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PURPOSE OF THE CATALOG

This catalog details the latest available information regarding academic offerings and information for the 2020-2021 academic year. 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.

This catalog is provided to students and applicants for their general information and guidance only. We encourage students to review 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.

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

## Fall 2020

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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 24, Monday</td>
<td>Faculty Semester Begins</td>
</tr>
<tr>
<td>August 26, Wednesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 7, Monday</td>
<td>Labor Day, No Classes</td>
</tr>
<tr>
<td>November 25-29, Wednesday-Sunday</td>
<td>Thanksgiving Recess, No Classes</td>
</tr>
<tr>
<td>December 8, Tuesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 9-15, Wednesday-Tuesday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 23, Wednesday</td>
<td>Faculty Semester Ends</td>
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</table>

## Winter 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>December 16, Wednesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>December 25, Friday</td>
<td>Christmas Day, No Classes</td>
</tr>
<tr>
<td>January 1, Friday</td>
<td>New Year’s Day, No Classes</td>
</tr>
<tr>
<td>January 12, Tuesday</td>
<td>Classes End</td>
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## Spring 2021

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 26, Tuesday</td>
<td>Faculty Semester Begins</td>
</tr>
<tr>
<td>January 26, Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>February 12-15, Friday-Monday</td>
<td>Presidents' Weekend Recess, No Classes</td>
</tr>
<tr>
<td>April 2, Friday</td>
<td>Day of Reflection, No Classes</td>
</tr>
<tr>
<td>May 10-16, Monday-Sunday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 31, Monday</td>
<td>Faculty Semester Ends</td>
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## Summer 2021

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May 22, Saturday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>May 31, Monday</td>
<td>Memorial Day, No Classes</td>
</tr>
<tr>
<td>July 4-5, Sunday-Monday</td>
<td>Independence Day Recess, No Classes</td>
</tr>
<tr>
<td>August 16, Monday</td>
<td>Classes End</td>
</tr>
</tbody>
</table>
UNIVERSITY INFORMATION

ACCREDITATION

Southern Connecticut State University is a fully accredited institution, having met the standards of the Connecticut State Colleges and Universities system (CSCU) Board of Regents.

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 university’s accreditation status by the New England Commission of Higher Education should be directed to the administrative staff of the institution. Individuals may also contact the New England Commission of Higher Education by mail at Three Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514, by phone at (781) 425-7785 or online at https://www.neche.org/contact/.

Selected University programs are accredited by:

• American Association for Marriage and Family Therapy
• American Chemical Society
• American Counseling Association Council for Accreditation of Counseling and Related Educational Programs
• Commission on Accreditation of Allied Health Education Programs
• Commission on Accreditation of Athletic Training Education
• Commission on Collegiate Nursing Education
• Commission on Sport Management Accreditation
• Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
• Connecticut State Board of Education
• Council for Accreditation of American Speech-Language-Hearing Association
• Council for the Accreditation of Educator Preparation
• Council on Education for Public Health
• Council on Social Work Education
• National Association of School Psychology
• National Association of Schools of Music

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, schools, and colleges.

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.

ALUMNI ASSOCIATION

Founded in 1925, the Alumni Association provides programs for more than 95,000 alumni of Southern Connecticut State University. The purpose of the Alumni Association is to support the development and overall mission of the University. We support a spirit of loyalty among a diverse body of former and current students, parents, faculty, staff, and friends. This is accomplished through our ongoing efforts with programs, such as our Alumni Professional’s Day, participation in alumni networks (both affinity and region-based), Homecoming Weekend, active involvement/volunteerism, and opportunities for professional, social and intellectual growth by an increased connection with campus and the community.

The Alumni Association, in collaboration with the SCSU Foundation, also supports hundreds of scholarships for our students, in addition to emergency funds specifically created for students in need. The program annually awards over 400 academic scholarships to outstanding Southern students. Distinguished and outstanding alumni, selected in recognition of their exemplary achievements and significant contributions to local, state and national issues, are also honored.

Lastly, the Southern Alumni Magazine, sent to alumni and friends of Southern Connecticut State University throughout the year, reflects the progressive and dynamic nature of the University, its alumni, faculty and students.

CAMPUS FACILITIES

Southern’s 171-acre campus consists of a variety of buildings, recreational, and learning centers as described below.
Academic Science and Laboratory Building

The 98,332 square-foot, four-level Academic and Laboratory Science building features expanded wings for molecular biology, chemistry, physics, earth science, and marine science. The CSCU Center for Nanotechnology and the Werth Center for Coastal and Marine Studies are both housed in the building. Specialized research laboratories include a high performance computing laboratory, an astronomy control room, a metal-free clean room, a rock and mineral preparation laboratory, and a number of analytical instrumentation laboratories (NMR, LCMS, XRF, XRD, ICP-MS, ICP-OES, AA, SEM, TEM). Werth Center resources include an aquarium laboratory to support two large display aquaria featuring Long Island Sound fish species. All of our labs support active research in areas such as cancer research, material science, organic and inorganic chemistry, environmental chemistry, biochemistry, computational physics, bioinformatics, molecular biology, geology, geochemistry, geophysics, soil science, hydrology, marine science, 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.
The Buley Library building also houses the Academic Success Center, the First Year Experience Office, the Office for New Student and Sophomore Programs, the Writing Center, the Information Technology (IT) Department and Help Desk, the Owl Perch Cafe, the Buley Art Gallery, the Faculty Development Center, the Center of Excellence on Autism Spectrum Disorders, the Library Science Department, the Dean's Office of the School of Graduate and Professional Studies, and the Graduate Student Lounge. 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.

Connecticut Hall

Connecticut Hall, the main food service facility, is an all-you-care-to-eat restaurant dining location featuring an abundant variety of nutritionally balanced hot and cold entrees, to order grilled foods, ethnic cuisines, sandwiches, salads, side dishes, and a separate allergen free area. The facility is open daily until 10:00pm for students and staff.

Davis Hall

Dorothy Davis Hall is a comprehensive facility which houses the College 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 College 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.

Earl Hall

Ralph Earl Hall provides instructional facilities for the fine arts and music. Art studios are equipped for drawing, painting, ceramics, sculpture, photography, graphic arts, metal working, crafts, and design. The music wing consists of a large choral room, a band and instrumental music unit with practice rooms, a sheet music library.

Engleman Hall

Finis E. Engleman Hall is home to many classrooms, academic programs, and administrative offices. The offices of the President, the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, the Executive Vice
President for Finance and Administration, International Education, the Veterans Center, University Access Programs, the Disability Resource Center, the Dean of Students, and the Dean of the College of Arts and Sciences. Engleman Hall houses the departments of Anthropology, Communication, Media, and Screen Studies, English, History, Mathematics, Philosophy, Political Science, Psychology, Sociology, and World Languages and Literatures, and the Interdisciplinary Studies, Judaic Studies, and Women's & Gender Studies programs as well as laboratory facilities for world languages and psychology. The Garner Recital Hall holds large-scale lectures and performances and the Bagel Wagon offers prepared food and drink for purchase and inside and outside seating.

**Granoff Hall**

Granoff Hall on the West Campus is a one-story facility, located in the residence complex on Wintergreen Avenue. The building is divided into two entrances, the front entrance, which houses Health Services and the back entrance which houses University Police. The Health Center is composed of exam rooms, a laboratory for diagnostic testing and phlebotomy, a medication room which stores a small formulary of medications, and staff offices.

**Jennings Hall**

Manson Van B. Jennings Hall houses the departments of Biology, Chemistry, Nursing, Physics, and the department of the Environmental, Geography & Marine Sciences. Providing more than 92,000 square feet of usable space, Jennings Hall has laboratories for both classes and research, a large amphitheater, and classrooms. In addition, the building houses a robotics laboratory and a state-of-the-art Geographic Information Sciences laboratory.

**Jess Dow Field**

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

**John Lyman Center for the Performing Arts**

The John Lyman Center for the Performing Arts features an open-thrust stage as the focal point for its 1,568-seat theater. Semicircular in design, Lyman Center provides the setting for both University and public entertainment, as well as for meetings, conferences, and cultural activities. The Robert Kendall Drama Lab, located inside the center, houses the Theatre Department's instructional program and offers an excellent space for experimental plays and other events.
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, Crosspoint Federal Credit Union, Barnes and Noble college bookstore, Dunkin Donuts and four 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 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.

Morrill Hall

Arthur Morrill Hall is home to the departments of Computer Science and Journalism. Morrill Hall also provides offices, special laboratories, and classrooms for computer science, geology, meteorology, oceanography, astronomy and environmental and earth science. In addition, the building houses a drone laboratory, 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, Public Health, 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 Undergraduate Admissions, the Registrar, Student Accounts, Financial Aid, Transfer Student Services, the University Card Office, and Healthcare Studies Advising. It also houses many of the university's administrative offices.

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.

**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.

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.

CORONAVIRUS (COVID-19) PANDEMIC DISCLAIMER

Beginning March 2020, Connecticut along with the rest of the United States suffered the effects of the COVID-19 coronavirus pandemic. Day-to-day life as it existed before the pandemic changed drastically, and individuals and institutions adapted to new practices and behaviors. Normative actions now include wearing facial masks, maintaining social distance, and working and learning remotely. Learning about and adherence to Center for Disease Control and Prevention (CDC) guidance has become a way of life. As we plan for the next academic year, so much is uncertain, including the continuing threat of COVID-19.

The Connecticut State Colleges and Universities (CSCU) must adapt to meet this reality. Going forward, it is up to all of us – faculty, staff and students – to do our part to ensure our campus community stays as healthy and safe as possible. This is a shared responsibility, and every member of our community must adhere to national, state, and local health guidelines and requirements, and adhere to those measures Southern Connecticut State University deems safe and appropriate for the campus. This will include social distancing, wearing masks or other facial coverings, not reporting to class or work if sick, and isolating when required.

Although Southern Connecticut State University is readily developing a schedule of courses that include some in-class and on-ground instruction, no one knows what the future may hold. In the case of an outbreak of the coronavirus or other illness, the institutions reserve the right to adapt the format of any class to an entirely online/distance learning modality as public health conditions warrant. Such change will not result in any increase or decrease of tuition and fees. We all understand that tuition and fees are in exchange for learning, academic credit, and certain non-academic services regardless of whether taught on-ground, in a hybrid environment or entirely remotely.

Most important to CSCU and Southern Connecticut State University is the health, safety, and welfare of every member of its community. Yet, despite campus efforts to comply with health and safety guidelines, it is not possible to guarantee a disease free environment, or to guarantee that campuses will not close and return to an online-only learning environment. These are the realities of working and learning during a pandemic. If you choose to return to campus during the pandemic, you accept that you are willing to do your part to keep the campus safe and acknowledge that you may be required to complete your course work in a remote learning environment.

The Southern Connecticut State University community is looking forward to welcoming you back.
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 accreditors 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
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

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.

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.
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.

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.

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.

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.

**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 and college 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.

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 https://inside.southernct.edu/spar/citi.
Information regarding The Research Protection Program, and interactive forms for IRB and IACUC proposal submissions are available at https://www.southernct.edu/dri/rpp.

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.

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 can be contacted at (203) 392-5955 or by email: speechclinic@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 at 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 multi-disciplinary Center that focuses on research, service, and support for individuals with autism and their families. The Center also seeks to support students with ASD who are enrolled here at Southern and seek to developing best practice training models for educators and other service providers. In this effort the Center collaborates with multiple agencies and organizations to disseminate research findings that promote evidence-based interventions. As part of the largest teacher education program in Connecticut, the Center provides technical assistance to PK-12 teachers, other school personnel, families, and community service providers. 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 mission of the Center for Excellence in Mathematics and Science (CEMS) is to foster K-16 student success across STEM disciplines by supporting innovative teaching and research in the various fields of mathematics and science through the enhancement of existing campus initiatives, development of new initiatives and partnerships, and through effective collaborations between mathematics, science, and education faculty both on and off campus, with the ultimate goal of increasing the number and quality of students pursuing careers in mathematics and science. For more information, contact CEMS at cems@southernct.edu or Dr. Carrie-Anne Sherwood at sherwoodc4@southernct.edu (203-392-5047).
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, James Tait, or Sean Grace.
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.

UNIVERSITY OVERVIEW

In Fall 2019, the University served 9,817 students. Of those, 7,962 were undergraduate students and 1,855 were graduate students. A total of 2,380 students live on campus. Nearly 81.5 percent of the students are in the 18-29 age group, with more than 40.8 percent falling in the 20-24 age bracket. About 55.2 percent of the University's students classify themselves as Caucasian, 16.9 percent as African American, 11.8 percent as Hispanic, 3.2 percent as Asian, and 4.1 percent are multi-racial. (Approximately 7.5 percent chose not to identify their ethnicity.) About 63.2 percent of the students are female and 96.1 percent are Connecticut residents. SCSU has students from virtually every town in Connecticut, 32 other states, and 42 countries. SCSU serves a diverse student population, half of whom are the first in their families to graduate from college, and over 37.4 percent are students of color. The University also provides a range of educational support services to 603 students with disabilities, one of the largest such populations at any Connecticut campus, and SCSU’s regionally known Disabilities Resource Office attracts both in-state and out-of-state students.

The University awarded 2,308 degrees in 2018-2019, including 1,676 bachelor’s degrees, 496 master’s degrees, 108 sixth year diplomas, and 14 doctoral degrees. Among the largest majors at SCSU are business administration, psychology, nursing, social work, education, healthcare studies, biology, computer science, exercise science, special education, Interdisciplinary Studies, Sociology, and communication disorders. Full-time teaching faculty (423) and part-time teaching faculty (659) are all represented by the American Association of University Professors.
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 and Colleges: 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 and College 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.
ADMISSION

ACCEPTANCE STANDARDS

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

Note: Applicants who do not meet the minimum GPA requirement for admission may be eligible for conditional admission. (See Conditionally Matriculated Students under Categories of Graduate Students.) Teacher certification programs require an overall undergraduate grade point average of at least 2.7 as mandated by the Connecticut State Department of Education. Students who have done previous graduate work must have a minimum graduate grade point average of 3.0 to be considered for admission to a graduate program. However, previous graduate coursework where the grade point average falls below a 3.0 may be considered by a Graduate Program Coordinator for conditional admission under the provisions of the Graduate Council’s "Policy and Procedure for Recommending Conditional Acceptance." The conditions of admission and the time frame for meeting the conditions are stated in the letter of acceptance sent to the student. Conditional acceptance is not granted for teacher certification programs unless approved by the Dean of the College of Education.

Certificate Program

For applicants to a Graduate Certificate Program, minimum standards include a bachelor's degree from a regionally accredited college or university with an undergraduate cumulative grade point average of at least 3.0 and the recommendation of the graduate program coordinator.

Master's Degree Program

For applicants to a master's degree program, minimum standards for acceptance to Graduate School include a bachelor's degree from a regionally accredited college or university with an undergraduate cumulative grade point average of at least 3.0 (scale A = 4.0) and the recommendation of the graduate program coordinator.

Sixth Year Program

For applicants to a sixth year program, minimum standards include a master's degree from a regionally accredited college or university, a grade point average of at least 3.0, and the recommendation of the graduate program coordinator. Transcripts from institutions without Regional Accreditation, but that are licensed to operate in Connecticut, will be reviewed on a case-by-case basis by the Provost or his/her designee.
Doctoral Program

For applicants to a doctoral program, minimum standards include a master’s degree from a regionally accredited college or university, a grade point average of at least 3.0, and the recommendation of the graduate program coordinator. Transcripts from institutions without Regional Accreditation, but that are licensed to operate in Connecticut, will be reviewed on a case-by-case basis by the Provost or his/her designee. Most graduate programs have requirements that go beyond minimum School of Graduate and Professional Studies requirements.

Note: All undergraduate courses taken are used to calculate a cumulative GPA, including those courses that have been retaken through grade replacement and/or Fresh Start programs.

ADMISSION OF INTERNATIONAL STUDENTS

International students are subject to all requirements for admission to the School of Graduate and Professional Studies and all program requirements. In addition, to be considered for admission, each international applicant must submit a completed "Application for Admission to Graduate Study" form and meet the following requirements:

Hold the foreign equivalent of a United States bachelor's degree from an internationally recognized institution of higher education with an undergraduate grade point average of at least "B." (On various grading scales this would be at least 3.0 on a 4.0 scale, 14 on a 20 point scale, 80.0 from Chinese institutions, 1st Class or Division from Indian institutions, and upper 2nd Class Honors from British systems. Other grading systems will be evaluated on receipt of transcripts and certified evaluation of those transcripts.)

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

Provide a certified evaluation of foreign transcripts and credentials (course by course with grades) from World Education Services; Josef Silny & Associates Evaluators, Inc.; Global Credential Evaluators, Inc.; or Educational Credential Evaluators Inc. Applicants may utilize other agencies, provided they are members of the National Association of Credential Evaluation Services (NACES), in doing so the applicant assumes all risk of using an agency other than World Education Services; Josef Silny & Associates Evaluators, Inc.; Global Credential Evaluators, Inc.; and Educational Credential Evaluators Inc. Applicants are responsible for payment of fees charged by these agencies.

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

For applicants whose native language is not English, one of the following is required: a score of at least 550 written/213 computer/79 or above on Internet based exam on the Test of English as a Foreign Language (TOEFL); successful completion of ELS 112 —English for Academic Purposes; or an IELTS score of 6.5 or higher. Each student should request that his or her score be sent directly to the Southern's School of Graduate and Professional Studies (Code 3662). TOEFL scores are valid only for two years from expected date of acceptance.

Applicants who wish to begin graduate studies must submit all credentials required by the International Student Services by April 1 for the fall semester and October 1 for the spring semester. Applicants transferring from a college or university within the U.S. must submit their application and International Student Profile Form by July 1 for the fall semester and by November 1 for the spring semester.

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

The Internal Revenue Service requires the university to apply U.S. withholding and reporting rules consistent with the U.S. tax status of resident and non-resident aliens. Resident aliens are taxed as U.S. citizens, while non-resident aliens are taxed under different withholding and reporting rules. Therefore, as part of the application process, the university requires additional information from international students. Once an application has been submitted, the School of Graduate and Professional Studies will email each international applicant with a Web site, login, and password to complete the additional information required by the United States federal government. Please provide a valid email address on your application. Your application cannot be processed until you have completed this requirement.

Note for International Applicants: in accordance with federal regulation 8 CFR 214.3(k), international students requesting an F-1 student visa to attend Southern Connecticut State University must receive full admission into the university. International students who do not meet the criteria for full admission should contact the School of Graduate and Professional Studies.

ADMISSION TO TEACHER/EDUCATOR CERTIFICATION PROGRAMS

Admission to the Master of Arts in Teaching programs

The College of education, alone and in partnership with other colleges on campus, offers several Master of Arts in Teaching programs of study that prepare candidates for Connecticut Teacher certification. Admission requirements are as follows:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program (for all MAT programs except Comprehensive special education)
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation (for all MAT programs except Comprehensive special education).

4. Submission of basic skills test scores in Reading, Mathematics, and Writing (Praxis® Core) to satisfy the State of Connecticut competency examination requirement or meet the requirements for a waiver. Scores must be within last five years. • Candidates who do not achieve a satisfactory score will be required to participate in remediation plans. • Students qualify for a Praxis® Core waiver if (1) they have an SAT score no less than 530 on the mathematics portion, and no less than 540 on the evidenced based reading and writing, or (2) an ACT score of 22 or higher on the English subtest and no less than 19 on the mathematic subtest.

5. Passing scores on required state content knowledge examinations in the certification area (for MAT-Sciences only).

6. Submit the College of Education admission essay demonstrating a proficiency in English.

7. Pass the department admission committee interview.

Admission to the Educator Certification programs

In addition to the admission requirements of the School of Graduate and Professional Studies, applicants to all programs that prepare students for educator and administrator certification (School Library Media, Reading, Educational Leadership, School Counseling and School Psychology) must also meet the following admission requirements:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.

2. Submission of CT teaching certificate (for Reading and Educational Leadership programs only)

3. Submission of basic skills test scores in Reading, Mathematics, and Writing (Praxis® Core, SAT, ACT, GRE) to satisfy the State of Connecticut competency examination requirement or meet the requirements for a waiver. Scores must be within last five years. This requirement is waived for candidates holding a CT teaching certificate.

For a list of current programs leading to Educator certification, please see Teacher Certification.

GPA Waiver

GPA waivers will be considered for applicants who have less than a 2.70 undergraduate GPA, but meet all other admission requirements, have strong support letters, pass the admission interview, and are recommended by the admission committee.
APPLICATION PROCEDURES

Those who seek admission to a graduate degree program apply online at the School of Graduate and Professional Studies website: https://www.southernct.edu/gradadmissions/.

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

The School of Graduate and Professional Studies has the following general application deadlines: January 9, 2021 for spring 2021 and August 17, 2020 for fall 2020. However, most programs have established earlier application deadlines. (Refer to section on Programs, Courses, and Faculty in the Graduate Catalog). All applicants for admission must:

- Complete and submit online an official application.
- Pay a $50 non-refundable/application fee when submitting the official application form. Applications are required to pay the $50 application fee by credit card.
- Request (in writing) that official transcripts from each college or university attended be sent to the School of Graduate and Professional Studies. Official eTranscripts should be sent to GradDocs@southernct.edu. Official paper transcripts should be mailed to Southern CT State University, School of Graduate and Professional Studies, Attn: Graduate Admissions, 501 Crescent Street, New Haven, CT 06515. Transcripts received from the student will not be considered official. Transcripts must be resubmitted when an applicant applies for subsequent graduate programs. Transcripts received in application to previously earned degrees at Southern are not kept on file indefinitely. SCSU requires official transcripts of all previous academic work from every college or university attended from which overall undergraduate and graduate grade point averages can be calculated. The cumulative grade point average for all undergraduate courses at each institution will be used in the calculation of the undergraduate grade point average. The same process of considering grades of all graduate courses is used to calculate the overall graduate grade point average.

Applicants applying to Southern’s graduate programs, who participated in a Southern supported study-abroad program while enrolled as an undergraduate, may have their international credit evaluated by the Office of International Education, in lieu of having a transcript evaluation performed by a NACES member evaluation agency. Transcripts from outside the United States must be evaluated (course by course) by one of the following credential evaluating agencies, at the applicant’s expense:

- World Education Services, Inc., www.wes.org, Tel: 212.966.6311, Fax: 212.739.6100.
Request an appointment with the Graduate Program Coordinator of the graduate program to which you have applied after you have been notified that your application file is complete.

Letters of recommendation should be uploaded directly through the application portal.

Resident aliens must provide a copy of their alien registration cards to the School of Graduate and Professional Studies or upload a copy (both sides) through the graduate admissions portal.

All additional application materials must be uploaded directly through the Graduate Admission Portal. After fulfilling all requirements for admission, the applicant should meet with the Graduate Program Coordinator.

Although many graduate programs send departmental letters of acceptance to applicants, no student is officially accepted by the School of Graduate and Professional Studies until he or she receives a letter of acceptance from the Director of Graduate Admissions.

Admission requirements for any particular graduate degree program may exceed the minimum admission standards of the School of Graduate and Professional Studies. Requirements for admission to each program are listed in the program section of this catalog. Applicants may apply to only one specific program at a time and may not be matriculated in more than one program at the same time.

The applicant is responsible for ensuring that all materials and documentation for the application file are complete. Applicants may view the status of their applications through the graduate admissions portal available here: https://www.southernct.edu/gradadmissions/graduate-application.html. Application files that are incomplete at the end of the first day of classes will be withdrawn. Applicants that have pending applications (with no official decision), and who wish for their application to be moved to a future term, must notify the School of Graduate and Professional Studies in writing no later than the first day of classes for the term to which the applicant originally applied. Applications may only be moved within a year of the original date of the application. Please note, Marriage and Family Therapy applications cannot be moved forward.

Students who are admitted to the School of Graduate and Professional Studies and who do not register for courses for the term for which they are admitted, are automatically withdrawn and will need to reapply.

Students who seek financial aid must be considered matriculated by the end of the first week of classes in the semester for which they are applying to qualify for financial aid.

Accepting Admission

All admitted students must accept their admission to the university.
Immunization Requirements

All full-time and part-time graduate students are required to have properly completed health forms on file at Student Health Services prior to registration. Students can enter their immunization information on the Connecticut State University Student Health Services Form available on the Student Health Services website and then submit the paper copy of the form for verification by the Student Health Services staff. Please note that students will not be considered fully compliant with the requirements until the information is verified.

Additional Immunization 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 past five years prior to enrollment. The university reserves the right to deny registration and campus housing to any student not in compliance.

CATEGORIES OF GRADUATE STUDENTS

Students who are intending to pursue or who are currently engaged in coursework in the School of Graduate and Professional Studies are classified as Matriculated, Conditionally Matriculated, Granted Early Acceptance, or Non-Matriculated.

Matriculated Students

Matriculated students have met all requirements of the School of Graduate and Professional Studies and the academic program and have received a letter of acceptance from the Director of Graduate Admissions.

Conditionally Matriculated Students

Applicants with no previous graduate coursework who have an undergraduate grade point average falling below 3.0 may be considered for conditional admission. Applicants with previous graduate coursework whose graduate grade point average falls below a 3.0 may be admitted conditionally. In this case, the applicants need to complete their first nine credits at Southern with a graduate GPA of 3.0 or higher. The conditions of admission and the time frame for meeting the condition are stated in the letter of acceptance sent to the student. Conditional acceptance is not granted for teacher certification programs unless approved by the Dean of the College of Education.

Students who fail to meet any or all terms of conditional acceptance will be dismissed. Following dismissal, students may continue to register for up to nine credits as a part-time, non-matriculant. After completing these additional nine credits as a non-matriculant, the student may reapply to the School of Graduate and Professional Studies if an overall grade point average of 3.0 or higher has been achieved with no individual grade lower than "B" (3.0). Readmission is not guaranteed.
Students Granted Early Acceptance

A limited number of graduating seniors may be granted early acceptance to the School of Graduate and Professional Studies. Early acceptance requires an overall grade point average of 3.0 (B) or higher, and a completed application file. Early admission is conditional. A final transcript noting the degree and date awarded must be received by the School of Graduate and Professional Studies prior to the beginning of the first semester of graduate enrollment.

Non-Matriculated Students

Students who take graduate courses at Southern and are not in one of the categories above are classified as non-matriculated students. Non-matriculated students must have been awarded a bachelor’s degree and must meet any program and course requirements to register. A maximum of 9 credits taken as a non-matriculated student may be applied to a graduate program. Non-matriculated students may only take classes on a part-time basis. Graduate programs have the right to exclude non-degree seeking students from courses offered for degree-seeking students.

ENGLISH PROFICIENCY

Any student whose native language is not English must present one of the following: a TOEFL score of at least 550 paper based/213 computer based/79 or above on internet based exam; successful completion of ELS 112–English for Academic Purposes, Duolingo English Test with passing score of 105 or higher; Pearson Language Test passing with a score of 53 or higher; or a score of 6.5 or higher on the IELTs, or a bachelor 's or master 's degree from an accredited institution in the United States. Those students whose scores indicate that they are not prepared for graduate study that is conducted in English will not be permitted to register for graduate work until proficiency in English is demonstrated.

ENTRANCE EXAMINATIONS POLICY

Those programs that require the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), or other standardized admissions assessments may, at their discretion, waive the requirement for any applicant who currently holds a graduate degree from a regionally accredited college or university.

GRADUATE COURSE SCHEDULING

Graduate courses and programs at Southern Connecticut State University are almost exclusively evening offerings. Courses, laboratory sessions, and other pertinent activities are scheduled in the late afternoon and evening during the fall and spring semesters. During summer sessions, graduate courses are offered in the morning and in the evening. A growing number of courses are offered on-line. Undergraduate courses are numbered 100 through 400. Graduate level courses are numbered 500 and higher.
In many graduate programs it is possible for students who wish to enroll on a full-time basis to plan their degree progress such that it can be completed in one academic year and two summer sessions. However, most graduate programs are planned for part-time study over two, three, or four years.

Matriculated graduate students are encouraged to register from early April through May for the fall term and early November through December for the spring term for optimal course selection. The university reserves the right to cancel courses having insufficient registration and to make changes in the schedule of classes when necessary.

The university also reserves the right to change instructors when necessary.

NEW ENGLAND REGIONAL STUDENT PROGRAM

Southern Connecticut State University is a participant in the New England Board of Higher Education Tuition Break Program. 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 offered by public schools in the other New England states that are not available in Connecticut public institutions.

For more information about the New England Regional Student Program, contact the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111; phone (617) 357-9620; Web site www.nebhe.org or contact the Admission Office of Southern Connecticut State University at (203) 392-5644.

MAINE

- Applied Physics, MS
- Bilingual Multicultural Education, MS
- Business Administration, Accelerated, MBA
- Exercise Science-Human Performance, MS
- Library and Information Science, MLIS
- Marriage and Family Therapy, MFT
- Political Science, MS
- Recreation and Leisure Studies, MS
- School Health Education, MS
- School Library Media Specialist, Graduate Certificate
- Social Work, DSW
- Sociology, MS
- Sport and Entertainment Management, MS

MASSACHUSETTS

- Applied Physics, MS
- Bilingual Multicultural Education, MS
- Business Administration, Accelerated, MBA
- Environmental Studies, MS
- Library and Information Science, MLIS
• Marriage and Family Therapy, MFT
• Recreation and Leisure Studies, MS
• School Library Media Specialist, Graduate Certificate
• Social Work, DSW
• Sport and Entertainment Management, MS

NEW HAMPSHIRE

• Applied Physics, MS
• Bilingual Multicultural Education, MS
• Business Administration, Accelerated, MBA
• Communication Disorders - Speech-Language Pathology, MS
• Library and Information Science, MLIS
• Environmental Studies, MS
• Psychology, MA
• School Psychology, MS
• Social Work, DSW
• Sport and Entertainment Management, MS

RHODE ISLAND

• Applied Physics, MS
• Athletic Training, MAT
• Bilingual Multicultural Education, MS
• Business Administration, Accelerated, MBA
• Library and Information Science, MLIS
• Environmental Studies, MS
• Public Health, MPH
• Recreation and Leisure Studies, MS
• Social Work, DSW
• School Counseling, SYC
• Sociology, MS
• Sport and Entertainment Management, MS

VERMONT

• Applied Physics, MS
• Bilingual Multicultural Education, MS
• Business Administration, Accelerated, MBA
• Clinical Mental Health Counseling, PMC
• Communication Disorders - Speech-Language Pathology, MS
• Library and Information Science, MLIS
• Environmental Studies, MS
• Exercise Science-Human Performance, MS
• Marriage and Family Therapy, MFT
• Political Science, MS
• Public Health, MPH
• Recreation and Leisure Studies, MS
• School Psychology, MS
• School Health Education, MS
• Social Work, DSW
• Sociology, MS
• Sport and Entertainment Management, MS
• Teaching - Early Childhood, MAT
• Women & Gender Studies, Graduate Certificate

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

NEW GRADUATE STUDENT ORIENTATION

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

READMISSION TO THE UNIVERSITY

Students who previously attended Southern, and subsequently withdrew due to personal or other circumstances, may apply to return to the University to continue their studies. Graduate students who earned 9 or more credits at another institution, after leaving Southern, must complete a new application to reapply with Graduate Admissions.

All other returning students are eligible to complete the Readmission Application with the Registrar's Office to re-enroll. Upon approval, students will be reinstated at their last academic standing, and to their last program of study in the current catalog year. Readmission applications must be completed no later than 1 week prior to the start of the semester to allow time for processing and student registration before the end of add/drop.

Readmission After Academic Dismissal:

A graduate student who is dismissed must complete a new application with the Graduate Admissions Office, after the lapse of one semester, and include a petition to the graduate program coordinator describing why he or she will be successful if readmitted.

RECORDS RETENTION AND DISPOSAL

All application materials become part of the permanent records of Southern Connecticut State University and will not be returned. Access to this material is limited under the Family Rights and Privacy Act of 1974. Applicants who are not admitted, or who are admitted and do not register, do not have access to their application files. Materials received from applicants who do not complete their application or are not admitted are held for two years before being destroyed.
TUITION AND FEES

Fees are established by the Board of Regents for the Connecticut State Colleges and Universities (CSCU). 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 for 2020-2021.

RESIDENCE STATUS

Generally, a student's residency classification is determined at the time of application for admission. Any student classified as an out of state resident, who feels that he or she qualifies as a resident of Connecticut in accordance with Connecticut General Statute 10a-26, may file an Application for In-State Tuition at any time to request a change of classification. You may or may not be called for an interview, after which you will receive notification of your application status. If approved, reclassification will not be retroactive to prior semesters. As a reminder, all students are subject to the Student Code of Conduct & Statement of Disciplinary Procedures, which prohibits the act of providing false information to school officials.

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.

TUITION AND FEES

The rates below include the Fall and Spring semesters for a full-time, in-state student in a standard graduate rate program. For the part-time, online, doctoral, and intersession rates, please visit the Tuition and Fees section of the Student Accounts website. Please refer to "Full-Time and Part-Time Status" in Academic Standards for additional information.

<table>
<thead>
<tr>
<th></th>
<th>Connecticut Resident</th>
<th>Out-of State Resident/International Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$7,674</td>
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</tr>
<tr>
<td>University Fee</td>
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</tr>
<tr>
<td>University General Fee</td>
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<tr>
<td>Student Activity Fee</td>
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<td>$54</td>
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<tr>
<td>Writing Center Fee</td>
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<td>$40</td>
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<tr>
<td><strong>Commuting Student Total</strong></td>
<td><strong>$13,198</strong></td>
<td><strong>$26,422</strong></td>
</tr>
<tr>
<td>Housing Fee (Townhouse)</td>
<td>$9,400</td>
<td>$9,400</td>
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<tr>
<td>Meal Plan (25 Meals per sem)</td>
<td>$780</td>
<td>$780</td>
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<tr>
<td><strong>Resident Hall Student Total</strong></td>
<td><strong>$23,378</strong></td>
<td><strong>$36,602</strong></td>
</tr>
</tbody>
</table>
Tuition and fees are not based on the level (graduate/undergraduate) of the course; tuition and fees are instead based on student level (graduate/undergraduate), their residency (in state/out-of-state), their status (full-time or part-time), and if applicable, the course/program differential rate (MBA, MLS/MLIS, EdD, Online). A student who has earned a bachelor's degree and is not formally admitted to a second undergraduate program will be considered a graduate level student.

OTHER FEES AND COSTS

All fees listed here are considered non-refundable.

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50 one-time fee must be submitted with the completed application for admission.</td>
</tr>
<tr>
<td>Bad Check Penalty</td>
<td>$20 fee will be assessed for each check returned from the bank as uncollectible.</td>
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<tr>
<td>Challenge Exam Fee</td>
<td>$250/occurrence.</td>
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<tr>
<td>Credit Card Service Fee</td>
<td>2.85%/transaction fee will be applied to tuition and fee credit card transactions (minimum $3).</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$25/occurrence</td>
</tr>
<tr>
<td>Fitness Center Fee</td>
<td>$45/semester</td>
</tr>
<tr>
<td>Graduate Continuous Enrollment Fee</td>
<td>$150/semester</td>
</tr>
</tbody>
</table>
| Lab Fees (course)                        | • Art Studio: $60/course
• Athletic Training Clinical (Graduate): $75/course
• Athletic Training Clinical (Undergraduate): $60/course
• Counseling Procedures: $200/course
• Counseling Procedures w/Children: $20/course
• EMT: $75/course
• Language: $25/course
• Math Emporium: $50/course
• Music: $50/course
• Outdoor Adventure Leadership: $30/course
• Recreation and Leisure: $10/course
• Science $60/course                        |
| Lab Fees (program)                       | Marriage & Family Therapy Program Fee $150 fee for full-time student/semester
Marriage & Family Therapy Program Fee $15 fee for part-time student/credit
Nursing Program Fee $500 fee for full-time student/semester
Nursing Program Fee $50 fee for part-time student/credit |
<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Nursing and Family Therapy program fees</td>
<td>are assessed on a per semester (full-time), or per credit (part-time) basis to equally distribute this additional program cost over the length of enrollment in the program. It is not assessed based on course content for the term.</td>
</tr>
<tr>
<td>Late Fee</td>
<td>$50/occurrence fee will be assessed to past due accounts after the expiration of the ten (10) day grace period. A one-time courtesy waiver may be granted upon request via email to SCSU Student Accounts.</td>
</tr>
<tr>
<td>Lost ID Card</td>
<td>$10 fee (first occurrence) $20 fee (occurrence thereafter)</td>
</tr>
<tr>
<td>Nursing Ed.D Residency Fee</td>
<td>$1,296/residency</td>
</tr>
<tr>
<td>Orientation Fee</td>
<td>$150 mandatory fee is assessed to all new (including transfer) students to support orientation and other new student programming. This fee cannot be waived for students who opt not to attend.</td>
</tr>
<tr>
<td>Over Registration Fee</td>
<td>Undergraduate student registered for more than 18 credits: $612/credit. Graduate student registered for more than 18 credits: $775/credit MBA/MLS/MLIS graduate student registered for more than 18 credits: $875/credit</td>
</tr>
<tr>
<td>Parking and Traffic Fines</td>
<td>Fines are posted on the Parking Regulations website.</td>
</tr>
<tr>
<td>Payment Plan Enrollment Fee</td>
<td>$45/term fee will be payable at the time of enrollment in a payment plan agreement.</td>
</tr>
<tr>
<td>Past Due Payment Plan Enrollment Fee</td>
<td>$50/term fee will be payable at the time of enrollment in a payment plan for inactive students.</td>
</tr>
<tr>
<td>Re-Registration Fee</td>
<td>$100 fee will be charged to students who have been dropped from their courses and would like to re-register. A one-time courtesy waiver may be granted upon request via email to SCSU Student Accounts.</td>
</tr>
<tr>
<td>Study Abroad Application Fee</td>
<td>$75/semester</td>
</tr>
<tr>
<td>Study Abroad Program Fee</td>
<td>$150/semester</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>No charge</td>
</tr>
<tr>
<td>Transcript On-Demand Fee</td>
<td>$15/occurrence</td>
</tr>
</tbody>
</table>
PAYMENT OF TUITION AND FEES

**Bill Statements:**

Students and authorized users will receive an email notification when a new statement is available for viewing online. Paper statements are not mailed out.

**Payment Due Dates:**

Fall semester bills are due July 15, and spring semester bills are due December 15, or upon registration if the due date has passed. Payment for summer, winter, or spring break intersession is due upon registration.

To establish proper payment arrangements by the bill deadline, the Student Accounts Office must receive one or a combination of the following to cover the balance in full:

- Financial aid award, including scholarships, posted to the student's account.
- Personal or third party payment on account.
- Signed payment plan agreement with down payment.

Please visit the Student Accounts website for more information.

**Past Due Accounts:**

An account is considered past due once the due date has passed. Student accounts may become past due for various reasons (i.e. inadequate or returned financial aid, missed payment(s) on payment plans, the addition of unpaid charges/courses after the bill due date, etc.)

If a student does not pay the amount due by the due date, a hold may be placed on the student's account restricting course registration, transcript requests, a student may not be allowed to move into a residence hall until the payment is made, and a student may be subject to class schedule or housing assignment cancellation due to non-payment. To be reinstated, payment of a $100 non-refundable re-registration fee plus the original account balance in full is required, though availability of the student's original class schedule and housing assignment is not guaranteed. Past due accounts are also subject to a $50 late fee after a ten (10) day grace period.

**Past Due Payment Plan:**

Students may request a past due payment plan with the Student Accounts Office, although the hold described above will remain in place until the account balance is paid in full. The penalties for late/non-payment above also apply to past due payment plans. Failure to make a required payment plan installment within thirty (30) days of any due date will result in the student being withdrawn from the past due payment plan and the account will be sent to a collection agency without further notice.
Collection of Debt:

In an effort to collect past due debt, the University will send collection letters and emails to students at their last known address. To avoid account referral to a collection agency, students must pay the balance in full, or set up a past due payment plan within 30 days of the notice. For accounts referred to a collection agency, students are responsible for all collection fees, the balance will be reported to a national credit bureau(s), and the University will no longer accept direct payment—in that the student must make all payments to the collection agency before conducting any further business with the University.

REFUNDS

Regulations established by the Board of Regents for the Connecticut State Colleges and Universities govern the refund of tuition and other fees at Southern Connecticut State University. Full-time students who wish to receive a refund must withdraw formally from the university. Full-time students are not entitled to a refund for courses individually dropped. Part-time students who wish to receive course refunds must formally withdraw from the course(s). It is the student's responsibility to withdraw online through their Banner Web account.

For the purpose of this policy, a school term may be defined as the period of time with specific start and end dates, during which the University holds classes. Multiple terms of different lengths may exist within any given semester or intersession. The amount of refund is based on the date the student withdraws from the term, not on whether the student attended classes or on how many classes the student attended.

For students who withdrew/dropped from a course(s) or the university, please see the Refund Policies below for the time periods where a cancellation of charges may be applicable. These policies exclude the effect of the return of financial aid and veteran benefits due to withdrawal, which may then result in the student owing funds to the University, the government, or both.

Refund Schedule

Full-time Tuition and Fee Refund Schedule

- Upon withdrawal from the University up to, but not including, the first day of the term, as defined by the published University calendar, 100% of the term charges will be cancelled.
- 90% of the term charges will be cancelled during the first week of the term.
- 60% of the term charges will be cancelled during the second week of the term.
- 40% of the term charges will be cancelled during the third and fourth weeks of the term.
- No cancellation of charges after the fourth week of the term.

Note: The tuition, university general fee, university fee, transportation fee, student activity fee, and media fee are all subject to the refund policy. All other fees are considered non-refundable. Online programs follow the same refund schedule above.
Part-time Tuition and Fee Refund Schedule

Courses 8 weeks or greater in length:

• 100% of the term charges will be cancelled during the first week of the term.
• 60% of the term charges will be cancelled during the second week of the term.
• 40% of the term charges will be cancelled during the third and fourth weeks of the term.
• No refund after the fourth week of the term.

Courses 3 to 7 weeks in length:

• 100% of the term charges will be cancelled during the first 3 calendar days of the term.
• 60% of the term charges will be cancelled during the fourth, fifth, sixth calendar days of the term.
• 40% of the term charges will be cancelled during the seventh, eighth, and ninth calendar day of the term.
• No cancellation of charges after the ninth calendar day of the term.

Courses less than 3 weeks in length:

• 100% of the term charges will be cancelled during the first 2 calendar days of the term.
• 60% of the term charges will be cancelled during the third and fourth calendar day of the term.
• No cancellation of charges after the fourth calendar day of the term.

Ed.D. Professional Seminar:

• 75% of the term charges will be cancelled within the first 2 calendar days of the term.
• No cancellation of charges thereafter.

Note: Online courses follow the same refund schedules above. The tuition, general university fee, and intersession course fees are all subject to the refund policy. All other fees are considered non-refundable, except that the Registration Fee will be refunded in cases where the university cancels a course.

Appeal

Under circumstances beyond the control of the student or in cases where attendance has been denied by the institution, the University or College President may authorize the deferment or waive the collection of the admissions and/or housing deposit, as well as the refunding of tuition and fees otherwise designated as non-refundable. Appeals must be made within 30 days following of a student's withdrawal.

NEW ENGLAND REGIONAL STUDENT PROGRAM

Students in the New England Regional Program pay 50 percent above in state tuition rather than the full out of state tuition. Please refer to New England Regional Student Program in Admission for additional information.
HOUSING AND BOARD

**Residence Hall Students (Annual):** $9,146.00-15,629.00

The following costs reflect the current housing prices at the time of publication. Prices are subject to change for the academic year.

Students requesting to reside in a residence hall must pay a $250 non-refundable Housing Deposit upon application for housing. The deposit contracts a student for housing for the entire academic year. Students who plan to continue residing in a residence hall room in the following year must pay the non-refundable $250 Housing Deposit each March for the ensuing fall semester.

The Housing Agreement is financially binding for the academic year term and charges will be applied to the student's account during each semester. The balance of the housing charges for all residence hall students is due July 15th for the fall semester and December 15th for the spring semester. The full housing deposit payment will be applied toward the housing charges in the semester the application is submitted.

<table>
<thead>
<tr>
<th>Students</th>
<th>Room Type</th>
<th>Cost Range</th>
<th>Meal Plan Cost or Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Student</td>
<td>Apartment-Style</td>
<td>$4,183.00-$4,700.00</td>
<td>$390.00-$3,114.50</td>
</tr>
</tbody>
</table>

All residents are required to be on a meal plan. Meal plan requirements vary based on room type and student status. For more information regarding Housing and Meal Plan costs, please visit the Residence Life website.

**VETERANS**

Southern Connecticut State University is approved for the training of veterans and other eligible persons by the State Approving Agency. The following resources are listed here as a guide though the eligibility and certification process. For more information or assistance in applying please contact the SCSU Veterans Services Office. All forms and documents must be submitted to the Certifying Officials, located in the Student Accounts Office in the Wintergreen building.

**Veteran Tuition Waiver:**

Under Connecticut state statutes, tuition at Connecticut public colleges and universities may be waived, after any federal tuition benefit received, during the fall and spring semesters*, for qualified persons in the categories listed below.

1. Eligible veterans¹, or
2. Active members of the CT Army and Air National Guard, or
3. CT residents who are dependent child or surviving spouse of a member of the Armed Forces killed in action on or after 9/11/01 who was a CT resident, or
4. CT residents who are dependent child of person whom the Armed Forces has declared to be either missing in action or a prisoner of war while serving in the Armed Forces after 1/1/60.
Other college costs such as books, student activity and course fees, parking, and room and board are not covered by the waiver, and eligibility is not retroactive. If applicable, the state tuition waiver also covers the amount of tuition remaining after the application of Post 9/11 educational benefits.

*During the Summer and Winter intersessions, course fees are billed in lieu of tuition. Eligible persons in category 1 above may receive a 50% waiver of the course fee, and eligible persons in category 4 above may receive a 100% waiver of the course fee.

1Eligible veterans include individuals who have served at least 90 days total (consecutive or aggregate) active duty in a time of war (see below) except if separated from service earlier because of a Federal Department of Veterans Affairs (VA) related service-connected disability; or the war, campaign or operation lasted less than 90 days and service was for the Duration of the conflict or campaign. Active duty time earned for your training (Basic/Boot Camp, AIT, or Tech School, Weekend Drill or Annual Training) does not qualify for the waiver.

Pursuant to Public Law 18-47, effective October 01, 2018, the CT Veterans Tuition Waiver is extended to certain veterans with "Other than Honorable" discharge. The individual applying for the waiver must submit a completed CT DVA OTH Form 1 along with all other required documentation. Individuals with a "Bad Conduct" or "Dishonorable" discharge are not eligible for the waiver.

Veterans who served in the following manner are eligible:

Active duty for at least ninety (90) days:
World War II- December 7, 1941 to December 31, 1946
Korean Hostilities- June 27, 1950 to January 31, 1955
Vietnam- February 28, 1961 to July 1, 1975
Persian Gulf Era (August 2, 1990- a date to be determined by Presidential proclamation or federal law- Operations Desert Shield and Desert Storm, Enduring Freedom (Afghanistan) and Iraqi Freedom are included in this category.)

OR, Engaged in combat or in combat support role in the:
Lebanon Conflict- July 1, 1958 to November 1, 1958
Peace-keeping Mission in Lebanon- September 29, 1982 to March 30, 1984
Grenada Invasion- October 25, 1983 to December 15, 1983
Operation Earnest Will- July 24, 1987 to August 1, 1990
Panama Invasion- December 20, 1989 to January 31, 1990

To qualify, eligible individuals must:

• Be accepted for admission at Southern Connecticut State University
• Be domiciled in Connecticut at the time of acceptance, which is the date of your acceptance letter, this includes domicile for less than one year
• Be matriculated into a University degree or certificate program
• Complete the Veteran Benefits Application to apply for the state tuition waiver, and if applicable, request enrollment certification for VA educational benefits.
Veteran Education Benefits:

The U.S. Department of Veterans Affairs offers many benefits to advance the education and skills of Veterans and service members. Spouses and family members may also be eligible for education and training assistance.

Step 1: Apply for benefits

- Go to VA Website for benefit information and applications
- Obtain a Certification of Eligibility (COE)/Notice of Basic Eligibility (NOBE) upon approval

Step 2: Submit Documents to SCSU

- DD-214 (Member 4), if applicable.
- Certification of Eligibility (COE)/Notice of Basic Eligibility (NOBE)
- SCSU Veteran Benefits Application Request

Step 3: Certify Enrollment

- CH. 30, 1606 – submit your monthly attendance on the VA WAVE site or by calling (877) 823-2378

Veteran Education Benefits and Repeated Courses:

Repeating courses completed in a previous semester or accepted and applied as transfer credits may affect eligibility for receipt of educational benefits. Students who are receiving VA educational benefits will only receive payment for repeated courses if the initial grade did not meet institutional or programmatic requirements, whichever is more stringent. A student may retake a course to obtain a higher grade as outlined in the Course Grade Replacement Policy, however, benefits will not be paid if the initial course received a passing grade. Students who wish to obtain information on how repeat courses may affect their VA educational benefits should contact the School Certifying Official.

Veteran Payment Plans:

Payment plans must be established when payment or financial aid or veteran education benefits cannot be posted to satisfy the balance in full by the bill deadline. The first payment will be due at time of enrollment and payments are due on the 15th of the month thereafter. The $45 plan fee is waived for eligible veterans.

**FALL:**

<table>
<thead>
<tr>
<th>Plan</th>
<th>Bill Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>July 15</td>
</tr>
<tr>
<td>May</td>
<td>7 Payments</td>
</tr>
<tr>
<td>June</td>
<td>6 Payments</td>
</tr>
<tr>
<td>July</td>
<td>5 Payments</td>
</tr>
</tbody>
</table>

Students who register after the bill due date may enroll for the remaining installments.

**SPRING:**

<table>
<thead>
<tr>
<th>Plan</th>
<th>Bill Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>December 15</td>
</tr>
<tr>
<td>May</td>
<td>7 Payments</td>
</tr>
</tbody>
</table>
Students who register after the bill due date may enroll for the remaining installments.

Plans will automatically recalculate due to account adjustments, which may include additional charges, unanticipated payments, or a change in financial aid credits to the student's account. Students and authorized users will be notified of any adjustments to the student's monthly payment plan amount. Please see Past Due Accounts for other terms and conditions regarding late fees/holds that may be placed on past due payment plan accounts.

Out-of-State Veterans:

Pursuant to Section 702 of the Choice Act, certain out-of-state veterans and their dependents may be eligible for in-state tuition and fee rates. Covered individuals include:

- A veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- A spouse or child using transferred benefits who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the servicemember's death in the line of duty following a period of active duty service of 90 days or more.

For more information or to reclassify residency status, please contact the SCSU Veterans Services Office.

Yellow Ribbon:

Out-of-state Post 9/11 GI Bill ® recipients may be eligible to participate in the Yellow Ribbon program. Under the Yellow Ribbon Program, the VA will match the school's contributions dollar-for-dollar to cover the cost differential between in-state and out-
of-state students. To receive benefits under the Yellow Ribbon Program you must be eligible for the maximum benefit rate under the Post 9/11 GI Bill®, this includes:

- Those who served 36 months (may be aggregate) on active duty
- Purple Heart recipients with an honorable discharge and any amount of service
- Those discharged after 60 days with a service-connected disability and served 30 continuous days after Sept. 10, 2011
- Children using transferred benefits
- Children using transferred benefits if their servicemember's transferor is at the 100 percent level (36 months served)
- Effective August 1, 2022, servicemembers at the 100 percent level and transferee spouses whose transferor is at the 100 percent level

The Yellow Ribbon Program is limited to 50 students per academic year at SCSU on a first come, first served basis. To sign up, please contact the SCSU Veterans' Services Office.

**Tuition Assistance:**


**Satisfactory Academic Progress for VA Students:**

U.S. Department of Veterans Affairs (VA) regulations require that all students receiving VA educational benefits meet the University's satisfactory academic progress (SAP) standard and the University's academic standing policy as stated in the University catalog. Students who are dismissed will be reported to the VA and subsequent enrollments will not be reported to the VA until the student is re-instated or re-admitted to matriculated status. The enrollment of students who appeal their academic dismissal and who are allowed to attend in a non-matriculated status during the appeal process will not be reported to the VA. Should the appeal be successful, the student's enrollment will be reported retroactively to the VA for the enrollment period to which the appeal applies.

**VA Pending Payment Compliance:**

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require the student to secure alternative or additional funding;
• Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:

• Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.
  • Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.
• Provide written request to be certified;
• Provide additional information needed to properly certify the enrollment as described in other institutional policies.

WAIVERS

Certain tuition waivers are approved by Connecticut General Statute, other tuition and fee waivers are established by the Board of Regents for the Connecticut State Colleges and Universities (CSCU). At publication time, the following authorizations were expected to be in effect for the 2020-2021 academic year. This listing is intended to help estimate eligibility, though direct inquiry and application for any below listed waiver should be made with the appropriate department.

**Application Fee (Financially Needy):**

A waiver of the admissions application fee is authorized for any financially needy student, who (A) has taken the SAT I test using the SAT Fee Waiver; or (B) is a participant in CONNTAC-EOC or an equally recognized educational entity; or (C) is a participant in a CSU-sanctioned special access program such as CONNCAP or Upward Bound; or (D) in the opinion of the university president or designee has special circumstances. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Admissions Office.

**CT Army or Air National Guard Member:**

Tuition is waived for any active member of the Connecticut Army or Air National Guard who (A) has been certified by the Adjutant General or such Adjutant General's designee as a member in good standing of the guard, and (B) is enrolled or accepted for admission to such institution on a full-time or part-time basis in an undergraduate or graduate degree-granting program. Please note: This waiver is not applicable during intersessions (winter, spring break, summer.) Per Connecticut General Statutes 10a-99-d-5. For more information, please contact the Student Accounts Office.
CT Police Academy Student:

Tuition is waived for any student attending the Connecticut Police Academy who is enrolled in a law enforcement program at said academy offered in coordination with the university which accredits courses taken in such program. Please note: This waiver is not applicable during intersessions (winter, spring break, summer.) Per Connecticut General Statutes 10a-99-d-4. For more information, please contact the Student Accounts Office.

CT Secondary Education Student (enrolled in a university course):

(A) The president may waive all tuition and fees or may impose the registration fee at his/her discretion for any student from a Connecticut Secondary Education school which has a specific agreement with a university within the Connecticut State University System for enrollment in up to two courses per semester or summer session on a space-available basis. (B) Academically qualified students not covered by an agreement between their school and a university may enroll in up to two courses per semester or summer session for university credits and will be charged the regular tuition and/or fees and registration fee. (C) A waiver of the part-time Tuition and General University Fee is authorized for academically qualified students enrolled in up to two courses per semester for university credit in those cases in which an academic department of a university authorizes a high school faculty member(s) to teach those university courses at a high school under the department’s supervision. Students at Southern Connecticut State University will pay a $15 fee for a “rush” transcript. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Academic Advisement Office.

Dependent 9/11 KIA:

Tuition is waived for any resident of the state who is a dependent child or surviving spouse of a person who was killed in action while performing active military duty with the armed forces of the United States on or after September 11, 2001, and who was a resident of this state. Please note: This waiver is not applicable during intersessions (winter, spring break, summer.) Per Connecticut General Statutes 10a-99-d-9. For more information, please contact the Student Accounts Office.

Dependent Avon:

Tuition is waived for any dependent child of a resident of the state who was killed in a multivehicle crash at or near the intersection of Routes 44 and 10 and Nod Road in Avon on July 29, 2005. Per Connecticut General Statutes 10a-99-d-8. Please note: This waiver is not applicable during intersessions (winter, spring break, summer.) For more information, please contact the Student Accounts Office.

Dependent MIA/POW:

Tuition is waived for any dependent child of a person whom the armed forces of the United States has declared to be missing in action or to have been a prisoner of war.
while serving in such armed forces after January 1, 1960, which child has been accepted for admission to such institution and is a resident of Connecticut at the time such child is accepted for admission to such institution. Per Connecticut General Statutes 10a-99-d-1. A waiver of the Extension fee (summer and winter sessions) is authorized as well. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Student Accounts Office.

**Dependent Police/Fire/Municipal/State:**

Tuition is waived for any dependent child of a (A) police officer, as defined in section 7-294a, or supernumerary or auxiliary police officer, (B) firefighter, as defined in section 7-323j, or member of a volunteer fire company, (C) municipal employee, or (D) state employee, as defined in section 5-154, killed in the line of duty. Please note: This waiver is not applicable during intersessions (winter, spring break, summer.) Per Connecticut General Statutes 10a-99-d-6. For more information, please contact the Student Accounts Office.

**Dependent Terrorist Victim:**

Tuition is waived for any resident of this state who is a dependent child or surviving spouse of a specified terrorist victim who was a resident of the state. Please note: This waiver is not applicable during intersessions (winter, spring break, summer.) Per Connecticut General Statutes 10a-99-d-7. For more information, please contact the Student Accounts Office.

**Federal Internship Program:**

A waiver of all fees except for tuition and the cost of student accident and sickness insurance for one semester is authorized for any Public Policy and Government major who participates in the Federal Internship Program in Washington, DC on a full-time basis and not able to avail themselves of services normally provided while on campus. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Department of Political Science.

**Full-time Student Attending Another Connecticut Public Higher Education Institution:**

Any matriculated full-time student enrolled at a public institution of higher education in Connecticut who has paid tuition at his or her college or university will be admitted on a space available basis without further charge to any course offered by a university within the Connecticut State University System provided the course is not offered at the student’s college or university and the student’s admission to such course(s) is recommended by the president or appropriate academic officer from his/her college or university. No student will be permitted to carry more than two courses in any semester without consent of the president of the host campus. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Academic Advisement Office.
Graduate Assistants:

Graduate students awarded full assistantships shall pay full-time tuition; graduate students awarded half assistantships and enrolled for nine semester hours or more shall pay full-time tuition; those enrolled for less than nine hours shall pay appropriate registration and course fees for part-time students. However, the following fees shall be waived for graduate assistants: University Fee, University General Fee (except for that portion attributable to student accident insurance), and the Student Activity Fee. Per Connecticut Board of Regents 6/13/97. For more information, please contact the Academic Affairs Office.

Graduate Continuous Enrollment Fee:

A waiver of the Graduate Continuous Enrollment Fee is authorized if A) the student has medical documentation supporting the waiver request; B) the course the student was enrolled in has been cancelled; or C) in the opinion of the University President or designee, the student has special circumstances warranting a waiver. Per Connecticut Board of Regents 02/04/00. For more information, please contact the Dean's Office within the School of Graduate and Professional Studies.

Graduate Interns – Full-time:

Graduate Interns enrolled at any university within the Connecticut State University System as full-time graduate students shall be required to pay full-time tuition, a University General Fee sufficient to defray the cost of student accident insurance, and student sickness insurance (if not waived by the student in accordance with Board policy), but the balance of the University General Fee as well as all other fees imposed by the Board shall be waived. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Student Affairs Office.

Graduate Interns – Part-time:

Graduate Interns enrolled at any university within the Connecticut State University System as part-time graduate students shall receive a waiver of part-time tuition and all fees including summer session and winter session Extension fees up to a total maximum of 18 credit hours, provided the interns are enrolled in courses required for completion of their degree program. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Student Affairs Office.

Part-time International Student:

A waiver of part-time Tuition, General University Fee, the registration fee, and room and board for one semester, is authorized if approved by the university for any part-time international student whose home university has, in the judgment of the university president, provided services or waived tuition and/or fees of corresponding value for students and/or faculty of the Connecticut State University System. The university president will report annually by fiscal year the number of waivers, dollar amount,
and justification for the waivers by July 15 to the Chancellor of the Connecticut State University System. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Office of International Education.

**Resident Assistant:**

The University is authorized to waive room and board for any Resident Assistant. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Residence Life Office.

**Senior Citizen (62 or older - part-time):**

Tuition is waived for any resident of Connecticut sixty-two years of age or older who has been accepted for admission to such institution, provided (A) such person is enrolled in a degree-granting program, or (B) at the end of the regular registration period, there are enrolled in the course a sufficient number of students other than those persons eligible for waivers pursuant to this subdivision to offer the course in which such person intends to enroll and there is space available in such course after accommodating all such students. Per Connecticut General Statutes 10a-99-d-3. A full waiver of the Extension fee (summer and winter sessions) is authorized as well. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Academic Advisement Office.

**Senior Citizen (62 or older - full-time):**

Tuition is waived for any resident of Connecticut sixty-two years of age or older who has been accepted for admission to such institution, provided (A) such person is enrolled in a degree-granting program, or (B) at the end of the regular registration period, there are enrolled in the course a sufficient number of students other than those persons eligible for waivers pursuant to this subdivision to offer the course in which such person intends to enroll and there is space available in such course after accommodating all such students. Per Connecticut General Statutes 10a-99-d-3. A waiver of the University Fee is authorized for any Connecticut resident sixty-two years or older who is enrolled in a degree-granting program pursuant to the provisions of Section 10a-99 of the CGS. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Academic Advisement Office.

**United Technologies Corp. Employee Scholar Program:**

All UTC eligible participants will be granted a 5% waiver off of the published class/subject tuition costs for all program offered at any of the Connecticut State University or Charter Oak State College either on campus or on-line during the spring and fall semesters and off of the published course fees for all programs delivered during the summer and winter session on campus or online. Per Connecticut Board of Regents on 10/15/15, program will run through 12/31/20. For more information, please contact the Student Accounts Office.
Veteran:

Tuition is waived for any veteran who performed service in time of war, as defined in subsection (a) of section 27-103, except that for purposes of this subsection, "service in time of war" shall not include time spent in attendance at a military service academy, who has been accepted for admission to such institution and is domiciled in this state at the time such veteran is accepted for admission to such institution. The state tuition waiver covers the amount of tuition which exceeds the tuition benefit received under the federal 2008 Post-9/11 Veteran Educational Assistance Act. Per Connecticut General Statutes 10a-99-d-2. A fifty (50%) percent Extension fee waiver (summer and winter sessions) is authorized as well. Per Connecticut Board of Regents 12/18/14. For more information, please contact the Student Accounts Office.

Veteran Out-of-State:

That the maximum amount of Yellow Ribbon waiver that will be provided per individual in any given academic year shall be equal to one-half of the differential between in-state and out-of-state tuition and required fees for the particular program in which the student is enrolled. Per Connecticut Board of Regents 05/05/11. For more information, please contact the Student Accounts Office.

Note: Per Connecticut General Statute 10a-99-d, if any person who receives a tuition waiver, in accordance with the provisions above, also receives educational reimbursement from an employer, such waiver shall be reduced by the amount of such educational reimbursement. Further, Veterans described above shall be given the same status as students not receiving tuition waivers in registration for courses at Connecticut State Universities.
FINANCIAL AID

Graduate students who are matriculated and enrolled at least half-time (4.5 credit hours or more per semester) are eligible to apply for financial aid. To qualify, all applicants must file the Free Application for Federal Student Aid (FAFSA) online at fafsa.ed.gov by our priority date of March 15. See our website for important processing dates. Southern Connecticut State University's (SCSU) school code is 001406. Students must maintain satisfactory academic progress (SAP) according to the University's SAP policy.

Graduate students seeking financial aid for the summer term must be formally admitted to the School of Graduate and Professional Studies by the beginning of May. OFAS reviews and processes all eligible students for summer financial aid up to the first day of Summer Session A.

Financial aid is not available for international students.

Federal Work Study Program (FWS)

FWS is a federal program that provides part-time employment opportunities for part-time and full-time matriculated students. Eligibility is based on need as determined by the federal processor. Employment opportunities on campus include jobs in the University's library, laboratories, facilities operations, health services, and various campus offices. 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 holiday breaks and vacation periods.

Financial Aid Freeze Date Policy

In accordance with federal and state regulations, Southern Connecticut State University uses a “freeze date” each semester to determine a student’s enrollment status for awarding federal and state financial aid. Students must be registered for all parts of term in a semester before the freeze date to receive aid for that class. The freeze date will align each semester with the last day to withdraw from classes at 40% refundable term charges.

Financial aid will only pay for courses that are required for a student’s current program. Additional Federal and state aid will not be available for classes added after a student’s credit hours have been frozen. Any classes that are dropped or withdrawn from a student’s schedule after the freeze date will not decrease a student’s financial aid award. This assumes that the student still maintains some enrollment in other courses during that term. If a student withdraws from all courses, that student is considered withdrawn from the university and their aid will be prorated based on the date they ceased to be enrolled.

Financial aid award amounts associated with late starting classes will not be disbursed until attendance is confirmed in those classes. Students should plan accordingly with
regard to financial aid refunds when enrolled in classes that start at some point after the beginning date of the semester. Financial aid will be reduced if a student fails to begin attendance in all classes.

If a Free Application for Federal Student Aid (FAFSA), a corrected FAFSA, or an Application for Undocumented Student Financial Aid is submitted after the freeze date, a student’s enrollment status for financial aid eligibility will be determined at that time. Students who are retroactively awarded financial aid will be based on current enrollment at the time of application for aid.

Eligibility for a Pell Grant, a Connecticut State University Grant, or any other financial aid fund will be based on a student’s credit hours as of the freeze date:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Enrollment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00+ credit hours</td>
<td>Full-time</td>
</tr>
<tr>
<td>6.75+ credit hours</td>
<td>Three-quarter time</td>
</tr>
<tr>
<td>4.50+ credit hours</td>
<td>Half-time</td>
</tr>
<tr>
<td>2.25+ credits hours</td>
<td>Less than half-time</td>
</tr>
</tbody>
</table>

If a student stops attending, withdraws, or receives grades of W-Withdrawn, F-Failed, or N-Never Attended for all courses in a semester, a financial aid recalculation will be performed based on the number of days a student attended in the semester. Students are responsible for payment of any balance on their accounts due to a reduction in their financial aid award.

Contact the Financial Aid Office with questions about the freeze date policy and how it may impact financial aid eligibility or awards.

Graduate Assistantships and Internships

The purpose of graduate assistantships is to allow well qualified matriculated graduate students to participate in institutional activities academically relevant to the student's program of study. SCSU has three graduate assistantship programs: (1) an academic department graduate assistantship (GA); (2) a Graduate Studies Scholarship (GSS) program; and (3) a Graduate Studies Graduate Assistantship (GSGA) program. The academic department graduate assistantship (GA) is administered under the auspices of the academic department. The GSS and GSGA programs are administered under the School of Graduate and Professional Studies.

Academic Department Graduate Assistantship

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

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

Full-time graduate assistants must be enrolled as a full-time graduate student (9 or more credit hours per semester). Half-time graduate assistants may be either a full-time graduate student, as defined above, or a part-time graduate student for this policy is defined as a graduate student enrolled for 1.0 or greater credit hours but fewer than 9 credit hours per semester. For both full-time and part-time graduate students, all credit hours for which the student is registered must be part of the approved program plan on file with the department and the Registrar's office.

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

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

A student may be employed as a graduate assistant outside of the student's program of study, provided that the assistantship is academically relevant. When a student is employed outside of the student's program of study, notification should be provided to the department chair and both the school dean of the student's program of study and the graduate dean. Students cannot hold other University supported positions (such as graduate student worker; graduate research fellow; graduate teaching assistant; research administrative assistant; resident advisor; graduate intern, or adjunct faculty) while holding the GA position.

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

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

**Graduate School Graduate Assistantship**

The Graduate School Graduate Assistantship (GSGA) is a non-need based award administered through the School of Graduate and Professional Studies and is contingent upon: (1) acceptance to a graduate degree, sixth-year certificate, or doctoral degree; (2) the achievement of a minimum 3.2 grade point average for all undergraduate coursework; and (3) a 3.75 grade point average for all graduate coursework. GSGA’s are part-time, experiential learning opportunities for the award recipients. They are awarded to many academic departments across campus and provide selected students with an opportunity to work closely with faculty and peers as a teaching or research assistant.

GSGA awardees will be required to complete 10 contact hours (part-time) or 20 contact hours (full-time) of work each week during the academic year. Specific activities will depend upon the nature of the assistantship as outlined in this application and must be approved by the Dean’s Office in the School of Graduate and Professional Studies (SGPS). Full-time graduate students awarded a GSGA will receive $3,875 each semester. Full-time GSGA’s will have the following fees waived: University Fee, University General Fee (except for that portion attributed to student accident insurance), and the Student Activity Fee. Part-time graduate students will receive $2,560 each semester. No fees are waived for part-time GSGA’s.

Students cannot hold other University supported positions (such as graduate student worker; graduate research fellow; graduate teaching assistant; research administrative assistant; resident advisor; graduate intern, or adjunct faculty) while holding the GSGA award. Students awarded a GSGA must maintain a 3.5 GPA in the fall semester in order to eligible for an award in the spring semester. Students may apply again for a second-year award pending the availability of funding.

**Student Affairs Graduate Intern Opportunities**

The graduate internship prepares students for a wide range of career opportunities in student services and co-curricular learning at the postsecondary level. This program provides students with an opportunity to develop first-hand knowledge of student affairs' professions and gain hands-on experience in many areas with the Division of Student Affairs. The internships are designed to integrate with the student's program of study to create a strong theory to practice application. These experiences will afford students the opportunity to analyze the functions of various administrative
departments, to examine the relation of departments to each other and to the institution, and to understand contemporary societal issues and their impact from an institutional perspective. Working with experienced student affairs administrators the interns will work to improve the quality of campus life, foster a safe, healthy and respectful environment, support academic achievement and success, and promote leadership and civic engagement. The interns also participate in University wide projects and professional development opportunities to begin developing a professional network.

Graduate Internships are 10 month positions (early August through May), 35 hours per week. Interns work with various offices within the Division of Student and University Affairs. In some instances, summer work may be available. It is anticipated that internships will be offered for two consecutive academic years, however, due to funding and performance considerations positions are offered as a single year appointment—subject to renewal—and are contingent on an applicant being accepted and maintaining good standing in an appropriate graduate program at SCSU.

Compensation:

Part-time graduate students shall receive a waiver of part-time tuition and fees, including summer and winter session extension fees up to a total maximum of 18 credit hours, provided interns are enrolled in courses required for their degree program. Full-time graduate students shall be required to pay full-time tuition; however, the full-time fees will be waived, less the cost of accident/sickness insurance.

Remuneration of $15,000. Summer employment opportunities may be available.

Graduate Connecticut State University Grant

SCSU has a limited number of institutional grants for eligible full-time and part-time graduate students. To be considered for this grant, the student needs to be registered full-time (9+ credit hours per semester) or part-time (4.5 - 8.5 credit hours per semester). Also, the student must demonstrate financial need according to the federal financial aid definition: Cost of attendance (financial aid budget) minus Expected Family Contribution (EFC) per FAFSA equals Need.

Nurse Faculty Loan Program (NFLP)

The purpose of the NFLP is to increase the number of qualified nursing faculty. The program offers partial loan forgiveness for borrowers that graduate and serve as full-time nursing faculty for the prescribed period of time.

Students need to complete the Free Application for Federal Student Aid (FAFSA) and meet the following criteria to receive the NFLP loan:

Must be a U.S. citizen or national of the U.S., or a lawful permanent resident of the U.S. and its territories.
Must be enrolled as a full-time or part-time doctoral program that offers an education component to prepare qualified nurse faculty.
Must maintain enrollment for a minimum of two consecutive terms/semesters during an academic year.
Must maintain satisfactory academic progress (SAP).
Must not be in default on any federal loans.

The NFLP loan can help with the cost of tuition, fees, books and laboratory expenses.
The NFLP loan cannot be used for room, board, personal, transportation and living expenses.

There is a limited amount of NFLP available. The NFLP is a non-need based loan program. The loan cannot exceed $35,500 per academic year, and not to exceed 5 years of support.

The grace period for NFLP loan repayment is 9 months and begins immediately after the individual ceases to pursue a course of study at the school of nursing. The interest rate of 3 percent begins 3-months after the borrower graduates from the program. The borrower will be given up to 10 years to repay the loan.

NFLP borrowers who fail to establish employment as a full-time nurse faculty at a school of nursing must begin repayment of the NFLP loan following the 9-month grace period at the prevailing market interest rate. The current interest rate is 10.5%.

The borrower must serve as full-time nurse faculty for a consecutive four-year period at an accredited school of nursing following graduation from the program to cancel the maximum amount of the loan.

The borrower may cancel:
20 percent of the principal and the interest on the amount of unpaid loan balance upon completion of each of the first, second, and third year of full-time employment; and
25 percent of the principal and the interest on the amount of the unpaid loan balance upon completion of the fourth year of full-time employment.

Students who are interested in the NFLP loans must complete the following:
Sign the award letter accepting the NFLP loan,
Attend an entrance counseling session,
Complete and sign the NFLP Loan Application,
Sign the borrower's rights and responsibilities statement,
Sign the NFLP Promissory Note,
Sign the NFLP Loan Disclosure,
Sign the self-certification forms.

Satisfactory Academic Progress (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. As such, it is entirely possible that a student may be in good academic standing with the university but may not be making SAP for financial aid eligibility.
Satisfactory Academic Progress Standards

Grade Point Average (Qualitative): Graduate students are expected to maintain a cumulative grade point average of at least 3.00 at SCSU. This includes transfer credits. When calculating the requirements for SAP, GPA will be truncated to the nearest 100th.

Credit Completion Rate (Quantitative): Graduate students are expected to successfully complete at least 67% of the cumulative credits attempted at SCSU. This includes transfer credits. When calculating the requirements for SAP, the pace percentage will be rounded to the nearest whole number. In addition to standard courses and grades, the following are included when calculating the credit completion rate:

- Passed courses (P/S)
- Failed courses (F)
- Incompletes (I) and Incomplete extensions (I+)
- Withdrawals (W, WF, and WP)
- Repeated courses
- Credit awarded via waiver exam (EP)
- Non-credit remedial courses (SCSU does not offer remedial coursework at this time.)
- 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.

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.

Students must meet the required SAP standards in order to receive financial aid from the following federal, state, and institutional financial aid programs managed by the Office of Financial Aid and Scholarships:

- Federal Direct Loan (subsidized or unsubsidized)
- Federal Direct Graduate PLUS Loan
- Federal Work Study
- Graduate Connecticut State University Grant
- State Scholarship and Grant Programs
- Other

The Office of Financial Aid and Scholarships will review the academic records of financial aid recipients before disbursing aid for the upcoming semester. Academic records will be reviewed 14 days after the grade published date therefore allowing for any necessary adjustments to be made by the Registrar. Any changes to pace or GPA made to a student's account after the 14 days will not be taken into consideration until the following SAP assessment period. Only students who meet the minimum satisfactory academic progress standards will have their aid disbursed.

The first semester in which a student fails to meet one of SCSU's SAP standards, a SAP "Warning" notification will be sent to the student via e-mail. The student will
remain eligible for aid in the next term and if at the end of that term they are meeting the minimum SAP requirements the "Warning" status will be lifted.

The second consecutive semester in which a student fails to meet the minimum SAP standards, after the "Warning" semester, the student will be notified via e-mail 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 for review and possible reinstatement of his/her financial aid as determined by SCSU. SAP appeals may be based on factors such as: (1) the death of a relative; (2) an injury to or illness of the student; or (3) other special circumstances.

