SOUTHERN CONNECTICUT STATE UNIVERSITY

UNIVERSITY INFORMATION

CONNECTICUT STATE COLLEGES AND UNIVERSITIES

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

GENERAL REGULATIONS

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

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

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

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

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

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

All university regulations apply to part-time as well as full-time students, faculty, and staff. All others also are expected to abide by all university regulations. Please refer
to the Student Code of Conduct in the Southern Connecticut State University Student Handbook for further information.

PURPOSE AND NATURE OF GRADUATE STUDY

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

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

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

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 lifelong learning. Our students receive exemplary professional training and are inspired by the research, scholarship, and creative activity of our teacher-scholars.

Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing global society. Within the Connecticut State University System, Southern leads the way in graduate education and produces one of the largest numbers of graduates in Health/Life Sciences, Education, and Social/Public.
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 one of the largest institutions of higher education in Connecticut and a 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 workforce 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 celebrated 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 Commission of Higher Education (NECHE). Accreditation of an institution of higher education by the New England Commission of Higher Education 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 Commission of Higher Education 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 Commission of Higher Education should be directed to the administrative staff of the institution. Individuals may also contact: New England Commission of Higher Education, Three Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514, (781) 425-7785, email: cihe@neasc.org.

The University is also accredited by:

- American Chemical Society
- American Counseling Association Council for Accreditation of Counseling and Related Educational Programs
- 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 ABET
- Council on Academic Accreditation of the American Speech-Language-Hearing Association
- Council on Education for Public Health
- Council on Social Work Education
- National Association of School Psychology
- National Council for Accreditation of Teacher Education

VISION AND MISSION STATEMENT FOR THE SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

**Mission Statement**

The University currently offers 35 graduate degrees, six (6) sixth-year certificates, and three (3) doctoral degree programs that are fully integrated into academic departments in four Schools: Arts and Sciences, Business, Education, and Health and Human Services. Working for the faculty, the School of graduate and Professional Studies is committed to providing access to its programs and services for qualified students of all racial, cultural, and ethnic backgrounds and to extending selected graduate programs and services throughout the state of Connecticut.

The School of Graduate and Professional Studies works in concert with the Graduate Council, Provost, and the School Deans to:

- Act as an advocate for graduate education throughout the university and across the state;
- Continuously assess the graduate student experience and administrative policies;
• Promote innovation through new program development, interdisciplinary connections, and community partnerships; and,
• Help prepare graduates to serve as leaders for the state, the nation, and internationally.

Vision Statement

The School of Graduate and Professional Studies will provide vision and leadership to position graduate education as the foundation for personal and professional growth. The School of Graduate and Professional Studies will enhance the student experience by fostering connections across academic disciplines and strengthening external partnership opportunities to bridge theoretical study with professional application. Guided by the principles of the University Strategic Plan, the School will build an accessible and transformative learning community that nurtures research, scholarship, creativity, and innovation.

ADMINISTRATION OF GRADUATE AND PROFESSIONAL STUDIES

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

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

UNIVERSITY OVERVIEW

In Fall 2018, the University served 10,050 students. Of those, 8,122 were undergraduate students and 1,928 were graduate students. A total of 2,479 students live on campus. Nearly 82.7 percent of the students are in the 18-29 age group, with more than 44.6 percent falling in the 20-24 age bracket. About 58 percent of the University's students classify themselves as Caucasian, 17.11 percent as African-American, 11.2 percent as Hispanic, 2.9 percent as Asian, and 3.81 percent are multi-racial. (Approximately 5.91 percent chose not to identify their ethnicity.) About 63 percent of the students are female and 96 percent are Connecticut residents. SCSU has students from virtually every town in Connecticut, 32 other states, and 36 countries. SCSU serves a diverse student population, half of whom are the first in their families to graduate from college, and over 41.9 percent are students of color. The University also provides a range of educational support services to 688 students with disabilities, one of the largest such populations at any Connecticut campus, and SCSU's regionally-known Disabilities Resource Center attracts both in-state and out-of-state students.

