letter of recommendation and accompanying rate sheets from each of two persons able to testify to the student’s suitability to become a teacher.

6. Be interviewed by a Departmental Admissions Committee, which will assess the student’s personal attitudes and dispositions that will shape his or her teaching performance.

Any one of the requirements 3-6 above may be waived by the Dean of the School of Education upon the formal recommendation of the department and if justified by unusual circumstances. Please consult with the department within which you seek certification for additional information. Students will not be accepted into a teacher certification program until all six of the above requirements are met or waived. Failure to meet all of the admission requirements in a timely manner will preclude registration for coursework in teacher education. Also, due to Connecticut State Department of Education requirements, students applying for certification programs must not register for more than two courses in professional education before they have received official notification of admission as a candidate to the certification program. Failure to comply with this policy may invalidate the courses taken outside of this policy. These requirements apply to all students seeking admission to any teacher certification program. Information on applying to any teacher certification program can be found at [http://www.SouthernCT.edu/education/professionalprogramrequirements/](http://www.SouthernCT.edu/education/professionalprogramrequirements/).

Candidates must maintain good standing throughout the teacher education program in order to qualify for our recommendation for certification to the State Department of Education. Students are responsible for familiarizing themselves with Connecticut’s teacher certification regulations and keeping abreast of changes to those regulations ([http://www.sde.ct.gov/sde/](http://www.sde.ct.gov/sde/)). If State regulations change before completion of a certification program, students will be required to meet these new regulations in order to receive the University’s recommendation for certification to the State Department of Education.

Applicants to any certification program should allow a minimum of six months after receipt of application to admission into the certification program. Thus, students interested in becoming certified as a teacher should contact the department within which the certification is sought by the end of their freshman year.

**Ongoing Assessment of Candidates in Teacher Education Programs**

Recognizing that continuing assessment of student learning is an essential element in the preparation of teachers, the School of Education has developed a formative and summative assessment process that consists of coursework and clinical field experiences across four distinct transition points or Gates throughout every teacher certification program:

- **Gate 1:** Entry to the program;
- **Gate 2:** Progression through required courses in the program;
- **Gate 3:** Completion of the required courses in the program; and,
- **Gate 4:** Completion of Student Teaching/Clinical Practice. Within each gate, the candidate is required to demonstrate that she or he has acquired the professional knowledge, skills and dispositions to proceed to the next gate in the program.

These gates, which are made up of specific performance indicators linked to specific courses, are key points in each program where candidates are assessed to determine that they demonstrate the required competencies and therefore, are eligible to proceed to the next gate in their program. The unit’s conceptual framework, SAILS, as well as program-specific assessments, form the foundation for each gate assessment.

Candidates should be thoroughly familiar with the gate requirements for their individual program. Information on gate assessments is available in the program areas and in their respective departments.

Teacher candidates 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 initial teacher certification. They also must demonstrate the following:

1. Personal attitudes and dispositions that will affect her or his performance as a teacher;
2. Professional behavior appropriate to the context which demonstrates that actions reflect directly upon the status and substance of the profession;
3. Confidentiality of all information concerning colleagues and students obtained in the educational process; and
4. Integrity and honesty in written and verbal communication and in all coursework related to the professional programs for teacher certification.

5. An undergraduate academic performance of at least a 2.7 GPA average. A candidate, 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.

**Secondary Education Teacher Certification**

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 middle and high schools (grades 7-12) in the subject-matter area of his or her major concentration. 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 general science, biology, chemistry, physics, earth science, English, French, German, Italian, Spanish, mathematics, economics, geography, history, political science, or sociology. The required courses for majorsing in a subject field are listed under the appropriate discipline.

For updates, go to [SouthernCT.edu/academics](http://SouthernCT.edu/academics)
Students in secondary education programs are required to complete the Liberal Education Program requirements, including HIS 110 or HIS 111 and SHE 203. Students may complete no more than 6 credits in the professional education sequence before being admitted as a teacher candidate to the School of Education (see Admission to Teacher Education Programs above). In addition, the following professional education and cognate courses are required:

EDU 201 — Introduction to Teaching Professions
EDU 413 — Secondary Education
PHI 370 — Philosophy of Education
PSY 370 — Educational Psychology
SED 482 — Teaching Exceptional Students in Secondary Education Classrooms
IDS 470 — Literacy in Content Areas
IDS 471 — English Language Learners in the Classroom

and the secondary school methods course in the appropriate subject area (one of the following):

ENG 493 — English (Secondary School)
WLL 491 — Methods of Teaching Foreign Language at Secondary School
MAT 490 — Mathematics (Secondary School)
SCE 490 — Science (Secondary School)
HIS 490 — Social Science (Secondary School)

and secondary school student teaching in the appropriate subject area (one of the following):

ENG 494 — Student Teaching—English
WLL 452 — Secondary School Student Teaching—World Languages
MAT 494 — Student Teaching—Mathematics
SCE 494 — Student Teaching—Science
HIS 494 — Student Teaching—History

and student teaching seminar in the appropriate subject area (one of the following):

ENG 496 — Student Teaching Seminar—English
WLL 453 — Student Teaching Seminar—World Languages
MAT 496 — Student Teaching Seminar—Mathematics
SCE 496 — Student Teaching Seminar—Science
HIS 496 — Student Teaching Seminar—History

Candidates seeking world language teaching certification must take WLL 403 — Introduction to Second Language Acquisition.

CRIMINAL HISTORY BACKGROUND CHECK

Effective July 1, 2010, Connecticut law requires students in teacher/educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences and student teaching. The procedures for obtaining the background checks and the length of time they are valid will be established by the Connecticut State Department of Education and cannot be altered. Students are responsible for the cost of the background check and will be provided with the necessary consent forms and other documents needed. As part of the background check, students need to be fingerprinted. If students fail to pass the background check, they may be unable to complete the chosen degree program. The School of Education’s Student Teaching Office will make every reasonable attempt to place students; however, if students do not pass the required background/fingerprinting checks, students will not be eligible for placement and will not be able to complete the program.

Once fingerprinting is completed, verification should be given to the School of Education Office, DA 103 and the department of the major. Students should keep a copy for their records. Students will receive a letter upon completion of the background/fingerprinting checks.

STUDENT TEACHING

Student teaching, taken in the last semester, is the culminating event in the preparation of teachers and, as such, should be seen as the most important activity in teacher education program. It is essential that all candidates follow the established procedures when formally applying to student teach. Information about student teaching can be found on our website (www.SouthernCT.edu/education/studentteaching/). Teacher candidates should familiarize themselves with this information early on in their programs. Questions regarding application procedures for student teaching can be directed to the department chairperson, to the department program coordinator listed in the Information for Student Teaching Candidates section of the website above, or to the Office of Student Teaching located in DA 110.

Application materials are available to eligible candidates in Tk20. Materials and responsibilities must be completed by the deadlines posted each semester. Late applicants must be approved by the student’s respective Dean and the Dean of the School of Education.

Approximate deadlines to apply for student teaching are:
Fall semester........................................previous October 1
Spring semester........................................previous October 1

Student teaching requires a full time commitment. As such, teacher candidates are not permitted to take other courses during the semester in which they student teach, other than the student teaching seminar that is taken simultaneously with student teaching. In rare cases, the department may petition the School of Education Dean for a waiver of this requirement. Additionally, candidates must have all courses and academic requirements completed prior to the semester of student teaching. Candidates with incomplete course requirements will not be permitted to student teach without prior approval of their respective Dean and the Dean of the School of Education.

In order to enroll in student teaching for any certification program, a teacher candidate must have successfully completed all courses required in the program and all coursework in Gates 1, 2, and 3.

Passing scores on Praxis II are required for teacher certification for all teacher candidates, except students receiving certification in world languages, who must pass ACTFL. Some certifications also require passing scores on the Foundations of Reading test in addition to passing Praxis II. Please check the Connecticut State Department of Education website for the most current requirements. Students who are required to take these exams and who do not pass will not be recommended for certification.

REVOCATION FOR ADMISSION TO TEACHER CERTIFICATION PROGRAMS

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;
— Falsify or misrepresent 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.

PROGRAM COMPLETION OF UNDERGRADUATE DEGREE AND TEACHER CERTIFICATION

Satisfactory performance on all aspects of the undergraduate program, including the expected performance on all Gate assessments, are requirements for completion of any teacher education program at Southern. As required by the Connecticut State Department of Education, all candidates must pass the appropriate examination(s) in order to be certified. Passing scores on Praxis II are required for teacher certification for all teacher candidates, except students receiving certification in world languages, who must pass ACTFL. Some certifications also require passing scores on the Foundations of Reading test in addition to passing Praxis II.

COUNSELING AND SCHOOL PSYCHOLOGY

Uchenna Nwachuku
CHIEF PERSON
Davis 126 B
(203) 392-5910 – Fax (203) 392-5917
nwachukun1@SouthernCT.edu
Department Secretary: (203) 392-5910

Louisa Foss, Associate Professor
Margaret Generali, Assistant Professor
Misty Cimicola, Associate Professor
Kari Sasso, Assistant Professor
Uchenna Nwachuku, Professor
Elizabeth Rhoades, Assistant Professor
Cheri Smith, Associate Professor
Ramon Vega de Jesus, Assistant Professor

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.

EDUCATION

Steven Greengross
CHIEF PERSON
Davis 116
(203) 392-6492
(203) 392-6430 – Fax (203) 392-6473
greengross1@SouthernCT.edu
Department Secretary: Diane Tourangeau
(203) 392-6593
(203) 392-6425

Beena Achchpal, Professor
Laura Bower-Phipps, Assistant Professor
Cheryl Dickinson, Professor
Joy Fopiano, Associate Professor
Adam Goldberg, Associate Professor
Steven Greengross, Professor
Mi Ai Kim, Assistant Professor
David Levande, Professor
Helen Marx, Assistant Professor
J. Gregory McVerry, Assistant Professor
Joel Meisel, Professor
Carlos Torre, Professor
Christine Villani, Professor

MAJOR PROGRAMS IN ELEMENTARY EDUCATION

There are four major programs in education:
— early childhood education preparing for certification in grades nursery-3; nursery-K eligible for regular and special education certification and grades 1-3 eligible for regular education certification;
— elementary education preparing for certification in elementary grades 1-6;
— elementary/special education, preparing for certification in both elementary grades 1-6 and special education K-12; and
— bilingual elementary education preparing for certification in 1-6 regular and bilingual education.

Students who wish to become certified in early childhood, elementary, elementary/special education, or elementary/bilingual education must have an academic major in an area...
outside of the School of Education. Students will receive a double baccalaureate, a B.S. degree in a teacher education certification area and a second B.S. or B.A. 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 the Liberal Education Program requirements, 44.5 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 and kindergarten in both regular and special education, and grades 1-3 in regular education. 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 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 305—Beginning Readers
EDU 306—Developing Readers
EDU 308—Children’s Literature and Literacy—Early Childhood
*EDU 309—Curriculum Design and Methods for Preschool
*EDU 312—Integrated Curriculum in the Primary Classroom
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 courses:

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:

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 305, EDU 308, EDU 309, and SED 235.

Gate 3: Students in Gate 3 take the following teacher preparation courses: EDU 306, 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.

Passing scores on Praxis II and the Foundations of Reading test are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification.

Elementary Education Certification

The successful completion of this program includes the Liberal Education Program requirements, 44.5 credits in elementary education, and 30-38 credits in the student’s subject area major. This fulfills the course requirements of the Connecticut Initial Educators Certificate and prepares the individual to teach elementary grades 1-6. 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 and the Foundations of Reading test to be recommended for certification.

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 305—Beginning Readers
EDU 306—Developing Readers
EDU 307—Children’s Literature and Literacy
*EDU 311—Integrated Curriculum for Upper Elementary Grades 4-6
*EDU 312—Integrated Curriculum in the Primary Classroom
EDU 317—Science Education for the Elementary School
EDU 324—Teaching Mathematics in the Elementary School
EDU 325—Best Practices in Classroom Management
EDU 414—Applications of Child Development
IDS 471—English Language Learners in the Classroom
*SED 225—Introduction to Exceptionalities
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 take:

EDU 300—Student Teaching I
EDU 400—Student Teaching II
EDU 485—Student Teaching Seminar

Students working toward elementary certification (1-6) must pass through four gates. The portfolio is presented at the completion of Gates 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 305, EDU 307, EDU 312, EDU 317, and EDU 414.

Gate 3: Students in Gate 3 take the following teacher preparation courses: EDU 306, EDU 311, EDU 324, EDU 325, and IDS 471.

Gate 4: Students in Gate 4 take Student Teaching I and II (EDU 300 and EDU 400) and the seminar course, IDS 485. Students must pass Praxis II before completing Gate 4.

Passing scores on Praxis II and the Foundations of Reading test are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification.

Elementary/Special Education Collaborative Certification

The successful completion of this program, includes the Liberal Education Program requirements, 41.5 credits in education/special education major, fulfills the course requirements for the Initial Certificate in Connecticut, and prepares the individual to teach all regular grades 1-6 and special education K-12. The subject area major has a minimum of 30 credits.

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 Exceptional Individuals
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 — Integrated Mathematics and Science 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.

Passing scores on Praxis II and the Foundations of Reading test are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification.

Bilingual Education/Elementary Education

The Elementary Education/Bilingual Education Dual Initial Certification Program offers bilingual undergraduate students an interdisciplinary degree, which will prepare them to become certified to teach grades 1-6 in elementary schools to both English speaking and limited English proficient children. Graduates of this program who pass the appropriate exams (Praxis II and ACTFL) 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 duality program. State/she will complete 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 Liberal Education Program 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 Department of Languages and Literatures 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 year, 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 speaker. (See testing requirements above.)
— The candidate must maintain regular contact with an adviser in TESOL/Bilingual Education and 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.

Please note that no more than two education classes toward certification may be completed prior to formal acceptance to the certification program.

In addition to coursework leading to certification in elementary education (see above), the bilingual education coursework includes the following three education courses:

TSL 315 — Foundations of Bilingual Studies
TSL 321 — Assessment for English Language Learners
TSL 418 — ESL Methods in Content Instruction

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
EDUCATION COURSES

EDU 200 — Teachers, Schools, and Society
This course examines the social, cultural, and political contexts of contemporary schooling. A field placement in an elementary school setting provides the opportunity to examine the work of teachers and connections between theory and practice. Fieldwork is required. 3 credits.

EDU 201 — Introduction to the Teaching Professions
Through participation as tutors and teachers’ assistants in selected schools, weekly seminars, field trips, and readings, students are introduced to professional education. For students in special education, art education, and secondary education. Prerequisite(s): Sophomore status. Field work required. 3 credits.

EDU 206 — Principles of Early Childhood Education
The course focuses on the distinct philosophies, theories, standards, policies, values and issues of collaborations in the field of Early Childhood Education. A 40 hour field placement in an early childhood school setting provides students with an opportunity to experience what it means to be an early childhood teacher and relate theory to practice. Students learn to navigate their role as early childhood professionals. 3 credits.

EDU 300 — Student Teaching I
Guided observation of the teaching process and supervised student teaching coordinated with study of curricula and educational materials. Prerequisite(s): Departmental permission. 6 credits.

EDU 301 — Reading
Study of how children learn to read and an analysis of current practices in teaching reading. Prerequisite(s): Departmental permission. 3 credits.

EDU 305 — Beginning Readers
Study of how children learn to read and an analysis of current practices in teaching reading and assessing performance at the beginning reading level with emphasis on foundational skills in word identification, comprehension, vocabulary, and fluency. Field work component to link theory to practice. Prerequisite(s): Departmental permission. 3 credits.

EDU 306 — Developing Readers
Study of how children refine and expand reading skills with emphasis on narrative and expository comprehension, written response to reading, vocabulary, and fluency. Field work component to link theory to practice. Prerequisite(s): Departmental permission. 3 credits.

EDU 307 — Children’s Literature and Literacy
Study of how literature can be used as a springboard for teaching language arts in the elementary grade classroom. Prerequisite(s): Departmental permission. 3 credits.

EDU 308: Children’s Literature and Literacy: Early Childhood
Study of ways to help children use and develop language skills to listen, speak, read, and write using children’s literature as a springboard. Prerequisite(s): Admission to department and departmental permission. 3 credits.

EDU 309 — Curriculum Design and Methods for Preschool
Study of the teacher's role in facilitating the preschool child's learning and development. Curriculum planning based on the developmental needs of preschool children. Field work component links theory to practice. Prerequisite(s): Departmental permission. 3 credits.

EDU 310 — Curriculum Design and Methods for Early Childhood
Curriculum planning based on the needs of the young child from 3 to 5 years of age. Prerequisite(s): Departmental permission. 3 credits.

EDU 311 — Responsive Curriculum and Assessment
Engages future teachers in studying diverse classroom, school, and community contexts; assessing elementary students' strengths, weaknesses, interests, and background knowledge; and implementing curriculum based on assessment results and context. Prerequisite(s): Departmental permission. 3 credits.

EDU 312 — Integrated Curriculum in the Primary Classroom
A study of developmentally appropriate, integrated curriculum for K-3. 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(s): Departmental permission. 3 credits.

EDU 317 — Science Education in the Elementary School
This course will examine the content, organization, and techniques of instruction in elementary science from kindergarten through grade 6. Emphasis is on directed teaching; inquiry; discovery and the problem-solving methodologies endorsed by current reform efforts for achievement of optimal learning and comprehension. Prerequisite(s): Departmental permission. 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(s): Departmental permission. 3 credits. (Fall)

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. Collaborative 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(s): Departmental permission. 3 credits. (Spring)

EDU 320 — Integrated Mathematics and Science for Early Childhood Education
The content, organization, techniques of instruction, and the application of technology in elementary science and mathematics. Prerequisite(s): MAT 106 and departmental permission. 3 credits.

EDU 321 — Curriculum, Instruction, and Assessment in Social Studies
Engages future teachers in studying diverse classroom, school, and community contexts; assessing elementary students' strengths, weaknesses, interests, and background knowledge; and implementing curriculum based on assessment results and context. Prerequisite(s): 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(s): Acceptance into the Education Department. 3 credits. (Spring)

EDU 324 — Teaching Mathematics in the Elementary School
This course will examine the mathematics covered in grades K to 6. The course will also examine the use and meaning of numbers in children’s lives and the current trends in mathematics education. Prerequisite(s): Departmental permission and MAT 106. 3 credits.
EDU 325 — Best Practices in Classroom Management  
The proactive and reactive components of effective classroom management; emphasis is on the link between normative student development, academic performance, and behavior. Topics include environmental design, organizational design, establishment of rules and procedures, and management styles. Prerequisite(s): Departmental permission. 3 credits.

EDU 398 — Special Topic  
Examination of developments, issues, and current ideas in the field of education. Prerequisite(s): 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. Prerequisite(s): EDU 300 and departmental permission. 6 credits.

EDU 413 — Secondary Education  
A study of secondary education which involves philosophy, objectives, content, and techniques, as well as observation in classrooms. Prerequisite(s): EDU 201 and Praxis I. 3 credits.

EDU 414 — Applications of Child Development  
Study of personality development, growth, needs, and guidance of children from early childhood through age 12. Prerequisite(s): Departmental permission. 3 credits.

EDU 450 — Student Teaching I  
Guided observation and supervised student teaching in cooperating schools. Prerequisite(s): Departmental permission. 5 credits.

EDU 451 — Student Teaching II  
Guided observation and supervised student teaching in cooperating schools. Prerequisite(s): Departmental permission. 5 credits.

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. Prerequisite(s): Must be taken concurrently with student teaching. 1 credit.

EDU 498 — Special Topic  
Examination of developments, issues, and current ideas in the field of education. Prerequisite(s): Acceptance into the education department program. 3 credit.

EDU 499 — Independent Study  
Prerequisite(s): Departmental permission. 1-3 credits.

EXERCISE SCIENCE

Daniel R. Swartz  
CHAIRPERSON  
Pelz Gymnasium  
(203) 392-6080 — Fax (203) 392-6093  
wartzdl1@SouthernCT.edu  
Department Secretary: (203) 392-6080

Robert S. Axtell, Professor  
Susan Calahan, Associate Professor  
Charles F. Davis, Jr., Associate Professor

Marybeth Fede, Assistant Professor  
Robert Gregory, Assistant Professor  
Corey Hannah, Assistant Professor  
David S. Kemler, Professor  
Aukje Lamonica, Assistant Professor  
Peter Latchman, Assistant Professor  
William Lunn, Assistant Professor  
Doris Marino, Associate Professor  
Sharon Misasi, Professor  
Gary E. Morin, Professor  
Patricia Panichas, Professor  
James Rauschenbach, Assistant Professor  
Matthew Rothbard, Assistant Professor  
Daniel Swartz, Associate Professor  
Jin Jin Yang, Professor

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 (required for 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 48 credits in the liberal arts, known as the Liberal Education Program requirements.

In addition, students planning to major in athletic training or 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.

Athletic Training Admissions

The ATEP program has a competitive admissions process. Up to 15 students will be selected for formal program admission based on the application materials of eligible candidates. Program application occurs as part of the EXS 185 course (first year spring semester). Application materials are due in the first week of May. Candidates will be informed of their acceptance status in June. Depending on the number and quality of students applying, students should be aware that earning a 2.7 GPA or better does not guarantee acceptance even if all other requirements have been met.

A student seeking admission into the ATEP must meet with or without reasonable accommodations technical standards established to ensure graduates are capable of fulfilling physical and mental requirements for professional practice. These
include abilities and skills in five categories: observation, communication, intellectual, motor, and behavioral/social. Students must verify their ability to meet these technical standards with or without reasonable accommodations, on a signed submitted technical standards form and via a physical examination.

In addition, program admissions requirements include:

- Minimum grade point average of 2.7 overall, which must be maintained until graduation.
- Successful completion of EXS 158, 185, and 281 (C- or better).
- Successful completion of entrance examinations (70% or better).
- Submission of a portfolio.
- Admission Interview with ATEP Faculty.
- Successful completion of 50 hours of clinical observation.
- Documentation of current CPR certification.

Transfer students normally must follow the four year curriculum outlined in the plan of study. Transfer students who have previously attended an accredited athletic training program may be able to receive credit for certain didactic courses. These students will be handled on a case by case basis. Potential transfer students are encouraged to visit the ATEP website or the Program Director, Dr. Gary Morin, for more information on ATEP policy.

Athletic Training Retention

Student retention and timely progress through the curriculum requires that minimum standards are maintained. In addition to maintaining a minimum GPA of 2.7 until graduation, students must maintain their ability to meet technical standards and fulfill other retention requirements. Students must annually pass retention examinations, maintain CPR certification, and resubmit a portfolio. Students should also note that several professional courses require a minimum of C- in prerequisites. Failure to meet retention or prerequisite course requirements may result in (a) increased time to graduation, (b) removal from the ATEP, and/or (c) not being permitted to sit for the Board of Certification, Inc. Examination.

Completion of extensive clinical observation and experiences are required for successful completion of the ATEP. The number of contact days per semester will vary according to the student’s year in the program. Clinical contact days are primarily completed during the fall and spring semesters. Students not completing clinical contact days during the fall and spring semesters must finish requirements during the summer and/or winter. Clinical contact days may occur during weekends, holidays, early mornings, and/or late evenings. Students are recommended to see the catalog course descriptions for EXS 202, 203, 302, 303, 402, and 403 for information regarding clinical day requirements.

Students are responsible for any CPR, transportation, and/or clothing costs involved with clinical experiences.

Requirements

In addition to the Liberal Education Program requirements, ATEP students must complete the following courses:

EXS 158 — Athletic Training Professional Practice
EXS 185 — Concepts and Practices of Athletic Training

EXS 202 — Athletic Training Clinical Practice I — Injury Prevention
EXS 203 — Athletic Training Clinical Practice II — Immediate Care
EXS 227 — Emergency Principles of Athletic Training
EXS 281 — Anatomy and Physiology I
EXS 282 — Anatomy and Physiology II
EXS 283 — Clinical Anatomy and Kinesiology
EXS 286 — Physical Agents for Musculoskeletal Injuries
EXS 288 — Orthopedic Assessment of the Lumbar Spine and Lower Extremities
EXS 289 — Orthopedic Assessment of the Cervical Spine and Upper Extremities
EXS 301 — Exercise Nutrition
EXS 302 — Athletic Training Clinical Practice III — Orthopedic Clinical Evaluation
EXS 303 — Athletic Training Clinical Practice IV — Orthopedic Clinical Evaluation
EXS 380 — Sport Psychology
EXS 383 — Kinesiology
EXS 384 — Exercise Physiology
EXS 388 — Therapeutic Exercise for Musculoskeletal Injuries
EXS 402 — Athletic Training Clinical Practice V — Treatment and Rehabilitation
EXS 403 — Athletic Training Clinical Practice VI — Capstone in Athletic Training
EXS 411 — General Medical Perspective
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
*BIO 100 — General Zoology
*BIO 104 — General Biology
*COM 205 — Fundamentals of Professional Presentations
*MAT 107 — Elementary Statistics
*PCH 201 — Wellness
*PSY 100 — Introduction to Psychology

And one of the following:

CHE 120 and *CHE 121 — General Chemistry I, II
or *PHY 200 — General Physics I
or *PHY 210 — College Physics

*These courses may be used to satisfy applicable Liberal Education Program requirements.