To file an appeal, the student must complete the SAP Appeal Form and attach a written statement that addresses why he/she failed to make SAP and what has changed that will allow him/her to meet the SAP standards during the next academic year. The SAP Appeal Form, written statement and supporting documentation must be emailed to SapAppeal@SouthernCT.edu for review and resolution. The SAP Appeal form can be downloaded from our OneStop forms page.

The Office of Financial Aid and Scholarships will review each appeal and make one of the following determinations:

• The student's appeal may be denied thus making him/her ineligible for any Title IV funding and most other financial assistance. The student would then be responsible for making payment arrangements with the Student Account's Office. In this case, the student must regain eligibility without financial aid before reinstatement of financial aid. In rare extenuating circumstances, after one semester of not being aid eligible, a student may make a second SAP appeal. In this case the student must have shown significant academic improvement during their semester without aid.

• The student's appeal may be approved. The student will be placed on “financial aid probation.” This will allow the student to receive financial aid contingent upon the successful completion of the requirements set forth in the SAP Academic Plan for Financial Aid Eligibility. The conditions of the SAP Academic Plan are individually tailored for each student. Eligibility for aid may be reinstated conditionally based upon the student agreeing to and following the SAP Academic Plan.

Scholarships

It is important for students to research and apply for scholarships to help pay for their education. The more scholarship money received, the less a student will have to borrow in student loans. A complete list of available scholarships is available on the website of the Office of Financial Aid, which includes SCSU Foundation-based scholarships.

Student Loans

**Federal Direct Unsubsidized Loan**

The Federal Direct Unsubsidized Loan is a loan available to matriculated graduate students who are registered for at least 4.5 credit hours or more per semester. The
student must be a U.S. citizen or eligible non-citizen, and must comply with Selective Service regulations.

Graduate students may borrow under the Direct Unsubsidized Loan program, up to a maximum of $20,500 annually. (The federal government no longer offers Subsidized Loans to graduate students.) A graduate student's aggregate loan limit is $138,500 ($65,500 subsidized), including loans borrowed as an undergraduate. The interest rate on the Federal Direct Unsubsidized Loan for the 2018-2019 year is 6.6% fixed and is subject to change. The borrower is responsible for making interest-only payments while attending school or interest on the loan will capitalize. Repayment of both principal and interest begins six months after the student graduates or ceases to be enrolled at least half time. Loans are disbursed in two equal payments to the University. The Department of Education charges an origination fee of 1.066% (effective 10/1/2018) which is deducted proportionately from each disbursement. The fee is subject to change.

**Federal Direct PLUS Loans for Graduate Students**

Graduate students may apply for the Federal Direct PLUS Loan for Graduate Students. The student must be matriculated and enrolled at least half-time, and must maintain SAP as determined by the University. The student must be a U.S. citizen or eligible non-citizen, may not be in default on an educational loan, or owe a refund for Federal PELL, SEOG or state grants. The amount a student may borrow is based on credit approval and cannot exceed the cost of attendance minus financial aid. The interest rate is 7.6% fixed and is subject to change. Repayment of the loan begins 60 days after the loan is fully disbursed to the University. The student can request a deferment, which will postpone payment obligations. The Department of Education charges an origination fee of 4.248% (effective 10/1/2018) which is deducted proportionately from each disbursement. The fee is subject to change.
STUDENT SERVICES

Academic Advisement

Academic Advisement is provided by graduate faculty in the academic program for which the student is matriculated. 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 Office of Career and Professional Development. National and regional employers representing all fields actively recruit students through JOBSs (Job Opportunities Benefiting Southern students), an online job board available 24/7 to students and alumni looking for full- and part-time positions, internships and on campus student employment.

Career development programs include career counseling, individual consultation regarding career options, resume writing, cover letters, and job search strategies with professional staff; workshops on all career related topics; and speakers from various businesses and organizations discussing their career fields, occupation, industry, and career opportunities.

Academic Success Center

The Academic Success Center at Southern provides services that support students on their journeys to gain scholastic independence and achieve academic success. The Academic Success Center serves the entire student body by helping students prepare, advance, and excel.

The Academic Success Center's aim is to assist students to become more independent and self-motivated learners, to master course material, and to develop and apply effective study strategies. It will provide an environment that is personal, caring, accessible, and friendly where students can make it their home for academic support. For more information, please contact the Academic Success Center at (203) 392-8967 or by email at asc@SouthernCT.edu.

Alcohol and Drug Services

Alcohol and Drug Services, located in Engleman Hall B219, offers confidential screenings and assessments by a licensed alcohol and drug counselor, as well as referrals to community treatment providers for students seeking assistance and support for a substance abuse disorder. Brief intervention and education programs are also provided to students which aim to assist a student in reducing harmful consumption and negative consequences associated with high risk drinking and drug use. Presentations are available for classes, residence life staff, and athletic teams which provide information about alcohol and drug services on campus and supports within the community. The Collegiate Recovery Community at SCSU is support based and student oriented with the goal of providing resources to students in long term recovery from substance
use disorders and for any student seeking recovery. Twelve-step meetings and other pathways to recovery meetings are offered on campus in addition to supports for students impacted by a family member's substance use. For more information about services, please call (203) 392-5087.

Breastfeeding-Friendly Campus

Southern Connecticut State University is dedicated to providing programs and resources that support students as they balance the demands of their studies and parenthood. There are over 40 designated breastfeeding champions to answer questions and provide a guide to lactation accommodations on campus. While many informal lactation spaces exist across the campus, SCSU currently has one centrally located, multi-user lactation room on the first floor of the Hilton C. Buley Library, Room 117. There also are single-user lactation rooms in Jennings Hall, Room 224, and Wintergreen Building, Room 115. Students who need a quiet, welcoming space in which to pump breast milk may use the lactation room with advance notice. To gain access to use the lactation room, please complete the online room reservation form on the Lactation Space website.

Career and Professional Development

The Office of Career and Professional Development, located on the third floor of Buley Library, serve as the primary office for career development services at Southern. Career development programs include career advising, individual consultation regarding career options; resume writing; cover letters; interviewing skills; job search strategies with professional staff’ workshops on all career-related topics and speakers from various businesses and organizations discussing their career field; and occupation, industry, and career opportunities. FOCUS, a Web-based assessment tool is available for students to find out more about majors and careers that suit their interests and skills. For more information, contact Career & Professional Development at (203) 392-6539.

Center for Educational and Assistive Technology

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

Center for Communication Disorders

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

Child Care Partial Reimbursement Program

The SCSU Division of Student Affairs recognizes the unique difficulties for many students who are also parents with young children. To help students who are struggling financially during the semester due to child care/babysitting expenses for their child(ren) under 12 years old while they are taking classes, the SCSU Office of Student Affairs sponsors a Child Care Partial Reimbursement Program that offers a limited number of partial reimbursements to students who meet all of the eligibility requirements. Priority is based on financial need. For more information, please contact the website of the Division of Student Affairs.

Computer Labs and Services

The Information Technology (IT) Department provides computing services, facilities, and support for students, faculty, and academic staff. Over 40 departmental computer labs and five public labs with both MacOS and Windows operating systems are available for academic use. In some areas, specialized computer equipment and software packages are available for specific needs.

For the most updated information on IT services and support, including the IT Help Desk location and hours, please visit: https://inside.southernct.edu/information-technology.

Counseling Services

University Counseling Services, located in Engleman B 219, provides free, confidential time-limited group and individual counseling for enrolled undergraduate and graduate students. Its primary goal is to provide psychological and emotional therapy and support as students pursue their academic, social, and personal goals and work to enhance the quality of their experience at SCSU. The office is staffed by a psychologist, professional counselors, a social worker, a psychiatric nurse practitioner, and advanced graduate student interns. Staff are trained to help college students address barriers to success and happiness and to build their skills in negotiating and preparing for life.

Students may access services by presenting at "walk-in" hours from 1 p.m. to 3 p.m. every weekday. Additional appointments may be scheduled by contacting the center. Students in crises should present directly at Counseling Services during the day, and contact University after hours. The office also offers referrals to counselors and mental health professionals.
health services off-campus, mental health screenings, skill-building workshops, and educational programming on wellness, stress-management, and mindfulness. For more information, please contact Counseling Services at (203) 392-5475 or visit the Counseling Services website.

Disability Resource Center

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

The DRC serves all students with documented disabilities that substantially impact them in educational settings. Students with documented disabilities, visible or hidden, qualify 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; autism spectrum disorders and chronic health-related disabilities.

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

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

Director: Goldie Adele, Engleman Hall C105. Telephone: (203) 392-6828 (Voice), (203) 392-6131 (TTY).

Fitness Center

The Fitness Center is located on the second floor of the Adanti Student Center and is available for current students, faculty, and staff to join for a fee. The facility features a weight room, cardiovascular equipment, a selection of equipment for check-out, a cycling room, and group fitness classroom. Members can engage in exercise to improve or maintain their desired level of fitness and relieve stress without leaving campus. The Fitness Center staff also collaborates with student organizations and offices on campus to provide outreach and education about the benefits of an active lifestyle. Membership information, hours, and class schedules are available at the Fitness Center website. For more information, please call the Fitness Center at (203) 392-8971.

Housing and Residence Life

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

Residence hall staff members include live-in professional staff members who supervise undergraduate staff; advise the hall council; provide educational and social programming, roommate, and community mediation support; and provide 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, Buley 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. ATMs are located in Wilkinson Hall, North Campus, West Campus, and Schwartz Hall. Computer labs are located in North and West Campus. Student rooms include refrigerators, microwaves, high speed internet, television/video service and are furnished with 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 Campus, Hickerson, Neff, Farnham, Wilkinson, and Chase Halls.

Housing applications will be available to students when admitted to the University with a paid Admissions Confirmation Deposit and Residence Hall Deposit. All housing applications are provided online and assignments are made on an academic year basis. Priority for residence hall assignments will be given to full-time students and all students must maintain a minimum of 6 credits to be eligible to live on campus.

For more information and for instructions on how to apply for housing, please visit the website at SouthernCT.edu/residencelife, call the office at (203) 392-5870, or send an email to reslife@SouthernCT.edu.

Language Laboratory

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

Learning Resources Center

Located in Buley Library, the Learning Resource Center is composed of the Production Lab and the Curriculum Collection. Services in the Production Lab include slide, transparency, color poster production, lamination, audio and video tape, CD and DVD duplication, and video to DVD transfers. The Center has a shape cutter for making displays and bulletin boards. There is a small charge for some of these services.
The Curriculum Collection contains elementary and secondary textbooks, curriculum guides, and teaching aids to assist students and faculty in the field of education. Lesson planning and activity guides, along with thematic unit booklets, are available in the collection. A limited number of Curriculum CD-ROMs are also available for use within the lab. (203) 392-5719. Web site: http://libguides.southernct.edu/lrc

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

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:
https://libguides.southernct.edu/home. Director of Library Services, Dr. Clara Ogbaa, Telephone: (203) 392-5760.

Marriage and Family Therapy Clinic

The Marriage and Family Therapy Department provides individual, group, couple, and family therapy as part of its training program. The clinic also operates a supervised visitation program, an anger management program and parenting classes. Clients may be referred by clinicians, state or municipal agencies, or they may be self-referred. An elaborate viewing and sound system preserves privacy while affording graduate students the opportunity to view ongoing therapy and profit from the supervisory experience of others.

Director: Dr. Suzanne Carroll, Davis Hall 020. Clinic Coordinator’s Telephone: (203) 392-6411.

Multicultural Center

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

Literacy Lab

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

Office of International Education

The Office of International Education (OIE) is a hub for all members of the campus community who wish to integrate international study, research, or teaching into their academic programs. Additionally, the OIE works with degree-seeking international students, exchange students, visiting scholars, and international faculty 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 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 A 220. For more information, please call (203) 392-6756.

Sexuality and Gender Equality (SAGE) Center

The Sexuality and Gender Equality Center (SAGE) Center, Southern's lesbian, gay,
bisexual, transgender, intersex, queer, questioning and allies (LGBTIQQA) center
provides positive academic and cultural support for all people of sexual diversity
including students, faculty, staff, alumni/ae and university guests. To achieve that goal,
the Center provides a safe communal space, personal support, resource information,
relevant programming, and positive acknowledgement of the LGBTIQQA community
and its equality in the world today. The SAGE Center works to create a campus
atmosphere of tolerance and understanding that is open and accepting—and free from
the oppressive forces of homophobia, heterosexism, and gender bias. Programming
events include lectures, discussions, social events, films, and other presentations
throughout the academic year. The SAGE Center is located in the Adanti Student
Center, Room 238. For more information, please call (203) 392-8989.

Student Accident Insurance

All full-time SCSU students are covered by the University Accident Insurance through
Aetna Student Health. To file a claim for an accident, obtain an estimation of benefits
(EIF) from your primary insurance and submit the documentation with an accident
claim form and send to:

Aetna Student Health
PO Box 981106
El Paso, TX 79998-1106

If you have any questions regarding accident insurance claims or if you are a part-time
student who would like to purchase the Accident Insurance for a campus activity, please
contact Aetna Student Health toll-free at 877-375-4244 or visit the Aetna Student Health
Website.

Student Enrollment Service Center

The Wintergreen Building is a one-stop location for walk-in services and queries
regarding undergraduate admission, financial aid, registration, payment, university ID
cards, and advisement. Experienced staff are trained to provide information and assist
with administrative services necessary to successfully navigate the university.

Student Health Services

The Student Health Center is located in Granoff Hall on Wintergreen Avenue. A
physician, nurse practitioners, registered nurse, and support personnel are available
Monday through Friday. Student Health Services provide clinical health care to students
by appointment, which can be scheduled online from the website or by phone. Urgent
care is available on a walk-in basis. Referrals in emergency situations can be done
expeditiously to hospitals or specialists in the area. The Health Services' telephone
number is (203) 392-6300, and the fax number is (203) 392-6301. If anyone requiring medical 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.

All full-time and part-time students are required to have properly completed health forms on file at Student Health Services prior to registration. The Connecticut State University Student Health Services Form and requirements can be found on the Student Health Services website.

The university reserves the right to deny registration and campus housing to any student not in compliance. Director: Diane Morgenthaler, M.D.

All full-time and part-time students must show proof of adequate immunization* against Measles (Rubeola), Mumps, German Measles (Rubella), and Chicken Pox (Varicella). The only exceptions are the following:

- Those born prior to January 1, 1957 for MMR, prior to January 1, 1980 for Varicella;
- Those with a valid medical exemption signed by their healthcare provider;
- Those who provide documented laboratory proof of immunity to Measles, Mumps, Rubella, and Varicella;
- Those who provide a statement that immunization is contrary to their religious beliefs;
- Documentation from a physician or director of health that the student has had a confirmed case of such disease;
- Those who are enrolled exclusively in a program for which students do not congregate on campus for classes or 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:

MMR – Two doses of Measles, Mumps and Rubella vaccine separated by at least 28 days with dose number one given on or after the first birthday.

Varicella – Two doses of Varicella vaccine at least 28 days apart.

**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 past five years prior to enrollment with the following exemptions:

- Those with a valid medical exemption signed by their healthcare provider;
- Those who provide a statement that immunization is contrary to their religious beliefs.

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

**Support and Resource Team (SART)**

Southern Connecticut State University's Support and Resource Team (SART) is designed to provide a collaborative victim/survivor-centered team response to sexual
violence. 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 violence. Should a survivor choose to file a police report, the University Police and Violence Prevention, Victim Advocacy and Support (VPAS) Center staff will assist the individual with the reporting process. SART members strive to empower the survivor to make their own decisions by providing on-and off-campus resources. SART members will offer support as needed and hold perpetrators accountable. SART members will keep confidentiality to the best of their abilities.

The SART has been designated by the Division of Student Affairs to handle sexual assault cases. The team includes a coordinator and designated individuals from throughout the University. The Support and Resource Team is available to help anyone who reports a violation of the sexual misconduct policy. In cases of immediate danger or an emergency, call the University Police at 9-1-1.

For information or to report sexual violence, students may contact any member of the team. Please visit the Violence Prevention, Victim Advocacy and Support (VPAS) Center website at www.southernct.edu/sart for team members’ contact information and details of services.

University Bookstore

The University Barnes & Noble Bookstore, located on the first floor of the Adanti Student Center, provides both new and used textbooks with study aids as well as a textbook rental program and many titles in digital format. Students may also participate in the Price Match program. All course materials can also be purchased through the University Bookstore’s website. The Bookstore also provides academic school tech supplies, including art supplies, laptops and related computer peripherals, a variety of Southern clothing and giftware. Also available are a wide assortment of snacks and beverages, paperbacks for leisure reading, backpacks, health and beauty aids and greeting cards. Part time positions are available at the beginning of each semester. For more information, please call (203) 392-5270.

Veterans and Military Services

The Office of Veterans and Military Affairs provides academic and personal advisement, information about the G.I. Bill® and the Veterans and National Guard Tuition Waivers and liaison with other campus services and local, state and national organizations.

Joint Service Transcript (JST): provide the Admissions Office with your JST for military training evaluation.

Veterans Center and Computer Lab is great place to meet other military, to network and to socialize. It includes a TV, microwave, refrigerator and coffee. Free printing in the Computer Lab. Coordinator: Jack Mordente, Engleman Hall, Room A 014. Telephone: (203) 392-6822.

Violence Prevention, Victim Advocacy and Support Center
The Violence Prevention, Victim Advocacy and Support (VPAS) Center is committed to helping to create a campus community of respect and safety by providing violence prevention education, victim/survivor advocacy, and support services. Prevention education topics include sexual misconduct (sexual harassment, sexual assault, intimate partner violence, stalking, sexual exploitation), affirmative consent, risk reduction, bystander intervention, hazing, bullying, and safety. Advocacy services are available to support students who have experienced sexual misconduct, hazing, bullying, or any other crime. The VPAS Center is also responsible for the coordination of the University Support and Resource Team (SART). The VPAS Center is located in Schwartz Hall. Additional information is available by calling the Center at (203) 392-6946 or via the VPAS Center website.

Wellness Center

The Wellness Center is located in Schwartz Hall, Room 100, on Fitch Street. The Wellness Center strives to provide a warm and welcoming environment that values a healthy and connected community. Through education, outreach, and campus collaborations, the Wellness Center makes every effort to provide students with the tools necessary to increase their knowledge and awareness of positive health behaviors.

The Wellness Center at Southern is responsible for broad student health outreach on topics, including but not limited to, sexual health, tobacco use, nutrition, drugs and alcohol, sleep, and stress. The Wellness Center facilitates health promotion activities for the campus community, including educational sessions, special events, and other activities.

For more information or to request a presentation for a class or a group, please contact the Wellness Center at (203) 392-7110, via email, or the Wellness Center website.

Coordinator: Emily Rosenthal, MPH, LMSW.

Writing Center

Assistance with university writing assignments is available to undergraduate and graduate students at no cost in the Writing Center, a part of the Academic Success Center (ASC) on the third floor of Buley Library. The Writing Center offers help with any writing assigned at the university in addition to writing related to academic pursuits such as scholarship applications, application to graduate school, etc. In addition to undergraduate tutors who assist undergraduate students, graduate student tutors work with graduate and undergraduate students and specially trained ESL tutors to work with any student with ESL needs. It is recommended that students make an appointment but a limited number of drop-in appointments are also available. Please visit the Academic Success Center website to make an appointment.
ACADEMIC STANDARDS

It is the responsibility of the student to become familiar with and keep informed about the policies and regulations of the university and the School of Graduate and Professional Studies, as well as with the special requirements of his or her own academic program area. While the faculty and administration of Southern will assist a student whenever possible, regulations will not be waived nor exceptions granted because a student is unaware of regulations or claims that information was not provided by an adviser. It is also the responsibility of the student to determine requirements of state and federal government agencies for professional certifications.

Academic Disqualification

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

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

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

Academic Honesty

The integrity of scholarship is the cornerstone of the academic and social structure of the university. It is the expressed policy of the university that every aspect of graduate academic life, related in whatever fashion to the university, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate and Professional Studies. For more information, see the Student Handbook or BOR/CSCU Code of Conduct.

Add or Drop Courses

Students may add/drop courses in Banner Web through the end of the designated add/drop period for the given term (see Calendar.SouthernCT.edu), which will also determine students’ status for the semester as either full-time or part-time. This policy does not apply to students who are dropping all of their courses in a semester. If dropping all courses in a semester, please refer instead to the Withdrawal from the University or Leave of Absence policy.

A dropped course will not hold an academic penalty nor appear on the final transcript. Tuition and fee charges will be adjusted based on the student’s revised full-time or part-
time enrollment status. Financial Aid recipients should contact the Office of Financial Aid & Scholarships, as the dropped course may reduce financial aid awards, which could result in a balance due to the University and/or government.

**Appeal**

To make a late change to registration after add/drop has closed, appeals due to extenuating circumstances may be considered for one-week following the add/drop period, by the Academic Dean’s Office in which the course resides. A student's enrollment status will be adjusted as either full-time or part-time based on any late add/drop approvals granted.

To add a course late, students must first receive permission from the Department Chairperson by filing the Add/Drop Appeal. If approved, the Department Chairperson will forward the appeal to the Academic Dean’s Office for final approval. To drop a course late, students may file the appeal directly with Academic Dean's Office for approval, Department approval is not required.

**Appeal of Dismissal/Student Grievances**

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

**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 knows 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 coursework, 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 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.
Policy on Reporting Non-Attendance or Non-Participation

In order to ensure compliance with the United States Department of Education (US DoE) financial aid reporting requirements, Southern Connecticut State University monitors attendance and reports all students who stop attending or participating in on-ground classes or stop participating in online classes to the US DoE. This policy pertains to undergraduate and graduate students.

Group 1: Students who never attended/participated Students who have never attended or participated in a class by the end of the second week of the semester will be reported to the Registrar via the designated electronic reporting portal. The student will be removed from the class roster by the Registrar's office unless approved for reinstatement in the third week.

Group 2: Students who stopped attending/participating Students who have attended at least one class must be reported as attended, but will receive a grade of FS. The faculty member will enter this grade and include the last date of participation when submitting both midterm and final grades. The FS grade will appear as an F on student transcripts.

Auditing a Course

The audit option is a reasonable alternative for a student who wants to take a 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 credits needed for full-time status for financial aid purposes. While no final grade is submitted, students do have the right to take exams, write papers, and have them evaluated. Prior to auditing, students must discuss the criteria for a successful audit and receive written approval from their instructor.

Once students select the audit option it will not be possible to revert to a graded option following the add/drop period for the course. The Audit Contract must be approved by the instructor prior to the start of the 4th week of the fall or spring semester, or prior to the start of the 2nd week for courses in a shorter term.

Capstone Experiences

All graduate programs at Southern Connecticut State University are required to include a capstone experience in the curriculum. The capstone consists of a program-directed educational experience that leads to a special project, comprehensive examination, thesis, or doctoral dissertation representative of the discipline(s). The capstone is defined as a culminating experience of rigorous academic achievement that:

(a) integrates knowledge from one’s discipline(s);

(b) applies specific knowledge;

(c) demonstrates knowledge and expertise to the appropriate disciplinary community; and,
(d) illustrates readiness for transition into more advanced professional or academic pursuits.

Each academic department determines whether a student has successfully completed the capstone requirements. Successful completion of the capstone special project, thesis, or dissertation indicates that the capstone has been approved by two faculty members and the department chair. In addition, successful completion of the thesis or dissertation indicates that the thesis or dissertation has been approved for and submitted to ProQuest for publication.

**Requesting an Extension**

If a student is making satisfactory progress towards the completion of the capstone but will require additional time for completion, the following options are available:

1. Master’s degree capstone – Master’s students who are making satisfactory progress towards the completion of their capstone but have not yet completed the requirement, may request an Incomplete (I) from their faculty member. The Incomplete must be resolved no more than 30 days after the next semester begins, or if the faculty member is providing additional time, then the faculty member must file a grade change with the Registrar’s Office to Incomplete Extension (I+) with a revised deadline. Students should be aware that a grade of Incomplete may impact financial aid. Students working towards completion of a capstone may be granted a maximum extension of 12 months, unless an additional extension is expressly granted by the faculty member and approved by the Dean or Associate Dean of the School of Graduate and Professional Studies.

2. Doctoral dissertation – Doctoral students who are making satisfactory progress toward the completion of their dissertation, but have not yet completed and formally submitted the dissertation, will receive an "I" for the course and register for an extension, either EDL 901 Continuing Enrollment for Doctoral Dissertation or NUR 817 Dissertation Advisement Continuation. The extension courses do not earn credit and a grade of "Q" will be assigned to indicate satisfactory progress. When all work is complete and accepted by the faculty member and/or committee responsible for oversight, the "I" grade for the dissertation course will be changed to the appropriate letter grade for course credit.

Please note: Financial Aid recipients who are registered less than half-time may have their loans enter repayment.

**Change of Program**

Graduate students currently enrolled in a degree program may seek to change to another degree program within the same department. Students may discuss this option with the Graduate Coordinator and submit a Change of Program Form for their approval. For programs involving educator certification, approval from the College of Education is also required before submission to the School of Graduate and Professional Studies.

If the program is in another department, students must complete a new Graduate Application, pay the $50 non-refundable application fee, and ensure they have fulfilled any departmental requirements as indicated on the application.
Course Cancellations

Students will be notified of a course cancellation via their Southern e-mail account that their course was cancelled. Student accounts will be credited based on the student's current enrollment status.

Disciplinary Disqualification

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

Dismissal and Probation

Any matriculated student who attempts nine or more credits that impact the GPA, and that results in an overall grade point average of less than 3.0, is automatically on probation. If, after attempting an additional nine credits, the GPA is still below 3.0, the student will be dismissed from the School of Graduate and Professional Studies.

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

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

The petition with the endorsement will be filed in the School of Graduate and Professional Studies. If it is approved by the Dean, a copy will be sent to the Graduate Program Coordinator and the student. A petition that is not approved will be returned to the coordinator with a letter stating the reasons for not approving the petition.

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

Some academic programs set higher standards than those of the School of Graduate and Professional Studies for academic performance. Students matriculated in those programs are subject to the higher standards required in their programs.
Effective for the Fall 2020 semester only:

Students on academic probation during the Fall 2020 semester and students who were placed on academic probation following the Fall 2020 semester must raise their GPA to 3.0 within their next 18 credits. If, after attempting an additional eighteen credits, the student has not achieved a GPA of 3.0, then the student will be dismissed from the School of Graduate and Professional Studies.

Students whose last semester of coursework was Spring 2020, and whose GPA fell below 3.0 during that semester, will be placed on academic probation and given up to two semesters to raise their GPA to the 3.0 level required for graduation. If after completing two additional semesters of work, the student has not achieved a GPA of 3.0, then the student will be dismissed from the School of Graduate and Professional Studies.

Dual Program Enrollment

Graduate students currently enrolled in a degree or certificate program may seek dual enrollment in an additional certificate program. Students in the MSW-Social Work program may also seek dual enrollment in a secondary degree program: MA-Women's & Gender Studies. Students may discuss these options with the Graduate Coordinator and submit a Dual Program Enrollment Form for their approval.

Once approved by the School of Graduate and Professional Studies, students are required to maintain concurrent enrollment in both programs. Tuition and fees will be assessed for all courses based on the rate for the student's primary degree program. As noted on the form, not all certificate programs are eligible for financial aid. Upon completion of both program's requirements, a separate diploma or certificate will be issued.

Full-time and Part-time Status

The academic 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.

To maintain full-time status, students must be admitted to a graduate program and registered for 9-15 semester credit hours. Normally, a full-time student carries 12 credits each semester and students wishing to take more than 15 credits may request permission from their academic adviser, school or college dean, and the Dean of Graduate and Professional Studies before they register for classes by completing a Petition for Irregular Schedule. Registration for more than 15 credits during any semester may be granted to students who have achieved an average of 3.25 or better in at least 9 credits of graduate work. There is an over-registration fee for registration of more than 18 credits (see Tuition and Fees).
Part-time students registered in at least 6.75 credits are considered 3/4 time, at least 4.5 credits are ½ time, at least 2.25 credits are ¼ time, and less than 2.25 credits are less than ¼ time enrolled.

Students may change their status through the end of add/drop of the semester based on registered credits, and should consult the Student Accounts Office and Office of Financial Aid & Scholarships to discuss the impact of a status change on billed charges and financial aid awards.

Grade Appeal

Preliminary Information

In accordance with SCSU’s educational mission, this policy articulates the procedure and criteria for the appeal of a final course grade. This Grade Appeal Procedure is intended to be fair, equitable and transparent.

Following discussion with the Instructor, the Grade Appeals Procedure consists of two parts:

Level 1 – Mediation with Department Chairperson / Program Director (hereafter referred to as ‘Chairperson’)

Level 2 – University Academic Standing Committee (UASC)

See Section V. below for detailed information about each part of the appeal process.

I. Grounds for Grade Appeals: Palpable Injustice

In the interest of clear communication to Students about University standards and procedures, the following definitions and descriptions of the acceptable grounds for a grade appeal are presented:

The sole acceptable basis for a grade appeal is the demonstrable commission of a "palpable injustice" in the determination of a Student's final grade by the Instructor. Students may use the appeals process when there is evidence to show that:

A. A mathematical or clerical error resulted in the entry of an incorrect grade; or

B. A final grade was determined by methods and criteria different from those used for determining the final grades of others in the same class; or

C. A final grade was assigned arbitrarily, capriciously, or on the basis of bias or prejudice, without reference to grading criteria as established (for instance) in the syllabus, assignment instructions, and/or University catalog.

The University Academic Standing Committee (UASC) shall make its determination in appeals brought before it solely upon the grounds listed above; a grade change is not warranted, for instance, when the Committee simply disagrees with the grade assigned by the Instructor, would have assessed the Student's work differently, would have graded differently, would have rounded off to the next highest grade, or would have preferred a different evaluation procedure.
II. Assumptions

A. The determination of grades is the responsibility of the Instructor of the course.

B. Grade appeal procedures apply only to the change of a grade under conditions specified in section 4.2.2.2 of the faculty Collective Bargaining Agreement. The appeal process may be initiated after a final grade has been submitted or after a request for a late withdrawal has been denied by the Instructor.

C. All parties work in good faith to arrive at a resolution during all stages of the process.

III. General Guidelines

A. Grade appeals must be initiated on an individual basis by the Student claiming a palpable injustice.

B. A Student may submit a grade appeal within one of four timeframes:

First - Appeals are reviewed in the fall or spring semester that follows the semester in which the grade was earned, hereafter referred to as Appeal Semester (see V. A-D). This applies to courses taken during summer, winter, or spring break sessions. For courses of an 8-week (or fewer) duration, the grade appeal may be made in either of the next two 8-week course periods directly following the semester in which the grade was earned, or during the summer if applicable. The deadlines for the 8-week courses appear in parentheses after the description of each level of the appeals process in section V of this document.

Second - If a grade earned during the spring semester or a summer term prevents a Student from continuing in the Student's program or major, an appeal may be filed during the summer (see section VI.).

Third - If a Student is appealing an "F" grade for which the origin was an "Incomplete" grade that reverted to "F" after the expiration of the thirty-day period to complete coursework after the beginning of the following semester, the appeal timetable shall begin when the "F" grade becomes available to the Student and shall follow the normal academic-year appeal schedule, adjusted to allow for the same number of weeks.

Fourth - Graduating Students shall typically appeal the grade following the established Grade Appeal Procedure. If, however, a graduating Student is appealing a grade that prevents the Student from graduating, it is recognized that time of graduation may be affected if the established Grade Appeal Procedure is followed. In this case, the Instructor, Department Chairperson, and UASC shall expedite the student's appeal with all due procedural promptness.

C. The week of Spring Break shall not be counted when determining how long the grade appeal has been in process.

D. If the Student's graduation may be delayed due to the appeal process, permission may be given by a Department Chairperson for the Student to take subsequent or required courses within the Department.

E. All Grade Appeal forms and documents must be typed; no handwritten forms shall be accepted.
F. For purposes of record-keeping and administrative accounting to governmental regulatory authorities, a copy of the grade appeal form must be filed with the Dean of the Instructor's school or college at each stage of the appeal process. The Chairperson is responsible for forwarding copies to the Dean's office for Level 1 appeals, and the UASC is responsible for forwarding copies to the Dean's office for Level 2 appeals.

G. Students are strongly advised to keep their own copies of all grade appeal forms and supporting documents.

**IV. Discussion with Instructor**

A. Initiate Discussion

Deadlines: end of week 1 of the Appeal Semester for Student to initiate discussion of disputed grade with the Instructor; end of week 2 to reach agreement. (8-week courses: same.)

Student initiates discussion with the Instructor. The Student and Instructor attempt to settle the matter in good faith. If an agreement is reached to change the grade, the Instructor shall submit the grade change to the Registrar's Office within one week. If an agreement has not been reached by the end of week 2, the Student may initiate a Level 1 appeal by submitting the Grade Appeal Form to the Instructor's Chairperson by the end of week 3.

B. Absent Instructor

An Instructor shall be deemed absent when either of the following apply: 1) the Instructor is no longer employed by the university; 2) the Student, with the help of the Instructor's Chairperson, has not succeeded in eliciting from the Instructor a response to his or her queries over a period of two (2) weeks. In this case, the Student may initiate a Level 1 appeal by submitting the Grade Appeal Form to the Instructor's Chairperson by the end of week 3.

**V. Appeals**

A. Level 1: Deadlines: end of week 3 of the Appeal Semester for Student to submit Grade Appeal Form to Instructor's Chairperson; end of week 5 to reach agreement. (8-week courses, end of week 3 to submit and end of week 4 to reach agreement).

1. Mediation with Instructor's Chairperson

The Student completes the Grade Appeal Form for Level 1 and sends it to the Chairperson by the end of week 3 (8-week courses, end of week 3). The Chairperson shall assist the Instructor and the Student in an attempt to settle the matter. If an agreement is reached to change the grade, the Instructor shall submit the grade change to the Registrar's Office within one week of the agreement. The Chairperson shall confirm that the grade has been changed within two weeks of the agreement. The record of the appeal and of any agreement shall be filed by the Chairperson with the appropriate Dean. If these parties fail to reach an agreement by the end of week 5 (8-week courses, end of week 4), the Student may go to Level 2 of this grade appeal procedure by submitting the Grade Appeal Form to the UASC by the end of week 6 (8-week courses, end of week 5).
If the Instructor is the Chairperson, the Student may appeal the grade directly to the UASC (Level 2).

2. Absent Instructor

In the case of an absent Instructor (as defined in IV.B.), the Student completes the Grade Appeal Form for Level 1 and sends it to the Chairperson by the end of week 3 (8-week courses, end of week 3). The Chairperson shall have the authority to adjust or uphold the grade. If an agreement is reached to change the grade, the Chairperson shall submit the grade change to the Registrar's Office within one week of the agreement. The record of the appeal and of any agreement shall be filed by the Chairperson with the appropriate Dean. If these parties fail to reach an agreement by the end of week 5 (8-week courses, end of week 4), the Student may go to Level 2 of this grade appeal procedure by submitting the Grade Appeal Form to the UASC by the end of week 6 (8-week courses, end of week 5).

B. Level 2: University Academic Standing Committee (UASC)

Deadlines: end of week 6 of the Appeal Semester for Student to submit grade appeal form to UASC, via the Faculty Senate President; end of week 9 for UASC to render decision. (8-week courses, end of week 5 to submit and end of week 7 to reach decision.)

The Student completes the Grade Appeal Form for Level 2 and sends it to the President of the University Faculty Senate, who shall forward it to the UASC by the end of week 6 (8-week courses, end of week 5). Upon receipt of the Grade Appeal Form, the UASC shall forward notice of the appeal to the appropriate Dean.

The sole basis for the UASC's deliberations and decision concerning a Student's grade appeal shall be the standard of "palpable injustice" as defined by Article I of this document. The UASC shall render its decision by the end of week 9 (8-week courses, end of week 7), following a hearing to which Instructor, Student, and others deemed appropriate shall be invited. The Student shall have the right to be accompanied by an advisor or support person, who is a silent non-participant in the hearing. Delays shall not be allowed on the basis of an advisor or support person's scheduling conflicts. The Student, Instructor, Chairperson, and relevant Dean shall be notified in writing of the Committee's decision, which shall include a written rationale. The UASC shall notify the Registrar within one week of the decision if a grade change is required. The decision of the UASC shall be final.

C. Deadlines and deadline extensions

1. "By the 2nd week" means 2 weeks (14 calendar days) into the semester, starting with the 1st day of classes. Other deadlines are to be interpreted similarly.

2. A Dean of the appropriate school or college may extend any grade appeal deadline, only at the Student's request, and only if the Student provides written evidence that significant extenuating circumstances led to the missed deadline. The request must be made, in writing, no later than the end of the first week of classes following the original grade appeal semester.
D. For purposes of record-keeping and administrative accounting to governmental regulatory authorities, a copy of the grade appeal form must be filed with the Dean of the Instructor's school or college at each stage of the appeal process. The Chairperson is responsible for forwarding copies to the Dean's office for a level 1 appeal; the President of the Faculty Senate is responsible for forwarding copies to the Dean's office simultaneously with forwarding a Level 2 appeal to the UASC; and the UASC is responsible for forwarding copies to the Dean's office after a Level 2 appeal has been completed.

VI. Summer Grade Appeal

A. Assumptions/Conditions

If a Student earns a grade in a course in the spring semester that prevents the Student from continuing in a program or major, the Student is eligible to appeal the grade during the summer.

B. Required Procedures

Summer session grade appeals follow the procedures described in Section V, subsections A through D, above, except that the deadlines for each part of process shall be amended as follows:

1. Discussion with Instructor: one week after course grades become available to Students.

2. Level 1—Mediation with Instructor's Chairperson: end of week 2 to submit and end of week 3 to complete mediation.

3. Level 2—UASC: end of week 4 to submit and end of week 6 for UASC to render final decision.

When the timeline established for the summer appeals process by this document would result in a delay of the Student's progress towards degree completion, all parties shall expedite the student's appeal with all due procedural promptness.

Instructors are strongly encouraged to participate in the Summer Grade Appeal Process either in person or remotely.

C. Faculty Compensation

Insofar as the Summer Grade Appeal would not take place during the Academic/Contract year, the Instructor and the members of the UASC shall be compensated for their participation according to the following formula unless they are employed under a full-year contract. The members of the UASC shall receive 4 hours of non-teaching credit load for each appeal; the chair of the appeal hearing shall receive 6 hours of non-teaching credit load for each appeal; the Instructor shall receive 2 hours of non-teaching credit load for each appeal.

VII. Interpretation

This section may not be invoked with respect to the interpretation of any item of the Collective Bargaining Agreement. If an issue develops concerning interpretation of this
document, whether initiated by the Faculty Senate, a Faculty Member, or any member of
the Administration, a binding decision on such an issue shall be made:

A. by agreement between the President of the University and a majority of the Executive
Committee of the Faculty Senate or, failing to obtain agreement on an issue by this
method;

B. by a committee consisting of one member selected by the Senate Executive
Committee, one selected by the President of the University, and one selected by the first
two committee members, who, by a two-thirds vote shall decide such an issue.

VIII. Implementation and Amendment

A. This document shall take effect upon approval by a two-thirds vote of the Faculty
Senate with the concurrence of the President of the University.

B. This document may be amended by a two-thirds vote of the Faculty Senate with the
concurrence of the University President.

Grade Appeal Process Timeline

• For academic-year appeals, all events are counted from the first week of the semester
following the semester in which the disputed grade was earned ("the Appeal
Semester").
• For 8-week courses, all events are counted from the first week of either of the next two
8-week course periods following the semester in which the disputed grade was earned.
• For summer appeals, all events are counted from the time that course grades become
available to Students.
• For "F" grades, automatically assigned after expiration of an "I" grade, all events
are counted from the time that the "F" grade becomes available to Students and the
schedule is modified accordingly.

<table>
<thead>
<tr>
<th>Initiation of Discussion with Instructor</th>
<th>Spring/Fall</th>
<th>8-Week Course</th>
<th>Summer Appeal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Discussion with Instructor</td>
<td>Week 1</td>
<td>Week 1</td>
<td>Week 1</td>
</tr>
<tr>
<td>Level 1: Initiation of Mediation with Chairperson / Program Director (Grade Appeal Form —Level 1, Part 1)</td>
<td>Week 2</td>
<td>Week 2</td>
<td>Week 1</td>
</tr>
<tr>
<td>Level 1: Completion of Mediation with Chairperson / Program Director</td>
<td>Week 3</td>
<td>Week 3</td>
<td>Week 2</td>
</tr>
<tr>
<td>Level 2: Initiation of Mediation with Chairperson / Program Director (Grade Appeal Form —Level 2, Part 1)</td>
<td>Week 4</td>
<td>Week 4</td>
<td>Week 3</td>
</tr>
<tr>
<td>Level 2: Completion of Mediation with Chairperson / Program Director</td>
<td>Week 5</td>
<td>Week 5</td>
<td>Week 4</td>
</tr>
</tbody>
</table>
Grade Replacement

A student may retake a course for a different grade by registering for the course again. Although both grades will appear on the student's transcript, the higher of the two course grades will be used to calculate the student's University GPA. Students may not utilize grade replacement for a course taken as Pass/Fail. If the student receives the same grade in both semesters, the new grade will replace the old grade, and the new grade will be used to calculate the current semester's GPA. The student shall receive credit for the course only once.

Students are strongly encouraged to meet with their faculty adviser or graduate program coordinator before pursuing a replacement grade. Replacement may be pursued only once per course, and only for a total of two courses. The first two courses retaken will be the ones for which the grade will be replaced. Once awarded a degree, a student may not go back and grade replace individual courses within that degree.

Please Note: Some programs at Southern may require that all grades be used to calculate the student's program GPA.

Grade System

The following grades are used on the academic records:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
<th>Equivalent Relation to Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Superior Performance</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Expected Performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>
Grade Point Average (GPA)

In order to determine a student's Grade Point Average (GPA) letter grades are assigned grade points as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Point</th>
<th>Equivalent Relation to Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Credit awarded via waiver exam</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Incomplete Extension</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Never Attended</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Dissertation Extension</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Grade Not Reported</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Officially withdrawn</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>None</td>
<td>Pass in Pass/Fail courses</td>
</tr>
<tr>
<td>S</td>
<td>None</td>
<td>Pass in course taken under Pass/Fail option</td>
</tr>
<tr>
<td>Z</td>
<td>None</td>
<td>Audit</td>
</tr>
</tbody>
</table>

Some graduate programs require minimum grades of "B" or higher. Courses completed with a grade of less than "C" will not be counted toward the planned program course requirements, but the grade will be calculated in the program and overall graduate grade point average.

A student's GPA is determined by dividing the total number of quality points received by the number of credits attempted. The following grades earn zero quality points and have no effect on the GPA: "EP", "I", "I+", "N", "P", "Q", "R", "S", "W", and "Z".

If a course is repeated, credit may only be earned once; however, both grades will be used in determining the cumulative GPA, unless excluded by the Grade Replacement
Policy. A student's GPA is based solely on courses taken at Southern and does not include transferred courses.

Grades/Transcripts

Semester grades are made available to students through MySCSU/Banner Web. For official documentation of grades, current students may request University transcripts within MySCSU/Banner Web. Former students may complete a Transcript Request online.

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 or to apply graduate courses to a master’s degree at a later time, with the presentation of a completed "Petition for Irregular Schedule." The petition must have the signature of the student's adviser before it is presented to the Dean of the School of Graduate and Professional Studies for approval. The petition must also be consistent with departmental stipulations regarding course eligibility. No more than nine semester hours in graduate courses may be earned by an undergraduate student toward a graduate degree at Southern. Graduate courses taken to meet undergraduate requirements may not be used as part of a future graduate program. Undergraduate students are limited to one graduate course per semester. Students in accelerated bachelor's to master's degree pathway programs may take up to two graduate courses per semester and may earn up to 12 graduate credits toward both degrees without a petition.

Graduation

Catalog

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 a graduate 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 in a regular semester at the University.

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in program requirements are initiated by departments and approved by the Graduate Council and the Provost. Subsequent changes in program requirements, as published in the catalog, or amended by proper authority, may be substituted at the option of the student.

University Requirements

The University requires a minimum cumulative Grade Point Average (GPA) of 3.0 to earn a graduate degree or certificate. The amount of graduate work transferable to a graduate degree program is limited to a maximum of 9 credits for programs requiring 30
to 35 credits or 25 percent of the total credits for programs requiring 36 credits or more, not including prerequisites.

**Program Requirements**

Students should be acquainted with the Programs and Degrees section of this catalog and with the requirements of their degree program. Students are responsible for maintaining regular contact with their academic advisers. Students are responsible for fulfilling the specific program requirements for their own degree program. 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.

**Diplomas and Transcripts**

A student's official graduation, or conferral date, is determined by a student’s final course completion date, once all academic program requirements have been met. The degree or certificate awarded will be reflected on the student’s official transcript. Diplomas and certificates will be mailed to the permanent address on file with the university within approximately 30-45 days. Visit the Student Records website for more information on how to obtain an official transcript or diploma following graduation.

**Commencement**

Students earning a degree, or sixth-year certificate, in the current academic year will be invited to participate in the commencement ceremony held annually each May. This includes students who graduated in the most recently completed fall or winter term, and students pending graduation for the upcoming spring or summer term. Students who wish to participate in the annual graduate commencement ceremony must complete the Commencement Participation Form online at: [www.SouthernCT.edu/grad](http://www.SouthernCT.edu/grad) by the published deadline. Visit the Commencement website for more information and details about the event.

**Incomplete Courses**

A temporary grade of Incomplete (I) is recorded when the instructor has determined that a student has a valid reason for not meeting a requirement in a course prior to the end of the semester. The student must request an Incomplete grade from the instructor, and if granted, the Incomplete must be removed no more than 30 days after the next semester begins.

If the student fails to complete the work within this time frame, the grade automatically becomes a failure, "F." If the instructor is providing the student longer than the 30-day period to complete coursework, then the instructor must file a grade change with the
Registrar's Office to "Incomplete Extension" with a revised deadline. Students should be aware that a grade of incomplete may impact financial aid.

Independent Study

Matriculated students who have completed at least 9 credits of graduate work and have maintained at least a 3.0 GPA ("B") or better are eligible to take an independent study with the support of their faculty adviser. Students who are considering an independent study should first review the policies and guidelines section on the Application for Independent Study - Graduate form located on the Graduate School's website.

Participating students must complete the entire application form before obtaining signatures from their faculty adviser, graduate coordinator, and the department chairperson. The student will next present the signed application form to the Academic School Dean's Office for final approval and electronic submission to the Registrar's Office. The student will then be allowed to register for the independent study once the Registrar's Office has processed the completed application.

Leave of Absence

Graduate students must be enrolled in a course every spring and fall semester from the time of acceptance by the School of Graduate and Professional Studies until completion of all requirements for the graduate program. Failure to meet continuous enrollment requirements will result in an automatic withdrawal from the program. Students who need to take time off from their studies, with the intention of returning, must submit a Leave of Absence form and are strongly encouraged to meet with their advisor to discuss plans for degree completion.

Students may elect to take a leave of absence due to a variety of personal or professional reasons. A student should consider taking a leave of absence if a required course is not being offered in a given semester or if they are completing a comprehensive exam in a given semester and will not be taking any additional coursework.

The leave of absence will be effective upon receipt of the form by the Registrar’s Office, or as indicated by the student if completing the semester, whichever is later. Leave of absence requests are not retroactive and will not be accepted after the last day of the semester. Students may take a leave of absence for up to two consecutive semesters (12 months) without the need to reapply for admission when they return. Students who fail to return within the approved 12-month time frame will be withdrawn from the University.

Graduate students must complete all degree requirements within a six-year time frame and a leave of absence is counted as a part of that time. Students who attend another institution while on leave must submit a Transfer Credit Request form and receive prior approval.

Students who take a leave of absence prior to the end of the 12th week of the semester, will receive a grade(s) of W-Withdrawn; thereafter, students will receive grades as assigned by the instructors. Tuition and fee charges may be adjusted based on the student’s revised enrollment status. Financial Aid recipients should contact the Office of
Financial Aid & Scholarships, as this change in enrollment status may reduce financial aid awards, which could result in a balance due to the University and/or government.

A graduate continuous enrollment fee of $150.00 per semester will be charged to any student who is on a leave of absence for each fall or spring and has not been charged tuition and fees for the semester. This fee must be paid through the Student Accounts Office or students will be blocked from course registration and transcript requests until their bill is paid.

A student may petition for a waiver of the graduate continuous enrollment fee under certain conditions. A waiver may be authorized if A) the student has medical documentation supporting the waiver request; B) a required course was canceled by the University or the department is not offering a course needed for degree progression this semester; or C) in the opinion of the University President or designee, the student has special circumstances warranting a waiver. All fee waiver requests must be approved by the Dean of the Graduate School or designee.

For the Fall 2020 Semester Only:

The deadline to take a leave of absence and receive a grade of W (Withdrawal) is extended to December 15, 2020.

Leave of Absence Appeal

The appeal process offers students the ability to request an adjustment to their effective date of withdrawal due to a leave of absence prompted by unforeseen extenuating circumstances that impacted their ability to remain in attendance at the University. The appeal process also exists for students serving in the United States Armed Forces, including the National Guard or Reserve, who have been called or ordered to active duty for a period of more than 30 consecutive days.

Students may file an Appeal to request a review of their circumstances within 30 days following the end of the semester under appeal. Please be advised that submitting this request does not change any current academic or financial responsibilities, though a review associated charges and financial aid will be conducted. Any reduction to charges authorized by the University President, or designee, will be calculated after any grant or scholarship aid retained. Appeals will be reviewed within 4-6 weeks, and a response will be sent to the students University email.

Students are expected to first exhaust all academic options with faculty and are encouraged to explore University services available including Academic Advisement, the Academic Success Center, and the Disability Resource Center.

Pass/Fail Option

With the approval of their graduate program advisor, matriculated students who have completed at least 9 credits of graduate work with a "B" (3.0) or higher average are eligible to register for certain courses on a Pass/Fail basis. 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.

The final grade will be reported as "S" if the final grade earned is "C" or higher. This grade earns zero quality points, has no effect on the GPA, but does count as attempted credit. If the final grade earned is "C-" or below, the final grade will be reported as "F". This grade earns zero quality points, but will impact the GPA, and does count as attempted credit.

Required courses may not be taken under the Pass/Fail option and no more than one elective course in any program may be taken under the Pass/Fail option. Undergraduate courses listed in any program that students are required to take to strengthen their academic backgrounds may not be taken under the Pass/Fail option. There is no limit on the number of courses, which are not a part of the program that may be taken under the Pass/Fail option.

Courses taken for Pass/Fail might not be accepted for transfer credit when attending another institution; are excluded from GPA calculations which may impact a student’s ability to meet certain GPA requirements needed for their program or graduation; and may not be satisfactory in meeting prerequisite requirements when applying to other graduate programs.

Once a student selects the Pass/Fail option it will not be possible to revert to a graded option following the add/drop period for the course. The Pass/Fail contract must be approved by their advisor prior to the start of the 4th week of the fall or spring semester, or prior to the start of the 2nd week for courses in a shorter term.

For the Fall 2020 Semester Only:

On a department-specific basis, and with the approval of their graduate program advisor, matriculated students are eligible to register for certain required or elective courses on a Pass/Fail basis. Undergraduate courses listed in any program that students are required to take to strengthen their academic backgrounds may not be taken under the Pass/Fail option. Please review the list of courses excluded from the Pass/Fail option at https://inside.southernct.edu/onestop/pass-fail-fall2020.

During the fall 2020 semester, there is no limit on the number of courses, that may be taken under the Pass/Fail option. The final grade will be reported as "P" if the final grade earned is "C" or higher. This grade earns zero quality points and has no effect on the GPA but does count as attempted credit. If the final grade earned is “C-“ or below, the final grade will be reported as "F". This grade earns zero quality points, but will impact the GPA, and does count as attempted credit.

Students must submit a complete contract to their advisor no later than December 15, 2020. Once the Pass/Fail contract is submitted by the student it will not be possible to revert to a graded option. The Pass/Fail option is blind to the instructor, they are not aware of the student's use of the Pass/Fail option until after the grades are submitted. In the event the student's advisor is also the instructor for the course, please submit the contract to the Department Chairperson for approval.
For the Spring 2021 Semester Only:

On a department-specific basis, and with the approval of their graduate program advisor, matriculated students in some graduate programs are eligible to register for certain required or elective courses on a Pass/Fail basis. Undergraduate courses listed in any program that students are required to take to strengthen their academic backgrounds may not be taken under the Pass/Fail option. Please review the list of courses excluded from the Pass/Fail option at https://inside.southernct.edu/onestop/pass-fail-spring2021.

During the spring 2021 semester, students may elect to take one course under the Pass/Fail option. After consulting with the student, the advisor (or chair if the advisor is the instructor of the course in question) would complete and submit a Pass/Fail form for the student to then authorize by the deadline. The deadline for submitting a Pass/Fail request shall be extended to May 9, 2021, the last day of classes.

The Pass/Fail option is non-reversible. Students will be advised that once they have selected the Pass/Fail option, it will not be possible to revert to a graded option. 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, except where the instructor is also the advisor or chair.

The final grade will be reported as "P" if the final grade earned is "C" or higher. This grade earns zero quality points and has no effect on the GPA but does count as attempted credit. If the final grade earned is “C-“ or below, the final grade will be reported as "F". This grade earns zero quality points, but will impact the GPA, and does count as attempted credit.

Courses taken for Pass/Fail might not be accepted for transfer credit when attending another institution; are excluded from GPA calculations which may impact a student’s ability to meet certain GPA requirements needed for their major, graduation, or honors; and may not be satisfactory in meeting prerequisite requirements when applying to other graduate programs.

Program Requirements: Doctoral Degrees

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

Program Requirements: Master's Degrees

Minimum requirements for a master's degree for students who come to the program with appropriate and complete requirements of an undergraduate degree must meet the standards listed below. Students must consult the individual program descriptions for requirements that go beyond those of the School of Graduate and Professional Studies.

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

- **Thesis:** The master's thesis is a capstone experience of the master's degree candidate and offers evidence of the student's original research and the results of that research. There are five types of theses that may be completed: (1) investigative or experimental, (2) historical or descriptive, (3) interpretive, analytical or critical, (4) creative or (5) qualitative. A thesis proposal must be approved by the thesis adviser and department chairperson, prior to the preparation of a final thesis. All theses must meet the form, style, and other requirements outlined in the Thesis Guidelines. The master’s degree is conferred after successful completion of a minimum of 30 graduate credits including the thesis.

- **Special Project:** The special project provides an opportunity for graduate students to complete an academically rigorous project that contributes in some meaningful way to the student's discipline and professional community. The special project involves the integration and application of discipline-specific knowledge, concepts, theory and skills in the development of a tangible product (a.k.a., deliverable), accompanied by a written report describing the process and results of the product's development. Students choose to complete a special project to demonstrate the ability to make independent use of and apply information and training, and to furnish objective evidence of their aptitude in their chosen field of study. A special project in the major field may be required at the discretion of the graduate program. The master's degree is conferred after successful completion of a minimum of 30 graduate credits including the special project.

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

2. All courses completed for credit toward program requirements must be passed with a minimum grade of "C" (2.0). No graduate degree program may include fewer than 30 graduate level credits (graduate level is defined as 500-level or above.) Some graduate programs require minimum grades of "B" or higher. Courses completed with a grade of less than "C" will not be counted toward the program course requirements, and if taken outside of the Grade Replacement Policy, the grade will be calculated in the program and overall graduate grade point average.
3. Satisfactory completion all additional program degree requirements as defined in the particular graduate program.

4. The University requires a minimum cumulative Grade Point Average (GPA) of 3.0 to be eligible to graduate from a graduate program.

NOTE: Well in advance of graduation, students who will graduate with a master's degree that includes teacher certification must check with the certification officer in the School of Education about the Connecticut State Department of Education requirement for subject knowledge testing called Praxis® Core.

Program Requirements: Sixth Year Certificates

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

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

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

Repeating a Course

A course may be taken more than once but, unless specifically noted otherwise, credit may be offered only once toward degree requirements. If a course is repeated, outside of the Grade Replacement Policy, both grades will appear on the permanent record and will be used in determining the cumulative GPA. Course repeats may not be covered by financial aid. Please see the Financial Aid policy for more information: https://inside.southernct.edu/onestop/financial-aid/financial-aid-repeat-coursework-policy.

Subject Abbreviations for Courses

Course listings include those courses which have been offered within the past five years. The subject abbreviations for graduate courses are:

<table>
<thead>
<tr>
<th>Subject Abbreviations</th>
<th>Subject Abbreviations</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>ANT</td>
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<td>Art</td>
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<td>Athletic Training</td>
<td>ATH</td>
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<td>Program</td>
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<td>Biology</td>
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<td>Business Administration</td>
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<td>Coastal Resilience</td>
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<td>Communication Disorders</td>
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<td>CSC</td>
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<td>Counseling and School Psychology</td>
<td>CSP</td>
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<td>Education</td>
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<td>Educational Foundations</td>
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<td>Exercise Science</td>
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<td>French</td>
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<td>Geography</td>
<td>GEO</td>
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<td>Health and Movement Sciences</td>
<td>HMS</td>
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<td>History</td>
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<td>Information and Library Science</td>
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<td>Interdisciplinary Studies</td>
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<td>Italian</td>
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<td>Marriage and Family Therapy</td>
<td>MFT</td>
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<td>Mathematics</td>
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<td>Physics</td>
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<td>Political Science</td>
<td>PSC</td>
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<td>Public Health</td>
<td>PCH</td>
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<td>Reading</td>
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<td>Recreation and Leisure</td>
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<td>Research Measurements</td>
<td>RSM</td>
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<td>School Health</td>
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<td>Sociology</td>
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<td>Social Work</td>
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<td>Spanish</td>
<td>SPA</td>
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<td>Special Education</td>
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<td>Sport Management</td>
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<td>Teaching English Learners (TESOL)</td>
<td>TSL</td>
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<tr>
<td>Women's Studies</td>
<td>WMS</td>
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<tr>
<td>World Language and Literatures</td>
<td>WLL</td>
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Teacher/Educator Certification Programs

The academic standards below apply to all programs that prepare candidates for CT teacher/educator certification.

Fingerprinting and Background Check

Connecticut law requires all candidates in teacher/educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences and student teaching. All candidates enrolled in a course requiring entering a P-12 school to complete an assignment, field experience requirement, and student teaching placement will be required to have a background check completed with the school they are placed in. If a candidate does not pass the background check, s/he may be unable to complete the program. The University will not be responsible for a candidate's inability to complete the program.

Progress in the Program and Certification

After admission, all candidates must complete assessments designated by the College of Education and their specific certification program. All candidates must have a Tk20 account to submit these assessments.

 Candidates must maintain good standing in the program to qualify for a recommendation from Southern Connecticut State University for State of Connecticut teacher certification. They also must demonstrate the following:

• Personal attitudes and dispositions that affect their performance as teachers;
• Professional behavior appropriate to the context that shows realization that actions reflect directly upon the status and substance of the profession;
• Confidentiality of all information concerning colleagues and students obtained in the educational process; and
• Integrity and honesty in written and verbal communication, documentations, and coursework related.

To be recommended for certification candidates must successfully complete all program requirements, be in good standing, and pass all assessments mandated by the Connecticut State Department of Education (CSDE) (e.g. licensure exams, etTPA). CSDE assessment requirements vary by certification area (https://portal.ct.gov/-/media/SDE/Certification/assess_for_cert.pdf).

Please note, candidates must meet the certification requirements in effect on the date the CSDE receives the certification application. If CSDE regulations change, candidates may need to meet the new requirements to be eligible for certification. Candidates are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations. Certification news and alerts are available on the Connecticut State Department of Education website.

Student Teaching (Master of Arts in Teaching programs only)

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 College 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.

Revocation of Admission to the Professional Program

Candidates may be dismissed from the professional program for the following:

- Demonstrated unprofessional behavior or an inability to respond appropriately in various contexts which affects their performance as a teacher and based on the Level 2 review of the College of Education following the procedure to establish a Scaffolding for Success Action plan;
- Falsified or misrepresented documentation or information provided for programmatic, academic, or professional qualification/competency purposes;
- Not achieving an acceptable standard on the performance assessments required by the College of Education, the Educator Preparation Provider Council (EPPC), or the certification program;
- Conviction 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 College of Education professional program; or
- Other due and sufficient cause.

Time Limitation to Complete Programs

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

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

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

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

Transfer Credit

The amount of graduate work transferable to a graduate degree program is limited to a
maximum of 9 credits for programs requiring 30 to 35 credits or 25 percent of the total
credits for programs requiring 36 credits or more, not including prerequisites. Many
graduate programs have more restrictive policies. Courses applied to a previously earned
degree are not transferable. In order to be transferred, a course or courses must meet the
following criteria:

• Graduate level from a regionally accredited institution authorized to grant graduate
degrees
• Courses from institutions without Regional Accreditation, but that are licensed to
  operate in Connecticut, will be reviewed on a case-by-case basis by the Provost or his/
her designee
• Passed with a grade of "B" (3.0) or higher; (pass/fail courses may not be transferred)
• Within the six year limit at the time of graduation
• Recorded on an official transcript from the granting institution
• Included on the planned program by the graduate program adviser
• Not used toward another degree

Students must submit an official transcript showing proof of completion of the course(s)
to be transferred. Credit hours only, not grades, may be transferred. No transfer credit
will be posted until the student has been accepted into a graduate program and has
successfully completed at least one semester at Southern. The GPA is computed for
grades earned at Southern only.

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

Undergraduate Courses for Graduate Students

Currently matriculated graduate students may be eligible to apply a maximum of six
credits of undergraduate coursework at the 300- or 400-level to fulfill the requirements
for a master's degree. This is typically done when a comparable graduate course will
not be offered in the near future. Students will need to obtain approval from their
Graduate Program Coordinator and the coursework must not be of a remedial nature.
Undergraduate courses at the 300- or 400- level can only be applied to master's degree
programs and shall not fulfill requirements of certificate programs or professional
diplomas, including the sixth-year program. All students in a master's degree program
must still complete a minimum of 30 credits of graduate level coursework at the 500-
level or above in order to earn their degree in addition to any undergraduate coursework
used to fulfill degree program requirements as above. For financial aid eligibility,
courses must be part of an approved degree program.
Waiver Exam Policy

Competency-based waiver exams may be available for graduate students who have the requisite skills and/or prior coursework necessary to waive one or more courses in their programs of study. These exams provide students with an opportunity to demonstrate competencies and receive credit for a particular course requirement. Graduate students seeking a waiver exam are encouraged to contact their department to determine if this option is available, for a particular program, or course.

The following graduate students may be eligible to petition to take a waiver exam:

1. Working professionals with a strong academic and employment background in their field who can demonstrate competency for the waiver of a course requirement in their program of study.
2. Those who have taken relevant coursework more than six (6) years ago that is equivalent to a course requirement in their program of study.

A graduate student who receives a satisfactory grade on a waiver exam as determined by the program, earns three (3) credits or the equivalent credit(s) of the course, and the course is waived from the student's program of study.

Waiver credits are not considered when calculating a student's GPA. An "EP" is recorded on a student's transcript to indicate credit received through successful completion of a waiver exam. A waiver exam may be taken only once. The Waiver Exam Fee for a waiver exam is $250.

Waiver of Regulations

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

Withdrawal from a Course

Students may withdraw from a course online through their student web account, effective upon the date submitted, during the withdrawal periods outlined below. Any student considering a course withdrawal should confer with his or her instructor and academic adviser, in order to understand his or her class standing, before withdrawing from a course. If withdrawing from all courses in a semester, please refer instead to the Withdrawal from the University or Leave of Absence policies.

Students may withdraw from a full term course prior to the end of the 12th week of classes; for an eight-week course prior to the end of the 6th week of classes; or for shorter terms per the Registrar's Calendar. Students will receive a grade of W (Withdrawal) on the transcript for each withdrawn course submitted after the add/drop period, and prior to the deadlines outlined above; thereafter, students will receive grades as assigned by the instructors.
Students should consult Refund Policy for the impact on charges. A student's status as full-time or part-time will not change due to course withdrawals submitted after the add/drop period for the term; however, financial aid recipients should contact the Office of Financial Aid and Scholarships, as the withdrawn course(s) may reduce financial aid awards, which could result in the student owing funds to the University and/or government.

**For the Fall 2020 Semester Only:**

The deadline to withdraw from a course(s) and receive a grade of W (Withdrawal) is extended to December 15, 2020.

**Late Withdrawal from a Course**

After the scheduled time to withdraw from a course (see above) students may request a late withdrawal from their instructor. In a case where the instructor has determined that due to extenuating circumstance(s) a late withdrawal is justified, the instructor must submit a Late Course Withdrawal form to the Registrar's Office, approved and signed by both the instructor and the department chairperson. In the event that the instructor teaching the course is the department chairperson, the dean must also sign the form. No late course withdrawals will be accepted after the end of classes.

Students should consult Refund Policy for the impact on charges. A student's status as full-time or part-time will not change due to course withdrawals submitted after the add/drop period for the term; however, financial aid recipients should contact the Office of Financial Aid and Scholarships, as the withdrawn course(s) may reduce financial aid awards, which could result in the student owing funds to the University and/or government.

**For the Fall 2020 Semester Only:**

Late course withdrawals may be considered past the last day of classes for students in an Incomplete status.

**Withdrawal from the University**

Students who wish to withdraw from the university must submit a University Withdrawal form. As an alternative, those students who need to take time off from their studies, with the intention of returning, should consult the Leave of Absence policy to maintain their matriculation status. University Withdrawal will be effective upon receipt of the form or upon the date a student completes withdrawal from all courses.

Students who withdraw prior to the end of the 12th week of the semester will receive a grade(s) of W-Withdrawn; thereafter, students will receive grades as assigned by the instructors. Tuition and fee charges may be adjusted based on the student's revised enrollment status. Financial Aid recipients should contact the Office of Financial Aid & Scholarships, as this change in enrollment status may reduce financial aid awards, which
could result in a balance due to the University and/or government, and to discuss loan repayment and exit counseling requirements.

Students who stop attending the university without notification will be withdrawn at the end of the semester and will receive grades as assigned by their instructors. Financial aid return calculations will be performed as of the midpoint of the semester, or the last reported date of attendance, whichever is later. Students who do not take leave or return the following semester will also be withdrawn from the university.

**For the Fall 2020 Semester Only:**

The deadline to withdraw from the university and receive a grade of W (Withdrawal) is extended to December 15, 2020.

**Withdrawal Appeal**

The appeal process offers students the ability to request an adjustment to their effective date of withdrawal prompted by unforeseen extenuating circumstances that impacted their ability to remain in attendance at the University. The appeal process also exists for students serving in the United States Armed Forces, including the National Guard or Reserve, who have been called or ordered to active duty for a period of more than 30 consecutive days.

Students may file an Appeal to request a review of their circumstances within 30 days following the end of the semester under appeal. Please be advised that submitting this request does not change any current academic or financial responsibilities, though a review associated charges and financial aid will be conducted. Any reduction to charges authorized by the University President, or designee, will be calculated after any grant or scholarship aid retained. Appeals will be reviewed within 4-6 weeks, and a response will be sent to the students University email.

Students are expected to first exhaust all academic options with faculty and are encouraged to explore University services available including Academic Advisement, the Academic Success Center, and the Disability Resource Center.
The Board of Regents for Higher Education is the governing body for the state's 12 community colleges; 4 state universities; and Charter Oak State College, the state's fully-online, public, degree-granting institution. The 17 Connecticut State Colleges and Universities within the system encompass 96,000 students and offer more than 1,200 degree and certificate programs.

The Board of Regents is comprised of 15 members. Nine members are appointed by the Governor and four are appointed by legislative leadership, of whom one is a specialist in K-12 education and the three remaining are alumni of the Community Colleges, Connecticut State University Systems, and Charter Oak State College. Also serving on the Board as full voting members are the chair and vice-chair of a new Student Advisory Committee. The Commissioners of the Departments of Public Health, Labor, Economic and Community Development and Education each serve as ex-officio members of the Board of Regents. Each campus operates with a considerable measure of autonomy and functions under the leadership of a president. For more information, visit the Board of Regents website at ct.edu.
# CHIEF ADMINISTRATORS

Cabinet

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<tr>
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<tr>
<td>President</td>
<td>Joe Bertolino</td>
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<tr>
<td>Provost and Vice President for Academic Affairs</td>
<td>Robert S. Prezant</td>
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<tr>
<td>Executive Vice President for Finance and Administration</td>
<td>Mark Rozewski</td>
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<td>Vice President for Institutional Advancement</td>
<td>Michael Kingan</td>
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<td>Vice President for Student Affairs</td>
<td>Tracy Tyree</td>
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<tr>
<td>Vice President of Technology and Chief Information Officer</td>
<td>Dennis Reiman</td>
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<tr>
<td>Associate Vice President for Enrollment Management</td>
<td>Julie Edstrom</td>
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<tr>
<th>School</th>
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<tbody>
<tr>
<td>School of Business</td>
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<td>School of Graduate and Professional Studies</td>
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<td>College of Arts and Sciences</td>
<td>Bruce Kalk, Dean</td>
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<td>College of Education</td>
<td>Stephen Hegedus, Dean</td>
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<tr>
<td>College of Health and Human Services</td>
<td>Sandra Bulmer, Dean</td>
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</table>
ABD EL-RAOUF, AMAL A., Professor of Computer Science; B.S., M.S., Cairo University; Ph.D., University of Connecticut

ABDELSAYED, WAFFEEK 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.F.E., C.I.A., C.C.S.A.

ABE, JO ANN A., Professor of Psychology; M.A., Ph.D., University of Delaware

ABUGRI, BENJAMIN, Professor of Economics and 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 Curriculum and Learning; B.S., M.S., University of Baroda; Ph.D., University of Connecticut

ACRI, MARY, Associate Professor of Social Work; B.A., University of Rhode Island; M.S.W., Ph.D., New York University

ADAMS, GREGORY, Associate Professor of Sociology; B.A., M.A., Ph.D., University of Massachusetts, Amherst

ADIMANDO, ANDREA, Assistant Professor of Nursing; B.S., Lehigh University; M.S.N., Yale School of Nursing; M.S., University of Bridgeport; D.N.P., Chatham University

AGUILAR, JEMEL, Assistant Professor of Social Work; B.S., Empire State College; M.S.W., Ph.D., University of Minnesota, Twin Cities

ALLEN, DAVID, Assistant Professor of Accounting; B.S., M.S., Bentley College

ALMEIDA, MATTHEW, Coach I; B.S., Southern Connecticut State University; M.S., California University of Pennsylvania

ALVAREZ, WILFREDO, Associate Professor of Communication; B.S., Rochester Institute of Technology; M.S., Florida State University; Ph.D., University of Colorado, Boulder

AMERMAN, STEPHEN, 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 and Technology, Komasi, Ghana; 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

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The graduate colleges and schools are listed below, along with the academic departments, programs, and courses offered.

COLLEGE OF ARTS AND SCIENCES

- Biology
- Chemistry
- Computer Science
- English
- Environment, Geography, and Marine Sciences
- History
- Mathematics
- Physics
- Political Science
- Psychology
- Sociology
- Women's & Gender Studies
- World Languages and Literatures

COLLEGE OF EDUCATION

- Counseling and School Psychology
- Curriculum and Learning
- Educational Leadership
- Information and Library Science
- Special Education

COLLEGE OF HEALTH AND HUMAN SERVICES

- Communication Disorders
- Health and Movement Sciences
- Nursing
- Public Health
- Recreation, Tourism and Sport Management
- Social Work

SCHOOL OF BUSINESS

- Business Administration
COLLEGE OF ARTS AND SCIENCES

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Craig Hlavac, Associate Dean for the Liberal Arts
Therese Bennett, Associate Dean for STEM
Lisa Vitale, Assistant to the Deans
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The College of Arts and Sciences lies at the heart of the university and is dedicated to providing its students the highest quality liberal education while encouraging their lifelong pursuit of critical, analytical, and creative thinking. Through the study of Literature, History, Philosophy, Languages, the Social/Natural Sciences and the Fine/Performing Arts, the College seeks to cultivate the mind and the imagination. The study of Liberal Arts & Sciences encourages the pursuit of truth, meaning, and beauty; fosters curiosity; expands a love for learning; and encourages intellectual risk by challenging the known and exploring the unknown. The College celebrates a free exchange of ideas—those whose foundations are supported by logical evidence as well as those illuminated in moments of great inspiration and creativity. Ultimately, the goals of a liberal education are to promote free and independent thought, self-respect, tolerance, and social responsibility.

The College houses graduate programs in Biology, Chemistry, Computer Science, English, Environmental Studies, Applied Physics, Political Science, Psychology, Romance Languages, and Women’s & Gender Studies. Notably, the College houses an M.F.A. in Creative Writing, the only terminal degree offered by the College of Arts & Sciences.
COLLEGE OF EDUCATION

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The College of Education, accredited by the National Council for Accreditation of Teacher Education (NCATE) now the Council for the Accreditation of Educator Preparation (CAEP), is a professional college whose mission is to develop outstanding educators and practitioners. Programs emphasize collaborating within and across diverse contexts, applying skills to impact learning and development, leading for excellence, and learning through inquiry, experience, and reflection. The faculty seek to prepare teachers grounded in practical and theoretical knowledge, who demonstrate the commitment, responsibility, and awareness that promote continuous improvement of the communities in which we all work and live. This mission is reflected in all components of the College's curriculum.

The College of Education is responsible for preparing teachers, school administrators, other school professionals, and community mental health counselors to work with individuals from PK 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 College of Education also offers a variety of programs leading to Bachelor of Science degrees that also prepare students for Connecticut teacher certification. For students with a previous bachelor's degree, the College also offers post-baccalaureate teacher certification programs. For more information on the College of Education programs and requirements please visit:

Admission to Teacher/Educator Certification Programs
Academic Standards for Teacher Certification Programs
Full Listing of Programs and Degrees
COLLEGE OF HEALTH AND HUMAN SERVICES

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The College of Health and Human Services is comprised of 17 distinct disciplines housed within departments, centers, clinics, and institutes on campus. Each discipline partners with our community to achieve health and human services priorities and meet current workforce needs. We accomplish our educational mission through interdisciplinary education, practice-based learning, and student access to outstanding faculty educators. These disciplines include: Communication disorders, speech-language pathology, athletic training, exercise & sport science, physical education, school health education, healthcare studies, health science, respiratory therapy, marriage and family therapy, nursing, public health, social work, recreation management, therapeutic recreation, sport management, and tourism, hospitality & event management.
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. Applicants are encouraged to contact the Department of Economics in the School of Arts and Sciences for specific details. 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. In addition, the School of Business offers the M.B.A. degree in business administration.

Students enrolled in other schools or colleges at SCSU are welcome to take business courses provided they meet all prerequisites. However, students from other schools or colleges 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.
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Roberts, Elizabeth, Associate Professor
Silady, Rebecca A., Associate Professor
Sulkowski, Mikolaj J., Assistant Professor
Weinbaum, Jonathan C., Associate Professor
Wojiski, Sarah, Assistant Professor

Biology, M.S.
The Master of Science degree in biology is primarily for students with a strong undergraduate preparation in biology who desire to prepare for advanced study, teach at the college level, and/or pursue a career in research. Students entering this program are encouraged to undertake thesis research as a means of satisfying the degree requirements.
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Phillips, Janet, Professor
Prince, Melvin, Professor
Thorson, James, Professor
Yang, Chulguen, Professor

Business Administration, M.B.A. - General

The Master of Business Administration (general concentration) prepares individuals for leadership positions in business, nonprofit, or governmental organizations. The program is multidisciplinary and follows a systems approach to understanding the internal and external forces that influence the development of an organization.