The University awarded 2,264 degrees in 2017-2018, including 1,639 bachelor's degrees, 518 master's degrees, 94 sixth year diplomas, and 13 doctoral degrees. Among
the largest majors at SCSU are business administration, nursing, interdisciplinary studies, psychology, social work, education, exercise science, biology, public health, special education, communication, and communication disorders.

Full-time teaching faculty (422) and part-time teaching faculty (463) are all represented by the American Association of University Professors.

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 colleges and schools: the College of Arts and Sciences, the School of Business, the College of Education, the College of Health and Human Services, and the School of Graduate and Professional Studies. In 2002, the University introduced the Doctor of Education degree program, and its first Ed.D. degree was conferred at the 2006 commencement. Today, Southern also offers a sixth year diploma in several specialized areas, two doctorate in education degrees (Ed.D.), and a doctorate of social work (D.S.W.). 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.

COMPLIANCE STATEMENT

Southern Connecticut State University does not discriminate on the basis of age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; veteran status; or any other status protected by federal or state laws in admission to, access to, treatment in, or employment in its programs and activities.

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

Inquiries regarding the university's compliance with state and federal laws regarding discrimination may be directed to the Director/Title IX Coordinator in the Office of Diversity and Equity Programs at (203) 392-5568 at Southern Connecticut State University; the Commission of Human Rights and Opportunities, West Central Region Office, 55 West Main St., Suite 210, Waterbury, CT 07602 (203) 803-6530; or the Office of Civil Rights, United States Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, (617) 289-0111, ocr.boston@ed.gov.

RESEARCH PROTECTION PROGRAM (RPP)

The university requires moral and ethical behavior, and integrity in all research performed by its faculty, students and staff. Housed within the Division of Research and Innovation (DRI), the RPP is accountable for ensuring 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 allegations of research misconduct and serves as the Office of The Research Integrity Officer (RIO).

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

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

The Institutional Biosafety Committee (IBC) ensures that all research and teaching laboratory protocols at the University that use or produce recombinant/synthetic DNA or potentially biohazardous material are in accordance with appropriate guidelines, regulations, and good safety practices. Investigators engaging in activities involving these materials work with Environmental Health Services (EHS) to submit a registration which will be examined by the committee to ensure that federal, state, and local regulations related to the use of these materials are followed.

The RPP Educational Resources provide information 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.

All researchers participating in human subjects research, research with vertebrate animals, or work with potentially biohazardous materials are required to complete the training modules offered by the Collaborative Institutional Training Initiative (CITI). Members of the SCSU community are able to select and complete these modules free of charge and provide their certification as proof of completion. Access to CITI is www2.southern.edu/faculty-staff/spar/citi.html.

Information regarding The Research Protection Program, and interactive forms for IRB and IACUC proposal submissions are available at www.SouthernCT.edu/academics/graduate/research/rpp/.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College or University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College or University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College or University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of an education record that the student believes is inaccurate. Students may ask an appropriate College or University official to amend a record that they believe is inaccurate, misleading or a violation of the student's right to privacy. However, FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. Consequently, FERPA amendment requests do not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

To request amendment of an education record, the student should write to the official, clearly identifying the part of the record he or she wants changed and specifying why he/she believes it is inaccurate. The institution will notify the student of the decision. If the institution decides not to amend the record as requested by the student, a College or University official will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College or University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without a student's prior written consent under the FERPA exception for disclosure to school officials who have a legitimate educational interest. A "school official" is a person employed by a College or University in an administrative, supervisory, academic,
research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Regents; an employee of the Connecticut State Colleges and Universities system office; or, a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College or University who performs an institutional service or function for which the College or University would otherwise use its own employees and who is under the direct control of the College or University with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College or University. Upon request, the College or University also discloses education records to officials of another school in which a student seeks or intends to enroll without the prior consent of, or notice to, the student.