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 accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and provides students with an understanding of the exercise sciences which include exercise physiology, biomechanics, nutrition, sport psychology, and exercise prescription. The required 6-credit practicum provides the student an opportunity to apply scientific coursework principles in an exercise, fitness, research, or clinical setting. Opportunities for employment following graduation include adult or youth fitness, cardiac rehabilitation, strength and conditioning specialist, personal training, environmental physiology.
research, further schooling in physical therapy, and special population fitness such as the elderly or infirm.

In order to attract and hold a superior quality of major students, the faculty of the Exercise Science Department has established minimum admission and retention standards for all students who desire to major in Exercise Science—Human Performance.

Application to the Program
During the second semester of the sophomore year, the student must apply for admission into the Human Performance program. Transfer students should make this application during the first semester at Southern. Application forms will be distributed to students in one of their classes or from the department. The following criteria must be satisfied for acceptance:

— Overall university GPA of 2.5
— Successful completion of the following courses:
  - EXS 191 — Introduction to Exercise Science
  - EXS 281 — Anatomy and Physiology I
  - EXS 282 — Anatomy and Physiology II
  - BIO 100 — Zoology
  - PSY 100 — Introduction to Psychology
  - MAT 107 — Elementary Statistics
  - *PHY 111 — Physics for Today
  - PCH 200 — Introduction to Nutrition
— Note: PHY 200, 210, or 230 can be used in place of PHY 111. Successful completion is defined as a GPA of 2.7 or higher for these 8–9 courses and no single grade lower than C.
— Introductory typed essay presented to the faculty demonstrating a command of the English language. This essay must include long- and short-term career/professional goals, and a statement of justification for department entry.
  — Résumé
  — Letters of recommendation (2) from non-EXS faculty
  — SCSU transcript (unofficial copy is acceptable)
  — Interview with faculty panel to express proper attitudes and dispositions for the professional Human Performance program.
  — Suggested involvement in Exercise Physiology Club, or other University club.
  — Suggested professional activity such as workshop or regional/national conference attendance.

Requirements
EXS 184 — Introduction to Athletic Injury Care and Prevention
EXS 191 — Introduction to Exercise Science
EXS 281 — Anatomy and Physiology I
EXS 282 — Anatomy and Physiology II
EXS 301 — Exercise Nutrition
EXS 308 — Essentials of Strength and Conditioning
EXS 380 — Sport Psychology
*EXS 383 — Kinesiology
*EXS 384 — Exercise Physiology
*EXS 386 — Fitness Management
*EXS 389 — Exercise Physiology II
EXS 411 — General Medical Perspectives
EXS 421 — Organization and Administration in Human Performance
*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 381 — Sports Medicine
EXS 480 — 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 134.5 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 program and the School of Education. Students must meet the State of Connecticut requirements for admission to a teacher preparation program (specified in the Admission 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, 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).
EXERCISE SCIENCE COURSES

EXS 131 — Swmming
This course acquaints the exercise science major with diverse activities and equip the student with the water skills and knowledge necessary to be safe in, on, under and around the water.  .5 credit.

EXS 158 — Athletic Training Professional Practice
Initial exposure to the role of the athletic trainer as a health care provider. Emphasizes the professional responsibilities and foundational knowledge, skills, and behaviors necessary for effective performance as an entry level athletic trainer. Course content includes introduction to sports medicine and the sports medicine team, history of the athletic training profession, standards of practice, medical terminology and basic principles of athletic training. Prerequisite(s): Athletic Training Major. 1 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 Athletic Training majors (Fall only); EXS Human Performance and Teacher Certification majors. (Spring only)

EXS 185 — Concepts and Practices of Athletic Training
The clinical application of the prevention, recognition, and management of athletic injuries, and the fundamentals of emergency care, rehabilitation, and program administration. Lecture, 2 hours; laboratory, 2 hours. Prerequisite(s): C- or better in EXS 184 or 158. 3 credits.

EXS 191 — Introduction to Exercise Science
An introduction to physical education and its allied fields. The role of physical education in American education, the personal and professional competencies required, and types of positions available are studied. The course includes 25 hours of field work experiences. 3 credits. (Fall/Spring)

EXS 202 — Athletic Training Clinical Practice I — Professional Practice
Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing clinical proficiencies within the context of professional practice as an athletic trainer. Satisfactory completion of clinical assignments and a minimum of 30 contact days required. Prerequisite(s): C- or better in EXS 185 and EXS 281, acceptance into the athletic training major. 1 credit.

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 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

Choose one:
SED 481 — Teaching Exceptional Students in Elementary School Classroom
SED 482 — Teaching Exceptional Students in Second any Educational Classroom

Passing scores on Praxis II and the Foundations of Reading test are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification.

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 and 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:
SED 481 — Teaching Exceptional Students in Elementary School Classroom
SED 482 — Teaching Exceptional Students in Second any Educational Classroom

For updates, go to SouthernCT.edu/academics
EXS 203 — Athletic Training Clinical Practice II – Injury and Illness Prevention  
Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing clinical proficiencies within the context of preventing injuries and medical conditions. Satisfactory completion of clinical assignments and a minimum of 30 contact days required. Prerequisite(s): C- or better in EXS 185 and EXS 202. 1 credit.

EXS 212 — Lifetime Physical Activity  
Designed to encourage the inclusion of lifetime physical activity to promote an understanding of lifelong wellness and advocacy for physical activity, as well as identify its relationship to the prevention of hypokinetic diseases. 3 credits.

EXS 227 — Emergency Principles of Athletic Training  
Provides the athletic training student with practical and cognitive knowledge necessary to care for emergency situations in the athletic setting. Topics include the care of serious wounds and the prevention of shock, care of sudden illness, and splinting/transporting procedures. Prerequisite(s): Athletic Training Specialization. 3 credits (Fall)

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 283 — Clinical Anatomy and Kinesiology  
An investigation into human anatomy focusing on artokinetics and artodynamics of bone articulations. Emphasis is placed on providing the fundamental knowledge necessary to understand dysfunction and applying therapeutic principles such as joint mobilizations. Included in the course is a review of anatomical structures and their relationship to the kinetic chain. Prerequisite(s): Athletic Training Major, C- or better in EXS 281 Anatomy and Physiology I. 2 credits.

EXS 286 — Physical Agents for Musculoskeletal Injuries  
Analysis and application of pain theories and tissue healing process related to the use of thermal, acoustical, mechanical, electrical, and manual agents. Lecture: 2 hours. Lab: 2 hours. Prerequisite(s): C- or better in EXS 185, 281, and 288. 3 credits.

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. Prerequisite(s): C- or better in 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. Prerequisite(s): C- or better in 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(s): 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(s): 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(s): EXS major and EXS 191. 3 credits.

EXS 301 — Exercise and Nutrition  
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. Prerequisite(s): C- or better in EXS 281 or departmental permission. 3 credits (Fall)

EXS 302 — Athletic Training Clinical Practice III – Orthopedic Clinical Evaluation  
Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of direct patient care specific to orthopedic clinical evaluation. Satisfactory proficiency completion and a minimum of 45 contact days are required. Prerequisite(s): C- or better in EXS 203, 288, 289. 2 credits.

EXS 303 — Athletic Training Clinical Practice IV – General Medicine  
Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care specific to etiology, recognition, physical examination, management, prevention, and referral of common medical conditions. Satisfactory proficiency completion and a minimum of 45 contact days are required. Prerequisite(s): C- or better in EXS 227, 302, and 411. 2 credits.

For updates, go to SouthernCT.edu/academics
EXS 308 — 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(s): EXS 281-282. 3 credits.

EXS 328 — Orthopedic Appliances and Advanced Taping Techniques
The course provides the student with a strong understanding of the various orthopedic braces and advanced wrapping skills used in athletic training. Students are expected to use their knowledge of injury and apply it in the design, fitting and/or application of braces to a patient. Prerequisite(s): C- or better in EXS 185, 288, 289. 2 credits.

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. 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(s): EXS major, admission to professional program, and EXS 293. 3 credits.

EXS 352 — Individual and Dual Skills and Sports
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 the teaching of individual skills and sports K-12. Prerequisite(s): EXS major, admission to professional program, and EXS 293 and 350. 3 credits

EXS 380 — Sport Psychology
The study of the behavior of individuals engaged in human movement environments such as play, games, and sport. Emphasis is on selected aspects of psychology pertinent to those interested in sport such as arousal, motivation, perception, and team cohesion. Prerequisite(s): PSY 100, ENG 112. 3 credits. (Fall/Spring)

EXS 383 — Biomechanics of Sport and Exercise
Analysis and application of human motion based on anatomical and mechanical principles. Prerequisite(s): EXS 281 and EXS 282. 3 credits.

EXS 384 — Exercise Physiology
The physiological bases of human performance are covered. Primary concern is directed to the muscular, nervous, cardiovascular, and endocrine systems during periods of exercise. Prerequisite(s): 281 and 282. 3 credits. (Fall/Spring)

EXS 386 — Fitness Management
Concepts and practice concerning the duties of an exercise leader, his relationship with the general public, and the operation of fitness center facilities. Prerequisite(s): EXS 383 and 384. 3 credits. (Fall/Spring)

EXS 388 — Therapeutic Exercise for Musculoskeletal Injuries
Analysis and application of rehabilitative principles, equipment, and exercises in the treatment of musculoskeletal injuries to physically active individuals. Students develop and implement programs to correct deficits in the upper and lower extremities, and spine to restore a patient to full physical activity and athletic participation. Prerequisite(s): C- or better in EXS 288 and 289. Lecture: 2 hours. Lab: 2 hours. 3 credits.

EXS 389 — Exercise Physiology II
An introduction to sports training and the effects of sports training on the musculoskeletal and energy systems of the body. Prerequisite(s): EXS 384. 3 credits.

EXS 394 — Physical Education (Elementary School)
A prerequisite to elementary student teaching. Content materials of the physical education program from kindergarten through grade 6, with organization of the elementary program and methods of teaching. Prerequisite(s): open only to physical education majors who have completed Gate 2 requirements. 4 credits. (Fall)

EXS 398 — Special Topics in Exercise Science
Examination of developments, issues, and other creative work in the field of exercise science. Prerequisite(s): Restricted to juniors and seniors majoring in exercise science. 1-3 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. Prerequisite(s): EXS major, admission to professional program, EXS 293, 350 and 352. 3 credits.

EXS 402 — Athletic Training Clinical Practice V — Treatment and Rehabilitation
Observe and perform professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care specific to designing, implementing, and modifying treatment and rehabilitation programs. Satisfactory proficiency completion and a minimum of 60 contact days are required. Prerequisite(s): C- or better in EXS 286, 303 and 388; EXS 308 must be taken concurrently. 3 credits.

EXS 403 — Athletic Training Clinical Practice VI — Capstone in Athletic Training
Observe and perform professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care specific to prevention, immediate care, clinical evaluation, treatment, rehabilitation, reconditioning, organization and administration, and professional responsibility. Satisfactory proficiency completion and a minimum of 60 contact days are required. Prerequisite(s): C- or better in EXS 402. 3 credits.
EXS 411 — General Medical Perspectives  
Study of pharmacological agents and general medical conditions, disabilities, abnormalities, and diseases of physically active individuals. Included is the etiology, recognition, physical examination, management, prevention and referral of common medical conditions. Prerequisite(s): EXS 282, formal acceptance into the athletic training or exercise science majors. 3 credits.

EXS 421 — Organization and Administration in Human Performance  
The course addresses professional competencies required to successfully operate a physical fitness facility and maintain communication with clients and other target populations. Topics include budgeting, facility and personnel management, program development, marketing, and communication skills. Prerequisite(s): Formal acceptance into exercise science department and human performance concentration. 3 credits.

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. Corequisites: 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(s): 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(s): 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(s): Athletic training major. 3 credits. (Spring)

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.

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(s): 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. Prerequisite(s): EXS 287, 386, 387, and departmental permission. 6 credits. (Fall/Spring/Summer)

EXS 499 — Independent Study  
Prerequisite(s): Departmental permission. 1-3 credits.

INFORMATION AND LIBRARY SCIENCE

Chang Suk Kim  
CHAIRPERSON  
Buley Library  
(203) 392-5882 – Fax (203) 392-5780  
bkims@SouthernCT.edu

Department Secretary: (203) 392-5781

Arlene Bieelefield, Associate Professor  
Mary Brown, Professor  
Yunseon Choi, Assistant Professor  
Chang Suk Kim, Associate Professor  
Hak Joon Kim, Professor  
James Kusack, Professor  
Yan Quan Liu, Professor  
Elsie Okobi, Professor  
Josephine Sche, Professor  
Eino Sierpe, Associate Professor

The Department of Information and Library Science prepares students for positions in library and information science and related fields. At the undergraduate level, a Bachelor of Science degree program in information management and services is offered. The program integrates coursework in information science, library science, and interdisciplinary studies. Students must maintain a minimum GPA of 2.7. Students may also enroll in a minor in information management and services.

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 the undergraduate program coordinator, Professor Mary Brown, Ph.D., at (203) 392-5781 or brownm6@SouthernCT.edu.

MAJOR IN INFORMATION MANAGEMENT AND SERVICES

The B.S. degree program prepares graduates for careers in a variety of information-based fields. The program also prepares graduates for support positions in libraries. The major consists of 39 credits, 18 credits of required core courses, 12 credits of electives from computer science, 6 credits of electives from cognate areas, and 3 credits of a senior capstone experience.
In addition, students are required to meet the Liberal Education Program requirements. Please refer to the Liberal Education Program section for more information.

**Required (18 credits)**
- ILS 302 — Information Service
- ILS 320 — Technical Services
- ILS 330 — User Services
- ILS 421 — Organization of the Information Center
- ILS 425 — Information Sources
- ILS 440 — Information Service Technology

**Electives (12 credits) chosen from:**
- CSC 152 — Computer Programming I
- CSC 153 — Computer Programming II
- CSC 204 — Web Technology
- CSC 206 — Web Scripting
- CSC 209 — Web Design
- CSC 212 — Data Structures
- CSC 306 — Internet Multimedia
- CSC 443 — Fundamentals of Internet Programming

**Electives (6 credits) chosen from one of these cognate areas:**

**Management**
- MGT 105 — Managerial Communication
- MGT 300 — Management and Organization
- MGT 415 — Developing Team Managerial Skills

**Psychology/Sociology**
- PSY 210 — Infant and Child Development
- PSY 215 — Adolescent Development
- PSY 227 — Social Psychology
- PSY 370 — Educational Psychology
- or PSY 371 — Educational Psychology for Early Childhood
- SOC 203 — Social Organizations
- SOC 361 — Urban Sociology

**Communication**
- COM 205 — Fundamentals of Professional Presentations
- COM 225 — Interpersonal Communications
- COM 253 — Fundamentals of Video Production

**Required (3 credits):**
- Senior Capstone (ILS 490)

---

**MINOR IN INFORMATION MANAGEMENT AND SERVICES**

The minor in information management and services may be used as a pre-professional preparation as a career ladder component for students who have earned an associate degree in the field, and as a career-oriented concentration for students in professional studies or liberal arts programs.

For a minor in information management and services, students must complete a minor declaration form which is available in the department’s office.

**Required (3 credits):**
- ILS 302 — Information Service
- ILS 320 — Technical Services
- ILS 330 — User Services
- ILS 425 — Information Sources

Electives (6 credits): See lists above from CSC, MGT, PSY, SOC, and COM.

---

**STATE UNIVERSITY CONSORTIUM**

A consortium of the Connecticut State Universities enables students enrolled at the other three State Universities to take undergraduate courses in information management and services at Southern Connecticut State University. Students register and pay tuition and fees at their respective colleges. An interview should be held with a faculty advisor 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 302 — Library—Information Service**
An overview of the information field: library science, instructional technology, information science, communications. 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 380 — Instructional Design Basics**
Basic theories of the instructional design process. 3 credits.

**ILS 400 — Library—Information Service Practice**
A 150-hour work experience in a library-information service agency. By arrangement. 3 credits.

**ILS 421 — Organization of the Information Center**
The structure and function of information service agencies. 3 credits.

**ILS 425 — Library—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.

**ILS 470 — Multi-Media Production**
Utilization and production of mixed media presentations. 3 credits.
SCHOOL HEALTH EDUCATION

Susan Calahan
COORDINATOR
Office Building 1
(203) 392-5451 – Fax (203) 392-6911
calahans1@SouthernCT.edu
Department Secretary: (203) 392-6907

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.

Prerequisite (3 credits)
SHE 203 — School Health (Does not count toward minor)

Elect One (3 credits)
SHE 311 — Health Teaching in Elementary School
SHE 411 — Health Teaching in Secondary School

Electives (select 15 credits)
SHE 301 — Drug Education
SHE 302 — Mental Health Education
SHE 389 — Holistic Health
SHE 400 — Health in the Family
SHE 558 — Group Process in School Health
SHE 561 — Sex Education

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(s): Junior or senior status. 3 credits. (Spring)

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

Michael Alfano
CHAIRPERSON
Davis 212
(203) 392-6426 – Fax (203) 392-5927
alfanom1@SouthernCT.edu
Department Secretary: (203) 392-5925

Michael Alfano, Professor
Nancy Boyles, Professor
Hannah Dostal, Assistant Professor
Ruth Eren, Associate Professor
Mark Groskreutz, Assistant Professor
Mary W. Kiarie, Associate Professor
Angela Lopez-Velasquez, Assistant Professor
Patricia A. Major, Professor
Mia Mercurio Morse, Associate Professor
George M. Olshin, Professor
Regine Randall, Assistant Professor
Laura Raynolds, Assistant Professor
Louise Spear-Swerling, Professor
Maravene E. Taylor-Roscow, Professor
Ronald Tamura, Associate Professor
Judith Terpstra, Associate Professor

MAJOR PROGRAMS IN SPECIAL EDUCATION AND READING

The department of Special Education and Reading offers two special education certification programs.
— The Comprehensive program prepares students for certification in Comprehensive Special Education (K-12).
— The Collaborative program is offered in collaboration with the Education Department and prepares students for certification in Elementary Education (1-6) and certification in Special Education (K-12).

Elementary Education / Special Education Collaborative Certification
The successful completion of this program fulfills the course requirements for the Comprehensive Special Education Initial Teaching Certificate in Connecticut. Students who complete the program and who pass Praxis II and the Foundations of Reading test will be eligible for two separate certifications, Elementary Education 1-6 and Comprehensive Special Education K-12. Liberal Education Requirements total 48 credits. In addition, students must select a subject area major. Professional education is composed of 57.5 credits, 14 of which are allotted to student teaching.
Students must meet the requirements outlined in the Academic Standards section of the Undergraduate Catalog and must maintain at least a 2.7 GPA with no grade less than a “C” in professional courses.

Students should contact their adviser for the most recent updates to the teacher certification changes proposed by the Connecticut State Department of Education. Due to proposed teacher certification changes, programs are subject to change.

Passing scores on Praxis II and the Foundations of Reading test are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification.

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.

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
- IDS 435 — Language Arts for Exceptional Individuals
- IDS 445 — Collaboration in the Schools
- SED 447 — Learning through the Arts
- 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
- SED 321 — Curriculum, Instruction, and Assessment in Social Studies
- EDU 414 — Child Development
- EDU 450 — Student Teaching I
- EDU 451 — Student Teaching II
- IDS 449 — School Based Practicum
- IDS 452 — Seminar in Reflective Practice
- IDS 471 — English Language Learners
- Catalog description of EDU courses are listed under Education
- Catalog description of IDS courses are listed under Inter-disciplinary.

Comprehensive Special Education (K-12)
The successful completion of this program fulfills the course requirements for the Comprehensive Special Education Initial Teaching Certificate in Connecticut to teach children eligible for special education in elementary and secondary schools.

Liberal Education Requirements total 48 credits. Additionally, students are required to take EDU 200, 301, 307, and 320. Students must meet the requirements outlined in the Academic Standards section of the Undergraduate Catalog and must maintain at least a 2.7 GPA with no grade less than a “C”. Students must pass Praxis II to be recommended for certification, and must complete the requirements of four gates in professional courses.

Passing scores on Praxis II are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification. Students must complete the requirements of four gates

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.

Required courses in the program are:
- SED 225 — Introduction to Exceptionalities
- 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 Principles of Academic Assess. & Remediation for Exceptional Individuals
- SED 375 — Classroom Management Techniques in Educational Settings
- SED 435 — Language Arts for Exceptional Individuals
- SED 445 — Collaboration in the Schools
- SED 449 — From Theory to Practice: A School Based Experience in Special Education
- SED 452 — Seminar in Reflective Practice
- EDU 300-400 — Student Teaching I-II
- IDS 471 — English Language Learners in the Classroom

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-requisite: 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(s): 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(s): 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(s): 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(s): 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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(s): 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. Prerequisite(s): Not open to freshmen. 3 credits.
The School of Health and Human Services brings together the departments in the University which have as their focus preparing competent and creative practitioners to meet the health and human service needs of society. Five of the 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 coursework. 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 profession. 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.

Major Program in Communication Disorders
The Bachelor of Science in Communication Disorders is a pre-professional degree designed primarily for students who anticipate earning a master’s or doctoral degree, state licensure and national certification as speech-language pathologists or audiologists.

Students who complete the degree requirements and do not intend to pursue a graduate degree may find immediate entry into positions such as speech assistant, paraprofessional, or aide in public and private school systems. Students might also use this degree as a base for general education and special education graduate studies, or other human services professions, academic programs, and clinical experiences.

Admission to the major requires a 3.0 GPA. All CMD majors will be required to maintain both an overall and departmental 3.0 GPA.
Students transferring into the University who desire to be admitted into the communication disorders major will be required to have a minimum cumulative 3.0 GPA from all previous institutions.

Students currently pursuing the B.A. degree in communication with a concentration in communication disorders will have the option of continuing in the concentration or changing their program to the B.S. degree in communication disorders.

Students must complete a minimum of 25 observation hours of practicing speech-language pathologists and audiologists.

Core Curriculum:
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

Cognate Requirements:
Cognate requirements are for all students except those matriculating Fall semester 2011 or later. Students are required to select one of the listed BIO courses for a total of 3 — 4 credits or take the combination of BIO 110 and BIO 111 for a total of 6 credits.

BIO 100 — General Zoology
BIO 101 — General Botany
BIO 102 — Zoology
BIO 103 — Botany
BIO 104 — General Biology
BIO 110 — Human Biology I
BIO 111 — Human Biology II

One from:
MAT 103 — Mathematics for Liberal Arts
MAT 107 — Elementary Statistics
MAT 108 — Mathematics for the Natural Sciences
MAT 139 — Short Course in Calculus for Social Sciences
MAT 150 — Calculus I
MAT 178 — Elementary Discrete Mathematics

One from:
CHE 101 — Chemistry in Contemporary Issues
CHE 103 — Crime Scene Chemistry
CHE 120 — General Chemistry I
PHY 100 — Elements of Physics for Liberal Arts
PHY 103 — Elements of Physics for the Life Sciences
PHY 111 — Physics for Today
PHY 200 — General Physics I
PHY 210 — College Physics
PHY 230 — Physics for Scientists and Engineers

For students matriculating Fall semester 2011 or later, some of the courses listed above may be used to satisfy applicable Liberal Education Program requirements. For an updated list of Liberal Education Program courses, consult the undergraduate catalog updates on the web.

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 may be recommended for their relevance to communication disorders. These courses are selected by the student under the advisement of the undergraduate adviser 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 adviser 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. Prerequisite(s): Departmental permission. 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. Prerequisite(s): Departmental permission. 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 International Phonetic Alphabet (IPA) and relevant diacritical markings will be reviewed and practiced. Prerequisite(s): Departmental permission. 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. Prerequisite(s): Departmental permission. 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(s): CMD 200 and 203 and departmental permission. 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(s): CMD 200 and departmental permission. 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. Prerequisite(s): CMD 200, CMD 320 and departmental permission. 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(s): CMD 317 and departmental permission. 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(s): CMD 200 and departmental permission. 3 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. Prerequisite(s): CMD 317, 320 and departmental permission. 4 credits.

**CMD 461 — Clinical Practice of Speech-Language Pathology and Audiology**

Introduction to clinical practice and professional issues in the fields of Speech-Language Pathology and Audiology. Emphasis on observation of practicing clinicians in various professional settings. Prerequisite(s): 21 CMD credits and departmental permission. 3 credits.

**NURSING**

Lisa M. Rebeschi

Chairperson

Nursing 101

(203) 392-7129 – Fax (203) 392-6493

rebeschil1@SouthernCT.edu

Department Secretary: (203) 392-6475

Barbara Aronson, Professor
Karen Barnett, Assistant Professor
Maryanne Davidson, Associate Professor
Christine Denhup, Assistant Professor
Mary Ann Glendon, Associate Professor
Sara Johnson, Assistant Professor
Maria Krol, Assistant Professor
Kimberly Lacey, Assistant Professor
Bernadette Madara, Professor
Elaine Martin, Assistant Professor
Cynthia O’Sullivan, Associate Professor
Lisa Rebeschi, Associate Professor
Cheryl Resha, Associate Professor
Pennie Sessler Branden, Assistant Professor
Antoinette Towle, Assistant Professor
Susan Westrick, Professor

**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 (NCLEX-RN) 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 baccalaureate program at SCSU is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation).

Upon completion of the program graduates are prepared to: 1) use theoretical bases to guide nursing practice, 2) evaluate qualitative and quantitative research, 3) use evidence-based reasoning, 4) provide culturally sensitive nursing care that reflects the worth, dignity, and uniqueness of individuals and groups, 5) use interpersonal and technology to communicate effectively, 6) apply leadership and management principles to facilitate change in health care practice, 7) provide nursing care that reflects analysis of diverse environmental factors that influence local, national, and global health care, 8) demonstrate behaviors that incorporate clients' rights, legal and ethical accountability, and professional codes and standards, 9) 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 for admission to the Department of Nursing is made through the Nursing Department website. Applications are available once a year on November 1. All application materials are due no later than February 1. Admission is competitive with a GPA of 3.0 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 60-85.