Business Administration, M.B.A. - Accounting

The Master of Business Administration (accounting concentration) prepares individuals for leadership positions in business, nonprofit, or governmental organizations. The
program is multidisciplinary and follows a systems approach to understanding the internal and external forces that influence the development of an organization.

**Business Administration, M.B.A. - Finance**

The Master of Business Administration (finance concentration) prepares individuals for leadership positions in business, nonprofit, or governmental organizations. The program is multidisciplinary and follows a systems approach to understanding the internal and external forces that influence the development of an organization.

**Business Administration, M.B.A. - Healthcare Administration**

The Master of Business Administration (healthcare administration concentration) prepares individuals for leadership positions in business, nonprofit, or governmental organizations. The program is multidisciplinary and follows a systems approach to understanding the internal and external forces that influence the development of an organization.

**Business Administration, M.B.A. - International Business**

The Master of Business Administration (international business concentration) prepares individuals for leadership positions in business, nonprofit, or governmental organizations. The program is multidisciplinary and follows a systems approach to understanding the internal and external forces that influence the development of an organization.

**Business Administration, M.B.A. - Management**

The Master of Business Administration (management concentration) prepares individuals for leadership positions in business, nonprofit, or governmental organizations. The program is multidisciplinary and follows a systems approach to understanding the internal and external forces that influence the development of an organization.

**Business Administration, M.B.A. - Marketing**

The Master of Business Administration (marketing concentration) prepares individuals for leadership positions in business, nonprofit, or governmental organizations. The program is multidisciplinary and follows a systems approach to understanding the internal and external forces that influence the development of an organization.

**Business Administration, M.B.A. - Accelerated**

With the AMBA, students can complete their MBA degree in just 18 months with combined Saturday and online courses. Classes will be taught in Southern's new School of Business located on the New Haven campus.
CHEMISTRY

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Kearns, James K., Associate Professor
Lesley, M.J. Gerald, Professor
Pang, Jiongdong, Associate Professor
Ryder, Todd, Associate Professor
Webb, Jeffrey A., Associate Professor

Chemistry, M.S.
Chemistry, M.S., Professional Science Masters
Chemistry, B.S. to M.S., Accelerated
COMMUNICATION DISORDERS

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Dempsey, James J., Professor
Ramachandar, Sujini, Assistant Professor
Warner, Heather, Associate Professor
Weiss, Deborah, Professor
Zipoli, Richard, Associate Professor

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

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Baradaranseyed, Taraneh, Professor
Elahi, Ataollah, Professor
Hossain, Shafaeat Md, Associate Professor
Islam, Mohammad, Assistant Professor
Lancor, Lisa, Professor
Podnar, Hrvoje, Associate Professor
Sheta, Alaa, Associate Professor
Suk Kim, Chang, Associate Professor
Wu, Hao, Assistant Professor
Yu, Winnie, Professor

Computer Science, M.S. - Cybersecurity
Computer Science, M.S. - Cybersecurity Accelerated Pathway
Computer Science, M.S. - Software Development

The Master of Science degree in Computer Science prepares students for the challenges faced by professionals in the rapidly changing field of computer science, as well as for those planning to pursue advanced graduate study in the field of computing. The program provides students with foundations in computer science, along with state-of-the-art skills needed for its two areas of concentration namely, Software Development and Cybersecurity.

The Computer Science General Program is accredited by the Computing Accreditation Commission of ABET.
COUNSELING AND SCHOOL PSYCHOLOGY

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Rhoades, Elizabeth Kelley, Associate Professor
Sassu, Kari A., Associate Professor
Smth, Cheri, Professor
Starling, Matalie, Assistant Professor and Coordinator of School Psychology Program

Addiction Counseling, Post-Master's Certificate
Clinical Mental Health Counseling, M.S.
Clinical Mental Health Counseling, Post-Master's Certificate
Counseling Education and Supervision, Ed.D.
School Counseling, M.S.
School Counseling, Post-Master's Certificate
School Counseling, Sixth Year Certificate
School Psychology, M.S.
School Psychology, Sixth Year Certificate
CURRICULUM AND LEARNING

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Goldberg, Adam, Professor
Marx, Helen, Associate Professor
McVerry, J. Gregory, Associate Professor
Powell, Jessica, Assistant Professor
Randall, Regine, Associate Professor
Raynolds, Laura, Associate Professor
Shaw, Louise, Assistant Professor
Sherwood, Carrie-Anne, Assistant Professor
Torre, Carlos, Professor

Classroom Teacher Specialist, Sixth Year Certificate
Education, M.S.
Master of Arts in Teaching, Bilingual/Elementary
Master of Arts in Teaching, Biology 7-12
Master of Arts in Teaching, Chemistry 7-12
Master of Arts in Teaching, Earth Science 7-12
Master of Arts in Teaching, Elementary Education 1-6
Master of Arts in Teaching, Early Childhood
Master of Arts in Teaching, English
Master of Arts in Teaching, Mathematics 7-12
Master of Arts in Teaching, Physics 7-12
Master of Arts in Teaching, Special Education K-12
Reading, M.S. - Remedial Reading and Remedial Language Arts
Reading, Sixth Year Certificate - Reading and Language Arts Consultant
Reading and Language Arts Consultant, Post-Master's Certificate
Remedial Reading and Language Arts Specialist, Graduate Certificate
EDUCATIONAL LEADERSHIP

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Labas, Gladys, Associate Professor
Madonia, Peter, Associate Professor
McDaniels, Cynthia, McDaniels and Sixth Year Certificate Program Coordinator
Okobi, Elsie, Professor
Yavuz, Olcay, Assistant Professor

Educational Leadership, Ed.D - General
Educational Leadership, Ed.D - Intermediate Administrator
Educational Leadership, Sixth Year Certificate - Intermediate Administrator
ENGLISH

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Ellis, Scott, Professor
Fluhr, Nicole, Professor
Furey, Rachel, Assistant Professor
Henderson, Nicole, Professor
Hutchinson, Brandon, Associate Professor
Johnson, Brian, Professor
Kalbfleisch, Elizabeth, Associate Professor
Kerr, Audrey, Professor
Larocco, Steven, Professor
McEachern, Robert, Professor, Assistant Chairperson and Professional Writing Coordinator
Mock, Jeffrey, Professor, MFA Coordinator
Neverow, Vara, Professor
Ogbaa, Kalu, Professor
Parrish, Timothy, Professor, Creative Writing Coordinator
Petrie, Paul R., Professor
Richmond, Andrew, Assistant Professor
Rosso, George A., Professor
Shea, Michael, Professor
Shipley, Vivian, Professor
Sinclair, Meredith, Associate Professor
Smyth, Andrew J., Professor
Sonnenschein, Dana, Professor
Stretch, Cynthia, Professor
Talhelm, Melissa, Professor, Secondary English Education Coordinator

Creative Writing, M.F.A.
English, M.A.
English, M.S.
ENVIRONMENT, GEOGRAPHY, AND MARINE SCIENCES

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Breslin, Vincent, Professor
Cross, Emma, Assistant Professor
Graves, Scott, Professor
Heidkamp, C. Patrick, Professor
Miller, Matthew, Assistant Professor
Russo Kelly, Miriah, Assistant Professor
Tait, James, Professor
West, Eric, Associate Professor
Zavar, Elyse Marie, Assistant Professor

Coastal Resilience, M.Sc.
Environmental Studies, M.S.
HEALTH AND MOVEMENT SCIENCES

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Marino, Doris, Associate Professor
Misasi, Sharon P., Professor
Morin, Gary E., Professor
Panichas, Patricia, Professor
Robertson, Marc, Associate Professor
Rothbard, Matthew, Associate Professor
Rupp, Kristie, Assistant Professor

Athletic Training, M.A.T.
Athletic Training, M.A.T. - Accelerated
Exercise Science, M.S. - Human Performance
Exercise Science, M.S. - Sport Psychology
School Health Education, M.S.
School Health Education, M.S. - Accelerated Pathway
HISTORY

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McDaniel, Marie, Associate Professor
Nakamura, Byron, Associate Professor
Paddock, Troy, Professor
Petto, Christine, Professor
Radice, Thomas, Associate Professor
Roe, Sarah, Assistant Professor
Rondinone, Troy, Professor
Smith, Jason, Assistant Professor
Thompson, Michele, Professor

History, Graduate Certificate
History, M.A.
History, M.A., Accelerated Pathway
INFORMATION AND LIBRARY SCIENCE

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Schofield, Cindy, Professor
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Library and Information Science, MLIS (Online)
School Library Media Specialist, Graduate Certificate - Cross Endorsement
School Library Media Specialist, Graduate Certificate - Initial Certification
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Gingrich, Ross, Associate Professor
Hong, Jooyoun, Professor
Kruczek, Klay, Associate Professor
Lee, Younhee, Assistant Professor
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Applied Statistics, Graduate Certificate
NURSING

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Krol, Maria, Associate Professor
Lacey, Kimberly, Assistant Professor
Martin, Elaine, Associate Professor
Penny, Frances, Assistant Professor
Resha, Cheryl, Professor
Towle, Antoinette, Associate Professor
Westrick, Susan, Professor

Clinical Nurse Leader, Post-Master's Certificate
Family Nurse Practitioner, Post-Master's Certificate
Nurse Educator, Post-Master's Certificate
Nursing, M.S.N. - Clinical Nurse Leader
Nursing, M.S.N. - Family Nurse Practitioner
Nursing, M.S.N. - Nurse Educator
Nursing Education, Ed.D. (Online)

The Doctoral program in Nursing Education (Ed.D.), developed collaboratively by Southern Connecticut State University (SCSU) and Western Connecticut State University (WCSU) faculty is designed to prepare nurses for academic faculty roles. The program, which builds on CSU's long-standing tradition of excellence in preparing educators and nurses, offers individuals with clinical expertise and a master's degree in nursing an innovative doctoral program focused on the necessary content and skills required to be effective faculty members, advance the science of nursing education, and transform the education of future nurses.
PHYSICS

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Broadbridge, Christine, Professor
Casetti, Dana, Assistant Professor
Enjalran, Matthew, Professor
Horch, Elliott, Professor
Schwendemann, Todd, Associate Professor
Wu, Binlin, Assistant Professor

Applied Physics, M.S.
The Master of Science program in Applied Physics is an interdisciplinary program that offers students the opportunity to complete graduate studies in physics with a particular emphasis on applied research and technology development for industry. The program is a formally recognized Professional Science Master's degree program, meaning that in addition to science courses, students are also required to take courses in management. The program in Applied Physics has two tracks — materials science/nanotechnology and optics/optical instrumentation — intended to develop the state's workforce in the established optics and materials science industries, as well as in the emerging nanotechnology sector.

Physics Nanotechnology, Graduate Certificate
The Graduate Certificate in Nanotechnology (GCNT) is a three-course graduate certificate program with a prerequisite of one foundational science, technology, engineering, or mathematics (STEM) course at the advanced undergraduate level. The GCNT program provides high quality education and training experiences in the general concepts of nanotechnology and detailed knowledge and practice in the areas of characterization and synthesis of nanoscale materials. The certificate program is designed to be synergistic with the undergraduate and master's programs in the Department of Physics and is closely linked with the establishment of the Connecticut State Colleges & Universities Center for Nanotechnology (ConnSCU-CNT) at SCSU. The GCNT program is multi-institutional in its structure because select faculty from all four CSU campuses (Central, Eastern, Southern, and Western) are involved in the program, but the certificate is issued by the Department of Physics at SCSU.
POLITICAL SCIENCE

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Political Science, M.S. - Generalist
PSYCHOLOGY

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Bordner, Kelly, Associate Professor
Budnick, Christopher, Assistant Professor
Colwell, Kevin, Professor
Durwin, Cheryl, Professor
Irwin, Julia, Professor
Jacobs, John, Professor
Kahlbaugh, Patricia, Professor
Kraemer, Deborah, Associate Professor
Marsland, Katherine, Associate Professor
Moore, Dina, Associate Professor
Nizhnikov, Michael, Associate Professor
Novosad, Claire, Associate Professor
Stiver, Kelly, Associate Professor
Suckle-Nelson, Jessica, Associate Professor
Walters, Kenneth, Associate Professor

Psychology, M.A.
Psychology, M.A. - Accelerated Pathway

This research-based Liberal Arts program leading to a Master of Arts degree is designed to develop creative problem-solving skills which will be applicable in clinical, industrial, and educational settings. Flexible enough to be completed either on a full-time or a part-time basis, it is appropriate for a wide range of candidates. For those potential doctoral candidates who cannot enter a Ph.D. or Psy.D. program at the present time, it provides a basis for later acceptance. For those who are already working in clinical, educational, or industrial settings, it offers updating credentials. The program provides ideal training for those wishing to explore their personal interest in obtaining employment in settings related to psychology. Teachers in secondary schools may use the program to prepare themselves to teach psychology in addition to their current certification. While this program is not a clinical or counseling training program and does not lead to licensure,
some courses are relevant to clinical psychology. Emphasis is placed on faculty advisement to help in tailoring the program to the needs of the individual student.
PUBLIC HEALTH

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Nwangwu, John, Professor
Risisky, Debra, Associate Professor
Unson, Christine, Professor
Zigmont, Victoria, Assistant Professor

Public Health, M.P.H. - Health Promotion
Public Health, M.P.H. - Health Promotion (Online)
Public Health, Executive M.P.H. - Management and Leadership
RECREATION, TOURISM, & SPORT MANAGEMENT

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Recreation and Leisure Studies, M.S. - Recreation Administration
Recreation and Leisure Studies, M.S. - Recreation Therapy
Recreation and Leisure Studies, M.S. - Recreation Therapy Accelerated Pathway
Sport and Entertainment Management, M.S. (Online)
Sport and Entertainment Management, M.S. - Accelerated Pathway (Online)
SOCIAL WORK

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Hoffler, Steven, Assistant Professor
Kozu, Shuei A., Assistant Professor
Levatino, Paul, Assistant Professor and Graduate Coordinator (MFT)
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Perumbilly, Sebastian, A., Associate Professor
Rakfeldt, Jaak, Professor
Reyes, Loida, Assistant Professor
Rodriguez-Keyes, Elizabeth, Associate Professor
Rofuth, Todd, Professor
Smith, Carmella F., Assistant Professor
Smoyer, Amy, Assistant Professor

Marriage and Family Therapy, M.F.T.
Social Work, M.S.W. - Clinical Practice
Social Work, M.S.W. - Community Practice: Community Organization, Policy, and Leadership
Social Work, M.S.W. & Women's & Gender Studies, M.A. (Dual Degree)
Social Work, D.S.W. (Online)
SOCIOLOGY

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Kenty-Drane, Jessica, Associate Professor
Meyerhoffer, Cassi Ann, Associate Professor
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Umamaheswar, Janani, Assistant Professor

Sociology, M.S.

The graduate program in sociology is designed to provide students training in research methods and theories of our disciplines that may be used to identify and address a wide range of social issues that directly and indirectly affect individuals and their communities. The program specifically emphasizes social justice, identifying its barriers and constraints, and seeking ways to mitigate them.
SPECIAL EDUCATION

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Mercurio, Mia, Professor
Tamura, Ronald, Associate Professor
Terpstra, Judith, Professor
Wei, Yan, Assistant Professor
Weir, Joan, Assistant Professor

Applied Behavior Analysis, Graduate Certificate
Applied Behavior Analysis, M.S.
Special Education, M.S. - Assistive Technology
Special Education, M.S. - Autism Spectrum Disorders and Other Developmental Disabilities
Special Education, M.S. - Emotional Behavioral Disorders
Special Education, M.S. - Learning Disabilities
Special Education, Sixth Year Certificate - Adaptive Technology
Special Education, Sixth Year Certificate - Applied Behavior Analysis
WOMEN'S & GENDER STUDIES

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Social Work, M.S.W. & Women's & Gender Studies, M.A. (Dual Degree)
Women's & Gender Studies, Graduate Certificate
Women's & Gender Studies, M.A.
WORLD LANGUAGES AND LITERATURES

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Hernandez, Rafael, Professor and Graduate Coordinator (Romance Languages)
Schmitt, Elena, Professor and Graduate Coordinator (TESOL-Bilingual Education)
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Flores, William, Associate Professor
Larkin, Erin, Associate Professor
Latorre, Sobeira, Associate Professor
Palma, Giuseppina, Professor
Piemontese, Luisa, Professor
Vitale, Lisa, Associate Professor
Weng, Miaowei, Associate Professor

Bilingual Multicultural Education/TESOL, M.S.
Bilingual Multicultural Education/TESOL, M.S. - Accelerated Pathway
Bilingual Multicultural Education/TESOL, M.S. - Residency Program
Romance Languages, M.A. - French
Romance Languages, M.A. - Italian
Romance Languages, M.A. - Spanish
Romance Languages, M.A. - Spanish Accelerated Pathway
ADDICTION COUNSELING, POST-MASTER'S CERTIFICATE

The Post Master’s Certificate in Addiction Counseling provides advanced training to professionals in counseling and other mental health disciplines in their preparation to treat substance use disorders and addictive behaviors. This program further enables candidates to take on management and leadership roles in substance use disorder treatment and a variety of social service settings where clients with substance use disorders are served.

The Addiction Counseling certificate aligns with the curricular requirements of the CT Department of Public Health Licensed Alcohol and Drug Counselor (LADC) credential. These include ethics, HIV/AIDS, pharmacology, assessment and treatment planning in addictions, and cross-cultural, special populations and ethnically diverse groups. The PMC is administered completely online.

Candidates for this program must provide verification of a master’s degree from an accredited institution of higher education in Social Work, Marriage and Family Therapy, Counseling, Psychology or a related field that included a minimum of eighteen graduate semester hours in counseling or counseling related subjects.

Required - 12 credits

- CSP 611 Biology and Pharmacology of Substance Use Disorders (3 credits)
- CSP 612 Theories of Substance Use Disorders (3 credits)
- CSP 613 Evaluation & Treatment of Substance Use Disorders (3 credits)
- CSP 614 Ethics, Diversity, and Social Justice in Addiction Counseling (3 credits)

Admission to the Program is based upon following criteria:

- Minimum graduate GPA of 3.0.
- Recommendations from at least THREE individuals who know the candidate in professional and/or academic setting.
- Personal essay explaining the candidate’s reasons for pursuing the PMC. The essay should be approximately 250-500 words in length.
- A current professional resume or vita.

Steps to Admission and Deadline

Admission to the program occurs once per year. To be matriculated in Fall semester, all admission materials must be received by January 15.

In order to apply, please follow the steps below:

- Make a formal application and submit a non-refundable fee to Southern Connecticut State University's Graduate School. The application can be found and completed online.
• All applicants must submit ALL transcripts with their application. If you have attended SCSU, you only need to indicate this on your application: you do not need to send your official SCSU transcript.
• Upload your personal essay to the same portal to which you logged in to apply.
• Upload your professional resume or vita to the same portal to which you logged in to apply.
• Have THREE recommenders upload their recommendations directly into the system via a personalized link sent to them when you applied.

**Important Information Regarding Credentialing**
Applicants considering the Addiction Counseling Certificate must be aware that the state certification/licensure process is separate from completion of the PMC at SCSU. Applicants, not SCSU, are solely responsible for completing requirements related to eligibility for state certification/licensure, as requirements may differ depending upon each applicant’s preparation and coursework completed prior to matriculation into the PMC Program. If applicants wish to pursue additional clinical credentials such as certification or licensure, they must apply to the State of CT Department of Public Health for these credentials, or to the state licensing board in the state in which the applicant intends to practice. Part of that process may involve a criminal record background check.
APPLIED BEHAVIOR ANALYSIS, GRADUATE CERTIFICATE

Application Deadline

Rolling admissions

For further information: SpecialEdGrad@southernct.edu

The ABA programs prepare students to meet the coursework requirements to sit for the exam to become a Board Certified Behavior Analyst (BCBA), an international certification in Applied Behavior Analysis (ABA). Professionals with certification in ABA are highly sought after in many fields including education, special education, and school psychology. There are two ABA program options – a Sixth Year Diploma Program and a Certificate Program. Both programs prepare students to take and pass the BCBA exam and to use ABA in applied settings, such as with individuals with or without disabilities in educational or therapeutic environments. The ABA courses will be particularly relevant for special educators, school psychologists, and other educational professionals. Supervised Independent Fieldwork is available as a program option.

Verified Course Sequence (VCS) first time pass rate data for the BCBA exam can be found at the BACB website here. Please note pass-rate data are not published for sequences with fewer than six first-time candidates in a single year or for sequences within their first four years of operation.

Applied Behavior Analysis — Certificate Program — 21 Credits in Program (minimum)

• SED 689 - Philosophical Underpinnings of ABA - 1 credit
• SED 690 — Principles of Applied Behavior Analysis — 3 credits
• SED 691 — Research and Measurement — 3 credits
• SED 693 — Assessment in Applied Behavior Analysis — 3 credits
• SED 694 — Intervention in Applied Behavior Analysis — 3 credits
• SED 692 — Advanced Applied Behavior Analysis — 3 credits
• SED 641 — Ethical and Professional Conduct — 3 credits
• SED 642 - Organizational Behavior Management and Supervision - 2 credits

Optional

* SED 695 — Supervised Independent Fieldwork in ABA — 1 credit

* SED 695 may be taken up to three times and is an option for those who would like Southern to provide support for BACB required supervision. At this time, students must arrange the location of supervision, where they are employed for 30+ hours per week (e.g., at the school where they currently work).
The Graduate Certificate in Applied Behavior Analysis currently runs on a cohort system (subject to change), with a new cohort beginning every 3 semesters (e.g., Fall 2016, Spring 2018, etc). Applicants are encouraged to contact the Special Education and Reading department to verify next cohort start dates and application timeline. Applicants planning to sit for the BCBA exam must have a master's degree in Psychology, Education, or ABA to be eligible for the BCBA exam. Please contact the Special Education and Reading department for more information on the application process.
APPLIED BEHAVIOR ANALYSIS, MS

For further information: SpecialEdGrad@southernci.edu

The M.S. in ABA prepares students to meet the coursework requirements to sit for the exam to become a Board Certified Behavior Analyst (BCBA). Professionals with certification in ABA are highly sought after in many fields including education, special education, and business.

There are three ABA program options – a Master of Science, a Sixth Year Diploma Program, and a Certificate Program. All programs prepare students to take and pass the BCBA exam and to use ABA in applied settings, such as with individuals with or without disabilities in educational or therapeutic environments. The ABA courses will be particularly relevant for special educators, school psychologists, and other educational professionals. Supervised Independent Fieldwork is available as a program option.

Verified Course Sequence (VCS) first time pass rate data for the BCBA exam can be found at the BACB website here. Please note pass-rate data are not published for sequences with fewer than six first-time candidates in a single year or for sequences within their first four years of operation.

APPLICATION DEADLINE

One month before the start of new cohort.
*New cohorts begin every 3 semesters (not including summer).

The ABA program currently runs on a cohort system (subject to change), with a new cohort beginning every 3 semesters (i.e., Spring 2021, Fall 2022, Spring 2024, etc.). Therefore, applications will be due on the 15th of the month prior to the cohort start date: December 15th for Spring start and August 15th for Fall start.

Applicants are encouraged to contact the Special Education department to verify next cohort start dates, application time line and more information regarding the application process.

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

ADMISSION AND PROGRAM REQUIREMENTS ARE AS FOLLOWS:

• 3.0 minimum undergraduate GPA
• an interview
• essay
• two letters of recommendation
• additional materials may be required. Please contact an adviser for more information.
Applied Behavior Analysis, MS - 30 Credits

**Verified Course Sequence (21 credits)**
SED 641 - Ethics and Professional Conduct  
SED 642 - Organizational Behavior Management and Supervision  
SED 689 - Philosophical Underpinnings of ABA  
SED 690 - Principles of ABA  
SED 691 - Single Subject Research Methods  
SED 692 - Advanced ABA  
SED 693 - Assessment in ABA  
SED 694 - Intervention in ABA

**Other Required Courses (6 credits)**
SED 514 - Transition within Disability Services  
SED 531 - Research in Special Education

**Elective (3 credits)**
One 500-level elective (3 credits)  
The elective may be chosen from special education or a related course with advisor approval, but may not be a course applied to a previous degree. The course may be any graduate level course in the College of Arts and Sciences, College of Education, or College of Health and Human Services.

- or -
SED 695 (1 credit)
To be taken once per-semester, across three semesters (for a total of 3 credits). SED 695 is an option for those who would like Southern to provide support for BACB required supervision. At this time, the student must arrange the location of supervision, where they are employed for 30+ hours per week (e.g., at the school where they currently work).

**Capstone**
Comprehensive exam in Applied Behavioral Analysis is required. See the Special Education department website for information on study sessions and exam schedule.
APPLIED PHYSICS, M.S.

For further information: PhysicsGrad@southernct.edu

Application Deadline

Rolling admissions.

Master of Science Degree in Applied Physics

The Master of Science program in Applied Physics is an interdisciplinary program that offers students the opportunity to complete graduate studies in physics with a particular emphasis on applied research and technology development for industry. The program is a formally recognized Professional Science Master's degree program, meaning that in addition to science courses, students are also required to take courses in management. The program in Applied Physics has two tracks — materials science/nanotechnology and optics/optical instrumentation — intended to develop the state's workforce in the established optics and materials science industries, as well as in the emerging nanotechnology sector.

In addition to the Applied Physics program, students pursuing the Master of Science in Science Education (Secondary) may choose their concentration in physics. Admission to that program is through the Department of Science Education and Environmental Studies. For information concerning physics courses and research opportunities in physics that are applicable toward the Master's degree in Science Education, contact Professor Karen Cummings, Physics Department adviser for students in the M.S. in Science Education. Refer to the section entitled "Admission to Teacher Certification Programs" in the beginning of this catalog under "Application and Admission" for additional information.

Departmental Admission Requirements

In addition to the admission requirements of the School of Graduate and Professional Studies found in the Application and Admission section of this catalog, all applicants must submit the following documents to complete their application to the M.S. in Applied Physics program:

A one page statement indicating their academic background, area of interest, and their career plans, and
Two letters of recommendation.

Course work in the program, except in unusual circumstances, cannot begin until the student has completed an undergraduate degree in science, mathematics, engineering, or a related field with grade point average of 3.0 or higher, and until the student has completed the equivalent of 18 credits of Physics at the undergraduate level. The general GRE test is recommended for admission, but not required.

Program Sequence - 36 Credits
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

The Master of Science degree in Applied Physics requires completion of a total of 36 credits (or approximately 12 courses) with a "B" or better average. All students in the program must complete a core consisting of the following six courses with a "B" or better average.

**Core Courses**
- PHY 507 – Applied Physics graduate Seminar – 3 credits
- PHY 512 – Methods of Theoretical Physics I – 3 credits
- CHE 520 – Advanced Physical chemistry I – 3 credits
- CSC 541 – Digital Image Processing – 3 credits
- MBA 500 – Management Process – 3 credits
- MBA 505 – Marketing Management – 3 credits

**Choose One Track**

**Materials Science/Nano Track**
- PHY 519 – Nanotech I: Fundamentals of Nanoscience – 3 credits
- PHY 521 – Nanotech II: Characterization of Nanomaterials – 3 credits

**Optics/Optical Instrumentation Track**
- PHY 530 – Optics and Detector Physics – 3 credits
- PHY 531 – Interferometric Methods in Imaging and Precision Measurement – 3 credits

**Elective Courses (Choose two)**
- PHY 513 – Methods of Theoretical Physics II – credits
- PHY 522 – Nanoscale Fabrication and Synthesis – 3 credits
- CSC 551 – Pattern Recognition – 3 credits
- CSC 561 – Scientific Visualization – 3 credits
- CHE 532 – Advanced Inorganic Chemistry
- MBA 507 – Legal Issues in Business & Management
- MBA 510 – Project Management – 3 credits
- MBA 512 – Strategic Factors in Marketing – 3 credits
- MBA 515 – International Entrepreneurship – 3 credits
- MBA 537 – Product Management – 3 credits
- MBA 538 – Marketing Analysis and Measurement – 3 credits
- MBA 548 – Business Process Excellence – 3 credits

**Thesis (completion of six core courses, two track requirements, and two elective courses)**

**Special Project (six core courses, two track requirements, and two or three elective courses)**

After the core, the student will select one of two focus areas in the program: (1) Materials Science/Nanotechnology, or Optics/Optical Instrumentation. Each track has two further required courses (PHY 519, PHY 521 and PHY 530, PHY 531, respectively). The remaining courses are selected from the list of approved courses.
with the consent of the adviser. The program has a requirement for the successful completion of a research project, which can take one of two forms as detailed below, and an internship with a local company, which is not for course credit.

**Master's Thesis**

The thesis track requires the completion of the six core courses (18 credits), two track requirements (6 credits), two elective courses (6 credits), and a thesis (PHY 590, 591) based on research acceptable to the department. Students must complete these two courses in sequence; that is, the thesis proposal and initial research (PHY 590) must be completed prior to enrolling in PHY 591. A student must apply to the department for the thesis defense and provide a final draft of the completed thesis at least two weeks prior to the defense date.

**Research Project**

Students may also satisfy the degree requirements with the six core courses (18 credits), the two track requirements (6 credits), two or three elective courses (6 or 9 credits), and a special project (PHY 580) (3 or 6 credits). In this case, the research project work may in some cases be completed with a host company where the student will complete the work and be overseen by an on-campus adviser.
APPLIED STATISTICS, GRADUATE CERTIFICATE

Application Deadline

Rolling Admissions

Admission Requirements

• Two letters of recommendation
• Personal essay
• Departmental Interview

Prerequisite Coursework

Applicants should be able to demonstrate successful completion of undergraduate coursework equivalent to the following SCSU courses:

• MAT 221 Intermediate Statistics
• MAT 372 Linear Algebra
• CSC 152 Computer Programming I

Program Sequence - 12 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

MAT 526 - Probability and Applied Statistics II - 3 credits
MAT 527 - Design of Experiments - 3 credits
MAT 528 - Mathematical Foundations of Machine Learning - 3 credits
MAT 529 - Introduction of Stochastic Processes - 3 credits

This program is not eligible for financial aid (Title IV and/or State funds).
ATHLETIC TRAINING, M.A.T.

For further information: RothbardM1@SouthernCT.edu

Program Application

Applications deadline for admission into the MAT Athletic Training program will begin in the fall/spring of the 2020-2021 academic year for students applying through the traditional pathway. Application will be made through the graduate school website and will require all official transcripts, three letters of recommendation, evidence of CPR/First Aid and completion of the technical standards documentation. Please see the complete list of admissions requirements below.

Southern Connecticut’s is undergoing accreditation of the MAT in Athletic Training by the Commission on Accreditation of Athletic Training Education (CAATE) in the fall of 2019. Our current undergraduate program in athletic training is accredited by CAATE until 2027. The MAT program is designed to prepare students to work as entry-level athletic trainers with athletic programs, hospitals, clinical settings, military, corporate, public safety, and the performing arts. Students completing this program receive a Master's of Athletic Training (MAT). Upon successful completion of the graduate program requirements, students will meet the eligibility requirements established by the Board of Certification Inc. to sit for the national entry-level athletic training examination.

Departmental Admission Requirements

In addition to the admission requirements of the Office of Graduate Admissions found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. All official transcripts demonstrating completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 3.0.
2. Successful completion (B- or better) of all prerequisite coursework prior to beginning the graduate program curriculum. Students completing prerequisite courses at the time of application may apply but acceptance will not be granted until all grades have been determined. Prerequisite courses include:
   - Anatomy & Physiology (8 credits)
   - Nutrition / Exercise and Nutrition (3 credits)
   - Statistics / Research Methods (3 credits)
   - Exercise Physiology
   - Biomechanics
   - Strength & Conditioning
   - Chemistry (4 credits)
   - Physics (4 credits, 200 level or higher)
   - Psychology (3 credits)
   - Additional 4 credits in Biological Science

Catalog.SouthernCT.edu 2020-2021 GRADUATE CATALOG
3. A student seeking admission must meet with or without reasonable accommodations technical standards established to insure graduates are capable of fulfilling physical and mental requirements for professional practice. These include abilities and skills in five categories: observation, communications, motor, intellectual, and behavioral/social. Students must have a physician verify their ability to meet these technical standards with or without reasonable accommodations on a signed submitted technical standards form which is available on the Athletic Training Program website. If there are any questions, please contact the Athletic Training Program Coordinator. Candidates who require accommodations to fulfill the technical standards due to a disability are encouraged to contact the Disability Resource Center (DRC) at (203) 392-6828. Information regarding the process and policies can be found on the DRC website.

4. Three letters of recommendation outlining the student’s aptitude and/or ability to function as an athletic training professional.

5. Demonstrate current CPR certification (BLS or higher provided by the American Red Cross or American Heart Association which must be maintained until graduation.

6. Pass the department admission committee interview.

**Department Retention Requirements**

1. Maintain a minimum GPA of a 3.0 until graduation. Students with a GPA below 3.0 will be placed on probation and will be removed from the program if the GPA is not returned to a 3.0 before the conclusion of the following semester. Students will not be endorsed by the MAT Athletic Training program coordinator to register for the Board of Certification Examination while on probation. Students must have a 3.0 GPA to successfully earn the MAT degree.

2. Earn at least a B- in all professional courses. Any student failing to earn a B- may not enroll in any course for which that course is a prerequisite and the student must retake the course.

3. Prior to graduation, each student will be required to pass a comprehensive examination. The comprehensive examination will consist of a written and/or oral section(s) that will be given prior to the beginning of the student’s final spring semester. Successful completion (B or better) of the comprehensive examination will be required for the student to complete the degree requirements and graduate from the program. In accordance with SCSU Graduate School Policy, students will be permitted a maximum of two attempts to successfully complete the examinations.

4. Students are responsible for any CPR, transportation and/or clothing costs associated with clinical experiences.

**Program Sequence – 62 Credits**

(B- or better required)

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

ATH 510 - Clinical Anatomy and Kinesiology - 3 credits
ATH 520 - Prevention and Health Prevention – 4 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ATH 542</td>
<td>Examination and Diagnosis – Musculoskeletal Conditions</td>
<td>7</td>
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<tr>
<td>ATH 543</td>
<td>Primary and Emergency Care</td>
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<tr>
<td>ATH 546</td>
<td>Evidenced Based Practice and Health Care Informatics I</td>
<td>1</td>
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<td>ATH 540</td>
<td>Athletic Training Clinical Practice I</td>
<td>3</td>
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<tr>
<td>ATH 551</td>
<td>Therapeutic Intervention I – Pathophysiology and Physical Agents</td>
<td>4</td>
</tr>
<tr>
<td>ATH 553</td>
<td>Therapeutic Intervention II – Therapeutic Exercise</td>
<td>4</td>
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<tr>
<td>ATH 555</td>
<td>Illness and Interventions in the Physically Active I</td>
<td>4</td>
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<tr>
<td>ATH 556</td>
<td>Evidenced Based Practice and Health Care Informatics II</td>
<td>1</td>
</tr>
<tr>
<td>ATH 550</td>
<td>Athletic Training Clinical Practice II</td>
<td>3</td>
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<tr>
<td>ATH 560</td>
<td>Athletic Training Clinical Practice III</td>
<td>3</td>
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<tr>
<td>ATH 562</td>
<td>Therapeutic Interventions III – Psychosocial and Pharmacological</td>
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<tr>
<td>ATH 565</td>
<td>Illness and Interventions in Physically Active II</td>
<td>4</td>
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<td>ATH 566</td>
<td>Evidenced Based Practice and Health Care Informatics III</td>
<td>1</td>
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<tr>
<td>ATH 560</td>
<td>Athletic Training Clinical Practice IV</td>
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<tr>
<td>ATH 572</td>
<td>Professional Responsibilities and Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>ATH 575</td>
<td>Occupational Injury Prevention and Ergonomics</td>
<td>3</td>
</tr>
<tr>
<td>ATH 578</td>
<td>Therapeutic Interventions IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone**

('B' or better required)

Comprehensive Examination
ATHLETIC TRAINING, M.A.T. - ACCELERATED

For further information: RothbardM1@SouthernCT.edu

Program Application

Applications deadline for admission into the MAT Athletic Training program will begin in the fall/spring of the 2020-2021 academic year for students applying through the accelerated pathway. Application will be made through the graduate school website and will require all official transcripts, three letters of recommendation, evidence of CPR/First Aid and completion of the technical standards documentation. Please see the complete list of admissions requirements below.

Southern Connecticut’s is undergoing accreditation of the MAT in Athletic Training by the Commission on Accreditation of Athletic Training Education (CAATE) in the fall of 2019. Our current undergraduate program in athletic training is accredited by CAATE until 2027. The MAT program is designed to prepare students to work as entry-level athletic trainers with athletic programs, hospitals, clinical settings, military, corporate, public safety, and the performing arts. Students completing this program receive a Master's of Athletic Training (MAT). Upon successful completion of the graduate program requirements, students will meet the eligibility requirements established by the Board of Certification Inc. to sit for the national entry-level athletic training examination.

Departmental Admission Requirements

In addition to the admission requirements of the Office of Graduate Admissions found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of the undergraduate portion of the BS/MAT Accelerated Athletic Training program at Southern with a GPA of at least 3.0.
2. Successful completion (B- or better) of all prerequisite coursework prior to beginning the graduate program curriculum. Students completing prerequisite courses at the
time of application may apply but acceptance will not be granted until all grades have been determined. Prerequisite courses include:
Anatomy & Physiology (8 credits)  
Nutrition / Exercise and Nutrition (3 credits)  
Statistics / Research Methods (3 credits)  
Exercise Physiology  
Biomechanics  
Strength & Conditioning  
Chemistry (4 credits)  
Physics (4 credits, 200 level or higher)  
Psychology (3 credits)  
Additional 4 credits in Biological Science

3. A student seeking admission must meet with or without reasonable accommodations technical standards established to insure graduates are capable of fulfilling physical and mental requirements for professional practice. These include abilities and skills in five categories: observation, communications, motor, intellectual, and behavioral/social. Students must have a physician verify their ability to meet these technical standards with or without reasonable accommodations on a signed submitted technical standards form which is available on the Athletic Training Program website. If there are any questions, please contact the Athletic Training Program Coordinator. Candidates who require accommodations to fulfill the technical standards due to a disability are encouraged to contact the Disability Resource Center (DRC) at (203) 392-6828. Information regarding the process and policies can be found on the DRC website.

4. Three letters of recommendation outlining the student’s aptitude and/or ability to function as an athletic training professional.

5. Demonstrate current CPR certification (BLS or higher provided by the American Red Cross or American Heart Association which must be maintained until graduation.

6. Pass the department admission committee interview.

**Department Retention Requirements**

1. Maintain a minimum GPA of a 3.0 until graduation. Students with a GPA below 3.0 will be placed on probation and will be removed from the program if the GPA is not returned to a 3.0 before the conclusion of the following semester. Students will not be endorsed by the MAT Athletic Training program coordinator to register for the Board of Certification Examination while on probation. Students must have a 3.0 GPA to successfully earn the MAT degree.

2. Earn at least a B- in all professional courses. Any student failing to earn a B- may not enroll in any course for which that course is a prerequisite and the student must retake the course.

3. Prior to graduation, each student will be required to pass a comprehensive examination. The comprehensive examination will consist of a written and/or oral section(s) that will be given prior to the beginning of the student’s final spring semester. Successful completion (B or better) of the comprehensive examination will be required for the student to complete the degree requirements and graduate from...
the program. In accordance with SCSU Graduate School Policy, students will be permitted a maximum of two attempts to successfully complete the examinations.

4. Students are responsible for any CPR, transportation and/or clothing costs associated with clinical experiences.

Program Sequence – 62 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

BS to MAT Accelerated Pathway Courses (22 Credits)
These courses are completed as part of the student's undergraduate program of study.
HMS 413 - Functional Anatomy and Clinical Kinesiology - 3 credits
ATH 520 - Prevention and Health Prevention – 4 credits
ATH 542 – Examination and Diagnosis – Musculoskeletal Conditions – 7 credits
ATH 543 – Primary and Emergency Care – 4 credits
ATH 546 – Evidenced Based Practice and Health Care Informatics I – 1 credit
ATH 540 – Athletic Training Clinical Practice I – 3 credits

Core Courses (40 Credits)
('B-' or better required)
ATH 551 – Therapeutic Intervention I – Pathophysiology and Physical Agents – 4 credits
ATH 553 – Therapeutic Intervention II – Therapeutic Exercise – 4 credits
ATH 555 – Illness and Interventions in the Physically Active I – 4 credits
ATH 556 – Evidenced Based Practice and Health Care Informatics II – 1 credit
ATH 550 - Athletic Training Clinical Practice II – 3 credits
ATH 560 - Athletic Training Clinical Practice III – 3 credits
ATH 562 - Therapeutic Interventions III – Psychosocial and Pharmacological - 4 credits
ATH 565 – Illness and Interventions in Physically Active II – 4 credits
ATH 566 – Evidenced Based Practice and Health Care Informatics III – 1 credit
ATH 570 – Athletic Training Clinical Practice IV – 3 credits
ATH 572 – Professional Responsibilities and Health Care Administration – 3 credits
ATH 575 – Occupational Injury Prevention and Ergonomics – 3 credits
ATH 578 – Therapeutic Interventions IV – 3 credits

Capstone
('B' or better required)
Comprehensive Examination
BILINGUAL MULTICULTURAL EDUCATION/TESOL, M.S.

For further information: TESOLgrad@southernct.edu

Application

The application review process for fall admissions for the Master of Science in Bilingual, Multicultural Education/TESOL starts March 15th and continues for as long as the seats in the program remain open. Spring admissions are only possible on case by case basis.

The Master of Science degree is designed for individuals interested in world languages and English and who want to enter the area of bilingual, multicultural education and the teaching of English to speakers of other languages (TESOL). This program is tailored to the needs of individuals who wish to:

teach English abroad;
teach adult English as a second language (ESL); or
teach ESL at the community college level

Candidates must apply to the Graduate School and present a bachelor's degree transcript from an approved, accredited institution. In addition, they must have a 3.0 GPA in an undergraduate program which includes the study of a foreign language. A minimum TOEFL score of 600/250CBT/100IBT is required for candidates who are not native speakers of English. Additionally, all candidates must submit a portfolio of documents the contents of which is explained in our website found at: https://www2.southernct.edu/academics/schools/arts/departments/world-languages/tesol/

After submitting all necessary documents, candidates selected for admission are asked to meet with a department adviser to plan their program. The Department reserves the right to require additional courses of students whose experience and training indicate deficiencies.

The State also requires the Praxis® II TESOL exam with a passing score of 155.

Because the course requirements are so extensive, interested candidates are strongly encouraged to apply for matriculation into the Master of Science degree program in TESOL to ensure appropriate advisement.

Program Sequence - 30 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Core Courses (18 credits)

TSL 502 — Descriptive Linguistics - 3 credits
TSL 503 — Second Language Acquisition - 3 credits
TSL 510 — TESOL: Principles and Practices - 3 credits
TSL 511 — TESOL: Methods and Materials - 3 credits
TSL 515 — Bilingual Education: Principles and Practices - 3 credits
TSL 563 — Immigration and English Language Learners - 3 credits

**Elective Courses (12 Credits)**

TSL 505 — Pedagogical Grammar of English for TESOL - 3 credits
TSL 512 — TESOL: Practicum (1-6 credits)
TSL 517 — Literacy Development for English Language Learners - 3 credits
TSL 518 — Content-Based Instruction for English Language Learners - 3 credits
TSL 521 — Assessment for English Language Learners - 3 credits
TSL 600 — Independent Study - 3 credits
EDU 592 — Research in Education - 3 credits
ENG 504 — The Teaching of Writing - 3 credits
ENG 505 — Applied English Linguistics - 3 credits
ENG 510 — History of the English Language - 3 credits
PSY 511 — Developmental Psychology - 3 credits
TSL 592 — Independent Study - 3 credits

**Capstone Requirement**

Comprehensive Examination: Students enroll in 30 credits of coursework, including all core courses. Upon completion of coursework, they must pass a comprehensive examination.
BILINGUAL MULTICULTURAL EDUCATION/TESOL, M.S. - ACCELERATED PATHWAY

For further information: TESOL.grad@southernct.edu

The M.S. in Bilingual Multicultural Education/TESOL - Accelerated Pathway concentration provides high-achieving students with an opportunity to finish their graduate degree in one year following the successful completion of a B.S. in Anthropology - BS to MS Accelerated Pathway at Southern Connecticut State University. The M.S. in Bilingual Multicultural Education/TESOL - Accelerated Pathway is designed for high-achieving students interested in world languages and who want to enter the area of bilingual, multicultural education and the teaching of English to speakers of other languages (TESOL). The program is tailored to the needs of individuals whose career pathway may include: teaching English abroad; teaching adult English as a second language (ESL); or teaching ESL at the community college level.

Application

Undergraduate Students at Southern Connecticut State University are encouraged to apply for graduate admission no later than the spring semester of their senior year in collaboration with both a faculty advisor in the Anthropology Department and the TESOL program coordinator. All materials should be submitted to the Office of Graduate Admissions prior to March 15th. Students will select the M.S. in Bilingual Multicultural Education - TESOL program with the Accelerated Pathway concentration. Please consult the admission requirements below and within the Admission section of the graduate catalog for more information.

ADMISSION REQUIREMENTS

Students interested in applying for admissions to the M.S. in Bilingual Multicultural Education - TESOL Accelerated Pathway should apply online through the Office of Graduate Admissions website: www.southernct.edu/gradadmissions. The applicant’s current SCSU transcript will be automatically added to the application.

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

Candidates seeking admission are expected to have completed their bachelor's degree requirements and attained a minimum grade point average (GPA) of 3.0 (out of 4.0). Students will be granted early acceptance to the School of Graduate and Professional Studies through the Office of Graduate Admissions, which is conditional upon meeting all requirements as listed above. A final transcript noting the degree and date awarded
must be reviewed by the Office of Graduate Admissions prior to the beginning of the first semester of graduate enrollment. Upon final approval of the application by the Office of Graduate Admissions, those accepted into the program will receive a letter of acceptance from the School of Graduate and Professional Studies, verifying their status as a matriculated graduate student.

After submitting all necessary documents, candidates selected for admission are asked to meet with a department adviser to plan their program. The Department reserves the right to require additional courses of students whose experience and training indicate deficiencies.

The State also requires that certified teachers pass the Praxis® II TESOL exam with a passing score of 155.

Because the course requirements are so extensive, interested candidates are strongly encouraged to apply for matriculation into the Master of Science degree program in TESOL to ensure appropriate advisement.

**Program Sequence - 30 Credits**

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation. 12 credits of graduate coursework will be completed within the B.S. Anthropology - BS to MS Accelerated Pathway program and the student will have 18 credits of graduate coursework remaining.

**B.S. to M.S. Accelerated Pathway (12 Credits)**

Completed during the student's senior year of undergraduate study:
- TSL 502 — Descriptive Linguistics - 3 credits
- TSL 503 — Second Language Acquisition - 3 credits
- TSL 515 — Bilingual Education: Principles and Practices - 3 credits
- TSL 563 — Immigration and English Language Learners - 3 credits

**Core Courses (18 Credits)**

- TSL 505 — Pedagogical Grammar of English for TESOL - 3 credits
- TSL 510 — TESOL: Principles and Practices - 3 credits
- TSL 511 — TESOL: Methods and Materials - 3 credits
- TSL 517 — Literacy Development for English Language Learners - 3 credits
- TSL 518 — Content-Based Instruction for English Language Learners - 3 credits
- TSL 521 — Assessment for English Language Learners - 3 credits

**Capstone Requirement**

Comprehensive Examination: Students enroll in 30 credits of coursework, including all core courses. Upon completion of coursework, they must pass a comprehensive examination.
BILINGUAL MULTICULTURAL EDUCATION/TESOL, M.S. - RESIDENCY PROGRAM

For further information: TESOL.grad@southernct.edu

MS in Bilingual/Multicultural Education and TESOL offers a Summer Residency Program to accommodate graduate students who live far from New Haven in Connecticut and in other states. The program offers intensive on-ground summer classes and online/hybrid fall and spring classes. Students form a cohort and have an opportunity to reside on Southern's campus in order to facilitate the intensity of summer study and eliminate travel.

Application

The Master of Science degree is designed for individuals interested in world languages and English and who want to enter the area of bilingual, multicultural education and the teaching of English to speakers of other languages (TESOL). This program is tailored to the needs of individuals who wish to:

- teach English abroad;
- teach adult English as a second language (ESL); or
- teach ESL at the community college level

Candidates must apply to the Graduate School and present a bachelor's degree transcript from an approved, accredited institution. In addition, they must have a 3.0 GPA in an undergraduate program which includes the study of a foreign language. A minimum TOEFL score of 600/250CBT/100IBT is required for candidates who are not native speakers of English.

Applicants must submit the required documents by February 15th of the year they are planning to start the program. The documents need to be submitted through the Graduate School portal https://www.southernct.edu/grad.

List of the required documents:

- Letter of intent that clearly states the intent to apply for the Summer Residency Program (explain in 1-2 pages why you want to be in this program and how you would make a good fit for the intensive and online portion of the program).
- An academic writing sample (any previously written academic paper for a class that reflects your ability to write in English)
- Two letters of recommendation
- Official copies of all transcripts.

Additionally, all candidates must submit a portfolio of documents the contents of which is explained in our website found at: https://www2.southernct.edu/academics/schools/arts/departments/world-languages/tesol/
After submitting all necessary documents, candidates selected for admission are asked to meet with a department adviser to plan their program. The Department reserves the right to require additional courses of students whose experience and training indicate deficiencies.

The State also requires the Praxis® II TESOL exam with a passing score of 155.

Program Sequence - 30 Credits

As sequencing changes, it is highly recommended that students meet with their program adviser to finalize a list of requirements for graduation.

Core Courses (18 credits)

TSL 502 — Descriptive Linguistics - 3 credits
TSL 503 — Second Language Acquisition - 3 credits
TSL 510 — TESOL: Principles and Practices - 3 credits
TSL 511 — TESOL: Methods and Materials - 3 credits
TSL 515 — Bilingual Education: Principles and Practices - 3 credits
TSL 563 – Immigration and English Language Learners - 3 credits

Directed Elective Courses (12 credits)

TSL 505 — Pedagogical Grammar of English for TESOL - 3 credits
TSL 517 — Literacy Development for English Language Learners - 3 credits
TSL 518 — Content-Based Instruction for English Language Learners - 3 credits
TSL 521 — Assessment for English Language Learners - 3 credits

Capstone Requirement

Comprehensive Examination: Students enroll in 30 credits of coursework, including all core courses. Upon completion of coursework, they must pass a comprehensive examination.
BIOLOGY, M.S.

For further information: BiologyGrad@southernct.edu

Application Deadline

Application deadline for fall admission: May 1
Application deadline for spring admission: October 15

MASTER OF SCIENCE DEGREE IN BIOLOGY

The Master of Science degree in biology is primarily for students with a strong undergraduate preparation in biology who desire to prepare for advanced study, teach at the college level, and/or pursue a career in research. Our program offers comprehensive preparation in general biology with a curriculum balanced in three content areas (Ecology & Biodiversity, Cell Molecular Biology, and Human Biology).

A student desiring admission should have an undergraduate major in biology or a related science consisting of a minimum of 50 credits in science, of those a minimum of 30 credits in biology, 6 credits in chemistry, and one semester of college mathematics.

Documents to be submitted into the School of Graduate and Professional Studies:

• the graduate school application to the School of Graduate and Professional Studies
• all college transcripts to the School of Graduate and Professional Studies
• two letters of recommendation from academic or professional references (at least one academic reference preferred)
• a 300-500 word statement explaining why the applicant is interested in obtaining a master’s degree in biology, and what type of career the applicant is seeking

Once admitted to the program, students will meet with the Graduate Coordinator to discuss exit options and program requirements in the catalog.

The following required courses must be completed during the first year of study; Research Methods in Biology (BIO 550; 1 credit), Scientific Communication: General Seminar (BIO 560; 1 credit), and Scientific Communication: Special Topics Seminar (BIO 561; 1 credit). Each student will also select the 'exit' option in consultation with the graduate coordinator.

In addition to the 3 required courses, each student will follow the requirements associated with their chosen exit option: thesis, comprehensive examination, or special project. Courses taken outside of the department will not count toward the MS-Biology degree unless explicitly approved by the graduate coordinator.

All coursework must earn a "B" or better average (GPA=3.0) and must come from Biology Coursework in the three concentrations of Ecology/Biodiversity, Cell Molecular Biology, and Human Biology.

**Students may use a total of 9 credits taken as a non-matriculated student toward the degree.
Program Sequence - 30 Credits Minimum

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

**Required Courses**
BIO 550 – Research Methods in Biology– 1 credit  
BIO 560 – General Topics Seminar– 1 credit  
BIO 561 – Special Topics Seminar– 1 credit  

**Choose One of the Following Required Sequences:**

**Master Thesis Track**
In addition to the three required courses, students will write a special project proposal and register for BIO 590 Thesis Research – 6 credits taken over one or two semesters. The 21 remaining credits will be taken from biology 500 level elective classes listed below. Thesis completion requires satisfactory oral defense of the thesis to the department (typically delivered at the departmental research symposium).

**Special Project Track**
In addition to the three required courses, students will write a special project proposal and register for BIO 600 – Special Project Independent Study and Research – 3 credits. The 24 remaining credits will be taken from biology 500 level elective classes listed below. Special Project completion requires satisfactory presentation of a final product (typically a poster to be presented at the departmental research symposium) as determined by the department.

**Comprehensive Exam Track**
In addition to the three required courses, students will take 27 credits from the biology graduate program that are scheduled. Students must pass a final written comprehensive examination administered by the department. The comprehensive examination is given once or twice a year depending on need.

**Courses**
BIO 501 - Conservation Ecology - 3 credits  
BIO 502 - Population and Community Ecology - 3 credits  
BIO 504 - Evolution - 3 credits  
BIO 512 - Marine Invertebrate Ecology - 3 credits  
BIO 513 - Coastal Ecosystem Management - 3 credits  
BIO 518 - Advanced Microbiology - 3 credits  
BIO 519 - Emerging Infectious Diseases - 3 credits  
BIO 525 - Ichthyology - 3 credits  
BIO 526 - Herpetology - 3 credits  
BIO 529 - Endocrinology - 3 credits  
BIO 534 - Stream Ecology - 3 credits  
BIO 536 - Marine Algae - 3 credits  
BIO 537 - Plant Anatomy and Physiology - 3 credits  
BIO 540 - Biogeography - 3 credits  
BIO 541 - Tissue Culture Workshop - 3 credits  
BIO 542 - Human Physiology - 3 credits
BIO 545 - Immunology - 3 credits
BIO 547 - Virology - 3 credits
BIO 551 - Molecular and Developmental Genetics - 3 credits
BIO 552 - Human and Medical Genetics - 3 credits
BIO 555 - Neurobiology - 3 credits
BIO 556 - Cancer Biology - 3 credits
BIO 582 - Biological Illustration - 3 credits
BUSINESS ADMINISTRATION, M.B.A. - ACCELERATED

For further information: BusinessGrad@southernct.edu

APPLICATION DEADLINE

Rolling Admissions for Fall terms

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration prepares individuals for leadership positions in business, nonprofit, or governmental organizations. The program is multidisciplinary and follows a systems approach to understanding the internal and external forces that influence the development of an organization. The structure of the program is based on particular themes divided across eight (8) foundation courses, six (6) advanced courses, and three (3) additional courses. Observance of order between foundation and advanced courses is required. All foundation courses must be taken before any advanced or optional courses. The program is also designed for students with professional experience who are seeking to enhance their administrative skills and grow within their organizations without interruption to their career. The curriculum emphasizes a hands-on, practical approach to skill development and includes the following objectives:

- Assisting profit and nonprofit organizations to compete more effectively in a changing environment
- Preparing personnel in organizations for additional managerial responsibility
- Preparing individuals seeking administrative positions
- Aiding existing employees in gaining needed skills and knowledge for future organizational success

ADMISSION REQUIREMENTS

Candidates for admission to the MBA program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in business is not a requirement; qualified students from all backgrounds are encouraged to submit applications. Admission decisions are based on a combination of a student’s undergraduate academic performance, professional accomplishment, letters of recommendation and scores on the Graduate Management Admissions Test (GMAT) or Graduate Record Examinations (GRE). The GMAT and GRE requirement could be waived for any student with an undergraduate grade point average of 3.0 or higher. Applicants with a graduate degree may also be exempted from the GMAT/GRE. Of these, the greatest weight is given to undergraduate academic performance. If applicants are unable to submit a GMAT/GRE score before their desired start date, they may be admitted provisionally (based on prior academic and professional performance) for maximum of one term. Receipt of a GMAT/GRE score is required for full acceptance and continuation in the program.
A complete application package will include

1. Transcripts from all previously attended colleges
2. Two letters of recommendation from a supervisor/professor attesting to candidates
   a. Personal integrity
   b. Leadership potential
   c. Ability to work independently and as a member of a team
   d. A 500 word personal statement explaining why the applicant wants to pursue an MBA
   e. GMAT or GRE scores as required

PROGRAM REQUIREMENTS

The School offers a traditional MBA (part-time and full-time), and an accelerated MBA (full-time). Both programs cover the same content and require the same number of credits.

Students accepted in the MBA program will study full-time or part-time in an engaging environment. Those students not employed will be assisted in having an ongoing relationship with an employer who can provide a mentoring role. Additionally, the employer will provide access to educational and research opportunities within the organization.

ACCELERATED MBA PROGRAM

With the AMBA, students can complete their MBA degree in just 18 months with combined Saturday and online courses. Classes will be taught in Southern’s new School of Business located on the New Haven campus.

The program comprises of nine sessions with each session lasting eight weeks. During each eight-week session, students will complete two courses for six (6) credits, for a full-time course load of 12 credits per semester. The last eight-week session will be devoted to the completion of MBA 595 (Special Project.)

Prospective students will meet the same standards for admission as in the traditional MBA program.

Program Sequence

_As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation._

First Term
MBA 500-A1 - Management Process – 3 credits
MBA 501-A1 - Business Economics – 3 credits
MBA 502-A1 - Statistical Decision Making – 3 credits
MBA 504-A1 - Organizational Behavior – 3 credits

Second Term
MBA 503-A1 - Managerial Finance – 3 credits
MBA 505-A1 - Marketing Management – 3 credits
MBA 506-A1 - Financial and Managerial Accounting – 3 credits

MBA 507-A1 - Legal Issues in Business and Management – 3 credits

**Third Term**
MBA 542-A1 - Global Business – 3 credits
MBA 552-A1 - Strategic Management – 3 credits
MBA 562-A1 - Business Planning – 3 credits

**Fourth Term**
MBA 519-A1 - Leadership and Organizational Learning – 3 credits
MBA 525-A1 - Business Ethics – 3 credits
MBA 551-A1 - Business Ecology & Sustainability – 3 credits
MBA 565-A1 - Business and Society – 3 credits

MBA 595-A1 – Capstone: Research Project Seminar – 3 credits

All courses in a term must be registered for at one time

**MASTER OF BUSINESS ADMINISTRATION REQUIRED COURSES**

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

For further information: BusinessGrad@southernct.edu

Application Deadline

Rolling Admissions

MASTER OF BUSINESS ADMINISTRATION

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

• Assisting profit and nonprofit organizations to compete more effectively in a changing environment
• Preparing personnel in organizations for additional managerial responsibility
• Preparing individuals seeking administrative positions
• Aiding existing employees in gaining needed skills and knowledge for future organizational success
• Concentrations in Accounting, Finance, and Management and Marketing are available

ADMISSION REQUIREMENTS

Candidates for admission to the MBA program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in business is not a requirement; qualified students from all backgrounds are encouraged to submit applications. Admission decisions are based on a combination of a student’s undergraduate academic performance, professional accomplishment, letters of recommendation and scores on the Graduate Management Admissions Test (GMAT) or Graduate Record Examinations (GRE). The GMAT and GRE requirement could be waived for any student with an undergraduate grade point average of 3.0 or higher. Applicants with a graduate degree may also be exempted from the GMAT/GRE. Of these, the greatest weight is given to undergraduate academic performance. If applicants
are unable to submit a GMAT/GRE score before their desired start date, they may be admitted provisionally (based on prior academic and professional performance) for maximum of one term. Receipt of a GMAT/GRE score is required for full acceptance and continuation in the program. If you are applying as international student please see the section regarding ADMISSION OF INTERNATIONAL STUDENTS in this catalog.

A complete application package will include

1. Transcripts from all previously attended colleges
2. Two letters of recommendation from a supervisor/professor attesting to candidates
   a. Personal integrity
   b. Leadership potential
   c. Ability to work independently and as a member of a team
   d. A 500 word personal statement explaining why the applicant wants to pursue an MBA
   e. GMAT or GRE scores as required

PROGRAM REQUIREMENTS

The School offers a traditional MBA (part-time and full-time), and an accelerated MBA (full-time). Both programs cover the same content and require the same number of credits.

Students accepted in the MBA program will study full-time or part-time in an engaging environment. Those students not employed will be assisted in having an ongoing relationship with an employer who can provide a mentoring role. Additionally, the employer will provide access to educational and research opportunities within the organization.

Business Administration

* Students may choose concentrations in Accounting, Finance, Management and Marketing using the three option courses.

Program Sequence

51 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Foundation Courses
MBA 500 - Management Process – 3 credits
MBA 501 - Business Economics – 3 credits
MBA 502 - Statistical Decision Making – 3 credits
MBA 506 - Financial and Managerial Accounting – 3 credits

MBA 503 - Managerial Finance – 3 credits
MBA 505 - Marketing Management – 3 credits
MBA 504 - Organizational Behavior – 3 credits
MBA 507 - Legal Issues in Business and Management – 3 credits

Advanced Courses
MBA 548 - Business Process Excellence – 3 credits
MBA 542 - Global Business – 3 credits
MBA 562 - Business Planning – 3 credits
MBA 565 - Business and Society – 3 credits
MBA 552 - Strategic Management – 3 credits
MBA 595 – Capstone: Research Project Seminar – 3 credits

Concentration Courses

Students are also required to complete a concentration consisting of three additional courses.

Accounting Concentration (choose three)
MBA 575 – Financial Statement Analysis – 3 credits
MBA 576 – Principles of Business Taxation – 3 credits
MBA 577 – Tax Planning and Research – 3 credits
MBA 578 – Not-for-Profit and Governmental Accounting – 3 credits
MBA 579 – Advanced Auditing – 3 credits
MBA 580 – International Accounting Standards: Use and Interpretations – 3 credits
MBA 581 – Contemporary Accounting Issues – 3 credits

Beginning in the fall of 2015, students admitted into the program will be required to take and pass a qualifying exam in descriptive statistics before they can take MBA 502, Statistical Decision Making. Students who not pass the exam may take a 15 hour preparatory class in statistics run by the department or prepare on their own and retake the exam. Students will have three chances to take and pass the exam. Students who do not pass the exam on the third attempt will be asked to withdraw from the program.

WAIVER POLICY

Any of the eight required first year courses (except MBA 502) may be waived on the basis of appropriate undergraduate or graduate courses taken within the last six years at a regionally accredited institution. Waivers will be considered at the time of admission; waivers based on a “B” (3.0) or higher in the appropriate courses will be considered. Students who seek transfer credit must submit a written request (with a course syllabus or course description of the previously completed coursework) to the MBA Director during the first semester of attendance. Normally, waivers are decided within the first semester of study. Only courses with grades of “B” or higher may be used in meeting waiver guidelines for the required courses. Only required foundation courses may be waived. A course that has been waived may not be taken or used for elective credits. No tuition refund or cancellation will be issued for courses taken and subsequently waived. Moreover, waiving of courses does not reduce the total minimum number of 39 credits to complete the program.
WAIVER GUIDELINES

The minimum course requirements, all taken within the last six years, for waivers are:
MBA 500: Two courses in principles of or general management
MBA 501: One course in macroeconomics and one course in microeconomics.
MBA 503: Two upper division courses in finance
MBA 504: Two upper division courses in organizational behavior or industrial psychology
MBA 505: Two upper division courses in marketing
MBA 506: One course in financial accounting and one course in managerial accounting
MBA 507: Two courses in business law

CLASS SCHEDULING

All courses are offered one night a week. Students can pursue the program as intensively as they choose. There are also Saturday courses, as well as online and hybrid courses, in addition to the regular course offerings.

MASTER OF BUSINESS ADMINISTRATION REQUIRED COURSES

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

For further information: BusinessGrad@southernct.edu

Application Deadline

Rolling Admissions

MASTER OF BUSINESS ADMINISTRATION

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

• Assisting profit and nonprofit organizations to compete more effectively in a changing environment
• Preparing personnel in organizations for additional managerial responsibility
• Preparing individuals seeking administrative positions
• Aiding existing employees in gaining needed skills and knowledge for future organizational success
• Concentrations in Accounting, Finance, and Management and Marketing are available

ADMISSION REQUIREMENTS

Candidates for admission to the MBA program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in business is not a requirement; qualified students from all backgrounds are encouraged to submit applications. Admission decisions are based on a combination of a student’s undergraduate academic performance, professional accomplishment, letters of recommendation and scores on the Graduate Management Admissions Test (GMAT) or Graduate Record Examinations (GRE). The GMAT and GRE requirement could be waived for any student with an undergraduate grade point average of 3.0 or higher. Applicants with a graduate degree may also be exempted from the GMAT/GRE. Of these, the greatest weight is given to undergraduate academic performance. If applicants
are unable to submit a GMAT/GRE score before their desired start date, they may be admitted provisionally (based on prior academic and professional performance) for maximum of one term. Receipt of a GMAT/GRE score is required for full acceptance and continuation in the program. If you are applying as international student please see the section regarding ADMISSION OF INTERNATIONAL STUDENTS in this catalog.

A complete application package will include

1. Transcripts from all previously attended colleges
2. Two letters of recommendation from a supervisor/professor attesting to candidates
   a. Personal integrity
   b. Leadership potential
   c. Ability to work independently and as a member of a team
   d. A 500 word personal statement explaining why the applicant wants to pursue an MBA
   e. GMAT or GRE scores as required

**PROGRAM REQUIREMENTS**

The School offers a traditional MBA (part-time and full-time), and an accelerated MBA (full-time). Both programs cover the same content and require the same number of credits.

Students accepted in the MBA program will study full-time or part-time in an engaging environment. Those students not employed will be assisted in having an ongoing relationship with an employer who can provide a mentoring role. Additionally, the employer will provide access to educational and research opportunities within the organization.

Business Administration

* Students may choose concentrations in Accounting, Finance, Management and Marketing using the three option courses.

**Program Sequence**

**51 credits**

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

**Foundation Courses**

- MBA 500 - Management Process – 3 credits
- MBA 501 - Business Economics – 3 credits
- MBA 502 - Statistical Decision Making – 3 credits
- MBA 506 - Financial and Managerial Accounting – 3 credits

- MBA 503 - Managerial Finance – 3 credits
- MBA 505 - Marketing Management – 3 credits
- MBA 504 - Organizational Behavior – 3 credits
MBA 507 - Legal Issues in Business and Management – 3 credits

Advanced Courses
MBA 548 - Business Process Excellence – 3 credits
MBA 542 - Global Business – 3 credits
MBA 562 - Business Planning – 3 credits
MBA 565 - Business and Society – 3 credits
MBA 552 - Strategic Management – 3 credits
MBA 595 – Capstone: Research Project Seminar – 3 credits

Concentration Courses

Students are also required to complete a concentration consisting of three additional courses.

Finance Concentration (choose three)
MBA 528 – Real Estate Finance – 3 credits
MBA 550 – Public Finance – 3 credits
MBA 572 – Financial Markets and Institutions – 3 credits
MBA 573 – Investment Analysis – 3 credits
MBA 574 – Multinational Financial Management – 3 credits

Beginning in the fall of 2015, students admitted into the program will be required to take and pass a qualifying exam in descriptive statistics before they can take MBA 502, Statistical Decision Making. Students who not pass the exam may take a 15 hour preparatory class in statistics run by the department or prepare on their own and retake the exam. Students will have three chances to take and pass the exam. Students who do not pass the exam on the third attempt will be asked to withdraw from the program.

WAIVER POLICY

Any of the eight required first year courses (except MBA 502) may be waived on the basis of appropriate undergraduate or graduate courses taken within the last six years at a regionally accredited institution. Waivers will be considered at the time of admission; waivers based on a “B” (3.0) or higher in the appropriate courses will be considered. Students who seek transfer credit must submit a written request (with a course syllabus or course description of the previously completed coursework) to the MBA Director during the first semester of attendance. Normally, waivers are decided within the first semester of study. Only courses with grades of “B” or higher may be used in meeting waiver guidelines for the required courses. Only required foundation courses may be waived. A course that has been waived may not be taken or used for elective credits. No tuition refund or cancellation will be issued for courses taken and subsequently waived. Moreover, waiving of courses does not reduce the total minimum number of 39 credits to complete the program.

WAIVER GUIDELINES

The minimum course requirements, all taken within the last six years, for waivers are:
MBA 500: Two courses in principles of or general management
MBA 501: One course in macroeconomics and one course in microeconomics.
MBA 503: Two upper division courses in finance
MBA 504: Two upper division courses in organizational behavior or industrial psychology
MBA 505: Two upper division courses in marketing
MBA 506: One course in financial accounting and one course in managerial accounting
MBA 507: Two courses in business law

CLASS SCHEDULING

All courses are offered one night a week. Students can pursue the program as intensively as they choose. There are also Saturday courses, as well as online and hybrid courses, in addition to the regular course offerings.

MASTER OF BUSINESS ADMINISTRATION REQUIRED COURSES

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

For further information: BusinessGrad@southernct.edu

Application Deadline

Rolling Admissions

MASTER OF BUSINESS ADMINISTRATION

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

• Assisting profit and nonprofit organizations to compete more effectively in a changing environment
• Preparing personnel in organizations for additional managerial responsibility
• Preparing individuals seeking administrative positions
• Aiding existing employees in gaining needed skills and knowledge for future organizational success
• Concentrations in Accounting, Finance, and Management and Marketing are available

ADMISSION REQUIREMENTS

Candidates for admission to the MBA program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in business is not a requirement; qualified students from all backgrounds are encouraged to submit applications. Admission decisions are based on a combination of a student’s undergraduate academic performance, professional accomplishment, letters of recommendation and scores on the Graduate Management Admissions Test (GMAT) or Graduate Record Examinations (GRE). The GMAT and GRE requirement could be waived for any student with an undergraduate grade point average of 3.0 or higher. Applicants with a graduate degree may also be exempted from the GMAT/GRE. Of these, the greatest weight is given to undergraduate academic performance. If applicants
are unable to submit a GMAT/GRE score before their desired start date, they may be admitted provisionally (based on prior academic and professional performance) for maximum of one term. Receipt of a GMAT/GRE score is required for full acceptance and continuation in the program. If you are applying as international student please see the section regarding ADMISSION OF INTERNATIONAL STUDENTS in this catalog.

A complete application package will include

1. Transcripts from all previously attended colleges
2. Two letters of recommendation from a supervisor/professor attesting to candidates
   a. Personal integrity
   b. Leadership potential
   c. Ability to work independently and as a member of a team
   d. A 500 word personal statement explaining why the applicant wants to pursue an MBA
   e. GMAT or GRE scores as required

PROGRAM REQUIREMENTS

The School offers a traditional MBA (part-time and full-time), and an accelerated MBA (full-time). Both programs cover the same content and require the same number of credits.

Students accepted in the MBA program will study full-time or part-time in an engaging environment. Those students not employed will be assisted in having an ongoing relationship with an employer who can provide a mentoring role. Additionally, the employer will provide access to educational and research opportunities within the organization.

Business Administration

* Students may choose concentrations in Accounting, Finance, Management and Marketing using the three option courses.

Program Sequence

51 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Foundation Courses

MBA 500 - Management Process – 3 credits
MBA 501 - Business Economics – 3 credits
MBA 502 - Statistical Decision Making – 3 credits
MBA 506 - Financial and Managerial Accounting – 3 credits
MBA 503 - Managerial Finance – 3 credits
MBA 505 - Marketing Management – 3 credits
MBA 504 - Organizational Behavior – 3 credits
MBA 507 - Legal Issues in Business and Management – 3 credits

**Advanced Courses**
MBA 548 - Business Process Excellence – 3 credits  
MBA 542 - Global Business – 3 credits  
MBA 562 - Business Planning – 3 credits  
MBA 565 - Business and Society – 3 credits  
MBA 552 - Strategic Management – 3 credits  
MBA 595 – Capstone: Research Project Seminar – 3 credits

**Concentration Courses**

*Students are also required to complete a concentration consisting of three additional courses.*

**General Concentration (choose three)**
MBA 510 – Project Management – 3 credits  
MBA 512 – Strategic Factors in Marketing – 3 credits  
MBA 513 – Advertising and Promotional Strategy – 3 credits  
MBA 515 – International Entrepreneurship – 3 credits  
MBA 519 - Leadership and Organizational Learning – 3 credits  
MBA 521 – Business Analysis and Start-Up – 3 credits  
MBA 522 – Organizational Change and Development – 3 credits  
MBA 525 - Business Ethics – 3 credits  
MBA 528 – Real Estate Finance – 3 credits  
MBA 530 – Advanced Employment Law – 3 credits  
MBA 532 – Human Resources Management – 3 credits  
MBA 536 – International Marketing – 3 credits  
MBA 537 – Product Management – 3 credits  
MBA 538 – Marketing Data Analytics – 3 credits  
MBA 540 – Consumer Behavior – 3 credits  
MBA 549 – Economics of Health Care – 3 credits  
MBA 550 – Public Finance – 3 credits  
MBA 551 - Business Ecological Sustainability – 3 credits  
MBA 553 – Entrepreneurship and Small Business Development – 3 credits  
MBA 572 – Financial Markets and Institutions – 3 credits  
MBA 573 – Investment Analysis – 3 credits  
MBA 574 – Multinational Financial Management – 3 credits  
MBA 575 – Financial Statement Analysis – 3 credits  
MBA 576 – Principles of Business Taxation – 3 credits  
MBA 577 – Tax Planning and Research – 3 credits  
MBA 578 – Not-for-Profit and Governmental Accounting – 3 credits  
MBA 579 – Advanced Auditing – 3 credits  
MBA 580 – International Accounting Standards: Use and Interpretations – 3 credits  
MBA 581 – Contemporary Accounting Issues – 3 credits

Beginning in the fall of 2015, students admitted into the program will be required to take and pass a qualifying exam in descriptive statistics before they can take MBA 502, Statistical Decision Making. Students who not pass the exam may take a 15 hour
preparatory class in statistics run by the department or prepare on their own and retake the exam. Students will have three chances to take and pass the exam. Students who do not pass the exam on the third attempt will be asked to withdraw from the program.