FERPA also permits disclosure of education records without consent in connection with, but not limited to:

- To comply with a judicial order or a lawfully issued subpoena;
- To appropriate parties in a health or safety emergency;
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- To accrediting organizations to carry out their functions;
- To organizations conducting certain studies for or on behalf of the College or University;
- The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
- Directory information as defined in the policy of the Board of Regents.

4. The right to refuse to permit the College or University to release Directory Information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the University's or College's Registrar, in writing. Once filed, this notification becomes a permanent part of the student's record until the student instructs the University or College, in writing, to remove it. A student may exercise his or her right to opt out of Directory Information, prohibiting disclosure of the student's information without the student's consent as noted in section 3, except however, that pursuant to the Solomon Amendment, military recruiters must be provided the same access to student information as is provided to nonmilitary recruiters.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
GRADUATE FACULTY

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

CAMPUS

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

**Academic Science and Laboratory Building**

The 98,332 square-foot, four-level Academic and Laboratory Science features expanded wings for molecular biology, chemistry, physics, earth science, and environmental science, the CSCU Center for Nanotechnology, the Werth Center for Marine and Coastal Studies, and a high performance computing laboratory for astronomy, cancer research, computational physics, bioinformatics, computer science, molecular biology, and theoretical science.

**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 nearly 860,000 print and electronic volumes which include monographs and audio visual materials and access to more than 130 electronic databases to serve study, teaching, and research needs. An online catalog shared with the 17 Connecticut State Colleges and Universities (CSCU) and the Connecticut State Library, expands available print and media resources to 4.7 million titles. Interlibrary loan services and other consortium 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 Alma and Primo (the integrated library and discovery systems of the CSCU system), online research databases, the Internet, and the 29,000 volume print reference collection. In
addition to journals included in full text databases, Buley Library subscribes to 550 individual electronic and print periodical titles and houses 57,850 bound periodical volumes. Audio visual materials are located on the first floor right after the Reference stacks. 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. Individual research appointments with a librarian can be arranged through an online request system on the library's website. Individualized Instruction/Research Consultation Forms are available.

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 Buley Library building also houses the Dean's Office of the School of Graduate and Professional Studies, the Graduate Study Lounge, the Information Technology (IT) Department and Help Desk, the Owl Perch Café, the Buley Art Gallery, the Academic Success Center, the Writing Center, the Faculty Development Center, the Center of Excellence on Autism Spectrum Disorders, the Library Science Department, the First Year Experience Office, and the Office for New Student and Sophomore Programs.

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: libguides.southernct.edu/home. Director of Library Services, Dr. Clara Ogbaa, Telephone: (230) 392-5760.

**Connecticut Hall**

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

**Davis Hall**

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

**Dow Field**

This multi purpose athletic facility is the first full-size, artificially surfaced field in Connecticut, accommodating football, soccer, field hockey, and track as well as physical education classes, recreational activities, and intramurals. The lighted outdoor complex seats 6,000 and has a synthetic playing surface and track.

**Earl Hall**

Ralph Earl Hall provides outstanding instructional facilities for the fine arts. Studios are specially equipped for drawing, painting, ceramics, sculpture, photography, graphic arts, metal working, crafts, and design. A music center consists of a large choral room with a stereophonic sound system, a band and instrumental music unit with practice rooms, a music library, and a music listening laboratory.

**Engleman Hall**

Finis E. Engleman Hall, houses the departments of English, Psychology, Mathematics, Political Science, Sociology, History, Women's Studies and World Languages and Literatures and has laboratory facilities for world languages and psychology, as well as general multipurpose classrooms.

**Granoff Student Health Center**

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

**Jennings Hall**

Manson Van B. Jennings Hall houses the departments of Biology, Chemistry, Nursing and Physics. Providing more than 92,000 square feet of usable space, Jennings Hall has 66 laboratories, a large amphitheater, a library, and classrooms.