GPA, evaluation of overall academic record (i.e. number of course withdrawals, prerequisite course failures, and academic success at other colleges and universities), and entry admission testing are used in evaluating students for acceptance into the nursing program. Student performance on entrance testing may be a deciding factor in admission decisions. 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 from another nursing program.
All students are required to pass the Medication Test with a score of 100 percent prior to entering the program. Students are given five testing opportunities to achieve the passing standard. Students who fail to achieve 100 percent by the fifth opportunity will be

Accelerated Program

The Department of Nursing offers an Accelerated Career Entry (ACE) option for individuals who hold bachelor’s degrees in other fields and wish to pursue a nursing career. Students interested in the ACE program must complete a dual admission process. Initially, students must apply to the University. Applications become available on April 1 and are accepted by the Admissions Office. Then, application is made for ACE admission to the Department of Nursing; applications are available once a year on November 1 on the Department of Nursing website. All application materials are due by January 15. Admission is competitive with a GPA of 3.0 being the minimum considered for acceptance. Historically, students accepted into the ACE 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 ACE students admitted in recent years has been limited to 24–30. The ACE program is a rigorous and intensive academic program that requires a full-time commitment. Individuals who are accepted into the program are strongly encouraged not to be employed during the course of the program.

Program Progression

— 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 summer before entering the program. 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 prior to start of fall classes. All students are required to take this test at the initial offering. Students who fail to achieve 100 percent by the third Medication Test will not be able to enroll in clinical courses or laboratory courses in the fall or spring semester and must begin as a part-time nursing student. The exam may be repeated the following summer. Failure to meet the passing standard after three additional attempts will result in dismissal from the program. Information regarding this mandatory test is sent with the acceptance packet to students admitted to the program.

For updates, go to SouthernCT.edu/academics
CRIMINAL BACKGROUND CHECK

Clinical practice experiences in healthcare and other agencies are a required component of program completion and graduation with a pre-licensure credential or baccalaureate nursing degree. Students must meet all standards and requirements necessary to complete required clinical placements. Failure to do so will result in an inability to complete the program.

Many agencies providing clinical practice experiences are requiring that students undergo a criminal background check before commencing the clinical practice experience. The Connecticut League for Nursing (CLN) has engaged an outside contractor to perform criminal background checks on students pursuing clinical practice experiences. The results of the background check will be released to the agencies where clinical experiences are planned. Students must apply directly to CLN and pay all costs associated with the background check. CLN’s contact information, as well as the costs associated with the criminal background check, can be found in the department’s student policies.

It is important to understand that the results of a student’s criminal background check may prevent a student from commencing or completing a clinical placement. Failure to complete all required clinical placements will prevent a student from graduating from the Department of Nursing.

The following is a partial list of crimes and offenses that may negatively impact a student’s ability to complete required clinical placements: any sexual crime, any crime of violence, any drug crime, any weapons crime, property crimes, theft, robbery, burglary, embezzlement or fraud, public intoxication or substance abuse, and other felonies and serious offenses which would not be appropriate in a healthcare/patient care environment.

NURSING COURSES

NUR 340 — 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: Acceptance into the nursing program. 3 credits.

NUR 341 — 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. Prerequisites: Completion of all prerequisites for the nursing major and acceptance into the nursing program. 3 credits.

NUR 342 — 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 documentation and delegation. Prerequisite(s): Acceptance into the nursing program. 3 credits.
NUR 343 — 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. Prerequisite(s): Acceptance into the nursing program. 3 credits.

NUR 344 — Gerontological Nursing
Identifies the unique body of knowledge necessary to provide holistic 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. Prerequisite(s): Acceptance into the nursing program. 2 credits.

NUR 350 — 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(s): Acceptance into the nursing program. 2 credits.

NUR 351 — 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(s): NUR 340. 2 credits.

NUR 352 — 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 selected biopsychosocial alterations. Prerequisite(s): NUR 340, 341, 342, 343, and 344. 4 credits.

NUR 353 — Integrated Pathophysiology and Pharmacology II
A continuation of NUR 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 life span is emphasized. Prerequisite(s): NUR 343. 3 credits.

NUR 354 — 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. Prerequisite(s): NUR 340, 341, 342, 343, and 344. 3 credits.

NUR 358 — Special Topics in Health Care
Beginning exploration of current developments, issues, and trends in the field of health care. Prerequisite(s): Acceptance into the NUR major. 1 credit.

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(s): Senior status in nursing program or departmental permission. 1 credit.

NUR 421 — Spirituality and Nursing Assessment
Introduction to the spiritual dimensions of caring and spiritual assessment in health care settings by exploring topics such as: health and illness, curing and caring, religion and spirituality, and belief and the spiritual healing practices of major religious traditions. Course uses a multicultural and interdisciplinary focus. Prerequisite(s): Senior status in nursing program or departmental permission. 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(s): Senior status in nursing program or departmental permission. 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(s): Senior status in nursing program or departmental permission. 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(s): Senior status in nursing program or departmental permission. 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(s): Senior status in nursing program or departmental permission. 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(s): Senior status in nursing program or departmental permission. 1 credit.

NUR 430 — 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. Prerequisite(s): NUR 340, 341, 342, 343, 344, 350, 351, 352, 353, and 354. 3 credits.

NUR 431 — 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. Prerequisite(s): NUR 340, 341, 342, 343, 344, 350, 351, 352, 353, and 354. 3 credits.
NUR 432 — Adult Responses to Complex Stressors
Holistic approach to the nursing of adults with complex biopsychosocial health needs. Clinical practice in nursing enables students to apply advanced theoretical knowledge to complex illness situations. Prerequisite(s): NUR 340, 341, 342, 343, 344, 350, 351, 352, 353 and 354. 4 credits.

NUR 433 — 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. Prerequisite(s): NUR 340, 341, 342, 343, 344, 350, 351, 352, 353, and 354. 3 credits.

NUR 442 — 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. Prerequisite(s): NUR 340, 341, 342, 343, 344, 350, 351, 352, 353, and 354. 3 credits.

NUR 443 — 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. Prerequisite(s): NUR 340, 341, 342, 343, 344, 350, 351, 352, 353, 354, 431, 432, 433, and 442. 4 credits.

NUR 444 — Leadership, Management and Health Care Issues in Nursing
During this seminar course students explore the principles of nursing leadership and management related to current workplace and health care issues affecting regional, national, and global populations. Issues are investigated from various perspectives including the patient/client, nurse, health care team, health care organization, and society. Prerequisite(s): NUR 340, 341, 342, 343, 344, 350, 351, 352, 353, 354, 431, 432, 433, and 442. 3 credits.

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 evidence based interventions the nurse can use are discussed for application across the lifespan. Pharmaco logical and other interventions are correlated with the underlying pathological processes responsible for each health pattern. Prerequisite(s): Admission to RN/BS program, junior status or departmental permission. 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. Prerequisite(s): Admission to RN/BS 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(s): Acceptance into RN-BS 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(s): Acceptance into the RN-BS 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. Prerequisite(s): NUR 341 or 426. 4 credits.

NUR 464 — Vulnerable 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(s): NUR 460. 3 credits.

NUR 481 — Independent Study in Nursing
Prerequisite(s): NUR 351. 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. Prerequisite(s): 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(s): Acceptance into the NUR major. 1-3 credits.
SPECIAL REQUIREMENTS
Public health majors must take PCH 201 to fulfill the Liberal Education Program Mind and Body requirement, and MAT 107 to fulfill the Liberal Education Program Quantitative Reasoning requirement.

DEPARTMENTAL ACADEMIC STANDARDS FOR MAJORS
Students must achieve a minimum overall GPA of 2.5 and a major GPA of 2.5.

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
PCH 273 — Weight Management
PCH 280 — Human Sexuality
PCH 350 — Women's Health
PCH 365 — Illness and Disease
PCH 450 — Death, Dying, and Bereavement

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 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 — Introduction to Health Promotion

Core Curriculum for Majors
All public health majors complete the following 14 courses (42 credits):
PCH 202 — Introduction to Public Health
PCH 242 — Introduction to Epidemiology
PCH 275 — Introduction to Health Promotion
PCH 340 — Public Health Research
PCH 345 — Health Promotion Interventions I
PCH 346 — Health Promotion Interventions II
PCH 351 — Health in Society
PCH 358 — Health Policy
PCH 359 — Environmental Health
PCH 363 — Program Planning
PCH 365 — Illness and Disease
PCH 440 — Food Hygiene
PCH 441 — Water Supply and Waste-Water Treatment
PCH 446 — Environmental Hazards

Professional Experience
All public health majors complete a 6-credit internship in a public or private agency (PCH 497 — Public Health Internship).
PUBLIC HEALTH COURSES

PCH 501 — 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. Prerequisite(s): MAT 107 and PCH 202. 3 credits.

PCH 346 — Health Promotion Interventions II
Strategies, methodologies, technology, and resources used in the design and development of health promotion interventions utilizing marketing and advocacy strategies. Prerequisite(s): PCH 202 and PCH 275. 3 credits.

PCH 347 — 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
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
Examination of health services and institutions; the role of health professionals and their relationships with clients; and, the relationship between illness and the social process. Prerequisite(s): PCH 202. 3 credits.

PCH 352 — Health, Disease and Culture
The interaction of cultural forces and health. Special attention is given to the interplay of primitive, folk, and scientific medicine; and, cultural forces and social stresses in rural and urban living. Case material on health programs in developing countries. 3 credits.

PCH 353 — Global Health
A study of health status and health resources in nations across the globe, and the factors influencing each. Prerequisite(s): 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 356 — Maternal and Child Health
Study of maternal and child health and social programs in the U.S., with emphasis on the needs and problems of mothers, and patterns of health services. 3 credits.

PCH 358 — Health Policy
An investigation of issues and legislative procedures which shape health policy; a survey of important health legislation. Prerequisite(s): PCH 202. 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 360 — Community Nutrition
Practical application of nutrition within the area of public and community health; the service role of the nutritionist. Prerequisite(s): PCH 200 or 300. 3 credits.

PCH 362 — Public Health Management
Management of public health services, organizations, resources, and personnel in the United States; theories and practices. Prerequisite(s): PCH 202. 3 credits.

PCH 363 — Program Planning
Design, development, implementation, and evaluation of strategies to improve individual and community health. Prerequisite(s): PCH 202 and PCH 275. 3 credits.

PCH 365 — Illness and Disease
Ecological perspective of illness and disease; etiological agents, environmental factors and prevention/ control strategies. 3 credits.

PCH 370 — Emergency Medical Technician (EMT) Training
Training in prehospital life support and transportation techniques prerequisite to State certification as an emergency medical technician. 6 credits.

PCH 425 — Nutrition Ecology
An ecological perspective of human diets and providing foods for people from various geographic, cultural, and socioeconomic backgrounds. Prerequisite(s): PCH 200. 3 credits.

PCH 440 — Food Hygiene
Analysis of food-borne diseases and toxins. Survey of methods and techniques utilized in food sanitation. Prerequisite(s): BIO 120, PCH 202, and PCH 359. 3 credits.

PCH 441 — Water Supply and Waste-Water Treatment
Analysis of environmental health parameters involving public and private water supplies and waste-water treatment and disposal. Prerequisite(s): BIO 120, PCH 202, and PCH 359. 3 credits.

PCH 445 — Emergency Preparedness for Public Health
Examination of the role of public health in all-hazards emergencies: chemical, biological, radiological, nuclear, and natural. Prerequisite(s): BIO 120, PCH 202, and PCH 359. 3 credits.

PCH 446 — Environmental Hazards
Analysis of environmental parameters involving solid and hazardous waste, pest and vector control, housing issues, natural and man-made disasters from the perspective of an environmental health inspector. Prerequisite(s): BIO 120, PCH 202, and PCH 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(s): 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(s): 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 497 — Public Health Internship
A pre-professional application of acquired skills in a community health program. Students are placed in agencies for field study; weekly seminars. Prerequisite(s): Departmental permission. 6 credits.

PCH 498 — Advanced Special Topics in Public Health
Advanced examination of developments, issues, and/or creative work in the field of public health. Prerequisite(s): Junior or senior public health major or departmental permission. 3 credits.

PCH 499 — Independent Study
Faculty-supervised, specialized independent study. Prerequisite(s): Departmental permission. 1-6 credits.

RECREATION AND LEISURE STUDIES

Jim F. MacGregor
CHAIRPERSON
Office Building 1
(203) 392-6388 – Fax (203) 392-6147
macgregorj1@SouthernCT.edu
Department Secretary: (203) 392-6388

Lee deLisle, Associate Professor
Jan Jones, Associate Professor
Jim F. MacGregor, Associate Professor
Joseph Panza, Professor
Deborah Smith, Associate Professor

MAJOR PROGRAM
The undergraduate curriculum is designed to provide the student with a broad foundation of professional preparation in recreation and leisure industries. Recognition is given to the wide diversity of recreation and leisure career opportunities by providing emphasis in professional areas through which the student will obtain orientation to specific careers. Students direct their career aspirations through the selection of a concentration area of study. These areas of concentration are: therapeutic recreation, sports management, community recreation and youth development, and travel and tourism management.

The professional emphasis focuses on planning, leading, administering, managing, and evaluating in a variety of settings and program fields. A minimum of 120 credits is
required for graduation. The choice of electives is available for the individual needs of students.

Academic distribution requirements total 15 credits and 12-21 credits are allocated for electives. Professional and specialized content comprises 51 credits of which 9 credits are allotted to internships.

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 231, REC 331, REC 391, REC 431, and REC 441 as well as an approved field experience in therapeutic recreation (REC 433). These credits may be taken as part of the 120-credit program.

Any student majoring in recreation and leisure studies receiving a grade lower than a “C” in any recreation course must repeat the course within two semesters. Students receiving grades of “C” or lower in more than one recreation course may be dismissed from this major.

**MINOR IN LEADERSHIP DEVELOPMENT**

The minor consists of 18 credits and is designed to provide students with foundational and contextual leadership principles and practice that expand their ability to exercise leadership in their private, professional, and civic lives.

**Required (18 credits):**

- Develop knowledge of the foundations of leadership (3 credits): REC 120 — Leadership Development
- Apply leadership principles to group dynamics and process (3 credits): REC 210 — Activity Development and Leadership
- Foster ethics and an appreciation for diversity, global awareness, and cultural context in leadership (6 credits) Choose from the following list of courses:
  - ANT 101 — Cultural Anthropology
  - ANT 203 — The Global Community
  - GEO 110 — Geography and Conflict: Ethnicity, Race and Economy in the U.S.
  - PHI 120 — Ethics
  - PHI 207 — The Religious Dimension of Human Existence
  - PHI 326 — Business Ethics
  - PSY 219 — Lifespan Development
  - REC 207 — Adapting Recreational Games and Activities
  - REC 210 — Activity Development and Leadership
  - REC 251 — Recreation and Youth Development
  - REC 307 — Disabilities in Society
  - SOC 215 — Women in Society
  - SOC 216 — Men’s Studies
  - SOC 265 — Self and Society
  - SOC 310 — Racial and Ethnic Relations
- Cultivate leadership in organizational contexts (3 credits) Choose from the following list of courses:
  - COM 215 — Small Group Communication
  - COM 225 — Interpersonal Communication
  - PSC 200 — Political Change and Conflict
  - PSC 310 — Comparative Public Policy
  - PSC 350 — Public Administration
  - PSC 351 — Analysis of Public Policy
  - PSC 354 — Public Personnel Administration
  - SOC 211 — Social Problems in the U.S.

SWK 200 — Introduction to the Helping Professions

- Demonstrate community engagement and leadership in practice (3 credits): REC 401 — Practicum II

**RECREATION COURSES**

**REC 100 — Introduction to Recreation and Leisure**

Introduction to the broad field of recreation and leisure studies. This course will also explore career opportunities in the following four concentration areas: community recreation and youth development, therapeutic recreation, travel and tourism management, and sports management. Field trips may be 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. 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 that meet the needs, interests, and abilities of each participant. How to adapt and modify activities to meet the needs of a diverse population is addressed. 3 credits.

**REC 210 — Activity Development and Leadership**

Application of methods and materials utilized to lead people in games of low organization, informal activities, and individual and team sports. Analysis of activities and specific techniques for adapting activities in recreation. 3 credits.

**REC 220 — Inclusive Recreation**

Awareness of and sensitivity to the needs of persons with disabilities with regard to assessing, planning, implementing, and evaluating recreation and leisure services in the community. 3 credits.

**REC 231 — Foundations of Therapeutic Recreation**

Introduction to history, philosophy, theories, and concepts of therapeutic recreation services in clinical and community-based settings. Description of special population groups, terminology, and the role of therapeutic recreation specialist. Field trips required. 3 credits.

**REC 241 — Outdoor Adventure Recreation**

Provides students with knowledge of the historical, cultural, psychological, spiritual, and educational values and benefits associated with adventure recreation. Students will be exposed to numerous recreation activities that may include: canoeing, kayaking, rock climbing, hiking and navigation, mountain biking, snowshoeing and trail maintenance. Field trips required. 3 credits.

**REC 251 — Recreation and Youth Development**

Examination of youth development practices and principles in a recreation context. Field trips required. Prerequisite(s): REC 210. 3 credits.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 261</td>
<td>Travel and Tourism: Principles and Practices</td>
<td>Principles and practices involved in the planning, development, and operation of travel and tourism delivery systems. Field trips required. 3 credits.</td>
</tr>
<tr>
<td>REC 271</td>
<td>Introduction to Sports Management</td>
<td>A study of the historical evolution of professional sports management and focus on practice, current issues and future trends in the various sectors of the sports industry, while exploring career opportunities available in sport management. This course enhances the students' written and verbal communication skills, critical thinking skills, and their ability to discuss and formulate a position on various issues in sports. Students learn how fundamental principles and structures in management, marketing, law, finance, and ethics interrelate as components in the overall operation of sports management. 3 credits.</td>
</tr>
<tr>
<td>REC 300</td>
<td>Practicum I</td>
<td>Supervised practicum of 320 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(s): REC 320, departmental permission. 6 credits.</td>
</tr>
<tr>
<td>REC 301</td>
<td>Internship I</td>
<td>Supervised eight-week internship. 320 hours in a professional setting with emphasis on program leadership in various settings related to the delivery of community recreation, youth development, therapeutic recreation, sports, and travel and tourism programs. Prerequisite(s): REC 320 and departmental permission. 3 credits.</td>
</tr>
<tr>
<td>REC 307</td>
<td>Disabilities in Society</td>
<td>Exploration of the range of human experiences of individuals with disabilities and the associated attitudes which shaped historic treatment leading to reforms, advocacy techniques useful in arranging services for people with disabilities. The interrelationships of societal institutions, methods to exert control, the responses of societies to these issues current best practices, and the forecasting of future trends and issues. Emphasis on inclusion, integration, and community membership are explored. Community-based service learning and observation are required. 3 credits.</td>
</tr>
<tr>
<td>REC 320</td>
<td>Recreation and Park Programs</td>
<td>Principles of planning and the procedures and techniques used for the development and delivery of recreation programs and leisure services. Field trips required. Prerequisite(s): REC 120 and 210. 3 credits.</td>
</tr>
<tr>
<td>REC 321</td>
<td>Advanced Techniques of Program Planning and Management</td>
<td>Advanced principles of program planning, and the procedures and techniques used for the development, implementation, staffing, delivery and evaluation of community and youth based recreation programs and leisure services. Field trips required. Prerequisite(s): REC 320. 3 credits.</td>
</tr>
<tr>
<td>REC 331</td>
<td>Programming Therapeutic Recreation Service</td>
<td>Introduces programming, leadership techniques, equipment selection, adaptations of activities for special population groups. Program conducted in various types of settings. Open only to students with a concentration in therapeutic recreation. Field trips required. 3 credits.</td>
</tr>
<tr>
<td>REC 351</td>
<td>Facility Design and Management</td>
<td>Principles of planning, construction, maintaining and managing recreation and sport facilities. Field trips required. Prerequisite(s): 6 credits in REC. 3 credits.</td>
</tr>
<tr>
<td>REC 357</td>
<td>Legal Issues in Recreation and Sports</td>
<td>An introduction of legal issues, topics and principles related to the management of sports and recreation services. Students will develop an awareness of and the application of legal requirements in the management of services. Field trips are required. Prerequisite(s): REC 271. 3 credits.</td>
</tr>
<tr>
<td>REC 361</td>
<td>Commercial Recreation</td>
<td>The nature of recreation in the private sector and the operation of commercial recreation enterprises. Field trips required. Prerequisite(s): REC 100. 3 credits.</td>
</tr>
<tr>
<td>REC 363</td>
<td>Event Management and Promotion</td>
<td>The application of marketing and event management principles in the travel and tourism industry. The development of a project that includes planning, promotion, implementation, and evaluation of a special event is required. Field trips required. 3 credits.</td>
</tr>
<tr>
<td>REC 381</td>
<td>Leisure in Contemporary Society</td>
<td>Examines leisure as a human, cultural mirror and social instrument. Utilizes literature from several academic disciplines. Explores the importance of leisure on both the individual’s quality of life and for society's well-being. Field trips required. Prerequisite(s): Sophomore status and ENG 112. 3 credits.</td>
</tr>
<tr>
<td>REC 390</td>
<td>Grant Writing</td>
<td>Fundamental principles of writing powerful proposals. Examination of funding funds, designing winning grant projects, and writing grant proposals. An exploration of skills, knowledge, and ability to pursue funding opportunities from a variety of foundation, corporation, and state and federal sources. Basic components of a grant proposal are explored. 3 credits.</td>
</tr>
<tr>
<td>REC 391</td>
<td>Interventions and Facilitation Techniques in Therapeutic Recreation</td>
<td>Interventions and facilitation techniques in the provision of therapeutic recreation services for individuals with disabilities. Focus is on identifying and applying the principles of planning, leading, and evaluating therapeutic interventions and techniques used throughout the rehabilitation process. Prerequisite(s): REC 231. 3 credits.</td>
</tr>
<tr>
<td>REC 400</td>
<td>Internship II</td>
<td>Supervised 480-hour practicum over a 12-week period in a professional setting. Emphasis on programming, leadership, and management skills in various laboratory settings related to community, youth development, therapeutic recreation, sports, and travel and tourism programs. Prerequisite(s): REC 300 or 301 and departmental permission. 6 credits.</td>
</tr>
<tr>
<td>REC 401</td>
<td>Practicum II</td>
<td>Emphasis on programming, leadership, and management skills in various settings related to the delivery of community, youth development, therapeutic recreation, sports, and travel and tourism programs. Prerequisite(s): REC 400. 3 credits.</td>
</tr>
<tr>
<td>REC 420</td>
<td>Organization and Administration of Leisure</td>
<td>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 are analyzed. Prerequisite(s): REC 320. 3 credits.</td>
</tr>
<tr>
<td>REC 431</td>
<td>Current Practices in Therapeutic Recreation</td>
<td>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(s): REC 231. 3 credits.</td>
</tr>
</tbody>
</table>
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 441 — Design and Administration of Therapeutic
Recreation Services
Through both instruction and observation, students will
gain a management perspective that relates to the delivery
and evaluation of therapeutic recreation services provided
across a continuum of care/services. Prerequisite(s): REC
231. 3 credits.

REC 455 — Organization and Administration of Community
Recreation Programs
Knowledge of planning, organizing, and administering a
cooperative, coordinated and integrated program of com-
munity athletics and sports for public, voluntary, private,
civic, religious, and industrial organizations. Students are
required to become actively involved in ongoing programs.
Prerequisite(s): REC 420. 3 credits.

REC 457 — Seminar: Contemporary Issues in Sports
Management
An exploration of issues and topics related to the societal,
behavioral, ethical, and legal environment of sports orga-
nizations. Students explore, analyze, and apply the current
thinking to a myriad of issues facing sports organizations.
They demonstrate mastery of analysis of assigned case studies
and topics extant in sports management, developing appro-
priate practical management strategies in their capacity as
sports organization managers. Prerequisite(s): REC 271 and
REC 320. 3 credits.

REC 459 — 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(s): 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 demo-
graphic factors and business principles. Prerequisite(s): REC
241 or departmental permission. 3 credits.

REC 463 — Tourism Impacts, Planning and Management
Through the use of case studies, this class examines the ap-
plication of management and planning principles as they
relate to specific types of tourism impacts. The focus is on
the development of sustainable tourism management tech-
niques. Critical analysis of the social, environmental, and
economic impacts of tourism development are introduced
and explored. 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(s): Departmental permis-
sion. 3 credits.

REC 480 — Philosophy of Recreation and Leisure
Analysis of the history and foundation of leisure, synthesis
of leisure related concepts, and the development of a pro-
fessional philosophy to guide decisions and conduct as a
practitioner in the fields of: community recreation, youth
development, therapeutic recreation, travel and tourism,
and sports management services. Prerequisite(s): REC 420
and 300/301. 3 credits.

REC 491 — Mobile Recreation Workshop
Theory and field experience in establishing, administering,
and operating mobile recreation units. Prerequisite(s): REC
320 or departmental permission. 3 credits.

REC 493 — Recreation Experimental Laboratory
Examination and experimentation of concepts, activities, pro-
grams, and equipment in the recreation field. Prerequisite(s):
REC 320 or departmental permission. 3 credits.