WAIVER POLICY

Any of the eight required first year courses (except MBA 502) may be waived on the basis of appropriate undergraduate or graduate courses taken within the last six years at a regionally accredited institution. Waivers will be considered at the time of admission; waivers based on a “B” (3.0) or higher in the appropriate courses will be considered. Students who seek transfer credit must submit a written request (with a course syllabus or course description of the previously completed coursework) to the MBA Director during the first semester of attendance. Normally, waivers are decided within the first semester of study. Only courses with grades of “B” or higher may be used in meeting waiver guidelines for the required courses. Only required foundation courses may be waived. A course that has been waived may not be taken or used for elective credits. No tuition refund or cancellation will be issued for courses taken and subsequently waived. Moreover, waiving of courses does not reduce the total minimum number of 39 credits to complete the program.

WAIVER GUIDELINES

The minimum course requirements, all taken within the last six years, for waivers are:
MBA 500: Two courses in principles of or general management
MBA 501: One course in macroeconomics and one course in microeconomics.
MBA 503: Two upper division courses in finance
MBA 504: Two upper division courses in organizational behavior or industrial psychology
MBA 505: Two upper division courses in marketing
MBA 506: One course in financial accounting and one course in managerial accounting
MBA 507: Two courses in business law

CLASS SCHEDULING

All courses are offered one night a week. Students can pursue the program as intensively as they choose. There are also Saturday courses, as well as online and hybrid courses, in addition to the regular course offerings.

MASTER OF BUSINESS ADMINISTRATION REQUIRED COURSES

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

For further information: BusinessGrad@southernct.edu

Application Deadline

Rolling Admissions

MASTER OF BUSINESS ADMINISTRATION

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

• Assisting profit and nonprofit organizations to compete more effectively in a changing environment
• Preparing personnel in organizations for additional managerial responsibility
• Preparing individuals seeking administrative positions
• Aiding existing employees in gaining needed skills and knowledge for future organizational success
• Concentrations in Accounting, Finance, and Management and Marketing are available

ADMISSION REQUIREMENTS

Candidates for admission to the MBA program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in business is not a requirement; qualified students from all backgrounds are encouraged to submit applications. Admission decisions are based on a combination of a student’s undergraduate academic performance, professional accomplishment, letters of recommendation and scores on the Graduate Management Admissions Test (GMAT) or Graduate Record Examinations (GRE). The GMAT and GRE requirement could be waived for any student with an undergraduate grade point average of 3.0 or higher. Applicants with a graduate degree may also be exempted from the GMAT/GRE. Of these, the greatest weight is given to undergraduate academic performance. If applicants
are unable to submit a GMAT/GRE score before their desired start date, they may be admitted provisionally (based on prior academic and professional performance) for maximum of one term. Receipt of a GMAT/GRE score is required for full acceptance and continuation in the program. If you are applying as international student please see the section regarding ADMISSION OF INTERNATIONAL STUDENTS in this catalog.

A complete application package will include

1. Transcripts from all previously attended colleges  
2. Two letters of recommendation from a supervisor/professor attesting to candidates
   a. Personal integrity  
   b. Leadership potential  
   c. Ability to work independently and as a member of a team  
   d. A 500 word personal statement explaining why the applicant wants to pursue an MBA  
   e. GMAT or GRE scores as required

**PROGRAM REQUIREMENTS**

The School offers a traditional MBA (part-time and full-time), and an accelerated MBA (full-time). Both programs cover the same content and require the same number of credits.

Students accepted in the MBA program will study full-time or part-time in an engaging environment. Those students not employed will be assisted in having an ongoing relationship with an employer who can provide a mentoring role. Additionally, the employer will provide access to educational and research opportunities within the organization.

Business Administration

* Students may choose concentrations in Accounting, Finance, Management and Marketing using the three option courses.

**Program Sequence**

**51 credits**

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

**Foundation Courses**

MBA 500 - Management Process – 3 credits  
MBA 501 - Business Economics – 3 credits  
MBA 502 - Statistical Decision Making – 3 credits  
MBA 506 - Financial and Managerial Accounting – 3 credits

MBA 503 - Managerial Finance – 3 credits  
MBA 505 - Marketing Management – 3 credits  
MBA 504 - Organizational Behavior – 3 credits
MBA 507 - Legal Issues in Business and Management – 3 credits

Advanced Courses
MBA 548 - Business Process Excellence – 3 credits
MBA 542 - Global Business – 3 credits
MBA 562 - Business Planning – 3 credits
MBA 565 - Business and Society – 3 credits
MBA 552 - Strategic Management – 3 credits
MBA 595 – Capstone: Research Project Seminar – 3 credits

Concentration Courses

Students are also required to complete a concentration consisting of three additional courses.

Healthcare Administration Concentration (choose three)
MBA 549 – Economics of Health Care – 3 credits
NUR 540 – Legal Issues in Health Care – 3 credits
PCH 564 – Health Policy – 3 credits
PCH 548 – Public Health Administration – 3 credits
PCH 526 – Multicultural Issues in Health Organization – 3 credits
PCH 550 – Strategic Planning for Public and Non-Profit Org. – 3 credits

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WAIVER POLICY

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WAIVER GUIDELINES

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MBA 501: One course in macroeconomics and one course in microeconomics.
MBA 503: Two upper division courses in finance
MBA 504: Two upper division courses in organizational behavior or industrial psychology
MBA 505: Two upper division courses in marketing
MBA 506: Two upper division courses in finance accounting and one course in managerial accounting
MBA 507: Two courses in business law

CLASS SCHEDULING

All courses are offered one night a week. Students can pursue the program as intensively as they choose. There are also Saturday courses, as well as online and hybrid courses, in addition to the regular course offerings.

MASTER OF BUSINESS ADMINISTRATION REQUIRED COURSES

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BUSINESS ADMINISTRATION, M.B.A. - INTERNATIONAL BUSINESS

For further information: BusinessGrad@southernct.edu

Application Deadline

Rolling Admissions

MASTER OF BUSINESS ADMINISTRATION

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- Preparing individuals seeking administrative positions
- Aiding existing employees in gaining needed skills and knowledge for future organizational success
- Concentrations in Accounting, Finance, and Management and Marketing are available

ADMISSION REQUIREMENTS

Candidates for admission to the MBA program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in business is not a requirement; qualified students from all backgrounds are encouraged to submit applications. Admission decisions are based on a combination of a student’s undergraduate academic performance, professional accomplishment, letters of recommendation and scores on the Graduate Management Admissions Test (GMAT) or Graduate Record Examinations (GRE). The GMAT and GRE requirement could be waived for any student with an undergraduate grade point average of 3.0 or higher. Applicants with a graduate degree may also be exempted from the GMAT/GRE. Of these, the greatest weight is given to undergraduate academic performance. If applicants
are unable to submit a GMAT/GRE score before their desired start date, they may be admitted provisionally (based on prior academic and professional performance) for maximum of one term. Receipt of a GMAT/GRE score is required for full acceptance and continuation in the program. If you are applying as international student please see the section regarding ADMISSION OF INTERNATIONAL STUDENTS in this catalog.

A complete application package will include

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   b. Leadership potential
   c. Ability to work independently and as a member of a team
   d. A 500 word personal statement explaining why the applicant wants to pursue an MBA
   e. GMAT or GRE scores as required

**PROGRAM REQUIREMENTS**

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Business Administration

* Students may choose concentrations in Accounting, Finance, Management and Marketing using the three option courses.

**Program Sequence**

51 credits

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

**Foundation Courses**

MBA 500 - Management Process – 3 credits
MBA 501 - Business Economics – 3 credits
MBA 502 - Statistical Decision Making – 3 credits
MBA 506 - Financial and Managerial Accounting – 3 credits

MBA 503 - Managerial Finance – 3 credits
MBA 505 - Marketing Management – 3 credits
MBA 504 - Organizational Behavior – 3 credits
MBA 507 - Legal Issues in Business and Management – 3 credits

**Advanced Courses**
- MBA 548 - Business Process Excellence – 3 credits
- MBA 542 - Global Business – 3 credits
- MBA 562 - Business Planning – 3 credits
- MBA 565 - Business and Society – 3 credits
- MBA 552 - Strategic Management – 3 credits
- MBA 595 – Capstone: Research Project Seminar – 3 credits

**Concentration Courses**

*Students are also required to complete a concentration consisting of three additional courses.*

**International Business Concentration (choose three)**
- MBA 509 - International Entrepreneurship – 3 credits
- MBA 536 – International Marketing – 3 credits
- MBA 574 – Multinational Financial Management – 3 credits
- MBA 580 – International Accounting Standards: Use and Interpretations – 3 credits

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**WAIVER POLICY**

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**WAIVER GUIDELINES**

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

CLASS SCHEDULING

All courses are offered one night a week. Students can pursue the program as intensively as they choose. There are also Saturday courses, as well as online and hybrid courses, in addition to the regular course offerings.

MASTER OF BUSINESS ADMINISTRATION REQUIRED COURSES

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Southern Connecticut State University Graduate Catalog 2017 - 2018
BUSINESS ADMINISTRATION, M.B.A. - MANAGEMENT

For further information: BusinessGrad@southernct.edu

Application Deadline

Rolling Admissions

MASTER OF BUSINESS ADMINISTRATION

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• Aiding existing employees in gaining needed skills and knowledge for future organizational success
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ADMISSION REQUIREMENTS

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are unable to submit a GMAT/GRE score before their desired start date, they may be admitted provisionally (based on prior academic and professional performance) for maximum of one term. Receipt of a GMAT/GRE score is required for full acceptance and continuation in the program. If you are applying as international student please see the section regarding ADMISSION OF INTERNATIONAL STUDENTS in this catalog.

A complete application package will include

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   a. Personal integrity
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   c. Ability to work independently and as a member of a team
   d. A 500 word personal statement explaining why the applicant wants to pursue an MBA
   e. GMAT or GRE scores as required

PROGRAM REQUIREMENTS

The School offers a traditional MBA (part-time and full-time), and an accelerated MBA (full-time). Both programs cover the same content and require the same number of credits.

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Business Administration

* Students may choose concentrations in Accounting, Finance, Management and Marketing using the three option courses.

Program Sequence

51 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Foundation Courses

MBA 500 - Management Process – 3 credits
MBA 501 - Business Economics – 3 credits
MBA 502 - Statistical Decision Making – 3 credits
MBA 506 - Financial and Managerial Accounting – 3 credits
MBA 503 - Managerial Finance – 3 credits
MBA 505 - Marketing Management – 3 credits
MBA 504 - Organizational Behavior – 3 credits
MBA 507 - Legal Issues in Business and Management – 3 credits

**Advanced Courses**
MBA 548 - Business Process Excellence – 3 credits
MBA 542 - Global Business – 3 credits
MBA 562 - Business Planning – 3 credits
MBA 565 - Business and Society – 3 credits
MBA 552 - Strategic Management – 3 credits
MBA 595 – Capstone: Research Project Seminar – 3 credits

**Concentration Courses**

*Students are also required to complete a concentration consisting of three additional courses.*

**Management Concentration (choose three)**
MBA 510 – Project Management – 3 credits
MBA 512 – Strategic Factors in Marketing – 3 credits
MBA 515 – International Entrepreneurship – 3 credits
MBA 519 - Leadership and Organizational Learning – 3 credits
MBA 521 – Business Analysis and Start-Up – 3 credits
MBA 522 – Organizational Change and Development – 3 credits
MBA 525 - Business Ethics – 3 credits
MBA 530 – Advanced Employment Law – 3 credits
MBA 532 – Human Resources Management – 3 credits

Beginning in the fall of 2015, students admitted into the program will be required to take and pass a qualifying exam in descriptive statistics before they can take MBA 502, Statistical Decision Making. Students who not pass the exam may take a 15 hour preparatory class in statistics run by the department or prepare on their own and retake the exam. Students will have three chances to take and pass the exam. Students who do not pass the exam on the third attempt will be asked to withdraw from the program.

**WAIVER POLICY**

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WAIVER GUIDELINES

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MBA 500: Two courses in principles of or general management
MBA 501: One course in macroeconomics and one course in microeconomics.
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MBA 505: Two upper division courses in marketing
MBA 506: One course in financial accounting and one course in managerial accounting
MBA 507: Two courses in business law

CLASS SCHEDULING

All courses are offered one night a week. Students can pursue the program as intensively as they choose. There are also Saturday courses, as well as online and hybrid courses, in addition to the regular course offerings.

MASTER OF BUSINESS ADMINISTRATION REQUIRED COURSES

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BUSINESS ADMINISTRATION, M.B.A. - MARKETING

For further information: BusinessGrad@southernct.edu

Application Deadline

Rolling Admissions

MASTER OF BUSINESS ADMINISTRATION

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ADMISSION REQUIREMENTS

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   a. Personal integrity
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   c. Ability to work independently and as a member of a team
   d. A 500 word personal statement explaining why the applicant wants to pursue an MBA
   e. GMAT or GRE scores as required

**PROGRAM REQUIREMENTS**

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Business Administration

* Students may choose concentrations in Accounting, Finance, Management and Marketing using the three option courses.

**Program Sequence**

**51 credits**

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Foundation Courses**

MBA 500 - Management Process – 3 credits
MBA 501 - Business Economics – 3 credits
MBA 502 - Statistical Decision Making – 3 credits
MBA 506 - Financial and Managerial Accounting – 3 credits
MBA 503 - Managerial Finance – 3 credits
MBA 505 - Marketing Management – 3 credits
MBA 504 - Organizational Behavior – 3 credits
MBA 507 - Legal Issues in Business and Management – 3 credits

**Advanced Courses**
- MBA 548 - Business Process Excellence – 3 credits
- MBA 542 - Global Business – 3 credits
- MBA 562 - Business Planning – 3 credits
- MBA 565 - Business and Society – 3 credits
- MBA 552 - Strategic Management – 3 credits
- MBA 595 – Capstone: Research Project Seminar – 3 credits

**Concentration Courses**

*Students are also required to complete a concentration consisting of three additional courses.*

**Marketing Concentration (choose three)**
- MBA 513 – Advertising and Promotional Strategy – 3 credits
- MBA 536 – International Marketing – 3 credits
- MBA 537 – Product Management – 3 credits
- MBA 538 – Marketing Data Analytics – 3 credits
- MBA 540 – Consumer Behavior – 3 credits

Beginning in the fall of 2015, students admitted into the program will be required to take and pass a qualifying exam in descriptive statistics before they can take MBA 502, Statistical Decision Making. Students who not pass the exam may take a 15 hour preparatory class in statistics run by the department or prepare on their own and retake the exam. Students will have three chances to take and pass the exam. Students who do not pass the exam on the third attempt will be asked to withdraw from the program.

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**WAIVER GUIDELINES**

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MBA 500: Two courses in principles of or general management
MBA 501: One course in macroeconomics and one course in microeconomics.
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MBA 505: Two upper division courses in marketing
MBA 506: One course in financial accounting and one course in managerial accounting
MBA 507: Two courses in business law

CLASS SCHEDULING

All courses are offered one night a week. Students can pursue the program as intensively as they choose. There are also Saturday courses, as well as online and hybrid courses, in addition to the regular course offerings.

MASTER OF BUSINESS ADMINISTRATION REQUIRED COURSES

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CHEMISTRY, M.S.

For further information: ChemistryGrad@southernct.edu

Application Deadline
Rolling Admissions

Master of Science Degree in Chemistry

The Master of Science program in chemistry offers students the opportunity to complete graduate studies in analytical chemistry, biochemistry, inorganic chemistry, environmental chemistry, organic chemistry, or physical chemistry. Course work in the program, except in unusual circumstances, cannot begin until the student has an undergraduate grade point average of 3.0 or higher. The Master of Science degree in chemistry requires completion of a total of 30 credits (or approximately 10 courses) with a "B" or better average.

Master's Thesis Track

The thesis track requires the completion of the six graduate chemistry courses (18 credits) and a thesis (CHE 588, CHE 589, CHE 590, CHE 591) based on experimental research acceptable to the department. Students must complete the thesis courses in sequence. A student must apply to the department for the thesis defense and provide a final draft of the completed thesis at least two weeks prior to the defense date.

Comprehensive Examination Track

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

Program Sequence - 30 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Choose One of the Following:

Master Thesis Track

A total of 18 credits in graduate level Chemistry required, in addition to the thesis track courses listed below.

CHE 588 – Scientific Writing and Research Methods – 3 credits
CHE 589 – Research Thesis Proposal – 3 credits
CHE 590 – Research – 3 credits
CHE 591 – Research Thesis – 3 credits

Comprehensive Examination Track
A total of 30 credits in graduate level Chemistry required.

*A comprehensive exam is also required.
CHEMISTRY, M.S. - ACCELERATED

For further information: ChemistryGrad@southernct.edu

Application Deadline

March 13

CHEMISTRY, M.S. ACCELERATED

The Accelerated M.S. in Chemistry provides high-achieving students with an opportunity to finish their graduate degree in one year following successful completion of the B.S. in Chemistry (Concentration: B.S. to M.S. Accelerated Pathway) at Southern Connecticut State University.

Application Deadline

Undergraduate Students at Southern Connecticut State University are encouraged to apply for graduate admission no later than the spring semester of their senior year in collaboration with a faculty advisor. All materials should be submitted to the Office of Graduate Admissions the Friday prior to the start of spring break. Students will select the Accelerated M.S. in Chemistry degree. Please consult the admission requirements below and within the Admissions section of the graduate catalog for more information.

Admission Requirements

Students interested in applying for admissions to the Accelerated M.S. in Chemistry should apply online through the Office of Graduate Admissions website: www.southernct.edu/gradadmissions. The applicant’s current SCSU transcript will be automatically added to the application. Students must fill out the online application form, provide a personal statement, and a letter of recommendation from a faculty member indicating that they are willing to supervise the student's thesis research.

Candidates seeking admission are expected to have completed their bachelor's degree requirements and attained a minimum grade point average (GPA) of 3.0 (out of 4.0). Students will be granted early acceptance to the School of Graduate and Professional Studies through the Office of Graduate Admissions, which is conditional upon meeting the requirements listed above. A final transcript noting the degree and date awarded must he received by the Office of Graduate Admissions prior to the beginning of the first semester of graduate enrollment. Upon final approval of the application and planned program by the Office of Graduate Admissions, those accepted into the program will receive a letter of acceptance from the Office of Graduate Admissions verifying their status as a matriculated graduate student.
International applicants should refer to the Admission of International Students subsection of the Application and Admissions section of this catalog for the additional application requirements.

**Program Sequence - 30 Credits**

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation. 12 credits of graduate coursework will be completed within the B.S. in Chemistry (Concentration: B.S. to M.S. Accelerated Pathway) and the student will have 18 credits of graduate coursework remaining.*

**Senior Year**

- CHE 586 – Chemistry Research – 3 credits
- CHE 587 – Chemistry Research II – 3 credits
- CHE 500-999 – 3 credits
- CHE 500-999 – 3 credits

**Fifth Year**

Complete twelve (12) credits from:
- CHE 500-999

**Capstone**

Required six (6) credits:
- CHE 590 – Research – 3 credits
- CHE 591 – Research Thesis – 3 credits
CHEMISTRY, M.S. - PROFESSIONAL SCIENCE MASTER'S

For further information: ChemistryGrad@southernct.edu

Application Deadline
Rolling Admissions

Program Overview
The Master of Science program in chemistry offers students the opportunity to complete graduate studies in chemistry while also developing skills in business administration in order for students to prepare for facets of their career that may involve managerial and administrative work. Course work in the program, except in unusual circumstances, cannot begin until the student has an undergraduate grade point average of 3.0 or higher. The Professional Master of Science concentration in chemistry requires completion of a total of 36 credits with a "B" or better average. All students in the program must complete any six graduate chemistry courses of the following six courses with a "B" or better average.

Program Sequence –36 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Program Requirements
18 credits in graduate Chemistry courses. In addition, students take the following 18 credits in Masters of Business Administration courses.

MBA 500 – Management Process – 3 credits
MBA 502 – Statistical Decision Making – 3 credits
MBA 505 – Marketing Management – 3 credits
MBA 537 – Product Management – 3 credits
MBA 548 – Operations Management – 3 credits
MBA 551 – Business Ecological Sustainability – 3 credits

Students are required to complete 36 graduate credits (six graduate chemistry courses and six MBA courses) and pass a comprehensive examination. The comprehensive examination is designed to test the student's knowledge of the various areas of chemistry studied while pursuing the master's program. The comprehensive examination is given once or twice a year depending on need.
CLASSROOM TEACHER SPECIALIST, SIXTH YEAR CERTIFICATE

For further information: EducationGrad@southernct.edu

Application Deadline
Rolling Admissions

Classroom Teacher Specialist

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

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

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

To be admitted to the program, students must have a master’s degree and must satisfy admissions requirements for a sixth year program. Student should contact the Graduate Coordinator for an appointment as soon as they apply to discuss the program. All students are required to enroll in the following courses, each of which carries three semester hours of credit.

Program Sequence - 30 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Area of Specialization

EDU 611 – Curriculum: Development and Implementation of Theories in the Classroom - 3 credits
EDU 612 – The Teaching-Learning Process: A Teacher’s Perspective - 3 credits
EDU 613 – Diverse Classroom Models: Principles and Practices Research Component - 3 credits (offered in spring semester)
Research

EDU 618 – Field Study – Applied Research - 3 credits (offered in fall semester)
EDU 619 – Seminar – Current Issues Affecting Classroom Teachers - 3 credits

Electives Cognate and related Fields

In consultation with Advisor, select 15 credits in area of specialization and background. These courses may be any graduate level course in any subject.
CLINICAL MENTAL HEALTH COUNSELING, M.S.

For further information: CMHCGrad@southernct.edu

Application Deadlines

Clinical Mental Health Counseling: January 15 for summer only. Students may start coursework in summer or fall.

Counseling Program

The licensure track program is designed to meet the curricular requirements for the Connecticut State Licensed Professional Counselor (LPC). The Masters of Science in Clinical Mental Health Counseling (60 credit hours) prepares graduate students to work in a variety of community counseling agencies, college counseling centers, hospitals, and other counseling settings including private practice. Students develop skills and theoretical knowledge in practicing individual, group and career counseling with diverse populations in either public or private agencies of centers.

The M.S. program is accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP), which is the premier independent accrediting body in counselor education. A comprehensive exam is required. Students who complete the M.S. in Clinical Mental Health Counseling are prepared to take the National Counselor Examination. This examination is required by the National Board for Counselor Certification (NBCC). It is also required by the State of Connecticut Department of Public Health for Licensed Professional Counselors (LPC).

Master Of Science Degree In Counseling - Clinical Mental Health Counseling

The Clinical Mental Health Counseling program prepares graduates to work with clients across a spectrum of mental and emotional disorders, as well as to promote mental health and wellness. Clients may be seen individually, in couples, or group settings. Clinical Mental Health Counselors are knowledgeable in principles and practices of diagnosis, treatment, referral, and prevention and often work in interdisciplinary teams with other health professionals (e.g., psychiatrists, social workers, MDs). Employment opportunities may include private practice, community-based mental health centers, hospitals, and other treatment centers. For more information please see the Council for Accreditation of Counseling & Related Educational Programs (CACREP) website.

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

Please note that completion of a Masters program in Clinical Mental Health Counseling is only one of the requirements for obtaining Licensure as a Professional Counselor. Each student is responsible for understanding the Connecticut State Department of Public Health licensure requirements, as listed on their website. Application for licensure cannot occur until after post-graduate supervision hours are earned and all other requirements have been met.

A criminal record is a required component of Licensure as a Professional Counselor. Additionally, some sites require fingerprinting and a criminal check when working vulnerable populations, such as children or prisoners.

Admissions Criteria for Clinical Health Counseling

Candidates for the program are evaluated on the following criteria:

1. Applicants should have a strong academic background and/or potential, as evidenced by a minimum undergraduate GPA of 3.0. For applicants with undergraduate GPAs between 2.5 and 3.0, GPA Waivers may be possible under certain circumstances, with program faculty and university approval. For information on how to increase your undergraduate GPA to above a 2.5, you can use a GPA calculator to identify how many courses you would need to improve your GPA.

2. Applicants should have a foundational knowledge related to psychology, as represented by holding a Bachelor's degree (in any field) and having at least 3 required prerequisites: Introduction to Psychology, Statistics or Research Methods, and Abnormal Psychology/Psychopathology. It is possible for students to complete prerequisites after acceptance.

3. Applicants should have been strongly recommended by 3 individuals who have known them in a professional and/or academic setting and can speak to their potential as a graduate student and clinical mental health counselor, including an assessment of their interpersonal skills and commitment to diversity. At least one recommendation must be from an academic reference (e.g., professor).

4. Applicants should submit a clear, well-written 500 word essay describing the basis of their interest in the Clinical Mental Health Counseling program at SCSU.

5. Applicants should have some experience, either volunteer or professional, in a helping role, as demonstrated on their resume.
6. Applicants should illustrate potential as a counselor, interpersonal skills, and knowledge of the Clinical Mental Health Counseling field within an admissions interview, if invited.

Application Process

In order to be considered for admission to the program the following fall, all admissions materials must be received by **January 15**. In order to apply to the program, please follow the steps below:

- Complete the application to Southern Connecticut State University's Graduate school. The application can be found and completed online. A non-refundable fee of $50 must be paid at time of submission with a credit card.
- Send official transcripts from ALL institutions where you have completed coursework to:
  
  Southern Connecticut State University  
  School of Graduate and Professional Studies  
  501 Crescent Street  
  New Haven, CT 06515  
  **If you have attended SCSU, you only need to indicate this on your application; you do not need to send your official transcript.**

- Upload Personal Essay to the portal to which you logged in to apply. The essay should address why the applicant wishes to become a Clinical Mental Health Counselor and attend SCSU's CMHC program.
- Upload a Current Resume or Vita to the portal to which you logged in to apply.
- Have three recommenders upload their recommendation forms and letters directly into the system via a personalized link sent to them when you applied. Please make sure you provided the recommendation form to anyone you list as a recommender, as it is required. At least one recommendation should be from someone who can speak to your academic skills.

Program Sequence - 60 Credits

The Clinical Mental Health Counseling program consists of courses in counseling and psychological foundations, professional and ethical issues, advanced group counseling skills, empirically based techniques, and practicum and internship fieldwork. Students may select from a part-time or full-time sequence of study. The programs in Clinical Mental Health Counseling (60 credits) will be planned according to the following general outline:

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

Pre-requisite Requirements

- PSY 100/102 - Introduction to Psychology - 3 credits
- PSY 259/530 - Statistics or Research Methods - 3 credits
- PSY 321/528 - Abnormal Psychology or Psychopathology - 3 credits
**Required Core Courses: Open to Non-Matriculated Students**
CSP 540 - Introduction to Assessment in Counseling & School Psychology - 3 credits
CSP 568 - Counseling and Lifespan Development - 3 credits
CSP 569 - Theories of Counseling - 3 credits
CSP 572 - Career Counseling - 3 credits
CSP 578 - Social and Cultural Diversity - 3 credits
CSP 691 - Research and Evaluations in Schools in Clinical Mental Health Settings - 3 credits

**Advanced Counseling Courses**
CSP 550 - Counseling Skills & Techniques - 3 credits
CSP 656 - Group Counseling - 3 credits

**Advanced CMHC Courses**
CSP 595 - Orientation and Ethics in Clinical Mental Health Counseling - 3 credits
CSP 571 - Diagnosis of Psychological Disorders - 3 credits
CSP 554 - Treatment of Psychological Disorders - 3 credits
CSP 549 - Crisis Counseling - 3 credits
CSP 521 - Substance-Related and Addictive Disorders *Open to Non-Matriculated Students - 3 credits
CSP 601 - Advanced Counseling Skills and Techniques - 1 credit
CSP 605 - Children and Family Counseling *Open to Non-Matriculated Students - 3 credits

**Electives in Clinical Mental Health Counseling (2 credits)**

**Field Work**
Practicum and Internship at a counseling and fieldwork site
CSP 552 - Practicum Supervision in Clinical Mental Health Counseling - 3 credits
CSP 553 - Practicum & Seminar in Clinical Mental Health Counseling - 4 credits
CSP 676 - Internship & Seminar in Clinical Mental Health Counseling - 4 credits each semester for 2 semesters, for a total of 8 credits

**Capstone**
A comprehensive examination is required.
CLINICAL MENTAL HEALTH COUNSELING, POST-MASTER'S CERTIFICATE

For further information: CMHCGrad@southernct.edu

APPLICATION DEADLINES

January 15 for fall semester; September 1 for spring semester.

Please note, this certificate program is not accredited by CACREP.

Post-Masters Certificate in Clinical Mental Health Counseling

This respecialization certificate prepares students who already have a School Counseling Masters for work as a Counselor and satisfies the degree requirements for licensure as a Professional Counselor from the Connecticut State Department of Public Health. The certificate includes 20 credits of required coursework – 12 credits of course content and 8 credits of fieldwork. Candidates are required to complete a 600-hour supervised internship placement within a clinical mental health counseling setting.

Candidates for this certificate program must hold a Master’s Degree in School Counseling. In addition, candidates must complete prerequisite courses in psychology and have a course related to the treatment of substance abuse. No comprehensive exam or thesis is required.

Please note that completion of a graduate program in Clinical Mental Health Counseling is only one of the requirements for obtaining Licensure as a Professional Counselor. Each student is responsible for understanding the Connecticut State Department of Public Health licensure requirements, as listed on their website. Application for licensure cannot occur until after post-graduate supervision hours are earned and all other requirements have been met.

A criminal record is a required component of Licensure as a Professional Counselor. Additionally, some sites require fingerprinting and a criminal check when working vulnerable populations, such as children or prisoners.

Admissions Criteria for Post-Master’s Certificate in Clinical Mental Health Counseling

Candidates for the program are evaluated on the following criteria:

1. Applicants should have a strong academic background and/or potential, as evidenced by a minimum undergraduate GPA of 3.0. For applicants with undergraduate GPAs between 2.5 and 3.0, GPA Waivers may be possible under certain circumstances, with program faculty and university approval. For information on how to increase your undergraduate GPA to above a 2.5, you can use a GPA calculator to identify how many courses you would need to improve your GPA.
2. Applicants should have a Masters Degree in School Counseling.
3. Applicants should have should be strongly recommended by 3 individuals who have known them in a professional and/or academic setting and can speak to their potential as a graduate student and clinical mental health counselor, including an assessment of their interpersonal skills and commitment to diversity. At least one recommendation must be from an academic reference (e.g., professor).
4. Applicants should submit a clear, well-written 500-word essay describing the basis of their interest in the Clinical Mental Health Counseling program at SCSU.
5. Applicants should have some experience, either volunteer or professional, in a helping role, as demonstrated on their resume.
6. Applicants should illustrate potential as a counselor, interpersonal skills, and knowledge of the Clinical Mental Health Counseling field within an admissions interview, if invited.

Application Process

In order to be considered for admission to the program the following fall, all admissions materials must be received by January 15. In order to be considered for admission to the program in the following spring, all admission materials must be received by September 1.

In order to apply to the program, please follow the steps below:

• Complete the application to Southern Connecticut State University's Graduate school. The application can be found and completed online. A non-refundable fee of $50 must be paid at time of submission with a credit card.
• Send official transcripts from ALL institutions where you have completed coursework to:

Southern Connecticut State University
School of Graduate and Professional Studies
Application Processing Center
PO Box 8057
Portsmouth, NH 03802**If you have attended SCSU, you only need to indicate this on your application; you do not need to send your official transcript.

• Upload Personal Essay to the portal to which you logged in to apply. The essay should address why the applicant wishes to become a Clinical Mental Health Counselor and attend SCSU's CMHC program.
• Upload a Current Resume or Vita to the portal to which you logged in to apply.
• Have three recommenders upload their recommendation forms and letters directly into the system via a personalized link sent to them when you applied. Please make sure you provided the recommendation form to anyone you list as a recommender, as it is required. At least one recommendation should be from someone who can speak to your academic skills.

Program Sequence - 20 Credits

The Post-Masters Certificate in Clinical Mental Health Counseling consists of courses in advanced counseling, professional and ethical issues, and fieldwork, which are required for Professional Counselor Licensure in the State of Connecticut. The programs in
the Post-Masters Certificate in Clinical Mental Health Counseling (20 credits) will be planned according to the following general outline:

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Pre-requisite Requirements**

Masters in School Counseling

CSP 521 - Substance-Related and Addictive Disorders *Open to Non-Matriculated Students - 3 credits

**Advanced CMHC Courses**

CSP 595 - Orientation and Ethics in Clinical Mental Health Counseling - 3 credits
CSP 571 - Diagnosis of Psychological Disorders - 3 credits
CSP 554 - Treatment of Psychological Disorders - 3 credits
CSP 549 - Crisis Counseling - 3 credits

**Field Work**

Internship at a counseling and fieldwork site

CSP 676 - Internship & Seminar in Clinical Mental Health Counseling - 4 credits (2 semesters, for a total of 8 credits)
CLINICAL NURSE LEADER, POST-MASTER'S CERTIFICATE

For further information: NursingGrad@southernct.edu

Application Deadline

October 1 for admission into the spring semester and February 15 for admission into the fall semester.

Accredited by the Commission on Collegiate Nursing Education, the Department of Nursing offers a graduate program leading to the Master of Science degree with tracks in nursing education, clinical nurse leader and family nurse practitioner. In addition, family nurse practitioner, clinical nurse leader, and nursing education certificate programs are offered for professional nurses who already hold master's degrees in nursing. Full- or part-time study is available.

Students have the option of completing either a thesis or special project to complete program requirements. The option selected will be determined when initially signing the specific Plan of Study for the program.

Program Sequence - 21 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Cognate Courses/Other Requirements
NUR 526 – Advanced Health Assessment (must earn a grade of "B" or higher) – 3 credits
NUR 521 – Advanced Pathophysiology (must earn a grade of "B" or higher) – 3 credits
NUR 524 – Advanced Pharmacology (must earn a grade of "B" or higher) – 3 credits

Clinical Component & Role Function
NUR 530 – Nurse-Managed Quality Outcomes (must earn a grade of "B" or higher) – 6 credits
NUR 531 – Role of the Clinical Nurse Leader II (must earn a grade of "B" or higher) – 6 credits

Other Requirements/Conditions
*It is understood that continuance in the Nursing program is contingent upon on-going faculty evaluation of my academic performance, performance in real and/or simulated professional training situations, and ethical and appropriateness of responses and behavior. Any modification must be approved in writing by the MSN coordinator.
COASTAL RESILIENCE, M.SC.

For further information: EnvironmentalEdGrad@southernct.edu

Application Deadline

This program is not accepting applications at this time.

Coastal Resilience

The MS in Coastal Resilience integrates the study of science, policy, economics, sustainability, innovation, planning and management for a holistic consideration of coastal resilience in the face of considerable environmental change and challenge. It provides students with the necessary knowledge and skills training to find practical and sustainable solutions to coastal problems arising from climate change, development pressures and increasing population in the coastal zone. It provides a scientific basis for decision-making and planning for resilience in the coastal zone.

The program is composed of 45 credits. 30 credits are prescribed coursework focused on (1) building the knowledge base to address coastal resilience from a biophysical as well as socio-cultural perspective, (2) on skills training to be able to successfully undertake coastal resilience research, and (3) on examining coastal resilience in a field research context (3 credits of field study in the winter session). The remaining 15 credits consist of: 3 credits for thesis proposal development, 3 credits for thesis completion and 9 credits of directed reading.

Program Sequence

45 Credits Required

CRM 500 – Research Methods I (2 credits)
CRM 501 – Coastal Systems I: Biophysical/Environmental Aspects (3 credits)
CRM 502 – Coastal Systems II: Sociocultural Aspects (3 credits)
CRM 503 – Coastal Hazards and Pollution (3 credits)
CRM 504 – Coastal Policy and Planning (3 credits)
CRM 505 - GIS I (4 credits)
CRM 506 – GIS II (4 credits)
CRM 510 – Research Methods II (2 credits)
CRM 550 – Field Experience (3 credits)
CRM 590 – Coastal Issues Seminar (1.5 Credits) – Repeated once
CRM 601 – Directed Study I: Biophysical Aspects of Coastal Resilience (3 credits)
CRM 602 – Directed Study II: Sociocultural Aspects of Coastal Resilience (3 credits)
CRM 603 – Directed Study III: Sustainability Transitions (3 credits)

Capstone

CRM 594 – Thesis Research I (3 credits)
CRM 595 – Thesis Research II (3 credits)
COMMUNICATION DISORDERS, M.S. - SPEECH LANGUAGE PATHOLOGY

For further information: CommunicationDisordersGrad@southernct.edu
Or visit the Department website: southernc.edu/cmd

APPLICATION DEADLINE
February 1 for fall semester

Master of Science Degree in Speech-Language Pathology

The Department of Communication Disorders offers a program leading to the Master of Science degree in Speech-Language Pathology and Special Service Endorsement from the Connecticut State Department of Education.

Speech-language pathologists evaluate, treat and conduct research into human communication and its disorders. The practice and work of these individuals may take place in many types of settings: hospitals, schools, universities, private practice, research laboratories and industry. These individuals may collaborate with medical specialists, educators, engineers, scientists and other allied health professionals and technicians.

Speech-Language Pathologists:

• Improve the oral and written language skills of children
• Help those who stutter to increase speech fluency
• Assist with developing control of vocal and respiratory systems for correct voice production
• Treat people who have experienced brain trauma to regain speech, language, cognitive, and swallowing abilities
• Help individuals use technology to assist communication
• Counsel individuals and families so that they may better cope with communication disorders
• Counsel individuals on prevention of communication disorders

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

Departmental Admission Requirements

Department Application: February 1.
Students may be admitted to graduate study from a variety of undergraduate majors. For students without an undergraduate degree in communication disorders, programs are developed to include prerequisites courses.

Candidates must meet the Graduate School requirement of a cumulative undergraduate quality point ratio of 3.0 or higher, as well as professional promise and scholastic ability.

For specific application requirements, please visit the Communication Disorders website.

PLEASE FOLLOW THE DIRECTIONS FOR DOCUMENT SUBMISSION OUTLINED ON THE SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES WEBSITE AND CSDCAS. IT IS THE RESPONSIBILITY OF EACH APPLICANT TO VERIFY THAT ALL REQUIRED MATERIALS ARE RECEIVED BY FEBRUARY 1.

**Program Sequence- 69-72 credits**

Individuals who enter the graduate program with all prerequisite coursework can complete the program in six semesters, full-time (Fall, Spring, Summer, Fall, Spring, Summer). Individual programs for all students are designed to meet the requirements for certification in speech-language pathology by the American Speech-Language-Hearing Association (ASHA), Connecticut licensure, and special endorsement in speech-language pathology for Connecticut public schools. Students who are missing prerequisite coursework will require up to three additional semesters to complete the program. The Graduate Program Coordinator will review students’ prior coursework to determine which prerequisite courses are needed to fulfill all requirements.

Students must maintain an overall and departmental GPA of 3.0 to remain in the program. A “C+” or higher must be achieved in all academic courses, and a “B-” or higher is required in all clinical practica.

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**ASHA Prerequisite Courses**

- Biological (human or animal)
- Physical Science (physics or chemistry)
- Statistics
- Social/Behavioral Science (psychology, sociology, anthropology, public health) - 2 courses

**School Certification Courses**

Speech-language pathologists who work in Connecticut public schools must have school certification (Special Endorsement in Speech-Language Pathology)

- Special Education - 3 credits
- Professional Education – 6 credits (e.g. psychology: child, educational, developmental, adolescent, or cognitive/learning; foundations in education; classroom instruction and management)
Required Pre-professional coursework—minimum of 21 credits

- Phonetics and Phonological Systems
- Anatomy and Physiology of the Speech and Hearing Mechanisms
- Language Development
- Introduction to Audiology and Hearing Science
- Neurological Bases of Communication
- Speech Science
- Clinical Practice of Speech-Language Pathology and Audiology

25 hours of observation documented by a practitioner with ASHA certification

Program Requirements 69-72 Credits

All students enroll for 27 credits of required core courses; 30 credits of practicum; 6 credits of electives in speech-language pathology; 3 credits of electives in audiology; and either CMD 605-Special Projects for 3 credits, or CMD 590 and CMD 591-Thesis Seminar I and II for 6 credits, depending on the track selected. The program can be completed in six semesters, full-time (Fall, Spring, Summer, Fall, Spring, Summer). Individual programs for all students are designed to meet the requirements for certification in speech-language pathology by the American Speech-Language-Hearing Association (ASHA), Connecticut licensure and special service for Connecticut public schools.

Please note, registration for all departmental courses requires departmental permission.

Required coursework
CMD 503 – Research Methods in Communication Disorders – 3 credits
CMD 527 – Neurogenic Speech and Language Disorders – 3 credits
CMD 531 – Disorders in Psychology – 3 credits
CMD 537 – Cognitively Based Communication Disorders in Adults – 3 credits
CMD 545 – Disorders in fluency – 3 credits
CMD 550 – Language Acquisition Disorders: Birth to Five – 3 credits
CMD 551 – Language Disorders: School-Age – 3 credits
CMD 583 – Voice & Velopharyngeal Disorders – 3 credits
CMD 627 – Dysphagia – 3 credits

Speech Language-Pathology Electives (choose two)
CMD 586 – Advanced Instrumentation Techniques for Medical Speech Pathology – 1 credit
CMD 602 – Augmentative & Alternative communication – 3 credits
CMD 608 – Topics in Medical Speech-Language Pathology – 3 credits
CMD 610 – Developmental Disabilities – 3 credits
CMD 656 – Literacy for the SLP – 3 credits
CMD 652 – Autism Spectrum Disorders – 3 credits
CMD 665 – Counseling & Guidance Procedure in Speech & Hearing – 3 credits

Audiology Electives (choose one)
CMD 559 – Educational Audiology – 3 credits
CMD 575 – Central Audiology Processing Disorders in Children – 3 credits
Program Practicum Courses
A total of 375 hours of supervised clinical experience and 25 hours of observation are required for graduation with a minimum of 325 hours obtained at the graduate level.
CMD 560 – Speech & Language Practicum-A – 5 credits
CMD 561 – Speech & Language Practicum-B – 5 credits
CMD 562 – School Practicum – 6 credits
CMD 564 – Speech & Language Practicum-C – 5 credits
CMD 568 – Audiology Practicum – 3 credits
CMD 569 – Advanced Clinical Practicum – 6 credits

Capstone Experience Courses-Choose Thesis (6 credits) OR Special Project (3 credits)
CMD 590 – Thesis Seminar I – 3 credits
CMD 591 – Thesis Seminar II – 3 credits
CMD 605 – Special Project – 3 credits
COMPUTER SCIENCE, M.S. - CYBERSECURITY

For further information: ComputerScienceGrad@southernct.edu

Application Deadline

Rolling admissions

The Master of Science degree in Computer Science prepares students for the challenges faced by professionals in the rapidly changing field of computer science, as well as for those planning to pursue advanced graduate study in the field of computing. The program provides students with foundations in computer science, along with state-of-the-art skills needed for its two areas of concentration namely, Software Development and Cybersecurity.

Departmental Admission Requirements

In addition to the admission requirements of the School of Graduate and Professional Studies found in the Application and Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

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

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

Candidates seeking admission are expected to have a bachelor's degree in any area of study with a minimum grade point average (GPA) of 3.0 (out of 4.0). Additionally, it is expected that all graduate candidates have the knowledge and skills of programming in a high level language (eg. Java, C++) through the topic of data structures. For those lacking this prerequisite, a 4-credit accelerated programming course (CSC 505: Computer Programming & Data Structures) is offered by the department on a regular basis.

No more than 9 credits of graduate level Computer Science related courses may be transferred from other institutions. Once the School of Graduate and Professional Studies has a completed application file with all required documents, the Graduate Coordinator of the Computer Science Department will arrange a personal interview with the applicant. During this interview, the candidate will draft a planned program of study in consultation with the Graduate Coordinator which will specify the selected area of concentration, the elective courses as well as the chosen capstone option (thesis or special project). Upon final approval of the application and planned program by
the School of Graduate and Professional Studies, those accepted into the program will receive a letter of acceptance from the School of Graduate and Professional Studies and a copy of the planned program verifying their status as a matriculated graduate student.

Program Sequence - 36 Credits

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

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

In the event that a candidate's previous academic record meets any of the required planned courses, the Graduate Coordinator may replace such courses with other courses in the program to meet the 36-credit requirement.

Below is a list of program requirements.

**Required Core Requirements (12 credits)**

CSC 540 — Database Systems — 3 credits  
CSC 543 — Web Programming — 3 credits  
CSC 563 — Multithreaded Distributed Programming — 3 credits  
CSC 565 — Computer Networks — 3 credits

**Concentration Requirements (12 credits)**

All students must select one of the two areas of concentration offered by the department and complete all four courses in the selected area.

**Cybersecurity**

This cybersecurity concentration prepares students with a solid foundation in information assurance strategies and best practices along with the skills necessary to utilize various security tools to monitor networks and systems for security beaches, respond to cyberattacks, and gather data and evidence to be used in prosecuting cybercrime. Students will also gain experience in the cybersecurity tools and techniques used by hackers. Courses include:

CSC 555 — Principles of Information Security — 3 credits  
CSC 558 — Network Security — 3 credits  
CSC 568 — Ethical Hacking and Penetration Testing — 3 credits  
CSC 578 — Secure Systems — 3 credits

**Breadth Requirements (6 credits)**

All students are required to complete a total of two additional non-core courses outside of their area of concentration to broaden their knowledge. These courses must be in Computer Science, and must be at the 520 level or higher.
Capstone Requirements (6 credits)

Students select one of two capstone options toward the end of their coursework, namely: the Master's Thesis (CSC 590/591) or a Special Project (CSC 590/ CSC 595) (3-Credits Each). A description of each of these capstone requirements can be found in the "Master 's Degree Requirements" description within the Academic Standards and Regulations section of this catalog.
COMPUTER SCIENCE, M.S. - CYBERSECURITY ACCELERATED PATHWAY

For further information: ComputerScienceGrad@southernct.edu

The M.S. in Computer Science – Cybersecurity Accelerated Pathway concentration provides high-achieving students with an opportunity to finish their graduate degree in one year following the successful completion of a B.S. in Computer Science – Cybersecurity BS to MS Accelerated Pathway at Southern Connecticut State University. Students selected into this program will receive a strong foundation in computer science and the skills needed to enter the cutting-edge field of cybersecurity.

Application Deadline

Undergraduate Students at Southern Connecticut State University are encouraged to apply for graduate admission no later than the spring semester of their senior year in collaboration with a faculty advisor. All materials should be submitted to the School of Graduate and Professional Studies the Friday prior to the start of spring break. Students will select the M.S. in Computer Science degree and the Cybersecurity Accelerated Pathway Concentration. Please consult the admission requirements below and within the Admissions section of the graduate catalog for more information.

Admission Requirements

Students interested in applying for admissions to the M.S. in Computer Science – Cybersecurity Accelerated Pathway should apply online through the School of Graduate and Professional Studies website: www.southernct.edu/gradadmissions. The applicant’s current SCSU transcript will be automatically added to the application. In addition to the admission requirements of the School of Graduate and Professional Studies found in the Admissions section of the graduate catalog, all applicants must meet the following criteria.

- A current Southern Connecticut State University undergraduate student enrolled in the B.S., Computer Science degree with the Cybersecurity BS to MS Accelerated Pathway concentration no later than their junior year.
- A cumulative undergraduate grade point average (GPA) of 3.0.
- A 3.0 GPA in all major CSC courses.
- A grade of ‘B’ or better in CSC 265 and CSC 330.

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

Once the School of Graduate and Professional Studies has a completed application file with all required documents, the Graduate Coordinator of the Computer Science
Department will arrange a personal interview with the applicant. During the interview, the candidate will draft a planned program of study in consultation with the Graduate Coordinator which will specify the selected area of concentration, the elective courses, as well as the chosen capstone option (thesis or special project).

The Cybersecurity concentration prepares students with a solid foundation in information assurance strategies and best practices along with the skills necessary to utilize various security tools to monitor networks and systems for security breaches, respond to cyberattacks, and gather data and evidence to be used in prosecuting cybercrime. Students will also gain experience in the cybersecurity tools and techniques used by hackers. Courses include:

- CSC 555 — Principles of Information Security — 3 credits
- CSC 558 — Network Security — 3 credits
- CSC 568 — Ethical Hacking and Penetration Testing — 3 credits
- CSC 578 — Secure Systems — 3 credits

**Breadth Requirements**

6 Credits Required

All students are required to complete a total of two additional non-core courses outside of their area of concentration to broaden their knowledge. These courses must be in Computer Science, and must be at the 520 level or higher.

**Capstone Requirements**

6 Credits Required

Students select one of two capstone options toward the end of their coursework, namely: the Master's Thesis (CSC 590 and CSC 591) or a Special Project (CSC 590/ CSC 595) (6 credits total). A description of each of these capstone requirements can be found within the Academic Standards section of this catalog.
COMPUTER SCIENCE, M.S. - SOFTWARE DEVELOPMENT

For further information: ComputerScienceGrad@southernct.edu

Application Deadline

Rolling admissions

The Master of Science degree in Computer Science prepares students for the challenges faced by professionals in the rapidly changing field of computer science, as well as for those planning to pursue advanced graduate study in the field of computing. The program provides students with foundations in computer science, along with state-of-the-art skills needed for its two areas of concentration namely, Software Development and Cybersecurity.

Departmental Admission Requirements

In addition to the admission requirements of the School of Graduate and Professional Studies found in the Application and Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

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

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

Candidates seeking admission are expected to have a bachelor's degree in any area of study with a minimum grade point average (GPA) of 3.0 (out of 4.0). Additionally, it is expected that all graduate candidates have the knowledge and skills of programming in a high level language (eg. Java, C++) through the topic of data structures. For those lacking this prerequisite, a 4-credit accelerated programming course (CSC 505: Computer Programming & Data Structures) is offered by the department on a regular basis.

No more than 9 credits of graduate level Computer Science related courses may be transferred from other institutions. Once the School of Graduate and Professional Studies has a completed application file with all required documents, the Graduate Coordinator of the Computer Science Department will arrange a personal interview with the applicant. During this interview, the candidate will draft a planned program of study in consultation with the Graduate Coordinator which will specify the selected area of concentration, the elective courses as well as the chosen capstone option (thesis or special project). Upon final approval of the application and planned program by
the School of Graduate and Professional Studies, those accepted into the program will receive a letter of acceptance from the School of Graduate and Professional Studies and a copy of the planned program verifying their status as a matriculated graduate student.

Program Sequence - 36 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

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

In the event that a candidate's previous academic record meets any of the required planned courses, the Graduate Coordinator may replace such courses with other courses in the program to meet the 36-credit requirement.

Below is a list of program requirements.

**Required Core Requirements (12 credits)**

- CSC 540 — Database Systems — 3 credits
- CSC 543 — Web Programming — 3 credits
- CSC 563 — Multithreaded Distributed Programming — 3 credits
- CSC 565 — Computer Networks — 3 credits

**Concentration Requirements (12 credits)**

All students must select one of the two areas of concentration offered by the department and complete all four courses in the selected area.

**Software Development**

This concentration focuses on software engineering techniques, advanced database systems, mobile software development along with an emphasis on strategies, methods and techniques to measure and improve software quality. Courses include:
- CSC 535 — Software Engineering — 3 credits
- CSC 545 — Advanced Database Systems — 3 credits
- CSC 550 — Fundamentals of Mobile Application Development — 3 credits
- CSC 560 — Software Quality — 3 credits

**Breadth Requirements (6 credits)**

All students are required to complete a total of two additional non-core courses outside of their area of concentration to broaden their knowledge. These courses must be in Computer Science, and must be at the 520 level or higher.
Capstone Requirements (6 credits)

Students select one of two capstone options toward the end of their coursework, namely: the Master's Thesis (CSC 590/591) or a Special Project (CSC 590/ CSC 595) (3-Credits Each). A description of each of these capstone requirements can be found in the "Master 's Degree Requirements" description within the Academic Standards and Regulations section of this catalog.
COUNSELING EDUCATION AND SUPERVISION, ED.D.

The Ed.D in Counselor Education and Supervision (CES) is a practice-based and applied degree, which envisions students incorporating professional applications into capstone projects. The CES Ed.D will prepare leaders with: a) expertise in counselor education and supervision for work in academia preparing the next generation of school counselors, clinical mental health counselors, counselor educators, and clinical supervisors; b) expertise in advanced clinical practice and supervision for work in agency and private practice settings, and c) expertise in the development, management, and evaluation of counseling programs, agencies, and policy.

Required - 48 credits

CSP 722 Introduction to Advanced Applied Statistics and Data Analysis – 3 credits
CSP 800 Advanced Counseling Research Design – 3 credits
CSP 801 Introduction to Counseling Supervision – 3 credits
CSP 805 Counselor Education Teaching and Practice – 3 credits
CSP 808 Advanced Counseling Supervision and Consultation – 3 credits
CSP 809 Current Issues, Ethics, and Professional Identity – 2 credits
CSP 815 Qualitative Methods – 3 credits
CSP 816 Program Evaluation in Counseling Settings – 3 credits
CSP 856 Advanced Counseling Theory and Practice – 3 credits
CSP 865 Advanced Group Counseling – 3 credits
CSP 869 Advanced Supervised Practicum in Counseling – 3 credits
CSP 860 Advanced Leadership and Advocacy in Counseling – 2 credits
CSP 870 Advanced Internship I – 3 credits
CSP 871 Advanced Internship II – 3 credits
CSP 875 Multicultural and Social Justice in Counselor Education, Supervision, and Research – 3 credits
CSP 898 Capstone/Dissertation Seminar – 3 credits
CSP 899 Capstone/Dissertation – 1 credit
CSP 899 Capstone/Dissertation – 1 credit

Required Fieldwork Requirements

Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 150 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee. Additionally, doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy).

A capstone/dissertation is required.
Note: In accordance with standards established by CACREP, a doctoral program should consist of a minimum of 48 semester hours of doctoral-level credits beyond the entry-level degree. This program will seek accreditation upon graduating the first cohort of completers.

(https://www.cacrep.org/section-6-doctoral-standards-counselor-education-and-supervision/)

**Admissions Criteria for EdD in Counselor Education and Supervision (CES)**

**Application Deadlines**

April 1st for summer admission

Applicants must have a master’s degree in counseling, preferably from a CACREP-accredited program (or demonstrate through file review that the program from which they earned their master’s degree meets CACREP standards). Candidates holding a master’s degree from a non-CACREP program may apply.

Note: Submission of syllabus may be necessary for review of accreditation requirements.

Preferred candidates will have 2 years field experience and hold licensure (LPC), provisional licensure, and/or a school counseling certificate.

Cumulative Undergraduate GPA: 3.0 or above and Graduate GPA: 3.5 or above. GPA waivers can be requested in select circumstances.

An admission Interview is required.

**Application Process**

In order to be considered for the summer, submit by April 1st.

- Make formal application to Southern’s School of Graduate Studies: https://www.southernct.edu/grad/admissions
- Submit official undergraduate and graduate transcripts
- 3 letters of recommendation, preferably at least two from academic sources
- Submit personal statement in a 500-750 word essay speaking to the following areas:
  - reasons for pursuing a doctorate in CES;
  - career history and goals;
  - areas of experience/interest in terms of population, modalities, teaching/supervision/research/leadership;
  - the role that social justice has played for the applicant in their drive to pursue a doctorate in CES
CREATIVE WRITING, M.F.A.

For further information: CreativeWritingGrad@southernct.edu

Application Deadline

For applicants wishing to be considered for funding, applications are due by March 1. Otherwise, we accept applications year round.

Master of Fine Arts in Creative Writing Degree

The M.F.A. in Creative Writing at Southern is a full-residency, terminal-degree program, preparing students for careers as writers, teachers, editors, and professionals in the publishing world. With its main focus on the writing workshop and the creative thesis, the M.F.A. also requires students to study literature at the graduate level and provides opportunities for students to train for teaching collegiate-level writing. Admission to the M.F.A. program is competitive, with roughly six poets and six fiction-writers admitted each year. For applicants wishing to be considered for funding, applications are due March 1. Otherwise, applications are accepted year round. Applicants will be notified of their status as early as possible.

Admission Procedures

Candidates for any graduate degree or certification program in English should make certain that they have all materials on file with the School of Graduate and Professional Studies.

Prospective degree candidates may register as part-time non-matricualted students in graduate courses. Up to nine credits of non-matricualted course work may be applied toward the degree if the student is admitted to a program.

To be accepted into the Master of Fine Arts in Creative Writing Program, candidates must:

• meet the general admission requirements of the School of Graduate and Professional Studies;
• send in a completed MFA Program Application Form;
• submit a 1,000-word Statement of Purpose in which they explain why they are interested in pursuing graduate studies in Creative Writing, and discuss themselves as writers. Applicants may wish to make reference to professional, academic, and/or personal interests as well as future goals;
• include a sample of their creative work in the genre to which they are applying (minimum 15 pages, maximum 25 pages, of fiction; or 10 pages of poetry);
• three letters of recommendation (the letters of recommendation should be mailed directly to applicants in sealed envelopes with the signature of the recommender across the flap of the envelope). At least one of these letters should be from a person familiar with applicants as writers and also as students.
Graduate Teaching Assistantships

The graduate teaching assistantship in English Composition offers graduate students the opportunity to observe and teach in the college classroom. Applicants must either be matriculated graduate students in English who have completed 6 credits or more in graduate English courses with at least a 3.5 average in those classes or newly admitted students whose GPA in undergraduate English courses is strong enough to warrant consideration. Those who receive the award, a stipend of approximately $4,800, intern in English composition during the fall semester and are mentored by the Director of Composition or a departmental designee. They may also be given the opportunity to teach one composition course the following spring, depending on course availability. Past teaching assistants have found the assistantship valuable in discovering a call to teach, securing part-time work, preparing for doctoral or additional graduate-level study, and attaining positions in secondary schools. Two to three awards are given each year. Applications are due in March and selection occurs in April for the following fall. Application materials are available in the English Department office and at the English Department website: (www.SouthernCT.edu/academics/schools/arts/departments/english/graduateprograms/graduateteachingassistantships.html).

Program Sequence (Fiction) - 48 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Four workshop classes in major genre (12 credits)
ENG 502: Prose Fiction Writing I - 3 credits
ENG 503: Prose Fiction Writing II (note: this course may be repeated for credit) - 3 credits

One workshop class in minor genre (3 Credits):
• ENG 402: Advanced Poetry Writing, or
• ENG 506: The Writing of Poetry I, or
• ENG 507: The Writing of Poetry II (note: this course may be repeated for credits

Five classes in literature or literary theory (15 credits):
• ENG 508: Contemporary Critical Theory - 3 credits
• ENG 509: Contemporary Poetic Theory - 3 credits
• ENG 511: Love and the Body in Medieval Consciousness - 3 credits
• ENG 512: Literature of the Anglo-Saxons - 3 credits
• ENG 514: English Medieval Literature - 3 credits
• ENG 515: Writing the Novel I - 3 credits
• ENG 516: Writing the Novel II - 3 credits
• ENG 517: Research Methods - 3 credits
• ENG 521: Feminist Theory and Literary Criticism - 3 credits
• ENG 522: Wright, Ellison, and Baldwin - 3 credits
• ENG 523: Contemporary African American Literature - 3 credits
• ENG 524: The Harlem Renaissance - 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 525</td>
<td>17th Century Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 529</td>
<td>African American Rhetorical Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENG 531</td>
<td>Feminist Rhetorical Theory</td>
<td>3</td>
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<tr>
<td>ENG 536</td>
<td>Early Victorians: 1837-1870</td>
<td>3</td>
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<tr>
<td>ENG 537</td>
<td>Later Victorians: 1870-1914</td>
<td>3</td>
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<td>ENG 538</td>
<td>Victorian Novel</td>
<td>3</td>
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<td>ENG 540</td>
<td>Classical Drama</td>
<td>3</td>
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<td>ENG 542</td>
<td>Shakespeare</td>
<td>3</td>
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<tr>
<td>ENG 548</td>
<td>Modern and Contemporary Drama</td>
<td>3</td>
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<tr>
<td>ENG 552</td>
<td>English Renaissance</td>
<td>3</td>
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<tr>
<td>ENG 555</td>
<td>The 18th Century: Age of Satire</td>
<td>3</td>
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<tr>
<td>ENG 557</td>
<td>Romantic Period</td>
<td>3</td>
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<td>ENG 559</td>
<td>20th Century English Literature</td>
<td>3</td>
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<tr>
<td>ENG 560</td>
<td>20th Century American Drama</td>
<td>3</td>
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<tr>
<td>ENG 562</td>
<td>The American Novel Before 1850</td>
<td>3</td>
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<tr>
<td>ENG 564</td>
<td>Poe, Hawthorne, and Melville</td>
<td>3</td>
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<tr>
<td>ENG 565</td>
<td>Emerson, Thoreau, and Whitman</td>
<td>3</td>
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<tr>
<td>ENG 566</td>
<td>20th Century American Poets</td>
<td>3</td>
</tr>
<tr>
<td>ENG 567</td>
<td>Mark Twain, Howells, and James</td>
<td>3</td>
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<tr>
<td>ENG 568</td>
<td>American Novel: 1900-1945</td>
<td>3</td>
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<td>ENG 569</td>
<td>American Novel Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>ENG 570</td>
<td>The Epic</td>
<td>3</td>
</tr>
<tr>
<td>ENG 571</td>
<td>Myth and the Contemporary Hero</td>
<td>3</td>
</tr>
<tr>
<td>ENG 572</td>
<td>The Short Story</td>
<td>3</td>
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<tr>
<td>ENG 576</td>
<td>Comparative Study of the 19th Century Novel</td>
<td>3</td>
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<tr>
<td>ENG 578</td>
<td>Comparative Study of the 20th Century Novel</td>
<td>3</td>
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<tr>
<td>ENG 579</td>
<td>Comparative Studies of the Essay</td>
<td>3</td>
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<tr>
<td>ENG 580</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>ENG 581</td>
<td>Medieval Women and Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 583</td>
<td>Arthurian Legend</td>
<td>3</td>
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<tr>
<td>ENG 584</td>
<td>Milton</td>
<td>3</td>
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<tr>
<td>ENG 586</td>
<td>Seminar in American Literature</td>
<td>3</td>
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<tr>
<td>ENG 587</td>
<td>Seminar in British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 588</td>
<td>Seminar in Comparative Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 597</td>
<td>Graduate Internship in Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 600</td>
<td>Independent Study and Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Twelve elective credits (minimum of 6 in the English Dept) (12 credits) (Note: all courses listed above, in addition to those listed immediately below, may be used as elective credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 504</td>
<td>The Teaching of Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 505</td>
<td>Applied English Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 506</td>
<td>The Writing of Poetry I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 507</td>
<td>The Writing of Poetry II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 510</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
</tbody>
</table>
• ENG 518: Philosophy of Composition - 3 credits
• ENG 519: Teaching College Writing - 3 credits
• ENG 585: Special Topics in Composition/Rhetoric - 3 credits

Thesis: book-length manuscript of original fiction
ENG 590: English Thesis - 3 credits (6 credits required)

Note: six credits of undergraduate courses in the 300- and 400-level (ENG 402 among them) may be applied to the MFA requirements.

Program Sequence (Poetry) - 48 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Four workshop classes in major genre (12 credits)
ENG 506: The Writing of Poetry I - 3 credits
ENG 507: The Writing of Poetry II (note: this course may be repeated for credits)

One workshop class in minor genre (3 Credits):
• ENG 406: Advanced Fiction Writing, or
• ENG 502: Prose Fiction Writing I, or
• ENG 503: Prose Fiction Writing II

Five classes in literature or literary theory (15 credits):
• ENG 508: Contemporary Critical Theory - 3 credits
• ENG 509: Contemporary Poetic Theory - 3 credits
• ENG 511: Love and the Body in Medieval Consciousness - 3 credits
• ENG 512: Literature of the Anglo-Saxons - 3 credits
• ENG 514: English Medieval Literature - 3 credits
• ENG 515: Writing the Novel I - 3 credits
• ENG 516: Writing the Novel II - 3 credits
• ENG 517: Research Methods - 3 credits
• ENG 521: Feminist Theory and Literary Criticism - 3 credits
• ENG 522: Wright, Ellison, and Baldwin - 3 credits
• ENG 523: Contemporary African American Literature - 3 credits
• ENG 524: The Harlem Renaissance - 3 credits
• ENG 525: 17th Century Poetry - 3 credits
• ENG 529: African American Rhetorical Theory - 3 credits
• ENG 531: Feminist Rhetorical Theory - 3 credits
• ENG 536: Early Victorians: 1837-1870 - 3 credits
• ENG 537: Later Victorians: 1870-1914 - 3 credits
• ENG 538: Victorian Novel - 3 credits
• ENG 540: Classical Drama - 3 credits
• ENG 542: Shakespeare - 3 credits
• ENG 548: Modern and Contemporary Drama - 3 credits
• ENG 552: English Renaissance - 3 credits
• ENG 555: The 18th Century: Age of Satire - 3 credits
• ENG 557: Romantic Period - 3 credits
• ENG 559: 20th Century English Literature - 3 credits
• ENG 560: 20th Century American Drama - 3 credits
• ENG 562: The American Novel Before 1850 - 3 credits
• ENG 564: Poe, Hawthorne, and Melville - 3 credits
• ENG 565: Emerson, Thoreau, and Whitman - 3 credits
• ENG 566: 20th Century American Poets - 3 credits
• ENG 567: Mark Twain, Howells, and James - 3 credits
• ENG 568: American Novel: 1900-1945 - 3 credits
• ENG 569: American Novel Since 1945 - 3 credits
• ENG 570: The Epic - 3 credits
• ENG 571: Myth and the Contemporary Hero - 3 credits
• ENG 572: The Short Story - 3 credits
• ENG 576: Comparative Study of the 19th Century Novel - 3 credits
• ENG 578: Comparative Study of the 20th Century Novel - 3 credits
• ENG 579: Comparative Studies of the Essay - 3 credits
• ENG 580: Chaucer - 3 credits
• ENG 581: Medieval Women and Literature - 3 credits
• ENG 583: Arthurian Legend - 3 credits
• ENG 584: Milton - 3 credits
• ENG 586: Seminar in American Literature - 3 credits
• ENG 587: Seminar in British Literature - 3 credits
• ENG 588: Seminar in Comparative Literature - 3 credits
• ENG 597: Graduate Internship in Teaching Writing (note: this course may be repeated for credit) - 3 credits
• ENG 600: Independent Study and Research (provided the subject is literature and/or theory) - 3 credits

Twelve elective credits (minimum of 6 in the English Dept) (12 credits) (Note: all courses listed above, in addition to those listed immediately below, may be used as elective credits):

• ENG 502: Prose Fiction Writing I - 3 credits
• ENG 503: Prose Fiction Writing II - 3 credits
• ENG 504: The Teacher of Writing - 3 credits
• ENG 505: Applied English Linguistics - 3 credits
• ENG 510: History of the English Language - 3 credits
• ENG 518: Philosophy of Composition - 3 credits
• ENG 519: Teaching College Writing - 3 credits
• ENG 585: Special Topics in Composition/Rhetoric - 3 credits

Thesis: book-length manuscript of original fiction
ENG 590: English Thesis - 3 credits (6 credits required)

Note: six credits of undergraduate courses in the 300- and 400-level (ENG 402 among them) may be applied to the MFA requirements.
EDUCATION, M.S.

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling admissions

Admission Requirements for M.S.

Applicants must submit the following materials:

• A completed Application for Admission to the School of Graduate and Professional Studies with the Application Fee
• Official transcripts of all college level work indicating a grade point average of 3.0 or higher. Interested applicants who do not meet these requirements should contact the Graduate Coordinator
• Once the School of Graduate and Professional Studies has reviewed the application file and determined that it is complete, the applicant must contact the Graduate Coordinator for an appointment.
• At the meeting the program will be discussed and the Graduate Coordinator will then inform the Graduate Office of the decision for admission to the program.
• The program is a 36 credit program with 4 required courses and 8 electives designed around the needs of the student.

*Note that this program is intended for those who already have Teacher Certification. This is NOT a program that leads to certification.

Program Sequence - 36 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Core Requirements (9 Credits)

• EDU 524 – Law for the Classroom Teacher – 3 credits
  • or EDU 560 – Controversial Issues in Education – 3 credits
• EDU 592 – Research in Education – 3 credits
• EDU 538 – Parent Involvement in Education – 3 credits
  • or EDU 528 – Differentiated Instruction – 3 credits

Electives (21-24-Credits)

• 5 of these courses are selected from a state approved list, approved by the faculty adviser and the graduate coordinator, the remaining 2-3 are free choice.

Capstone Plan A: Thesis Required Courses (6 Credits)

• EDU 590 – Thesis Seminar – 6 credits

Capstone Plan B: Field Project Required Courses (3 Credits)
• EDU 591 – Special Project in Education – 3 credits
  
  Please Note: Students must request to be placed on a waiting list for EDU 591 at least one semester in advance of anticipated enrollment in the course.)
EDUCATIONAL LEADERSHIP, ED.D - GENERAL

For further information: EducationalLeadershipGrad@southernct.edu

Application Deadline

March 1

Doctorate In Educational Leadership — Ed.D.

The doctoral program in Educational Leadership is a part-time program designed to prepare leaders to meet the challenges of the 21st century. We seek to develop a cadre of reflective educational professionals whose mastery of application and oriented research informs the school systems and policy arenas of Connecticut and the nation.

Admission Requirements

Ed.D. Program application deadline is March 1 for Fall Admission. Apply using the Office of Graduate Admissions' online application process:

- Overview of the Graduate Application Process
- The Graduate School Application

IMPORTANT: Students may upload most documents to the admissions website. Official transcripts and recommendations must be sent via regular mail to the processing center in New Hampshire (click the link above for the address).

Admissions to the doctoral program is selective and requires the following materials:

1. A completed SCSU Office of Graduate Admissions application with $50 application fee

2. Official BA, MA or other official transcripts from all colleges and universities attended by the applicant demonstrating a completed Masters Degree with a GPA of 3.2 or better on a 4.0 scale. Official transcripts should be mailed directly from the registrar of the institution to the location indicated by the Office of Graduate Admissions’ admissions process. International transcripts require an external transcript evaluation

3. Graduate Record Examination (GRE) scores (http://www.ets.org/gre/)

4. A current resume

5. A "statement of interest" of up to 1500 words describing professional aspirations, current and desired knowledge/skill sets, and how the Ed.D will contribute to these

6. A writing sample (an article, class paper, report or other document that demonstrates your research and/or academic writing ability)
7. Three (3) letters of recommendation

8. Effective written and verbal communications skills and seriousness of purpose as evidence in an in-person interview and on-site writing exercise (if invited to interview)

Students pursuing Intermediate Administrator certification in conjunction with the Ed.D. Program must meet criteria listed for those certifications. In addition, SCSU students “rolling” their 092 or 6th year classes into the doctorate must apply for admission as outlined here. SCSU will upload its transcripts for these students.

Ed.D. Program Elements

The Ed.D. Doctorate consists of 63 course credits (39 core and 24 elective), a Comprehensive Examination, a Dissertation Proposal Defense, and a Dissertation Defense.

Program Sequence-63 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Students must maintain an Overall GPA and a Program GPA of a 3.2 or higher.

Core Course Sequence

Students must complete all degree requirements within seven years and maintain a 3.2 GPA.

Foundation Courses (27 Credits total)
EDL 801 – Leadership in Organizations – 3 credits
EDL 803 – Leading Organizational Change – 3 credits
EDL 808 – Leadership for Social Equity – 3 credits
EDL 811 – Educational Policy: Context and Inquiry – 3 credits
EDL 802 – Applications of Leadership & Organizational Development – 3 credits
EDL 804 – Quantitative Methods in Educational Leadership – 3 credits
EDL 805 – Qualitative Methods in Educational Leadership – 3 credits
EDL 825 – Advanced Research Methods – 3 credits
EDL 822 – Research Design & Evaluation I – 3 credits

Area of Specialty (24 Credits)

8 courses at the graduate level with the consent of the student’s faculty advisor. These courses may be from any subject.

Capstone (12 credits)

Proposal Preparation and Defense
EDL 830 – Doctoral Inquiry Seminar I – 3 credits
EDL 831 – Doctoral Inquiry Seminar II – 3 credits (Pass/Fail)
If needed: EDL 901 (1 credit) Continuing Enrollment - not considered part of the 63 credits requirement for the degree.

Doctoral Dissertation
EDL 900 - Dissertation Advisement 1 - 3 credits (Pass/Fail)
EDL 900 - Dissertation Advisement 2 - 3 credits (Pass/Fail)
If needed: EDL 901 (1 credit) Continuing Enrollment - not considered part of the 63 credits requirement for the degree.

**Dissertation Proposal, Doctoral Candidacy, the Dissertation, and the Ed.D. Degree**

Writing and defending a *dissertation proposal* is a required component of the doctoral program. Once a student passes the comprehensive examination and defends the proposal, s/he is granted *Doctoral Candidacy* and may begin dissertation research. The *dissertation* is the culminating component of the doctoral program. Successful defense of the dissertation before a dissertation committee advances a student to graduation eligibility and, if everything is in order, conferring of the Ed.D. Doctoral degree.
EDUCATIONAL LEADERSHIP, ED.D - INTERMEDIATE ADMINISTRATOR

For further information: EducationalLeadershipGrad@southernct.edu

Application Deadline

March 1

Doctorate in Educational Leadership — Ed.D.

The doctoral program in Educational Leadership is a part-time program designed to prepare leaders to meet the challenges of the 21st century. We seek to develop a cadre of reflective educational professionals whose mastery of application and oriented research informs the school systems and policy arenas of Connecticut and the nation. Annually one group of students is admitted. As a cohort, students’ progress through courses together during the first years of study prior to beginning the dissertation phase of program.

Admission Requirements

Ed.D. Program application deadline is March 1 for Fall Admission. Apply using the School of Graduate and Professional Studies online application process:

Overview of the Graduate Application Process

The Graduate School Application

IMPORTANT: Students may upload most documents to the admissions website. Official transcripts and recommendations must be sent via regular mail to the processing center in New Hampshire (click the link above for the address).

Admissions to the doctoral program is selective and requires the following materials:

1. A completed SCSU School of Graduate and Professional Studies application with $50 application fee

2. Official BA, MA or other official transcripts from all colleges and universities attended by the applicant demonstrating a completed Masters Degree with a GPA of 3.2 or better on a 4.0 scale. Official transcripts should be mailed directly from the registrar of the institution to the location indicated by the School of Graduate and Professional Studies admissions process. International transcripts require an external transcript evaluation

3. Graduate Record Examination (GRE) scores (http://www.ets.org/gre/)

4. A "statement of interest" of up to 1500 words describing professional aspirations, current and desired knowledge/skill sets, and how the Ed.D will contribute to these the candidate’s professional growth.
5. A writing sample (an article, class paper, report or other document that demonstrates your research and/or academic writing ability)

6. Three (3) letters of recommendation supporting and attesting to the candidate’s readiness and potential for successful completion of the doctorate.

7. Effective written and verbal communications skills and seriousness of purpose as evidence in an in-person interview and on-site writing exercise (if invited to interview)

Students pursuing Intermediate Administrator certification (092) in conjunction with the Ed.D. Program must meet criteria and eligibility requirements for certification.

In addition, SCSU students who have completed course work in the 6th Year Program but have not earned the Diploma may, upon acceptance to program, request “roll over” of credits for successfully completed work in accordance with University and Graduate Studies policy.