**John Lyman Center for the Performing Arts**

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

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

Moore Fieldhouse and Pelz Gymnasium

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

Morrill Hall

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

Nursing Classroom Building

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

OB 1 – Office Building

Houses the Department of Recreation, Tourism and Sport Management, School Health Education, and Integrated Communications and Marketing.
**Orlando Public Health Building**

The Rocco Orlando Public Health Building houses the Public Health department faculty offices.

**School of Business**

The School of Business building is a 23,000 square foot facility housing office space for faculty and staff, two seminar/classrooms, and a trading/ seminar room.

**Temporary Building**

The Temporary Building houses the Department of Educational Leadership.

**Wintergreen Building**

The Wintergreen Building houses student enrollment services, including the Registrar, Student Accounts, Financial Aid, and Academic and Career Advising. It also houses many of the university's administrative offices.

**Specialized Centers**

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

**Center for Communication Disorders**

The Center for Communication Disorders (CCD) offers supervised clinical training opportunities for students in speech-language pathology through the provision of speech, language, hearing, and augmentative communication services to children and adults in the greater New Haven area. Facilities include sound treated suites and electro-acoustic equipment for hearing assessments and hearing aid fittings, speech science instrumentation for measuring and treating voice and speech disorders, and specially-designed rooms and materials for diagnosing and treating a wide variety of communication disorders. Evaluation and therapy services are provided by graduate students in speech-language pathology under the supervision of licensed and certified speech-language pathologists and audiologists. These services are offered free of charge to current students and faculty of the University and at minimal costs to the general public. Availability of services may vary with student enrollment. The center is located in Davis Hall 012, and its director, Kevin M. McNamara, can be contacted at (203) 392-5955, or by email: mcnamarak2@SouthernCT.edu.

**Center for Educational and Assistive Technology**

The Center for Educational and Assistive Technology (CEAT), located in Engleman Hall B017, provides educational and assistive technology services to students, faculty,
and staff, as well as to the community at large. The services include providing assistive and educational technology hardware, software, and training for members of Southern's community and presentations and training sessions for the community at large. Graduate students who are interested in learning more about educational and/or assistive technology, for personal use, or as training for their future careers, may drop in any time. For more information, call the CEAT at (203) 392-5799.

**Center for Environmental Literacy and Sustainability Education**

The Center for Environmental Literacy and Sustainability Education (formerly the Center for the Environment) has as its mission to provide opportunities to enhance student learning (K-16) and engagement in the areas of science, sustainability and environmental studies. The Center provides guidance, support and coordination of educational and community initiatives to help address Connecticut's need for an environmentally literate populous committed to living a more sustainable lifestyle. Through the Center, SCSU and ConnSCU provide educational experiences aligned with environmental and sustainability education, promoting cross-disciplinary initiatives; engaging in community outreach, and collaboration. The Center is responsible for coordinating educational activities for K-16 teachers and students and the public on the SCSU campus and Outer Island, in Branford, CT. On the SCSU campus, the Center coordinates Plant It Forward activities at SCSU. Students, faculty or members of the public interested in learning more about the Center should contact Susan Cusato at (203) 392-6610 or cusatos1@SouthernCT.edu. For those interested in scheduling an educational visit to Outer Island, please contact Vincent Breslin at breslinv1@SouthernCT.edu. Visit the Outer Island Research and Education website at: www.outerisland.org.

**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 Fred Volkmar at (203) 392-5929.
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 to 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.

Center for Nanotechnology

The mission of the Connecticut State Colleges and Universities (CSCU) Center for Nanotechnology is to foster collaborative, interdisciplinary research, and educational initiatives/programs in microtechnology and nanotechnology with the goal of enhancing Connecticut's workforce competitiveness in nanotechnology and materials science. The Center for Nanotechnology builds upon existing collaborations with Yale University, University of Connecticut, and the Connecticut community colleges to create programs enhancing Science, Technology, Engineering, and Mathematics (STEM) education for the CSCU community and beyond.