SOCIAL WORK

Todd Rofuth
CHIEF PERSON
Lang 201
(203) 392-6573 – Fax (203) 392-6580
rofuth1@SouthernCT.edu
Department Secretary: (203) 392-6573

Robert Bruce, Assistant Professor
Mark Cameron, Associate Professor
Edgar Colon, Professor
Valerie Dripchak, Professor
Jack Gesino, Associate Professor
Esther Howe, Professor
Elizabeth Keenan, Professor
Sebastian Perumbilly, Assistant Professor
Heather Pizzanello, Assistant Professor
Jaak Rakfeldt, Professor
Elizabeth Rodriguez-Keyes, Assistant Professor
Todd Rofuth, Professor
Dana Schneider, Assistant Professor
Moses Stambler, Professor
Stephen Monroe Tomczak, Assistant Professor
Barbara Worden, Professor

MAJOR PROGRAM IN SOCIAL WORK

Social work has been designated as a growth profession
for this century. The social work program prepares students
for beginning generalist practice and for graduate degree
programs.

A course of study in social work includes 42 credits of
social work courses and a 400-hour internship, 48 credits of
university requirements, 18 credits of social work cognates,
and 15 credits of free electives. This program draws heavily
upon the social sciences and the liberal arts.

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 recom-
mended university requirements. 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 BS-SWK program coordinator.

Core Curriculum
SWK 320 — Human Behavior and the Social Environment I
SWK 321 — Human Behavior and the Social Environment II
SWK 330 — Social Welfare Institutions and Policies I
SWK 350 — Social Work Research Methods
SWK 376 — Methods of Intervention I
SWK 377 — Methods of Intervention II
SWK 378 — Methods of Intervention III
SWK 390 — Social Work Interviewing Skills
SWK 430 — Social Welfare Institutions and Policies II
SWK 490 — Field Practice Seminar 1 (6 credits)
SWK 491 — Field Practice Seminar II (6 credits)

Required Elective (choose one):
SWK 380 — Children and Families in Child Welfare: A Practice Perspective
SWK 381 — Community Mental Health and Substance Abuse Practice with Adults
SWK 382 — Gerontological Social Work Practice with Elders and Families

Cognate Requirements
To fulfill the 18 credits of cognate requirements, students can choose (in consultation with their adviser) to pursue any minor in the university or select six (6) courses from the list below:

Any Anthropology, Psychology, or Sociology courses, and/or any of the following*:

ENG 317 — Cross-Cultural Literatures and Contexts
ENG 383 — American Women Writers
ENG 423 — Contemporary African-American Novelists
ENG 462 — Gay and Lesbian Film and Literature
LIT 323 — Contemporary Latin American Literature
GEO 200 — Human Geography
GEO 305 — Environmental Economic Geography
PCH 270 — Stress Management
PCH 280 — Human Sexuality
PCH 340 — Men’s Health
PCH 450 — Death, Dying and Bereavement
PHI 207 — The Religious Dimension of Human Existence
PHI 310 — Women and Philosophy
PHI 355 — Philosophy of Religion
PHI 375 — Philosophies of Political and Social Change
WMS/PSC 320 — Gender and Politics
WMS/PCH 350 — Women’s Health Consciousness

*Note: Some cognates have prerequisite requirements that need to be met prior to enrolling in the course. Additional courses may be selected with the approval of the adviser.

Special Requirements
All social work majors must take SWK 200 to fulfill the Tier II Social Structure, Conflict, and Consensus requirement, and MAT 107 to fulfill the Quantitative Reasoning requirement.

BSW Admission Standards and Procedure
Students interested in majoring in social work must complete a two-step admission process. Initially, students must be accepted into the University by the Admissions Office. Then, application is made for admission to the Bachelor’s of Social Work Program in the spring semester prior to the fall semester in which students anticipate enrolling in 300-level social work courses. Applications are available on the Department of Social Work website. The Department of Social Work priority admissions deadline is March 1. The final application deadline each year is June 1.

To be accepted into the program and given permission to enroll in 300-level and above social work courses, all social work prerequisites must be completed:

1. Completion of 57 credits of university requirements and cognate courses
2. A minimum grade point average of 2.50 and good standing with the University.
3. Successful completion of SWK 200 or its equivalent with a minimum grade of B.
4. Successful completion of ENG 112 and MAT 107 or course equivalents.

Admission is competitive, with a GPA of 2.5 being the minimum considered for acceptance. Qualified applicants may not be accepted because enrollment caps are based on Department of Social Work resources. Applications are accepted once a year.

GPA, as well as other pre-admission criteria, will be used as a way of evaluating students for acceptance into the social work program. These may include, but are not limited to, completion of prerequisite courses, personal essay, and an evaluation of the student’s program plan for completion of remaining university requirements. Consistent with SCSU admission requirements, preference is given to those candidates who, in the judgment of Social Work Department faculty, present through academic and personal qualifications the greatest potential for program success. Those students who meet eligibility criteria at the time of the priority admission deadline will be accepted provisionally so long as those criteria continue to be met at the end of the spring semester.

After a determination is made concerning the student’s readiness to enter the program, a formal letter of acceptance is forwarded to the student. Each student is then assigned to a faculty adviser and a planned program is established.

Students interested in entering the BSW program but who do not meet the minimum academic standards are encouraged to reapply.

Standards for Continuation in the Program
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 — Social Welfare and Social Services in America
This course addresses the social structures, policies, values, tensions, and collaborations associated with social work practice. Knowledge regarding the relationships between institutions, context, interactions, and activities of social workers will be presented for a range of practice settings. Particular attention will be paid to the tensions and competing interests between social services and social change. The course includes 30 hours of community service in a social service organization. This course is required for social work majors and an elective for others who think they might be interested in a career in the helping professions. 3 credits.

SWK 300 — Social Welfare Institutions and Policies I
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(s): SWK major. 3 credits.

SWK 301 — Social Welfare Institutions and Policies II
The 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(s): SWK major. 3 credits.

SWK 305 — 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(s): SWK major. 3 credits.

SWK 306 — Methods of Intervention I
Theories, principles, tasks, and skills of the generic helping process in social work practice. It introduces the student to the engagement, assessment, planning, intervention, and interviewing processes as applied to individuals and families. Prerequisite(s): SWK major. 3 credits.

SWK 307 — 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(s): SWK major. 3 credits.

SWK 308 — 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 interventive methods with formal/informal organizations and communities. Prerequisite(s): SWK major. 3 credits.

SWK 309 — Children and Families in Child Welfare: A Practice Perspective
Presents a family-focused, child-centered model for helping families at risk. Examines the complex interplay of policy and law as they affect practice and service delivery. Utilizes knowledge from ecological approaches, cultural competency, principles of family continuity, and the historic values of the social work profession. Prerequisite(s): SWK major. 3 credits.

SWK 310 — 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(s): SWK major. 3 credits.

SWK 311 — 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(s): SWK major. 3 credits.

SWK 312 — Human Behavior and the Social Environment III
Introduction to the methods for conducting practice evaluation in social work. Written class projects based on agency practice are required. Prerequisite(s): SWK major. 3 credits.

SWK 313 — Human Behavior and the Social Environment IV
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(s): SWK major. 3 credits.

SWK 314 — 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(s): SWK major. 3 credits.

SWK 315 — Methods of Intervention I
Theories, principles, tasks, and skills of the generic helping process in social work practice. It introduces the student to the engagement, assessment, planning, intervention, and interviewing processes as applied to individuals and families. Prerequisite(s): SWK major. 3 credits.

SWK 316 — 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(s): SWK major. 3 credits.

SWK 317 — 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 interventive methods with formal/informal organizations and communities. Prerequisite(s): SWK major. 3 credits.

SWK 318 — Children and Families in Child Welfare: A Practice Perspective
Presents a family-focused, child-centered model for helping families at risk. Examines the complex interplay of policy and law as they affect practice and service delivery. Utilizes knowledge from ecological approaches, cultural competency, principles of family continuity, and the historic values of the social work profession. Prerequisite(s): SWK major. 3 credits.

SWK 319 — Community Mental Health and Substance Abuse Practice with Adults
Explores innovative community care approaches as well as emerging trends for working with persons with severe and prolonged mental disorder and substance abuse/addictions in the field of community mental health. Focuses on social work intervention using psychosocial rehabilitation approaches for individuals and families seeking services from public mental health agencies, emphasizing evidence-based best practices, and client-centered, recovery-oriented approaches. Prerequisite(s): SWK major. 3 credits.

SWK 320 — Gerontological Social Work Practice with Elders and Families
Provides a theoretical understanding of growing older, including concepts related to social theories of aging, the biological and physiological context of aging, health status, social context of aging, including family and social supports, racial/ethnic aging, and societal context of aging, including social and health care policies. Focuses on specific skills of intervention for gerontological social work practice. Prerequisite(s): SWK major. 3 credits.

SWK 321 — 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(s): SWK major. 3 credits.

SWK 322 — Methods of Intervention I
Theories, principles, tasks, and skills of the generic helping process in social work practice. It introduces the student to the engagement, assessment, planning, intervention, and interviewing processes as applied to individuals and families. Prerequisite(s): SWK major. 3 credits.

SWK 323 — 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(s): SWK major. 3 credits.

SWK 324 — 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 interventive methods with formal/informal organizations and communities. Prerequisite(s): SWK major. 3 credits.

SWK 325 — Children and Families in Child Welfare: A Practice Perspective
Presents a family-focused, child-centered model for helping families at risk. Examines the complex interplay of policy and law as they affect practice and service delivery. Utilizes knowledge from ecological approaches, cultural competency, principles of family continuity, and the historic values of the social work profession. Prerequisite(s): SWK major. 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 Fine 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 Doctoral Degrees in Educational Leadership and Nursing Education.

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 also are 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 the 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.

**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 form. 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.
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.S., SBU

MERLE A. (1963-1987), Professor Emeritus of Psychology; B.A., Connecticut College for Women; M.A., Ph.D., Boston 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

ANDERSON, ALICE SMART (1941-1983), Associate Professor Emeritus of Education; B.A., Southern Connecticut State University; M.Ed., Boston University

APPLEBY, GEORGE A. (1979-2003), Director Emeritus of Learning Resource Center; B.S., Southern Connecticut State University; M.Ed., University of Bridgeport

ARDOLINO, HARRY (1967-1991), Associate Professor Emeritus of Languages; B.A., Wesleyan University; M.A., Fairfield University

AUDETTE, ANNA HELD (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

BONADIES, 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 Alb; Ed.D., Teachers College, Columbia University

BEATTY, ELLEN RUSSELL (1978-2009), Professor Emeritus of Public Health; B.S., Molloy College; M.A., New York University; M.Ed., Ed.D., Teachers College, Columbia University

BENNETT, CLAIRE (1969-1992), Associate Librarian Emeritus; B.A., Albertus Magnus College; M.S., Southern Connecticut State University

BEST, PAUL J. (1969-2009), Professor Emeritus 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

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 J. (1979-2003), Associate Professor Emeritus of Athletics; B.S., M.S., Sixth Year 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

BOPPERT, Peter (1975-2009), Director Emeritus of Learning Resource Center; B.S., Southern Connecticut State University; M.A., University of Connecticut

BRENNAN, Sharon (1986-2006), Director Emeritus of Admissions; B.A., Sacred Heart University; M.A., Fairfield University

BARONE, ANTHONY J. (1979-2003), Associate Professor Emeritus of Athletics; B.S., M.S., Sixth Year Diploma, University of Bridgeport

BARRANTE, JAMES R. (1969-2009), Professor Emeritus of Chemistry; B.A., University of Connecticut; M.A., Ph.D., Harvard University

BASS, HELEN GENETOS (1962-1995), Professor Emeritus of Mathematics; B.A., Russell Sage College; M.A., 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

BARONE, ANTHONY J. (1979-2003), Associate Professor Emeritus of Athletics; B.S., M.S., Sixth Year Diploma, University of Bridgeport

BARRANTE, JAMES R. (1969-2009), Professor Emeritus of Chemistry; B.A., University of Connecticut; M.A., Ph.D., Harvard University

BASS, HELEN GENETOS (1962-1995), Professor Emeritus of Mathematics; B.A., Russell Sage College; M.A., 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

BEATTY, ELLEN RUSSELL (1978-2009), Professor Emeritus of Public Health; B.S., Molloy College; M.A., New York University; M.Ed., Ed.D., Teachers College, Columbia University

BENNETT, CLAIRE (1969-1992), Associate Librarian Emeritus; B.A., Albertus Magnus College; M.S., Southern Connecticut State University

BEST, PAUL J. (1969-2009), Professor Emeritus 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

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 J. (1979-2003), Associate Professor Emeritus of Athletics; B.S., M.S., Sixth Year 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

BOPPERT, Peter (1975-2009), Director Emeritus of Learning Resource Center; B.S., Southern Connecticut State University; M.A., University of Connecticut

BRENNAN, Sharon (1986-2006), Director Emeritus of Admissions; B.A., Sacred Heart University; M.A., Fairfield University
BRIGNOLA, JOSEPH (1993-2009), Director Emeritus, Academic Computer Center; B.S., Southern Connecticut State University; M.S., University of New Haven; M.S., Polytechnic 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

BROCKHAGEN, MARGA (1966-2007), Professor Emeritus of Foreign Languages; B.A., University of Texas; M.A., Ph.D., University of Massachusetts

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

BURCKE, PAMELA O. (1998-2009), Professor Emeritus of Special Education; B.S., M.S., Six Year Diploma, Southern Connecticut State University; Ed.D., The University of Sarasota

BUCCIARI, MARIA (1998-2012), CSU Administrative Assistant Emeritus

BUCK, DONALD T. (1965-1997), 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., TeachersCollege, 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 Koeln, Germany; M.A., University of Freiburg, Germany; Ph.D., State University of New York at Stonybrook

BUSH, JOY (1996-2007), Assistant Director Emeritus of Public Affairs; B.A., Hofstra University; M.S., Southern Connecticut State University

BUZZELL, JUDITH B. (1978-2009), Professor Emeritus of Education; B.A., University of Wisconsin; M.A., Columbia University; Sixth Year Diploma, Southern Connecticut State University

CALIENDO, WILLIAM (1968-2003), Director Emeritus of Career Services; B.S., M.S., Southern Connecticut State University

CENEVIVA, MARK (1982-2012), Director Emeritus of Operations; B.S., Western Connecticut State University; M.P.S., Long Island University; M.S., Southern Connecticut State 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

CHEVRON, VAL (1965-1992), Associate Professor Emeritus of Communication; B.S., M.A., New York University

CIPRIANO, ROBERT (1978-2009), Professor Emeritus of Recreation and Leisure Studies; B.A., M.A., Morehead State University; Ed.D., 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, JEREW. (1962-1991), Professor Emeritus of Economics & Finance; B.B.A., M.A., University of Georgia; Ph.D., University of Virginia

CLARK, SUSAN ATKINSON (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.

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

CONTE, DELINDA L. (2000-2011), Assistant Director Emeritus, Pre-Award Services; B.S., New Hampshire University

CONWAY, ROGER (1965-2004), Associate Professor Emeritus of Media Studies

CORBETT, KATHERINE E. (1998-2008), Associate Professor Emeritus of Education; B.S., Eastern Connecticut State University; M.A., Western State College of Colorado; Ph.D., University of Northern Colorado

COSENZA, BENJAMIN J. (1971-1979), Professor Emeritus of Biology; B.A., University of Connecticut; M.A., University of Vermont; Ph.D., University of Connecticut

COTTRILL, MEVILLE T. (1990-2011), Professor Emeritus of Management; B.A., Hamilton College; M.B.A., Rensselaer Polytechnic Institute; J.D., 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

CRACKS, GARY (1980-2011), Professor Emeritus of Economics and Finance; B.A., Central Connecticut State University; M.A., Ph.D., University of Connecticut

CROWDER, ELIZABETH G. (1969-1987), Associate Professor Emeritus of English; M.A., Trinity College; Ph.D., New York University

CRETELLA, ROSE E. (1963-2008), Director Emeritus of Academic Advising; B.S., M.S., Southern Connecticut State University; Certificate of Advanced Study, Fairfield University

CRUTCHLOW, EILEEN M. (1984-2007), Associate Professor Emeritus of Nursing; B.S.N., Seton Hall University; M.S.N., Catholic University of America; Ed.D., Teachers College, Columbia University; M.S.N., Pace University

CULLEN, JOHN C. (1971-1993), Associate Professor Emeritus of Philosophy; A.B., A.M., Boston College; Ph.L., STL, Weston College; Ph.D., St. Louis University
CURRY, MARTIN J. (1962-1997), Vice President Emeritus for Student and University Affairs; B.S., State College at Salem; M.S., Southern Connecticut State University; Professional Diploma, University of Connecticut.

CURTIS, CAREY C. (1989-2005), Associate Professor Emeritus of Accounting; B.A. Vassar College; M.A.T., Wesleyan University; M.B.A., University of Hartford, Sc.D., University of New Haven, C.P.A.


DAUGERT, PATRICIA J. (1967-1988), Professor Emeritus of Physical Education; B.S., Bowling Green State University; M.A., Ph.D., University of Michigan.


DAVIS, HUGH H. (1969-2009), CSU Professor Emeritus of History; B.A., Ohio Wesleyan University; M.A., Ph.D., Ohio State University.

DeFRANCESCO, RAYMOND (1963-1992), Director Emeritus of Intercollegiate Athletics; B.S., Southern Connecticut State University; M.A., Certificate of Advanced Study, Fairfield University.

DENINO, DAVID J. (1976-2009), Director Emeritus of Counseling Services; B.S., M.S., Southern Connecticut State University.

DIANA, ROSEANN (1976-2009), Associate Dean Emeritus for Graduate Studies; B.A., University of Connecticut; M.S., Southern Connecticut State University.

DIBNER, LILLIAN (1972-1992), Professor Emeritus of Nursing; B.S., University of Bridgeport; M.A., Certificate of Advanced Study, Fairfield University; M.S., University of Connecticut; Ed.D., Teachers College, Columbia University.


DiFRANCESCO, NATHANA (1967-1997), Director Emeritus of Counseling Services; B.S., Fordham University; M.S., University of Bridgeport; POD.D, Long Island University.

DIKRANIAN, 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.

DISBROW, NANCY (1970-2010), Associate Professor Emeritus of Information and Library Science; B.S., M.L.S., Southern Connecticut State University; Certificate of Advanced Study, Fairfield 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.


DROBYNYK, JOHN (1964-2002), Professor Emeritus of Earth Science; B.A., Amherst College; M.S., Ph.D., Rutgers University.

DROFOS, 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 Social Work; M.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.

EHMER, MARY J. (1963-1985), Professor Emeritus of Psychology; B.A. Brooklyn College; Ph.D., University of Rochester.

EHRMANN, FRANCOISE LABORIE (1964-2010), Associate Professor Emeritus of Foreign Languages; B.A., M.A., Sorbonne, University of Paris, France; M.Phil. Yale University.

EISEN, IRVING (1969-1983), Professor Emeritus of Psychology; B.A., B.S., Ohio State University; M.Ed., Ed.D., Rutgers University.

ELWOOD, WILLIAM R. (2000-2010), Professor Emeritus of Theatre; B.A., Western Washington University; Ph.D., University of Oregon.


FAJADEN, MARGUERITE S. (1976-2012), Director Emeritus of Career Services; B.A., Providence College; M.S., Southern Connecticut State University.

FALLS, ELSA TUCKER (1965-1992), Associate Professor Emeritus of Psychology; B.A., Smith College; M.S., Sixth Year Diploma, Southern Connecticut State University.

FAPIANO, 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 Emeritus of Special Education; B.A., M.S., Southern Connecticut State University; Ed.D., St. John's University.

FLEINMAN, MARK B. (1970-2003), Professor Emeritus of Psychology; B.A., Temple University; M.A., Ph.D., Yeshiva University.

FITZGERALD, LAWRENCE (1965-1997), Professor Emeritus of Communication; B.S., M.S., Southern Connecticut State University; Ph.D., New York University.

For updates, go to SouthernCT.edu/academics
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

FLOREY, KENNETH (1970-2009), Professor Emeritus of English; B.A., Lafayette College; M.A., Ph.D., Syracuse University

FOSTER, JACK R. (1967-1992), Professor Emeritus of History; B.S., M.S., New York University; Ed.D., Ball State University

FOYE, ELIZABETH A. (1967-2009), Professor Emeritus of History; B.S., M.S., 6th Year Diploma, Southern Connecticut State University

FREED, Robert S. (1979-2003), Professor Emeritus of Computer Science; B.A., M.A., Ph.D., University of Waterloo

GALLIGAN, VANESSA (1976-1997), Director Emeritus of The University News Bureau; B.A., Boston University; M.S., Southern Connecticut State University

GALLISTEL, ELIZABETH R. (1972-1985), Professor Emeritus of Special Education; B.A., University of Wisconsin; Ph.D., University of Minnesota.

GALVIN, JAMES F. (1964-1997), Assistant Director Emeritus of the Computer Center; Plus School of Business, Hartford

GARCIA-ABRINES, MARIE BRANCHINI (1965-2007), Professor Emeritus of Foreign Languages; B.S., Southern Connecticut State University; M.A., M.Phil., Ph.D., Yale University

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 Finar del Rio; Doctoren Filosofia y Letras; Universidad de la Habana

GELINEAU, R. PHYLLIS (1957-1983), Professor Emeritus of Foreign Languages; B.S., University of Connecticut; M.A., M.S., 6th Year, Southern Connecticut State University; B.S., M.S., Ph.D., Columbia University

GIST, KENNETH (1964-1989), Associate Professor Emeritus of Communication Disorders; B.A., West Liberty State College; M.A., New York University

GICK, MARION H. (1968-1995), Professor Emeritus of Psychology; B.A., Drew University; M.A., Ph.D., Clark University

GRACE, EDMUND (1964-1996), Associate Professor Emeritus of Education; B.S., M.S., 6th Year, Southern Connecticut State 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, GERTRUDE 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

GROSSFELD, ABRAHAM, (1963-2003), Professor Emeritus, Intercollegiate Athletics; B.S., M.S., University of Illinois

GUZIKI, BODH RAJ (1970-1997), Professor Emeritus of Mathematics; B.A., M.A., Punjab University, India; M.S., University of Illinois; Ph.D., University of Connecticut

GUNNING, THOMAS G. (1977-1994), Professor Emeritus of Reading; B.A., M.S.E., Loyola College; Ed.D., Temple University


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., Columbia 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

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

HARRIS, EDWARD C. (1975-2009), Dean Emeritus of School of Communication, Information and Library Science and Professor Emeritus; B.A., Columbia University; M.A., M.Phil., Ph.D., Yale University

HAYMES, ELLYNE B. (1998-2009), Associate Professor Emeritus of Social Work; M.S.W., Adelphi University; Ph.D., Fordham University

HEGEL, RICHARD (1971-1984), Director Emeritus of Library Services; B.S., Ball State University; B.A., M.S., M.A., Southern Connecticut State University

HEIN, HENRY R. (1998-2011), Associate Professor Emeritus of Educational Leadership; A.B., Hunter College; M.A., Queen’s University; Ed.D., University of Bridgeport

For updates, go to SouthernCT.edu/academics
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 State 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

HERRON, RONALD D. (2005-2011), Vice President Emeritus of Student and University Affairs; B.A., M.A., Southern Methodist University; Ed.D., Columbia University

HETATA, FATEMA E. (1969-2003), Professor Emeritus of Psychology; B.A., Ein-Shams University, Egypt; M.A., Western Reserve University; Ph.D., University of Utah

HETRIC, DEANE (1970-2008), Professor Emeritus of Foreign Languages; B.A., Wittenberg University; M.A., Ph.D., Case Western Reserve University

HILL, JOHN R. (1973-1997), Librarian Emeritus; B.S., Bowdoin College; M.L.S., Southern Connecticut State University

HOLLEY, SANDRA CAVANAUGH (1970-2009), Graduate Dean and Professor Emeritus; B.A., George Washington University; Ph.D., University of Connecticut

HORN, BETTY (1995–2007), Associate Professor Emeritus of Accounting; B.S., Oklahoma City University; M.P.A., Ph.D., Georgia State University; CPA

HORRIGAN, PHILIP A. (1962-2005), Professor Emeritus of Chemistry; B.S., Massachusetts Institute of Technology; M.S., Boston University; Ph.D., University of Illinois

HOUSE, LEWIS (1969-2012), Professor Emeritus of History; B.A., Adelphi University; M.A., Ph.D., New York University

HOUSE, MARIA (2006-2009), Associate Vice President Emeritus for Human Resources

HSIAO, JAMES C. (1967-1991), 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

HURLBUT, BRIAN J. (1991-2011), Associate Professor Emeritus of Psychology; B.A., Florida State University; M.S., Ph.D., University of Tennessee

HUTCHINGS, NANCY MCMASTER (1975-1992), Professor Emeritus of Social Work; B.A., Mount Holyoke College; M.S.W., Fordham University; A.C.S.W.