SCSU will upload transcripts of students currently pursuing Intermediate Administrator Certification (092) applying for admission to the Ed.D. Program to allow for review and assignment of acceptable course credits as electives in the Ed.D. Program.

Ed.D. Program Elements

The Ed.D. Doctorate consists of 63 credits: 39 core and 24 electives as described in the two concentrations below, a Comprehensive Examination, Dissertation Proposal Defense, and a Dissertation Defense.

The two concentrations are as follows: EDLA (providing candidates with the needed preparation for the 092 CT Intermediate Administrator licensure); and Other (24 elective credits chosen from Graduate level courses of 500 and above).

Program Sequence-63 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation. Students must maintain an Overall GPA and a Program GPA of a 3.2 or higher.

Core Course Sequence
Students must complete all degree requirements within seven years and maintain a 3.2 GPA.

Foundation Courses (27 Credits total)
EDL 801 – Leadership in Organizations – 3 credits
EDL 803 – Leading Organizational Change – 3 credits
EDL 808 – Leadership for Social Equity – 3 credits
EDL 811 – Educational Policy: Context and Inquiry – 3 credits
EDL 802 – Applications of Leadership & Organizational Development – 3 credits
EDL 804 – Quantitative Methods in Educational Leadership – 3 credits
EDL 805 – Qualitative Methods in Educational Leadership – 3 credits
EDL 825 – Advanced Research Methods – 3 credits
EDL 822 – Research Design & Evaluation I – 3 credits
Concentration Courses – EDLA (092) - 24 Credits total
EDL 680 - Leadership Perspectives – 3 credits
EDL 681 - Leadership Development – 3 credits
EDL 682 - Organizational Development – 3 credits
EDL 683 - Supervision and Staff Development – 3 credits
EDL 684 - Learning Theory into Practice – 3 credits
EDL 685 - Curriculum Development – 3 credits
EDL 687 - Internship I – 1.5 credits
EDL 688 - Internship II - 1.5 credits
Elective - 3 credits chosen from graduate level courses 500 or above

Capstone (12 credits)
Proposal Preparation and Defense
EDL 830 – Doctoral Inquiry Seminar I – 3 credits
EDL 831 – Doctoral Inquiry Seminar II – 3 credits (Pass/Fail)
If needed: EDL 901 (1 credit) Continuing Enrollment - not considered part of the 63 credits requirement for the degree.

Doctoral Dissertation
EDL 900 - Dissertation Advisement – 3 credits (Pass/Fail)
EDL 900 - Dissertation Advisement – 3 credits (Pass/Fail)
If needed: EDL 901 (1 credit) Continuing Enrollment - not considered part of the 63 credits requirement for the degree.

Dissertation Proposal, Doctoral Candidacy, the Dissertation, and the Ed.D. Degree
Writing and defending a dissertation proposal is a required component of the doctoral program. Once a student passes the comprehensive examination and defends the proposal, s/he is granted Doctoral Candidacy and may begin dissertation research. The dissertation is the culminating component of the doctoral program. Successful defense of the dissertation before a dissertation committee advances a student to graduation eligibility and, if everything is in order, conferring of the Ed.D. Doctoral degree.
EDUCATIONAL LEADERSHIP, SIXTH YEAR CERTIFICATE - INTERMEDIATE ADMINISTRATOR

For further information: EducationalLeadershipGrad@southernct.edu

Application Deadline

Rolling admissions

THE SIXTH YEAR PROGRAM

The Sixth Year Program in Educational Leadership is designed to prepare qualified and effective organizational leaders, primarily in the field of education. Those who successfully complete a planned program of at least 30 credit hours within six years are awarded a Professional Diploma of Advanced Graduate Study. Educators who hold certificates for service in the public schools and meet experience requirements may qualify for certification as Intermediate Administration or Supervision through prescribed coursework, fieldwork, and assessment processes of the sixth year program.

Certification through this program provides its graduates the foundational knowledge for positions as assistant principal, principal, staff developer, supervisor of instruction, curriculum coordinator, assistant superintendent of schools, department chairperson and supervisor in special subjects or fields such as art, elementary or secondary education, health and physical education, special education, pupil services, and subject matter disciplines.

PROGRAM SEQUENCE -30 CREDITS

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Students must maintain an Overall GPA and a Program GPA of a 3.2 or higher.

Required Courses for a Sixth Year Diploma
EDL 680 – School Administration: Leadership Perspectives – 3 credits
EDL 681 – School Administration: Leadership Development – 3 credits
EDL 684 – Learning Theory into Practice – 3 credits
EDL 685 – Curriculum Development – 3 credits
EDL 682 – School Administration: Organizational Development – 3 credits
EDL 683 – Supervision and Staff Development – 3 credits
EDL 687 – Internship/Field Practice I – 1.5 credits
EDL 688 – Internship/Field Practice II – 1.5 credits
EDL 602 – School Law – 3 credits
EDL 657 – School Finance – 3 credits
EDL 689 – Seminar in Administration – 3 credits

**Certification**

Graduate students enrolled in this program who hold a Teaching Certificate and have five years of successful teaching experience in a public school or an approved non-public school may be recommended for an Initial Educator Certificate for Intermediate Administrator or Supervision upon completion of the program requirements and any additional Connecticut State Department requirements.
ENGLISH, M.A.

For further information: EnglishGrad@southernct.edu

Application Deadline

Rolling Admissions. Although the department has rolling admissions throughout the year, including the summer, candidates are encouraged to apply by May 1 for the fall semester and by December 1 for the spring semester in order to guarantee admission and eligibility for available assistantships and other funding opportunities.

Master of Arts in English

The Master of Arts degree in English is designed for students who plan to pursue doctoral studies in English, for those who want to extend their knowledge and appreciation of literature, composition, theory, or critical theory, or who are interested in a specialization in African American literature. The degree is also appropriate for those who are already certified teachers. Applicants are required to have a reading knowledge of one foreign language.

Admissions Procedures

Candidates for any graduate degree or certification program in English should make certain that they have all materials on file with the School of Graduate and Professional Studies. They should also contact the English Department graduate coordinator Dr. Joel Dodson (Email: dodsonj2@SouthernCT.edu or Telephone: (203) 392-6903) to set up an appointment to discuss the application.

Prospective degree candidates may register as part-time non-matriculated students in graduate courses. Up to nine credits of non-matriculated course work may be applied toward the degree if the student is admitted to a program.

To be accepted into the Master of Arts program, candidates must:

• meet the general admission requirements of the School of Graduate and Professional Studies;
• have completed a minimum of 30 undergraduate credits in English with a grade point average of 3.2 or higher;
• have an overall undergraduate grade point average of 3.0 or higher (Note: interested applicants who do not meet the English or overall GPA requirements may contact the Graduate Coordinator to discuss their eligibility);
• submit a typed, 500-word statement of purpose explaining why they want to enter the degree program they have selected (including area(s) of interest in English studies, academic background, and future career goals); a 5-10 page writing sample of academic or professional non-fiction prose (ideally written for an upper-level college English class); and three letters of recommendation, at least two of which should be from academic references. These materials should be submitted together with
transcripts, application forms, and application fees directly to the School of Graduate and Professional Studies, not the English Department;

• have a reading knowledge of one modern foreign language. This requirement should be met before the student begins the graduate program but must be met before the student enrolls for more than fifteen hours of course work; the requirement can be met by passing two years, or the equivalent, of college-level work in a foreign language; students may demonstrate proficiency by means of a transcript indicating a passing grade in four semesters of college-level foreign language study, by a waiver of equivalency from the Southern Connecticut State University Department of Foreign Languages, or through the College Level Examination Program (CLEP).

The submission of GRE or Miller’s Analogy Test results is optional.

Graduate Teaching Assistantships and Funding Opportunities

The graduate teaching assistantship in English Composition offers graduate students the opportunity to observe and teach in the college classroom. Applicants must either be matriculated graduate students in English who have completed 6 credits or more in graduate English courses with at least a 3.5 average in those classes or newly admitted students whose GPA in undergraduate English courses is strong enough to warrant consideration. Those who receive the award, a stipend of approximately $4,800, intern in English composition during the fall semester and are mentored by the Director of Composition or a departmental designee. They may also be given the opportunity to teach one composition course the following spring, depending on course availability. Past teaching assistants have found the assistantship valuable in discovering a call to teach, securing part-time work, preparing for doctoral or additional graduate-level study, and attaining positions in secondary schools. Two to three awards are given each year. Applications are typically due in March and selection occurs in April for the following fall. To learn more about the Graduate Teaching Assistantship and other assistantships and funding opportunities, please visit: https://inside.southerncit.edu/english/graduate-assistantships-scholarships.

Program Sequence - 30 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Courses
ENG 517 – Research Methods – 3 credits
ENG 508 – Contemporary Critical Theory – 3 credits
Early English Language or pre-1500 English Literature (choose one)
ENG 510 – History of the Language – 3 credits
ENG 512 – Literature of the Anglo-Saxons – 3 credits
ENG 514 – English Medieval Literature – 3 credits
ENG 580 – Chaucer – 3 credits
ENG 581 - Medieval Women in Literature - 3 credits
ENG 583 – Arthurian Legend – 3 credits
ENG 587 – Seminar (when topic is pre-1500 English Literature not in translation) – 3 credits

**British Literature from 1500-1800 (choose one)**

ENG 525 – 17th Century Poetry – 3 credits  
ENG 542 – Shakespeare – 3 credits  
ENG 552 – English Renaissance – 3 credits  
ENG 555 – The 18th Century: Age of Satire – 3 credits  
ENG 584 – Milton – 3 credits  
ENG 587 – Seminar (when topic is that from the period of English Literature from 1500-1800) – 3 credits

**British Literature (choose one)**

ENG 512 - Literature of the Anglo Saxon - 3 credits  
ENG 514 - English Medieval Literature - 3 credits  
ENG 525 - 17th Century Poetry - 3 credits  
ENG 535 - Victorian Poetry - 3 credits  
ENG 536 - Early Victorians - 3 credits  
ENG 537 - Later Victorians - 3 credits  
ENG 538 - Victorian Novel - 3 credits  
ENG 542 - Shakespeare - 3 credits  
ENG 552 - English Renaissance - 3 credits  
ENG 555 - The 18th Century: Age of Satire - 3 credits  
ENG 557 - Romantic Period - 3 credits  
ENG 559 - 20th Century English Literature  
ENG 580 - Chaucer - 3 credits  
ENG 581 - Medieval Women and Literature - 3 credits  
ENG 583 - Arthurian Legend - 3 credits  
ENG 584 - Milton - 3 credits  
ENG 587 - Seminar (when topic is pre-1500 English Literature not in translation) - 3 credits

**American Literature (choose two)**

ENG 522 - Wright, Ellison, and Baldwin - 3 credits  
ENG 523 - Contemporary African American Literature - 3 credits  
ENG 524 - The Harlem Renaissance - 3 credits  
ENG 560 - 20th Century American Drama - 3 credits  
ENG 562 - The American Novel Before 1850 - 3 credits  
ENG 564 - Poe, Hawthorne, and Melville - 3 credits  
ENG 565 - Emerson, Thoreau, and Whitman - 3 credits  
ENG 566 - 20th Century American Poets - 3 credits  
ENG 567 - Mark Twain, Howells, and James - 3 credits  
ENG 568 - American Novel: 1900-1945 - 3 credits  
ENG 569 - American Novel Since 1945 - 3 credits  
ENG 586 - Seminar in American Literature - 3 credits

**Electives (upon advisement)**

3 Graduate credits in any area of English
Capstone (choose one)
Comprehensive Exam and two electives in any area of English Study – 6 credits

or
Thesis ENG 590 (mandatory for Creative Writing Specialization) - 6 credits
Thesis students should choose courses with care so that they have a background in the area of their thesis.

Specialization (Optional – replaces 9 elective credits)
African American Literature (students substitute 9 credits in African American Literature)
ENGLISH, M.S.

For further information: EnglishGrad@southernct.edu

Application Deadline

Rolling Admissions. Although the department has rolling admissions throughout the year, including the summer, candidates are encouraged to apply by May 1 for the fall semester and by December 1 for the spring semester in order to guarantee admission and eligibility for available assistantships and other funding opportunities.

Master of Science Degree in English

This Master of Science degree in English is particularly appropriate for in-service teachers, combining scholarly work in English studies with the opportunity to explore a related professional field or to develop a skill that would aid them in their teaching.

Admission Procedures

Candidates for any graduate degree in English should make certain that they have all materials on file with the School of Graduate and Professional Studies. They should also contact the English Department graduate coordinator Dr. Joel Dodson (Email: dodsonj2@SouthernCT.edu or Telephone: (203) 392-6903) to set up an appointment to discuss the application.

Prospective degree candidates may register as part-time non-matriculated students in graduate courses. Up to nine credits of non-matriculated course work may be applied toward the degree if the student is admitted to a program.

To be accepted into the Master of Science program, candidates must:

Meet the general admission requirements of the School of Graduate and Professional Studies;

• have completed a minimum of 30 undergraduate credits in English with a grade point average of 3.2 or higher;
• have an overall undergraduate grade point average of 3.0 (Note: interested applicants who do not meet the English or overall GPA requirements may contact the Graduate Coordinator to discuss their eligibility);
• submit a typed, 500-word statement of purpose explaining why they want to enter the degree program they have selected (including area(s) of interest in English studies, academic background, and future career goals); a 5-10 page writing sample of academic or professional non-fiction prose (ideally written for an upper-level college English class); and three letters of recommendation, at least two of which should be from academic references. These materials should be submitted together with
transcripts, application forms, and application fees directly to the School of Graduate and Professional Studies, not the English Department. The submission of GRE or Miller's Analogy Test results is optional.

**Graduate Teaching Assistantships and Funding Opportunities**

The graduate teaching assistantship in English Composition offers graduate students the opportunity to observe and teach in the college classroom. Applicants must either be matriculated graduate students in English who have completed 6 credits or more in graduate English courses with at least a 3.5 average in those classes or newly admitted students whose GPA in undergraduate English courses is strong enough to warrant consideration. Those who receive the award, a stipend of approximately $4,800, intern in English composition during the fall semester and are mentored by the Director of Composition or a departmental designee. They may also be given the opportunity to teach one composition course the following spring, depending on course availability. Past teaching assistants have found the assistantship valuable in discovering a call to teach, securing part-time work, preparing for doctoral or additional graduate-level study, and attaining positions in secondary schools. Two to three awards are given each year. Applications are typically due in March and selection occurs in April for the following fall. To learn more about the Graduate Teaching Assistantship and other assistantships and funding opportunities, please visit: https://inside.southernct.edu/english/graduate-assistantships-scholarships

**Program Sequence - 30 Credits**

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

**Required Courses**
- ENG 517 – Research Methods – 3 credits
- ENG 508 – Contemporary Critical Theory – 3 credits

**Early English Language or pre-1500 English Literature (choose one)**
- ENG 510 – History of the Language – 3 credits
- ENG 512 – Literature of the Anglo-Saxons – 3 credits
- ENG 514 – English Medieval Literature – 3 credits
- ENG 580 – Chaucer – 3 credits
- ENG 581 – Medieval Women in Literature – 3 credits
- ENG 583 – Arthurian Legend – 3 credits
- ENG 587 – Seminar (when topic is pre-1500 English Literature not in translation) – 3 credits

**British Literature from 1500-1800 (choose one)**
- ENG 512 – Literature of Anglo Saxons – 3 credits
- ENG 514 – English Medieval Literature – 3 credits
- ENG 525 – 17th Century Poetry – 3 credits
- ENG 535 – Victorian Poetry – 3 credits
- ENG 536 – Early Victorians – 3 credits
ENG 537 – Later Victorians – 3 credits  
ENG 538 – Victorian Novel – 3 credits  
ENG 542 – Shakespeare – 3 credits  
ENG 552 – English Renaissance – 3 credits  
ENG 555 – The 18th Century: Age of Satire – 3 credits  
ENG 557 – Romantic Period – 3 credits  
ENG 559 – 20th Century English Literature – 3 credits  
ENG 580 – Chaucer – 3 credits  
ENG 581 – Medieval Women in Literature – 3 credits  
ENG 583 – Arthurian Legend – 3 credits  
ENG 584 – Milton – 3 credits  
ENG 587 – Seminar (when topic is that from the period of English Literature from 1500-1800) – 3 credits

**American Literature (choose one)**

ENG 522 – Wright, Ellison and Baldwin – 3 credits  
ENG 523 – Contemporary African American Literature – 3 credits  
ENG 524 – The Harlem Renaissance – 3 credits  
ENG 560 – 20th Century American Drama – 3 credits  
ENG 562 – The American Novel Before 1850 – 3 credits  
ENG 564 – Poe, Hawthorne, and Melville – 3 credits  
ENG 565 – Emerson, Thoreau, and Whitman – 3 credits  
ENG 566 – 20th Century American Poets – 3 credits  
ENG 567 – Mark Twain, Howells, and James – 3 credits  
ENG 568 – American Novel: 1900-1945 – 3 credits  
ENG 569 – American Novel Since 1945 – 3 credits  
ENG 586 – Seminar in American Literature – 3 credits

**Literature of Non-Dominant Tradition (choose one)**

ENG 522* – Wright, Ellison and Baldwin – 3 credits  
ENG 523* – Contemporary African American Literature – 3 credits  
ENG 524* – The Harlem Renaissance – 3 credits  
ENG 586 – Seminar in British Literature (if subject is that of a non-dominant tradition) – 3 credits  
ENG 587 – Seminar in American Literature (if subject is that of a non-dominant tradition) – 3 credits  
ENG 588 – Seminar in Comparative Literature (if subject is that of a non-dominant tradition) – 3 credits

* Does not apply if course was used to satisfy American Literature requirement

**Electives (upon advisement)**

Two elective courses in any area of English studies (6 credits) (With the permission of the Graduate Coordinator, 3-6 of these credits may be taken in related areas outside the English Department. Thesis students should choose electives with care so that they have a background in the area of their thesis.

**Capstone (choose one)**
Comprehensive Exam and two electives in any area of English Study – 6 credits
or
Thesis ENG 590 (mandatory for Creative Writing Specialization) - 6 credits
Thesis students should choose courses with care so that they have a background in the area of their thesis.

Specialization (Optional)
African American Literature (students substitute 9 credits in African American Literature for free electives and/or American Literature requirement).
ENVIRONMENTAL STUDIES, M.S.

For further information: EnvironmentalEdGrad@southernct.edu

Application Deadline

Students are accepted for the fall, spring and summer semesters. Applicants may complete up two courses (with advisement) as a non-matriculated student while in the application process.

Environmental Studies

The MS in Environmental Studies is a rigorous, interdisciplinary program, that helps prepare students for professions including formal and informal education, sustainability coordination and leadership, environmental policy and planning, and to further professional development in areas including writing, research, analytic skills, sustainable design and others. The program is open to students with undergraduate preparation in the physical and life sciences, education, and social sciences. Student will be engaged in coursework that includes hands-on investigations, intensive seminar style courses, environmental teaching methods, and field experiences.

A typical program is composed of 30 credits of study including a core of five required courses. Students interested in applying should contact the program coordinator to discuss the development of a Plan of Study. The program in Environmental Studies provides students with the opportunity to focus on particular areas of interest such as sustainability, energy and climate change, environmental policy or environmental science. All students are required to complete a capstone experience of either a thesis or field study.

Program Sequence - 30 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Core Courses
15 Credits Required

EVE532: Ecosystems and Environmental Concerns (3 Credits)
EVE537: Analytic Techniques and Instrumentation (6 Credits)
EVE559: Energy Use and Global Climate Change (3 Credits)
EVE552 Long Island Sound: Environmental Perspectives (3 Credits)*
CRM505: GIS 1 (3 Credits)*

*Students can take either EVE552 or CRM505 dependent upon choice

Electives
9-12 Credits Required

EVE531: Group Dynamics and Environmental Decision Making (3 Credits)
EVE535: Environmental Teaching Methods (3 Credits)
EVE540: Environmental Design (3 Credits)
EVE551: Environmental Action Research (3 Credits)
EVE533: Economics of Environmental Concerns (3 Credits)**
GEO570: Field Techniques (3 Credits)**

**If selected, EVE 533 and GEO 570 are taken concurrently during international study abroad trip.

**Casptone**
3-6 Credits Required

EVE589 and EVE 590: Thesis Proposal & Thesis (6 Credits)***
EVE599: Field Study in Environmental Education (3 Credits)***

***All students are required to complete a capstone experience of either a thesis or special project.
EXERCISE SCIENCE, M.S. - HUMAN PERFORMANCE

For further information: ExerciseScienceGrad@southernct.edu

Application Deadline

Complete files will begin to be reviewed on April 1/Nov 1 and considered until the cohort is full.

Admission Requirements for the M.S. Degree Program

- undergraduate quality point ratio of 3.0 or higher
- personal essay
- two letters of recommendation
- official transcripts to
  Southern Connecticut State University
  School of Graduate and Professional Studies
  501 Crescent Street, WT 105
  New Haven, CT 06515
  If you have attended SCSU, you only need to indicate this on your application; you do not need to send your official transcript.

Master of Science Degree

The graduate program in exercise science serves students who have excelled in their undergraduate work and show an aptitude for advanced study which will further prepare them for their professional careers.

The degree options and the areas of specialization allow flexibility to meet the various needs of the applicant.

Human Performance

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) granted Applied Exercise Physiology status in 2017. This concentration is designed to afford the student opportunity for advanced study in the exercise sciences which include: exercise physiology, strength and conditioning, sports medicine, biomechanics, bionutrition of exercise and sport and adult fitness and cardiac rehabilitation. Graduates are prepared to accept leadership roles under the fitness umbrella known as sports medicine. The research/teaching laboratory is equipped to assess anaerobic power cardio-pulmonary fitness, autonomic physiology, body composition, isokinetic, muscle strength, balance and stability, EMG analysis, resting and exercise metabolism, sport psychological assessment, body mechanics and human gait analysis. Thirty credits of course work are offered on an annual rotating basis. Prerequisites: Equivalent of
EXS 281 Anatomy & Physiology I; EXS 282 Anatomy & Physiology II; EXS 383 Biomechanics; EXS 384 Exercise Physiology.

Program Sequence - 30 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Program Prerequisites
HMS 281-281 Anatomy and Physiology I & II – 6 credits
HMS 383 – Biomechanics – 3 credits
HMS 384 – Exercise Physiology – 3 credits

Core (18 credits)
HMS 552 – Biomechanics – 3 credits
HMS 558 – Physiology of Exercise – 3 credits
HMS 565 – Physiological Basis and Application Principles of Designing Resistance Training Programs – 3 credits
HMS 571 – Methods and Procedures of Physical Fitness Testing – 3 credits
HMS 573 – Sports Medicine – 3 credits
HMS 583 – Physiology of Exercise II – 3 credits

Electives (3-6 credits)
HMS 553 – Psychology of Sport – 3 credits
HMS 570 – Human Fitness, Exercise, and Aging – 3 credits
HMS 574 – Adult Fitness and Cardiac Rehabilitation – 3 credits
HMS 576 – Heart Physiology – 3 credits

Research Requirement (3 credits)
HMS 554 - Research Techniques - 3 credits

Capstone (3-6 credits)
Thesis Track: HMS 590 Thesis Seminar- 3 credits and HMS 591 - Thesis Completion - 3 credits, or
Exam Track: HMS 600 Independent Study- 3 credits and Comprehensive Exam
EXERCISE SCIENCE, M.S. - SPORT PSYCHOLOGY

For further information: ExerciseScienceGrad@southernct.edu

Application Deadline

Complete files will begin to be reviewed on April 1/Nov 1 and considered until the cohort is full.

Admission Requirements for the M.S. Degree Program

- undergraduate quality point ratio of 3.0 or higher
- personal essay
- two letters of recommendation
- official transcripts to:
  Southern Connecticut State University
  School of Graduate and Professional Studies
  501 Crescent Street, WT 105
  New Haven, CT 06515
  If you have attended SCSU, you only need to indicate this on your application; you do not need to send your official transcript.

Master of Science Degree

The graduate program in exercise science serves students who have excelled in their undergraduate work and show an aptitude for advanced study which will further prepare them for their professional careers.

The degree options and the areas of specialization allow flexibility to meet the various needs of the applicant.

Sport Psychology

The sport psychology concentration is designed to offer the student in-depth study in the areas of health psychology, performance enhancement, and intervention. This interdisciplinary approach presents 33 or 34 credits of coursework from the following departments: Exercise Science, Counseling & School Psychology, and Psychology. Prerequisites: EXS 281 Anatomy & Physiology I; EXS 282 Anatomy & Physiology II; EXS 383 Biomechanics; PSY 100 Intro to Psychology, PSY 228 Personality or equivalent, PSY 321 Abnormal Psychology.

Program Sequence – 33-34 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.
**Undergraduate Prerequisites**
HMS 281-282 – Anatomy and Physiology I & II – 6 credits
HMS 384 – Exercise Physiology – 3 credits
PSY 100/102 Introduction to Psychology – 3 credits
PSY 228/525 – Personality – 3 credits
PSY 321/528 Abnormal Psychology – 3 credits

**Core Courses (9 Credits)**
HMS 553 – Psychology of Sport – 3 credits
HMS 558 – Exercise Physiology – 3 credits
CSP 569 – Theories of Counseling – 3 credits

**Sports Psychology Electives (6 Credits)**
HMS 577 – Youth in Sport – 3 credits
HMS 578 – Exercise Psychology – 3 credits
HMS 579 – Sport Psychology Field Practicum I – 3 credits

**General Electives (9-13 Credits)**
CSP 550 – Counseling Procedures – 4 credits
CSP 572 – Career Counseling – 3 credits
CSP 605 – Child and Family Counseling – 3 credits
CSP 656 – Group Counseling – 3 credits
PSY 530 – Statistical Foundations – 3 credits
PSY 557 – Behavior Modification – 3 credits
PSY 583 – Seminar in Comparative Physiological Psychology – 3 credits

**Research Component (6-9 credits)**
HMS 554 – Research Techniques – 3 credits
HMS 590 – Thesis I: Proposal Development – 3 credits (thesis track only)
HMS 591 – Thesis II: Thesis Completion – 3 credits (thesis track only)
HMS 600 – Independent Study – 3 credits (comprehensive exam track only)

**Additional Requirement**
In lieu of the thesis, the student must pass a comprehensive examination.
FAMILY NURSE PRACTITIONER, POST-MASTER'S CERTIFICATE

For further information: NursingGrad@southernct.edu

Application Deadline

October 1 for admission into the spring semester and February 15 for admission into the fall semester.

Accredited by the Commission on Collegiate Nursing Education, the Department of Nursing offers a graduate program leading to the Master of Science degree with tracks in nursing education, clinical nurse leader and family nurse practitioner. In addition, family nurse practitioner, clinical nurse leader, and nursing education certificate programs are offered for professional nurses who already hold master's degrees in nursing. Full- or part-time study is available.

Students have the option of completing either a thesis or special project to complete program requirements. The option selected will be determined when initially signing the specific Plan of Study for the program.

Family Nurse Practitioner Certificate Program — 27 Credits

A certification program is offered for registered nurses who already hold a master's degree in nursing. The Family Nurse Practitioner (FNP) certificate program provides the opportunity for these nurses to gain additional specialization by a sequence of master-level courses (27 credits) that qualify candidates to take the nurse practitioner certification examination.

Program Sequence

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

NUR 521 - Advanced Pathophysiology (must earn a grade of "B" or better) - 3 credits
NUR 524 - Advanced Pharmacology (must earn a grade of "B" or better) - 3 credits
NUR 526 - Health Assessment for Advanced Nursing (must earn a grade of "B" or better) - 3 credits
NUR 534 - Role of the Family Nurse Practitioner (must earn a grade of "B" or better) - 6 credits
NUR 535 - Role of Family Nurse Practitioner II (must earn a grade of "B" or better) - 6 credits
NUR 536 - Role of Family Nurse Practitioner III (must earn a grade of "B" or better) - 6 credits

Other Requirements/Conditions
*It is understood that continuance in the Nursing program is contingent upon on-going faculty evaluation of my academic performance, performance in real and/or simulated professional training situations, and ethical and appropriateness of responses and behavior. Any modification must be approved in writing by the MSN coordinator.
HISTORY, GRADUATE CERTIFICATE

For further information: HistoryGrad@southernct.edu

Application Deadline

Students must apply for the history program by April 1 for the fall semester and October 1 for the spring semester.

Admission Procedures

All applicants must complete the School of Graduate and Professional Studies application. In addition, they must submit two letters of recommendation and a 500-word statement of purpose.

Candidates must complete the School of Graduate and Professional Studies application and send the additional material by April 1 for the fall semester and by October 1 for the spring semester. Prospective students may, however, register as part-time non-matriculated students in graduate courses. Non-matriculated students may earn no more than nine credits toward a degree program.

A minimum overall grade point average of 3.0 with at least 18 credits of history is required for admission.

When Graduate Admissions notifies applicants that their file is complete, they must contact the History Graduate Coordinator to write a planned program of study.

Interested applicants who do not meet school or departmental requirements should consult the History Graduate Coordinator before taking courses as a non-matriculated student.

Certificate In History — 9 Credits

The Certificate in History is designed to afford certified teachers and those interested in history the opportunity to strengthen their knowledge of history in an area not previously studied by them at the graduate level or under-studied by them at the graduate level. The certificate consists of 9 credits of graduate coursework in a specific field of history (American, European, or non-Western).

Applicants must meet the general requirements of the School of Graduate and Professional Studies AND 1) have completed a minimum of 18 undergraduate credits in history with a grade point average of 3.0 or higher in those courses OR 2) hold an advanced degree in a discipline of the Arts and Sciences. Admission material for the certificate includes a graduate application (& fee), a statement of purpose, and the transcript from the college or university from which the applicant earned his/her highest degree. All admission material must be sent to the Graduate School.

Program Sequence
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Courses
The certificate consists of 9 credits of graduate coursework in a specific field of history (American, European, or non-Western).

Graduate Course Options

U.S. History Graduate Course

HIS 513 – The Transformation of American Society 1877-1917 – 3 credits
HIS 515 – American Overland Trail – 3 credits
HIS 518 – A Women's Place is in the Curriculum: A Multicultural Approach – 3 credits
HIS 520 – Sex, Race, and the American Law – 3 credits
HIS 530 – American Radical Tradition – 3 credits
HIS 534 – History of Women in the Profession – 3 credits
HIS 536 – Progressive and Modern Women in the U.S.A. – 3 credits
HIS 551 – The Colonial Period in U.S. History – 3 credits
HIS 555 – The Civil War and Reconstruction, 1850-1877 – 3 credits
HIS 557 – The American Revolution and the Civil War: Comparative Perspectives – 3 credits
HIS 559 – The New Deal – 3 credits
HIS 562 – Seminar in the History of American Diplomacy – 3 credits
HIS 563 – History of Urban America – 3 credits
HIS 566 – History of American Radicalism – 3 credits
HIS 567 – Gender and Ethnicity in American History – 3 credits
HIS 569 – American Indian History – 3 credits
HIS 590 – Seminar in American Intellectual History – 3 credits

European History Graduate Course

HIS 506 – English Nationalism – 3 credits
HIS 516 – Stalinism – 3 credits
HIS 517 – Russian Revolution – 3 credits
HIS 521 – Mediterranean City: Salonika – 3 credits
HIS 523 – Religion and Soc. Byzantine Empire – 3 credits
HIS 539 – German Foreign Policy: 1933-45 – 3 credits
HIS 541 – European Culture & Great War – 3 credits
HIS 564 – Seminar in Early Modern Europe – 3 credits
HIS 568 – Seminar in Late Modern Europe – 3 credits
HIS 570 – Seminar in Modern Europe – 3 credits
HIS 573 – History of the Medieval Europe Church – 3 credits
HIS 575 – Nazi Germany and the Holocaust – 3 credits
HIS 576 – Stalin in Power – 3 credits
HIS 581 – The World War I Era – 3 credits
HIS 586 – Seminar in the Origins of Rome to 44 BCE – 3 credits
HIS 589 – Tudor-Stuart England – 3 credits
HIS 591 – Seminar in European Intellectual History – 3 credits
Non-Western Graduate Course

HIS 501 – Mainland Southeast Asia – 3 credits
HIS 505 – Chinese Environmental History – 3 credits
HIS 508 – Contemporary World History – 3 credits
HIS 509 – The Muslim World – 3 credits
HIS 526 – History: Franco-Vietminh War – 3 credits
HIS 528 – Puerto Rico and the Caribbean – 3 credits
HIS 529 – Southeast Asia to 1850 – 3 credits
HIS 533 – Hawaiian History and Culture – 3 credits
HIS 542 – Trade in Society in West Africa – 3 credits
HIS 548 – China Since Western Impact – 3 credits
HIS 549 – China Under Communism – 3 credits
HIS 571 – The Medieval Middle East – 3 credits
HIS 572 – The Modern Middle East – 3 credits
HIS 578 – Early Chinese Texts – 3 credits
HIS 580 – Teaching Middle East & Islam – 3 credits
HIS 582 – Vietnam War: New Documents – 3 credits

Applicants must meet the general requirements of the School of Graduate and Professional Studies AND 1) have completed a minimum of 18 undergraduate credits in history with a grade point average of 3.0 or higher in those courses OR 2) hold an advanced degree in a discipline of the Arts and Sciences.

This program is not eligible for financial aid (Title IV and/or State funds).
HISTORY, M.A.

For further information: HistoryGrad@southernct.edu

Application Deadline

The department has rolling deadlines for each semester with complete applications submitted no later than August 17 for the Fall and January 3 for the Spring semesters, respectively.

Admission REQUIREMENTS

- All applicants must complete the School of Graduate and Professional Studies application.
- A minimum overall grade point average of 3.0 with at least 18 credits of history.
- Two letters of recommendation
- 500-word statement of purpose
- Official transcripts sent to:
  Southern Connecticut State University
  School of Graduate and Professional Studies
  501 Crescent Street, WT 105
  New Haven, CT 06515
  If you attended SCSU, you only need to indicate this on your application; you do not need to send your official transcript.

Prospective students may, however, register as part-time non-matriculated students in graduate courses. Non-matriculated students may earn no more than nine credits toward a degree program.

Interested applicants who do not meet school or departmental requirements should consult the History Graduate Coordinator before taking courses as a non-matriculated student.

Master of Arts Degree — 30 Credits

The Master of Arts degree is designed to afford certified teachers the opportunity to strengthen content knowledge of history and to provide highly motivated students greater foundational knowledge in history necessary to pursue doctoral studies.

Applicants must meet the general requirements of the School of Graduate and Professional Studies and have completed a minimum of 18 undergraduate credits in history with a grade point average of 3.0 or higher in those courses. All admission material must be sent to the School of Graduate and Professional Studies or the Application Processing Center.

The program of study consists of 24 credits of coursework in a chosen major and minor field of history and a 6 credit thesis. Students who already hold state certification may elect to complete a different capstone experience: either the comprehensive exams, requiring 30 credits of coursework or the special project, which requires 27 credits.
of coursework and a 3 credit capstone experience course. Those students that choose
the exams will complete two additional graduate courses for a total of 30 credits of
coursework in their chosen major and minor fields of history and comprehensive exams
in two elected fields (American, European, or non-Western history). Those students
that choose the project will complete one additional course and an capstone course of 3
credits to accomplish the special project for a total of 30 credits of coursework. With the
approval of the History Graduate Coordinator, students may elect up to 6 credits of their
course work in other social science or humanities fields. Reading ability in one modern
foreign language is encouraged.

Program Sequence

As sequencing changes, it is highly recommended that students meet with their
program advisor to finalize a list of requirements for graduation.

One U.S. History Graduate Course

HIS 513 – The Transformation of American Society 1877-1917
HIS 514 – Issues in American Constitutional History
HIS 518 – A Women's Place is in the Curriculum: A Multicultural Approach
HIS 536 – Progressive and Modern Women in the U.S.A.
HIS 551 – The Colonial Period in U.S. History
HIS 552 - American Revolution
HIS 554 - The Pre-Civil War Era, 1820-1850
HIS 555 – The Civil War and Reconstruction, 1850-1877
HIS 556 - US Maritime History
HIS 558 – History of the Trans-Mississippi West
HIS 562 – Seminar in the History of American Diplomacy
HIS 563 – History of Urban America
HIS 566 – History of American Radicalism
HIS 569 – American Indian History

One European History Graduate Course

HIS 516 – Stalinism
HIS 517 – Russian Revolution
HIS 564 – Seminar in Early Modern Europe
HIS 568 – Seminar in Late Modern Europe
HIS 570 – Seminar in Modern Europe
HIS 575 – Nazi Germany and the Holocaust
HIS 586 – Seminar in the Origins of Rome to 44 BCE
HIS 587 - French Revolution and Napoleon
HIS 588 - Seminar in the Roman Empire
HIS 589 – Tudor-Stuart England
HIS 591 – Seminar in European Intellectual History

One Non-Western Graduate Course

HIS 508 – Contemporary World History
HIS 527 – Major Powers of Latin American since Independence
HIS 528 – Puerto Rico and the Caribbean
HIS 531 – Race and Nationalism in South Africa
HIS 542 – Trade in Society in West Africa
HIS 548 – China Since Western Impact
HIS 571 – The Medieval Middle East
HIS 572 – The Modern Middle East
HIS 578 – Early Chinese Texts
HIS 579 – Seminar in Southeast Asia to 1850

Electives

15 credits in any graduate level history course except 593-594 (Thesis Track)
18 credits in any graduate level history course except 593-594 (Special Project Track)
21 credits in any graduate level history course except 593-594 (Comprehensive Exam Track)

Capstone

HIS 593 & 594 – (Thesis Seminar I and II) – 6 credits
HIS 600 – (Special Project Capstone) – 3 credits
HIS – Comprehensive Examination (no credit)
HISTORY, M.A. - ACCELERATED PATHWAY

The M.A. in History (Concentration: Accelerated Pathway) provides high-achieving students with an opportunity to finish their graduate degree in one year following successful completion of the B.S. in History 7-12 (Concentration: BS to MA Accelerated Pathway) at Southern Connecticut State University. For further information: HistoryGrad@southernct.edu

Application Deadline

Undergraduate students at Southern Connecticut State University are encouraged to apply for graduate admission no later than the spring semester of their senior year in collaboration with a faculty advisor in the History department. All materials should be submitted to the Office of Graduate Admissions the Friday prior to the start of spring break. Students will select the M.A. in History program with the Accelerated Pathway concentration. Please consult the admission requirements below and within the Admission section of the graduate catalog for more information.

Admission Procedures

Students interested in applying for admission to the M.A. in History (Concentration: Accelerated Pathway) should apply online through the Office of Graduate Admissions website: www.southernct.edu/gradadmissions. All applicants must complete the School of Graduate Admissions application. In addition, they must submit two letters of recommendation and a 500-word statement of purpose. The applicant’s current SCSU transcript will be automatically added to the application.

Candidates seeking admission are expected to have completed their bachelor’s degree requirements and attained a minimum grade point average (GPA) of 3.0 (out of 4.0). Students will be granted early acceptance to the School of Graduate and Professional Studies through the Office of Graduate and Professional Studies, which is conditional upon meeting all requirements as listed above. A final transcript noting the degree and date awarded must be received prior to the beginning of the first semester of graduate enrollment. Upon final approval of the application, those accepted into the program will receive a letter of acceptance from the School of Graduate and Professional Studies.

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

Master of Arts Degree — 30 Credits

The Master of Arts degree is designed to afford certified teachers the opportunity to strengthen content knowledge of history and to provide highly motivated students greater foundational knowledge in history necessary to pursue doctoral studies.

The program of study consists of 27 credits of coursework in a chosen major and minor field of history and a 3 credit special project. With the approval of the History
Graduate Coordinator, students may elect up to 6 credits of their course work in other social science or humanities fields. Reading ability in one modern foreign language is encouraged.

Program Sequence

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation. 9 credits of graduate coursework will be completed within the B.S. in History 7-12 (Concentration: BS to MA Accelerated Pathway) and the student will have 21 credits of graduate coursework remaining.

BS to MA Accelerated Pathway

9 credits required to be completed during the student's senior year of undergraduate study. Student will select 9 credits of HIS courses at the 500-level. The additional requirements below will be completed during the student's graduate program of study.

One U.S. History Graduate Course

HIS 513 – The Transformation of American Society 1877-1917
HIS 514 – Issues in American Constitutional History
HIS 518 – A Women's Place is in the Curriculum: A Multicultural Approach
HIS 536 – Progressive and Modern Women in the U.S.A.
HIS 551 – The Colonial Period in U.S. History
HIS 552 - American Revolution
HIS 554 - The Pre-Civil War Era, 1820-1850
HIS 555 – The Civil War and Reconstruction, 1850-1877
HIS 556 - US Maritime History
HIS 558 – History of the Trans-Mississippi West
HIS 562 – Seminar in the History of American Diplomacy
HIS 563 – History of Urban America
HIS 566 – History of American Radicalism
HIS 569 – American Indian History

One European History Graduate Course

HIS 516 – Stalinism
HIS 517 – Russian Revolution
HIS 564 – Seminar in Early Modern Europe
HIS 568 – Seminar in Late Modern Europe
HIS 570 – Seminar in Modern Europe
HIS 575 – Nazi Germany and the Holocaust
HIS 586 – Seminar in the Origins of Rome to 44 BCE
HIS 587 - French Revolution and Napoleon
HIS 588 - Seminar in the Roman Empire
HIS 589 – Tudor-Stuart England
HIS 591 – Seminar in European Intellectual History

One Non-Western Graduate Course
HIS 508 – Contemporary World History
HIS 527 – Major Powers of Latin American since Independence
HIS 528 – Puerto Rico and the Caribbean
HIS 531 – Race and Nationalism in South Africa
HIS 542 – Trade in Society in West Africa
HIS 548 – China Since Western Impact
HIS 571 – The Medieval Middle East
HIS 572 – The Modern Middle East
HIS 578 – Early Chinese Texts
HIS 579 – Seminar in Southeast Asia to 1850

Electives

9 credits in any graduate level history (up to 6 credits of graduate level course work in another social science or humanities field may be selected with Graduate Program Coordinator approval).

Capstone

HIS 600 – Special Project – 3 credits

The special project provides an opportunity for students to complete an academically rigorous project that contributes in a meaningful way to the academic and professional community. The special project involves the integration and application of discipline-specific knowledge, concepts, theory, and skills in the development of a tangible product accompanied by a written report describing the process and results of the product's development. Students complete a special project to demonstrate the ability to independently utilize and apply the information and training they have received as objective evidence of their aptitude in history. The master's degree is conferred after successful completion of a minimum of 30 credits including the special project.
LIBRARY AND INFORMATION SCIENCE, MLIS (ONLINE)

Application Deadline

Rolling Admissions

Announcement

April 18, 2018

The Master of Library and Information Science (MLIS) program at Southern Connecticut State University (SCSU) has been granted candidacy status by the Committee on Accreditation of the American Library Association. Candidacy status is an indication that SCSU’s MLIS program has voluntarily committed to participate in the ALA accreditation process and is actively seeking accreditation. Candidacy does not indicate that the program is accredited nor does it guarantee eventual accreditation of the program by ALA.

OVERVIEW

The recently introduced Master of Library and Information Science (MLIS) is an online 36-credit program offered by the Department of Information and Library Science in the College of Education. The program is intended for those seeking to develop or advance in careers in the information professions giving students two options to pursue their interests. These include School Library Media and the Individualized Program. All programs share the core courses, but with flexibility in the choice of electives deemed appropriate for professional practice in public, academic libraries, and digital information management.

The Master of Library and Information Science is currently in candidacy status for accreditation by the American Library Association (ALA).

The School of Education at Southern Connecticut State University is accredited by the Council for Accreditation of Educator Preparation (CAEP), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers the initial certification preparation program in school media in the State of Connecticut (Connecticut School Media is a K12 certification). CAEP is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

Please refer to the home page on admissions from the School of Graduate and Professional Studies for information on general requirements and the Online Graduate Application.

APPLICATION DEADLINE
The Master of Library and Information Science program has rolling admissions. Please consult the sections that follow for an overview of the program and guidance on the requirements and the admissions procedure.

**REQUIREMENTS**

Consideration for admission into the MLIS program is based on applicants meeting the minimum requirements for admission to the Graduate School as described in the Graduate Catalog under *Minimum Acceptance Standards*. The standard is defined as:

A bachelor's degree from a regionally accredited college or university (or equivalent for students with degrees obtained in other countries) with an undergraduate cumulative grade point average of at least 3.0 (scale A = 4.0) and the recommendation of the graduate program.

A candidate whose academic record is not sufficiently competitive may be recommended by the School of Graduate and Professional Studies for Conditional Admission but only if the applicant has demonstrated considerable promise as a result of work experiences and/or contributions to the community.

Students from outside the United States should consult the section *Admission of International Students* in the Graduate Catalog for information on expected language proficiency, etc.

Based on current graduate admission policies, applicants may register as part-time non-matriculated students in graduate courses. However, non-matriculated students may earn no more than nine credits toward a degree program.

**SCHOOL LIBRARY MEDIA**

Applicants interested in School Library Media should refer to program page in this catalog and the section entitled “Admission to Teacher Certification Programs” in the Graduate Catalog under *Application and Admission* for information.

All students seeking admissions to the Connecticut Initial Educator or Cross Endorsement Certification program must arrange a personal interview with the ILS Graduate Admissions Committee and/or School Media Coordinator.

**ADMISSIONS PROCEDURE**

The procedure for admission into the program includes several steps, with the first two taken by the applicant to initiate the process.

**a) Preparation and submission of the Online Graduate Application**

The Online Graduate Application can be found at:

http://www.southernct.edu/academics/graduate/graduate-admissions/graduate-application.html

**b) Submission of the required documentation**

Complete applications must include the following materials:

1) Graduate School Application
2) $50.00 non-refundable application fee

3) Official academic transcripts for all college-level programs the applicant has ever attempted and/or completed, with at least one transcript showing an undergraduate degree from an institution accredited by a recognized regional accrediting agency in the United States. For students with degrees obtained outside the United States, equivalence must be established by the World Education Services, Josef Silny & Associates Evaluators, Inc., Global Credential Evaluators, Inc., or Educational Credential Evaluators, Inc. These are independent evaluation services recognized by the National Association of Credential Evaluation Services (NACES).

4) For applicants whose native language is not English, TOEFL scores. The School of Graduate and Professional Studies sets the minimum score needed on the TOEFL exam.

5) Two letters of recommendation written by individuals in a position to describe and evaluate the applicant’s commitment and potential for academic success at the graduate level. The letters should also address the applicant’s potential ability to make meaningful professional contributions.

6) A written statement (400-500 words) describing why the applicant is interested in the chosen program of study, expected contributions, and anticipated areas of professional practice.

   a) A current resume.

   c) Review of the application file by the Department’s Graduate Admissions Committee

   Complete application files will be reviewed by the Department Graduate Admissions Committee. The Committee’s membership consists of three full-time faculty.

   d) The determination of the applicant’s qualifications and dispositional suitability for admission into the program

   In making its determination and subsequent recommendation, the Department's Graduate Admissions Committee will give consideration to the applicant’s entire record. Please see section on requirements for information on conditional acceptance.

   e) The Department’s recommendation to the School of Graduate and Professional Studies

   Once the Department's Graduate Admissions Committee makes a determination on the applicant’s suitability for the intended program of studies, a recommendation will be made to the School of Graduate and Professional Studies for its review.

   f) Final determination by the School of Graduate and Professional Studies

   Admission decisions rest exclusively with the School of Graduate and Professional Studies and they are communicated by the School. For applicants accepted into the program, the School’s decision concludes the process of matriculation.

PROGRAM REQUIREMENTS - 36 Credits
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Core Courses

ILS 502 - Fundamentals of Library and Information Science - 3 credits
ILS 505 - Information Resources Organization and Management - 3 credits
ILS 507 - Information Science and technology - 3 credits
ILS 508 - User Services - 3 credits
ILS 509 - Management of Library and Information Agencies - 3 credits
ILS 582 - Library Science Internship - 3 credits

Concentration

Students choose electives according to their specific areas of interest. Students choose courses as electives with advisor approval - 15 credits

Capstone Experience (choose one of the following three options)

Option 1: ILS 660 - Special Project in Library and Information Science (Special Project) - 3 credits
Option 2: ILS 699 – Thesis – 3 credits
Option 3: Comprehensive Examination and students must choose 1 ILS graduate-level elective - 3 credits

CONTINUOUS ENROLLMENT, SATISFACTORY PROGRESSION AND PERFORMANCE ASSESSMENT

Continuous Enrollment requires that every graduate student maintain at least six credits toward his or her degree program every calendar year (a minimum of three credits in the fall and spring terms respectively) from the time of acceptance by the School of Graduate and Professional Studies until completion of all requirements for the graduate degree. Students must register for a course each semester or register for a continuation course.

Continuation in any of the department's graduate programs is contingent upon ongoing positive faculty evaluation of a graduate student's grades, professional or scholarly attributes, performance in real or simulated professional situations, and subjective appraisal of the student's progress and potential. A student may be suspended or dismissed from a graduate program for deficiencies in any of these areas. If, in the professional judgment of the faculty, a student demonstrates practices that are harmful to patrons, unethical, or behaves unprofessionally, he or she will be placed on probation or requested to withdraw from the program.

School Media students must maintain good standing in the program in order to qualify for student teaching and a recommendation from Southern Connecticut State University for State of Connecticut teacher certification. They also must demonstrate the following:

- personal attitudes and attributes that affect her or his performance as a teacher positively;
- professional behavior appropriate to the context which shows a realization that actions reflect directly upon the status and substance of the profession;
- confidentiality of all information concerning colleagues and students obtained in the educational process; and
- integrity and honesty in written and verbal communication,
documentation, and coursework related to the professional program for teacher certification.

DEADLINES FOR GRADUATION APPLICATION AND CAPSTONE EXPERIENCE AND PORTFOLIO REVIEWS

Degree Application

You should complete a Graduate degree application. For application deadlines and form, go to http://www.southernct.edu/offices/registrar/apply-graduation.html

MLIS Degree Portfolio (or E-Portfolio)

You should send your MLIS degree portfolio (or e-portfolio) as an email attachment to the Information and Library Science Office by the end of the semester. MLIS Degree Portfolio Template is available online.
MARRIAGE AND FAMILY THERAPY, M.F.T.

For further information: MarriageAndFamilyTherapyGrad@southernct.edu

MARRIAGE AND FAMILY THERAPY

Marriage and Family Therapy (MFT) is a distinct mental health profession with its own history, theories, treatment models, code of ethics, professional organizations and journals. Marriage and Family Therapists (MFTs) operate under the premise that human behavior occurs within family, social, cultural, and relational contexts. Recognizing that relationships, cultural influences, familial and relational contexts influence functioning, MFT’s work with individuals, couples, families, community groups, and organizations, providing treatment for a wide range of psychological, emotional, and relational problems. Research studies repeatedly report that MFT focused treatments are as effective, and in some cases more effective, than individual-focused treatments for a wide range of mental health concerns.

MASTER OF MARRIAGE AND FAMILY THERAPY DEGREE

The program awards a unique Master’s of Family Therapy degree and is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the sole accrediting agency of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE accreditation is the seal of credibility, rigor and quality within the MFT profession. This accreditation benefits the student, public and employers. It assures the community that SCSU’s MFT program meets rigorous academic and clinical training standards. Accreditation demonstrates the program has undertaken extensive evaluation by a qualified third party, meeting or surpassing education standards.

LICENSURE

Marriage and Family Therapy is a licensed profession in 50 states and SCSU’s program satisfies the academic requirement for licensure eligibility in Connecticut. Graduates must complete post-graduate client contact hours and satisfactory passing of the Association for Marital and Family Therapy Regulatory Board (AMFTRB) examination to become licensed. While many alumni go on to get licensed in other states, applicants interested in licensure outside Connecticut are encouraged to look into their respective state requirements.

ABOUT THE PROGRAM

Covering a wide range of systemically-focused theories, clinical techniques and evidence based practices, SCSU’s MFT program is academically sound, preparing students to take the AMFTRB examination. The program values diversity, cultural competency and approaching casework through the lens of intersectionality. Students learn together in a two or three-year cohort track. Graduates from the program are employed in a variety of settings, including clinical agencies, private practice settings,
hospitals, universities and schools. Some continue to complete Doctoral studies. The program houses the on-site Family Therapy Clinic, providing the opportunity to practice direct client care while receiving on-site clinical mentorship from faculty. The program engages students in both didactic and experiential learning and students study through a combination of rigorous academics and hands-on applications. Candidates for Master's of Family Therapy must pass a comprehensive examination. Due to expenses related to clinical training the MFT program has a $150 per semester (full-time) or $15 per credit (part-time) program fee.

The program maintains the following Student Learning & Faculty Outcomes:

**Student Learning Outcomes**
1. Practice from a systemic lens
2. Practice from a culturally competent lens
3. Demonstrate skills of entry-level MFT clinician

**Faculty Outcomes**
1. Demonstrate excellence in teaching
2. Establish and maintain the identity of Marriage and Family Therapists
3. Participate in scholarly activities that enhance the field of MFT
4. Demonstrate a commitment to cultural competence and/or social justice in at least one area of professional work

**PROGRAM SEQUENCE - 60 CREDITS MINIMUM**

Accepted students choose a track of identical coursework spread over either two or three-year study:

**Two-year track**

**Year One Fall:**
- MFT 597 - Family of Origin - 3 credits
- MFT 598 - Family Systems Theory I - 3 credits
- MFT 505 - Therapeutic Use of Self - Introduction - 3 credits
- MFT 620 - Professional, Legal, and Ethical Issues in MFT - 3 credits

**Year One Spring:**
- MFT 668 - Family Systems Theory II - 3 credits
- MFT 609 - Diversity and Multicultural Practice in MFT Practice - 3 credits
- MFT 506 - Therapeutic Use of Self - Intermediate - 3 credits
- MFT 562 - MFT Practicum in Beginning Case Management and Clinical Skill Development - 3 credits
- MFT 548 - Introduction to Family Clinic Policies and Procedures - 1.5 credits

**Year One Summer:**
- MFT 669 - Family Systems Theory III: Current Trends in Family Interventions: Evidence Based Practice Models - 3 credits
- MFT 562 - MFT Practicum in Beginning Case Management and Clinical Skill Development - 3 credits
MFT 672 - Understanding the Treatment of Substance Addictions in Couples and Families - 3 credits

Year Two Fall:
MFT 610 - Couples Therapy - 3 credits
MFT 586 - Family and Individual Development Over the Life Cycle - 3 credits
MFT 662 - MFT Internship in Intermediate Case Management and Clinical Skill Development - 3 credits
MFT 605 – Therapeutic Use of Self in Groups I (optional elective) - 3 credits

Year Two Spring:
MFT 607 - Systemic Psychopathology - 3 credits
MFT 662 - MFT Internship in Intermediate Case Management and Clinical Skill Development - 3 credits
MFT 587 - Family Therapy Outcome Research - 3 credits
MFT 606 - Therapeutic Use of Self in Groups II (optional elective) - 3 credits

Year Two Summer:
MFT 674 - Introduction to MFT Concepts and Clinical Methods for Human Sexuality - 3 credits
MFT 662 - MFT Internship in Intermediate Case Management and Clinical Skill Development - 3 credits
MFT 673 - Treatment Issues in MFT: Integrating Spiritually and Religion in Marriage, Couples, and Family Therapy - 1.5 credits

Three-year track

Year One Fall:
MFT 597 - Family of Origin - 3 credits
MFT 598 - Family Systems Theory I - 3 credits

Year One Spring:
MFT 668 - Family Systems Theory II - 3 credits
MFT 609 - Diversity and Multicultural Practice in MFT Practice - 3 credits

Year One Summer:
MFT 669 - Systems Theory III: Current Trends in Family Interventions: Evidence Based Practice Models - 3 credits
MFT 672 - Treatment of Substance Addictions in Couples and Families - 3 credits

Year Two Fall:
MFT 505 - Therapeutic Use of Self - Introduction - 3 credits
MFT 620 - Professional, Legal and Ethical Issues in MFT - 3 credits
MFT 610 - Couples Therapy - 3 credits

Year Two Spring:
MFT 506 - Therapeutic Use of Self - Intermediate - 3 credits
MFT 562 - MFT Practicum I in Beginning Case Management and Clinical Skill Development - 3 credits
MFT 548 - Intro to Clinic Policies, Procedures, Practices - 1.5 credits
Year Two Summer:
MFT 562 - MFT Practicum in Beginning Case Management and Clinical Skill Development - 3 credits
MFT 673 - Treatment Issues in MFT: Integrating Spiritually and Religion in Marriage, Couples, and Family Therapy - 1.5 credits

Year Three Fall:
MFT 586 - Family and Individual Development Over the Life Cycle - 3 credits
MFT 662 - MFT Internship in Intermediate Case Management and Clinical Skill Development - 3 credits
MFT 605 - Therapeutic Use of Self in Groups I (optional elective) - 3 credits

Year Three Spring:
MFT 662 - MFT Internship in Intermediate Case Management and Clinical Skill Development - 3 credits
MFT 607 - Systemic Psychopathology - 3 credits
MFT 587 - Family Therapy Outcome Research - 3 credits
MFT 606 - Therapeutic Use of Self in Groups II (optional elective) - 3 credits

Year Three Summer:
MFT 662 - MFT Internship in Intermediate Case Management and Clinical Skill Development - 3 credits
MFT 674 – Introduction to MFT Concepts and Clinical Methods for Human Sexuality - 3 credits

ADMISSION INFORMATION

The program offers rolling admissions until full (typically April-June) with Fall admissions only. Application materials include: formal application, references, transcripts of all University level work, and attendance at a group interview. GRE scores are not required.

Additional information including Program Handbook:

Visit: https://www.southernct.edu/mft
NURSE EDUCATOR, POST-MASTER'S CERTIFICATE

For further information: NursingGrad@southernct.edu

Application Deadline

October 1 for admission into the spring semester and February 15 for admission into the fall semester.

Accredited by the Commission on Collegiate Nursing Education, the Department of Nursing offers a graduate program leading to the Master of Science degree with tracks in nursing education, clinical nurse leader and family nurse practitioner. In addition, family nurse practitioner, clinical nurse leader, and nursing education certificate programs are offered for professional nurses who already hold master's degrees in nursing. Full- or part-time study is available.

Students have the option of completing either a thesis or special project to complete program requirements. The option selected will be determined when initially signing the specific Plan of Study for the program.

Program Sequence - 9 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

NUR 520 — Curriculum Development and Teaching in Nursing (must earn a grade of "B" or better) — 3 credits
NUR 537 — Role of Nurse Educator (must earn a grade of "B" or better) — 6 credits
NURSING EDUCATION, ED.D. (ONLINE)

For further information: NursingEdDGrad@southernct.edu

Application Deadline
March 1 (even years), applications will be accepted until the cohort is filled.

The Doctoral program in Nursing Education (Ed.D.), developed collaboratively by Southern Connecticut State University (SCSU) and Western Connecticut State University (WCSU) faculty is designed to prepare nurses for academic faculty roles. The program, which builds on SCSU's long standing tradition of excellence in preparing educators and nurses, offers individuals with clinical expertise and a master's degree in nursing an innovative doctoral program focused on the necessary content and skills required to be effective faculty members, advance the science of nursing education, and transform the education of future nurses.

The Ed.D. program objectives are consistent with SCSU and WCSU's mission to educate students within a diverse, caring, and scholarly learning community dedicated to excellence.

To meet the needs of busy professionals, this program will be delivered primarily online through the use of synchronous and asynchronous learning modalities. Three, three-day on-campus residencies will be required before the start of the program and during each summer following Years 1 and 2 of the program.

Admission Criteria are as follows

- Graduate School application
- Master's degree in Nursing, with an overall GPA of at least 3.0, from a regionally accredited institution
- Official transcripts of all prior undergraduate and graduate level coursework
- Three (3) current references from individuals who can speak to the applicant's academic ability, professional achievements, and potential for success in doctoral studies
- Current RN or APRN license
- GRE or MAT scores (waived if MSN cumulative GPA is equal or greater than 3.4)
- Phone interview with Nursing EdD Committee member(s)
- Current resume/CV highlighting professional experience, scholarship, and service activities
- Personal statement describing the following:
  a) reasons for seeking admission to the Ed.D. program
  b) professional goals
  c) research interests
  d) potential contributions to field of nursing education
  e) discussion of experiences in previous graduate work
- For international students, a score of at least 550 (paper), 213 (computer), or 80 (internet) on the TOEFL exam or IELTs of 6.5 or higher
Applications are accepted the fall of even years and will be reviewed beginning on March 1; however, applications will continue to be reviewed until the cohort is full.

The overall goal of the admissions committee is to admit individuals who, in the professional opinion of the faculty, demonstrate the greatest potential for making significant contributions to the field of nursing education through their teaching, scholarship, and service activities.

Program Sequence

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

A rigorous 51 credit planned course of study is as follows:

Residency 1 (No credit assigned)
- NUR 8001 - EdD Residency 1

Foundations of Teaching in Higher Education (each course is 3 credits; 9 credits total)
- NUR 800 - Ethical/Legal, Political and Social Issues Affecting Higher Education
- NUR 801 - Theories of Teaching and Learning in Adult and Higher Education
- NUR 802 - Methods of Teaching and Evaluation

Specialization in Nursing Education (each course is 3 credits; 9 credits total)
- NUR 803 — Curriculum Development, Implementation, and Evaluation in Nursing
- NUR 804 — Nursing Faculty Role in Higher Education
- NUR 805 — Classroom, Clinical Teaching and Evaluation in Nursing Education

Residency 2 (No credit assigned)
- NUR 8002 - EdD Residency 2

Leadership in Nursing Education (each course is 3 credits; 9 credits total)
- NUR 806 — Leadership Theories and Concepts
- NUR 807 — Leadership in Nursing Education
- NUR 808 — Doctoral Synthesis

Science of Nursing Education Research (each course is 3 credits; 12 credits total)
- NUR 809 — State of Science of Nursing Education Research
- NUR 810 — Quantitative Methods in Nursing Education Research
- NUR 811 — Qualitative Method in Nursing Education Research
- NUR 812 — Statistical Analysis in Educational Research

Residency 3 (No credit assigned)
- NUR 8003 - EdD Residency 3

Dissertation Phase (each course is 3 credits; 12 credits total)
- NUR 813 — Dissertation Seminar
• NUR 814 — Dissertation Advisement I
• NUR 815 — Dissertation Advisement II
• NUR 816 — Dissertation Advisement III
• NUR 817 — Ongoing Dissertation Advisement

**Comprehensive Examination**
All matriculated doctoral students wishing to become doctoral candidates must pass a written comprehensive examination. This exam is designed by the doctoral faculty to rigorously assess the student's mastery and synthesis of knowledge garnered during coursework. Further, it is intended to gauge the student's potential for independent dissertation research.

**Dissertation Proposal**
The dissertation proposal is a required component of the doctoral program, and must be approved for a student to become a doctoral candidate. Specific details regarding the dissertation proposal and required forms can be obtained from the Coordinator of the Ed.D Program in Nursing Education.

**Doctoral Candidacy**
Once students satisfactorily pass coursework, the comprehensive examination and the dissertation proposal hearing, they are considered doctoral candidates and may begin dissertation research.

**Dissertation**
The dissertation is the culminating component of the doctoral program. Only upon successful dissertation defense before a dissertation committee may a student be considered for graduation. All requisite forms and further details are available from the director of the Ed.D. in Nursing Education program. Students must complete all degree requirements within seven years.
NURSING, M.S.N. - CLINICAL NURSE LEADER

For further information: NursingGrad@southernct.edu

Application Deadline

October 1 for admission into the spring semester and February 15 for admission into the fall semester.

Accredited by the Commission on Collegiate Nursing Education, the Department of Nursing offers a graduate program leading to the Master of Science degree with tracks in nursing education, clinical nurse leader and family nurse practitioner. In addition, family nurse practitioner, clinical nurse leader, and nursing education certificate programs are offered for professional nurses who already hold master's degrees in nursing. Full- or part-time study is available.

All master's program tracks consist of 39-48 credits divided among the following areas: core courses, 24 credits; role preparation, 12-18 credits; and either thesis advisement, 6 credits or special project, 3 credits. The family nurse practitioner certificate is 27 credits. The nursing education certificate program is 9 credits and the CNL certificate program is 21 credits.

Students have the option of completing either a thesis or special project to complete program requirements. The option selected will be determined when initially signing the specific Plan of Study for the program.

Master of Science Degree in Nursing Education, Clinical Nurse Leader (CNL) or Family Nurse Practitioner (FNP)

Upon completion of the Master of Science Degree or post master's FNP, Nurse Educator, or CNL Certificate Programs, the graduate will be prepared to:

- Use nursing theory and specialized knowledge in the functional roles of Nurse Educator, Family Nurse Practitioner, or CNL.
- Synthesize concepts from nursing, education, and other disciplines to influence professional practice.
- Provide leadership within nursing and the health care delivery system for the improvement of client care.
- Conduct and/or use research which contributes to the development of the discipline of nursing.
- Continue professional growth through continuing education, specialty certification, and/or doctoral study in nursing.

All Program applicants are required to be currently licensed as Registered Nurses in the State of Connecticut. Graduates of the FNP program are eligible to sit for the ANCC Family Nurse Practitioner Certification exam and the American Academy of Nurse...
Practitioner’s exam. The FNP program prepares graduates with the necessary number of hours (minimum of 660) of faculty supervised clinical practice required for certification. The FNP curriculum also addresses the content requirements for certification in relation to content in advanced health assessment (3 credits) and advanced pharmacology (3 credits) and advanced pathophysiology (3 credits). Additionally, the curriculum incorporates content in the areas of health promotion, disease prevention, differential diagnosis, and disease management. This content is primarily addressed within the role preparation courses (18 credits). Graduates of the CNL program are eligible to sit for the ANCC Clinical Nurse Leader certification exam.

Admission Requirements

Applicants are required to have a 3.0* quality point ratio in their baccalaureate program in nursing and a total cumulative GPA of 3.0 for all post high school education. Applicants must have completed undergraduate baccalaureate level courses in statistics, nursing research methods, and health assessment with at least a "C" in each. The applicant must submit a copy of current Connecticut R.N. license, two letters of reference (one academic and one professional), and an admission essay. A personal interview in the Department of Nursing is also required. In keeping with University policy, the program of study is to be completed within six years beginning with the first graduate course applied to the program of study.

Selected students who have a total GPA between 2.8 and 3.0 will be permitted to submit GRE or MAT scores as part of their application for consideration. The MSN committee will determine if a conditional acceptance will be offered.

The Bridge Program is designed to prepare RNs with baccalaureate degrees in fields other than nursing for admission to the Master of Science Degree in Nursing. Applicants must take and successfully complete National League for Nursing multiple choice "challenge exams" in the three content areas of: adult health, childbearing/pediatrics and mental health. Applicants must also submit verification of undergraduate courses (3 credits each) in each of the following: Statistics, Nursing Research, and Health Assessment. Alternatively an RN with a BA/BS in an area other than nursing may elect to take the RN/BSN courses and earn a BSN prior to applying to the MSN Program. This remains an option if passing scores are not achieved in the NLN challenge exams.

Retention/Progression

The student must maintain a minimum 3.0 grade point average each semester to remain in the program. All other University policies with regard to retention and graduation are applicable to the Nursing program. A grade of "B" or above must be achieved in each nursing course or the course must be repeated. Only one course within the program of study may be repeated and a grade of "B" (3.0) or better must be achieved on the second attempt. A student cannot withdraw more than once from the same course. If a student withdraws from more than 2 courses in the program, the student must petition the MSN committee to request permission to continue in the program. All prerequisite requirements must be strictly adhered to for all courses. Each grade is included in the grade point average. Failure to receive a grade of "B" or 3.0 or higher when a course is
repeated will result in dismissal from the program. If at any time the grade point average falls below 3.0, the student will be placed on academic probation.

Program Sequence - 39-42 Credits

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

**Core Requirements**
NUR 500 – Nursing Theories and Conceptual Models (must earn a grade of "B" or better) – 3 credits
NUR 514 – Transforming Nursing Practice through Leadership, Policy and Advocacy (must earn a grade of "B" or better) – 3 credits
NUR 540 – Legal Issues in Healthcare (must earn a grade of "B" or better) – 3 credits
NUR 516 – Healthcare Informatics for Nursing Practice (must earn a grade of "B" or better) – 3 credits
NUR 519 – Evidence-Based Nursing Practice (must earn a grade of "B" or better) – 3 credits
NUR 526 – Advanced Health Assessment (must earn a grade of "B" or better) – 3 credits
NUR 521 – Advanced Pathophysiology (must earn a grade of "B" or better) – 3 credits
NUR 524 – Advanced Pharmacology (must earn a grade of "B" or better) – 3 credits

**Clinical Component and Role Functions**
NUR 530 – Nurse-Managed Quality Outcomes (must earn a grade of "B" or better) – 6 credits, 220 clinical hours
Prerequisites: Completion of Core Nursing courses, including NUR 521, 524 and 526
NUR 523 – Advanced Nursing Practice (must earn a grade of "B" or better) – 6 credits, 180 clinical hours
Prerequisites: Completion of Core Nursing courses, including NUR 521, 524 and 526

Choose One of the Following:

**Special Project**
NUR 592 – Special Project in Nursing (must earn a grade of "B" or better) – 3 credits

**Thesis (6 credits)**
NUR 590 – Thesis Seminar (must earn a grade of "B" or better) – 3 credits
NUR 591 – Thesis Guidance (must earn a grade of "B" or better) – 3 credits

**Other Requirements/Conditions**
*Students may elect to complete a thesis or do a special project. This is to be determined at the time of signing the Plan of Study

*It is understood that continuance in the Nursing program is contingent upon on-going faculty evaluation of my academic performance, performance in real and/or simulated professional training situations, and ethical and appropriateness of responses and behavior. Any modification must be approved in writing by the MSN coordinator.
NURSING, M.S.N. - FAMILY NURSE PRACTITIONER

For further information: NursingGrad@southernct.edu

Application Deadline

October 1 for admission into the spring semester and February 15 for admission into the fall semester.

Accredited by the Commission on Collegiate Nursing Education, the Department of Nursing offers a graduate program leading to the Master of Science degree with tracks in nursing education, clinical nurse leader and family nurse practitioner. In addition, family nurse practitioner, clinical nurse leader, and nursing education certificate programs are offered for professional nurses who already hold master's degrees in nursing. Full- or part-time study is available.

All master’s program tracks consist of 39-48 credits divided among the following areas: core courses, 24 credits; role preparation, 12-18 credits; and either thesis advisement, 6 credits or special project, 3 credits. The family nurse practitioner certificate is 27 credits. The nursing education certificate program is 9 credits and the CNL certificate program is 21 credits.

Students have the option of completing either a thesis or special project to complete program requirements. The option selected will be determined when initially signing the specific Plan of Study for the program.

Master of Science Degree In Family Nurse Practitioner (FNP)

Upon completion of the Master of Science Degree, the graduate will be prepared to:

• Use nursing theory and specialized knowledge in the functional roles of Nurse Educator, Family Nurse Practitioner, or CNL.
• Synthesize concepts from nursing, education, and other disciplines to influence professional practice.
• Provide leadership within nursing and the health care delivery system for the improvement of client care.
• Conduct and/or use research which contributes to the development of the discipline of nursing.
• Continue professional growth through continuing education, specialty certification, and/or doctoral study in nursing.

All Program applicants are required to be currently licensed as Registered Nurses in the State of Connecticut. Graduates of the FNP program are eligible to sit for the ANCC Family Nurse Practitioner Certification exam and the American Academy of Nurse Practitioner 's exam. The FNP program prepares graduates with the necessary number of hours (minimum of 660) of faculty supervised clinical practice required for certification.
The FNP curriculum also addresses the content requirements for certification in relation to content in advanced health assessment (3 credits) and advanced pharmacology (3 credits) and advanced pathophysiology (3 credits). Additionally, the curriculum incorporates content in the areas of health promotion, disease prevention, differential diagnosis, and disease management. This content is primarily addressed within the role preparation courses (18 credits). Graduates of the CNL program are eligible to sit for the ANCC Clinical Nurse Leader certification exam.

Admission Requirements

Applicants are required to have a 3.0* quality point ratio in their baccalaureate program in nursing and a total cumulative GPA of 3.0 for all post high school education. Applicants must have completed undergraduate baccalaureate level courses in statistics, nursing research methods, and health assessment with at least a "C" in each. The applicant must submit a copy of current Connecticut R.N. license, two letters of reference (one academic and one professional), and an admission essay. A personal interview in the Department of Nursing is also required. In keeping with University policy, the program of study is to be completed within six years beginning with the first graduate course applied to the program of study.

Selected students who have a total GPA between 2.8 and 3.0 will be permitted to submit GRE or MAT scores as part of their application for consideration. The MSN committee will determine if a conditional acceptance will be offered.

The Bridge Program is designed to prepare RNs with baccalaureate degrees in fields other than nursing for admission to the Master of Science Degree in Nursing. Applicants must take and successfully complete National League for Nursing multiple choice "challenge exams" in the three content areas of: adult health, childbearing/pediatrics and mental health. Applicants must also submit verification of undergraduate courses (3 credits each) in each of the following: Statistics, Nursing Research, and Health Assessment. Alternatively an RN with a BA/BS in an area other than nursing may elect to take the RN/BSN courses and earn a BSN prior to applying to the MSN Program. This remains an option if passing scores are not achieved in the NLN challenge exams.

Retention/Progression

The student must maintain a minimum 3.0 grade point average each semester to remain in the program. All other University policies with regard to retention and graduation are applicable to the Nursing program. A grade of "B" or above must be achieved in each nursing course or the course must be repeated. Only one course within the program of study may be repeated and a grade of "B" (3.0) or better must be achieved on the second attempt. A student cannot withdraw more than once from the same course. If a student withdraws from more than 2 courses in the program, the student must petition the MSN committee to request permission to continue in the program. All prerequisite requirements must be strictly adhered to for all courses. Each grade is included in the grade point average. Failure to receive a grade of "B" or 3.0 or higher when a course is repeated will result in dismissal from the program. If at any time the grade point average falls below 3.0, the student will be placed on academic probation.
Program Sequence
45-48 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Core Requirements (24 credits)
NUR 500 – Nursing Theories and Conceptual Models (must earn a grade of "B" or better) – 3 credits
NUR 514 – Transforming Nursing Practice through Leadership, Policy, and Advocacy (must earn a grade of "B" or better) – 3 credits
NUR 540 – Legal Issues in Healthcare (must earn a grade of "B" or better) – 3 credits
NUR 516 – Healthcare Informatics for Nursing Practice (must earn a grade of "B" or better) – 3 credits
NUR 519 – Evidence-Based Nursing Practice (must earn a grade of "B" or better) – 3 credits
NUR 526 – Advanced Health Assessment (must earn a grade of "B" or better) – 3 credits
NUR 521 – Advanced Pathophysiology (must earn a grade of "B" or better) – 3 credits
NUR 524 – Advanced Pharmacology (must earn a grade of "B" or better) – 3 credits
(Only one Nursing course may be repeated and it may be repeated only once. A grade of “B” or higher must be achieved in each course. Failure to do so will result in automatic dismissal)

Clinical Component and Role Function (18 credits)
NUR 534 – Role of Family Nurse Practitioner I (must earn a grade of "B" or better) – 6 credits
NUR 535 – Role of Family Nurse Practitioner II (must earn a grade of "B" or better) – 6 credits
NUR 536 – Role of Family Nurse Practitioner II (must earn a grade of "B" or better) – 6 credits

Other Requirements/Conditions
*Students may elect to complete a thesis or do a special project. This is to be determined at the time of signing the Plan of Study.