Research Center on Values in Emerging Science and Technology

The Research Center on Values in Emerging Science and Technology (RC-VEST) focuses on issues located at the intersection of science and values as implemented in emerging technologies. RC-VEST, comprised of faculty members from SCSU, meets regularly to discuss cutting edge issues that arise in technology, medicine, and science. One important purpose of the center is to bring together scientific information and ethical implications, as efforts to bring ethical based discussions into scientific classrooms have begun. Additionally, RC-VEST hosts an annual roundtable discussion focused on one particular topic as well as an annual speaker series, in an effort to bring scholars together to discuss and advance the issues. Research done by the members of the center focus on topics such as computer ethics and biomedical ethics. Future projects of RC-VEST will include active participation of faculty members from a number of disciplines at SCSU and other Connecticut universities. Please visit the center's website to learn more about the center, its members, and more information about these important topics.
Werth Center for Coastal and Marine Studies

The Werth 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.

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 on-going 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 coordinating 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 annually.

SCSU FOUNDATION AND INSTITUTIONAL ADVANCEMENT OFFICE

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

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

CAMPUS SAFETY

University Police

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

Individuals can report a medical or fire emergency by dialing 9-1-1. All other types of emergencies, hazardous conditions, or everyday incidents may be reported to University Police by dialing 25375 from any in-house telephone. Individuals who want to contact university police and provide information regarding a crime or a police case but want to remain anonymous can do so online by visiting the Silent Witness section of the University Police website at SouthernCT.edu/university-police. Type in the information that you want to relay and it will remain anonymous.

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

The University Police Department provides a 24-hour walking escort service to accompany students, faculty, and staff to parking lots, residence halls, and other on-campus locations. For this service, call (203) 392-5375 from any telephone or call extension 2-5375 from telephones on campus. The Office of Residence Life offers the Late Night Owl Watch program to provide a walking safety escort that provides prompt, courteous walking escorts for SCSU residential students and staff. For this service, call Hickerson Hall at (203) 392-6367.

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

**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 accessed on the University Police website at SouthernCT.edu/universitypolice.

**TOBACCO-FREE CAMPUS**

Effective August 25, 2015, smoking and tobacco use are prohibited in all facilities and areas of the Southern Connecticut State University campus with no exception. This includes, but is not limited to all indoor and outdoor areas and properties. Indoor areas and properties include, but are not limited to: all common areas, classrooms, residence halls, elevators, hallways, university-owned or -leased vehicles, garages, restrooms, dining areas, employee lounges, conference and meeting rooms, and all other enclosed areas on the campus. Outdoor areas include, but are not limited to: parking lots, grounds, courtyards, entrance and exit ways, and any other areas of the university campus. This policy applies to any individual on campus property, including but not limited to: students, faculty, staff, other employees, contractors, subcontractors, volunteers, visitors, and members of the public, and is applicable twenty-four (24) hours a day, seven (7) days a week.

For the entire SCSU Tobacco Policy Statement, visit the website at www.southernct.edu/tobaccofree/policy.

**IDENTIFICATION CARDS**

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

Students currently registered (or paying the continuous enrollment fee) may obtain the Southern Hoot Loot ID card by visiting the University Card Office, located in the Wintergreen Building, Room 112. Students should bring proof of registration or enrollment (a current bill) and another form of picture ID for verification. The normal hours of operation are Monday from 8 a.m. to 6 p.m., Tuesday through Friday from 8 a.m. to 4:30 p.m.
The Southern Hoot Loot ID card can also function as an optional campus debit card, allowing additional privileges and services at Southern. With use of this campus debit account, students can deposit money into a Hoot Loot account to make purchases at various locations on and off campus. Students may also enjoy the convenience of purchasing from the Southern Barnes and Noble Bookstore, on campus snack and beverage machines, laundry services for residents, bus trips and other campus activities, and participating local stores and restaurants.

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