HUTCHISON, R. LYNN (1956-1976), Professor Emeritus of Biology; B.A., College of Wooster, Ohio; M.A., Ohio University; Ph.d., Northwestern University

HUIWLER, 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 Emeritus of Political Science and CSU Professor; B.A., Ohio Wesleyan University; M.A., University of Michigan; M.S.S., Institute of Social Studies, The Hague, Netherlands; Ph.D., Clark University

JACOBS, HOWARD L. (1988-1998), Associate Professor Emeritus of Educational Leadership; B.S., M.S., University of Wisconsin; Ed.D., Columbia University Teachers College

JENNINGS, JOANNE G. (1989-2010), Professor Emeritus of Social Work; B.A., St. Joseph College; M.S.W., D.S.W., Columbia University

JENSEN, SIGURD A. (1967-1997), Professor Emeritus of Theatre; B.F.A., M.A., University of South Dakota

JOHNSON, ELIZABETH (1970-2003), Professor Emeritus of Special Education; B.A., M.A., Jersey City State College; M.S., Yeshiva University; Ph.D., Yeshiva University

KELLY, JENETTE B. (1972-1992), Assistant Professor Emeritus of Chemistry; B.S., M.S., Southern Connecticut State University

KELSEY, ARTHUR R. (1963-1992), Assistant Professor Emeritus of History; B.A., Albion College, Michigan; B.D., University School of Theology, New Jersey; M.A., New York University

KIDNEY, JAMES A. (1986-2003), Professor Emeritus of Management; B.S., Yale University; M.S., Massachusetts Institute of Technology; Ph.D., University of California - Los Angeles

KLEIN, KATHLEEN G. (1988-2002), Professor Emeritus of English; B.A., Towson State College; M.A., Ph.D., Purdue University

KNAUF, DONALD J. (1973-1997), Director Emeritus of Student Teaching; B.A., Ursinus College; M.S., Southern Connecticut State University

KOBUS, JULIA A., Associate Librarian Emeritus of Library Services; B.S., Central Connecticut State University; M.S., M.S.L.S., Southern Connecticut State University

KOS, 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

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

LAIRD, KENNETH (1990-2009), Professor Emeritus of Management and MIS; B.A., University of Maryland; M.B.A., Baruch College, Sc.D., University of New Haven

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

LAWRENCE, THERESA M. (1971-1989), Professor Emeritus of Special Education; B.A., Hunter College; M.S., Ph.D., Yeshiva 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,

MACKEY, LINDA (1969-2003), Professor Emeritus of Psychology; B.A., Chunghsing University; M.A., Ph.D., New York University

LEIGH, ROBERT (1965-1977), Assistant to Director Emeritus of Learning Resource Center; B.S., M.S., Southern Connecticut State University

LHEREA, LOUIS (1969-1994), Professor Emeritus of Communication Disorders; B.A., Brooklyn College; M.A., 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

LERUD, REBECCA (1982-2008), Professor Emeritus of Biology; B.A., St. Olaf College; M.S., Ph.D., Indiana University

LESKOWITZ, IRVING (1962-1987), Professor Emeritus of Biology; B.S., City College of New York; M.S., University of Pennsylvania

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.

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

MACKY, LINDA (1969-2003), Professor Emeritus of Psychology; B.A., Goucher College; Ph.D., University of Delaware

MACRITCHE, CYNTHIA G. (1967-2001), Associate Professor Emeritus of Psychology; A.B., M.A., Ed. D., Clark University


MAJORANO, DORIS S. (1949-1981), Associate Professor Emeritus of Education; B.S., Southern Connecticut State University; M.Ed., Boston University

MARQUEZ, ERNEST R. (1971-2003), Associate Vice President Emeritus for Human Resources; B.A., University of Connecticut; J.D., Western New England College; School of Law

MARR, LISA (1970-1992), Associate Librarian Emeritus; B.A., Taiwan Provincial College of Law and Commerce; M.S., Rutgers University

MARTENS, DAVID (1974-2009), Professor Emeritus of Exercise Science; B.S., M.S., Southern Connecticut State University; Ph.D., University of Connecticut

MARTIN, GEOFFREY (1966-1996) Professor Emeritus of Geography and CSU Professor Emeritus; B.S., London School of Economics and Politics; M.A., University of Florida; P.G.C.E., Ph.D., University of London

MARTIN, MICHAEL (1990-2009), Professor Emeritus of Counseling and School Psychology; B.A., University of Connecticut; M.S., Sixth Year Diploma, Southern Connecticut State University; Ph.D., University of Connecticut

MATTHAY, EILEEN (1980-1997) Professor Emeritus of Counseling and School of Psychology

MATTHEWS, BARBARA J. (1972-2002) Associate Director Emeritus of Counseling; B.A., Queens College, City University of New York; M.A., Hunter College

MATTIA, JOHN P. (1964-1997), Director Emeritus of Public Affairs; B.S., Southern Connecticut State University; M.A., Fairfield University

MAURO, KATHLEEN J. (1973-2009), Director Emeritus of Student Training; B.S., M.S., Southern Connecticut State 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 Communication; B.A., M.A., Emerson College; Ph.D., New York University

McCLEERY, ANN DOWNS (1966-2003), Professor Emeritus of English; B.A., Vassar College; M.A.T., Yale University; M.A.L.S., Wesleyan


McDERMOTT, THOMAS M. (1966-1986), Associate Professor Emeritus of English; B.S., Rutgers University; M.A., New York University; Certificate of Advanced Study, Fairfield University


MECK, MICHAEL R. (1970-2002), Professor Emeritus of Mathematics; B.S., University of Michigan; M.S., Ph.D., University of Notre Dame

MEHTA, MOHAN L. (1978-1991), Professor Emeritus of Mathematics; B.S., Rutgers University; M.A., M.B.A., University of New York; M.A., Fordham University

MELIA, MARCO (1972-2007), Professor Emeritus of Business Administration; B.A., University of Pennsylvania; M.A., University of New York; Ph.D., University of Pennsylvania

MENDEZ-PENATE, SERGIO A. (1967-1984), Professor Emeritus of Foreign Languages; Bachiller en Letras y Ciencias, Instituto de la Habana; Doctor en Leyes; Doctor en Filosofía y Letras, Universidad de la Habana, Cuba; M.A., Fordham University

MENDING, SIMON D. (1968-1991), Professor Emeritus of Environmental Science; B.S., M.S., Brooklyn College; Ph.D., University of Connecticut

MESSING, SIMON D. (1968-1989), Professor Emeritus of Anthropology; B.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 Educatomi; Dottore in Lingue, Letterature, Istituto Universitario Orientale di Napoli, Italy

METRELIS, DORA M. (1960-1988), Professor Emeritus of Physical Education; B.S., Russell Sage College; M.A., University of Connecticut; D.P.E., Springfield College

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog

Morgan, Alfred (1984-2003), Professor Emeritus of Economics and Finance; 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

Natkin, Geraldine (2001-2012), CSU Administrative Assistant Emeritus

Nangia, Madan N. (1986-2009), Associate Professor Emeritus of Management; B.A., M.A., Punjab University, India; M.B.A., University of California; Ph.D., New York University

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 Emeritus 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, Gwendolyn Wright (1974-2009), Professor Emeritus of Library Science and Information; B.M., Eastman School of Music; M.S., Simmons College; Ed.D., Boston 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. (1965-1992), Professor Emeritus of History; B.A., M.A., Ph.D., University of Maryland


O'Dowd, William (1968-2003), Director Emeritus of University Student Center; B.S., University of Bridgeport; M.S., Southern Connecticut State University

Oedel, 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, Ebbam (1940-1968), Assistant Professor Emeritus of Education; B.A., Central Washington College of Education; M.A., Columbia University

Oppenisor, Jeanette (2000-2010), Professor Emeritus of Management/MIS; B.A., M.S., State University of New York at Albany; Ph.D., Rensselaer Polytechnic Institute

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

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

Pandir, Ananda (1974-1995), Associate Librarian Emeritus; B.A., B.L., University of Madras, India; M.A., M.L.S., Southern Connecticut State University

Pancucci, Ronald J. (1967-1997), Professor Emeritus of Chemistry; B.S., Holy Cross College; Ph.D., University of New Hampshire

Pannella, Rocco (1973-1997), Assistant Dean Emeritus of Student Affairs; B.A., University of Connecticut; M.S., Sixth Year Diploma, Southern Connecticut State University

Parikh, 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


Paul, Rhea (1997-2008), Professor Emeritus of Communications Disorders; B.A., Brandeis University; Ed.M., Harvard University; Ph.D., University of Wisconsin

Peck, Roger H. (1973-2000), Professor Emeritus of Educational Leadership; B.S., Taylor University; M.Ed., Miami University (Ohio); Ph.D. Ohio State University

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 Sessions; B.A., M.A., Southern Connecticut State University; Professional Diploma, University of Connecticut

2013-15 Undergraduate Catalog For updates, go to SouthernCT.edu/academics
PERLIN, MICHAEL J. (1980-2009), Professor Emeritus 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

PETERSON, 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

PIOTROWSKI, JOSEPH M. (1966-2000), Professor Emeritus of Earth Science; B.A., University of Connecticut; M.S., Northwestern University; Ph.D., University of Western Ontario

PISANI, LAWRENCE (1961-1989), Professor Emeritus of Sociology; B.A., M.A., Ph.D., Yale University; Ed.D., University of Illinois

POLKA, JOSEPH A. (1969-2008), Professor Emeritus of Sociology; B.A., Wheeling Jesuit University; M.A., Duquesne University; Ph.D., Fordham University

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

POPSISL, ZDENKA (1964-1992), Professor Emeritus of Art; B.S., M.S., University of Oregon; M.A., Ph.D., Yale University

POWELL, ALICETHOMPSON (1936-1962), Associate Professor Emeritus of Library Science and Librarian; B.Mus., Lake Erie College; B.S., School of Library Service, Columbia University; M.A., Oberlin College

PRASAD, DURGA (1982-2011), Professor Emeritus of Biology; B.A., M.S., Southern Connecticut State University; Ph.D., University of Connecticut

PROKOP, JOHN A., JR. (1988-2006), Director Emeritus of Public Safety; B.S., M.S., University of New Haven; Sixth Year Diploma, Southern Connecticut State University

PUERSCHNER, GEORGE (1976-2003), Associate Professor Emeritus of Chemistry; B.S., Niagara University; M.S., Ph.D., Syracuse University

PURMONT, JON EMMETT (1992-2009), Professor Emeritus of History; B.S., Georgetown University; M.S., Southern Connecticut State University; Ed.D., Teachers College, Columbia University

QUILLIAN, FRANCIS P. (1966-1992), Assistant Professor Emeritus of History; B.S., Worcester State College; M.A., University of Connecticut; M.Ed., Worcester State College

RABE, MARCHA (1977-2008), Director Emeritus of Publications; B.A., Yale University

RADULSKI, ROBERT (1968-1995), Associate Professor Emeritus of Earth Science; B.S., Rensselaer Polytechnic, New York; Ph.D. University of Rhode Island, RI

RAI, KUL B. (1969-2006), Professor Emeritus of Political Science; B.A., M.A., Patna University; Ph.D., University of Rochester

RHODES, JAMES F. (1969-2009), Professor Emeritus of English; B.S., Holy Cross College; M.A., University of Rhode Island; Ph.D., Fordham University

RICARDO, JOAN B. (1969-2003), Assistant Librarian Emeritus; B.S., Southern Connecticut State University

RIDINGER, WILLIAM (1973-1987), Professor Emeritus of Recreation and Leisure Studies; B.A., Gettysburg College; M.A., Teachers College, Columbia University; Ed.D., New York University

ROMANO, SHIRLEY A. (1952-1987), Associate Professor Emeritus of Education; B.S., Southern Connecticut State University; M.A., Professional Diploma, Teachers College, Columbia University

RONIS, DIANEL (1998-2008), Associate Professor Emeritus of Education; B.A., M.A., Brooklyn College, City University of New York; Sixth Year Diploma, University of Bridgeport; Ph.D., The Union Institute

ROSHKA, MICHAEL, JR. (1974-2009), Bursar Emeritus; B.S., Southern Connecticut State University; M.S., Sixth Year Certificate, Southern Connecticut State University

RUEGER, PAUL (1967-2000), Associate Professor Emeritus of Art; B.S.Ed., Millersville State College; M.F.A., Cranbrook Academy of Art; M.E., Pennsylvania State University

RUKOWICZ, PATRICIA (1972-2009), Associate Professor Emeritus of Exercise Science; R.N., Hartford Hospital School of Nursing; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University

RUSSELL, TILDEN A. (1986-2009), Professor Emeritus of Music; B.A., City College of New York; Ph.D., University of North Carolina

RYAN, MICHAEL (1970-2009), Professor Emeritus of Sociology; B.A., Fordham University; M.A., Professional Diploma, Sixth Year, Teachers College, Columbia University; Ph.D., University of Missouri

SAKALOWSKY, PETER P. (1970-2009), Professor Emeritus of Geography; B.S., Worcester State College; M.A., Clark University; Ph.D., Indiana State University

SALTMAN, JOYCE M. (1975-2009), Professor Emeritus of Special Education; B.A., Brooklyn College; M.S., Hunter College; M.S., Sixth Year Diploma, Southern Connecticut State University; Ph.D., Columbia University

SAMOEIL, JANICE THOMPSON (1996-1997), Associate Professor Emeritus of Foreign Languages; B.A., University of Connecticut, M.A., Yale University; M.A., Ph.D., New York University

SANDIN, ERICV. (1970-1987), Associate Professor Emeritus of Physics; B.A., Harvard University; M.A., Wesleyan University; Ph.D., University of Connecticut

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
SANSONE, FRANK, JR. (1970-2006), Professor Emeritus of Communication Disorders; B.S., Emerson College; M.A., University of Alabama; M.F.T., Southern Connecticut State University; Ph.D., University of Oklahoma

SANTAL-MORRILL, DANIELLE (1966-1997), Associate Professor Emeritus of Foreign Languages; Licenciées Lettres, University of Paris; M.A., Rutgers University

SANTAVENERE, OLIVE A. (1989-2009), Associate Professor Emeritus of Nursing; B.S., University of Hartford; M.S., University of Hartford; M.S.N., University of Massachusetts; Ph.D., Southern Connecticut State University

SARASON, BERTRAM D. (1946-1976), Professor Emeritus of English; B.S., M.A., Ph.D., New York University

SCHULTZ, GERALD A. (1967-2009), Professor Emeritus of Mathematics; B.A., Manhattan College; M.A., Fordham University

SCHWEITZER, EUGENE (1967-1988), Professor Emeritus of Music; B.Mus., University of Wisconsin; M.Mus., Westminster Choir College; Ph.D., University of Rochester

SELVAGGIO, MARIE M. (1993-2011), Professor Emeritus of Anthropology; B.A., Douglass College; M.A., Ph.D., Rutgers University

SEMMLER, ALBERT E. (1943-1976), Assistant Professor Emeritus of Education; B.S., Southern Connecticut State University; M.A., Yale University

SEMMLER, MARY LOUISE (1940-1976), Assistant Professor Emeritus of Education; B.S., West Chester State College; M.A., Yale University

SENZER, MARK (1977-2009), Associate Professor Emeritus of Social Work; B.A., Brooklyn College; M.S.W., Advanced Certificate, Columbia University; A.C.S.W.

SHALVEY, THOMAS J. (1968-1997), Professor Emeritus of Philosophy; B.A., M.A., Fordham University; Ph.D., Georgetown University

SHEA, CAROL A. (1965-1997) Professor Emeritus of Education; B.A. Albertus Magnus; M.A., Southern Connecticut State University; Ph.D., University of Connecticut

SHELAR, EUGENE (1952-1977), Professor Emeritus of Biology; B.S., Slippery Rock State College; M.S., Ph.D., Cornell University

SHERMAN, ANTHONY C. (1994-2002), Assistant Professor Emeritus of Communications; B.A., Hampden-Sydney College; M.S., Yale University

SHILLER, BARBARA (1972-2009), Professor Emeritus of Special Education; B.S., Southern Connecticut State University; M.A., Teachers College, Columbia University; Sixth-Year Diploma, Southern Connecticut State University

SHUTT, PATRICIA (1970-1993), Associate Professor Emeritus of Psychology; B.A., DePauw University; M.A., Ph.D., University of Missouri

SIEGEL, ELBERT (1978-2009), Professor Emeritus of Social Work; 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.

SKOLNICK, SIDNEY (1966-1989), Professor Emeritus of Reading; B.S., Southern Connecticut State University; B.A., M.A., Ph.D., University of Connecticut

SMITH, DWIGHT G. (1970-2011), Professor Emeritus of Biology; B.A., Elizabethtown College; M.S., Ph.D., Brigham Young University

SMITH, J. PHILIP (1965-2004), Professor Emeritus of Mathematics; B.A., Dartmouth College; M.S., Stanford University; Ph.D, Teachers College, Columbia University

SMITH, JACK R. (1965-1985), Professor Emeritus of Art; B.F.A., Yale University; M.F.A., University of Colorado

SMITH, LEANNE B. (1971-1995), Professor Emeritus of English; B.A., Swarthmore College; M.A., University of Minnesota; Sixth Year Diploma, Wesleyan University; Ph.D., Yale University

SPARKS, ERWIN RAY (1965-1992), Associate Professor Emeritus of Mathematics; B.A., Southern Connecticut State University; M.S., University of Connecticut

SPEAR, ROLFE M. (1970-2003), Assistant Professor Emeritus of English; B.A., Syracuse University; M.A., Claremont Graduate School; Ph.D., Syracuse University

STEVENSON, HARLAN Q. (1964-1992), Professor Emeritus of Biology; B.S., Pennsylvania State University; Ph.D., University of Florida

STEWART, PAUL J. (1970-1992), Professor Emeritus of History; B.A., University of Illinois; M.A., Columbia University; Ph.D., University of Illinois

STODDARD, 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

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

TEDESCI, 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, EDWARD A. (1967-2008), Professor Emeritus of Psychology; B.A., Denison University; M.A., Ph.D., University of Delaware

THOMPSON, GLADYS (1952-1976), Assistant Librarian Emeritus; B.A., Brown University; B.S., Southern Connecticut State 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), Assistant Professor Emeritus of Earth Science; B.S., M.S., Syracuse University

TOWBIN, ALAN P. (1969-1979), ClinicalPsychologist 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

2013-15 Undergraduate Catalog

For updates, go to SouthernCT.edu/academics
TULL, MARY J. (1969-1984), Associate Professor Emeritus of Education; B.A., University of Minnesota; M.Ed., Ed.D., University of Cincinnati

TURKO, ALEXANDER A. (1965-2008), Associate Professor Emeritus of Biology; B.A., M.S., Southern Connecticut State University

TYLER, ROBERT L. (1970-1984), Professor Emeritus of History; B.A., M.A., University of Minnesota; Ph.D., University of Oregon

ULLMAN-BROWN, MARYANNE (1975-2009), Associate Professor Emeritus of Special Education; B.S., M.S., Southern Connecticut State University

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; B.A., Kaunas and Vilnius Universities, Lithuania; M.S., Southern Connecticut State University; M.S., Columbia University; Ph.D., Paris University

VENA, MICHAEL (1967-2008), Professor Emeritus of Foreign Languages; B.A., University of Bridgeport; M.A., Ph.D., Yale 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., M.Ed., Ed.D., Teachers College, Columbia University

VITALE, JOSEPH N. (1984-2011), Professor Emeritus of Computer Science; B.S., Fairfield University; M.S., Rensselaer Polytechnic Institute; M.S., Yale University

WALSH, DAVID (1972-2009), Professor Emeritus of Political Science; B.A., Westfield State College; M.A., Ph.D., 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

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, ELMA BEARSLEY (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

WILLIAMS, SELASE W. (2005-2011), Provost and Vice President Emeritus of Academic Affairs; B.A., M.A., University of Wisconsin, Madison; Ph.D., Indiana University, Bloomington

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 Athletics; B.S. Southern Methodist University; M.S., Springfield College

WU, HING (2001-2011), Associate Librarian Emeritus in Library Services; M.S., Simmons College

ZAMOURI, ALI (1970-2009), Assistant Librarian Emeritus; B.A., University of Baghdad, Iraq; M.S., University of Chicago; M.S., Southern Connecticut State University

ZIEMBA, WALTER F., JR. (1980-2010), Director Emeritus of Institutional Research; B.S., M.S., Southern Connecticut State University

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
FACULTY

ABD EL-RAOUF, AMAL A., Associate Professor of Computer Science; B.S., M.S., Cairo University; Ph.D., University of Connecticut

ABDEL-SAYED, WAFFEK H., Professor of Accounting; B.B.A., Hofstra University; M.S., M.B.A., Adelphi University; Ph.D., University of Connecticut; C.P.A., C.M.A., C.F.M., C.G.F.M., C.F.S.A., C.E.E., C.A., C.C.S.A.

ABDELSAYED, WAFEEK H., Professor of Accounting; B.B.A., Hofstra University; M.S., M.B.A., Adelphi University; Ph.D., University of Connecticut; C.P.A., C.M.A., C.F.M., C.G.F.M., C.F.S.A., C.E.E., C.A., C.C.S.A.

ABRE, JOANN A., Professor of Psychology; M.A., Ph.D., University of Delaware

ABUGRI, BENJAMIN, 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., 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

AHN, HO-YOUNG, Assistant Professor of Communication; B.B.A., Hongik University, South Korea; M.A., University of Tennessee, Knoxville

AKPINAR-FERRAND, EZGI, Assistant Professor of Geography; B.A., State University of New York at Stony Brook; M.A., Bilkent University; Ph.D., University of Cincinnati

ALFANO, MICHAEL, Professor of Special Education; B.S., Southern Connecticut State University; M.Ed., DePaul University; Ph.D., University of Connecticut

AMERMAN, STEPHEN, Associate Professor of History; B.A., Duke University; M.A., Utah State University; Ph.D., Arizona 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, Associate Professor of Anthropology; B.A., University of California, Berkeley; M.A., Ph.D., University of California, Santa Barbara

ANTHIS, KRISTINE, Professor of Psychology; Ph.D., University of Nebraska-Lincoln

ANTONIOS, IMAD, Associate Professor of Computer Science; B.A., Western Connecticut State University; Ph.D., University of Connecticut

ARAFAH, SOUSAN, Assistant Professor of Educational Leadership; B.A., Hampshire College; M.A., Appalachian State University; M.A., University of British Columbia; Ph.D. (2), University of Wisconsin, Madison

ARBOLEDA, CARLOS A., Professor of World Languages and Literature; B.A., Universidad de Santiago de Cali, Colombia; M.A., Ph.D., Syracuse University

ARONSON, BARBARA, Professor of Nursing; B.S.N., Saint Joseph College; M.S.N., University of Hartford; Ph.D., University of Massachusetts, Amherst

AXTELL, ROBERT S. III, Professor of Exercise Science; B.S., Springfield College; M.S., Indiana University; Ph.D., The Ohio State University

BARADARaney, TARANEH, Professor of Computer Science; B.S., Arya-Mehr University of Technology, Iran; M.S., Ph.D., Oklahoma State University

BARAW, CHARLES, Assistant Professor of English

BARBARO, LISA, Coach III, Intercollegiate Athletics; B.S., Southern Connecticut State University

BARNES, ERICA, Assistant Professor of Chemistry; B.S., Ateneo de Manila University; Ph.D., Wesleyan University

BARNETT, KAREN, Assistant Professor of Nursing; B.S., Southern Connecticut State University; M.S.N., Sacred Heart University; D.N.P., Case Western Reserve University

BASSETT, RICHARD, Associate Professor of Management Information Systems; B.S., M.S., University of New Haven; Ph.D., Pace University

BAY, MICHAEL, Assistant Professor of Communication; B.A., Quinipiac University; M.S., Quinipiac University

BEALS, POLLY A., Associate Professor of History; B.A., College of Wooster, Ohio; M.A., University of Pennsylvania; Ph.D., Rutgers University

BENNETT, THERESE, Professor of Mathematics; B.S. Temple University; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh

BERNARD, STANLEY, Assistant Professor of Public Health; B.A., Columbia University; M.P.H., Yale University School of Medicine