Thesis (6 credits)
NUR 590 – Thesis Seminar (must earn a grade of "B" or better) – 3 credits
NUR 591 – Thesis Guidance (must earn a grade of "B" or better) – 3 credits

Special Project (3 credits)
NUR 592 – Special Project in Nursing (must earn a grade of "B" or better) – 3 credits

*It is understood that continuance in the Nursing program is contingent upon on-going faculty evaluation of my academic performance, performance in real and/or simulated professional training situations, and ethical and appropriateness of responses and behavior. Any modification must be approved in writing by the MSN coordinator.
NURSING, M.S.N. - NURSE EDUCATOR

For further information: NursingGrad@southernct.edu

Application Deadline

October 1 for admission into the spring semester and February 15 for admission into the fall semester.

Accredited by the Commission on Collegiate Nursing Education, the Department of Nursing offers a graduate program leading to the Master of Science degree with tracks in nursing education, clinical nurse leader and family nurse practitioner. In addition, family nurse practitioner, clinical nurse leader, and nursing education certificate programs are offered for professional nurses who already hold master's degrees in nursing. Full- or part-time study is available.

All master's program tracks consist of 39-48 credits divided among the following areas: core courses, 24 credits; role preparation, 12-18 credits; and either thesis advisement, 6 credits or special project, 3 credits. The family nurse practitioner certificate is 27 credits. The nursing education certificate program is 9 credits and the CNL certificate program is 21 credits.

Students have the option of completing either a thesis or special project to complete program requirements. The option selected will be determined when initially signing the specific Plan of Study for the program.

Master of Science Degree in Nursing Education

Upon completion of the Master of Science Degree or post master's FNP, Nurse Educator, or CNL Certificate Programs, the graduate will be prepared to:

- Use nursing theory and specialized knowledge in the functional roles of Nurse Educator, Family Nurse Practitioner, or CNL.
- Synthesize concepts from nursing, education, and other disciplines to influence professional practice.
- Provide leadership within nursing and the health care delivery system for the improvement of client care.
- Conduct and/or use research which contributes to the development of the discipline of nursing.
- Continue professional growth through continuing education, specialty certification, and/or doctoral study in nursing.

All Program applicants are required to be currently licensed as Registered Nurses in the State of Connecticut. Graduates of the FNP program are eligible to sit for the ANCC Family Nurse Practitioner Certification exam and the American Academy of Nurse Practitioner's exam. The FNP program prepares graduates with the necessary number of hours (minimum of 660) of faculty supervised clinical practice required for certification. The FNP curriculum also addresses the content requirements for certification in relation to content in advanced health assessment (3 credits) and advanced pharmacology.
(3 credits) and advanced pathophysiology (3 credits). Additionally, the curriculum incorporates content in the areas of health promotion, disease prevention, differential diagnosis, and disease management. This content is primarily addressed within the role preparation courses (18 credits). Graduates of the CNL program are eligible to sit for the ANCC Clinical Nurse Leader certification exam.

Admission Requirements

Applicants are required to have a 3.0* quality point ratio in their baccalaureate program in nursing and a total cumulative GPA of 3.0 for all post high school education. Applicants must have completed undergraduate baccalaureate level courses in statistics, nursing research methods, and health assessment with at least a "C" in each. The applicant must submit a copy of current Connecticut R.N. license, two letters of reference (one academic and one professional), and an admission essay. A personal interview in the Department of Nursing is also required. In keeping with University policy, the program of study is to be completed within six years beginning with the first graduate course applied to the program of study.

Selected students who have a total GPA between 2.8 and 3.0 will be permitted to submit GRE or MAT scores as part of their application for consideration. The MSN committee will determine if a conditional acceptance will be offered.

The Bridge Program is designed to prepare RNs with baccalaureate degrees in fields other than nursing for admission to the Master of Science Degree in Nursing. Applicants must take and successfully complete National League for Nursing multiple choice "challenge exams" in the three content areas of: adult health, childbearing/pediatrics and mental health. Applicants must also submit verification of undergraduate courses (3 credits each) in each of the following: Statistics, Nursing Research, and Health Assessment. Alternatively an RN with a BA/BS in an area other than nursing may elect to take the RN/BSN courses and earn a BSN prior to applying to the MSN Program. This remains an option if passing scores are not achieved in the NLN challenge exams.

Retention/Progression

The student must maintain a minimum 3.0 grade point average each semester to remain in the program. All other University policies with regard to retention and graduation are applicable to the Nursing program. A grade of "B" or above must be achieved in each nursing course or the course must be repeated. Only one course within the program of study may be repeated and a grade of "B" (3.0) or better must be achieved on the second attempt. A student cannot withdraw more than once from the same course. If a student withdraws from more than 2 courses in the program, the student must petition the MSN committee to request permission to continue in the program. All prerequisite requirements must be strictly adhered to for all courses. Each grade is included in the grade point average. Failure to receive a grade of "B" or 3.0 or higher when a course is repeated will result in dismissal from the program. If at any time the grade point average falls below 3.0, the student will be placed on academic probation.
Program Sequence 42-45

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Only one nursing course may be repeated and it may be repeated only once. A grade of “B” or higher must be achieved in each course. Failure to do so will result in automatic dismissal.

**Core Requirements**
NUR 500 – Nursing Theories and Conceptual Models (must earn a grade of "B" or better) – 3 credits
NUR 514 – Transforming Nursing Practice through Leadership, Policy, & Advocacy (must earn a grade of "B" or better) – 3 credits
NUR 540 – Legal Issues in Health Care (must earn a grade of "B" or better) – 3 credits
NUR 516 – Healthcare Informatics for Nursing Practice (must earn a grade of "B" or better) – 3 credits
NUR 519 – Evidence-Based Nursing Practice (must earn a grade of "B" or better) – 3 credits
NUR 526 – Health Assessment for Advanced Nursing (must earn a grade of "B" or better) – 3 credits
NUR 521 – Advanced Pathophysiology (must earn a grade of "B" or better) – 3 credits
NUR 524 – Advanced Pharmacology (must earn a grade of "B" or better) – 3 credits

**Role Function (15 credits)**
NUR 520 – Curriculum Development and Teaching in Nursing (must earn a grade of "B" or better) – 3 credits
NUR 523 – Advanced Nursing Practice (must earn a grade of "B" or better) – 6 credits
NUR 537 – Role of Nurse Educator (must earn a grade of "B" or better) – 6 credits

**Other Requirements/Conditions**
Students may elect to complete a thesis or do a special project. This is to be determined at the time of signing the Plan of Study.

**Thesis (6 credits)**
NUR 590 – Thesis Seminar (must earn a grade of "B" or better) – 3 credits
NUR 591 – Thesis Guidance (must earn a grade of "B" or better) – 3 credits

**Special Project (3 credits)**
NUR 592 – Special Project in Nursing (must earn a grade of "B" or better) – 3 credits
PHYSICS NANOTECHNOLOGY, GRADUATE CERTIFICATE

For further information: PhysicsGrad@southernct.edu

**Application Deadline**
Rolling Admissions

Graduate Certificate in Nanotechnology

The Graduate Certificate in Nanotechnology (GCNT) is a three-course graduate certificate program with a prerequisite of one foundational science, technology, engineering, or mathematics (STEM) course at the advanced undergraduate level. The GCNT program provides high quality education and training experiences in the general concepts of nanotechnology and detailed knowledge and practice in the areas of characterization and synthesis of nanoscale materials. The certificate program is designed to be synergistic with the undergraduate and master's programs in the Department of Physics and is closely linked with the establishment of the Connecticut State Colleges & Universities Center for Nanotechnology (ConnSCU-CNT) at SCSU. The GCNT program is multi-institutional in its structure because select faculty from all four CSU campuses (Central, Eastern, Southern, and Western) are involved in the program, but the certificate is issued by the Department of Physics at SCSU.

**Program Requirements**

The GCNT program consists of three required core courses at the graduate level (9 credits) and one prerequisite course. The three required graduate courses are PHY 519, PHY 521, and PHY 523, described below. Advanced undergraduate or graduate courses in biology, chemistry, engineering, materials science, physics, and others will be considered to meet the three credit prerequisite requirement.

**Program Sequence**

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

*The GCNT program consists of three required core courses at the graduate level (9 credits) and one prerequisite course

**Required Courses**

- PHY 519 – Nanotech I-Fundamentals of Nanoscience – 3 credits
- PHY 521 – Nanotech II-Characterization of Nanomaterials – 3 credits
- PHY 523 – Nanotech IV-Nanosystems Laboratory – 3 credits
*Advanced undergraduate or graduate courses in biology, chemistry, engineering, materials science, physics, and others will be considered to meet the three credit prerequisite requirement.

This program is not eligible for financial aid (Title IV and/or State funds).
POLITICAL SCIENCE, M.S. - GENERALIST

For further information: PoliticalScienceGrad@southernct.edu

Application Deadline

Rolling Admissions

Admission Requirements

The following forms and letters must be submitted to the Graduate Studies office: a completed application, official transcripts from all colleges and universities, two letters of recommendation, and a one page statement explaining the student's interest in political science. Admission decisions are made shortly after all the required materials have been submitted to the Graduate Studies office.

Program Sequence – 30 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

All students are required to take the following:

PSC 501 – Research Methods in Political Science – 3 credits

Generalist

Core Course Requirement: PSC 501 – Research Methods in Political Science – 3 credits

Elective Coursework: Any political science graduate courses – 21 credits

Any Political Science graduate course may count as an elective. Students are also encouraged to consider taking IDS 553 Grant Writing and Funding Sources (3-credits) and SWK 584 Non Profit Fiscal Management (3-credits). Up to 6 credits in other graduate programs including History, Public Health, Business, and others are possible with the approval of the graduate coordinator.

Additional Requirements/Conditions

Each student elects one of the following options:

Master's Thesis

A student must complete 24 graduate credits and PSC 585 and PSC 591

Comprehensive Examination

A student must complete 30 graduate credits and pass a comprehensive examination.

Special Project

A student must complete 30 graduate credits including PSC 600 — Independent Study in which a major paper will be completed.
PSYCHOLOGY, M.A.

For further information: PsychologyGrad@southernct.edu

Application Deadline: The Psychology program has rolling admissions but students are encouraged to have their application files complete by June 1 for the fall semester and November 1 for the spring semester.

Master of Arts Degree

This research-based program leading to a Master of Arts degree is designed to develop creative problem-solving skills which will be applicable in clinical, industrial, and educational settings. Flexible enough to be completed either on a full-time or a part-time basis, it is appropriate for a wide range of candidates. For those potential doctoral candidates who cannot enter a Ph.D. or Psy.D. program at the present time, it provides a basis for later acceptance. For those who are already working in clinical, educational, or industrial settings, it offers updating credentials. The program provides ideal training for those wishing to explore their personal interest in obtaining employment in settings related to psychology. Teachers in secondary schools may use the program to prepare themselves to teach psychology in addition to their current certification. While this program is not a clinical or counseling training program and does not lead to licensure, some courses are relevant to clinical psychology. Emphasis is placed on faculty advisement to help in tailoring the program to the needs of the individual student.

Admission Requirements

Students must meet the following minimum requirements to be admitted to the program:

- 18 hours of psychology (graduate or undergraduate) including at least one course in statistics and at least one course in experimental psychology
- An undergraduate GPA of 3.0
- An undergraduate GPA in psychology of 3.0. Applicants may be required to strengthen their psychology backgrounds by taking certain undergraduate courses before matriculating.

To apply to the program, students must submit all of the following to the School of Graduate and Professional Studies:

- The graduate school application
- 300-500 word statement explaining why the applicant is interested in obtaining a master's degree in psychology, and what type of career the applicant is seeking
- All college transcripts
- Two letters of recommendation from academic or professional references (at least one academic reference preferred). The recommendation can be found at: www.southernct.edu/academics/schools/arts/departments/psychology/graduate/index.htm
Program Sequence

30 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required
PSY 500 - Design and Analysis in Psychology - 3 credits

One of the following
PSY 501 - Thinking and Learning - 3 credits
PSY 503 - Cognition and Memory - 3 credits
PSY 504 - Topics in Perception - 3 credits
PSY 505 - Contemporary Theories of Motivation - 3 credits
PSY 583 - Seminar in Comparative Physiological Psychology - 3 credits

One of the following
PSY 502 - Problems in Psychology - 3 credits
PSY 512 - Theories and Issues in Developmental Psychology - 3 credits
PSY 517 - Seminar in Social Psychology - 3 credits
PSY 526 - Theories and Research in Personality - 3 credits

Select One

Thesis
PSY 589 – Thesis Seminar - 3 credits
PSY 590 - Thesis Proposal - 3 credits
PSY 591 - Thesis - 3 credits
PSY Electives - 12 credits

Or

Comprehensive Exam
The comprehensive exam option does not require additional electives
PSY Electives - 21 credits

Psychology Elective Credits (from above column or below). These courses may also be any graduate level course in any subject.
PSY 527 - Abnormal Child Psychology - 3 credits
PSY 528 - Psychopathology - 3 credits
PSY 537 - Field Work in Clinical Psychological Services I - 3 credits
PSY 538 - Field Work in Clinical Psychological Services II - 3 credits
PSY 539 - Field Work in Psychology Research - 3 credits
PSY 543 - Clinical Methods in Psychology: Cognitive Assessment - 3 credits
PSY 544 - Clinical Methods in Psych: Personality & Social Assess - 3 credits
PSY 546 - Practicum in Psychological Assessment and Report Writing - 3 credits
PSY 551 - Art Psychotherapy - 3 credits
PSY 554 - Psychotherapy and Behavioral Change - 3 credits
PSY 557 - Behavior Modification and Therapy - 3 credits
PSY 560 - Seminar in the Psychology of Women - 3 credits
PSY 592 - Issues in Psychology, Law and Ethics - 3 credits
PSY 599 - Special Topics - 3 credits
PSY 600 - Independent Study or Research - 3 credits

**Thesis**

Students planning to apply to doctoral programs or anticipating a career in research are encouraged to select thesis as an option.

The thesis option is granted to students who have accumulated at least fifteen graduate credits in psychology including PSY 500 (Design & Analysis in Psychology) and PSY 589 (Thesis Seminar), at Southern Connecticut State University with a grade point average of "B+" (3.3). PSY 589 may be waived at the discretion of the Graduate Coordinator.

It is the candidate's responsibility to have formulated a preliminary idea to be researched and to seek out a faculty member in the psychology department who is interested in serving as a thesis sponsor. The normal sequence is to register for PSY 500 in the fall semester and PSY 589 in the spring semester of the first year. After successfully completing PSY 589 and acquiring fifteen total credits in psychology, students may register for the thesis proposal. After approval of the thesis proposal by the faculty sponsor, graduate committee, and graduate dean, the thesis is then completed the following semester. The completed thesis is reviewed for acceptance by the sponsor and department graduate committee.

**Comprehensive Exam**

This option requires a written comprehensive examination in addition to 30 credits of course work. Students should select their courses so that they are well prepared for the different sections of the exam. The comprehensive exam will be scheduled twice a year, in April and November. Students selecting this option should apply to the Graduate Coordinator no later than the second week of classes of the semester in which they intend to take the exam.

**One-Year Option**

The program may be completed in two semesters and a summer session if desired. Students wishing this option should consult with the Graduate Coordinator at the time of matriculation. This plan entails four courses each in the fall and spring semesters, and two courses over the summer. Therefore, students electing this option must ensure that their work schedules allow sufficient time to be devoted to their studies to ensure success. Students electing this plan can take the comprehensive exam at the end of their second full semester (spring or fall).
PSYCHOLOGY, M.A. - ACCELERATED PATHWAY

The M.A. in Psychology – Accelerated Pathway has been designed to provide high-achieving students with an opportunity to finish their graduate degree in one year, following the successful completion of a B.A. in Psychology (Concentration: B.A. to M.A. Accelerated Pathway) or B.S. in Psychology (Concentration: B.S. to M.A. Accelerated Pathway) at Southern Connecticut State University.

This program is designed for SCSU Psychology students to extend their research training and to develop creative problem-solving skills which will be applicable in clinical, industrial, and educational settings. The program provides ideal training for those intending to strengthen their competitiveness for doctoral program admissions, or who need to gain research and methodological skills that can be applied in professional setting related to psychology. The program is designed to lead to the completion of a Master’s thesis, but can also be completed through a comprehensive exam. While this program is not a clinical or counseling training program, and does not lead to licensure, some course are relevant to clinical psychology. Emphasis is placed on faculty advisement to help tailor the program to the needs of the individual student.

For further information: PsychologyGrad@southernct.edu

Application Deadline

Undergraduate students at Southern Connecticut State University are encouraged to apply for graduate admission no later than the spring semester of their senior year in collaboration with a faculty advisor in the Psychology department. All materials should be submitted to the School of Graduate and Professional Studies the Friday prior to the start of spring break. Students will select the M.A. in Psychology degree and the Accelerated Pathway concentration. Please consult the admission requirements below and within the Admission section of the graduate catalog for more information.

Admission Requirements

Students interested in applying for admission to the M.A. in Psychology-Accelerated Pathway should apply online through the School of Graduate and Professional Studies: www.southernct.edu/gradadmissions

Students must meet the following minimum requirements to be admitted to the program:

• A C or higher in PSY 393
• An undergraduate GPA of 3.0

To apply to the program, students must submit all of the following to the School of Graduate and Professional Studies:

• The graduate school application
• 300-500 word statement explaining why the applicant is interested in obtaining a master’s degree in psychology, and what type of career the applicant is seeking
• All college transcripts
• Two letters of recommendation from academic or professional references (at least one academic reference preferred). The recommendation can be found at: www.southernct.edu/academics/schools/arts/departments/psychology/graduate/index.htm

Candidates must complete their bachelor’s degree requirements and have attained a minimum grade point average (GPA) of 3.0 (out of 4.0) prior to entry into the program. Students will be granted early acceptance to the School of Graduate and Professional Studies through the School of Graduate and Professional Studies, which is conditional upon meeting all requirements as listed above. A final transcript noting the degree and date awarded must be received by the School of Graduate and Professional Studies prior to the beginning of the first semester of graduate enrollment. Upon final approval of the application and planned program by the School of Graduate and Professional Studies, those accepted into the program will receive a letter of acceptance from the School of Graduate and Professional Studies verifying their status as a matriculated graduate student.

**Program Sequence - 30 Credits**

The normal sequence for completion of this accelerated master’s degree program is two consecutive semesters of classwork that includes completion of a thesis or comprehensive exam.

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation. 6 credits of graduate coursework will be completed within the B.A. in Psychology (Concentration: B.A. to M.A. Accelerated Pathway) or B.S. in Psychology (Concentration: B.S. to M.S. Accelerated Pathway) and the student will have 24 credits of graduate coursework remaining.*

**B.A./B.S. to M.A. Accelerated Pathway**

6 Credits Required

Completed during the student’s senior year of undergraduate study.

• PSY 500 – Design and Analysis – 3 credits
• PSY 589 – Thesis Seminar – 3 credits

**Required Courses**

24 Credits

• At least one of the following:
  • PSY 501 – Thinking and Learning – 3 credits
  • PSY 503 - Cognition and Memory – 3 credits
  • PSY 504 – Topics in Perception – 3 credits
  • PSY 505 – Contemporary Theories in Motivation – 3 credits
  • PSY 583 – Seminar in Comparative Physiological Psychology – 3 credits
• At least one of the following:
  • PSY 502 – Problems in Psychology – 3 credits
  • PSY 512 – Theories and Issues in Developmental Psychology – 3 credits
  • PSY 517 – Seminar in Social Psychology - 3 credits
  • PSY 526 – Theories and Research – 3 credits

Graduate Capstone

Thesis Track: students must complete the following

• PSY 590 - Thesis Proposal - 3 credits
• PSY 591 - Thesis - 3 credits
• PSY 500 – Level Elective – 12 credits (depending on graduate credits in senior year of undergraduate study)

Comprehensive Exam Track: students must complete the Comprehensive Exam and 18 credits of PSY 500-Level electives (from the list below)

• PSY 501 - Thinking and Learning - 3 credits
• PSY 502 - Problems in Psychology - 3 credits
• PSY 503 - Cognition and Memory - 3 credits
• PSY 504 - Topics in Perception - 3 credits
• PSY 505 - Contemporary Theories of Motivation - 3 credits
• PSY 512 - Theories and Issues in Developmental Psychology - 3 credits
• PSY 517 - Seminar in Social Psychology - 3 credits
• PSY 526 - Theories and Research in Personality - 3 credits
• PSY 527 - Abnormal Child Psychology - 3 credits
• PSY 528 - Psychopathology - 3 credits
• PSY 537 - Field Work in Clinical Psychological Services I - 3 credits
• PSY 538 - Field Work in Clinical Psychological Services II - 3 credits
• PSY 539 - Field Work in Psychology Research - 3 credits
• PSY 543 - Clinical Methods in Psychology: Cognitive Assessment - 3 credits
• PSY 544 - Clinical Methods in Psych: Personality & Social Assess - 3 credits
• PSY 546 - Practicum in Psychological Assessment and Report Writing - 3 credits
• PSY 551 - Art Psychotherapy - 3 credits
• PSY 554 - Psychotherapy and Behavioral Change - 3 credits
• PSY 557 - Behavior Modification and Therapy - 3 credits
• PSY 560 - Seminar in the Psychology of Women - 3 credits
• PSY 583 – Seminar in Comparative Physiological Psychology – 3 credits
• PSY 592 – Issues in Psychology, Law and Ethics – 3 credits
• PSY 599 – Special Topics - 3 credits
• PSY 600 – Independent Study or Research – 3 credits
• Any graduate level course in any subject at the 500, 600, 700, 800 or 900 level.

Thesis Track

Students planning to apply to doctoral programs or anticipating a career in research are encouraged to select thesis as an option.

The thesis option is granted to students who have accumulated at least fifteen graduate credits in psychology including PSY 500 (Design & Analysis in Psychology) and
PSY 589 (Thesis Seminar), at Southern Connecticut State University with a grade point average of "B+" (3.3). PSY 589 may be waived at the discretion of the Graduate Coordinator.

It is the candidate's responsibility to have formulated a preliminary idea to be researched and to seek out a faculty member in the psychology department who is interested in serving as a thesis sponsor. The normal sequence is for students to have completed PSY 500 in the fall semester and PSY 589 in the spring semester of their senior year of undergraduate study. Students will register for their thesis proposal (PSY 590) in the fall semester of the first year in the M.A. degree along with additional 500-level psychology coursework. After approval of the thesis proposal by the faculty sponsor, graduate committee, and graduate dean, the thesis is then completed the following semester along with additional 500-level psychology coursework. The complete thesis is reviewed for acceptance by the sponsor and department graduate committee.

**Comprehensive Exam Track**

This option requires a written comprehensive examination in addition to 30 credits of course work. Students should select their courses so that they are well prepared for the different sections of the exam. The comprehensive exam will be scheduled twice a year, in April and November. Students selecting this option should apply to the Graduate Coordinator no later than the second week of classes of the semester in which they intend to take the exam.
PUBLIC HEALTH, EXECUTIVE M.P.H. - MANAGEMENT AND LEADERSHIP

For further information: PublicHealthGrad@southernct.edu

EXECUTIVE MASTER OF PUBLIC HEALTH DEGREE PROGRAM

Southern Connecticut State University is uniquely positioned as the first public institution to deliver an executive MPH degree designed to prepare students with the knowledge and skills to become innovative leaders and assets to the public health field. The Department of Public Health, with its longstanding reputation as a leader in graduate education, as evidenced by its accreditation from the Council on Education for Public Health (CEPH) since 1998 and through the performance of its students and alumni, carries Southern’s mission from the classroom to the community. Since the award of its first MPH degrees in 1993, approximately 650 students have graduated and entered the workforce in local and state, public and private, health-related and public health organizations.

The Executive Master of Public Health (MPH) Degree Program with its unique concentration in management and leadership, develop public health leaders who will assume managerial positions in healthcare entities, local, state and federal government agencies, insurance companies, community-based agencies, biotechnology and research organizations. It is intentionally designed with the needs of mid-career public health professionals in mind. Premised on practice-based teaching and learning, the program allows students to incorporate their professional experience into the classroom through two modalities – fully online and hybrid.

Program Mission

The mission of the Department of Public Health is “to advance the state of public health practice and to promote and protect the health of the public.” This is accomplished through exemplary teaching and professional preparation that includes opportunities for community-based participatory research and practice.

The Executive MPH employ faculty trained and experienced in the discipline and specific areas they teach, as well as online teaching. Our existing faculty are well-established in teaching, research, service and professional development on campus. They also have strong relationships with interprofessional public and private, local, state, national and international health agencies.

Core Course Competencies

Similar to the existing programs, and consistent with accreditation requirements set by CEPH, the proposed Executive MPH degree program paths consist of 42 credits. Although this is only six credits fewer than our traditional MPH degree program, students in the proposed program are able to complete the course requirements in less time and without disrupting their career progress due to the flexibility and convenience
online and hybrid courses afford to students. The competencies are organized around core disciplinary and interdisciplinary, cross-cutting areas.

Discipline-specific Competencies: Students will be assessed through course performance aligned with identified learning objectives. Each course involves assignments that require critical thinking, problem solving, professional writing, practical application and mastery of content.

• Biostatistics (PCH 515)
• Environmental Health Sciences (PCH 510)
• Epidemiology (PCH 551)
• Health Policy and Management (PCH 564, PCH 548, PCH 525)
• Social and Behavioral Sciences (PCH 520)

Cross-cutting and Emerging Public Health Competencies:
• Evidence-based Approaches to Public Health (PCH 550)
• Public Health & Health Care Systems (PCH 550)
• Planning & Management to Promote Health (PCH 525 & PCH 550)
• Strategic Planning (PCH 550)
• Leadership (PCH 549)
• Interprofessional Practice (PCH 525, 550)
• Systems Thinking (PCH 549, PCH 550)

PROGRAM SEQUENCE - 42 CREDITS

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Courses - 33-36 Credits

PCH 500 – Foundations of Public Health – 3 credits*
PCH 510 – Environmental Health – 3 credits
PCH 515 – Biostatistics – 3 credits
PCH 516 – Public Health Research – 3 credits
PCH 520 – Social and Behavioral Foundations in PH – 3 credits
PCH 525 - Diversity in Health Organizations- 3 credits
PCH 548 – Public Health Administration – 3 credits
PCH 549 – Public Health Leadership – 3 credits
PCH 550 – Strategic Planning for Health Organizations – 3 credits
PCH 551 – Epidemiology – 3 credits
PCH 564 – Health Systems and Policy – 3 credits
PCH 595 – Public Health Internship – 3 credits

*PCH 500 is only required for students needing foundational knowledge identified during the admissions process.

Electives - 3-6 Credits
Students may select 3-6 elective credits at the graduate level to be approved by the student’s advisor or the Graduate Coordinator.

Capstone - 3 Credits
PCH 593 – Special Project Capstone

Leveraging the course schedule to build four eight-week courses in the fall and spring semesters while also using two summer and one winter sessions provides an expeditious and affordable pathway to this advanced degree online. Additionally, the hybrid model with its weekend-residencies and online learning platform provides an alternate option for local students seeking opportunities for in-person networking and a chance to cultivate deeper connections with faculty and peers. Admitted students start the program in the summer session and complete all or most of their coursework online depending on the modality they select. The program is designed to be completed in 15 months, but students may elect to take two years (part-time) to complete their degree requirements.

The cohort model used facilitates social cohesion among our students and to help them to gain the support of their peers, provide the social and practical support needed for completion of the program, while simultaneously expanding their professional networks. For students in the online program intentional activities are incorporated to facilitate collaboration, team building and networking. For students in the hybrid program, the weekend residencies facilitate networking and collaborative learning. Providing a flexible schedule of online and hybrid course offerings eliminate the barrier a regularly scheduled in-person course schedule may present to full-time working adults and advance student retention and program completion.

Admission Requirements

**Application Deadline**

Applications may be submitted until May 1

Applications completed after the deadline will be considered on a space-available basis. Students are admitted to the Executive Master of Public Health program in the summer semester.

- Minimum required GPA 3.0

The following are submitted to the School of Graduate and Professional Studies at: GradAdmissions@SouthernCT.edu

- Completed application for graduate admission
- Application fee
- Personal Essay
- Two letters of recommendation
- Transcripts from all schools
- University immunizations requirements
- An interview may be required; individuals selected for interview will be notified by the Graduate Coordinator once the application file is reviewed.

Academic Standards and Requirements

- Students must achieve a final course grade of "C+" or higher in all public health core, specialization and culminating courses used to fulfill the requirements of the Executive
M.P.H. degree. Any course with an earned grade of less than "C+" must be repeated (the next time the course is offered) and passed with a minimum of "C+". In addition, students cannot repeat a course in the core or specialization more than once.

- An overall grade point average of 3.0 is required to begin the capstone and for graduation.
- All requirements for the M.P.H. degree must be completed within six years.
- An extension of the time to complete degree requirements may be granted only in cases of compelling, extenuating circumstances. To obtain an extension, a student must petition the graduate program coordinator prior to the expiration of the program.
- Applications for graduation must be submitted within the time limits established in the Academic Calendar.
- Graduation is not automatic upon completion of degree requirements. Students who do not apply for graduation will not graduate.
PUBLIC HEALTH, M.P.H. - HEALTH PROMOTION

For further information: PublicHealthGrad@southernct.edu

Application Deadline

Applications may be submitted until May 15th

Applications completed after the priority deadline will be considered on a space-available basis. Students are admitted to the Master of Public Health program in the fall semester.

Master of Public Health Degree Program

To ensure a qualified, well-trained public health workforce, the Master of Public Health (MPH) degree program offers a planned program of study that provides prospective and current public-health workers with: a strong general background in areas of knowledge basic to public health, experience applying public health knowledge through independent research, a field-placement experience under qualified supervision, and specialized coursework in health promotion.

The Program's Health Promotion specialization focuses on developing the capacity to address community health needs. Graduates are able to perform community assessment; plan, administer and evaluate health promotion and disease prevention programs; advocate effectively for sound public health policies; and provide leadership and innovation in the field.

National Accreditation

The MPH program is fully accredited by the Council on Education for Public Health (CEPH). The planned program consists of 48 credits of study, including 27 credits of core coursework, 6 credits of culminating coursework (independent research), 3 credits of internship, and 12 credits of specialized study in health promotion.

Program Mission

The Mission of the Program is to promote its vision of "healthy people in healthy communities," a vision that implies social justice and health equity through:

• teaching and learning that contribute to a diverse, competent public health workforce trained for entry and more advanced positions in public health,
• research that advances the science and practice of public health, and
• service that promotes and protects the health of the public, uplifts the health experience of underserved populations, and enhances the profession.

Graduates of the MPH program will have the capacity to contribute effectively, ethically, and confidently to the essential services of public health. Graduates also
will be prepared to use the scientific public health literature to assess health problems, formulate appropriate interventions, and ascertain best practices in the field; contribute to independent research; and perform health-related community service.

Core Course Competencies

The Association of Schools of Public Health has identified the core competencies for master-trained public health professionals. The design of Southern's M.P.H. program ensures that appropriate competencies are addressed in course work by the end of a student's program of study. M.P.H. students will demonstrate the competencies identified by the Association of Schools of Public Health (ASPH) and CEPH as fundamental to public health practice. The competencies are organized around core disciplinary and interdisciplinary, cross-cutting areas.

**Discipline-specific Competencies:**

- Biostatistics (PCH 515)
- Environmental Health Sciences (PCH 510)
- Epidemiology (PCH 551)
- Health Policy and Management (PCH 564 & PCH 548)
- Social and Behavioral Sciences (PCH 520)

**Cross-cutting and Emerging Public Health Competencies:**

- Evidence-based Approaches to Public Health
- Public Health & Health Care Systems
- Planning & Management to Promote Health
- Policy in Public Health
- Leadership
- Interprofessional Practice
- Systems Thinking

**PROGRAM SEQUENCE - 48 CREDITS**

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Required Courses - 36 Credits**

PCH 500 – Foundations of Public Health – 3 credits
PCH 504 – Health Promotion Practice – 3 credits
PCH 510 – Environmental Health – 3 credits
PCH 515 – Biostatistics – 3 credits
PCH 516 – Public Health Research – 3 credits
PCH 520 – Social and Behavioral Found on PH – 3 credits
PCH 548 – Public Health Administration – 3 credits
PCH 551 – Epidemiology – 3 credits
PCH 564 – Health Systems and Policy – 3 credits
PCH 577 – Program Planning and Evaluation – 3 credits
PCH 586 – Health Promotion Methods – 3 credits
PCH 595 – Public Health Internship – 3 credits
Electives - 9 credits
Students may select 9 elective credits at the graduate level.

Capstone - 3 credits
PCH 593 – Special Project Capstone – 3 credits

Academic Standards and Requirements

- Students must achieve a final course grade of "C+" or higher in all public health core, specialization and culminating courses used to fulfill the requirements of the M.P.H. degree. Any course with an earned grade of less than "C+" must be repeated (the next time the course is offered) and passed with a minimum of "C+". In addition, students cannot repeat a course in the core or specialization more than once. An overall grade point average of 3.0 is required to begin the capstone and for graduation.
- All requirements for the M.P.H. degree must be completed within six years.
- An extension of the time to complete degree requirements may be granted only in cases of compelling, extenuating circumstances. To obtain an extension, a student must petition the graduate program coordinator prior to the expiration of the program.
- Applications for graduation must be submitted within the time limits established in the Academic Calendar. Graduation is not automatic upon completion of degree requirements. Students who do not apply for graduation will not graduate.

Admission Requirements

- Minimum required GPA 3.0

In addition to the Application for Admission to Graduate Study, transcripts, application fee and University immunization requirements, all applicants seeking admission to the M.P.H. program must submit the following documents directly to the School of Graduate and Professional Studies:

- Personal essay
- Two letters of recommendation
- Resume or CV
- An interview may be required; individuals selected for interview will be notified by the Graduate Coordinator once the application file is reviewed.
PUBLIC HEALTH, M.P.H. - HEALTH PROMOTION (ONLINE)

For further information: PublicHealthGrad@southernct.edu

Application Deadline

Applications may be submitted until May 1. Students are admitted to the Master of Public Health program in the fall semester.

Master of Public Health Degree Program

To ensure a qualified, well-trained public health workforce, this fully online Master of Public Health (MPH) degree program offers a planned program of study that provides prospective and current public-health workers with: a strong general background in areas of knowledge basic to public health, experience applying public health knowledge through independent research, a field placement experience under qualified supervision, and specialized coursework in health promotion.

The Program's Health Promotion specialization focuses on developing the capacity to address community health needs. Graduates are able to perform community assessment; plan, administer and evaluate health promotion and disease prevention programs; advocate effectively for sound public health policies; and provide leadership and innovation in the field.

National Accreditation

The MPH program is fully accredited by the Council on Education for Public Health (CEPH). The planned program consists of 48 credits of study, including 27 credits of core coursework, 6 credits of culminating coursework (independent research), 3 credits of internship, and 12 credits of specialized study in health promotion.

Program Mission

The Mission of the Program is to promote its vision of "healthy people in healthy communities," a vision that implies social justice and health equity through:

• teaching and learning that contribute to a diverse, competent public health workforce trained for entry and more advanced positions in public health,
• research that advances the science and practice of public health, and
• service that promotes and protects the health of the public, uplifts the health experience of underserved populations, and enhances the profession.

Graduates of the MPH program will have the capacity to contribute effectively, ethically, and confidently to the essential services of public health. Graduates also will be prepared to use the scientific public health literature to assess health problems,
formulate appropriate interventions, and ascertain best practices in the field; contribute to independent research; and perform health-related community service.

Core Course Competencies

The Association of Schools of Public Health has identified the core competencies for master-trained public health professionals. The design of Southern's M.P.H. program ensures that appropriate competencies are addressed in course work by the end of a student's program of study. M.P.H. students will demonstrate the competencies identified by the Association of Schools of Public Health (ASPH) and CEPH as fundamental to public health practice. The competencies are organized around core disciplinary and interdisciplinary, cross-cutting areas.

**Discipline-specific Competencies:**

- Biostatistics (PCH 515)
- Environmental Health Sciences (PCH 510)
- Epidemiology (PCH 551)
- Health Policy and Management (PCH 564 & PCH 548)
- Social and Behavioral Sciences (PCH 520)

**Cross-cutting and Emerging Public Health Competencies:**

- Evidence-based Approaches to Public Health
- Public Health & Health Care Systems
- Planning & Management to Promote Health
- Policy in Public Health
- Leadership
- Interprofessional Practice
- Systems Thinking

**PROGRAM SEQUENCE - 48 CREDITS**

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Required Courses - 36 Credits**

- PCH 500 – Foundations of Public Health – 3 credits
- PCH 504 – Health Promotion Practice – 3 credits
- PCH 510 – Environmental Health – 3 credits
- PCH 515 – Biostatistics – 3 credits
- PCH 516 – Public Health Research – 3 credits
- PCH 520 – Social and Behavioral Found on PH – 3 credits
- PCH 548 – Public Health Administration – 3 credits
- PCH 551 – Epidemiology – 3 credits
- PCH 564 – Health Systems and Policy – 3 credits
- PCH 577 – Program Planning and Evaluation – 3 credits
- PCH 586 – Health Promotion Methods – 3 credits
- PCH 595 – Public Health Internship – 3 credits
Electives - 9 credits
Students may select 9 elective credits at the graduate level.

Capstone - 3 credits
PCH 593 – Special Project Capstone – 3 credits

Academic Standards and Requirements

• Students must achieve a final course grade of "C+" or higher in all public health core, specialization and culminating courses used to fulfill the requirements of the M.P.H. degree. Any course with an earned grade of less than "C+" must be repeated (the next time the course is offered) and passed with a minimum of "C+". In addition, students cannot repeat a course in the core or specialization more than once. An overall grade point average of 3.0 is required to begin the capstone and for graduation.
• All requirements for the M.P.H. degree must be completed within six years.
• An extension of the time to complete degree requirements may be granted only in cases of compelling, extenuating circumstances. To obtain an extension, a student must petition the graduate program coordinator prior to the expiration of the program.
• Applications for graduation must be submitted within the time limits established in the Academic Calendar. Graduation is not automatic upon completion of degree requirements. Students who do not apply for graduation will not graduate.

Admission Requirements

• Minimum required GPA 3.0

In addition to the Application for Admission to Graduate Study, transcripts, application fee and University immunization requirements, all applicants seeking admission to the M.P.H. program must submit the following documents directly to the School of Graduate and Professional Studies:

• Personal essay
• Two letters of recommendation
• Resume or CV
• An interview may be required; individuals selected for interview will be notified by the Graduate Coordinator once the application file is reviewed.
READING AND LANGUAGE ARTS CONSULTANT, POST-MASTER'S CERTIFICATE

Application Deadline

Graduate Reading Applications are reviewed on a rolling basis. Deadlines are typically set close to the start of the term to ensure timely processing and course registration.

Admission to this program requires candidates to hold a Master’s Degree and a CT Certification as a Remedial Reading and Remedial Language Arts Specialist (Teaching Endorsement 102). They must earn a “B” or better in each class and maintain a GPA greater or equal to 3.0.

Post-Masters Certificate in Reading and Language Arts Consultant

This certificate prepares candidates for the Administrative Endorsement in Connecticut as a Reading and Language Arts Consultant (097). It is designed to prepare knowledgeable and competent literacy leaders to be well-prepared to support schools and their teachers in developing exceptional, scientific research-based reading and writing instruction.

Program Sequence - 12 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

RDG 662 - Developing and Leading the School Literacy Program - 3 credits
RDG 672 - Designing and Implementing the School Literacy Intervention Program - 3 credits
RDG 676 - Practicum in Developing and Leading the School Literacy Program - 3 credits

Students will take a fourth course by advisement:

• EDU 611 - Curriculum Theories: Development and Implementation in the Classroom - 3 credits
  For students coming into the program having taken a research practicum in their master's program and RDG 649

• RDG 649 - Diversity in Literacy - 3 credits
  For students coming into the program having taken a research practicum in their master’s program

• RDG 665 - Practicum and Seminar in Reading and Language Arts Research - 3 credits
  For students coming into the program having not taken a research practicum in their master's program
READING, M.S. - REMEDIAL READING AND LANGUAGE ARTS

For further information: ReadingGrad@southernct.edu

Application Deadline

Graduate Reading Applications are reviewed on a rolling basis. Deadlines are typically set close to the start of the term to ensure timely processing and course registration. The Graduate Reading Program provides programs of study for certified teachers at the elementary and secondary levels.

In the area of Reading, a Master of Science leading to certification in Remedial Reading and Remedial Language Arts is offered as well as Sixth Year Professional Certificates in Remedial Reading and Remedial Language Arts and Reading and Language Arts Consultant. Certificate only options are also available.

Application Requirements

- Official Transcripts
- Two Letters of Recommendation (includes Program-Specific Rating Form)
- Personal Essay (see Program-Specific Topic)
- Interview
- Copy of CT Teaching Certification

Master of Science Degree 30 Credits

With the help of an adviser, students plan a 30 credit program to fulfill the Master of Science degree. Students are eligible to apply for the Connecticut Remedial Reading and Remedial Language Arts Teacher/Specialist 102 certification after completing the entire program and if they have also completed thirty months of full-time teaching. State requirements for the 102 include a passing score on the Reading Specialist Test that is taken prior to applying for certification.

Requirements:

RDG 520 — Fundamentals of Language and Literacy — 3 credits
RDG 565 — Content Area Literacy and Secondary Reading Instruction in Middle and High Schools — 3 credits
RDG 566 — Developmental Reading and Language Arts in the Elementary School — 3 credits
RDG 567 — Tests, Measurements, and Evaluation in the Reading and Language Arts Program — 3 credits
RDG 568 — Practicum in Diagnosis of Reading and Language Arts Difficulties — 3 credits
RDG 570 — Literacy Interventions for Struggling Readers and Writers — 3 credits
RDG 585 — Writing Instruction in the Reading and Language Arts Program — 3 credits
RDG 649 — Diversity in Literacy — 3 credits
RDG 659 — Practicum in Remedial Reading and Language Arts — 3 credits
RDG 665 — Practicum and Seminar in Reading and Language Arts Research — 3 credits

**Comprehensive Examination**

Students are required to complete 30 graduate credits in a planned program and pass the comprehensive examination.

**Comprehensive Examination Schedule**

- **Fall** — Study Session: TBA
  Comprehensive Examination: Typically third Saturday in November, 9 a.m.-1 p.m.
- **Spring** — Study Session: TBA
  Comprehensive Examination: Typically first Saturday in April, 9 a.m.-1 p.m.

Note: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
READING, SIXTH YEAR CERTIFICATE

For further information: ReadingGrad@southernct.edu

Application Deadline

Graduate Reading Applications are reviewed on a rolling basis. Deadlines are typically set close to the start of the term to ensure timely processing and course registration.

The Graduate Reading Program provides programs of study for certified teachers at the elementary and secondary levels.

Graduate students who already have a Master's may fulfill requirements for the Sixth Year Professional Diploma, Reading and Language Arts Consultant Certification. Certification only options (no degree) may be available to interested candidates.

Application Requirements

- Official Transcripts
- Two Letters of Recommendation
- Personal Essay (includes Program-Specific Rating Form)
- Interview (see Program Specific Topic)
- Copy of CT Teaching Certification

Sixth Year Certificate

The Sixth Year professional program in Reading is for certified elementary and secondary teachers, Remedial Reading and Remedial Language Arts Teachers, supervisors, administrators, and higher education personnel who have a master’s degree.

Reading and Language Arts Consultant — 39 credits

With the help of an adviser, students plan a 39-credit program to fulfill the Sixth Year Certificate requirements. After successfully completing the entire 6th year program, candidates are eligible to apply for the Connecticut Remedial Reading and Remedial Language Arts Certification (102), if they also possess a valid teaching certificate in another area (e.g., elementary education), 30 months of full-time teaching, and a passing score on the Connecticut Reading Specialist Exam. After teaching for one year under the Connecticut Remedial Reading and Remedial Language Arts (102) certification, candidates who have completed the 6th year program are eligible to apply for the Connecticut Reading Consultant (097) certification.

Requirements (seven 500 level courses and five 600 level courses):

RDG 520* — Fundamentals of Language and Literacy — 3 credits
RDG 565* — Content Area Reading and Language Arts in Middle and Secondary Schools — 3 credits
RDG 566* — Developmental Reading and Language Arts in the Elementary School — 3 credits
RDG 567* — Tests, Measurements, and Evaluation in the Reading and Language Arts Program
RDG 568* — Practicum in Diagnosis of Reading and Language Arts Difficulties — 3 credits
RDG 570* — Literacy Interventions for Struggling Readers and Writers — 3 credits
RDG 585* — Writing Instruction in the Reading and Language Arts Program — 3 credits
RDG 649 — Diversity in Literacy — 3 credits
RDG 659* — Practicum in Remedial Reading and Language Arts — 3 credits
RDG 662 — Developing and Leading the School Literacy Program — 3 credits
RDG 665 — Practicum and Seminar in Reading and Language Arts Research — 3 credits
RDG 672 — Designing and Implementing the School Literacy Intervention Program — 3 credits
RDG 676 — Practicum in Developing and Leading the School Literacy Program — 3 credits
RECREATION AND LEISURE STUDIES, M.S.  
- RECREATION ADMINISTRATION

For further information: RecreationAndLeisureGrad@southernct.edu

Application Deadline

Rolling admissions

The Master of Science degree program in recreation and leisure studies is designed to prepare students for supervision, administration, and management of recreation programs and facilities. Areas of specialization are: Recreation Therapy or Recreation Administration.

The specialization program in recreation therapy can be designed to meet certification requirements of the National Council for Therapeutic Recreation Certification (NCTRC). The specialization in Recreation Administration prepares students for advanced careers in the field of parks, recreation, and tourism.

Beyond the core and specialization related classes, students are required to take a practicum based course to gain career related experience. The curriculum is also individualized and structured to meet the needs of students who are working full time by offering courses mostly in the evenings or on weekends using both traditional and hybrid formats.

The curriculum is competency based with a strong emphasis on the professional skills necessary to be an effective manager or service provider. A combination of didactic course work, practicum experiences, and independent study activities provides students with a broad array of learning experiences to further their professional development. Elective courses are approved in order to best serve the academic and professional interest of the students.

The normal sequence for completion of a master’s degree program is four consecutive terms of classwork in addition to completion of a special project, thesis, or comprehensive exam.

Program Sequence - 30 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Core Courses (9 credits)

REC 574 — Park and Recreation Management - 3 credits
REC 575 — Operational Research in Recreation- 3 credits
REC 577 — Leadership Development - 3 credits
Recreation Administration Specialization (15-18 credits)

REC 533 — Socio-Leisure Needs of Individuals with Disabilities - 3 credits
REC 557 — Emerging Legal Issues in Recreation and Leisure - 3 credits
REC 570 — Foundations of Leisure and Recreation - 3 credits
REC 572 — Planning and Development of Recreation Programs and Leisure - 3 credits
REC 573 — Seminar in Recreation and Administration - 3 credits
REC 576 — Designs of Park and Recreation Facilities - 3 credits
REC 583 – Practicum Experience – 3 credits (Advisor permission required) Pass/Fail only
REC 599 — Grantsmanship – 3 credits
REC 600 – Independent Study - 3 credits (Advisor permission required)
SMT 515 – Facility and Event Management – 3 credits
Students may select course(s) in other departments at the 500 level (Advisor permission required)

Capstone Requirement (3-6 credits)

Special Project

REC 588 – Special Project (3 credits). Students complete a special project, under the advisement of a faculty member. The nature and scope of the Special Project is determined in consultation with the graduate coordinator and will incorporate course materials applied to an area of interest to the student. The project results are prepared and presented as a deliverable product.

Thesis

In lieu of the Special Project, select students may opt to complete a six credit (6) Thesis. The thesis option is intended for highly motivated students who plan to acquire an Ed.D. or Ph.D. in order to teach in a college or university, pursue a career in recreation and leisure research, or to be eligible for higher level state and federal administrative positions. Students take Thesis Seminar I (REC 590, 3 credits) in place of REC 588, and Thesis Seminar II (REC 591, 3 credits) in place of one (1) select administration specialization course. Thesis I includes the development of a thesis proposal and must be completed before registering for Thesis II.
RECREATION AND LEISURE STUDIES, M.S. - RECREATION THERAPY

For further information: RecreationAndLeisureGrad@southernct.edu

Application Deadline

Rolling admissions

The Master of Science degree program in recreation and leisure studies is designed to prepare students for supervision, administration, and management of recreation programs and facilities. Areas of specialization are: Recreation Therapy or Recreation Administration.

The specialization program in recreation therapy can be designed to meet certification requirements of the National Council for Therapeutic Recreation Certification (NCTRC). The specialization in Recreation Administration prepares students for advanced careers in the field of parks, recreation, and tourism.

Beyond the core and specialization related classes, students are required to take a practicum based course to gain career related experience. The curriculum is also individualized and structured to meet the needs of students who are working full time by offering courses mostly in the evenings or on weekends using both traditional and hybrid formats.

The curriculum is competency based with a strong emphasis on the professional skills necessary to be an effective manager or service provider. A combination of didactic course work, practicum experiences, and independent study activities provides students with a broad array of learning experiences to further their professional development. Elective courses are approved in order to best serve the academic and professional interest of the students.

The normal sequence for completion of a master’s degree program is four consecutive terms of classwork in addition to completion of a special project, thesis, or comprehensive exam.

Program Sequence - 36 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Core Courses

9 Credits Required

REC 574 — Park and Recreation Management - 3 credits
REC 575 — Operational Research in Recreation- 3 credits
REC 577 — Leadership Development - 3 credits

**Recreation Therapy Concentration**

18 Credits Required

REC 509 - Foundations of Recreation Therapy - 3 credits  
REC 534 - Advanced practice in Therapeutic Recreation Programming - 3 credits  
REC 581 - Seminar in Therapeutic Recreation Service - 3 credits  
REC 585 - Clinical Aspects of Therapeutic Recreation - 3 credits  
REC 541 - Advanced Concepts in Recreational Therapy - 3 credits  
REC 543 - Advanced Interventions in Recreational Therapy - 3 credits  
REC 583 - Practicum Experience - 3 credits

**Departmental Electives**

3 Credits Required for Thesis or Special Project capstone track  
9 Credits Required for Comprehensive Exam capstone track

These must be graduate level and in Recreation and Leisure, suggested electives:  
REC 533 - Socio-Leisure Needs of Individuals with Disabilities - 3 credits  
REC 584 - Leisure Education - 3 credits  
REC 599 - Grantsmanship - 3 credits  
Or courses in the MBA program - Advisor permission needed

**Capstone Requirement**

6 Credits Required for Thesis or Special Project Capstone  
Credit is not awarded for the Comprehensive Examination

**Master’s Thesis**

Thesis Seminar I (REC 590, 3 credits) and Thesis Seminar II (REC 591, 3 credits)

The thesis option is intended for students who eventually plan to acquire an Ed.D. or Ph.D. in order to teach in a college or university, or to pursue a career in recreation and leisure research, or to be eligible for high state and federal supervisory positions. Thesis I includes the development of a thesis proposal and must be completed before registering for Thesis II.

**Special Project**

Students select the 583/588 (3 credits each) option including a practicum experience to be determined in consultation with the graduate coordinator and a special project as a capstone work incorporating course materials applied to an area of interest to the student. The project results are deliverable product at completion of the course.
(REC 588/Practicum 583): Special Project — A project or real life type of examination. The idea is to offer students a practical, relevant, and meaningful choice. Courses offered as pass/fail only.

Comprehensive Exam

In lieu of either the thesis or special project option, students may select the comprehensive exam option as the capstone experience.
RECREATION AND LEISURE STUDIES, M.S. - RECREATION THERAPY ACCELERATED PATHWAY

The M.S. in Recreation and Leisure Studies – Recreation Therapy Accelerated Pathway provides high-achieving students with an opportunity to finish their graduate degree in one year following successful completion of the B.S. in Recreation and Leisure Studies – Recreation Therapy BS to MS Accelerated Pathway at Southern Connecticut State University. The curriculum is competency based with a strong emphasis on the professional skills necessary to be an effective manager or service provider. A combination of didactic course work, practicum experience, and independent student activities provides students with a broad array of learning experiences as preparation for the supervision, administration, and management of recreation programs and facilities.

Beyond the core and concentration classes, students are required to take practicum based courses to gain career related experience. Elective courses are approved in order to best serve the academic and professional interest of the students. The concentration in recreation therapy is designed to meet certification requirements of the National Council for Therapeutic Recreation Certification (NCTRC). The curriculum is also individualized and structured to meet the needs of students who are working full time by offering courses mostly in the evenings or on weekends.

For further information: RecreationAndLeisureGrad@southernct.edu

Application Deadline

Undergraduate students at Southern Connecticut State University are encouraged to apply for graduate admission no later than the spring semester of their senior year in collaboration with a faculty advisor in the Recreation, Tourism, and Sport Management department. All materials should be submitted to the School of Graduate and Professional Studies the Friday prior to the start of spring break. Students will select the M.S. in Recreation and Leisure Studies degree and the Recreation Therapy Accelerated Pathway Concentration. Please consult the admission requirements below and within the Admission section of the graduate catalog for more information.

Admission Requirements

Students interested in applying for admission to the M.S. in Recreation and Leisure Studies - Recreation Therapy Accelerated Pathway should apply online through the School of Graduate and Professional Studies website: www.southernct.edu/gradadmissions. The applicant’s current SCSU transcript will be automatically added to the application.

Candidates seeking admission are expected to have completed their bachelor’s degree requirements and attained a minimum grade point average (GPA) of 3.0 (out of 4.0).
Students will be granted early acceptance to the School of Graduate and Professional Studies, which is conditional upon meeting the requirements listed above. A final transcript noting the degree and date awarded must be received by the School of Graduate and Professional Studies prior to the beginning of the first semester of graduate enrollment. Upon final approval of the application and planned program by the School of Graduate and Professional Studies, those accepted into the program will receive a letter of the acceptance from the School of Graduate and Professional Studies and a copy of the planned program verifying their status as a matriculated graduate student.

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

Program Sequence - 36 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation. 12 credits of graduate coursework will be completed within the B.S. in Recreation and Leisure Studies (Concentration: Recreation Therapy BS to MS Accelerated Pathway) and the student will have 24 credits of graduate coursework remaining.

Recreation Therapy BS to MS Accelerated Pathway

12 Credits Required

Completed during the student’s senior year of undergraduate study.

- REC 543 – Advanced Interventions in Recreational Therapy – 3 credits
- REC 574 – Park and Recreation Management – 3 credits
- REC 581 – Seminar in Therapeutic Recreation Service – 3 credits
- REC 584 – Leisure Education – 3 credits

6 Credits Required

- REC 575 – Operational Research in Recreation – 3 credits
- REC 577 – Leadership Development – 3 credits

9 Credits Required

Recreation Therapy Courses

- REC 534 – Advanced practice in Therapeutic Recreation Programming – 3 credits
- REC 585 – Clinical Aspects of Therapeutic Recreation – 3 credits
- REC 541 – Advanced Concepts in Recreation Therapy – 3 credits

Department Electives

3 Credits Required

Suggested Electives:

REC 533 - Socio-Leisure Needs of Individual with Disabilities – 3 credits
REC 599 – Grantsmanship – 3 credits
Or courses in the MBA program – Advisor permission needed
Special Project

6 Credits Required

Students select REC 583 and REC 588 (3 credits each), which include both a practicum experience to be determined in consultation with the graduate coordinator, as well as a special project capstone incorporating course materials applied to an area of interest to the student. The project results will be delivered as a product at the completion of the course. Courses offered as pass/fail only.
REMEDIAL READING AND LANGUAGE ARTS, GRADUATE CERTIFICATE

Application Deadline

Graduate Reading Applications are reviewed on a rolling basis. Deadlines are typically set close to the start of the term to ensure timely processing and course registration.

Admission to this program requires candidates to hold a Bachelor’s Degree and be currently certified as a teacher in Connecticut. They must earn a “B” or better in each class and maintain a GPA greater or equal to 3.0.

Graduate Certificate - Remedial Reading and Language Arts

This certificate prepares candidates for the Endorsement in Connecticut as a Remedial Reading and Language Arts Specialist (102). It is designed to prepare knowledgeable and competent literacy leaders to assist in the screening and identification of children with reading disabilities, and to provide specialized and developmentally appropriate instruction/intervention for children in grades 1-12 who are experiencing reading and writing difficulties.

Program Sequence-24 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

RDG 520 - Fundamentals of Language and Literacy - 3 credits
RDG 565 - Content Area Reading & Language Arts in Middle and High School - 3 credits
RDG 566 - Developmental Reading and Language Arts in Elementary School - 3 credits
RDG 585 - Writing Instruction in the Reading and Language Arts Program - 3 credits
RDG 567 - Tests, Measurements and Evaluation in Reading and Language Arts - 3 credits
RDG 570 - Remediation of Difficulties in Reading and Language Arts - 3 credits
RDG 568 - PRACTICUM in Diagnosis of Reading and Language Arts Difficulties - 3 credits
RDG 659 - PRACTICUM in Remedial Reading and Language Arts - 3 credits
ROMANCE LANGUAGES, M.A. - FRENCH

For further information: RomanceLanguageGrad@southernct.edu

Application Deadlines

Rolling Admissions

Master of Arts Degree in Romance Languages

Master of Arts in Romance Languages is designed for students interested in French, Italian or Spanish. It provides advanced training for those who plan to complete their graduate studies in literature, language, literary and cultural theory at the master's level, and for those who anticipate continuing graduate work up to the doctoral degree. The program is tailored to the needs of those who wish:

• To teach these languages at the elementary, middle school, or high school levels, whether they are seeking initial certification or cross-endorsement;
• To teach these languages at the college level;
• To work in related fields, such as foreign service, other government service, private industry, translation and interpreting, librarianship, etc.

The program consists of 31 credits, 7 of which are core courses that are taught in English for all language concentrations; 18 credits are electives in a language-specific concentration; and 6 credits are designated for Capstone experiences, including the Comprehensive Examination option, Thesis option, or Special Project option.

Admissions Requirements

In accordance with the Admission Policy of the School of Graduate and Professional Studies, the following are the minimum requirements for admission to the MA in Romance Languages:

• An undergraduate degree from an institution accredited by a recognized regional accrediting agency in the United States. Degrees from outside the U.S. must be evaluated by the WES evaluating agency.
• Undergraduate degree from an Anglophone university or TOEFL with the minimum score of 600.
• Proficiency in the target language at Advanced Low level demonstrated by ACTFL Oral Proficiency Interview (OPI or OPIc) and Written Production Test (WPT).
• Writing sample in the target language or English.
• A letter of intent in English to explain the candidate's background, reasons for enrolling in the program and areas of interest.
• Two letters of recommendation.

Program Requirements - 31 Credits
Students must earn a "B" or higher in each course

Core Courses (7 credits)
WLL 581 — Introduction to Graduate Studies in Romance Languages - 3 credits
To be taken as the first course in the program.
WLL 582 — Culture of Expression - 4 credits
Prerequisite is WLL 581

Electives: Six courses from a specific language concentration (18 credits):
Students must take at least one course from each of the four categories. A course from each category is offered once every 4 semesters.

Category I: Early Period: Medieval and Renaissance
FRE 505 — The Middle Ages: Romance and Faith - 3 credits
FRE 512 — Literature of the Renaissance - 3 credits
FRE 522 — Molière - 3 credits

Category II: Middle Period: Classicism, XVIth, Enlightenment, XVIIth, Romanticism, XIXth
FRE 527 — 17th Century "Moralists" - 3 credits
FRE 531 — The Novel from Mme de Lafayette to Laclos - 3 credits
FRE 534 — French Literary Thought in the 18th century - 3 credits
FRE 541 — Romantic Poetry - 3 credits

Category III: Modern and Contemporary: Realism, XIXth, Modernism and XXth into XXIth
FRE 546 — Flaubert - 3 credits
FRE 548 — Poetry from Baudelaire to the Surrealists - 3 credits
FRE 559 — French Literature from 1950 to the present - 3 credits

Category IV: Thematic Courses
FRE 506 — French Culture in France - 3 credits
FRE 513 — French and Francophone Studies — 3 credits
FRE 544 — Autobiographical Literature — 3 credits
FRE 550 — Sexual Citizenship in the French Speaking World — 3 credits

In addition, students are required to choose one of three options for a two-semester sequence Capstone course (6 credits)

Thesis Option

Permits the analysis of a substantial applied topic in the selected area of concentration. The student works with an adviser to write a proposal, which must be passed by the Graduate Committee and the Dean of the Graduate School. Thesis completion requires satisfactory oral defense of the thesis, and the approval of the thesis adviser, a second reader (a member of the Graduate Committee) and the Dean of the Graduate School.

WLL 590 — Writing the Thesis Proposal - 3 credits
WLL 591 — Writing the Thesis: Prerequisite is WLL 590 - 3 credits
Special Project Option

The special project involves the integration and application of discipline-specific knowledge, concepts, theory and skills in the development of a tangible product (a.k.a., deliverable), accompanied by a written report describing the process and results of the product's development.

WLL 592 — Special Project I - 3 credits
WLL 593 — Special Project II: Prerequisite is WLL 592 - 3 credits

Comprehensive Exam Option

The comprehensive examination is designed by the graduate faculty to rigorously assess the student's mastery and synthesis of knowledge garnered during coursework. Students work individually with an adviser in selecting and researching themes from the Master’s Reading List provided by the individual language section.

WLL 594 — Comprehensive Exam Seminar I - 3 credits
WLL 595 — Comprehensive Exam Seminar II - 3 credits
Prerequisite is WLL 594
ROMANCE LANGUAGES, M.A. - ITALIAN

For further information: RomanceLanguageGrad@southernct.edu

Admission Deadline

Rolling Admissions

Master of Arts Degree in Romance Languages

The Master of Arts in Romance Languages is designed for students interested in French, Italian or Spanish. It provides advanced training for those who plan to complete their graduate studies in literature, language, literary and cultural theory at the master's level, and for those who anticipate continuing graduate work up to the doctoral degree. The program is tailored to the needs of those who wish:

• To teach these languages at the elementary, middle, or high school levels, whether they are seeking initial certification or cross-endorsement;
• To teach these languages at the college level;
• To work in related fields, such as foreign service, other government service, private industry, translation and interpreting, librarianship, etc.

The program consists of 31 credits, 7 of which are core courses that are taught in English for all language concentrations; 18 credits are electives in a language-specific concentration; and 6 credits are designated for Capstone experiences, including the Comprehensive Examination option, Thesis option, or Special Project option.

Admissions Requirements

In accordance with the Admission Policy of the School of Graduate and Professional Studies, the following are the minimum requirements for admission to the MA in Romance Languages:

• An undergraduate degree from an institution accredited by a recognized regional accrediting agency in the United States. Degrees from outside the U.S. must be evaluated by the WES evaluating agency.
• Undergraduate degree from an Anglophone university or TOEFL with the minimum score of 600.
• Proficiency in the target language at Advanced Low level demonstrated by ACTFL Oral Proficiency Interview (OPI or OPIc) and Written Production Test (WPT).
• A Writing sample in the target language or English.
• A letter of intent in English to explain the candidate's background, reasons for enrolling in the program and areas of interest.
• Two letters of recommendation.
Program Sequence - 31 credits

*Students must earn a grade of "B" or higher in each course

**Required Introductory Core Courses**
WLL 581 – Introduction to Graduate Studies in Romance Languages – 3 credits
WLL 582 – Culture of Expression – 4 credits

**Elective Courses (6 credits, at least one from each category)**
At least one from Category I
ITA 523 – Dante: Faith, Fantasy, and Mankind – 3 credits
ITA 525 – Of Love, Dejection, and Rhapsody – 3 credits

At least one from Category II
ITA 524 – Ladies, Knights, Arms and Love: The Dawn of a New Age – 3 credits

At least one from Category III
ITS 526 – Shifting the Center – 3 credits

At least one from Category IV
ITA 528 – Visions of Modernity – 3 credits
ITA 529 – Refashioning Italy – 3 credits

In addition, students are required to choose one of three options for a two-semester sequence Capstone course, as explained above (6 credits)

**Thesis Option**

The Thesis option permits the analysis of a substantial applied topic in the selected area of concentration. The student works with an advisor to write a proposal, which must be passed by the Graduate Committee and the Dean of the Graduate School. Thesis completion requires satisfactory oral defense of the thesis, and the approval of the thesis adviser, a second reader (a member of the Graduate Committee) and the Dean of the Graduate School.

WLL 590 — Writing the Thesis Proposal - 3 credits
WLL 591 — Writing the Thesis: Prerequisite is WLL 590 - 3 credits

**Special Project Option**

The Special Project involves the integration and application of discipline-specific knowledge, concepts, theory and skills in the development of a tangible product, accompanied by a written report describing the process and results of the product's development.

WLL 592 — Special Project I - 3 credits
WLL 593 — Special Project II: Prerequisite is WLL 592 - 3 credits
Comprehensive Exam Option

The Comprehensive Examination is designed by the graduate faculty to rigorously assess the student's mastery and synthesis of knowledge garnered during coursework. Students work individually with an adviser in selecting and researching themes from the Master's Reading List provided by the individual language section.

WLL 594 — Comprehensive Exam Seminar I - 3 credits
WLL 595 — Comprehensive Exam Seminar II: Prerequisite is WLL 594 - 3 credits
ROMANCE LANGUAGES, M.A. - SPANISH

For further information: RomanceLanguageGrad@southernct.edu

Application Deadlines

Rolling Admissions

Master of Arts Degree in Romance Languages

Master of Arts in Romance Languages is designed for students interested in French, Italian or Spanish. It provides advanced training for those who plan to complete their graduate studies in literature, language, literary and cultural theory at the master's level, and for those who anticipate continuing graduate work up to the doctoral degree. The program is tailored to the needs of those who wish:

• To teach these languages at the elementary, middle school, or high school levels;
• To teach these languages at the college level;
• To work in related fields, such as foreign service, other government service, private industry, translation and interpreting, librarianship, etc.

The program consists of 31 credits, 7 of which are core courses that are taught in English for all language concentrations; 18 credits are electives in a language-specific concentration; and 6 credits are designated for Capstone experiences, including the Comprehensive Examination option, Thesis option, or Special Project option.

Admissions Requirements

In accordance with the Admission Policy of the School of Graduate and Professional Studies, the following are the minimum requirements for admission to the MA in Romance Languages:

• An undergraduate degree from an institution accredited by a recognized regional accrediting agency in the United States. Degrees from outside the U.S. must be evaluated by the WES evaluating agency.
• Undergraduate degree from an Anglophone university or TOEFL with the minimum score of 600.
  • Demonstrated Proficiency in the target language at Advanced Low level.
• A letter of intent in English to explain the candidate's background, reasons for enrolling in the program and areas of interest.
• Two letters of recommendation.

Program Sequence-31 Credits

*Students must earn a "B" or better in each course.

Core Courses (7 credits):
WLL 581 — Introduction to Graduate Studies in Romance Languages - 3 credits
To be taken as the first course in the program.
WLL 582 — Culture of Expression - 4 credits  
Prerequisite is WLL 581  

Electives: Six courses from a specific language concentration (18 credits):  
Students must take at least one course from each of the four categories.  

Category I: Premodern Spain to the Era of the Discoveries and Exploration  
SPA 533 — Early Encounters: Culture and Literature of the Colonization of Latin America - 3 credits  
SPA 560 — Literature and Culture of Al Andalus - 3 credits  
SPA 561 — Women Healers, Messengers, and Intermediaries - 3 credits  

Category II: Baroque and neo-Classical Literature and Cultures  
SPA 521 — The Picaresque Literary Tradition - 3 credits  
SPA 528 — Cervantes and the Birth of the Modern Narrative and Drama - 3 credits  
SPA 567 — The Golden Age Spanish Theater: Texts and Cultural Contexts - 3 credits  

Category III: The Emergence of Modern Nations, Post-nationalism, and Border Studies  
SPA 525 — Cinema of Transitional Democracies - 3 credits  
SPA 548 — Modernism in Spanish America and Spain - 3 credits  

Category IV: Recent Trends in Hispanic Studies: Hispanic Pluralisms  
SPA 516 — Gabriel Garcia Márquez Seminar on One Hundred Years of Solitude - 3 credits  
SPA 531 — Literature and Cinema in Latin America - 3 credits  
SPA 566 — Literature of the Caribbean Diaspora - 3 credits  
SPA 562 — Arts and Activism in Latin American Social Movements - 3 credits  
SPA 563 — Ghosts in Latin American Literary and Cultural Studies - 3 credits  
SPA 564 — Dictatorship and Performance in the Southern Cone - 3 credits  
SPA 565 — Caribbean Women's Historical Fictions - 3 credits  
SPA 566 — Literature of the Caribbean Diaspora - 3 credits  

In addition, students are required to choose one of three options for a two-semester sequence Capstone course (6 credits)  

Thesis Option  
Permits the analysis of a substantial applied topic in the selected area of concentration.  
In the first semester, the student works with an adviser to write a proposal, which must be passed by the Graduate Committee and the Dean of the Graduate School. The student is expected to complete the thesis by the end of the second semester and thesis completion requires the approval of the thesis adviser, a second reader (a member of the Graduate Committee) and the Dean of the Graduate School.  

WLL 590 — Writing the Thesis Proposal - 3 credits  
WLL 591 — Writing the Thesis: Prerequisite is WLL 590 - 3 credits  

Special Project Option  
The special project involves the integration and application of discipline-specific knowledge, concepts, theories and skills in the development of a tangible product (a.k.a.,
deliverable), accompanied by a proposal and a written report describing the process and results of the product's development.

WLL 592 — Special Project I - 3 credits
WLL 593 — Special Project II: Prerequisite is WLL 592 - 3 credits

**Comprehensive Exam Option**

The comprehensive examination is designed by the graduate faculty to rigorously assess the student's mastery and synthesis of knowledge garnered during coursework. Students work individually with an adviser in selecting and researching themes from the Master's Reading List provided by the individual language section.

WLL 594 — Comprehensive Exam Seminar I - 3 credits
WLL 595 — Comprehensive Exam Seminar II: Prerequisite is WLL 594 - 3 credits
ROMANCE LANGUAGES, M.A. - SPANISH ACCELERATED PATHWAY

For further information: RomanceLanguageGrad@southernct.edu

Master of Arts Degree in Romance Languages - Spanish

The M.A. in Romance Languages - Spanish (Concentration: Accelerated Pathway) provides high-achieving students with an opportunity to finish their graduate degree in one year following successful completion of the B.A. in Spanish 7-12 (Concentration: M.A. Accelerated Pathway) at Southern Connecticut State University. This program provides students with advanced training for those who plan to complete their graduate studies in literature, language, literary and cultural theory at the master's level, and for those who anticipate continuing graduate work up to the doctoral degree. The program is tailored to the needs of those who wish:

• To teach these languages at the elementary, middle school, or high school levels;
• To teach these languages at the college level;
• To work in related fields, such as foreign service, other government service, private industry, translation and interpreting, librarianship, etc.

The program consists of 24 credits including 18 credits of elective coursework and 6 credits designated for capstone experiences, including the Comprehensive Examination option, Thesis option, or Special Project option.

APPLICATION DEADLINE

Undergraduate Students at Southern Connecticut State University are encouraged to apply for graduate admission no later than the spring semester of their senior year in collaboration with a faculty advisor in the World Languages and Literatures department. All materials should be submitted to the Office of Graduate Admissions the Friday prior to the start of spring break. Students will select the M.A. in Romance Languages - Spanish and the Accelerated Pathway concentration. Please consult the admission requirements below and within the Admission section of the graduate catalog for more information.

ADMISSION REQUIREMENTS

Students interested in applying for admissions to the M.A. in Romance Languages (Concentration: Spanish Accelerated Pathway) should apply online through the Office of Graduate Admissions website: www.southernct.edu/gradadmissions. Candidates seeking admission are expected to have completed their bachelor's degree requirements and attained a minimum grade point average (GPA) of 3.0 (out of 4.0). Students will be granted early acceptance to the School of Graduate and Professional Studies through the Office of Graduate Admissions, which is conditional upon meeting the GPA requirements and those listed below. In accordance with the Admission Policy...
of the School of Graduate and Professional Studies, the following are the minimum requirements for admission:

- B.S. in Spanish 7-12 (Concentration: M.A. Accelerated Pathway) undergraduate degree from Southern Connecticut State University.
- A minimum TOEFL score of 600 indicating demonstrated proficiency in Spanish at the Advanced Low level.
- A letter of intent in English to explain the candidate’s background, reasons for enrolling in the program and areas of interest.
- Two letters of recommendation.

Program Sequence-24 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Students must earn a "B" or better in each course.

**B.S. to M.A. Accelerated Pathway**

7 credits of graduate coursework will be completed within the B.S. in Spanish 7-12 (Concentration: M.A. Accelerated Pathway) and the student will have 24 credits of graduate coursework remaining.

WLL 581 — Introduction to Graduate Studies in Romance Languages - 3 credits
To be taken as the first course in the program.
WLL 582 — Culture of Expression - 4 credits
Prerequisite is WLL 581

**Electives: Six courses from a specific language concentration (18 credits):**

Students must take at least one course from each of the four categories.

**Category I: Premodern Spain to the Era of the Discoveries and Exploration**

SPA 533 — Early Encounters: Culture and Literature of the Colonization of Latin America - 3 credits
SPA 560 — Literature and Culture of Al Andalus - 3 credits
SPA 561 — Women Healers, Messengers, and Intermediaries - 3 credits

**Category II: Baroque and neo-Classical Literature and Cultures**

SPA 521 — The Picaresque Literary Tradition - 3 credits
SPA 528 — Cervantes and the Birth of the Modern Narrative and Drama - 3 credits
SPA 567 — The Golden Age Spanish Theater: Texts and Cultural Contexts - 3 credits

**Category III: The Emergence of Modern Nations, Post-nationalism, and Border Studies**

SPA 525 — Cinema of Transitional Democracies - 3 credits
SPA 548 — Modernism in Spanish America and Spain - 3 credits

**Category IV: Recent Trends in Hispanic Studies: Hispanic Pluralisms**

SPA 516 — Gabriel García Márquez Seminar on One Hundred Years of Solitude - 3 credits
SPA 531 — Literature and Cinema in Latin America - 3 credits
SPA 562 — Arts and Activism in Latin American Social Movements - 3 credits
SPA 563 — Ghosts in Latin American Literary and Cultural Studies - 3 credits
SPA 564 — Dictatorship and Performance in the Southern Cone - 3 credits
SPA 565 — Caribbean Women's Historical Fictions - 3 credits
SPA 566 — Literature of the Caribbean Diaspora - 3 credits

In addition, students are required to choose one of three options for a two-semester sequence Capstone course (6 credits)

Thesis Option

Permits the analysis of a substantial applied topic in the selected area of concentration. In the first semester, the student works with an adviser to write a proposal, which must be passed by the Graduate Committee and the Dean of the School of Graduate and Professional Studies. The student is expected to complete the thesis by the end of the second semester and thesis completion requires the approval of the thesis adviser, a second reader (a member of the Graduate Committee) and the Dean of the School of Graduate and Professional Studies.