BESSENHOFF, GAYLE, Associate Professor of Psychology; B.A., Brandeis University; M.A., Ph.D., Northwestern 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
BIRZ, GENEF, Assistant Professor of Economic Policy Finance
BLACKMER, CORINNE E., Associate Professor of English; B.A., M.A., Ph.D., University of California at Los Angeles
BLOCH, JON P., Professor of Sociology; B.S., Portland State University; M.A., Ph.D., Indiana University
BODO, PETER, Professor of Economics and Finance; B.A., M.A., University of Budapest; Ph.D., University of Connecticut
BORDNER, KELLY, Assistant Professor of Psychology; B.A., Bloomsburg University; M.A., Ph.D., Binghamton University
BOWER-PHPPS, LAURA, Assistant Professor of Elementary Education; B.A., Grove City College; M.Ed., Ed.D., University of Nevada, Las Vegas
BOYLES, NANCY N., Professor of Special Education/Reading; B.A., Wilson College; Ed.D., Ed.M., C.A.G.S., Boston University
BRANCAZIO, LAWRENCE, Associate Professor of Psychology; B.A., University of Pennsylvania; Ph.D., University of Connecticut
BRENY, JEAN M., 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., 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., 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
BROCE, ROBERT, Assistant Professor of Social Work; B.S., M.S.W., Brigham Young University; Ph.D., Virginia Commonwealth University
BROWN, MARY E., Professor of Information and Library Science; B.S., West Chester University; M.S., Ph.D., Drexel University
BROWNELL, MIA, Professor of Art; B.F.A., Carnegie Mellon University; M.F.A., State University of New York at Buffalo
BULMER, SANDRA M., 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, Professor of Political Science; B.A., Saint Peter's College; Ph.D., Washington University/St. Louis, Missouri
BYNUM, TERRELL W., Professor of Philosophy; B.A., B.S., University of Delaware; M.A., Princeton University; M.Phil., Ph.D., City University of New York
CALAHAN, SUSAN, Associate Professor of Exercise Science; B.S., Eastern Oregon University; M.S., Brigham Young University; Ph.D. Southern Illinois University
CAMERON, MARK, Associate Professor of Social Work; A.B., Princeton University; M.S.S.W., Ph.D., Columbia University, School of Social Work
CARDONE, RESHA, Assistant Professor of World Languages and Literatures; B.A., Humboldt State University; M.A., University of Kansas; Ph.D., University of Kansas
CARR, T. WILEY, Professor of Art; B.F.A., Indiana University; M.F.A., Yale University
CARRIGAN, BRAXTON, Assistant Professor of Mathematics; B.S., Samford University; M.S., Ph.D., Auburn University
CARROLL, DEBORAH K., 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
CARTER-DAVID, SIOBHAN, Assistant Professor of History; B.A., Morgan State University; M.A., City College, City University of New York; Ph.D., Indiana University, Bloomington
CAVALLERO, ERIC, Associate Professor of Philosophy; B.A., University of California, Berkeley; M.A., Ph.D., Yale University
CAVANAGH, SHIRLEY A., Librarian; B.A., M.L.S., Southern Connecticut State University
CNAVANAUGH, RICHARD, Professor of Athletics; B.S., M.Ed., American International College
CHANDLER, JEREMY, Assistant Professor of Art; B.F.A., University of Florida; M.F.A., University of South Florida
CHENG, JUNE, Librarian; B.A., Shandong University
CHEVAN, DAVID, Professor of Music; B.A., University of Massachusetts; M.A., Ph.D., City University of New York
CHOI, YUNSEON, Assistant Professor of Information and Library Science; B.S., Chung-Ang University, South Korea; M.A., Yonsei University, South Korea; Ph.D., University of Illinois at Urbana-Champaign
CHRISSSIDIS, NIKOLAOS, Associate Professor of History; B.A., Aristotle University, Thessaloniki, Greece; M.A., M.Phil, Ph.D., Yale University
CLARK, AARON, Associate Professor of Mathematics; B.A., Westfield State University; M.A., Ph.D., State University of New York at Albany
CLERC, SUSAN, Librarian; B.A., M.L.S., Ph.D., State University of New York at Buffalo; M.A., Bowling Green State University
COCA, ADIEL, Assistant Professor of Chemistry; B.S., Iona College; Ph.D., Pennsylvania State University
COCHENET, GREGORY, Associate Professor of Art; B.A., University of Wisconsin - Whitewater; M.F.A., Southern Illinois University, Carbondale
COHEN, ADAM, Coach III, Intercollegiate Athletics; B.S., Quinnipiac University
COLE, NATHAN, Coach I
COLON, EDGAR, Professor of Social Work; B.S., College of Staten Island; M.S. Columbia University; D.S.W., College of Staten Island
COTTON, HUILA, Associate Professor of Psychology; B.A., M.A., Ph.D., Sam Houston State University

For updates, go to SouthernCT.edu/academics 2013-15 Undergraduate Catalog
CONFORTI, ROSEMARIE, Associate Professor of Media Studies; B.S., Southern Connecticut State University; M.A., New York University; Ph.D., New York University
CORDA, SALVATORE, Associate Professor of Educational Leadership; B.A., M.S., Queens College; Ph.D., New York University
CORON, CYNTHIA R., Professor of Earth Science; B.S., Ohio State University; M.S., University of North Carolina; Ph.D., University of Toronto
CRAWFORD, ILENE, Professor of Earth Science; B.S., M.S., Southern Connecticut State University; Ph.D., University of Pennsylvania
CRAWFORD, SARAH C., Professor of Biology; B.S., Mount Mercy College; M.A., Princeton University; M.S., Ph.D., Columbia University
CUMMINGS, KAREN, CRITZER, JOHN W., B.S., Professor of Biology; CRAWFORD, ILENE, Professor of Earth Science; CORDA, SALVATORE, Associate Professor of Educational Leadership; B.A., M.S., Queens College; Ph.D., New York University
CUWING, KAREN, Professor of Physics; B.S., M.S., Ph.D., State University of New York at Albany
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.E., 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
DAVIDSON, MARYANNE, Associate Professor of Nursing; B.S., College of Mount Saint Vincent; M.S.N, D.S.N, Yale University School of Nursing
DAVIS, CHARLES F., Jr., Associate Professor of Exercise Science; B.S., Bridgewater State College; M.Ed., University of Virginia
DeBARBIERI, PATRICIA, Professor of Social Work/MTT; 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 Columbus University
DeJARNETTE, GLENDRA, Professor of Communication Disorders; B.A., Allegheny College; M.A., Cleveland State University; Ph.D., Bowling Green State University
DEILE, LEE, Associate Professor of Recreation and Leisure; B.S., University of Connecticut; M.A., Ateneo San Angelmo; Ph.D., University of Connecticut
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., City University of New York at Queens College; M.S., Pennsylvania State University; Ph.D., University of Connecticut
DENHUP, CHRISTINE, Assistant Professor of Nursing; B.S.N., Southern Connecticut State University; M.S.N., Yale University
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 Mathematics; B.S.M.E., University of New Haven; M.S., Southern Connecticut State University; E.D., Teachers College Columbia University
DICKENS, JEFFREY, Assistant Librarian; B.A., Southeast Missouri State University; M.A., Indiana University, Bloomington and Indianapolis
DICKINSON, CHERYL C., Professor of Mathematics; B.S., University of California; M.S., Lehigh University; Ed.D., University of Pennsylvania
DIFFLEY, WILLIAM J., Associate Professor of Educational Leadership; B.S., William and Mary College; M.A., 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
DODGE, MICHAEL S., Associate Professor of Athletics; B.S., M.S., Southern Connecticut State University
DODSON, JOEL, Assistant Professor of English; B.A., Wheaton College
DOLAN, JAMES F., Professor of Physics; B.A., St. John Fisher College; M.S., Ph.D., University of Connecticut
DONNELLY, MICHAEL, Coach III; B.S., Sacred Heart University
DONOGLUE, BRETT, Coach A; B.S., Virginia Wesleyan College
DOSTAL, HANNAH, Assistant Professor of Special Education and Reading; B.S., M.S., Ph.D., University of Tennessee
DRIPCHAK, VALERIE L., 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
DUNBAR, MIRANDA, Assistant Professor of Biology; A.S., Lincoln Land Community College; B.S., University of Illinois; Spiritng d.D.; M.S., Missouri State University; Ph.D., University of Regina
DUNKLE, JERRY D., Professor of Journalism; B.A., Michigan State University; M.S., Emerson College
DURWIN, CHERYL, 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, Associate Professor of Biology; B.A., University of Northern Iowa; M.A., Drake University; Ph.D., Iowa State University
EICH-KROHM, ASTRID, Associate Professor of Sociology; B.A., M.A., Ph.D., State University of New York at Albany
EILDERTS, LUKE, Assistant Professor of World Languages and Literatures; B.A., University of Wisconsin, La Crosse; M.A., Ph.D., Pennsylvania State University
ELAHI, ATOALLAH, Professor of Computer Science; B.S., Iran College of Technology, Iran; M.S., Ph.D., Mississippi State University
ELDIDGE, ROBERT M., Professor of Economics and Finance; B.S., Naval Science, United States Naval Academy; M.S., D.B.A., The George Washington University

2013-15 Undergraduate Catalog
For updates, go to SouthernCT.edu/academics
ELLIS, SCOTT, Associate Professor of English; B.S., State University of New York at Brockport; M.A., Radford University; Ph.D., Emory University
EMENYONU, EMMANUEL N., Professor of Accounting; M.Acc., Ph.D., University of Ghana
ENJALRAN, MATTHEW, Associate Professor of Physics; B.S., University of California, Davis; M.S., San Francisco State University; Ph.D. University of California, Davis
EREN, RUTH, Associate Professor of Special Education; Ed.D., Nova Southeastern University
FARACIAS, WILLIAM, Professor of Public Health; B.A., University of Connecticut; M.P.H., Dr. P.H., Yale University
FARLEY-LUCAS, BONNIE, Professor of Counseling and School Psychology; B.S., M.S., Southern Connecticut State University; Ph.D., University of Connecticut
FEDE, MARYBETH, Assistant Professor of Exercise Science; B.S., M.S., Southern Connecticut State University
FEINMARK, DAVID, Assistant Librarian; B.A., Boston University; M.S., Simmons College; M.B.A., Washburn 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
FLEMING, THOMAS, Professor of Earth Science; B.A., University of Hawaii; M.S., Ph.D., Ohio State University
FLUHR, NICOLE, Professor of English; B.A., Wesleyan University; M.A., University of North Carolina/Chapel Hill; Ph.D., University of Michigan
FLYNN, DEBORAH, Associate Professor of Public Health; B.A., Albertus Magnus College; M.P.H., Southern Connecticut State University; Ph.D., Salve Regina University
FOPIANO, JOY, Associate Professor of Elementary Education; B.A., M.Ed., Ed.D. University of Massachusetts at Amherst
FORBUS JR., ROBERT, Associate Professor of Marketing; B.A., Auburn University; M.A., University of Montevallo; M.A., Ph.D., University of Connecticut
FOSS-KELLY, LOUISA, Associate Professor of Counseling and School Psychology; B.A., Ohio State University; M.Ed., Ph.D., Kent State University
FRANK, ELLEN J., Professor of Management; B.A., Queens College, City University of New York; M.S., Ph.D., Purdue University
FRASSINELLI, KELLEY, Coach III, Intercollegiate Athletics; B.A., Southern Connecticut State University
FRIENDLANDER, 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
GALLUP, PEGGY, Professor of Public Health; B.A., Colgate University; M.P.H., Ph.D., Yale University
GARVEY, SHEILA H., Professor of Theatre; B.S., Emerson College; M.A., Northwestern University; Ph.D., New York University
GATZKE, KEN 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, TERESA, 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
GIL, JOANNE, Assistant Professor of Journalism; B.A., Southern Connecticut State University; M.S., Quinnipiac University
GILL, VERONICA, Assistant Professor of Management/MIS; B.A., Dartmouth College; J.D., University of Connecticut School of Law
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, Associate Professor of Counseling and School Psychology; B.S., State University of New York at Cortland; M.S., State University of New York at Paltz; Ph.D., Yale University
GLENDON, MARY ANN, Associate Professor of Nursing; B.S., Hunter College; M.S., Boston University; Ph.D., University of Connecticut
GLINKA, RICHARD, Assistant Professor of Communication; B.S., University of Illinois, M.S., Southern Connecticut State University
GODEK, THOMAS EDWARD, Coach II, Intercollegiate Athletics; M.Ed. American International College
GOLDBERG, ADAM, Associate Professor of Elementary Education; Ed.D., Columbia University
GORKI-KOCHIKOWSKA, KRYSZYNA, Professor of Philosophy; M.A., Ph.D., Adam Mickiewicz University; M.A., A.B.D., Temple University
GRACE, SEAN PATRICK, Associate Professor of Biology; B.S., University of Maryland; M.S., Ph.D., University of Rhode Island
GRAVES, SCOTT, Associate Professor, Science Education/Environmental Studies; B.S., University of California at Santa Cruz; M.S., University of Rhode Island; Ph.D., University of Idaho
GREENROSS, STEVEN, Professor of Education; B.A., M.Ed., Ed.D., Boston University
GREGORY, JESSICA, Assistant Professor of Educational Leadership; A.B., Dartmouth College; M.S., Southern Connecticut State University; Ed.D., University of Bridgeport
GREGORY, ROBERT, Assistant Professor of Exercise Science; B.S., University of Notre Dame; M.S., St. Cloud State University; Ph.D., Pennsylvania State University
GROSSEKUTZ, MARK, Assistant Professor of Special Education; B.S., University of Utah, Salt Lake City; M.S., Simmons College; Ph.D., Utah State 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.S., 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.

HANNAH, COREY, Assistant Professor of Exercise Science; B.S., Mount Union College; M.S., University of Tennessee, Chattanooga.

HARDENBERG, WENDELINE, Assistant Librarian; B.A., Smith College; M.A., M.L.S., Indiana University-Bloomington.

HARPER, HILLARY, Assistant Professor of Communication Disorders; B.A., Case Western Reserve University; M.S., Florida State University.

HARRIS, FRANK III, Professor of Journalism; B.S., Southern Illinois University; M.A., University of Texas.

HARRY, CHELSEA, Assistant Professor of Philosophy; B.A., George Washington University; M.A., University of Hawaii at Manoa.

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, Professor of Psychology; B.A., Albright College; M.S., Ph.D., University of Kentucky.

HAYNES, NORRIS M., Professor of Educational Leadership; B.A., M.S., College of Arts and Science at Plattsburg, State University of New York; Ph.D., Howard University.

HLAVAC, CRAIG, Assistant Professor of Music; B.A., B.S., University of Connecticut; M.M, Yale University.

HEDREEN, REBECCA, Associate Librarian, Library Services; B.A., Wellesley College; M.L.I.S, University of Rhode Island; M.Ed., University of Phoenix.

HEIDKAMP, CHRISTIAN, Associate Professor of Geography; B.A., Sonoma State University; M.A., Ph.D., University of Connecticut.

HENDERSON, NICOLE M., Associate Professor of English; B.A., Western Connecticut State University; M.F.A., Emerson College.

HERNANDEZ, RAFAEL, Professor of World Languages and Literatures; M.A., University of California; Ph.D., New York University.

HOCHMAN, WILLIAMS, 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, JOYOULIN, Associate 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; Ph.D., Temple University.

HORCH, ELLIOTT, Associate Professor of Physics; B.A., University of Chicago; M.S., Yale University; Ph.D., Stanford University.

HURST, MATTHEW, Coach A.

HUTCHEISON, BRANDON, Associate Professor of English; B.A., Hobart and William Smith College; Ph.D., University of Massachusetts, Amherst.

IACOMINI, KERRY, Coach A; B.A., Southern Connecticut State University.

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., Srinakarincoir University, Bangkok; M.S., National Institution of Development Administration; M.S., Stanford University; Ph.D., University of Northern Colorado.

IRVING, JONATHAN, Professor of Music; B.F.A., State University of New York at Purchase; M.M., The Juilliard School; D.M.A., Manhattan School of Music.

IRWIN, JULIA, Associate Professor of Psychology; B.A., State University of New York at Oswego; M.A., Ph.D., University of Connecticut.

JACKSON, SHIRLEY A., 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.

JOHNSON, BRIAN C., Professor of English; B.A., University of California, Berkeley; M.F.A., Brown University.

JOHNSON, SARA, Assistant Professor of Nursing; BSN, MSN, Southern Connecticut State University.

JONES, JAN LOUISE, Associate Professor of Recreation and Leisure; B.A.; M.A., Acadia University; Ph.D., University of Connecticut.

JUDD, STEVENC., 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.

KARATJAS, ANDREW, Assistant Professor of Chemistry; B.S., Haverford College; Ph.D., Pennsylvania State University.

KAVANAGH, JOHN P., Professor of Mathematics; A.B., Boston College; M.A., Ph.D., State University of New York at Binghamton.

KEenan, Elizabeth, Professor of Social Work; B.A., College of St. Benedict; M.S.W., Loyola University Chicago; Ph.D., Smith College School of Social Work.

KELLY, DAVID, Coach A.

KEMLER, DAVID S., Professor of Exercise Science; B.A., University of Connecticut; M.S., Southern Connecticut State University; Ph.D., Florida State University.

KENTY-DRANE, JESSICA, Associate 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, Associate Professor of Special Education; B.Ed., Kenyatta University, Nairobi, Kenya; M.A., Ph.D., Ohio State University.

KIM, CHANG SUK, Associate Professor of Information and Library Science; B.A., Chosun University, Korea; M.L.S., Emporia State University, Kansas, Ph.D., University of Wisconsin.

For updates, go to SouthernCT.edu/academics
KIM, HAK JOON, Professor of Information and Library Science; B.S. Chung-Ang University, Seoul Korea; M.L.S., Ph.D., Indiana University
KIM, HY-GYUNG, Assistant Professor of Biology; B.S., Chonbuk National University; M.S., Korea University; Ph.D., University of Texas, Austin
KIM, MI AI, Assistant Professor of Elementary Education; B.A., M.Ed., Ewha Women’s University; Ph.D., University of Texas at Austin
KIRSCH, ROBERT J., Professor of Accounting; B.A., Duquesne University; M.A., M.B.A., Ph.D., University of South Carolina, C.P.A.
KNELL, MICHAEL, Assistant Professor of Earth Science; B.S., University of Nebraska; M.S., South Dakota School of Mines and Technology; Ph.D., Montana State University
KOEHLER, CATHERINE, Assistant Professor of Science Education and Environmental Studies; B.A., M.S., Central Connecticut State University; Ph.D., University of Connecticut
KOWALCZYK, GREGORY S., Associate Professor of Chemistry; B.S., Wayne State University; Ph.D., University of Maryland
KRAEMER, DEBORAH T., Associate Professor of Psychology; B.A., Rutgers University; M.A., Ph.D., State University of New York at Buffalo
KROL, MARIA, Assistant Professor of Nursing; B.S.N., M.S.N., Sacred Heart University
KRUCZEK, KLAY, Assistant Professor of Mathematics; B.S., Georgia Institute of Technology; M.S., Virginia Polytechnic and State University; Ph.D., Rutgers University
KUSACK, JAMES M., Professor of Information and Library Science; B.A., M.A., University of Iowa; Ph.D., Indiana University
KUSS, MARK, Professor of Music; B.M., New England Conservatory of Music; M.M., University of Washington; Ph.D., Duke University
KUSTIN, RICHARD, Professor of Marketing; B.A., Queens College; M.B.A., Baruch College; D.B.A., Nova S.E. University
KWAK, EUNJUNG (LYNN), Associate Professor of Marketing; B.A., Ewha Women’s University; M.A., University of Minnesota, Twin Cities; Ph.D., Florida State 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
LAMONICA, AUKJE, Assistant Professor of Exercise Science; B.S., M.S., Georg August Universitaet Goettingen; B.S., University of West Florida; M.P.H., Ph.D., Emory University
LANCOR, LISA B., Professor of Computer Science; M.S., Ph.D., University of Connecticut
LANG, THOMAS, Coach IV, Intercollegiate Athletics; B.S., Adelphi University
LARKIN, ERIN, Assistant Professor of World Languages and Literatures; B.A., M.A., Ph.D., Yale University
LAROCCH, STEVEN M., Professor of English; B.A., University of Massachusetts; M.A., Ph.D., Rice University
LATCHMAN, PETER, Assistant Professor of Exercise Science; B.S., M.S., Southern Connecticut State University; Ph.D., Columbia University
LATORRE, SOBEIRA, Assistant Professor of World Languages and Literatures; B.A., Amherst College; M.A., Ph.D., Stony Brook University
LAVIN, TERRENCE, Professor of Art; B.S., Skidmore College; M.F.A., Bowling Green State University
LAWLER, MICHELLE A., Counselor; B.A., St. Bonaventure University; M.S., Southern Connecticut State University
LESLEY, M.J. GERALD, Professor of Chemistry; B.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, Professor of Women’s Studies; B.A., National Taiwan Normal University; M.A., Tamkang University; Ph.D., State University of New York at Stony Brook
LIU, YAN QUAN, Professor of Information and Library Science; B.A., Beijing University; M.A., St. John’s College; Ph.D., University of Wisconsin-Madison
LOCKWOOD, HEIDI, Associate Professor of Philosophy; B.A., Wellesley College; M.A., Ph.D., Yale University
LODHA, 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
LOPEZ-VELASQUEZ, ANGELA, Assistant Professor of Special Education and Reading; B.A., Universidad de Antioquia; M.A., Ph.D. University of Illinois, Urbana-Champaign
LUNN, WILLIAM, Assistant Professor of Exercise Science; B.S., University of Massachusetts, Amherst; M.S., Southern Connecticut State University; Ph.D., University of Connecticut
MABRY, KELLY, Assistant Professor of Communication Disorders; B.A., M.S., Southern Connecticut State University; Ph.D., University of Connecticut
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; S.B., 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 GATISON, ANNETTE, Associate Professor of Communication; B.A., M.A., Bethel University; Ph.D., Howard 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, 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

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
MAKUBIKA, MICHAEL, Coach I; B.S., M.S., Syracuse University
MANZELLA, JOSEPH C., Professor of Anthropology; B.Ed., University of Miami; M.A., Wesleyan University; Ph.D., University of Connecticut
MARCHANT-SHAPIRO, THERESA, Assistant Professor of Political Science; B.A., Brigham Young University; M.A., Ph.D., University of Chicago
MARINAN-DALE, ALLISON, Coach I, Intercollegiate Athletics; B.S., Southern Connecticut State University
MARINO, DORIS M., Associate Professor of Exercise Science; A.B., M.P.H., Ph.D., University of Michigan
MARSAND, KATHERINE, Associate Professor of Psychology; B.A., Fairleigh Dickinson University; M.S., M.Phil, Ph.D., Yale University
MARSOObIAN, ARMEN T., Professor of Philosophy; B.A., Bucknell University; Ph.D., State University of New York at Stony Brook
MARTIN, ELAINE, Assistant Professor of Nursing; B.S.N., University of Maryland; Baltimore; M.S.N., Pace University; Ph.D., University of Connecticut
MARN, HELEN, Assistant Professor of Elementary Education; B.A., University of Connecticut; M.A., New York University; M.Ed., Columbia University; Ph.D., University of Connecticut
MAZUR, JAMES E., CSU Professor of Psychology; A.B., Dartmouth College; Ph.D., Harvard University
McBRINE, PATRICK, Assistant Professor of English
McCLOY, MELISSA, Associate Professor of English; B.A., M.Ed., Ph.D., University of Virginia, Charlottesville
McCULLAGH, JENNIFER, Assistant Professor of Communication Disorders; B.A., Ph.D., University of Connecticut
MCDANIEL, MARIE, Assistant Professor of History; A.B., Princeton University; M.A., Ph.D., University of California, Davis
McDANIELS, CYNTHIA, Professor of Educational Leadership; B.A., M.A., University of California, Berkeley; Ph.D., University of Maryland, College Park
MEACHERN, ROBERT W., Professor of English; B.A., Boston University; M.A., Northeastern University; Ph.D., University of Louisville
MCGILL, KENNETHTH, Assistant Professor of Anthropology; B.A., Cornell University; M.A., Ph.D., University of Chicago
MCGINN, JANE, Professor of Communication; B.S., Howard University; MLS, University of North Carolina, Greensboro; Ph.D., University of Pittsburgh
McVERRY, J. GREGORY, Assistant Professor of Elementary Education; B.A., M.S., University of Hartford
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
MEYERHOFFER, CASSI ANN, Assistant Professor of Sociology; B.A., Weber State College; M.A., Ph.D., State University of New York at Buffalo
MILLS, JUDITH, Associate Professor of Economics; B.A., M.A., Ph.D., State University of New York at Stony Brook
MINK, MICHAEL, Associate Professor of Public Health; B.A., College of William and Mary; M.P.A., University of North Carolina, Chapel Hill; Ph.D., University of South Carolina, Columbia
MISASI, SHARON P., Professor of Exercise Science; B.S., Southern Connecticut State University; M.S., Indiana State University; Ph.D., University of Connecticut
MOC, 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
MONROE-RARICK, KAIA, Assistant Professor of Theatre; B.F.A., University of South Dakota; M.F.A., University of Missouri-Kansas City
MOORE-BRANCAZIO, DINA, Associate Professor of Psychology; B.A., Boston University; M.A., 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., Med., Ed.D., Columbia University; Ed.D., North Central 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, Professor of Mathematics; B.A., Manhattan College, M.S., Ph.D., State University of New York at Stony 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
MULLIN, LINDA, Coach A; B.S., Southern Connecticut State University
NABBOUT-CHEIBAN, MARIE, Assistant Professor of Mathematics; B.S., M.A., Lebanese University; Ph.D., Universite Rene Descartes, Paris
Nakamura, Byron, Associate Professor of History; B.A., University of California at Santa Barbara; M.A., Ph.D., University of Washington
NARUMANCHI, 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 III, Intercollegiate Athletics; B.S., Southern Connecticut State University; M.S., Indiana University
NEVEROW, VARA S., Professor of English; B.A., Nyack College; M.A., Ph.D., New York University
NODOUSHANI, Omid, Professor of Management/MS; B.A., National University of Iran; M.A., Ph.D., University of Pennsylvania
NOVOSAD, CLAIRE, Associate Professor of Psychology; B.A., University of West Florida; Ph.D., University of Connecticut
NWACHUKU, UCHENNA, Professor of Counseling and School Psychology; B.S., Houghton College; M.A., Ed.D., University of Massachusetts at Amherst
NWANGWU, JOHN T., Professor of Public Health; M.B., University of Nebraska; M.P.H., Loma Linda University; Dr.Ph., Columbia University

2013-15 Undergraduate Catalog

For updates, go to SouthernCT.edu/academics
NYE, LARRY, Associate Professor of Theatre; B.F.A., University of Arizona; M.F.A., University of Oklahoma

O’BRIEN, WESLEY J., Associate 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 Southern California

OKOBI, ELSIE GOGO, 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., 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

OLSON, LINDA, Associate Professor of World Languages and Literatures; B.S., Cleveland State University; M.A., Case Western Reserve; Ph.D., University of Wisconsin-Madison

O’SULLIVAN, CYNTHIA, Associate Professor of Nursing; M.S.N., University of Pennsylvania, Philadelphia; Ph.D., Yale University

PADDOCK, TROY R., Professor of History; B.A., Pepperdine University; M.A., Ph.D., University of California at Berkeley

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

PALMA, GIUSEPPINA, Professor of World Languages and Literatures; 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

PANICHAS, PATRICIA, Professor of Exercise Science; B.S., M.S., Southern Connecticut State University

PANZA, JOSEPH, Professor of Recreation and Leisure; B.A., M.A., Seton Hall University; Ed.D., University of Pennsylvania

PARK, MINA, Assistant Professor of Management/MIS; B.B.A., DongGuk University, South Korea; M.S., Mississippi State University; Ph.D., University of Mississippi

PARK, YOUNG, Associate Professor of Accounting; B.B.A., Korea University; M.B.A., University of Iowa; Ph.D., University of Pittsburgh

PARRISH, TIMOTHY L., Professor of English; B.S., M.Ed., Louisiana State University; M.F.A., University of Alabama

PAULSON, ARTHUR C., Professor of Political Science; B.A., Parsons College; M.A., Ph.D., University of Colorado

PELAVO, RUBEN, Professor of World Languages and Literatures; B.A., Escuela Normal Superior, Cuernavaca, Mexico; M.A., San Diego State University; Ph.D., University of California-Riverside

PERUMBILLY, SEBASTIAN, Assistant Professor of Social Work and Marriage and Family Therapy; B.Th., St. Pius X College and Seminary, Bombay, India; M.A., Holy Apostles College and Seminary; M.A., Ph.D., University of Connecticut

PETERS, KLAUS, Associate Professor of Computer Science; B.A., M.A., Ph.D., University of Hamburg

PETRIE, PAUL R., 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

PETTIGREW, DAVID E., Professor of Philosophy; B.A., Friends World College; M.A., Antioch University; M.A., Ph.D., State University of New York at Stony Brook

PETTO, CHRISTINE M., Professor of History; B.A., Boston University; M.A., Ph.D., Indiana University

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

PIEMONTESE-RAMOS, LUISA, Professor of World Languages and Literatures; B.A., State University of New York College at Purchase; M.A., M.Phil., Ph.D., Yale University

PINCIU, VALERIU, Professor of Mathematics; B.S., M.S., University of Bucharest; Ph.D., State University of New York at Buffalo

PIZZANELLO, HEATHER, Assistant Professor of Social Work; B.A., Wheaton College; M.S.W., University of Connecticut

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

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

PRINC, MELVIN, Professor of Marketing; B.A., M.A., Brooklyn College; Ph.D., Columbia University

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

QUILL, TIMOTHY P., Head Coach III, Intercollegiate Athletics; B.A., Alfred University

RAIDIC, THOMAS, Assistant Professor of History; B.A., M.A., West Chester University; M.A., Seton Hall University; Ph.D., University of Pennsylvania

RAKfeldt, JAAK, Professor of Social Work; B.A., M.S., Southern Connecticut 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

RANDALL, REGINE, Assistant Professor of Special Education; B.S., M.A., Southern Connecticut State University; Ph.D., University of Connecticut

RAUSCHENBACH, JAMES, Assistant Professor of Exercise Science; B.S., Cornell State University; M.S., Western Kentucky University; Ph.D., The Ohio State University

RAYNOLDS, LAURA, Assistant Professor of Special Education and Reading; B.A., University of the Virgin Islands; M.P.S., Manhattanville College; Ph.D., Fordham University

RE, TINA MARIE, Librarian for Library Services; B.F.A., Art Academy of Cincinnati; M.F.A., Art Academy; M.F.A., Yale University School of Art; M.S., Southern Connecticut State University

REBESCHI, LISA M., Associate Professor of Nursing; B.S.N., M.S.N., Southern Connecticut State University

RESHA, CHERYL-ANN, Associate Professor of Nursing; B.S.N., Salve Regina College; M.S.N., Ed.D., University of Hartford

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
REYNAGA, ALBA, Librarian; B.A., Albertus Magnus College; M.L.S., Southern Connecticut State University
RHODES, ELIZABETH, Assistant Professor of Counseling and School Psychology; B.A., University of North Carolina at Chapel Hill; M.S., Winthrop University; S.S.P., Winthrop University; Ph.D., University of North Carolina at Chapel Hill
RICHARDSON, LYSTRA M., 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
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
ROBBINS, GREGORY, Associate Professor of Management; B.S., Duke University; M.Phil, Ph.D., Columbia University
ROBERTS, ELIZABETH, Assistant Professor of Biology
RODRIGUEZ-KEYES, ELIZABETH, Assistant Professor of Social Work; B.A., State University of New York at Binghamton; M.S.W., New York University; Ph.D., Smith College School of Social Work
ROKUTH, TODD W., Professor of Social Work; B.A., M.S.W., University of Minnesota; D.S.W., University of Pennsylvania
ROGERS, MICHAEL J., Professor of Anthropology; B.A., M.A., Stanford University; Ph.D. Quaternary Studies Certificate, Rutgers University
RONDONONE, TROY M., Associate Professor of History; B.A., Sonoma State University; M.A., Ph.D., University of Pennsylvania
ROSSO, GEORGE A., JR, Professor of English; B.A., Ohio State University; M.A., San Francisco State University; Ph.D., University of Maryland
ROTHBARD, MATTHEW, Assistant Professor of Exercise Science; B.S., Towson State University; M.S., Michigan State University; Ed.D., Towson State University
SAMPSON, LINDA, Associate Professor of Communication; B.A., Virginia Tech; M.A., Ohio University; Ph.D., Ohio University
SARGENT, MARGARET, Associate Professor of Communications; B.S., Central Michigan University; M.A., Northern Illinois University; Ph.D., Southern Illinois University
SASSU, KARL, Assistant Professor of Counseling and School Psychology; B.A., M.Ed., University of Pennsylvania; M.A., Ph.D., University of Connecticut
SAYE, DEBORAH A., Associate Professor of Economics; B.S., George Mason University; M.A., Ph.D., University of Connecticut
SCHOFIELD-BODT, CINDY, Librarian; B.A., State University of New York; M.L.S., Pratt Institute
SCHWENDEMANN, TODD, Assistant Professor of Physics; B.S., Buena Vista University; M.A., University of South Dakota; Ph.D., University of Virginia, Charlottesville
SECHUK, CAMILLE, Professor of Art; B.A., University of Pennsylvania; M.A., M.Phil., Ph.D., Yale University
SESSLER BRANDEN, PENNIE, Assistant Professor of Nursing; B.S., George Mason University; M.S.N., Columbia University
SHEA, MICHAEL, Professor of English; B.A., Loyola College; M.A., Ph.D., Miami University of Ohio
SHEA, TIMOTHY, Coach IV, Intercollegiate Athletics; B.S., M.S., Southern Connecticut State University
SHERMAN, WILLIAM M., Professor of Psychology; B.A., Ph.D., New York University; M.A., University of Connecticut
SHIPLEY, VIVIAN, Professor of English and CSU Professor; B.A., M.A., University of Kentucky; Ph.D., Vanderbilt University
SHYAM, WINNIE, Librarian; B.A., M.A., University of Madras; M.L.S., Southern Connecticut State University
SIERPINSKI, CORT, Professor of Art; B.A., Central Connecticut State University; M.F.A., University of Massachusetts Dartmouth
SILAY, REBECCA, Assistant Professor of Biology; B.S., University of California-Davis; Ph.D., Stanford University
SIMONEAU, CYNTHIA, Associate Professor of Journalism; B.A., University of Rhode Island; M.S., Southern Connecticut State University
SKOCZEN, KATHLEEN, Professor of Anthropology; B.A. San Diego State University; M.A., Ph.D., Syracuse University
SLOMBRA, JEFF, Professor of Art; B.A., College of William and Mary; M.F.A., State University of New York at Buffalo
SMITH, CHERI, Associate Professor of Counseling and School Psychology; B.A., University of West Florida/Pensacola; M.Ed., Mississippi State University; Ph.D., Mississippi State University
SMITH, DEBORAH, Associate Professor of Recreation and Leisure; M.S., Ph.D., Indiana University
SMYTH, ANDREW, Associate Professor of English; B.A., University of Dallas; Texas; M.A., Saint Bonaventure University; Ph.D., Saint Louis University
SOKAITIS, AMY, Coach A; B.S., Western State College of Colorado; M.S., University of New Haven
SOLODOV, JOSEPH, CSU Professor of World Languages and Literatures; A.B., Columbia University; A.M., Ph.D., Harvard University
Sonnenschein, Dana L., Professor of English; B.A., University of Iowa; M.A., Johns Hopkins University; M.A., Ph.D., Boston University
SOSA-VELASCO, ALFREDO, Assistant Professor of World Languages and Literatures
SQUIRES, DAVID A., Professor of Educational Leadership; B.A., M.A., Allegheny College; Ph.D., University of Pittsburgh
STAMBLER, MOSES, Professor of Social Work; B.A., New
School for Social Research; M.A., Teachers College,
Columbia University; M.S.W., M.P.H., University of
Pennsylvania; Ph.D., New York University
STEPANOVIĆ, PAUL, Professor of Management; M.B.A.,
Clarion University; Ph.D., Medical University of South
Carolina
STIVER, KELLY, Assistant Professor of Psychology; B.S., Ph.D.,
McMaster University
STOBBARD, WILLIAM, Assistant Professor of Public Health; B.A.,
West Chester State College; Ph.D., University of South
Carolina
STOLL, MELISSA, Coach III; B.A., University of California,
Riverside; M.A., National University
STRETCH, CYNTHIA, Professor of English; B.A., Indiana
University; Ph.D., The University of Iowa
SUCKLE-NELSON, JESSICA, Associate Professor of Psychol-
ogy; B.A., Syracuse University; M.A., West Chester
University; Ph.D., University of Rhode Island
SULLIVAN, JOHN C., Professor of Theatre; B.F.A., M.F.A.,
Carnegie-Mellon University
SWARTZ, DANIEL, Associate Professor of Exercise Science;
B.S., Eastern Connecticut State University; M.S., Ph.D.,
Florida State University
SWERLING, LOUISE SPEAR, Professor of Special Education;
B.A., University of Connecticut; M.S., Southern Con-
necticut State University; M.S., Ph.D., Yale University
TAIT, JAMES, Associate Professor of Science Education and
Environmental Studies; B.A., B.S., M.S., Ph.D., University
of California, Santa Cruz
TAMURA, RONALD, Associate Professor of Special Educa-
tion; B.S., University of Florida; M.Ed., Lesley University;
B.S., University of Nevada, Las Vegas
TARBOX, JUDY, Assistant Professor of English; B.S., State
University of New York at Plattsburgh; M.S., Ph.D.,
Rensselaer Polytechnic Institute
TAVARES, FRANK, Professor of Communication; A.B.,
Wheaton College; M.A., Northern Illinois University;
Ph.D., University of Texas
TAYLOR, DEREK, Associate Professor of Communication;
B.A., Florida Atlantic University; M.F.A., School of the
Art Institute of Chicago
TAYLOR, MARAVENE E., Professor of Special Education;
B.A., Duke University; M.S., Sixth Year Diploma, Southern
Connecticut State University; M.A., M.Phil., Ph.D.,
Teachers College, Columbia University
TERPSTRA, JUDITH, Associate Professor of Special Educa-
tion/Reading; B.S., Bridgewater State College; M.Ed.,
University of Nevada/Las Vegas; Ph.D., University of
Nevada/Las Vegas
THOMPSON, C. MICHELE, 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
TOCE, JACQUELINE, Assistant Librarian; B.S., University of
Central Florida; M.A., University of South Florida
TOMASKO, DIANE R., Librarian; B.S., M.B.A., University of
Connecticut; M.L.S., Rutgers University
TOMCZAK, STEPHEN, Assistant Professor of Social Work;
B.S., Southern Connecticut State University; M.S.W.,
University of Connecticut; Ph.D., Brandeis University
TORRE, CARLOS ANTONIO, Professor of Education; B.A.,
Northeastern Illinois University; M.Ed., Ed.D. Harvard
University
TOWLE, ANTOINETTE, Assistant Professor of Nursing; B.S.,
Post University; M.S., University of Hartford; Ed.D., NOVA
Southeastern University
TROY, ELIZABETH, Associate Professor of English; B.A.,
Harvard University; M.F.A., University of Montana
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
UNSON, CHRISTINE, Associate 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
VANCOUR, MICHELE L., Professor of Public Health; B.A.,
Central Connecticut State University; M.P.H., Southern
Connecticut State University; Ph.D., New York University
VAN GILDER, JOSEPH, Coach A; B.S., Southern Connecticut
State University; M.Ed., Springfield College
VASQUEZ-LEYV, DOROTHY, Associate Professor of Educa-
tional Leadership; Ph.D., University of Arizona-Tucson
VATERS-CARR, RACHAEL, Professor of Art; B.F.A.; Middle
Tennessee State University; M.F.A., Miami University
VEGA DE JESUS, RAMON, Associate Professor of Counseling
and School Psychology
VERPLAETSE, LORETTA STOOPS, Professor of World
Languages and Literatures; B.A., University of Illinois;
M.S.Ed., Syracuse University; Ph.D., Boston University
VIGGIANI, FRANCES, Associate Professor of Management/
MIS; B.A., University of Massachusetts, Amherst; M.A.,
Ph.D., Cornell University
VILLANI, CHRISTINE J., Professor of Education; B.S., Mercy
College; M.A., Hofstra University; Ed. D., Fordham
University
VITALE, LISA, Assistant Professor of World Languages and
Literatures; B.A., M.A., Ph.D., Yale University
VOLKMAN, RICHARD, Professor of Philosophy; B.A., Winona
State University; M.A., Ph.D., University of Wisconsin
at Madison
VU, THUAN Q., Professor of Art; B.A., Centre College;
M.F.A., Louisiana State University
WALLIN, JOHN, Coach III; B.S., Southern Connecticut
State University
WALTERS, KENNETH, Assistant Professor of Psychology;
B.S., Western Illinois University; M.A., Ph.D., University
of Nebraska, Lincoln
WEBB, JEFFREY, Assistant Professor of Chemistry; B.S.,
Keene State College; Ph.D., State University of New
York at Stony Brook
WEINBAUM, JONATHAN, Assistant Professor of Biology;
B.A., University of Connecticut; M.S., Ph.D., Texas Tech
University
WEISS, DEBORAH, Professor of Communication Disorders;
B.S., New York University; M.A., The Hebrew University
of Jerusalem; Ph.D., University of Connecticut
WENG, MIAOWEI, Assistant Professor of World Languages
and Literatures; B.A., M.A., Peking University

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
WEST, ERIC S., Associate Professor of Geography; B.S., James Madison University; M.A., University of Kansas; Ph.D., San Diego State University

WESTRICK, SUSAN, Professor of Nursing; B.S.N., University of Evansville; M.S., University of Connecticut; J.D., University of Bridgeport

WHITEHEAD, JESSIE, Associate Professor of Art; B.F.A., M.F.A., Mississippi University for Women; Ph.D., Florida State University

WORDEN, BARBARA, Professor of 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, JIAN, Assistant Professor of World Languages and Literatures; B.A., M.A., Guangzhou Institute of Foreign Languages; Ph.D., University of Minnesota-Twin Cities

YACHER, LEON, Professor of Geography; B.A., M.A., University of New Mexico; Ph.D., Syracuse University

YANG, CHULGUEN, Associate Professor of Management; B.A., Yonsei University; M.A., University of North Carolina, Charlotte; Ph.D., Central Michigan University

YANG, XIAO MEI, Associate Professor of Philosophy; B.A., M.A., Fudan University; M.A., Cleveland State University; Ph.D., University of Nebraska-Lincoln

YANG, JINJIN, Professor of Exercise Science; B.A., M.Ed., Beijing Institute of Physical Education, China; M.A., Ph.D., The Ohio State University

YU NG, WINNIE Y., Professor of Computer Science; B.S., Monmouth College; M.S., Columbia University; Ed.D., Southern Connecticut State University

ZACK, DENISE, Assistant Counselor; B.S., University of Connecticut; M.A., Southern Connecticut State University

ZIPOLI, RICHARD, Assistant Professor of Communication Disorders; B.A., Fairfield University; M.S.P.T., Boston University; M.S., Southern Connecticut State University; Ph.D., University of Connecticut
ADMINISTRATION

ACETO, ANTONIO, Coordinator of Athletic Facilities; B.S., Southern Connecticut State University
ADELE, GOLDIE, Director of Disability Support Services; B.A., Temple University; J.D., Thomas M. Cooley Law School
AGENTIS, TINA, Environmental Health and Safety Coordinator; B.S., Southern Connecticut State University
ALEXANDER, JAIME, Assistant Registrar; B.S., Southern Connecticut State University
ADELE, GOLDIE, Director of Disability Support Services; B.A., Temple University; J.D., Thomas M. Cooley Law School
AGENTIS, TINA, Environmental Health and Safety Coordinator; B.S., Southern Connecticut State University
ALEXANDER, JAIME, Assistant Registrar; 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 Director, International Education; A.S., South Central Community College
ANDERSON, ERIC, Physics Lab Technician; B.S., Southern Connecticut State University
ANDERSON, STEVEN, Technical Support Analyst; B.S., Quinnipiac University
ARBORIO, KAREN, Coordinator of University Construction and Facilities Management; B.S., Central Connecticut State University
AUTIERI, SARAH, Residence Hall Director; B.S., Keene State College; M.S., University of Rhode Island
BAILEY, JAYE, Associate Vice President of Human Resources and Labor Relations; B.A., University of Rhode Island; J.D., University of Connecticut School of Law
BARBER, JAMES W., Director of Community Engagement; B.S., Southern Connecticut State University
BENTLEY-DROBISH, DENISE, Director of Student Life; B.S., M.S., Southern Connecticut State University
BERGEVIN, JOHN P., Technical Support Specialist
BILOTTA, ARNOLD, Assistant Director, Lyman Center
BLAKE, JAMES E., Executive Vice President; B.S., Eastern Connecticut State University; M.P.A., University of Connecticut
BONE, ADAM, Residence Hall Director; B.A., St. John Fisher College; M.S., Manhattanville College
BONG, MARIS, GEAR-UP Program Manager; B.S., SixthYear Diploma, Southern Connecticut State University
BRADY, LAUREL, Coordinator of the Multicultural Center; B.A., Southern Connecticut State University
BRUNO, RONNIE, Customer Support Center Lead
BUCKMAN, HARRIET, Assistant Director; B.A., Albertus Magnus College; M.S., Southern Connecticut State University
BURLING, NANCY, Director of Alumni Affairs; B.A., Sacred Heart University
CAGGINELLO, JOAN, Clinical Coordinator; B.S.N., Sacred Heart University; M.S., Southern Connecticut State University
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
CAPUTO, MARY PATRICIA, Director of Marketing and Publications; B.A., Providence College
CARPENTER, ROBERT F., PC Maintenance Technician; B.S., Southern Connecticut State University

For updates, go to SouthernCT.edu/academics

2013-15 Undergraduate Catalog
CARRINGTON, CAROLYN, Program Assistant; B.A., Virginia University of Lynchburg
CARROLL, LUCAS, Programmer Specialist; B.A., Excelsior University; M.S., University of Maryland
CARSON, DARCI, Assistant in Human Resources
CASELLA, VINCENZO, Research Assistant; B.S., Southern Connecticut State University
CHAN, JIAN, Assistant Director for Website Development; B.S., Southern Connecticut State University
CHENOWETH, ISABEL, Assistant Director of Public Affairs/University Photographer; B.A., Vassar College; J.D., College of William and Mary

CHIABRA, AJAY, Financial Information Systems Support Specialist; M.B.A., Southern Connecticut State University
CHUCTA, NANCY, CSU Administrative Assistant
CHRISTY, CATHERINE, Coordinator of the Women’s Center; B.S., Sacred Heart University
CLERMONT, A. FREDERICK, Network Administrator; B.S., University of Connecticut

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

COOK, BARBARA, Coordinator of Training; B.A., State University of New York at Plattsburgh; M.A., State University of New York at New Paltz
COOK, KENNETH G., Technical Support Specialist; B.S., University of Connecticut

CRERRAR, BRAD, Director of Student Center; B.A., M.S., Southern Connecticut State University
CRERRAR, GREGG, Interim Vice President of Institutional Advancement; B.S., New Hampshire College; M.S., Southern Connecticut State University
CRONE, KIMBERLY, Associate Vice President for Academic Student Service; B.A., Bloomsburg University of Pennsylvania; M.Ed., Lehigh University

CUDDHIE, ROBERT, Media and Instructional Services Specialist; B.S., University of Bridgeport; M.S., Ph.D., 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, Interim Director of Housing; B.S., Southern Connecticut State University

DESISTO, DEBORAH, Administrative Operations Assistant, Academic Affairs
DILGER, PATRICK, Director of Public Affairs; B.A. Auckland University; M.S. University of North Carolina

D’ONOFRIO, JR. GIOVANNI, Payroll Coordinator; B.S., Quinnipiac University
DORR, THOMAS, Assistant Director, Conference and Technology; B.S., Southern Connecticut State University

DROBISH, ROBERT K., Scheduling Officer; B.S., M.S., Southern Connecticut State University

DURNIN, ELLEN, Dean, School of Business; B.A., Wagner College; M.S., Baruch College/City University of New York; Ph.D., City University of New York
EDELSTEIN, ROMAN, Network Administrator; M.S., State University of Telecommunications, St. Petersburg, Russia
EDGECLUSME, HEATHER, Assistant Program Manager
FAIRCHILD, DEBORAH, Assistant Coordinator of Student Supportive Services; Disability Resource Office; B.A., University of Bridgeport

FELDER, CHAKA, Coordinator of Access Programs
FERRARO, MARISA, Program Manager; B.A., Dickinson College; M.S., Southern Connecticut State University
FERRIE, VINCENT, JR., Assistant Director of Business Service; B.S., Southern Connecticut State University
FERRUCCI, THOMAS, 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, BERNAKINE, Assistant Director of Institutional Research

FREDEN, DONNAEAN A., Dean of the School of Arts and Sciences; B.A., McMurry College; Ph.D., Texas A&M University

FRIESS-MORDENTE, LINDA, Assistant Registrar; B.S., University of Connecticut

GALBICKE, MICHAEL, Residence Hall Director; B.S., M.B.A., Southern Connecticut State University

GALVIN, LISA A., Interim Director of Graduate Admissions; B.S., M.B.A., Southern Connecticut State 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

GORDON, CHERMERE, Residence Hall Director; B.A., St. Peter’s College; M.S., Wagner College

HARRIS, CAROLYN, Administrator II; B.S. Southern Connecticut State University

HEIDKAMP, ERIN, Director of International Education

HERNANDEZ, MILDRED, CSU Administrative Assistant

HINES, JOSEPH, Assistant Coordinator of Athletic Facilities, Director of Intramurals; B.S., Southern Connecticut State University

HOCURSKA, JENNIFER, Grants Fiscal Associate; B.S., M.S., University of Connecticut

HOUGHTON, CRAIG, Programmer Analyst; B.A., Southern Connecticut State University

HOWE, ESTHER C., Interim Associate Dean, School of Health and Human Services; B.A., Northwestern University; M.S., D.S.W., Columbia University

HUDA, MARGARET E., CSU Administrative Assistant

HUBSON, JENNIFER, Faculty Development Associate; B.A., Sacred Heart University; M.A., Southern Connecticut State University