WLL 590 — Writing the Thesis Proposal - 3 credits
WLL 591 — Writing the Thesis: Prerequisite is WLL 590 - 3 credits

Special Project Option

The special project involves the integration and application of discipline-specific knowledge, concepts, theories and skills in the development of a tangible product (a.k.a., deliverable), accompanied by a proposal and a written report describing the process and results of the product's development.

WLL 592 — Special Project I - 3 credits
WLL 593 — Special Project II: Prerequisite is WLL 592 - 3 credits

Comprehensive Exam Option

The comprehensive examination is designed by the graduate faculty to rigorously assess the student's mastery and synthesis of knowledge garnered during coursework. Students work individually with an adviser in selecting and researching themes from the Master’s Reading List provided by the individual language section.

WLL 594 — Comprehensive Exam Seminar I - 3 credits
WLL 595 — Comprehensive Exam Seminar II: Prerequisite is WLL 594 - 3 credits
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Programs

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School Counseling, M.S.

For further information: SchoolCounselingGrad@southernct.edu

Application Deadlines

School Counseling: January 15 for fall semester and September 15 for the spring semester.

Master of Science Degree in Counseling - School Counseling

The School Counseling program is designed to meet the State of Connecticut Certification as a School Counselor. The School Counseling program (60 credit hours) prepares graduate students to work in a variety of school settings including elementary, intermediate, middle, and high school levels. Students are trained to provide counseling services that meet the guidelines of the American School Counselor Association's (ASCA) National Model. The ASCA model prepares graduate students to focus their work on the academic, career and social-emotional domains of student development and to design, implement, coordinate, and evaluate school counseling programs for optimum overall student success.

There are two field experiences, a practicum and an internship. Practicum offers students the opportunity to develop, sharpen, and demonstrate individual and group counseling skills. Students are required to spend a minimum of 100 hours over the course of one semester within a school setting. The internship is an intensive, diversified experience that exposes students to a full range of school counselor responsibilities appropriate to the setting. The internship will consist of a 10-month long, 700-hour minimum, supervised counseling experience in a school setting. Both field-work experiences are completed under the supervision of a certified school counselor.

Note: Certified teachers with 30 months of teaching experience must complete no less than 600 hours over the course of one or two semesters.

School counselors are employed primarily in educational settings. They use their counseling knowledge, insight, and skills to promote human welfare and educational success, and to improve the institutions and programs in which they are involved.

School counselors:

• provide a program of services for students in the school to promote academic, social-emotional, and career development in a proactive and preventive manner;
• provide individual and group counseling for students identified in need;
• consult with teachers, parents, faculty, and administrators concerning student academic, social-emotional, and career success;
• provide a liaison with community agencies to garner services for students and families.
• implement a comprehensive program which focuses on the uniqueness of all students in three areas of development: academic, career, and social-emotional domains. These areas are in alignment with the American School Counselor Association (ASCA) National Standards. The program components include the guidance curriculum,
individual planning, responsive services and program management. For more information about professional school counseling, see the Connecticut School Counselor Association (https://csca.wildapricot.org/) and the American School Counseling Association (ASCA).

Admission Criteria for School Counseling

Admission to the program is based on the following criteria:

1. Academic background: Students must have a minimum undergraduate GPA of 3.0. GPA Waivers are possible under certain circumstances.
2. Connecticut State Department of Education's special education requirement: This requirement is a course that is offered at many colleges and universities in Connecticut (at SCSU it is SED 481 or 482). A list of those courses is available at the CT State Department of Education's Website. You may apply even though you have not completed this final course requirement. Many students opt to take this course in the summer prior to beginning their school counseling program. It is possible for students to complete this prerequisite after acceptance.
3. Letters of Recommendation: Strong recommendations from at least three individuals who know the candidate in a professional and/or academic setting.
4. Admission Essay: A 500-word essay describing the basis of their interest in the School Counseling program at SCSU.
   a. Evidence of a desire to enter the program and knowledge of the field.
   b. Knowledge of profession.

Note: Prior to being admitted to the program, students may take up to 9 credits on non-matriculated basis. However, taking such courses does not guarantee admission.

Application Process

In order to be considered for admission to the program the following fall, all admissions materials must be received by January 15. In order to be considered for admission to the program the following spring, all admission material must be received by September 1. In order to apply to the program, please follow the steps below:

1. Make a formal application to Southern Connecticut State University's Graduate school. The application can be found and completed online. A non-refundable fee of $50 must be paid at time of submission with a credit card.
   Note: On the graduate school application, applicants should indicate their focus in School Counseling.
2. Send official transcripts to:

   Southern Connecticut State University
   School of Graduate and Professional Studies
   501 Crescent Street, WT 105
   New Haven, CT 06515
   If you have attended SCSU, you only need to indicate this on your application; you do not need to send your official transcript.
3. Send Personal Statement via email to GradDocs@southernct.edu or hard copy via US mail to the address above. Personal statement should be 500 words and include the basis of your interest in the school counseling program at Southern and your desire to enter the profession.

4. Send Current Resume to GradDocs@southernct.edu or hard copy via US mail to the address above.

5. Provide contact information for three recommenders, at least one recommendation should be from someone who can speak to your intellectual and academic skills. An automated email will be sent to them with a link to upload your recommendations. No letters are to be mailed or emailed. They will not be accepted in hard copy.

**Program Sequence-60 Credits**

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Program Requirements**

- CSP 539 - Developmental Psychopathology in Schools - 3 credits
- CSP 540 - Intro to Assessment in Counseling and School Psychology - 3 credits
- CSP 542 - School-Based Substance Abuse Prevention & Intervention - 3 credits
- CSP 550 - Counseling Skills and Techniques ('B' or better) - 3 credits
- CSP 555 - Experimental Group Dynamics - 1 credit
- CSP 567 - Professional Orientation to School Counseling Services ('B' or better) - 3 credits
- CSP 568 - Counseling and Life Span Development - 3 credits
- CSP 569 - Theories of Counseling - 3 credits
- CSP 570 - Ethical and Legal Issues in School Counseling Services ('B' or better) - 2 credits
- CSP 572 - Career Counseling - 3 credits
- CSP 573 - Equity-Based College and Career Readiness Counseling - 3 credits
- CSP 578 - Social and Cultural Diversity ('B' or better) - 3 credits
- CSP 606 - Counseling Children and Adolescents in Schools - 3 credits
- CSP 656 - Group Counseling ('B' or better) - 3 credits
- CSP 672 - Curriculum and Classroom Management for School Counselors - 3 credits
- CSP 674 - Consultation in Schools - 3 credits
- CSP 691 - Research and Evaluation in Schools and Mental Health Agencies - 3 credits

**Required Field Work**

- CSP 659 - Individual Supervision and Practicum Seminar in School Counseling - 4 credits
- CSP 675 - Internship & Seminar in School Counseling - 8 credits
  Please note, CSP 675 is a 4-credit course that must be taken twice to earn a total of 8 credits.

**Capstone**

A comprehensive examination is required.
SCHOOL COUNSELING, SIXTH YEAR CERTIFICATE

For further information: SchoolCounselingGrad@southernct.edu

Application Deadlines

January 15th for fall admission and September 1st for spring admission.  
Please note, this certificate program is not accredited by CACREP.

Sixth Year Professional Diploma in School Counseling

The sixth-year professional diploma in counseling provides the opportunity for students holding a Master’s degree in counseling or counseling related areas to further their counseling competence and/or complete Connecticut State Department of Education School Counseling certification requirements. This program is not CACREP accredited.

Admission Criteria for SYC School Counseling

1. Academic background: Student's must have a minimum undergraduate GPA of 3.0.  
   GPA Waivers are possible under certain circumstances.
2. Connecticut State Department of Education's special education requirement:  
   This requirement is a course that is offered at many colleges and universities in Connecticut (at SCSU this is SED 481 or 482). A list of those courses is available at the CT State Department of Education's Website. You may apply even through you have not completed this final course requirement. Many students opt to take this course in the summer prior to beginning their school counseling program. It is possible for students to complete this prerequisite after acceptance.
3. Letters of Recommendation: Strong recommendations from at least three individuals who know the candidate in a professional and/or academic setting.
4. Admission Essay: A 500-word essay describing the basis of their interest in the School Counseling program at Southern. Evidence of a desire to enter the program and knowledge in the field. Evidence of superior writing skills.
5. Resume: Evidence of training and or experience related to working with school-aged children.
6. Admission Interview: Meeting with the School Counseling Admission Committee for an admission interview, if invited. Evidence of interpersonal skills. Knowledge of profession.

Note: Prior to being admitted to the program, students may take up to 9 credits on non-matriculated basis. However, taking such courses does not guarantee admission.
Application Process

In order to be considered for admission to the program the following fall, all admissions materials must be received by **January 15**. In order to be considered for the spring, all admissions materials must be received by **September 1**. To apply to the program, please follow the steps below:

1. Make a formal application to Southern Connecticut State University's Graduate School. The application can be found and completed online. A non-refundable fee of $50 must be paid at time of admission with a credit card.
2. Send official transcripts to:
3. Southern Connecticut State University
   School of Graduate and Professional Studies
   Application Processing Center
   PO Box 8057
   Portsmouth, NH 03802
4. Send Personal Statement via email to GradDocs@southernct.edu or hard copy via US mail to the address above. Personal statements should be 500 words and include the basis of your interest in the school counseling program at Southern and you desire to enter the profession.
5. Send Current Resume to GradDocs@southernct.edu or hard copy via US mail to the address above.
6. Provide contact information to three recommenders, at least one recommendation should be from someone who can speak to your intellectual and academic skills. An automated email will be sent to them with a link to upload your recommendations. No letters are to be mailed or emailed. They will not be accepted in hard copy.

In addition to the Graduate Application, candidates need to create an additional admission account at the School of Education portal, found at: [https://southernct.edu.tk20/](https://southernct.edu.tk20/)

Where they submit:

1. Personal statement. Personal statements should be 500 words and include the basis of your interest in the school counseling program at Southern and your desire to enter the profession.
2. Current resume.

Program Sequence - 41 credits

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

Students who are admitted to the Sixth Year Certification program in School Counseling will meet with an advisor to determine which Masters level courses they need to meet graduation and state certification requirements for School Counseling. Students may choose from the following:

Program Prerequisite:
SED 481/482 - Teaching Exceptional Children in Education Classrooms - 3 credits (or approved alternative)

Program Requirements
CSP 567 - Professional Orientation to School Counseling Services - 3 credits
CSP 570 - Ethical and Legal Issues in School Counseling Services - 2 credits
CSP 572 - Psychology of Career Development - 3 credits
CSP 606 - Counseling Children and Adolescents in Schools - 3 credits
CSP 656 - Group Counseling - 3 credits
CSP 674 - Consultation in Schools - 3 credits

Required SC Field Work
CSP 659 - Individual Supervision and Practicum Seminar in School Counseling - 4 credits
CSP 550 - Counseling Skills and Techniques - 3 credits
CSP 569 - Theories in Counseling - 3 credits
CSP 540 - Intro to Assessment in Counseling and School Psychology - 3 credits
CSP 573 - Equity-Based College and Career Readiness Counseling - 3 credits
CSP 675 - Internship & Seminar in School Counseling - 8 credits

Please note: 4 credits of CSP 675 may be waived with approved teaching experience.
SCHOOL HEALTH EDUCATION, M.S.

For further information: SchoolHealthEdGrad@southernct.edu

Application Deadline

November 1 and April 1 or until cohort is full.

School Health Education Specialization

The Master of Science in School Health Education prepares school health educators for leadership roles in the field of school health education. The Program imparts competencies as developed by American Association for Health Education and the National Council on Health Education Credentialing. These competencies prepare leaders with the skills and knowledge to coordinate, teach, and advocate for school health education programs for grades pre-K through twelve. Additionally, this program meets the requirements for certified teachers seeking a cross-endorsement in health education. Students are engaged in a contemporary program addressing curriculum development; selection and design of assessment strategies; skills-based teaching strategies; program planning, promotion, and evaluation; advocacy; and health communications.

This graduate program is designed to support the individual learners through real-life experiences and whenever possible, application within their current school communities.

Admission Requirements

Apply using the School of Graduate and Professional Studies' online application process:

Overview of the Graduate Application Process
The Graduate School Application

Important: Students may upload most documents to the Admissions website. Official transcripts and recommendations must be mailed directly to:

Southern Connecticut State University
School of Graduate and Professional Studies
501 Crescent Street, WT 105
New Haven, CT 06515

If you have attended SCSU, you only need to indicate this on your application; you do not need to send your official transcript.

The requirements for matriculation and admission to the School Health Education Program for the Master of Science degree are listed below:

1. Complete SCSU School of Graduate and Professional Studies application with $50 application fee.
2. Submit official transcripts from all colleges and universities attended by the applicant. Official transcripts should be mailed directly from the registrar of the institution to the location indicated by the School of Graduate and Professional Studies’ admissions process. International transcripts require an external transcript evaluation.

3. Have an undergraduate Q.P.R. of 3.0 or higher

4. Submit a current resume

5. Submit a 500 word "statement of interest" describing professional aspirations, current and desired knowledge and skill sets, and how the MS Program in School Health Education will contribute to your professional development

6. Submit two letters of recommendation from an employer or former faculty

Program Sequence-30 Credits

Course offerings include on-ground, on-line, and hybrid delivery. Students have the option of completing either a thesis or special project to complete program requirements.

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Program Requirements (21 credits)

Students must earn a grade of "B" or better in each course.

SHE 505 – School Health Education Foundations – 3 credits
SHE 508 – Contemporary Issues in Adolescent Health – 3 credits
SHE 554 – Research Techniques – 3 credits
OR
EXS 554 – Research Techniques – 3 credits
OR
EDU 592 – Research in Education – 3 credits
SHE 556 – Methods of Planning and Evaluation in School Health Education – 3 credits
SHE 560 – Curriculum Development in Health Education – 3 credits
SHE 561 – Sexual Health Education – 3 credits
SHE 570 – Leadership and Advocacy of School Health Education Programs – 3 credits

Electives (6 credits)

SHE 500 – Health and Society – 3 credits
SHE 511 – School Health Nutrition Institute – 3 credits
SHE 558 – Group Process – 3 credits
SHE 547 – Drug Prevention – 3 credits
SHE 552 – Methods of Teaching School Health Education – 3 credits
SHE 579 – Holistic Health – 3 credits
SHE 590 – Thesis / Special Project – 3 credits

Capstone (3 credits)

SHE 594 – Thesis/Special Project Seminar II – 3 credits
Mission Statement

The mission of the School Health Education Program at Southern Connecticut State University is to prepare leaders that are equipped with the skills and knowledge to coordinate, teach, and advocate for school health education programs.

Program Goals

1. Prepare graduates as leaders in the field of health education.
2. Prepare graduates to coordinate, teach, and advocate for health education that is evidence-and standards-based, developmentally-appropriate, and culturally-relevant.
3. Integrate best practices in health education to develop health literacy, reduce health disparities, and promote student achievement.
4. Engage in inter-professional collaboration to enhance the delivery and promotion of standards-based health education programs.
5. Implement the necessary content and skills-based pedagogy to facilitate interactive learning related to health in Pre K–12 classroom settings.
6. Integrate the latest health and educational research and technological innovations to develop, promote, implement, and evaluate policy, programs, and services in school health education.
7. Cultivate an intellectual desire for advanced study, inquiry, and research in school health education.
8. Deliver innovative programs of study that are responsive to contemporary health issues such as mental health, school climate, sexual health education, drug prevention, and other vital areas in school health education.
9. Prepare professionals to deliver lessons in a cooperative, compassionate, and ethical manner.
10. Cultivate school, family, community, and business partnerships to support health promotion and education efforts.

Student Objectives

School Health Education students will be prepared to:

• lead, coordinate, assess, implement, and evaluate school health education programs.
• implement the knowledge and skills needed to teach health education content and skills aligned with the National Health Education Standards.
• address health and education needs, practices, interests, and strengths of culturally diverse populations in school health curricula.
• facilitate effective pedagogical methods and strategies in the Pk-12 classroom setting.
• engage in advanced study, and/or personal growth related to school health educators.
• develop the skills and strategies to promote change within school health education.
• engage key stakeholders to support and implement school health education policies and programs.
SCHOOL HEALTH EDUCATION, M.S. - ACCELERATED PATHWAY

For further information: SchoolHealthEdGrad@southernct.edu

School Health Education Specialization

The Master of Science in School Health Education - Accelerated Pathway concentration prepares school health educators for leadership roles in the field of school health education. Accepted students will have the opportunity to finish their graduate degree in one year following the successful completion of a B.S. in Physical Education - preK-12 Teacher Certification B.S. to M.S. Accelerated Pathway at Southern Connecticut State University. The Program imparts competencies as developed by American Association for Health Education and the National Council on Health Education Credentialing. These competencies prepare leaders with the skills and knowledge to coordinate, teach, and advocate for school health education programs for grades pre-K through twelve. Additionally, this program meets the requirements for certified teachers seeking a cross-endorsement in health education. Students are engaged in a contemporary program addressing curriculum development; selection and design of assessment strategies; skills-based teaching strategies; program planning, promotion, and evaluation; advocacy; and health communications.

This graduate program is designed to support the individual learners through real-life experiences and whenever possible, application within their current school communities.

APPLICATION DEADLINE

Undergraduate Students at Southern Connecticut State University are encouraged to apply for graduate admission no later than the spring semester of their senior year in collaboration with a faculty advisor in the Health and Movement Sciences department. All materials should be submitted to the Office of Graduate Admissions the Friday prior to the start of spring break. Students will select the M.S. in School Health Education and the Accelerated Pathway concentration. Please consult the admission requirements below and within the Admission section of the graduate catalog for more information.

ADMISSION REQUIREMENTS

Students interested in applying for admissions to the M.S. in School Health Education - Accelerated Pathway should apply online through the Office of Graduate Admissions website: www.southernct.edu/gradadmissions. Candidates seeking admission are expected to have completed their bachelor's degree requirements and attained a minimum grade point average (GPA) of 3.0 (out of 4.0). Students will be granted early acceptance to the School of Graduate and Professional Studies through the Office of Graduate Admissions, which is conditional upon meeting the GPA requirements and those listed below.
Apply using the School of Graduate and Professional Studies' online application process:

Overview of the Graduate Application Process
The Graduate School Application

Important: Students may upload most documents to the Admissions website. Official transcripts and recommendations must be mailed directly to:

Southern Connecticut State University
School of Graduate and Professional Studies
501 Crescent Street, WT 105
New Haven, CT 06515

If you have attended SCSU, you only need to indicate this on your application; you do not need to send your official transcript.

The requirements for matriculation and admission to the School Health Education Program for the Master of Science degree are listed below:

1. Complete SCSU School of Graduate and Professional Studies application with $50 application fee.
2. Submit official transcripts from all colleges and universities attended by the applicant. Official transcripts should be mailed directly from the registrar of the institution to the location indicated by the School of Graduate and Professional Studies’ admissions process. International transcripts require an external transcript evaluation.
3. Have an undergraduate Q.P.R. of 3.0 or higher
4. Submit a current resume
5. Submit a 500 word "statement of interest" describing professional aspirations, current and desired knowledge and skill sets, and how the MS Program in School Health Education will contribute to your professional development
6. Submit two letters of recommendation from an employer or former faculty

Program Sequence-21 Credits

Course offerings include on-line and hybrid delivery. Students have the option of completing either a thesis or special project to complete program requirements. 

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

B.S. to M.S. Accelerated Pathway
9 credits of graduate coursework will be completed within the B.S. in Physical Education (Concentration: preK-12 Teacher Certification Accelerated Pathway) and the student will have 21 credits of graduate coursework remaining.
EDU 592 – Research in Education – 3 credits
SHE 508 – Contemporary Issues in Adolescent Health – 3 credits
SHE 558 – Group Process – 3 credits
Core Requirements (15 credits)
Students must earn a grade of "B" or better in each course.

SHE 505 – School Health Education Foundations – 3 credits
SHE 556 – Methods of Planning and Evaluation in School Health Education – 3 credits
SHE 560 – Curriculum Development in Health Education – 3 credits
SHE 561 – Sexual Health Education – 3 credits
SHE 570 – Leadership and Advocacy of School Health Education Programs – 3 credits

Electives (3 credits)

SHE 500 – Health and Society – 3 credits
SHE 511 – School Health Nutrition Institute – 3 credits
SHE 547 – Drug Prevention – 3 credits
SHE 552 – Methods of Teaching School Health Education – 3 credits
SHE 579 – Holistic Health – 3 credits
SHE 590 – Thesis / Special Project – 3 credits

Capstone (3 credits)

SHE 594 – Thesis/Special Project Seminar II – 3 credits

Mission Statement

The mission of the School Health Education Program at Southern Connecticut State University is to prepare leaders that are equipped with the skills and knowledge to coordinate, teach, and advocate for school health education programs.

Program Goals

1. Prepare graduates as leaders in the field of health education.

2. Prepare graduates to coordinate, teach, and advocate for health education that is evidence-and standards-based, developmentally-appropriate, and culturally-relevant.

3. Integrate best practices in health education to develop health literacy, reduce health disparities, and promote student achievement.

4. Engage in inter-professional collaboration to enhance the delivery and promotion of standards-based health education programs.

5. Implement the necessary content and skills-based pedagogy to facilitate interactive learning related to health in Pre K–12 classroom settings.

6. Integrate the latest health and educational research and technological innovations to develop, promote, implement, and evaluate policy, programs, and services in school health education.

7. Cultivate an intellectual desire for advanced study, inquiry, and research in school health education.

8. Deliver innovative programs of study that are responsive to contemporary health issues such as mental health, school climate, sexual health education, drug prevention, and other vital areas in school health education.
9. Prepare professionals to deliver lessons in a cooperative, compassionate, and ethical manner.

10. Cultivate school, family, community, and business partnerships to support health promotion and education efforts.

Student Objectives

School Health Education students will be prepared to:

• lead, coordinate, assess, implement, and evaluate school health education programs.
• implement the knowledge and skills needed to teach health education content and skills aligned with the National Health Education Standards.
• address health and education needs, practices, interests, and strengths of culturally diverse populations in school health curricula.
• facilitate effective pedagogical methods and strategies in the Pk-12 classroom setting.
• engage in advanced study, and/or personal growth related to school health educators.
• develop the skills and strategies to promote change within school health education.
• engage key stakeholders to support and implement school health education policies and programs.
SCHOOL LIBRARY MEDIA SPECIALIST, GRADUATE CERTIFICATE - CROSS ENDORSEMENT

For further information: LibraryScienceGrad@southernct.edu

Dr. Gayle Bogel, Coordinator of School Media Program. Email:bogelg1@southernct.edu

Application Deadline: Rolling Admissions

Overview

This Graduate Certificate offers preparation for currently certified teachers seeking additional endorsement as school media specialist. Students may pursue dual enrollment in this certificate as well as the Master of Library and Information Science degree. Please contact the graduate coordinator for further information.

Admission Procedure

a) Preparation and submission of the Online Graduate Application

- The Online Graduate Application can be found at: http://southernct.edu/gradadmissions/graduate-application.html
- In addition to the Graduate Application, candidates need to create an additional admission account at the College of Education portal, found at: https://southernct.tk20.com/

b) Submission of the required documentation

Complete applications must include the following materials:

1. Graduate School Application.
2. $50.00 non-refundable application fee.
3. Official academic transcripts for all college-level programs the applicant has ever attempted and/or completed, with at least one transcript showing an undergraduate degree from an institution accredited by a recognized accrediting agency in the United States. For students with degrees obtained outside the United States, equivalence must be established by the World Education Services, Josef Silny & Associates Evaluators, Inc., Global Credential Evaluators, Inc., or Educational Credential Evaluators, Inc. These are independent evaluation services recognized by the National Association of Credential Evaluation Services (NACES). For applicants whose native language is not English, TOEFL scores.
4. The Graduate School sets the minimum score needed on the TOEFL exam.
5. Two letters of recommendation written by individuals in a position to describe and evaluate the applicant’s commitment and potential for academic success at the graduate level. The letters should also address the applicant’s potential ability to make meaningful professional contributions.

6. A written statement (400-500 words) describing why the applicant is interested in the chosen program of study, expected contributions, and anticipated areas of professional practice.

7. A current resume.

c) Review the application file by the Department's Graduate Admissions Committee

Complete application files will be reviewed by the Coordinator of the School Library Program and an admissions interview will be scheduled. The file will then be reviewed by the Dept. Graduate Admissions Committee. The Committee’s membership consists of three full-time faculty.

d) The determination of the applicant's qualifications and dispositional suitability for admission into the program

In making its determination and subsequent recommendation, the Dept. Graduate Admissions Committee will give consideration to the applicant's entire record. Please see section on requirements for information on conditional acceptance.

e) The Department's recommendation to the Dean's Office at the School of Education

Once the School of Graduate and Professional Studies Committee makes a determination on the applicant's suitability for the intended program of studies, a recommendation will be made to the Dean's office at the School of Education for its final review.

Program Requirements (30 credits)

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

All ILS content courses are offered online, and the required ILS internship is flexibly scheduled around work and family commitments.

ILS 502 - Fundamentals of Library and Information Science - 3 credits
ILS 505 - Information Resources Organization and Management - 3 credits
ILS 507 - Information Science and Technology - 3 credits
ILS 508 - User Services - 3 credits
ILS 516 – Literacy, Literature, and Reading for School and Public Libraries - 3 credits
ILS 545 - Administration and Design of School Library Media Centers - 3 credits
ILS 547 – Integrating Technology and Media in K-12 Curriculum - 3 credits
ILS 575 – Instructional Design Principles - 3 credits
ILS 582 – Library Science Internship – 3 credits

Electives: One Course – 3 credits
Suggested elective courses: ILS 571 Methods in School Libraries or ILS 541 Leadership and Advocacy for Information Professionals. Other courses may be chosen from current ILS course offerings with academic advisor approval.
SCHOOL LIBRARY MEDIA SPECIALIST, GRADUATE CERTIFICATE - INITIAL CERTIFICATION

For further information: LibraryScienceGrad@southernct.edu

Dr. Gayle Bogel, Coordinator of School Media Program. Email: bogelg1@southernct.edu

Application Deadline

Rolling admissions.

OVERVIEW

The Graduate Certificate prepares candidates to receive their initial teaching certification with the 062 school library media endorsement. Students may pursue dual enrollment in this certificate as well as the Master of Library and Information Science degree. Please contact the graduate coordinator for further information.

ADMISSIONS PROCEDURE

a) Preparation and submission of the Online Graduate Application

• The Online Graduate Application can be found at: http://www.southernct.edu/academics/graduate/graduate-admissions/graduate-application.html
• In addition to the Graduate Application, candidates need to create an additional admission account at the College of Education portal, found at: https://southernct.edu.tk20/

b) Submission of the required documentation

Complete applications must include the following materials:

1. Graduate School Application
2. $50.00 non-refundable application fee
3. Official academic transcripts for all college-level programs the applicant has ever attempted and/or completed, with at least one transcript showing an undergraduate degree from an institution accredited by a recognized regional accrediting agency in the United States. For students with degrees obtained outside the United States, equivalence must be established by the World Education Services, Josef Silny & Associates Evaluators, Inc., Global Credential Evaluators, Inc., or Educational Credential Evaluators, Inc. These are independent evaluation services recognized by the National Association of Credential Evaluation Services (NACES).
4. For applicants whose native language is not English, TOEFL scores. The Graduate School sets the minimum score needed on the TOEFL exam.
5. Two letters of recommendation written by individuals in a position to describe and evaluate the applicant’s commitment and potential for academic success at the graduate level. The letters should also address the applicant’s potential ability to make meaningful professional contributions.

6. A written statement (400-500 words) describing why the applicant is interested in the chosen program of study, expected contributions, and anticipated areas of professional practice.

7. A current resume.

c) Review of the application file by the Department’s Graduate Admissions Committee

Complete application files will be reviewed by the Coordinator of the School Library Program and an admissions interview will be scheduled. The file will then be reviewed by the Department Graduate Admissions Committee. The Committee’s membership consists of three full-time faculty.

d) The determination of the applicant’s qualifications and dispositional suitability for admission into the program

In making its determination and subsequent recommendation, the Department Graduate Admissions Committee will give consideration to the applicant’s entire record. Please see section on requirements for information on conditional acceptance.

e) The Department's recommendation to the Dean's office at the College of Education

Once the Department Graduate Admissions Committee makes a determination on the applicant’s suitability for the intended program of studies, a recommendation will be made to the Dean's office at the College of Education for its final review.

Course Listing - 45 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

All ILS content courses are offered online, and the required ILS internship is flexibly scheduled around work and family commitments. The professional education courses for initial teacher certification may be offered online or on ground, and the semester of student teaching is on ground.

ILS 581 School Media Practice is a 12 week student teaching sequence in a placement determined by the Office of Educational Services at the College of Education.

ILS 502 - Fundamentals of Library and Information Science - 3 credits
ILS 505 - Information Resources Organization and Management - 3 credits
ILS 507 - Information Science and Technology - 3 credits
ILS 508 - User Services - 3 credits
ILS 545 - Administration and Design of School Library Media Centers - 3 credits
ILS 582 - Library Science Internship - 3 credits
ILS 516 - Literacy, Literature, and Reading for School and Public Libraries - 3 credits
ILS 547 - Integrating Technology and Media in K-12 Curriculum - 3 credits
ILS 571 - Methods for School Library Media Centers - 3 credits
ILS 581 - School Media Practice - 6 credits
ILS 587 - Seminar: SLMS Field Placements for Teacher Certification - 3 credits
EDF 520 - Child in American Culture - 3 credits
SED 481 or 482 - Teaching Exceptional Children: Elementary or Secondary - 3 credits
EDU 316 - Child Development & Psychology for Educators - 3 credits

Additional Non-Credit Program Requirements:

Online Module 1: Behavioral Difficulties (Social and Emotional Development)
Online Module 2: Dyslexia
SCHOOL PSYCHOLOGY, M.S.

For further information: SchoolPsychologyGrad@southernct.edu

Application Deadlines

School Psychology: **January 15** for fall semester

School Psychology Programs

The School Psychology program is nationally recognized by the National Association of School Psychologists (NASP). Students who complete both the Master of Science and Sixth Year Professional Diploma in School Psychology are eligible for certification as a school psychologist in the State of Connecticut as well as the Nationally Certified School Psychologist (NCSP) credential under the National Association of School Psychologists (NASP).

Master of Science in School Psychology

Graduate students prepare to work as school psychologists using their knowledge, insight, and skills to promote educational success and to improve the institutions and programs in which they are involved. Connecticut certification as a School Psychologist requires both the Masters and the Sixth Year Professional Diploma, which are offered through the SCSU School Psychology program. The Master of Science in School Psychology is completed first, during which apply for admission to the Sixth Year program.

A School Psychologist is a mental health professional, with broad and specialized training in both psychology and education, who provides psychological services using data-based problem solving processes. As stated by our professional organization, the National Association of School Psychologists (NASP):

*School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community (NASP, 2017).*

The school psychologist is certified to provide school psychological services. They bring skills in problem-solving, assessment, consultation, individualized academic and therapeutic interventions, primary prevention, and systems-level change to the schools and the larger community. The school psychologist is sensitive to and appreciative of diversity and maintains the highest standards of practice with a keen awareness of the legal and ethical implications of their work. Preparation includes training in psychological and psychoeducational evaluations, written and oral communication of assessment results, developing individual educational and behavioral interventions,
making recommendations for remedial action, participation in regular and special education programs, consultation, individual counseling, group counseling, crisis intervention, program evaluation, research and other related activities.

**Admission Criteria**

To begin the application process, applicants should visit the online application portal for Southern Connecticut State University. Admissions questions for the School Psychology program can be directed to the School Psychology Program Coordinator.

**Admission to the Program is based upon following criteria:**

1. **Academic background:** applicants to the Master's Program must have a minimum undergraduate GPA of 3.0. Applicants to the Sixth Year Program must have a minimum graduate GPA of 3.0.

Although no particular undergraduate major is required, applicants to the Master's Program are required to have taken the following prerequisite courses (completion of these courses is not required to apply to the program but completion is required prior to matriculation, if admitted):

1. Developmental Psychology or Child Development
2. Educational Psychology, Theories of Learning, or Cognitive Psychology
3. Abnormal Psychology, Abnormal Child Psychology, or Psychopathology
4. Statistics, Psychological Statistics, or Statistics for the Behavioral (or Social) Sciences
5. Exceptionality or Exceptional Children (must be a state-approved course).

The full list of courses in Connecticut that meet the criteria for this requirement are posted on the CT State Department of Education's website.

2. The School Psychology program requires that applicants to the Master's Program must submit evidence of having taken the Praxis ® Core, Scholastic Aptitude Test (SAT), Graduate Record Exam (GRE), or American College Testing (ACT). The Praxis® Core exam is an essential skills test which is administered by Educational Testing Service (ETS). Scores must be within last 5 years.

3. Recommendations from at least THREE individuals who know the candidate in professional and/or academic setting. At least one recommendation must be from an academic reference (e.g., professor).

4. Personal essay explaining your reasons for wanting to enter the field of school psychology and the SCSU School Psychology program in particular. The typed/word processed essay should be approximately 250-500 words in length.

5. A current professional resume or vita.

6. Admissions interview with the School Psychology program faculty and student representatives, if invited.

**Application Process**
Steps to Admission

For applicants to the Master's Program: In order to be considered for admission to the Master's Program the following fall semester, all admissions materials must be received by **January 15th**.

In order to apply, please follow the steps below:

1. Make a formal application and submit a non-refundable fee to Southern Connecticut State University's Graduate School. The application can be found and completed online.

2. Follow the directions in the application portal for all application materials. Send official transcripts* from ALL institutions where you have completed coursework. If an applicant is sending official transcripts in hard-copy format, these hard-copies should be sent to:

   Southern Connecticut State University  
   School of Graduate and Professional Studies  
   501 Crescent Street, WT 105  
   New Haven, CT 06515

   *If you have attended SCSU, you only need to indicate this on your application: you do not need to send your official SCSU transcript. **All applicants must submit ALL transcripts with their application.**

3. Upload your mandated admissions testing requirement to the same portal to which you logged in to apply.

4. Upload your personal essay to the same portal to which you logged in to apply.

5. Upload your professional resume or vita to the same portal to which you logged in to apply.

6. Have THREE recommenders upload their recommendations directly into the system via a personalized link sent to them when you applied. At least one recommendation should be from someone who can speak to your academic skills.

Criminal Record Check/Fingerprinting

Applicants considering the School Psychology program must be aware that, upon program completion, they must apply for certification from the State Department of Education. Part of that process involves a background check.

Special Education Course Requirement

Connecticut state regulations require the completion of a course in special education for all applicants seeking certification (i.e., students enrolled in our School Counseling and School Psychology programs). The regulations mandate this course be comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of children with disabilities, including gifted and talented children and children who may require special education, and methods of identifying, planning for, and working effectively with children with disabilities in the schools.
Almost every university and community college in Connecticut offers a course that satisfies this requirement. Applicants may take this course at Southern (SED 481 or SED 482) or at another institution. The full list of courses in Connecticut that meet the criteria for this requirement are posted on the CT State Department of Education’s Web site.

Applicants to the School Psychology program may still apply if they have not yet satisfied this requirement, however, all admitted applicants must submit an official transcript with a record of having satisfied the special education course requirement prior to matriculation in the program. If the course was complete prior to the fall of 1998 or if the course was completed out of state, an applicant may also be required to submit a copy of the course syllabus to the university. After this submission, a review will determine if the course satisfies the requirement.

Students who are granted admission to the program and have not yet fulfilled all of the course requirements will be given "Conditional Acceptance" until these requirements are met. Many students opt to take the Special Education Course Requirement course in the summer prior to beginning their School Psychology program.

Program Sequence - 40 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

The School Psychology program offers two graduate degree programs. The Master of Science Degree in School Psychology is achieved after one full year of study (including full-time summer study). The Sixth Year program prepares students for eligibility for the Sixth Year Professional Diploma (a specialist level credential). The Sixth Year Program is only offered on a full-time basis and includes one year of full-time coursework followed by a year-long full-time internship. The two degree programs, upon completion, are designed to meet both the requirements for CT state certification and national certification (N.C.S.P.) in school psychology. Graduates of the two programs will be prepared for employment as school psychologists in public schools or other related organizations and agencies.

The Master's Program is designed to be accessible to working students and includes classes offered in late afternoon, evenings and weekends. Some classes will also contain web-based components of training. The Sixth Year Program also includes late afternoon, evening and weekend coursework along with practica fieldwork during the school day followed by a year-long full-time internship. Students must complete the program on a full-time basis.

Course Requirements

CSP 532 – Physical Bases for Behavior and Personality – 3 credits
CSP 533 – Individual Assessment I & Lab – 4 credits
CSP 539 – Developmental Psychopathology in Schools – 3 credits
CSP 540 – Introduction to Assessment in Counseling & School Psychology – 3 credits
CSP 550 – Counseling Skills & Techniques – 3 credits
CSP 568 – Counseling and Life Span Development – 3 credits
CSP 569 – Theories of Counseling – 3 credits
CSP 574 – Applied Behavioral Interventions in Schools, Classrooms and Counseling Settings – 3 credits
CSP 578 – Social and Cultural Diversity – 3 credits
CSP 622 – School Curriculum for Helping Professionals – 3 credits
CSP 641 – Ethical and Professional Conduct in School Psychology – 3 credits
CSP 670 – Psychology in the Schools – 3 credits
CSP 691 – Research & Evaluation in Schools and Clinical Mental Health Settings – 3 credits

Comprehensive Examinations

Students in the Master's program are required to pass a written Comprehensive Examination. The written comprehensive examination is administered following completion of all Master's program coursework, typically at the conclusion of the final semester of the student’s first year of study.
SCHOOL PSYCHOLOGY, SIXTH YEAR CERTIFICATE

For further information: SchoolPsychologyGrad@southernct.edu

Application Deadlines

School Psychology: **August 1**

School Psychology Programs

The School Psychology program is nationally recognized by the National Association of School Psychologists (NASP). Students who complete both the Master of Science and Sixth Year Professional Diploma in School Psychology are eligible for certification as a school psychologist in the State of Connecticut as well as the Nationally Certified School Psychologist (NCSP) credential under the National Association of School Psychologists (NASP).

Sixth Year Professional Diploma in School Psychology

Certification as a School Psychologist requires both the Masters and the Sixth Year Professional Diploma, which is offered through the School Psychology program.

The Sixth Year program prepares students for eligibility for the Sixth Year Professional Diploma (a specialist credential). The Sixth Year program is only offered on a full-time basis and includes one year of full-time coursework followed by a year-long full-time internship. Following successful completion of the Master's program, the Sixth Year program is designed to meet both the requirements for CT state certification and national certification (N.C.S.P). Graduates of the two programs will be prepared for employment as school psychologists in public schools or other related organizations and agencies. The majority of enrollment openings in the Sixth Year program are reserved for students who have completed the SCSU School Psychology Master's program in School Psychology. However, a limited number of students are accepted into the Sixth Year program who have completed their Master's training elsewhere.

General Admission Information

Application Process for the Sixth Year Program

In order to be considered for admission to the Sixth Year program, all admissions materials must be received by **August 1st**.

To begin the application process, applicants should visit the online application portal for Southern Connecticut State University. Admissions questions for the School Psychology program can be directed to the School Psychology Program Coordinator.
Admission to the Sixth Year Program is based upon following criteria:

1. Academic background:
   a. Applicants to the Sixth Year Program must have a minimum graduate GPA of 3.0, with no grade for a graduate-level course lower than B.
   b. Applicants must have conferred their Master's Degree in School Psychology. For matriculated students in our Master's Program who are applying to the Sixth Year Program, this requires a passing score on the written comprehensive examination following successful completion of Master's program coursework.
   c. **This requirement is waived for matriculated students in our Master's Program who are applying to the Sixth Year Program.** Applicants to the Sixth Year Program are required to show evidence for having satisfied the Connecticut state regulations requiring the completion of a course in special education. The regulations mandate this course be comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of children with disabilities, including gifted and talented children and children who may require special education, and methods of identifying, planning for, and working effectively with children with disabilities in the schools.

Almost every university and community college in Connecticut offers a course that satisfies this requirement. Applicants may take this course at Southern (SED 481 or SED 482) or at another institution. The full list of courses in Connecticut that meet the criteria for this requirement are posted on the CT State Department of Education's website.

Completion of the special education course is not required to apply to the Sixth Year Program but completion is required prior to matriculation, if admitted.

2. **This requirement is waived for matriculated students in our Master's Program who are applying to the Sixth Year Program.** Personal essay explaining your reasons for wanting to enter the field of school psychology and the SCSU School Psychology program in particular. The typed/word processed essay should be approximately 250-500 words in length.

3. **This requirement is waived for matriculated students in our Master's Program who are applying to the Sixth Year Program.** Recommendations from at least THREE individuals who know the candidate in professional and/or academic setting. At least one recommendation must be from an academic reference (e.g., professor).

4. **This requirement is waived for matriculated students in our Master's Program who are applying to the Sixth Year Program.** A current professional resume or vita.

5. **This requirement is waived for matriculated students in our Master's Program who are applying to the Sixth Year Program.** Admissions interview with the School Psychology program faculty and student representatives, if invited.

In order to apply to the program, please follow the steps below:
1. Complete the application and submit a non-refundable fee to Southern Connecticut State University’s Graduate School. The application can be found and completed online.

2. Send official transcripts from ALL institutions where you have completed coursework. If an applicant is sending official transcripts in hard-copy format, these hard-copies should be sent to:

Southern Connecticut State University
School of Graduate and Professional Studies
Application Processing Center
PO Box 8057
Portsmouth, NH 03802

**All applicants, including matriculated students in the SCSU Master’s Program in School Psychology, must submit ALL transcripts with the application to the Sixth Year program, including ALL transcripts submitted at the time of their application to the Master's Program.** If you have attended SCSU, you only need to indicate this on your application; you do not need to send your official SCSU transcript.

3. Upload your personal essay to the same portal to which you logged in to apply. This requirement is waived for matriculated students in our Master's Program who are applying to the Sixth Year Program.

4. Upload your professional resume or vita to the same portal to which you logged in to apply. This requirement is waived for matriculated students in our Master's Program who are applying to the Sixth Year Program.

5. Have THREE recommenders upload their recommendations directly into the system via a personalized link sent to them when you applied. At least one recommendation should be from someone who can speak to your academic skills (e.g., professor). This requirement is waived for matriculated students in our Master's Program who are applying to the Sixth Year Program.

Criminal Record Check/Fingerprinting

Applicants considering the School Psychology program must be aware that, upon program completion, they must apply for certification from the State Department of Education. Part of that process involves a background check.

Program Sequence - Sixth Year 38 Credits

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

One year of full-time continuous study is required followed by a year-long internship (a minimum of 1200 hours in a school-based site and a concurrent seminar). The Sixth Year program consists of:

Required Core Courses
CSP 534 – Individual Assessment II & Lab – 4 credits
CSP 535 – Individual Assessment III & Lab – 4 credits
CSP 536 - Practicum I & Seminar - 3 credits
CSP 537 - Practicum II & Seminar - 3 credits
CSP 606 – Counseling Children & Adolescents in Schools – 3 credits
CSP 638 – School Psychological Intervention Techniques – 3 credits
CSP 674 – Consultation in Schools – 3 credits
CSP 692 - Advanced Research Methods & Program Evaluation - 3 credits
CSP 652 - Internship in School Psychology (2 semesters) - 6 credits
CSP 653 - Professional Internship Seminar in School Psychology (2 semesters) - 6 credits

**Additional Requirements**

Students in the Sixth Year program are required to pass an oral comprehensive examination. The oral comprehensive examination is typically held at the beginning of the semester *following* the student's completion of Practicum I.

Students in the Sixth Year program are required to complete an electronic portfolio of their graduate program coursework and other program requirements as outlined in the program’s student handbook.

**Praxis® II– Examination in School Psychology**

All students completing the School Psychology Sixth Year program must take the Praxis® Specialty Examination in School Psychology and achieve a passing score prior to beginning Internship. The passing score is designated by the current NASP National Certification (NCSP) guidelines. A passing score is also required in order to graduate from the program. Students should consult NCSP application guidelines for the most current information about passing scores.

Students should request the Praxis® II test scores be sent electronically to SCSU using the institutional code R3662 when registering to take the test. Students must also submit a copy of their full score report, including sub-scores, to the Program Coordinator once scores are received.
SOCIAL WORK & WOMEN'S & GENDER STUDIES, M.S.W./M.A.

Application Deadline

Applications to the Master of Social Work program must be submitted by no later than December 15 for admission in the following year.

- See more at: http://catalog.southernct.edu/graduate/programs-and-degrees/social-work-msw.html#sthash.SQlAEKlN.dpuf
  For further information: SocialWork@southernct.edu

Application Deadline

Applications to the Master of Social Work & Women's & Gender Studies program must be submitted and complete no later than December 15 for admission in the following year.

Summary

The dual degree program in the Master of Social Work & Master of Arts in Women's & Gender Studies (MSW/MA) allows students to prepare for clinical social work practice while exploring and applying research and theory in women's and gender studies. Academic courses, field practice experiences, and mentoring relationships afford interdisciplinary opportunities for scholarly inquiry, critical problem solving, and leadership development.

Dual degree students are assigned faculty advisors from both the MSW program and the Women's & Gender Studies programs. Dual degree students are responsible for conferring regularly with their faculty advisors; for meeting professional, academic, and field practice standards in both programs; and for participating in the Social Work and Women's & Gender Studies communities.

PROGRAM SEQUENCE-75 CREDITS

General Requirements (57 credits)

- WMS 500 - Feminist Theories and Practices - 3 credits
- WMS 520 - History of Feminist Thought - 3 credits
- WMS 530 - Global Women's Issues - 3 credits
- SWK 510 - Social Welfare Policies and Delivery Systems - 3 credits
- SWK 521 - Substance Use: Current Issues - 3 credits
- SWK 532 - Theory and Practice I - Individuals - 3 credits
- SWK 533 - Theory and Practice II - Groups - 3 credits
- SWK 534 - Theory and Practice III - Organizations and Communities - 3 credits
- SWK 548 - Evidence-based Social Work with Families - 3 credits
Or
SWK 549 - Clinical Practice with Later Life Families - 3 credits
SWK 550 - Human Behavior and Social Environment - 3 credits
SWK 551 - Diversity, Oppression, and Social Functioning - 3 credits
Or
WMS 529 - Intersectionality and Social Justice - 3 credits
SWK 552 - Human Behavior in Social Environment - Psychopathology - 3 credits
SWK 561 - Social Work Research Methods - 3 credits
Or
WMS 510 - Research Methods in Women's & Gender Studies - 3 credits
SWK 570 - Generalist Social Work Field Practicum I - 3 credits
SWK 571 - Generalist Social Work Field Practicum II - 3 credits
SWK 572 - Practicum III and Capstone Proposal - 6 credits
SWK 573 - Field Practicum IV and Capstone - 6 credits

Specialized Requirements (18 credits)

In addition to the general requirements above, students complete their specialized field of practice, as follows:

Children and Families (C&F)
SWK 512 - Child Welfare Policies and Practice - 3 credits
Specialized Clinical Practice: Choose Two
SWK 523 - Social Work with Children - 3 credits
Or
SWK 539 - Social Work with Adolescents & Young Adults - 3 credits
Or
SWK 545 - Essential Psychotherapies: Childhood through Adulthood - 3 credits
Elective course in Women's & Gender Studies at the graduate level - 9 credits

Elders and Families (ELD)
SWK 516 - Social Welfare Policy: The Aged - 3 credits
SWK 540 - Advanced Clinical Practice with Elders - 3 credits
SWK 556 - Clinical Practice in Mental Health & Substance Use - 3 credits
Elective course in Women's & Gender Studies at the graduate level - 9 credits

Mental Health and Substance Use: Co-Occurring Disorders (COD)
SWK 518 - Social Welfare Policy: Mental Health and Substance Use - 3 credits
SWK 556 - Clinical Practice in Mental Health and Substance Use - 3 credits
SWK 568 - Addictive Behaviors: Intervention Strategies for Clinical Practice - 3 credits
Elective course in Women's & Gender Studies at the graduate level - 9 credits
Social Work in School Settings (EDU)

SWK 530 - Social Work Policies in Educational Settings - 3 credits

Specialized Clinical Practice: Choose Two
SWK 523 - Social Work with Children - 3 credits
Or
SWK 539 - Social Work with Adolescents & Young Adults - 3 credits
Or
SWK 545 - Essential Psychotherapies: Childhood through Adulthood - 3 credits

School Social Work Elective: Choose One:
SED 481 - Teaching Exceptional Students in Elementary Education Classrooms - 3 credits
or
SED 482 - Teaching Exceptional Students in Secondary Education Classrooms - 3 credits

Elective course in Women's & Gender Studies at the graduate level - 6 credits
SOCIAL WORK, D.S.W. (ONLINE)

For further information: SocialWork@southernct.edu

APPLICATION DEADLINE

Applications to the Doctor of Social Work program must be completed and submitted by December 15 for admission the following summer.

DOCTOR OF SOCIAL WORK (DSW)

The Doctor of Social Work (DSW) is a professional doctorate that prepares master’s-level social workers for leadership in organization or academic settings. It is offered in a three-year, part-time format, which allows students to maintain their employment while studying.

The program prepares them to practice ethically, translate research into policy, and assume leadership in the implementation of advanced social work practice. The self-designed externship (240 hours) and capstone project allow students to enhance their expertise in one of the following areas of focus:

• Advanced clinical practice
• University teaching
• Leadership and management

Graduates of the DSW program are, therefore, competent and compassionate agents of change.

ADMISSIONS

Successful applicants to the DSW program must meet the following minimal requirements:

• MSW from a CSWE-accredited Master of Social Work (MSW) program.
• A minimum of 3.00 undergraduate and graduate grade point average *
• At least 3 years of post-MSW social work practice experience.
• A 4-5-page, double-spaced essay addressing the following:
  1. Social work practice experience, including supervision, leadership, and/or teaching.
  2. Most significant aspects of social work professional mission and values for one’s practice.
  3. Reasons for pursuing doctoral study, including influence of prior experience.
  4. Professional goals and the desired impact of doctoral study on career trajectory.
• Essay must also demonstrate proficiency in professional writing.
• Demonstrated capacity for doctoral coursework and independent study.
• Applications to the Doctor of Social Work program must be submitted and complete by December 15th for admission the following summer (Application material will be available in August each year).

*Applicants who do not meet the minimum GPA requirement may be eligible for conditional admission.
APPLICATIONS

Applicants for the DSW program are required to complete all admissions materials required by both the School of Graduate and Professional Studies and the Social Work department. Applications must be completed and submitted by December 15th for admission the following summer.

APPLICATION REQUIREMENTS
• Transcripts from all degree programs attended.
• Curriculum Vitae.
• Two (2) letters of recommendation from employers, teachers, or community, civic, or clinical/management leaders attesting to potential as a Doctoral Candidate.
• Essay describing the student’s professional life to date, including a vision for how this doctorate would add to personal and professional growth and development.
• Completion of application form.

PLAN OF STUDY

The DSW program is offered in a three-year, part-time format that allows students to pursue a doctorate while maintaining their employment. The plan of study consists of two courses per semester (summer, fall, and spring) over three calendar years. Summer courses are hybrid courses; each course meets on ground during a five-day residency, and the remaining coursework occurs online. The residency week is always the last full week of June.

PROGRAM SEQUENCE (48 credits)

It is highly recommended that students meet with their program advisor to review their plan of study and their progress toward completing requirements for graduation. Students who have a particular interest that is not included in the program plan can request approval from the DSW Coordinator to substitute one (1) graduate level course for one (1) of the required courses. The DSW Coordinator will work with the student to obtain permission for the substitute course to be taken from another SCSU graduate program. If the student wants to substitute a course offered outside of the university, the student is responsible for obtaining written approval and communicating that to the DSW Coordinator. The student is also responsible for requesting a transcript to verify that the course was completed.

Summer (Year 1)
SWK 800 – Evidence Informed Practice - 3 credits
SWK 803 - Historical and Contemporary Analysis of Social Policy - 3 credits

Fall (Year 1)
SWK 805 - Paradigms, Epistemology, and Heuristics in Social Work - 3 credits
SWK 820 - Emergent Models and Clinical Issues in Clinical Social Work Practice - 3 credits
Spring (Year 1)
SWK 823 – Neuroscience and its Application for Social Work Practice with Couples and Families - 3 credits
SWK 821 - Therapeutic Relationships: Advanced Clinical Practice - 3 credits

Summer (Year 2)
SWK 822 - Mental Health and Substance Abuse: Advanced Clinical Practice - 3 credits
SWK 831 – Leadership and Management in Social Work - 3 credits

Fall (Year 2)
SWK 806 - Education for Social Work - 3 credits
SWK 804 - Clinical Social Work Supervision - 3 credits

Spring (Year 2)
SWK 802 - Program Evaluation - 3 credits
SWK 809 - Capstone I: Capstone Proposal - Translational Project or Peer-Reviewed Manuscript - 1.5 credits

Summer (Year 3)
SWK 833 – Technical Skills in Social Work Administration - 3 credits
SWK 809 - Capstone I: Capstone Proposal - Translational Project or Peer-Reviewed Manuscript - 1.5 credits

Fall (Year 3)
SWK 807- Externship I - 2 credits
SWK 810 - Capstone II: Capstone Final Project - 2.5 credits

Spring (Year 3)
SWK 808 – Externship II - 2 credits
SWK 810 - Capstone II: Capstone Final Project - 2.5 credits
SOCIAL WORK, M.S.W. - CLINICAL PRACTICE

For further information: SocialWork@southernct.edu

Application Deadline

Applications to the Master of Social Work program must be submitted and complete no later than December 15 for admission in the following year.

Master of Social Work

The Master of Social Work (MSW) program prepares graduates for clinical and community practice. MSW graduates are qualified for professional social work positions in public and private agencies at the local, state, and national levels and for applying for the State of Connecticut LMSW Licensure Examination. The MSW program is accredited by the Council on Social Work Education (CSWE).

Applications

Applicants for the MSW program complete all admissions materials required by both the School of Graduate and Professional Studies and the Department of Social Work. All application materials must be received by the School of Graduate and Professional Studies by December 15 for admission in the following year.

Program Requirements

The MSW program is a sixty-credit program with concentrations in Clinical Practice and in Community Practice. During the first year in the program, students develop knowledge, skills, and values for generalist social work. Students in the Clinical Practice concentration then prepare for social work in one of the following specialized fields: Children and Families (C&F); Elders and Families (ELD); Mental Health and Substance Use: Co-Occurring Disorders (COD); or Social Work in School Settings (EDU).

The MSW program may be completed in two years or three years of full-time study. Employed students are encouraged to choose the three-year plan. All students must be enrolled as full-time students (9 credits per semester) in at least one academic year.

In addition to academic courses, students complete 1,100 hours of supervised field practice in two different internships that extend through the fall and spring semesters of two academic years (500 hours in the first field placement; 600 hours in the second field placement). For further information about field education, please refer to the MSW Student Handbook and Field Practice Manual.

COD Cohort Program
The Social Work department offers a three-year cohort program for Clinical Practice students in the specialization of Mental Health and Substance Use: Co-Occurring Disorders (COD). The COD cohort program is designed to support students who are maintaining their employment while they pursue their MSW degree. COD cohort students take classes for three days per month (Friday, Saturday and Sunday) over three calendar years. Most classes are delivered in a hybrid format (on campus and online). The COD cohort program emphasizes an adult learning paradigm in which courses are taken sequentially, a supportive learning community is created, and self-discipline and self-directed learning are key skills for success.

Advanced Standing Program

Students who will have graduated from a CSWE-accredited Bachelor of Social Work (BSW) program are eligible to apply for admission with Advanced Standing to the MSW program. Students who are admitted with Advanced Standing have demonstrated competencies in generalist social work (equivalent to 21 credits of coursework) through exemplary performance in their BSW courses and field practice.

Students who are admitted with Advanced Standing complete 39 credits, including 700 hours of supervised field experience in a specialized field of practice. The Advanced Standing program may be completed in either one calendar year or two academic years of full-time study. Employed students are strongly encouraged to select the two-year plan.

Applicants to the Advanced Standing program complete the regular MSW application process, and in addition, they submit a third educational or professional reference letter and their final field evaluation (for BSW graduates) or mid-term field evaluation (for current BSW students).

Non-Matriculated and Post-Graduate Students

Courses open to non-matriculated Social Work students are SWK 510, 550, and 551. Social workers who hold an MSW degree may enroll in any Social Work courses except field practicum (SWK 570, 571, 572, or 573) on a space-available basis with permission of the instructor.

Program Sequence-60 Credits

MSW students are provided with Advising Guides in their specialized field of practice. Advising Guides specify the courses to be taken in each semester for two-year, three-year, and Advanced Standing program plans. Please note that practice courses (SWK 520, 523, 539, 533, 534, 539, 540, 545, 549, 556, and 568) must be taken concurrently with or following a field practicum (SWK 570, 571, 572, or 573). Students who take courses out of sequence risk delaying their anticipated date of graduation. It is highly recommended that students meet with their faculty advisor to review their Advising Guide and their progress toward completing requirements for graduation.

The Social Work department continuously evaluates students' performance in the MSW program according to three sets of standards: professional standards (essential abilities
and attributes), academic standards, and field practice standards. Students’ continuance in the MSW program depends upon positive evaluations in each area. For further information, please consult the MSW Student Handbook and Field Education Manual.

**MSW General Requirements - 48 Credits**

SWK 510 - Social Welfare Policies and Delivery Systems - 3 credits  
SWK 521 - Substance Use: Current Issues - 3 credits  
SWK 532 - Theory and Practice I - Individuals - 3 credits  
SWK 533 - Theory and Practice II - Groups - 3 credits  
SWK 534 - Theory and Practice III - Organizations and Communities - 3 credits  
SWK 548 - Evidenced-based Social Work with Families - 3 credits  
Or  
SWK 549 - Clinical Practice with Later Life Families - 3 credits

SWK 550 - Human Behavior and Social Environment - 3 credits  
SWK 551 - Diversity, Oppression, and Social Functioning - 3 credits  
SWK 552 - Human Behavior in the Social Environment - Psychopathology - 3 credits  
SWK 561 - Social Work Research Methods - 3 credits  
SWK 570 - Generalist Social Work Field Practicum I - 3 credits  
SWK 571 - Generalist Social Work Field Practicum II - 3 credits  
SWK 572 - Practicum III and Capstone Proposal - 6 credits  
SWK 573 - Practicum IV and Capstone - 6 credits

**Advanced Standing General Requirements - 27 Credits**

SWK 521 - Substance Use: Current Issues - 3 credits  
SWK 548 - Evidence-based Social Work with Families - 3 credits  
Or  
SWK 549 - Clinical Practice with Later Life Families - 3 credits

SWK 551 - Diversity, Oppression, and Social Functioning - 3 credits  
SWK 552 - Human Behavior in the Social Environment - Psychopathology - 3 credits  
SWK 561 - Social Work Research Methods - 3 credits  
SWK 572 - Practicum III and Capstone Proposal - 6 credits  
SWK 573 - Practicum IV and Capstone - 6 credits

**Specialized Requirements - 12 Credits**

In addition to the MSW general requirements above, students in the Clinical Practice concentration complete 12 credits in one of the following specializations: Children and Families (C&F); Elders and Families (ELD); Mental Health and Substance Use: Co-Occurring Disorders (COD); or Social Work in School Settings (EDU).

**Children and Families (C&F)**

SWK 512 - Child Welfare Policies and Practice - 3 credits

Specialized Clinical Practice: Choose Two  
SWK 523 - Social Work with Children - 3 credits  
Or
SWK 539 - Social Work with Adolescents & Young Adults - 3 credits
Or
SWK 545 - Essential Psychotherapies: Childhood through Adulthood - 3 credits

Elective course in any subject at the graduate level - 3 credits

Elders and Families (ELD)

SWK 516 - Social Welfare Policy: The Aged - 3 credits
SWK 540 - Advanced Clinical Practice with Elders - 3 credits
SWK 556 - Clinical Practice in Mental Health and Substance Use - 3 credits

Elective course in any subject at the graduate level - 3 credits

Mental Health and Substance Use: Co-Occurring Disorders (COD)

SWK 518 - Social Welfare Policy: Mental Health and Substance Use - 3 credits
SWK 556 - Clinical Practice in Mental Health and Substance Use - 3 credits
SWK 568 - Addictive Behaviors: Intervention Strategies for Clinical Practice - 3 credits

Elective course in any subject at the graduate level - 3 credits

Social Work in School Settings (EDU)

SWK 530 - Social Work Policies in Educational Settings - 3 credits

Specialized Clinical Practice: Choose Two
SWK 523 - Social Work with Children - 3 credits
Or
SWK 539 - Social Work with Adolescents & Young Adults - 3 credits
Or
SWK 545 - Essential Psychotherapies: Childhood through Adulthood - 3 credits

School Social Work Elective: Choose One:
SED 481 - Teaching Exceptional Students in Elementary Education Classrooms - 3 credits
or
SED 482 - Teaching Exceptional Students in Secondary Education Classrooms - 3 credits
SOCIAL WORK, M.S.W. - COMMUNITY PRACTICE: COMMUNITY ORGANIZATION, POLICY, AND LEADERSHIP

For further information: SocialWork@southernct.edu

Application Deadline

Applications to the Master of Social Work program must be submitted and complete no later than December 15 for admission in the following year.

Master of Social Work

The Master of Social Work (MSW) program prepares social workers for clinical and community practice. The MSW curriculum is designed to encourage innovative responses to human and social needs. MSW graduates are qualified for professional social work positions in public and private agencies at the local, state, and national levels and for applying for the State of Connecticut LMSW Licensure Examination. The MSW program is accredited by the Council on Social Work Education (CSWE).

Applications

Applicants for the MSW program complete all admissions materials required by both the School of Graduate and Professional Studies and the Department of Social Work. All application materials must be received by the School of Graduate and Professional Studies by December 15 for admission in the following year.

Program Requirements

The MSW program is a sixty-credit program with concentrations in Clinical Practice and in Community Practice. During the first year in the program, students develop knowledge, skills, and values for generalist social work. Students in the Community Practice concentration then prepare for specialized social work in the areas of community organization, policy, and leadership.

The MSW program may be completed in two years or three years of full-time study. Employed students are encouraged to choose the three-year plan. All students must be enrolled as full-time students (9 credits per semester) in at least one academic year.

In addition to academic courses, students complete 1,100 hours of supervised field practice in two different internships that extend through the fall and spring semesters of two academic years (500 hours in the first field placement; 600 hours in the second field placement). For further information about field education, please refer to the MSW Student Handbook and Field Practice Manual.

Class Schedules
The Social Work department seeks to accommodate students’ schedules by offering courses on weekdays, evenings, weekends, and in hybrid (on campus and online) formats. Field practice hours typically are held during weekdays according to agency needs.

COD Cohort Program

The Social Work department offers a three-year cohort program in the specialization of Mental Health and Substance Use: Co-Occurring Disorders (COD). The COD cohort program is designed to support students who are maintaining their employment while they pursue their MSW degree. COD cohort students take classes for three days per month (Friday, Saturday and Sunday) over three calendar years. Most classes are delivered in a hybrid format (on campus and online). The COD cohort program emphasizes an adult learning paradigm in which courses are taken sequentially, a supportive learning community is created, and self-discipline and self-directed learning are key skills for success.

Advanced Standing Program

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Students who are admitted with Advanced Standing complete 39 credits, including 700 hours of supervised field experience in a specialized field of practice. The Advanced Standing program may be completed in either one calendar year or two academic years of full-time study. Employed students are strongly encouraged to select the two-year plan.

Applicants to the Advanced Standing program complete the regular MSW application process, and in addition, they submit a third educational or professional reference letter and their final field evaluation (for BSW graduates) or mid-term field evaluation (for current BSW students).

Non-Matriculated and Post-Graduate Students

Courses open to non-matriculated Social Work students are SWK 510, 550, and 551. Social workers who hold an MSW degree may enroll in any Social Work courses except field practicum (SWK 570, 571, 572, or 573) on a space-available basis with permission of the instructor.

Program Sequence-60 Credits

MSW students are provided with Advising Guides in their specialized field of practice. Advising Guides specify the courses to be taken in each semester for two-year, three-year, and Advanced Standing program plans. Please note that practice courses (SWK 520, 523, 539, 533, 534, 539, 540, 545, 549, 556, and 568) must be taken concurrently.
with or following a field practicum (SWK 570, 571, 572, or 573). Students who take courses out of sequence risk delaying their anticipated date of graduation. It is highly recommended that students meet with their faculty advisor to review their Advising Guide and their progress toward completing requirements for graduation.

The Social Work department continuously evaluates students' performance in the MSW program according to three sets of standards: professional standards (essential abilities and attributes), academic standards, and field practice standards. Students' continuance in the MSW program depends upon positive evaluations in each area. For further information, please consult the MSW Student Handbook and Field Education Manual.

**MSW General Requirements - 48 Credits**

- SWK 510 - Social Welfare Policies and Delivery Systems - 3 credits
- SWK 521 - Substance Use: Current Issues - 3 credits
- SWK 532 - Theory and Practice I - Individuals - 3 credits
- SWK 533 - Theory and Practice II - Groups - 3 credits
- SWK 534 - Theory and Practice III - Organizations and Communities - 3 credits
- SWK 548 - Evidence-based Social Work with Families - 3 credits
  Or
  SWK 549 - Clinical Practice with Later Life Families - 3 credits
- SWK 550 - Human Behavior and Social Environment - 3 credits
- SWK 551 - Diversity, Oppression, and Social Functioning - 3 credits
- SWK 552 - Human Behavior in the Social Environment - Psychopathology - 3 credits
- SWK 561 - Social Work Research Methods - 3 credits
- SWK 570 - Generalist Social Work Field Practicum I - 3 credits
- SWK 571 - Generalist Social Work Field Practicum II - 3 credits
- SWK 572 - Practicum III and Capstone Proposal - 6 credits
- SWK 573 - Practicum IV and Capstone - 6 credits

**Advanced Standing General Requirements - 27 Credits**

- SWK 521 - Substance Use: Current Issues - 3 credits
- SWK 548 - Evidence-based Social Work with Families - 3 credits
  Or
  SWK 549 - Clinical Practice with Later Life Families - 3 credits
- SWK 551 - Diversity, Oppression, and Social Functioning - 3 credits
- SWK 552 - Human Behavior in the Social Environment - Psychopathology - 3 credits
- SWK 561 - Social Work Research Methods - 3 credits
- SWK 572 - Practicum III and Capstone Proposal - 6 credits
- SWK 573 - Practicum IV and Capstone - 6 credits

**Community Practice Requirements - 12 Credits**

In addition to the MSW general requirements above, students in the Community Practice concentration complete 12 credits in specialized courses as follows:

- SWK 511 - Social Welfare Policy Analysis - 3 credits
SWK 520 - Communities and Social Welfare - 3 credits
SWK 538 - Leadership and Management: Theory and Practice - 3 credits
SWK 560 - Social Administration - 3 credits
SOCIOLOGY, M.S.

For further information: SocGrad@southernct.edu

Application Deadline

Rolling admissions; Admitted students may begin in Fall or Spring semesters

Master of Science in Sociology Degree Program

The Master of Science in Sociology graduate program is designed to provide students training in research methods and theories of our disciplines that may be used to identify and address a wide range of social issues that directly and indirectly affect individuals and their communities. The program specifically emphasizes social justice, identifying its barriers and constraints, seeking ways to mitigate them.

Admission Requirements

In addition to the Application for Admission to Graduate Study, transcripts, application fee and University immunization requirements, all applicants seeking admission to the M.S. Sociology program must submit the following documents directly to the School of Graduate and Professional Studies:

• Two letters of recommendation;
• A statement of purpose (approximately 400 words) explaining why the applicant is interested in pursuing the Master of Science degree in Sociology;
• Exemplary writing sample from a previously completed course in any discipline. Any applicant unable to produce an academic writing sample due to an extended absence from academic study may contact the Graduate Coordinator to discuss an alternative.

To be granted unconditional acceptance into the Sociology Department's Master of Science degree program, candidates must have a cumulative undergraduate quality point ratio of 3.0 or higher.

Candidates with less than a 3.0 but at least a 2.0 cumulative undergraduate quality point ratio may be given conditional acceptance into the program, provided their application files are complete and satisfactory. Upon completion of three courses with a grade point ratio of "B" or higher, candidates may be given unconditional acceptance into the program.

Candidates with less than a 2.0 cumulative undergraduate quality point ratio can take classes on a non-matriculated basis. After completion of three courses with a "B" or higher and a complete and satisfactory application file, candidates may apply for acceptance into the program. Acceptance is not guaranteed upon completion of 9 credits.

Program Sequence
The M.S. Sociology program of study consists of 30 credits, including 9 credits of core course work and 21 elective credits oriented towards the unique interests and capstone requirements of individual students.

**Students must meet with the M.S. Sociology program coordinator to finalize a list of requirements for graduation.**

**Core Course Requirements (9 - credits)**  
SOC 500 - Sociology and Social Justice - 3 credits  
SOC 570 - Applied Research in Sociology – 3 credits  
SOC 580 - Applied Theories of Social Justice – 3 credits

**Capstone Requirement - Choose One Track**  
Master Thesis  
Special Project  
Comprehensive Examination

**Elective Coursework (21 credits)**  
SOC 501 to SOC 600 – 3 credits each

Students will complete 21 credits of elective coursework. Capstone track will inform elective coursework selection: Thesis students must complete SOC 590 & SOC 591 as part of their elective coursework; Special Project students must complete SOC 600 as part of their elective coursework. Students may request to take no more than 6 credits in electives from another discipline. These courses must be at the 500 level or higher.

**Master Thesis**

SOC 590 - Thesis Proposal in Sociology – 3 credits  
SOC 591 - Thesis Research in Sociology – 3 credits

The M.S. Sociology thesis capstone option is designed for students interested in conducting a sociological empirical study. Students planning to apply to doctoral programs or anticipating a career in research are encouraged to select thesis. In addition to 9 credits of core and 15 credits of elective coursework, this option requires successful completion of both SOC 590 Thesis Proposal in Sociology and SOC 591 Thesis Research in Sociology, and an approved thesis.

The M.S. Sociology program encourages careful coordination and preparation for the capstone thesis project. Those electing to complete the thesis capstone should plan to do so in their final two semesters of study. It is the candidate's responsibility to have formulated a preliminary idea to be researched and to seek out a faculty member in the Sociology Department who is interested in serving as a thesis sponsor. The normal sequence is to first register for SOC 590 Thesis Proposal in Sociology. Upon approval of the thesis proposal by the faculty sponsor, one reader, and department chair, the student next registers for SOC 591 Thesis Research in Sociology and completes the thesis. The completed thesis is reviewed for acceptance by the sponsor and thesis committee prior to submission for final approval by the department chair.
The thesis option is granted to students who have accumulated at least fifteen graduate credits in Sociology including SOC 570 (Applied Research in Sociology), at Southern Connecticut State University with a grade point average of "B+" (3.3).

Students selecting this option should apply to the Graduate Coordinator no later than the second week of classes in the semester prior to registration for SOC 590 Thesis Proposal in Sociology. SOC 590 and SOC 591 may be scheduled during fall, spring or summer terms.

Special Project

SOC 600 - Directed Independent Study and Research – 3 credits

The M.S. Sociology special project capstone option is designed for students interested in engaging in sociological praxis. Projects may involve collaboration with external agencies (e.g. non-profit organizations), faculty, and peers. Students work with a Sociology faculty sponsor to devise a project. All completed special projects must be documented in a written report. In addition to 9 credits of core and 18 credits of elective coursework, this option requires successful completion of SOC 600 Directed Independent Study and Research and an approved special project.

The M.S. Sociology program encourages careful coordination and preparation for the capstone special project. The special project is to be completed under the supervision of one faculty sponsor and with approval of at least one faculty reader and department chairperson. Those electing to complete the special project should plan to do so in their final semester of study. The completed special project report is reviewed for acceptance by the sponsor and reader prior to submission for final approval by the department chair.

Students selecting this option should apply to the Graduate Coordinator no later than the second week of classes in the semester prior to which they intend to begin the project. Special project may be scheduled during fall, spring or summer terms.

Comprehensive Examination

The comprehensive examination is the standard capstone option for students in the M.S. Sociology program, outside of thesis and special project. In addition to 9 credits of core and 21 credits of elective course work, this option requires passing a written comprehensive examination. Students should plan their courses so that they are well prepared for the different sections of the exam. Students must complete and pass a comprehensive examination covering research methods, social theory and social justice. The comprehensive exam will be scheduled twice a year, in April and November.

Students selecting this option should apply to the Graduate Coordinator no later than the second week of classes of the semester in which they intend to take the exam. Students will complete their examination in their final semester of study.
SPECIAL EDUCATION, M.S. - ASSISTIVE TECHNOLOGY

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

Graduate students can work towards a Master of Science degree in Special Education in a variety of concentration areas, including Learning Disabilities, Emotional Behavioral Disorders, Assistive Technology, Autism Spectrum Disorders and Other Developmental Disabilities and Interdisciplinary Special Education. Sixth-year professional diplomas in Applied Behavior Analysis and Assistive Technology are also offered.

Admission and program requirements are as follows:

- 3.0 minimum undergraduate GPA
- The program must include 30 credits at the 500 level or above
- Each student must choose an area of concentration for the master's program from the following:
  - Interdisciplinary
  - Learning Disabilities
  - Emotional Behavioral Disorders
  - Assistive Technology
  - Autism Spectrum Disorders and other Developmental Disabilities

An interview, essay and two letters of recommendation are required for admission. However, additional materials may be required. Contact the Special Education Office for information on acceptance to the program.

Assistive Technology — 30 Credits

- SED 514 — Transition within Disability Services — 3 credits
- SED 531 — Research in Special Education — 3 credits
- SED 593 — Adaptive Technology for Reading and Writing — 3 credits
- SED 594 — Adaptive Technology for Individuals with Multiple Disabilities — 3 credits
- SED 595 — Adaptive Technology Assessment — 3 credits
- SED 596 — Clinical Practice in Adaptive Technology — 3 credits

*12 credits of graduate electives may be chosen from special education or related courses with advisor approval, but these may not be credits that have been applied to a
previous degree. These courses may be any graduate level course in the College of Arts and Sciences, College of Education, or College of Health and Human Services.

*Comprehensive Exam in Assistive Technology is Required.

Special Education Comprehensive Examination Schedule

- Fall — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the third Saturday in November, 9 a.m.-1 p.m.
- Spring — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the first Saturday in April, 9 a.m.-1 p.m.

NOTE: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
SPECIAL EDUCATION, M.S. - AUTISM SPECTRUM DISORDERS AND OTHER DEVELOPMENTAL DISABILITIES

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

Graduate students can work towards a Master of Science degree in Special Education in a variety of concentration areas, including Learning Disabilities, Emotional Behavioral Disorders, Assistive Technology, Autism Spectrum Disorders and Other Developmental Disabilities and Interdisciplinary Special Education. Sixth-year professional diplomas in Applied Behavior Analysis and Assistive Technology are also offered.