HUEBNER, SANDRA, CSU Administrative Assistant
HUGHES, MARThA, College Nurse Practitioner; B.S.N., Salem State College; M.S.N, Simmons College
JAGIELOW, KURT, Network Specialist
JOHNSON, BETHANN H., Administrative Assistant to the President
JOHNSON, DARLEEN, College Nurse Practitioner
JOHNSTON, MICHELLE R., Director of Alumni Affairs; B.A., Bradford College
JONES, JORDAN, Campus One Card Administrator; B.S., Southern Connecticut State University; M.S., Capella University
KAGAN, BARBARA, Assistant Director, Graphic Artist; B.S. University of Massachusetts, Amherst
KALK, BRUCE H., Associate Dean, School of Arts and Sciences; B.A., College of William and Mary; M.A., Ph.D., University of North Carolina at Chapel Hill
KELLOGG, RAYMOND N., Director of Network Telecom Services
KENEFFICK, ROBIN, Procurement Card Program Administrator; B.S., Southern Connecticut State University
KENNEDY, MARIANNE, Interim Provost/Vice President for Assessment, Planning and Academic Programs; A.B., Trinity College; M.A., Ph.D., University of Connecticut
KENNEDY, PAULA J., Associate Director of Admissions; B.A., Franklin Pierce College; M.S., Southern Connecticut State University
KLICSUI, JANET, Assistant Director of the Student Center/Conferencing Services; B.S., M.S., Southern Connecticut State University
KOBYLANSKI, MICHAEL, Associate Director of Athletics Communication; B.A., University of Massachusetts; M.S., Quinnipiac University; M.S., University of New Haven
KOSLOWSKI, PHILANTHI, University Records Specialist; B.A., M.L.S., Southern Connecticut State University
KOZIN, JOHN, Technical Support Analyst
KRAUSS, TIMOTHY, Administrator 3; B.S., Central Connecticut State University; M.B.A., University of Hartford
LACHARITY, ERIC, Assistant Director of Student Life
LadORE, FRANK, Interim Director of Academic Advisement; B.S., M.S., Southern Connecticut State University
LAING, KIMBERLY, Interim Registrar; B.S., Southern Connecticut State University; M.S., Eastern Connecticut State University
LANDAU, RANDALL, Financial Application Support Specialist
LEE, GLORIA, Director of Financial Aid; B.S., Southern Connecticut State University
LEONARD, MICHELLE, Financial Analyst; B.S., Sacred Heart University; M.B.A., Southern Connecticut State University
LETROWSKI, MATTHEW, Assistant Compliance Coordinator; B.A., University of Connecticut; M.P.S., St. John’s University
LIEFELD, JULIE, Director of Counseling Services
LOESCHER, PAUL, Director of Architectural Services; B.Arch., B.F.A., Rhode Island School of Design
LYNN, CHRISTOPHER, Assistant Athletic Director/Equipment Manager; B.S., Southern Connecticut State University
MAILHOT, JANE, Purchasing Manager; A.S., Eastern Connecticut State University
MALICKA, ANNA, Assistant Librarian; M.A., Jagellonian University-Cracow, Poland
MALLICK, BARBARA T., Director of Financial Planning and Information Support Systems; B.S., Alliance College; M.B.A., Sacred Heart University
MARCHESI, PHILIP, Assistant in Human Resources; B.S., Stonehill College; M.A., Rutgers University
MARRONE, JANE E., Assistant Director of Athletics/Fiscal Administration; B.S., University of Connecticut; M.B.A., Southern Connecticut State University
MAZZA, DIANE, Labor Relations and Employment Officer; B.S., M.S., Central 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
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
MORAIS, AMY, User Services Manager; B.S., Southern Connecticut State University
MORAN, PATRICK, Programmer Specialist; B.S., Fairfield University
MORDENTE, GACOMO III, Associate Director of Student Support Services; B.A., Providence College; M.S., Sixth Year, Southern Connecticut State University
MORGENTHALER, DIANE, Director of Health Services; B.A., State University of New York at Purchase; M.D., Medical College of Pennsylvania
MOROZ, WILLIAM, J.R., Technical Support Analyst
MORTENSEN, ANDREW J., Programmer Specialist; B.S.(2), Southern Connecticut State University
MUSANTE, JOSEPH A., University Writer/Editor; B.S., Southern Connecticut State University
MUSANTE, JOSEPH A., University Writer/Editor; B.S., Southern Connecticut State University
MUSANNO, KAREN, eLearning Technology Administrator; B.A., Western Connecticut State University
NAPERSKI, AMY, Disability Specialist; B.A., University of Connecticut
NEWTON, DEBORAH, Interim Dean, School of Education; B.S., State University of New York at Potsdam; M.Ed., College of New Jersey; Ed.D., University of Cincinnati
NICOL, PATRICIA D., Director of Intercollegiate Athletics; B.S., M.S., University of Rhode Island
OTIS, JEFFREY, Server Administrator; B.S., Fairfield University
OUELETTE, SCOTT J., Assistant Director of Admissions; B.A., Bridgewater State College
OWERS, TRACEY, Administrative Operations Assistant
PAPAZIAN, MARY, President; B.A., M.A., Ph.D., University of California, Los Angeles
PARROTT, MARK, Residence Hall Director; B.S., Southern Connecticut State University
PATTON, JACQUELINE D.; University Human Resources Administrator
PAVEZA, GREGORY, Dean, School of Health and Human Services; B.A., Lewis College; M.S.W., University of Hawaii; Ph.D., University of Illinois-Chicago

For updates, go to SouthernCT.edu/academics
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

PERUGINI, CHRISTOPHER, Web Application Development Specialist; B.S., University of Hartford; M.B.A., University of Connecticut

PESSENA, PHILIP, Associate Director, Public Safety

PETTIE-COOPER, VALERIE, Assistant Bursar; B.S., Grambling State University, M.B.A., University of New Haven

PETTIT, CAROLYNN, Major Gifts Officer; B.S., Southern Connecticut State University; M.B.A., Southern Connecticut State University

PICCIARILLO, AMY, Residence Hall Director; B.A., Keene State College

PISCITELLI, CHRISTOPHER, Director of Judicial Affairs; B.S., Southern Connecticut State University

POOLE, FRANCESCA, Associate in Human Resources

PRINCE, GERALDINE, Coordinator of Employer Recruitment Programs; B.A., Quinnipiac College

QUAGLIAROLI, SUSAN, User Support Specialist; B.A., Central Connecticut State University

RAFFONE, MONICA G., Assistant Registrar; B.S., Southern Connecticut State University

REGAN, TRICIA, Assistant Director for Academic Advisement; B.S., M.S., Southern Connecticut State University

RETOURT, JENNIFRA, Residence Hall Director; B.A., Westminster College; M.A., Slippery Rock University

RICCARDI, RICHARD, Director of Management Information and Research; B.S., M.S., Southern Connecticut State University; Sc.D., University of New Haven

RICE, PAULA, University Human Resources Administrator; 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., Associate Director Student Life; B.A. Southern Connecticut State University

ROBINSON, LINDA, CSU Administrative Assistant; B.A., Central Connecticut State University; M.B.A., Southern Connecticut State University

ROCANELLI-LEICHTER, CHARLENE, Database Administrator; B.A., State University of New York at Stony Brook

ROCHETTE, JOHN, Research Assistant, Post Award; B.S., Fairfield University; M.B.A., University of New Haven

RONNE, NANCY, Director of Advancement Services; B.A., Wheaton College; M.A., University of New Haven

ROWE, HEATHER, Business Manager; B.A., Union College; M.A., Quinnipiac University

RUDNE, MEGAN, Residence Hall Director; B.S., Southern Connecticut State University

RUGGIERO, ANGELA, Admissions Representative; B.S., Southern Connecticut State University

RUGGIERO, JENNIFER, Assistant Registrar; B.S., Southern Connecticut State University

RUGGIERO, JOHN, Director of Facilities Engineering; B.S., Roger Williams College

RUSSER, BRIAN H., Technical Support Specialist; B.S., Quinnipiac College

SANFORD, JANET, Chemistry Stockroom Manager; B.S., M.S., Southern Connecticut State University

SANTIAGO-CORDERO, MARLENE, Associate in Human Resources

SCHINUR, CRAIG, Assistant Bursar; B.S., Eastern Connecticut State University

SCHORR, MAUREEN, Instructional Support Specialist; B.A., Catholic University of America; M.P.H., Southern Connecticut State University

SCIJEKE, JESSICA, Assistant Director of the Fitness Center; B.S., Sacred Heart University; M.S., Southern Connecticut State University

SCOTT, ANDRE, Assistant Registrar

SHEA-LUZIK, CYNTHIA, Contract Compliance Specialist; B.S., Southern Connecticut State University

SHEELEY, ROBERT G., Associate Vice President for Capital Budgeting and Facilities Operations; B.S., M.S., Southern Connecticut State University

SIEDLARZ, LISA, Financial Aid Counselor and Loan Administrator; B.A., Albertus Magnus College

SISSER, DAVID A., Director/ERP Application Services; B.A., University of Massachusetts Amherst

SIMMS, ERIC, Associate Director of University Student Center; B.S., Southern Connecticut State University

SIZENSKY-SEARLES, JUDITH, Accounting and Budget Assistant

SMITH, RUSSELL, Residence Hall Director; B.A., Webster University; M.A., New York University

SPELKE, KENNETH, Intern Chief Information Officer

STANTON-HOLMES, DAWN, Assistant Director of University Student Center; B.S., Southern Connecticut State University

STARKEY, DAVID J., Associate Director of Student Activities/Special Events; B.A., Southern Connecticut State University; M.F.A., North Carolina School of the Arts

STEARS, HEATHER S., Recycling Coordinator; B.A., M.S., Central Connecticut State University

STEPECK, BRIDGET, Assistant Coordinator, Disability Resource Center; B.S. Southern 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, Inventory/Stores Coordinator; B.S., Southern Connecticut State University

SUTTON, CHRISTINA, Admissions Representative; B.F.A, University of Connecticut

THIBAULT, KELLY, Assistant to the Director of Housing/Residence Life

TISO, SUSAN, Planner/Analyst; B.S., Southern Connecticut State University

TODARO, ANGELA, Director of Residence Life; B.S., M.A., Slippery Rock University; Ph.D., Michigan State University

TOMASCAK, LAWRENCE, Director of the Lyman Center; B.S., Southern Connecticut State University; M.A., University of Connecticut

TOTH, JAIME, Development Assistant, Annual Giving; B.A., Southern Connecticut State University
TROIANO, PETER, *Interim Vice President for University and Student Affairs;* B.S., Providence College; M.A., Bowling Green State University; Ph.D., University of Maryland, College Park

VALENTIN, NORMA, *CSU Administrative Assistant*

VALSAMIS, NICHOLAS, *Customer Support Center Supervisor*

VISOKAY, KELLY, *Assistant to the Bursar*

WALKER, TONIA, *Budget Analyst;* B.A., Teikyo Post University; M.B.A., Southern Connecticut State University

WALLACE, CAROL A., *Director of Administrative Support Services;* B.A., Central Connecticut State 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

WASHINGTON, JAZMYNE, *Project Coordinator*

WHELAN, PATRICIA K., *Associate Director of Career Services;* B.S., Southern Connecticut State University; M.S., Southern Connecticut State University

WILSON, MARVIN G., *Associate Director of Residence Life;* B.S., Southern Connecticut State University

YALOF, KATHY R., *Coordinator of Academic Resources;* A.A., Sacred Heart University; B.A., M.B.A., Southern Connecticut State University

YOUNG, JOHN O., *Director of Support Services;* B.A., University of Connecticut; M.S., University of New Haven


ZAMFIR, BOGDAN, *Coordinator of Adaptive Technology Services;* B.S., Southern Connecticut State University

ZIBLUK, KEVIN, *Project Manager;* B.S., Southern Connecticut State University

ZIBLUK, PATRICIA C., *Director, Office of Sponsored Research;* J.D., University of Miami
Chief Administrators ................................................. 2
Chinese ................................................................. 156
Class Attendance .................................................. 44
Club Sports ............................................................ 36
Cognate .................................................................. 32
College Level Examination Program ..................... 18
Commencement ..................................................... 53
Commission on Accreditation for Marriage  
and Family Therapy Education ............................. 6
Commission on Accreditation of Allied Health  
Education Programs ............................................. 6
Commission on Collegiate Nursing Education .......... 6
Commission on the Accreditation of  
Athletic Training Education ................................ 6
Communication ....................................................... 74
Communication Disorders ..................................... 194
Commuter Student Services ................................. 37
Comparative Literature ......................................... 155
Comparative Politics ............................................. 13
Compliance Statement ......................................... 9
Comprehensive Special Education (K–12) .......... 192
Computer Labs and Services ................................. 34
Computer Information Systems Program .............. 78
Computer Science ................................................ 78
Computing Accreditation Commission  
of the Accreditation Board for Engineering  
and Technology .................................................. 6
Concentration ......................................................... 52
ConCAS ................................................................ 52
Connecticut Aid to Public Schools ......................... 27
Connecticut Board of Governors for Higher Education  
(Full-Time Students) ............................................. 31
Connecticut State Colleges and Universities ......... 12
Connecticut State University System Grant ........... 27
Continuing Education .......................................... 17
Cooperative Education ......................................... 33, 81
Cost of a College Education ................................. 5
Cost of a University Education ................................ 24
Council for Accreditation of Counseling and  
Related Educational Programs ......................... 6
Council on Academic Accreditation of the  
American Speech-Language-Hearing Association .... 6
Council on Education for Public Health ................. 6
Council on Social Work Education ....................... 6
Councils and Governing Organizations ................ 36
Counseling and School Psychology ....................... 179
Counseling Services ............................................. 38
Course Abbreviations .......................................... 54
Course Cancellation Refunds ................................. 19
Course Withdrawal .............................................. 45
Creative Writing ..................................................... 89
Credit for Non-College Level Courses ...................18
Credit for Non-College Level Courses ................... 18
Criminal Justice ................................................... 81
Criminal Background Check .................................. 178, 198
Critical Thinking ................................................... 16
CSUS Student Exchange ....................................... 13
Counseling Services ............................................. 38
Day Care Services ............................................... 39
Dean’s List ............................................................ 47
Degree Application .............................................. 53
Degree Programs ................................................... 49
Departmental Honors Research ............................ 48
Dining Services ..................................................... 39
Disability Resource Center .................................. 34
Distance Learning ................................................... 17
Double Baccalaureate .......................................... 53, 54
Double Major ......................................................... 53
Drug and Alcohol Resource Center ....................... 38
Early Childhood Certification ............................... 180
Earth Science ......................................................... 82
Earth Science Lab Fee .......................................... 22
Economics ............................................................ 167
Economics and Finance ....................................... 167
Economics (B.A. Degree) ...................................... 85
Education ............................................................ 179
Education Opportunity Program .......................... 33
Electives ............................................................... 52
Elementary Education .......................................... 179
Elementary Education Certification ....................... 180
Elementary/Special Education Collaborative  
Certification ........................................................ 181
Emergency Medical Assistance ............................ 180
EMT Lab Fee ........................................................ 22
Engineering Concentration ................................. 54, 87, 128
English ................................................................. 87
English Placement Exam ....................................... 12
Enrichment Programs for Special Groups .............. 27
Environmental Chemistry .................................... 72
Environmental Earth Science Concentration ......... 82
Environmental Studies ......................................... 93
Estimate of Annual Expenses ............................... 24
Ethnic Studies ....................................................... 94
Exercise Science .................................................... 183
Faculty ................................................................. 220
Faculty Emeriti .................................................... 210
FAFSA ................................................................ 210
Failure to Meet Financial Obligations .................... 46
Federal Direct Parent Loan (PLUS) ......................... 26
Federal Pell Grants ............................................... 25
Federal Perkins Loan Program ............................. 26
Federal Supplemental Educational  
Opportunity Grants ............................................ 25
Federal Work-Study Program ............................... 26
Fees and Expenses ................................................. 21
Finance ................................................................. 167
Financial Aid ........................................................ 25
Financial Aid Refund Policy .................................... 28
Financial Obligations ............................................ 21
First-Year Experience .......................................... 15, 51
Food Service Fee .................................................. 22
Forensic Science ..................................................... 95
Fraternities ............................................................ 37
French ................................................................. 153, 154, 157
Freshman Option ................................................ 13, 44
Gates System ......................................................... 90, 177
GEAR UP ............................................................. 33
General Anthropology .......................................... 57
General Regulations ............................................. 57
Geography ............................................................ 95
Geology Concentration ....................................... 82
German ............................................................... 153, 154, 158
German Studies Minor ......................................... 61
GPA ................................................................. 153, 154
Grade Point Average ........................................... 43
Grade Points ........................................................ 43
Grading System .................................................... 42
Graduate Courses for Undergraduate Students .... 209
For updates, go to SouthernCT.edu/academics  
2013-15 Undergraduate Catalog
Grants and Loans ................................................................. 23
Grants and Scholarships ....................................................... 25

Health Insurance .................................................................. 22
Health Requirements ............................................................ 17, 38
Health Services ..................................................................... 38
Hebrew .................................................................................. 154, 159
High School Students ............................................................. 17
History ..................................................................................... 99
History of the University ......................................................... 7
Honorary Organizations ......................................................... 46
Honors College ................................................................. 16, 47, 105
Honors Convocation .............................................................. 47
Honor Societies ....................................................................... 48
Housing and Board ............................................................... 22
Housing and Residence Life .................................................... 35
Human Performance .............................................................. 184

Immunization ........................................................................ 17, 18, 38
Incomplete Courses .................................................................. 42
Independent Study ................................................................... 48
Information and Library Science ......................................... 189
Information Management and Services .............................. 189
INQ 101—Inquiry Learning Community ................................... 13
Intercollegiate Athletics ......................................................... 35
Interdisciplinary Courses ....................................................... 48, 107
International and Multicultural Groups ................................. 36
International Business ......................................................... 171
International Relations ......................................................... 171
International Students ......................................................... 12
International Student Services ............................................. 37
Interpersonal and Relational Communication ......................... 74
Intersesions Courses ............................................................. 19
Italian ..................................................................................... 153, 154, 159

Japanese ............................................................................ 155, 160
Jess Dow Field ........................................................................ 7
John Lyman Center for the Performing Arts ............................ 8, 36
Journalism ............................................................................. 108
Judaic Studies ......................................................................... 111

Lactation Room ...................................................................... 40
Late Payment Fee ................................................................... 22
Latin ....................................................................................... 155, 161
Latin American and Caribbean Studies ................................. 62
Leadership Development ....................................................... 204
Liberal Education Program .................................................... 50
Liberal Studies ........................................................................ 17, 113
Linguistics ............................................................................. 57, 155
Literature .................................................................................. 88, 114, 154
Literature Specialization ......................................................... 88

Major ....................................................................................... 52
Management .......................................................................... 170
Management/MIS ................................................................. 170
Management of Information Systems (MIS) ......................... 170
Marine Studies ........................................................................ 115
Marketing .............................................................................. 173
Mathematics .......................................................................... 116
Mathematics Placement Exam ............................................. 12
Matriculated Student ............................................................. 12
Media Groups ......................................................................... 36
Media Studies .......................................................................... 120
Medicinal Chemistry ............................................................ 72
Midterm Grades ...................................................................... 43
Military Credit ......................................................................... 19
Minor ....................................................................................... 52
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-Registration Fee</td>
<td>22</td>
</tr>
<tr>
<td>Research Center on Computing and Society</td>
<td>8</td>
</tr>
<tr>
<td>Research Protection Program (RPP)</td>
<td>10</td>
</tr>
<tr>
<td>Reserve Officer Training Corps</td>
<td>142</td>
</tr>
<tr>
<td>Residence Hall Fee</td>
<td>22</td>
</tr>
<tr>
<td>Residence Status</td>
<td>23</td>
</tr>
<tr>
<td>Revocation for Admission to Teacher</td>
<td>45, 178</td>
</tr>
<tr>
<td>RN Admission</td>
<td>198</td>
</tr>
<tr>
<td>ROTC</td>
<td>155, 161</td>
</tr>
<tr>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>SAILS</td>
<td>176</td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>27</td>
</tr>
<tr>
<td>Scholarships</td>
<td>25</td>
</tr>
<tr>
<td>School Health Education</td>
<td>191</td>
</tr>
<tr>
<td>School of Arts and Sciences</td>
<td>56</td>
</tr>
<tr>
<td>School of Business</td>
<td>164</td>
</tr>
<tr>
<td>School of Education</td>
<td>176</td>
</tr>
<tr>
<td>School of Health and Human Services</td>
<td>194</td>
</tr>
<tr>
<td>School of Graduate Studies</td>
<td>209</td>
</tr>
<tr>
<td>Science Education and Environmental Studies</td>
<td>143</td>
</tr>
<tr>
<td>SCSU CLEP Policy</td>
<td>18</td>
</tr>
<tr>
<td>SCSU Foundation Scholarships</td>
<td>9</td>
</tr>
<tr>
<td>SCSU Foundation Scholarships</td>
<td>29</td>
</tr>
<tr>
<td>Secondary Education Teacher Certification</td>
<td>177</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>12, 19, 23</td>
</tr>
<tr>
<td>Seniors Granted Early Acceptance to SCSU State College</td>
<td>209</td>
</tr>
<tr>
<td>Servicemembers Opportunity College</td>
<td>31</td>
</tr>
<tr>
<td>Service Organizations</td>
<td>36</td>
</tr>
<tr>
<td>Sexual Assault Response Team</td>
<td>40</td>
</tr>
<tr>
<td>Sexuality and Gender Equality Center (SAGE)</td>
<td>37</td>
</tr>
<tr>
<td>Shuttle Bus Service</td>
<td>142</td>
</tr>
<tr>
<td>Smoke-Free Campus</td>
<td>10</td>
</tr>
<tr>
<td>Social Work</td>
<td>206</td>
</tr>
<tr>
<td>Sociology</td>
<td>144</td>
</tr>
<tr>
<td>SOROrities</td>
<td>37</td>
</tr>
<tr>
<td>Southern Connecticut State College</td>
<td>7</td>
</tr>
<tr>
<td>Southern Tuition Payment Plan</td>
<td>24</td>
</tr>
<tr>
<td>Spanish</td>
<td>153, 154, 161</td>
</tr>
<tr>
<td>Special Education and Reading</td>
<td>191</td>
</tr>
<tr>
<td>Special Education/Elementary Education</td>
<td>191</td>
</tr>
<tr>
<td>Special Offerings</td>
<td>50</td>
</tr>
<tr>
<td>Specialized Centers</td>
<td>8</td>
</tr>
<tr>
<td>Speech-Language-Hearing Services</td>
<td>35</td>
</tr>
<tr>
<td>Stafford Loan Program</td>
<td>25</td>
</tr>
<tr>
<td>State University Consortium</td>
<td>190</td>
</tr>
<tr>
<td>Student Activities and Organizations</td>
<td>36</td>
</tr>
<tr>
<td>Student Course Load</td>
<td>42</td>
</tr>
<tr>
<td>Student Employment</td>
<td>26</td>
</tr>
<tr>
<td>Student Loans</td>
<td>25</td>
</tr>
<tr>
<td>Student Services</td>
<td>32</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>178</td>
</tr>
<tr>
<td>Student Teaching Expenses</td>
<td>22</td>
</tr>
<tr>
<td>Studio Art</td>
<td>63</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>54</td>
</tr>
<tr>
<td>Summer Educational Opportunity Program</td>
<td>33</td>
</tr>
<tr>
<td>Summer Session</td>
<td>19</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Taking Courses at Other Institutions</td>
<td>45</td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>176</td>
</tr>
<tr>
<td>Teacher Education Performance Assessment</td>
<td>45</td>
</tr>
<tr>
<td>Technology Pathway Program</td>
<td>54, 147</td>
</tr>
<tr>
<td>Theatre</td>
<td>147</td>
</tr>
<tr>
<td>Tiers 1, 2, and 3</td>
<td>51</td>
</tr>
<tr>
<td>Transcript-On Demand Fee</td>
<td>22</td>
</tr>
<tr>
<td>Transcripts</td>
<td>22</td>
</tr>
<tr>
<td>Transfer Compact Agreement</td>
<td>13</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>12, 13</td>
</tr>
<tr>
<td>Transportation</td>
<td>40</td>
</tr>
<tr>
<td>Tuition</td>
<td>21</td>
</tr>
<tr>
<td>Tuition Waiver for Veterans</td>
<td>30</td>
</tr>
<tr>
<td>Tutorial Center</td>
<td>32</td>
</tr>
<tr>
<td>Undergraduate Calendar</td>
<td>4</td>
</tr>
<tr>
<td>University Curriculum</td>
<td>5</td>
</tr>
<tr>
<td>University Information</td>
<td>6</td>
</tr>
<tr>
<td>Vending Services</td>
<td>40</td>
</tr>
<tr>
<td>Veterans</td>
<td>23, 30</td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>37</td>
</tr>
<tr>
<td>Video Production</td>
<td>75</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>5</td>
</tr>
<tr>
<td>Waiver Examinations</td>
<td>19</td>
</tr>
<tr>
<td>Walking Escort Service</td>
<td>40</td>
</tr>
<tr>
<td>&quot;W&quot; Courses Requirement</td>
<td>52</td>
</tr>
<tr>
<td>Wellness Center</td>
<td>39</td>
</tr>
<tr>
<td>Winter Session</td>
<td>23, 19</td>
</tr>
<tr>
<td>Withdrawal from University</td>
<td>28, 45</td>
</tr>
<tr>
<td>Women's Center</td>
<td>38</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>150</td>
</tr>
<tr>
<td>World Languages and Literatures</td>
<td>152</td>
</tr>
<tr>
<td>Yellow Ribbon Program</td>
<td>30</td>
</tr>
</tbody>
</table>

For updates, go to SouthernCT.edu/academics
Southern Connecticut State University Campus:

East Campus
1. Facilities Operations
2. Nursing Classroom Building
3. Davis Hall
4. Parking Garage - Fitch Street
5. Pelz Gymnasium
6. TE-7 - Temporary Building 7
7. Jenness Hall
8. Morrill Hall
9. Salisbury Hall
10. TE8 - Classroom Building 8
11. School of Business
12. Englert Hall
13. Bulkeley Library
14. John Lyman Center for the Performing Arts
15. Earl Hall
16. Michael J. Adams Student Center

West Campus
17. Connecticut Hall - Food Service
18. Schwartz Hall - Residence Hall and Housing Office
19. Ethnic Heritage Center
20. Admissions House
21. Lang House - Department of Social Work
22. Orlando House - Department of Public Health
23. Browne Hall - Residence Hall
24. Farnham Hall - Residence Hall
25. Williams Hall - Residence Hall
26. Chase Hall - Residence Hall
27. Parking Garage - West Campus
28. Holton Hall - Residence Hall
29. Netta Hall - Residence Hall
30. West Campus Residence Complex
31. University Police and Granoff Student Health Center
32. Office Building 1
33. TE-6 - Temporary Building 6

North Campus
34. Energy Center
35. Moore Field House
36. Wintergreen Building
37. Jess Dow Field
38. North Campus Residence Complex

Parking Information:
Cars regularly parked on campus must display a current SCSU Parking Permit. Visitors to the campus must obtain a Visitor pass at the University Police Department prior to parking. Specific instructions are contained in the Campus Parking and Traffic Regulations.

- Faculty and Staff Parking
- Commuter Students Parking
- Residence Hall Students Parking
- Bus to off-campus parking at the Eli Whitney Regional Vocational School
- Shuttle Bus Stop
- Municipal Bus Stop
- Emergency Phone