Admission and program requirements are as follows:

- 3.0 minimum undergraduate GPA
- The program must include 30 credits at the 500 level or above
- Each student must choose an area of concentration for the master's program from the following:
  - Interdisciplinary
  - Learning Disabilities
  - Emotional Behavioral Disorders
  - Adaptive Technology
  - Autism Spectrum Disorders and other Developmental Disabilities

An interview, essay and two letters of recommendation are required for admission. However, additional materials may be required. Contact the Special Education Office for information on acceptance to the program.

Autism Spectrum Disorders and Other Developmental Disabilities — 30 Credits

- SED 512 — Curriculum Methods and Materials for Students with Autism Spectrum Disorders and Other Developmental Disabilities (3-Credits)
- SED 514 — Transition Within Disability Services (3-Credits)
- SED 520 — Nature and Needs of Individuals with Autism Spectrum Disorders and Other Developmental Disabilities (3-Credits)
- SED 531 — Research in Special Education (3-Credits)
- SED 610 — Applied Behavioral Analysis in Education Settings (3-Credits)
- SED/CMD 652 — Assessment of Autism Spectrum Disorders (3-Credits)
*12 credits of graduate electives may be chosen from special education or related courses with advisor approval, but these may not be credits that have been applied to a previous degree. These courses may be any graduate level course in the College of Arts and Science, College of Education, or College of Health and Human Services.

*Comprehensive exam in Autism Spectrum Disorders and Other Developmental Disabilities is Required.

**Special Education Comprehensive Examination Schedule**

- Fall — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the third Saturday in November, 9 a.m.-1 p.m.
- Spring — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the first Saturday in June, 9 a.m.-1 p.m.
SPECIAL EDUCATION, M.S. - EMOTIONAL AND BEHAVIORAL DISORDERS

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

Graduate students can work towards a Master of Science degree in Special Education in a variety of concentration areas, including Learning Disabilities, Emotional Behavioral Disorders, Assistive Technology, Autism Spectrum Disorders and Other Developmental Disabilities and Interdisciplinary Special Education. Sixth-year professional diplomas in Applied Behavior Analysis and Assistive Technology are also offered.

Admission and program requirements are as follows:

• 3.0 minimum undergraduate GPA
• The program must include 30 credits at the 500 level or above
• Each student must choose an area of concentration for the master's program from the following:
  • Interdisciplinary
  • Learning Disabilities
  • Emotional Behavioral Disorders
  • Adaptive Technology
  • Autism Spectrum Disorders and other Developmental Disabilities

An interview, essay and two letters of recommendation are required for admission. However, additional materials may be required. Contact the Special Education Office for information on acceptance to the program.

Master of Science in Special Education: Emotional and Behavioral Disorders — 30 Credits

• SED 514 — Transition within Disability Services — 3 credits
• SED 523 — Assessment and Interventions for Students with Emotional and Behavioral Disorders — 3 credits
• SED 525 — Curriculum and Instructional Methods for Students with Emotional and Behavioral Disorders — 3 credits
• SED 526 — Seminar in Contemporary Issues with Emotional and Behavioral Disorders — 3 credits
• SED 527 — Positive Behavior Support for Students with Emotional Behavioral Disorders — 3 credits
• SED 531 — Research in Special Education — 3 credits
Electives may be chosen from Special Education or related courses with adviser approval.

*12 credits of graduate electives may be chosen from special education or related courses with an advisor approval, but these may not be credits that have been applied to a previous degree. These courses may be any graduate level course in the College of Arts and Sciences, College of Education, or College in Health and Human Services.

*Comprehensive Exam in Emotional and Behavior Disorders is Required.

**Special Education Comprehensive Examination Schedule**

- **Fall** — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the third Saturday in November, 9 a.m.-1 p.m.
- **Spring** — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the first Saturday in April, 9 a.m.-1 p.m.

NOTE: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
SPECIAL EDUCATION, M.S. - LEARNING DISABILITIES

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

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Admission and program requirements are as follows:

- 3.0 minimum undergraduate GPA
- The program must include 30 credits at the 500 level or above
- Each student must choose an area of concentration for the master's program from the following:
  - Interdisciplinary
  - Learning Disabilities
  - Emotional Behavioral Disorders
  - Adaptive Technology
  - Autism Spectrum Disorders and other Developmental Disabilities

An interview, essay and two letters of recommendation are required for admission. However, additional materials may be required. Contact the Special Education Office for information on acceptance to the program.

Learning Disabilities — 30 Credits

SED 514 — Transition within Disability Services — 3 credits
SED 530 — Approaches to Learning Disabilities: Issues and Research — 3 credits
SED 536 — Diagnostic Testing and Reporting in Learning Disabilities — 3 credits
SED 537 — Seminar in Learning Disabilities — 3 credits

Select one of the following:

SED 535 — Programming for Learning Disabilities: Middle and Secondary Levels — 3 credits
SED 554 — The At-Risk Child in the Early Elementary Grades: Instruction and Assessment — 3 credits
*15 credits of graduate electives may be chosen from special education or related courses with advisor approval, but these may not be credits that have been applied to a previous degree. These courses can be any graduate level course in the College of Arts and Sciences, College of Education, or College of Health and Human Services.

*Comprehensive Exam in Learning Disabilities is Required.

Special Education Comprehensive Examination Schedule

- Fall — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the third Saturday in November, 9 a.m.-1 p.m.
- Spring — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the first Saturday in April, 9 a.m.-1 p.m.

NOTE: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
SPECIAL EDUCATION, SIXTH YEAR CERTIFICATE - ADAPTIVE TECHNOLOGY

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling Admissions

The major purpose of the sixth year professional program is to extend professional knowledge of practitioners in school programs for exceptional children. Corollary objectives provide for advanced professional preparation in special education, expansion of knowledge concerning other areas of exceptionality, and creating an awareness of the problems concerned with special education administration and supervision. The program is open to candidates who hold a master’s degree. Admission requirements include a departmental interview, submission of an essay, and two letters of recommendation.

Individual programs are planned by the adviser and are based upon the applicant’s background, training, and educational experience. Up to nine graduate credits of transfer credits are allowed only if the courses transferred are commensurate with those required for the sixth year program.

Sixth Year Professional Diploma—courses will be planned with student individually. The program will include a minimum of 15 credits at the 600 level.

Inclusion and student diversity are changing the way in which educational services are delivered. Teachers and support staff increasingly collaborate in the classroom to individualize and enhance instruction for students with special needs. This course of study prepares educators in a wide range of collaborative approaches, including teamwork, co-teaching, coaching, and consultation, and includes core courses, guided application projects, and participation in a collaboration/consultation practicum. The five courses in collaboration/consultation may be taken with the courses required for certification in Educational Leadership as an Intermediate Administrator.

Adaptive Technology — 30 Credits in Specialization
- SED 600 — Independent Study — 3 credits
  SED 621 — Interpersonal and Collaborative Skills — 3 credits
  CMD 602 — Augmentative and Alternative Communication — 3 credits
  CMD 610 — Communication and Development Disabilities — 3 credits
  SED 517 — Introduction to Adaptive Technology — 3 credits
  SED 593 — Adaptive Technology for Reading and Writing — 3 credits
  SED 594 — Adaptive Technology for Individuals with Multiple Disabilities — 3 credits
  SED 595 — Adaptive Technology Assessment — 3 credits
  SED 596 — Clinical Practice in Adaptive Technology — 3 credits
  SED 636 — Critical Issues in Assistive Technology — 3 credits
SPECIAL EDUCATION, SIXTH YEAR CERTIFICATE - APPLIED BEHAVIOR ANALYSIS

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

The major purpose of the sixth year professional program is to extend professional knowledge of practitioners in school programs for exceptional children. Corollary objectives provide for advanced professional preparation in special education, expansion of knowledge concerning other areas of exceptionality, and creating an awareness of the problems concerned with special education administration and supervision. The program is open to candidates who hold a master’s degree. Admission requirements include a departmental interview, submission of an essay, and two letters of recommendation.

Individual programs are planned by the adviser and are based upon the applicant’s background, training, and educational experience. Up to nine graduate credits of transfer credits are allowed only if the courses transferred are commensurate with those required for the sixth year program.

Sixth Year Certificate — courses will be planned with student individually. The program will include a minimum of 15 credits at the 600 level.

Inclusion and student diversity are changing the way in which educational services are delivered. Teachers and support staff increasingly collaborate in the classroom to individualize and enhance instruction for students with special needs. This course of study prepares educators in a wide range of collaborative approaches, including teamwork, co-teaching, coaching, and consultation, and includes core courses, guided application projects, and participation in a collaboration/consultation practicum. The five courses in collaboration/consultation may be taken with the courses required for certification in Educational Leadership as an Intermediate Administrator.

Verified Course Sequence (VCS) first time pass rate data for the BCBA exam can be found at the BACB website here. Please note pass-rate data are not published for sequences with fewer than six first-time candidates in a single year or for sequences within their first four years of operation.

Applied Behavior Analysis — Sixth Year Certificate — 30 Credits in Specialization

- SED 689 - Philosophical Underpinnings of ABA - 1 credit
- SED 690 - Principles of Applied Behavior Analysis — 3 credits
- SED 691 - Single Subject Research Methods — 3 credits
• SED 693 - Assessment in Applied Behavior Analysis — 3 credits
• SED 694 - Intervention in Applied Behavior Analysis — 3 credits
• SED 692 - Advanced Applied Behavior Analysis — 3 credits
• SED 641 - Ethical and Professional Conduct — 3 credits
• SED 642 - Organizational Behavior Management and Supervision - 2 credits

Electives

* SED 695 — Supervised Independent Fieldwork in ABA — 1 credit

9 electives needed to reach the 30 credit requirement. These electives may be any graduate level course in the College of Arts and Sciences, College of Education, or the College of Health and Human Services. Up to 6 credits of graduate level coursework may be applied to the 6th Year Certificate only if those credits have not been previously applied towards another degree.

*SED 695 may be taken up to three times and is an option for those students who would like Southern to provide support for BACB required supervision. At this time, student must arrange the location of supervision, where they are employed for 30+ hours per week (e.g., at the school where they currently work).

The 6th Year Certificate in Special Education with a specialization in Applied Behavior Analysis currently runs on a cohort system (subject to change), with a new cohort beginning every three semesters. (e.g., Fall 2016, Spring 2018, etc). Applicants are encouraged to contact the Special Education and Reading department to verify next cohort start dates and application timelines. Please contact the Special Education and Reading department on the application to the program.
SPORT AND ENTERTAINMENT MANAGEMENT, M.S. (ONLINE)

For further information:

Application Deadline

Rolling Admissions

This fully online program allows students to choose between a specialization in either sport or entertainment management.

The Master of Science in Sport and Entertainment Management concentration prepares professional practitioners who:

- Acquire a mastery of skill development and an understanding of theoretical concepts in specific sport and entertainment management functions, such as communication, finance, law, ethics, facility and event management, marketing, and global issues that are related to these areas.
- Develop an understanding of the political and sociological influences in the decision-making practices of sport and entertainment governing bodies in diverse global settings.
- Become familiar with the technology and skills that are necessary for effective research and communication in today’s sport and entertainment industries.
- Demonstrate the acquisition of marketing and promotional strategies for successful sport and entertainment businesses.
- Utilize the understanding of ethical and moral standards in the business decision-making process and in personal judgments.
- Experience the responsibility of developing a major project, research endeavor, or business plan.
- Acquire the tools necessary for lifelong learning.

The specialization in Athletics Administration is designed for sport industry professionals seeking to obtain the resources to lead and advance their careers in the fields of interscholastic or intercollegiate athletics administration.

- Courses in budgeting, marketing, development & fundraising, risk management, supervision, and facilities will equip you with the skills and knowledge needed to excel in your athletics leadership role. Interscholastic and intercollegiate sport represent two of the fastest growing, most in demand sport industry segments.

Course Sequence - 36 Credits

Required Courses
SMT 511 - Sport and Entertainment Finance - 3 credits
SMT 512 - Sport & Entertainment Law - 3 credits
SMT 513 - Marketing and Sales in Sport and Entertainment - 3 credits
SMT 514 - Global Issues in Sport and Entertainment - 3 credits
SMT 515 - Facility and Event Management - 3 credits
REC 575 - Operational Research Capstone - 3 credits

**Specialization Track**

Students must choose either the Sport Management, Entertainment Management or Athletics Administration option to complete their degree.

**Courses for Sport Management Option**

SMT 510 - Governance and Administration of Sport - 3 credits
SMT 516 - Sport Ethics - 3 credits
Two 3 credit electives chosen in consultation with advisor. These may be any graduate level course. - 6 credits

**Courses for Entertainment Management Option**

SMT 517 - Principles of Entertainment Management - 3 credits
SMT 518 - Agent and Artist Management - 3 credits
Two 3 credit electives chosen in consultation with advisor. These may be any graduate level course. - 6 credits

**Courses for Athletics Administration Option**

SMT 508 - Leading Sport Organizations - 3 credits
SMT 509 - Sport & Athletics Development and Fundraising - 3 credits
SMT 510 - Governance and Administration of Sport Organizations - 3 credits
SMT 516 - Sport Ethics - 3 credits

**Special Project and Thesis Options**

REC 583 - Practicum - 3 credits
REC 588 - Special Project - 3 credits
Or
REC 590 - Thesis - 3 credits
REC 591 - Thesis Seminar - 3 credits
SPORT AND ENTERTAINMENT MANAGEMENT, M.S. - ACCELERATED PATHWAY (ONLINE)

The M.S. in Sport and Entertainment Management – Accelerated Pathway provides high-achieving students with an opportunity to finish their graduate degree in one year following successful completion of the B.S. in Sport Management – BS to MS Accelerated Pathway at Southern Connecticut State University. Courses in budgeting, marketing, development and fundraising, risk management, supervision, and facilities will equip students with the knowledge and skills needed to excel in an athletics leadership role. Interscholastic and intercollegiate sport represent two of the fastest growing and most in-demand sport industry segments.

This fully online program allows students to choose between a specialization in either sport or entertainment management.

The Master of Science in Sport and Entertainment Management prepares professional practitioners who:

• Acquire a mastery of skill development and an understanding of theoretical concepts in specific sport and entertainment management functions, such as communication, finance, law, ethics, facility and event management, marketing, and global issues that are related to these areas.
• Develop an understanding of the political and sociological influences in the decision-making practices of sport and entertainment governing bodies in diverse global settings.
• Become familiar with the technology and skills that are necessary for effective research and communication in today’s sport and entertainment industries.
• Demonstrate the acquisition of marketing and promotional strategies for successful sport and entertainment businesses.
• Utilize the understanding of ethical and moral standards in the business decision-making process and in personal judgments.
• Experience the responsibility of developing a major project, research endeavor, or business plan.
• Acquire the tools necessary for lifelong learning.

For further information: SportEntertainmentGrad@southernct.edu

Application Deadline

Undergraduate students at Southern Connecticut State University are encouraged to apply for graduate admission no later than the spring semester of their senior year in collaboration with a faculty advisor in the Recreation, Tourism, and Sport Management department. All materials should be submitted to the School of Graduate and Professional Studies the Friday prior to the start of spring break. Students will
select the M.S. in Sport and Entertainment Management program with the Accelerated Pathway concentration. Please consult the admission requirements below and within the Admission section of the graduate catalog for more information.

**Admission Requirements**

Students interested in applying for admission to the M.S. in Sport and Entertainment Management (Concentration: Accelerated Pathway) should apply online through the School of Graduate and Professional Studies website: www.southernct.edu/gradadmissions. The applicant’s current SCSU transcript will be automatically added to the application.

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

Candidates seeking admission are expected to have completed their bachelor’s degree requirements and attained a minimum grade point average (GPA) of 3.0 (out of 4.0). Students will be granted early acceptance to the School of Graduate and Professional Studies through the School of Graduate and Professional Studies, which is conditional upon meeting all requirements as listed above. A final transcript noting the degree and date awarded must be received by the School of Graduate and Professional Studies prior to the beginning of the first semester of graduate enrollment. Upon final approval of the application and planned program by the School of Graduate and Professional Studies, those accepted into the program will receive a letter of acceptance from the School of Graduate and Professional Studies and a copy of the planned program verifying their status as a matriculated graduate student.

**Course Sequence - 36 Credits**

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation. 12 credits of graduate coursework will be completed within the B.S. in Sport Management (Concentration: BS to MS Accelerated Pathway) and the student will have 24 credits of graduate coursework remaining.*

**BS to MS Accelerated Pathway**

12 Credits Required

Completed during the student's senior year of undergraduate study.

- SMT 512 - Sport and Entertainment Law - 3 credits
- SMT 514 - Global Issues in Sport and Entertainment - 3 credits
- SMT 515 - Facility and Event Management - 3 credits
- REC 575 - Operational Research Capstone - 3 credits

**Required Courses**

6 Credits Required

SMT 511 - Sport and Entertainment Finance - 3 credits
SMT 513 - Marketing and Sales in Sport and Entertainment - 3 credits
Specialization Tracks:

12 Credits Required

Students must choose either the Sport Management, Entertainment Management or Athletics Administration option to complete their degree.

**Sport Management Option**

SMT 510 - Governance and Administration of Sport - 3 credits
SMT 516 - Sport Ethics - 3 credits
Two 3 credit electives chosen in consultation with advisor. These may be any graduate level course. - 6 credits

**Entertainment Management Option**

SMT 517 - Principles of Entertainment Management - 3 credits
SMT 518 - Agent and Artist Management - 3 credits
Two 3 credit electives chosen in consultation with advisor. These may be any graduate level course. - 6 credits

**Athletics Administration Option**

SMT 508 - Leading Sport Organizations - 3 credits
SMT 509 - Sport & Athletics Development and Fundraising - 3 credits
SMT 510 - Governance and Administration of Sport Organizations - 3 credits
SMT 516 - Sport Ethics - 3 credits

**Graduate Capstone**

**Special Project**

REC 583 - Practicum - 3 credits
REC 588 - Special Project - 3 credits

Students select REC 583 and REC 588 (3 credits each), which includes both a practicum experience to be determined in consultation with the graduate coordinator, as well as a special project capstone incorporating course materials applied to an area of interest to the student. The project results will be delivered as a product at the completion of the course.
TEACHING, M.A.T. - BILINGUAL/ ELEMENTARY EDUCATION

For further information: EducationGrad@southernct.edu

Application Deadline
Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the Office of Graduate Admissions found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT). Scores must be within last 5 years.
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.

Program Sequence – 51 Credits
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Required Core Requirements**

EDU 593 — Student Teaching  
EDU 509 — Student Teaching Seminar  
SED 502 — Introduction to Exceptional Learners  
SED 503 — Learning Theory and Development

Non-Course Requirements:  
Module 1: Behavioral Difficulties (Social and Emotional Development) Required  
Module 2: Dyslexia Required  
Module 3: Health and Mental Health Education Required

**Concentration Requirements Bilingual/Elementary Education**

EDU 504 — Mathematics in the Elementary School  
EDU 506 — Language Arts and Children’s Literature  
EDU 508 — Introduction to Education  
EDU 534 — Curriculum Design and Methods for the Elementary Classroom  
EDU 544 — Classroom Management  
EDU 588 — Assessment and Research in Education  
RDG 566 — Developmental Reading and Language Arts in the Elementary School  
TSL 315 — Foundations in Bilingual Education  
TSL 321 — Assessment for English Language Learners  
TSL 418 — ESL Methods in Content Instruction

**Capstone**

EDU 591 — Special Project in Education
TEACHING, M.A.T. - BIOLOGY 7-12

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the School of Graduate and Professional Studies found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT). Scores must be within last 5 years.
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.
Program Sequence – 45.5 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Core Requirements

EDU 593 – Student Teaching
EDU 509 – Student Teaching Seminar
EDU 571 – English Language Learners
SED 502 – Introduction to Exceptional Learners
SED 503 – Learning Theory and Development

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration in Biology

EDU 508 – Introduction to Education
EDU 528 – Differentiated Instruction
EDU 544 – Classroom Management
EDU 588 – Assessment and Research in Education
MAT 508 – Technology for Secondary STEM Education
RDG 500 – Literacy in Content Areas
SCE 490 – Science (Secondary School)
SCE 572 – Recent Developments in Science Education

Capstone

EDU 591 — Special Project in Education
TEACHING, M.A.T. - CHEMISTRY 7-12

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the School of Graduate and Professional Studies found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT). Scores must be within last 5 years.
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.
Program Sequence – 45.5 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Core Requirements

EDU 593 – Student Teaching
EDU 509 – Student Teaching Seminar
EDU 571 – English Language Learners
SED 502 – Introduction to Exceptional Learners
SED 503 – Learning Theory and Development

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration in Chemistry

EDU 508 – Introduction to Education
EDU 528 – Differentiated Instruction
EDU 544 – Classroom Management
EDU 588 – Assessment and Research in Education
MAT 508 – Technology for Secondary STEM Education
RDG 500 – Literacy in Content Areas
SCE 490 – Science (Secondary School)
SCE 572 – Recent Developments in Science Education

Capstone

EDU 591 — Special Project in Education
TEACHING, M.A.T. - EARLY CHILDHOOD

For further information: EducationGrad@southernct.edu

Application Deadline
Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the School of Graduate and Professional Studies found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT). Scores must be within last 5 years.
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.

Program Sequence – 50 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.
Required Core Requirements
EDU 594 — MAT EC Student Teaching 1
EDU 595 — MAT EC Student Teaching 2
EDU 509 — Student Teaching Seminar
EDU 571 — English Language Learners
SED 502 — Introduction to Exceptional Learners
SED 503 — Learning Theory and Development

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration Requirements Early Childhood
EDU 508 — Introduction to Education
EDU 526 - STEM for the Early Childhood Classroom
EDU 533 — Curriculum Design and Methods for Nursery
EDU 536 - Culturally Responsive Positive Guidance in Early Childhood
EDU 539 - Child Development for Elementary Grade Teachers
EDU 588 – Assessment and Research in Education
RDG 566 — Developmental Reading and Language Arts in the Elementary School
SED 551 — Parent-Professional Relationships
SED 553 — Assessment & Intervention in Early Childhood

Capstone
EDU 591 — Special Project in Education
TEACHING, M.A.T. - EARTH SCIENCE 7-12

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the School of Graduate and Professional Studies found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program. 
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT). Scores must be within last 5 years.
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.
Program Sequence – 45.5 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Core Requirements

EDU 593 – Student Teaching
EDU 509 – Student Teaching Seminar
EDU 571 – English Language Learners
SED 502 – Introduction to Exceptional Learners
SED 503 – Learning Theory and Development

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development)
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration in Earth Science

EDU 508 – Introduction to Education
EDU 528 – Differentiated Instruction
EDU 544 – Classroom Management
EDU 588 – Assessment and Research in Education
MAT 508 – Technology for Secondary STEM Education
RDG 500 – Literacy in Content Areas
SCE 490 – Science (Secondary School)
SCE 572 – Recent Developments in Science Education

Capstone

EDU 591 — Special Project in Education
TEACHING, M.A.T. - ELEMENTARY EDUCATION

For further information: EducationGrad@southernct.edu

Application Deadline
Rolling Admissions

Departmental Admission Requirements
In addition to the admission requirements of the School of Graduate and Professional Studies found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT). Scores must be within last 5 years.
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy
GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.

Program Sequence – 44 Credits
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Required Core Requirements**

EDU 593 — Student Teaching  
EDU 509 — Student Teaching Seminar  
EDU 571 — English Language Learners  
SED 502 — Introduction to Exceptional Learners  
SED 503 — Learning Theory and Development

Non-Course Requirements:  
Module 1: Behavioral Difficulties (Social and Emotional Development) Required  
Module 2: Dyslexia Required  
Module 3: Health and Mental Health Education Required

**Concentration Elementary Education**

EDU 504 — Mathematics in Elementary School  
EDU 506 — Language Arts and Children’s Literature  
EDU 508 — Introduction to Education  
EDU 534 — Curriculum Design and Methods for the Elementary Classroom  
EDU 544 — Classroom Management  
EDU 588 — Assessment and Research in Education  
RDG 566 — Developmental Reading and Language Arts in the Elementary School

**Capstone**

EDU 591 — Special Project in Education
TEACHING, M.A.T. - ENGLISH 7-12

For further information: EducationGrad@southernct.edu

Application Deadline
Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the School of Graduate and Professional Studies found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis® Core, SAT or ACT). Scores must be within last 5 years.
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.

Program Sequence – 51.5 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.
Required Core Requirements
EDU 509 – Student Teaching Seminar
EDU 571 – English Language Learners
EDU 593 – Student Teaching
SED 502 – Introduction to Exceptional Learners
SED 503 – Learning Theory and Development

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration in English
EDU 508 – Intro to Teaching
EDU 544 – Classroom Management
EDU 588 – Assessment and Research in Education
ENG 505 – Applied English Linguistics
ENG 510 – History of the English Language
ENG 575 – Young Adult Literature
ENG 592 – Teaching English: Methods I
ENG 593 – Teaching English: Methods II
RDG 500 – Literacy in Content Areas
English Graduate Elective (500-level)

Capstone
EDU 591 — Special Project
TEACHING, M.A.T. - MATHEMATICS 7-12

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the Office of Graduate Admissions found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT). Scores must be within last 5 years.
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.
Program Sequence – 45.5 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Core Requirements

EDU 593 – Student Teaching
EDU 509 – Student Teaching Seminar
EDU 571 – English Language Learners
SED 502 – Introduction to Exceptional Learners
SED 503 – Learning Theory and Development

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration in Mathematics

EDU 508 – Introduction to Education
EDU 528 – Differentiated Instruction
EDU 544 – Classroom Management
EDU 588 – Assessment and Research in Education
RDG 500 – Literacy in Content Areas
MAT 405 – Elementary Mathematics from an Advanced Standpoint
MAT 490 – Teaching Mathematics in the Secondary School
MAT 508 – Technology for Secondary STEM Education

Capstone

EDU 591 — Special Project in Education
TEACHING, M.A.T. - PHYSICS 7-12

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the Office of Graduate Admissions found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT). Scores must be within last 5 years.
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.
Program Sequence – 45.5 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Core Requirements

EDU 593 – Student Teaching
EDU 509 – Student Teaching Seminar
EDU 571 – English Language Learners
SED 502 – Introduction to Exceptional Learners
SED 503 – Learning Theory and Development

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration in Physics

EDU 508 – Introduction to Education
EDU 528 – Differentiated Instruction
EDU 544 – Classroom Management
EDU 588 – Assessment and Research in Education
MAT 508 – Technology for Secondary STEM Education
RDG 500 – Literacy in Content Areas
SCE 490 – Science (Secondary School)
SCE 572 – Recent Developments in Science Education

Capstone

EDU 591 — Special Project in Education
TEACHING, M.A.T. - SPECIAL EDUCATION

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the School of Graduate and Professional Studies found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT). Scores must be within last 5 years.
4. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
5. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
6. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
7. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.

Program Sequence – 47 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalise a list of requirements for graduation.

Core Requirements

SED 502 - Introduction to Exceptional Learners
SED 503 - Learning Theory and Development
EDU 509 - Student Teaching Seminar
EDU 571 - English Language Learners
EDU 596 - Student Teaching 1
EDU 597 - Student Teaching 2

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

**Concentration in Special Education**

SED 504 - Curriculum and Program Planning for Exceptional Learners
SED 505 - Literacy Instruction for Exceptional Learners
SED 517 - Introduction to Adaptive Technology
SED 519 - Clinical Practices in Developmental Disabilities
SED 527 - Positive Behavior Support for Students with Emotional and Behavioral Disorders
SED 531 - Research in Special Education
SED 535 - Programming for Learning Disabilities: Middle School and Secondary Level
SED 554 - The At-Risk Child in Elementary Grades

**Capstone**

EDU 591 — Special Project in Education
WOMEN'S & GENDER STUDIES, GRADUATE CERTIFICATE

For further information: WomensStudiesGrad@southernct.edu

Application Deadline

Rolling Admissions

Compatible with many different areas of study in the professions and the liberal arts, Women's & Gender Studies allows students to explore the nature of women's status, circumstances, and objectives across the boundaries of academic disciplines, cultures, and historical periods. Women's & Gender Studies courses offer students the opportunity to integrate scholarly inquiry, critical problem solving methods, professional training, cooperative leadership skills, and practical strategies for intervention in real life situations.

The interdisciplinary graduate certificate in Women's & Gender Studies is available to those who have completed a bachelor's degree as well as those matriculated in graduate programs offered by departments which support the Women's & Gender Studies certificate: Art, Curriculum & Learning, English, Environmental Education, History, Nursing, Psychology, Social Work, Special Education, Sociology, and World Languages and Literatures.

The requirements for the certificate are at least one core course and two or three electives; two core courses and one or two electives are strongly encouraged. No student should take more than two courses for the Women's & Gender Studies Graduate Certificate in a single department and students matriculated for a degree are encouraged to take other women's studies courses outside their own department. The elective courses are selected in consultation with the Women's & Gender Studies graduate coordinator and with the student's departmental adviser.

All courses toward the certificate are taken at graduate level unless special permission is obtained from the Women's & Gender Studies graduate coordinator and from the departmental adviser.

Extra Course Information

In addition to the regularly offered Women's & Gender Studies courses, a range of special topics courses are offered. Some courses offered in the past have included: Evolution of Black Feminist Thought; Gender, Race, Class in Young Adult Literature; Take Back the Kitchen; Feminist Utopias; Psychoanalysis and Feminism; Ecofeminist Writing; History of U.S. Women Photographers; Women and the Law; Feminist Families/Women's Choices; Writer's Workshop: The Gendered Voice; Gender and Culture; Women and Professional Ethics; Women, Affirmative Action and the Law; Women in the Professions; Gender, Crime and Criminal Justice; Ethnic Identity:
Women's Voices; British Reform Movements; A Room With a View; Anglophone Women Writers; Women Writers of the British Isles; Women's Autobiographical Writing, Virginia Woolf and Bloomsbury; Women's Autobiographies Through the Arts; Feminist Interpretations of the Gospels.

Program Sequence

9-12 credits

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

**One required core course (3-credits in one of the following)**

- WMS 500 - Feminist Theories and Practices - 3 Credits
- WMS 510 - Research Methods - 3 Credits
- WMS 520 - History of Feminist Thought - 3 Credits
- WMS 530 - Global Women’s Issues - 3 Credits

**Option 1: Graduate Certificate (6 cr. + 3cr Core Course=9cr)**

Electives by advisement, must be graduate level – 6 Credits

**Option 2: Graduate Certificate (9cr. + 3cr Core Course= 12cr)**

Electives by advisement, must be graduate level – 9 Credits

*This program is not eligible for financial aid (Title IV and/or State funds).*
WOMEN'S & GENDER STUDIES,
GRADUATE CERTIFICATE (ONLINE)

For further information: WomensStudiesGrad@southernct.edu

Application Deadline

Rolling Admissions

Compatible with many different areas of study in the professions and the liberal arts, Women's & Gender Studies allows students to explore the nature of women's status, circumstances, and objectives across the boundaries of academic disciplines, cultures, and historical periods. Women's & Gender Studies courses offer students the opportunity to integrate scholarly inquiry, critical problem solving methods, professional training, cooperative leadership skills, and practical strategies for intervention in real life situations.

The interdisciplinary graduate certificate in Women's & Gender Studies is available to those who have completed a bachelor's degree as well as those matriculated in graduate programs offered by departments which support the Women's & Gender Studies certificate: Art, Curriculum & Learning, English, Environmental Education, History, Nursing, Psychology, Social Work, Special Education, Sociology, and World Languages and Literatures.

The requirements for the certificate are at least one core course and two or three electives; two core courses and one or two electives are strongly encouraged. No student should take more than two courses for the Women's & Gender Studies Graduate Certificate in a single department and students matriculated for a degree are encouraged to take other women's studies courses outside their own department. The elective courses are selected in consultation with the Women's & Gender Studies graduate coordinator and with the student's departmental adviser.

All courses toward the certificate are taken at graduate level unless special permission is obtained from the Women's & Gender Studies graduate coordinator and from the departmental adviser.

Extra Course Information

In addition to the regularly offered Women's & Gender Studies courses, a range of special topics courses are offered. Some courses offered in the past have included: Evolution of Black Feminist Thought; Gender, Race, Class in Young Adult Literature; Take Back the Kitchen; Feminist Utopias; Psychoanalysis and Feminism; Ecofeminist Writing; History of U.S. Women Photographers; Women and the Law; Feminist Families/Women's Choices; Writer's Workshop: The Gendered Voice; Gender and Culture; Women and Professional Ethics; Women, Affirmative Action and the Law; Women in the Professions; Gender, Crime and Criminal Justice; Ethnic Identity:
Women's Voices; British Reform Movements; A Room With a View; Anglophone Women Writers; Women Writers of the British Isles; Women's Autobiographical Writing, Virginia Woolf and Bloomsbury; Women's Autobiographies Through the Arts; Feminist Interpretations of the Gospels.

Program Sequence
9-12 credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

One required core course (3-credits in one of the following)
WMS 500 - Feminist Theories and Practices - 3 Credits
WMS 510 - Research Methods - 3 Credits
WMS 520 - History of Feminist Thought - 3 Credits
WMS 530 - Global Women’s Issues - 3 Credits

Option 1: Graduate Certificate (6 cr. + 3cr Core Course=9cr)
Electives by advisement, must be graduate level – 6 Credits

Option 2: Graduate Certificate (9cr. + 3cr Core Course= 12cr)
Electives by advisement, must be graduate level – 9 Credits

This program is not eligible for financial aid (Title IV and/or State funds).
WOMEN'S & GENDER STUDIES, M.A.

For further information: WomensStudiesGrad@southernct.edu

Application Deadline

Rolling admissions

Compatible with many different areas of study in the professions and the liberal arts, Women's & Gender Studies allows students to explore the nature of women's status, circumstances, and objectives across the boundaries of academic disciplines, cultures, and historical periods. Women's & Gender Studies courses offer students the opportunity to integrate scholarly inquiry, critical problem solving methods, professional training, cooperative leadership skills, and practical strategies for intervention in real life situations.

Admission Procedures

Applications are accepted on a rolling basis. Students entering the Women's & Gender Studies program in the fall semester will enter a two-year cohort. Students entering in the spring semester will take electives in their area of concentration and begin the cohort the following fall semester.

Applications are considered complete only when items one through five have been received by the Graduate Coordinator of Women's & Gender Studies and item six has been received by the School of Graduate and Professional Studies.

• Official transcripts from each higher education institution attended
• Essay - Each applicant must compose a 500-word essay explaining his or her interest in the program and how completion of the program will play a role in future academic, professional and/or personal goals.
• One writing sample - A newspaper article, web-based essay, professional material, or academic paper
• Recommendations - Two confidential letters of recommendation (from different individuals)
• School of Graduate and Professional Studies application

Master of Arts Degree

The Master of Arts Degree in Women's & Gender Studies is a two-year program based on a cohort model. The program is designed to give students access to advanced concepts in Women's & Gender Studies, to the specialized research methods of the field, and to the professional skills related to Women's & Gender Studies that can be applied in the work place. The coursework in the degree emphasizes interdisciplinary and intersectional analyses; students are asked to identify an academic discipline or a related/applied area or a specialization designed by the student in consultation with the graduate coordinator.
The program offers options for degree candidates who choose to seek professional credentialing such as a terminal degree. The program also serves those who have achieved competence in their field and who want to integrate the theory and practice of Women's & Gender Studies into their profession. It is also suitable for students seeking personal enrichment.

The interdisciplinary model of the Master of Arts Degree Program in Women's & Gender Studies allows students to establish a complex grasp of Women's & Gender Studies issues within various disciplines. There are five core courses: Feminist Theories and Practices (WMS 500), Research Methods in Women's Studies (WMS 510), History of Feminist Thought (WMS 520), Global Women's Issues (WMS 530), and a Field Experience (WMS 601). Students are encouraged to take additional interdisciplinary Women's & Gender Studies courses among their elective options. Students select electives from a range of Women's & Gender Studies offerings. Core courses and electives can be offered on-ground, hybrid, or online. In consultation with the graduate coordinator, students choose a concentration in a discipline through a host department or identify a related/ applied area relevant to their professional objectives. Students may also choose to design a specialization based on their own interests. No student should take more than four courses (12 credits) through a single host department. It is strongly recommended that students complete WMS 510, WMS 500 and WMS 520 before enrolling in the thesis or special project seminars (WMS 590, WMS 591, WMS 592, WMS 593).

All candidates for the master's degree must satisfy the exit requirements of the program. The options are a thesis, a comprehensive examination, and special project.

**Program Sequence - 33 Credits (Thesis), 36 Credits (Comprehensive Examination), 33 Credits (Special Project Option)**

*As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.*

**Core Requirements - 15 credits**

- WMS 500 - Feminist Theories and Practices - 3 credits
- WMS 510 - Research Methods in Women's & Gender Studies - 3 credits
- WMS 520 - History of Feminist Thought - 3 credits
- WMS 530 - Global Women's Issues - 3 credits
- WMS 601 - Field Experience - 3 credits

**Plan A - Thesis Option - 18 credits**

- WMS 590 - Thesis Seminar I - 3 credits
  and
- WMS 591 - Thesis Seminar II - 3 credits

Electives in area of specialization - 12 credits
Electives may be taken in any subject and must be graduate level

**Plan B — Comprehensive Option - 21 credits**

Comprehensive Examination
Electives in area of specialization - 21 credits
Electives may be taken in any subject and must be graduate level.

**Plan C — Special Project Option — 18 credits**

WMS 592 — Special Project Seminar I - 3 credits

and

WMS 593 — Special Project Seminar II - 3 credits

Electives in area of specialization - 12 credits

Electives may be taken in any subject and must be graduate level.

**Extra Course Information**

In addition to the regularly offered Women's & Gender Studies courses, a range of special topics courses are offered. Some courses offered in the past have included: Evolution of Black Feminist Thought; Gender, Race, Class in Young Adult Literature; Feminist Utopias; Psychoanalysis and Feminism; Ecofeminist Writing; History of U.S. Women Photographers; Women and the Law; Feminist Families/Women's Choices; Writer’s Workshop: The Gendered Voice; Gender and Culture; Women and Professional Ethics; Women, Affirmative Action and the Law; Women in the Professions; Gender, Crime and Criminal Justice; Ethnic Identity: Women's Voices; British Reform Movements; A Room With a View; Anglophone Women Writers; Women Writers of the British Isles; Women's Autobiographical Writing, Virginia Woolf and Bloomsbury; Women's Autobiographies Through the Arts; Feminist Interpretations of the Gospels.
COURSES

ART 585 - Biological Illustration
Emphasis on the basics of biological illustration and focus on five techniques: pen and ink, carbon dust, colored pencil, transparent watercolors, and watercolor airbrush. Use of mechanical and optical drawing aids (e.g., cameral lucida and microprojector) will be presented along with detailed discussion of the technical aspects of biological illustration. Students complete projects using the techniques presented. Also listed as BIO 582.
Last Offered: Summer 2018
3 credits

ART 598 - Advanced Problems I
Independent work in a studio art area in which the student has taken all available courses. May be repeated for credit.
Prerequisite(s): departmental permission.
Last Offered: Summer 2016
3 credits

ART 599 - Advanced Problems II
Independent work in a studio art area in which the student has taken all available courses. May be repeated for credit.
Prerequisite(s): departmental permission.
Last Offered: Spring 2018
3 credits

ART 600 - Directed Study and Research
The designated course for the special project only. Identification and investigation of a problem in art or art education under the direction of a faculty member.
Prerequisite(s): departmental permission.
Last Offered: Summer 2017
1 to 6 credits

ATH 510 - Clinical Anatomy and Kinesiology
An investigation into human anatomy focusing on arthrokinematics and osteokinematics of bone articulation and associated muscle actions. Emphasis on the fundamental knowledge necessary to understand dysfunction and applying therapeutic principles such as joint mobilizations.
Prerequisite(s): Acceptance into the Masters Athletic Training Program. Open to Matriculated ATH students only.
Last Offered: Summer 2021
3 credits

ATH 520 - Prevention and Health Promotion
Emphasizes illness and injury prevention in the physically active. Education of patients/clients in the basic concepts of nutrition, environmental concerns and assessing preseason status. Application of personal protective equipment and basic wrapping techniques.
Last Offered: Summer 2021
4 credits

ATH 540 - Athletic Training Clinical Practice I
Initial full-time eight week immersed supervised clinical placement for demonstration of professional behaviors, knowledge, skills, and abilities. Students will be required to complete course requirements during weekday and weekend mornings, afternoons, evenings, and holidays.
Prerequisite(s): 3.0 GPA in graduate athletic training coursework and ATH 510. Open to Matriculated ATH students only.
Last Offered: not yet offered
3 credits

ATH 542 - Examination and Diagnosis - Musculoskeletal Conditions
Application of evidenced-based knowledge and skills in the examination of acute and chronic pathologies involving the musculoskeletal system. The course will include the principles of the physical examination process to include imaging techniques.
Prerequisite(s): Good standing in the MAT Athletic Training Program. Successful completion of ATH 510 and 520. Open to Matriculated ATH students only.
Last Offered: not yet offered
7 credits
ATH 543 - Primary and Emergency Care
Pathophysiological and mechanical responses to injury and the techniques to manage them. Instruction in developing and implementing emergency action plans and the applying techniques such as splinting, spine boarding, concussion assessment and ambulatory aids.
Prerequisite(s): Acceptance into the Master's in Athletics Training Program and at least a 'B-' or better in ATH 520 Prevention and Health. Open to Matriculated ATH students only.
Last Offered: not yet offered
4 credits

ATH 546 - Evidence Based Practice and Health Care Informatics I
First course of a progression emphasizing the use of patient circumstances, evidence and clinical expertise to guide clinical decision-making. Additionally, students will create and utilize healthcare information to foster collaboration among healthcare providers. Course taken as pass/fail only.
Prerequisite(s): Good Standing in MAT Program (3.0). Open to Matriculated ATH students only.
Last Offered: not yet offered
1 credits

ATH 549 - Athletic Training Clinical Practice II
Continued full-time eight week immersed supervised clinical placement for demonstration of professional behaviors, knowledge, skills, and abilities. Students will be required to complete course requirements during weekday and weekend mornings, afternoons, evenings, and holidays.
Prerequisite(s): 3.0 GPA in Athletic Training Coursework. B- or better in ATH 540. Open to Matriculated ATH students only.
Last Offered: not yet offered
3 credits

ATH 550 - Athletic Training Interventions II - Therapeutic Exercise
Application of evidenced-based rehabilitative principles and techniques in the treatment, rehabilitation and reconditioning of musculoskeletal conditions in a physically active population.
Prerequisite(s): Good Standing in MAT Program, 'B-' or better in ATH 542. Open to Matriculated ATH students only.
Last Offered: not yet offered
4 credits

ATH 551 - Therapeutic Interventions I - Pathophysiology and Physical Agents
Theory, application and clinical role of physical agents including manual, mechanical, thermotherapy, cryotherapy, hydrotherapy and electrotherapies. Application and fitting of strappings, braces and orthoses, and selected pharmacological interventions.
Prerequisite(s): Good standing in the MAT Athletic Training Program (3.0 GPA), 'B-' or better in ATH 510 and ATH 520. Open to Matriculated ATH students only.
Last Offered: not yet offered
4 credits

ATH 553 - Therapeutic Interventions II - Therapeutic Exercise
Application of evidenced-based rehabilitative principles and techniques in the treatment, rehabilitation and reconditioning of musculoskeletal conditions in a physically active population.
Prerequisite(s): Good Standing in MAT Program, 'B-' or better in ATH 542. Open to Matriculated ATH students only.
Last Offered: not yet offered
4 credits

ATH 555 - Illness and Interventions in the Physically Active I
Theory and laboratory practice in the assessment of selected non-musculoskeletal conditions. Includes instruction on preparing a treatment plan to include referral to an appropriate health care provider.
Last Offered: not yet offered
4 credits
ATH 556 - Evidenced Based Practice and Health Care Informatics II
Second course of a progression emphasizing the use of patient circumstances, evidence and clinical expertise to guide clinical decision-making. Additionally, students will create and utilize healthcare information to foster collaboration among healthcare providers. Course taken as pass/fail only. Prerequisite(s): Good Standing in MAT Program (3.0), 'B-' or better in ATH 546. Open to Matriculated ATH students only. Last Offered: not yet offered
1 credits

ATH 560 - Athletic Training Clinical Practice III
Continued full-time eight week immersed supervised clinical placement for demonstration of professional behaviors, knowledge, skills, and abilities. Students will be required to complete course requirements during weekday and weekend mornings, afternoons, evenings, and holidays. Course taken as pass/fail only. Prerequisite(s): 3.0 GPA in Athletic Training Coursework, 'B-' or better in ATH 550. Last Offered: not yet offered
3 credits

ATH 562 - Therapeutic Interventions III - Psychosocial and Pharmacological
Evidence-based pharmacological and psychosocial interventions as applied in the professional practice of athletic training. Prerequisite(s): Good Standing Athletic Training Program, 'B-' or better in ATH 553. Open to Matriculated ATH students only. Last Offered: not yet offered
3 credits

ATH 565 - Illness and Interventions in the Physically Active II
Theory and laboratory practice in the recognition of cancer, genitourinary/reproductive and systemic conditions along with musculoskeletal disease. Includes instruction on preparing a treatment plan include referral to an appropriate health care provider. Prerequisite(s): Good Standing in MAT Program (3.0 GPA), 'B-' or better in ATH 555. Open to Matriculated ATH students only. Last Offered: not yet offered
4 credits

ATH 566 - Evidence Based Practice and Health Care Informatics III
Third course of a progression emphasizing the use of patient circumstances, evidence, and clinical expertise to guide clinical decision making. Additionally, students will create and utilize healthcare information to foster collaboration among healthcare providers. Prerequisite(s): 3.0 GPA in graduate athletic training coursework and ATH 556. Open to Matriculated ATH students only. Last Offered: not yet offered
1 credits

ATH 570 - Athletic Training Clinical Practice IV
Culminating full-time eight week immersed supervised clinical placement for demonstration of professional behaviors, knowledge skills, and abilities. Students will be required to complete course requirements during weekday and weekend mornings, afternoon, evenings, and holidays. Prerequisite(s): 3.0 GPA in Athletic Training coursework, 'B-' or better in ATH 560. Open to Matriculated ATH students only. Last Offered: not yet offered
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATH 572</td>
<td>Professional Responsibilities and Health</td>
<td>Emphasizes the fundamental principles of administration and evaluation of the delivery of athletic training services. Strategies in facility planning and operation, personnel management and other issues will be addressed.</td>
<td>Good standing in MAT program (3.0), 'B-' or better in ATH 553, 555, and 565. Open to Matriculated ATH students only.</td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
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<tr>
<td>ATH 575</td>
<td>Occupational Injury and Prevention</td>
<td>Explores the prevention of workplace injury through employee education, task analysis and skill instruction. Covers OSHA reporting guidelines and issues associated with this patient/client population.</td>
<td>3.0 GPA in Athletic Training Program and 'B-' or better in ATH 553 or departmental permission. Open to Matriculated ATH students only.</td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>BIO 501</td>
<td>Conservation Ecology</td>
<td>Conservation of populations, habitats, ecosystems. Demographic techniques, land use, pollution topics.</td>
<td>General microbiology.</td>
<td>Fall 2019</td>
<td>3</td>
</tr>
<tr>
<td>BIO 502</td>
<td>Population and Community Ecology</td>
<td>Structure, dynamics, theory, sampling methods, statistical analyses, and use of models for the study of populations and communities.</td>
<td>Microbiology, genetics, and biochemistry or cell biology.</td>
<td>Summer 2020</td>
<td>3</td>
</tr>
<tr>
<td>BIO 504</td>
<td>Evolution</td>
<td>Principles of modern evolutionary theory and methods of analysis. In depth study of events and processes that affect the structure of populations, species and ecosystems.</td>
<td>one year of biology including genetics.</td>
<td>Winter 2020-21</td>
<td>3</td>
</tr>
<tr>
<td>BIO 513</td>
<td>Coastal Ecosystem Management</td>
<td>Hydrography, microbiota, plankton, benthos, nekton, physiology, biological production and environmental degradation of estuarine habitats.</td>
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</tr>
<tr>
<td>BIO 518</td>
<td>Advanced Microbiology</td>
<td>In-depth treatment of bacterial structure and function including metabolism, gene function and control mechanisms.</td>
<td>Microbiology, genetics, and biochemistry or cell biology.</td>
<td>Summer 2020</td>
<td>3</td>
</tr>
<tr>
<td>BIO 519</td>
<td>Emerging Infectious Diseases</td>
<td>A study of currently emerging infectious diseases, the organisms that cause them, and the environmental, demographic, and economic conditions that influence their emergence.</td>
<td>General microbiology.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
</tbody>
</table>
BIO 525 - Ichthyology
Biology, systematics, and ecology of freshwater and marine fishes. Laboratory studies stress taxonomic competence with common species native to eastern North America.
Last Offered: Spring 2021
3 credits

BIO 526 - Herpetology
The morphology, systematics, and natural history of amphibians and reptiles. Background for conducting research in related fields, such as vertebrate paleontology, ecology, genetics, evolution, embryology, comparative anatomy, physiology, and field natural history.
Last Offered: Fall 2020
3 credits

BIO 529 - Endocrinology
An advanced physiology course with focus on the cellular mechanisms underlying hormone action. Topics covered include the biosynthesis of hormones, their interaction with receptors, the subsequent signal transduction pathway, their physiological effects and the regulation of their secretion.
Prerequisite(s): one year of chemistry and three semesters of biology including animal, human, or cell . physiology
Last Offered: Spring 2021
3 credits

BIO 536 - Marine Algae
Taxonomy, physiology, life cycles, and economic importance of algae with emphasis on marine algae.
Last Offered: Summer 2020
3 credits

BIO 537 - Plant Anatomy and Physiology
Study of the gross microscopic anatomy of plants as it relates to plant physiology, with an emphasis on photosynthesis, hormones, and water relations.
Prerequisite(s): one semester of plant biology, one semester of genetics, and one semester of chemistry
Last Offered: Spring 2018
3 credits

BIO 540 - Biogeography
Study of the patterns and distribution of plant and animal life of the world biogeographical realms and the biological and evolutionary principles governing these populations.
Last Offered: Fall 2020
3 credits

BIO 545 - Immunology
Study of innate and adaptive immunity, the nature of antigens and antibodies, genetics and control of immune response, immunopathologies.
Prerequisite(s): 3 semesters of chemistry, 3 semesters of biology including microbiology.
Last Offered: Spring 2017
3 credits

BIO 547 - Virology
The basic concepts of general virology, biochemistry, molecular biology and cellular aspects of replication of viruses of different groups; also, viruses that are pathogenic for man; emerging viruses; the nature and symptoms of the diseases they cause and methods of treatment and prevention.
Prerequisite(s): one year of microbiology or consent of instructor.
Last Offered: Spring 2021
3 credits

BIO 549 - Cellular Physiology
Current physiological explanations of all cellular reactions based on protein mechanisms at the cellular and subcellular levels, including metabolism, membrane and filamentous processes.
Prerequisite(s): Three semesters of biology including either one undergraduate course in cell/ molecular biology, or two semesters of biochemistry.
Last Offered: Spring 2020
3 credits
BIO 550 - Research Methods in Biology (required course)

Design and execution of experimental approaches to biological problems. Emphasis is on use of scientific literature, preparation of the research proposal, modern techniques, and collection and evaluation of experimental data. 2 hours lecture per week; 2 hours lab per week. Scheduled in either fall or spring semesters each academic year. Last Offered: Fall 2020
1 credits

BIO 552 - Human and Medical Genetics

Biochemical defects, chromosome abnormalities, mutagenic hazards, forensic and pharmacogenetics, human genome project, molecular analysis of genetic disorders, gene therapy. Prerequisite(s): a course in each of the following: biology, genetics, and chemistry. Last Offered: Summer 2021
3 credits

BIO 555 - Neurobiology

Discussion of the function and structure of the human nervous system at both cellular and system levels. Also included are recent research topics in developmental neurobiology, neuropharmacology and neurochemistry. Prerequisite(s): coursework in chemistry, physics and physiology. Last Offered: Spring 2020
3 credits

BIO 556 - Cancer Biology

Interdisciplinary approach to the study of cancer, emphasizing genetic and cellular aspects of loss of growth control. Also recombinant DNA technology approaches to the analysis of gene regulation and treatment modalities. Prerequisite(s): BIO 320. Last Offered: Summer 2020
3 credits

BIO 560 - Scientific Communication: General Topics Seminar (required course)

Presentation and discussion of current material in various areas of biology. Always scheduled. (May be repeated.) Last Offered: Fall 2020
1 credits

BIO 561 - Scientific Communication: Special Topics Seminar (required course)

Presentation and discussion of current material in a selected area of biology. Always scheduled. (May be repeated.) Last Offered: Spring 2021
1 credits

BIO 582 - Biological Illustration

Emphasis on the basics of biological illustration and focus on five techniques: pen and ink, carbon dust, colored pencil, transparent watercolors, and watercolor airbrush. Use of mechanical and optical drawing aids (e.g., cameral lucida and microprojector) will be presented along with detailed discussion of the technical aspects of biological illustration. Students complete projects using the techniques presented. Scheduled spring or summer semesters. Also listed as ART 585. Scheduled summer semesters. Last Offered: Fall 2019
3 credits

BIO 590 - Thesis Research

Open by departmental permission to candidates for Master of Science degree in biology who are registered in a thesis program. Always scheduled. Last Offered: Spring 2021
3 or 6 credits

BIO 600 - Independent Study and Research

Study of an area of theoretical or experimental biology under the direction of a faculty member. Admission by consent of department chairman. May not be used for credit towards thesis research. Always scheduled. Last Offered: Spring 2021
3 or 6 credits
CHE 500 - Advanced Organic Chemistry I
The theoretical basis of the mechanistic pathways followed by the common organic reactions is given in the first part. The second part organizes the variety of organic reactions into logical patterns and applies these to synthetic pathways and methods of synthesizing other organic compounds.
Prerequisite(s): CHE 261.
Last Offered: Spring 2019
3 credits

CHE 501 - Advanced Organic Chemistry II
This second part organizes the variety of organic reactions into logical patterns and applies these to synthetic pathways and methods of synthesizing other organic compounds.
Prerequisite(s): CHE 261.
Last Offered: Fall 2018
3 credits

CHE 510 - Polymer Chemistry I
Systematic study of the nature and properties of polymers. Scheduled irregularly.
Prerequisite(s): CHE 261
Last Offered: Spring 2019
3 credits

CHE 520 - Advanced Physical Chemistry
Elementary principles of quantum and statistical mechanics as applied to chemical systems. Applications of group theory to molecular symmetry and molecular spectroscopy.
Prerequisite(s): CHE 370, CHE 371, and MAT 252.
Last Offered: Fall 2019
3 credits

CHE 532 - Advanced Inorganic Chemistry I
Presentation of the theoretical and descriptive aspects of the chemical elements given at an advanced level. Particular emphasis is placed on the theoretical basis for physical and chemical properties of the elements.
Prerequisite(s): CHE 435.
Last Offered: Spring 2020
3 credits

CHE 540 - Advanced Analytical Chemistry
An advanced course in the use of modern instrumentation involving both spectroscopic and chromatographic techniques for the solution of chemical problems. The emphasis will be on the applications of each instrumental method.
Prerequisite(s): CHE 240.
Last Offered: Spring 2020
3 credits

CHE 550 - Advanced Biochemistry I
Structure and functioning of organisms, tissues, and cells from a chemical point of view. The physical-chemical basis for modern understanding of the structure of nucleic acids, proteins, carbohydrates, and lipids, and the general metabolism of biological compounds.
Prerequisite(s): CHE 261.
Last Offered: Spring 2021
3 credits

CHE 553 - Biochemistry of Signal Transduction
No Description Available
Last Offered: Fall 2020
3 credits

CHE 555 - Advanced Medicinal Chemistry
An advanced survey of the main classes of drugs with emphasis upon their origins, structures, targets, structure-activity relationships, effects, side effects, routes of absorption, distributions, metabolisms and excretions.
Prerequisite(s): CHE 261
Last Offered: Spring 2021
3 credits

CHE 556 - Pharmacology
No Description Available
Last Offered: Summer 2019
3 credits
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<tr>
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<tr>
<td>CHE 560</td>
<td>Advanced Environmental Chemistry</td>
<td>Study of natural and anthropogenic sources of chemicals on the aquatic, atmospheric, and soil chemistry in the environment.</td>
<td>CHE 240.</td>
<td>Fall 2019</td>
<td>3</td>
</tr>
<tr>
<td>CHE 586</td>
<td>Chemistry Research I</td>
<td>Experimental Research supervised by a member of the chemistry department.</td>
<td>Senior status in B.S. in Chemistry (Concentration: M.S. Pathway Program) and permission of research adviser.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>CHE 587</td>
<td>Chemistry Research II</td>
<td>Experimental research supervised by a member of the chemistry department.</td>
<td>CHE 586, Senior status in B.S. in Chemistry (Concentration: M.S. Pathway Program), and permission of research adviser.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>CHE 588</td>
<td>Scientific Writing and Research Methods</td>
<td>Developing research methods and skills for the interpretation of the chemical literature for the preparation of scientific documents and presentations. Hands-on computer training using current online literature resources and recent discipline-specific computer programs.</td>
<td></td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>CHE 589</td>
<td>Research Thesis Proposal</td>
<td>Develop a thesis proposal according to accepted style guidelines including a current literature review of the thesis topic and a description of the experimental design.</td>
<td>CHE 588. Special conditions: completion in one semester.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>CHE 590</td>
<td>Research</td>
<td>Laboratory investigation conducted under the supervision of a member of the chemistry department.</td>
<td>departmental permission.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>CHE 591</td>
<td>Research Thesis</td>
<td>Completion of the written thesis and an oral defense of the research completed in the thesis.</td>
<td>CHE 590.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>CHE 592</td>
<td>Chemical Education</td>
<td>This class will discuss various issues, activities, and research in chemical education, including history of curricula, student and teacher knowledge and beliefs, epistemological and cognitive bases of science learning, and related instructional approaches.</td>
<td></td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>CMD 503</td>
<td>Research Methods in Communication Disorders</td>
<td>Research techniques and experimental design schemes, critical reviewing of the current literature, oral technical reporting and reporting by written technical papers. Scheduled fall and summer semesters.</td>
<td></td>
<td>Summer 2021</td>
<td>3</td>
</tr>
</tbody>
</table>
CMD 527 - Neurogenic Speech and Language Disorders
Prerequisite(s): CMD 418 and departmental permission.
Last Offered: Spring 2021
3 credits

CMD 531 - Disorders of Phonology
Etiology and nature of articulation/phonology disorders and theoretical considerations underlying successful assessment and clinical procedures. Scheduled fall and spring semesters.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2021
3 credits

CMD 537 - Cognitively-Based Communication Disorders in Adults
Prerequisite(s): CMD 418 and departmental permission.
Last Offered: Summer 2021
3 credits

CMD 545 - Disorders of Fluency
Theories of the causes of fluency disorders; methods of examination, diagnosis, therapy and research in fluency. Scheduled fall and spring semesters.
Prerequisite(s): departmental permission.
Last Offered: Spring 2021
3 credits

CMD 550 - Language Acquisition Disorders: Birth to Five
Instruction in developmentally appropriate practices for young children and individuals with a range of disabilities. Formal and naturalistic assessment methods will be introduced. Experience will be gained with child-centered, clinician-directed and hybrid methods of intervention. Family-centered and culturally sensitive practice will be emphasized as well as use of alternative and augmentative communication strategies. Scheduled fall and spring semesters.
Prerequisite(s): CMD 319 and departmental permission.
Last Offered: Summer 2021
3 credits

CMD 551 - Language Disorders: School-Age
Instruction in the assessment and treatment of language-learning disorders in school-age children and adolescents. Introduction of assessment methods to evaluate conversation, narration, and written language with emphasis on curriculum-based methods. Intervention techniques that integrate oral and written language, develop learning strategies, and involve collaboration among professionals will be discussed with emphasis on student-centered and culturally sensitive practices. Scheduled fall and spring semesters.
Prerequisite(s): CMD 419 and departmental permission.
Last Offered: Spring 2021
3 credits

CMD 559 - Educational Audiology
Methods of intervention in communication disorders related to loss of hearing and auditory deprivation for school-aged children. Scheduled summer semesters.
Prerequisite(s): CMD 530 or equivalent and departmental permission.
Last Offered: Summer 2021
3 credits
CMD 560 - Speech and Language Practicum A
Supervised clinical practice at the Center for Communication Disorders with children and adults who have language, speech and hearing disorders. Training in clinical procedures involving evaluation and remediation of communication disorders. Individual and group sessions are included. Each student is required to attend a staffing session each week. Scheduled fall, spring and summer semesters.
Prerequisite(s): Departmental permission. Open to Matriculated CMD students only.
Last Offered: Summer 2021
3 credits

CMD 561 - Speech and Language Practicum B
Supervised clinical practice at the Center for Communication Disorders with children and adults who have language, speech and hearing disorders. Training in clinical procedures involving evaluation and remediation of communication disorders. Individual and group sessions are included. Each student is required to attend a staffing session each week. Scheduled fall, spring and summer semesters.
Prerequisite(s): departmental permission.
Last Offered: Summer 2021
3 credits

CMD 562 - School Practicum
An advanced practicum. Students are assigned to approved school settings. Students are expected to complete in hours the equivalent of full-time employment at the setting for one semester. Scheduled fall, spring and summer semesters.
Prerequisite(s): completion of all on-campus practica and departmental permission.
Last Offered: Summer 2021
6 credits

CMD 564 - Speech and Language Practicum C
Clinical practicum and weekly lectures/meetings focusing on advanced skill development necessary for planning and executing therapeutic services, including diagnostic assessment of speech, language, and related communication disorders, interpreting and reporting clinical findings, and developing and implementing appropriate recommendations for intervention. Scheduled fall, spring, and summer semesters.
Prerequisite(s): Departmental permission. Open to Matriculated CMD students only.
Last Offered: Summer 2021
5 credits

CMD 566 - Audiology Practicum
Supervised clinical practice in audiology at the Center for Communication Disorders with children and adults who have all degrees of hearing sensitivity. Training in clinical procedures, including case history taking and the evaluation and rehabilitation of hearing disorders. Individual and group sessions may be included. Each student is required to attend a staffing session each week. Scheduled fall, spring and summer semesters.
Prerequisite(s): CMD 321 or equivalent and departmental permission.
Last Offered: Summer 2021
3 credits

CMD 569 - Advanced Clinical Practicum
An advanced practicum. Students are assigned to approved practicum settings including hospitals, rehabilitation settings, private practice, early intervention programs, or specialized educational programs. A minimum of 25 hours per week is required at the assigned site. Scheduled fall, spring and summer semesters.
Prerequisite(s): completion of all on-campus practica and departmental permission.
Last Offered: Summer 2021
6 credits
CMD 575 - Central Auditory Processing Disorders in Children
Theory, diagnosis, and treatment underlying central auditory processing disorders in children as differentiated from language and learning disorders. Emphasis is placed on both behavioral and electrophysiological assessment protocols and their relationship to therapeutic intervention. Scheduled winter session. Prerequisite(s): CMD 530 or equivalent and departmental permission. Last Offered: Winter 2020-21 3 credits

CMD 583 - Voice and Velopharyngeal Disorders
Theory, diagnosis and treatment underlying the articulation, resonance, and phonatory problems associated with voice and velopharyngeal disorders. Consideration is given to current research in etiology, technology, and multicultural issues affecting appropriate intervention. Scheduled fall and summer semesters. Prerequisite(s): CMD 317, CMD 420 and departmental permission. Last Offered: Summer 2021 3 credits

CMD 586 - Advanced Instrumentation Techniques for Medical Speech Pathology
This course is designed to prepare the student with basic theoretical knowledge and hands-on skills necessary to perform a voice, swallow and velopharyngeal assessment utilizing nasendoscopy and rigid oral endoscopy. Laboratory practice included. Special Information: Graduate student status. Students are expected to participate in laboratory exercises including passing and having a nasendoscope passed on themselves. This course will meet 12.5 hours in a lab setting. Scheduled summer semester. Prerequisite(s): CMD students only, CMD 583 (may be taken concurrently), current CPR (BLS) certification and dept. permission. Last Offered: Summer 2021 1 credits

CMD 590 - Thesis Seminar I
Development of a thesis proposal. Scheduled fall and spring semesters. Prerequisite(s): departmental permission. Last Offered: Fall 2020 3 credits

CMD 591 - Thesis Seminar II
Implementation of research design from approved thesis proposal and written presentation of the findings. Scheduled fall and spring semesters. Prerequisite(s): departmental permission and CMD 590. Last Offered: Spring 2021 3 credits

CMD 600 - Directed Study and Research
Directed study and research project under guidance of a faculty member. Regularly scheduled meetings, and examination upon the completion of the project. Scheduled fall and spring semesters. Prerequisite(s): departmental permission. Last Offered: Summer 2020 1 to 3 credits

CMD 602 - Augmentative and Alternative Communication
Principles of assessment and intervention for persons requiring augmentative and alternative communication strategies. Topics will include low and high technology aids and adaptations, symbol systems, vocabulary selection, interdisciplinary team work, and procuring funding. Scheduled spring semesters. Prerequisite(s): departmental permission. Last Offered: Spring 2021 3 credits

CMD 605 - Special Project in Communication Disorders
Synthesis of research, theory, and practice in communication disorders. Scheduled fall and spring semesters. Course taken as pass/fail only. Prerequisite(s): 35 credits in Communication Disorders and departmental permission. Last Offered: Spring 2021 3 credits
CMD 608 - Topics in Medical Speech-Language Pathology
The role of the speech-language pathologist working in a variety of medical settings will be discussed in the context of managing medically complex patients. Topics may include documentation, interprofessional collaboration, low-incidence/high-risk patient management, and medical ethics. Scheduled fall semesters.
Last Offered: Fall 2020
3 credits

CM 610 - Communication and Developmental Disabilities
A survey course regarding the speech-language status of individuals with intellectual disability, autism, and cerebral palsy. Course content will include developmental concerns, current research, assessment practices, and speech-language intervention. Scheduled spring semesters.
Prerequisite(s): departmental permission.
Last Offered: Spring 2021
3 credits

CMD 627 - Dysphagia
Reviews the anatomical bases of normal and disordered swallowing in children and adults. Students develop an understanding of dysphagia, fundamentals of assessment (clinical, fluoroscopic and endoscopic methods) and the current approaches to treatment of the patient with dysphagia. Scheduled fall and spring semesters.
Prerequisite(s): CMD 317 and CMD 418 departmental permission.
Last Offered: Spring 2021
3 credits

CMD 652 - Assessment of Autism Spectrum Disorders
Study of the social, cognitive, neurological, and communicative aspects of Autistic Spectrum Disorders. A range of assessment techniques and instruments for individuals at various levels of functioning will be stressed. Scheduled summer sessions.
Prerequisite(s): departmental permission.
Last Offered: Summer 2020
3 credits

CMD 656 - Literacy in the Practice of Speech-Language Pathology
Literacy issues pertinent to the SLP working with clients across the lifespan, preschool through adulthood. Presentation of theoretical models, research, and best practice concerning relationships between oral language development/disorders and literacy development/disabilities. Scheduled fall semesters.
Last Offered: Fall 2020
3 credits

CMD 665 - Counseling and Guidance Procedures in Speech and Hearing
Thoroughly acquaints the student with those counseling and guidance procedures necessary for the most efficient rehabilitation of the patient with a speech and/or hearing disorder. Interview techniques, parent-child relationships, and client and family adjustment problems will be discussed. Scheduled summer semesters. Course taken as pass/fail only.
Prerequisite(s): departmental permission.
Last Offered: Summer 2021
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<tbody>
<tr>
<td>CRM 500</td>
<td>Research Methods I</td>
<td>An introduction to research methods and research design related to resilience thinking in the coastal zone. Topics addressed include: the formulation of research questions; the development of research projects; the development of a project relevant literature review; qualitative and field-based research approaches, data and data measurement, data reliability and validity.</td>
<td>Open to Matriculated CRM students or departmental permission.</td>
<td>Fall 2018</td>
<td>2</td>
</tr>
<tr>
<td>CRM 501</td>
<td>Coastal Systems I: Biophysical /Environmental Aspects</td>
<td>Examination of the coastal environment in terms of the interacting physical and biological systems that give individual coastal environments their distinctive characteristics and that provide the matrix for sustainability and resilience issues.</td>
<td>Open to Matriculated CRM students or departmental permission.</td>
<td>Fall 2018</td>
<td>3</td>
</tr>
<tr>
<td>CRM 502</td>
<td>Coastal Systems II: Sociocultural Aspects</td>
<td>Exploration of the social and cultural dimensions of coastal systems. Topics addressed include: coastal heritage, tourism, recreation, food, transport and energy systems, resources, economic development, environmental perception, and socio-ecological systems and resilience.</td>
<td>Open to Matriculated CRM students or departmental permission.</td>
<td>Fall 2018</td>
<td>3</td>
</tr>
<tr>
<td>CRM 503</td>
<td>Coastal Hazards and Pollution</td>
<td>Examination of the major coastal hazards and anthropogenic sources of contamination impacting coastal ecosystems and societies. An understanding of these processes will allow for an assessment of regional susceptibilities strategies to minimize impacts on coastal communities.</td>
<td>Open to Matriculated CRM students or departmental permission.</td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>CRM 504</td>
<td>Coastal Policy and Planning</td>
<td>Examination of marine and coastal governance; policy and management in the national and international context. Analysis of relevant state, federal and international policy programs with emphasis on current policy issues.</td>
<td>Open to Matriculated CRM students or departmental permission.</td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>CRM 505</td>
<td>GIS I</td>
<td>First class in a two class series in Geographic Information Systems (GIS). Introduces GIS theory, software, and data management. Focus on geospatial data collection, processing and management.</td>
<td>Open to Matriculated CRM students or departmental permission.</td>
<td>Fall 2018</td>
<td>4</td>
</tr>
<tr>
<td>CRM 506</td>
<td>GIS II</td>
<td>Second class in a two class series in Geographic Information Systems (GIS). Introduces spatial analysis, spatial statistics, and advanced data display techniques. Focus on spatial data processing/analysis and data display.</td>
<td>CRM 505</td>
<td>not yet offered</td>
<td>4</td>
</tr>
</tbody>
</table>
CRM 510 - Research Methods II
Research methods and research design related to resilience thinking in the coastal zone. Topics addressed include: scientific knowledge production and communication, data representation, analysis and interpretation, research ethics, research proposal development, and research dissemination strategies.
Prerequisite(s): CRM 500 or departmental permission. Open to Matriculated CRM students only. Last Offered: not yet offered
2 credits

CRM 550 - Field Experience
A field course focused on assessing coastal resilience through an examination of: sustainability issues, energy and resource use, waste management, human impacts and natural hazard mitigation/adaption to extreme coastal events and sea level change, and development impacts on coastal habitat.
Prerequisite(s): Open to Matriculated CRM students or departmental permission.
Last Offered: not yet offered
3 credits

CRM 590 - Coastal Issues Seminar
An examination of current research and issues related to sustainability, resilience, and development in the coastal zone. Course will be delivered via video feed as appropriate.
Prerequisite(s): Open to Matriculated CRM students or departmental permission.
Last Offered: Fall 2018
1.5 credits

CRM 594 - Thesis Research I
The student will finalize a thesis proposal according to accepted style guidelines and begin thesis research under the supervision of an approved thesis advisor.
Prerequisite(s): Open to Matriculated CRM students.
Last Offered: not yet offered
3 credits

CRM 595 - Thesis Research II
Thesis research under the supervision of an approved advisor and completion of the written thesis and oral defense of the thesis research project.
Prerequisite(s): Open to Matriculated CRM students.
Last Offered: not yet offered
3 credits

CRM 600 - Independent Study and Research
Working with an approved advisor, students study and undertake research relevant to their program of study and thesis project in CRM program.
Prerequisite(s): Open to Matriculated CRM students.
Last Offered: not yet offered
3 credits

CRM 601 - Directed Study I: Biophysical Aspects of Coastal Resilience
Directed study focused on the biophysical aspects of coastal resilience. Regularly scheduled meetings, and examination upon the completion of the course. Course taken as pass/fail only.
Prerequisite(s): Open to Matriculated CRM students only.
Last Offered: not yet offered
3 credits

CRM 602 - Directed Study II: Sociocultural Aspects of Coastal Resilience
Directed study focused on the sociocultural aspects of coastal resilience. Regularly scheduled meetings, and examination upon the completion of the course. Course taken as pass/fail only.
Prerequisite(s): Open to Matriculated CRM students only.
Last Offered: not yet offered
3 credits

CRM 603 - Directed Study III: Sustainability Transitions
Directed study focused on the sustainability transitions literature. Regularly scheduled meetings, and examination upon the completion of the course. Course taken as pass/fail only.
Prerequisite(s): Open to Matriculated CRM students only.
Last Offered: not yet offered
3 credits
CSC 505 - Computer Programming and Data Structures
Problem solving methods, object-oriented programming and algorithm development, data abstraction and techniques for representing and processing information. This is an accelerated course that covers programming fundamentals through data structure designs.
Last Offered: Fall 2019
4 credits

CSC 535 - Advanced Software Engineering
Covers advanced topics of software engineering. Topics include the techniques, tools, quality metrics and challenges of the various phases of the software life-cycle. A team oriented term project is included.
Prerequisite(s): CSC 505 or equivalent.
Last Offered: Fall 2020
3 credits

CSC 540 - Database Systems
A study of theory, techniques and methodologies for developing and maintaining relational databases. A detailed analysis of performance issues of access methods in very large databases. Computer projects are required.
Prerequisite(s): CSC 505 or equivalent.
Last Offered: Fall 2020
3 credits

CSC 541 - Image Processing
Advanced image processing techniques, the mathematical rationale behind each technique with major applications and limitations. Exposure to various processing strategies for accessing and measuring information of image data. Computer lab work is required.
Last Offered: Spring 2020
3 credits

CSC 543 - Web Programming
An in-depth study of methodology and practice utilized in today's advanced web sites. A comprehensive analysis of current trends in software and programming techniques developed especially for Internet applications. Concentration on programming languages that include tools for high level of web site interaction. Managing the full software cycle from web site visual design to server-client programming.
Prerequisite(s): CSC 505 or equivalent.
Last Offered: Spring 2021
3 credits

CSC 545 - Advanced Database Systems
Covers advanced topics of database management systems design and applications. Topics include query evaluation and optimization, transaction management and concurrency control, database tuning, security and authorization, parallel and distributed databases, object-database, data warehousing and decision support, data mining, information retrieval and XML data, and internet applications. Programming work required.
Prerequisite(s): CSC 540 or equivalent.
Last Offered: Summer 2020
3 credits

CSC 550 - Fundamentals of Mobile Application Development
An introduction to current practices and tools for the development of mobile applications. Topics include mobile user interface design, multithreading, messaging and communication, multimedia processing, data services, location awareness, and mobile security. Students are be expected to propose and develop a mobile application.
Prerequisite(s): CSC 543 or CSC 563.
Last Offered: Spring 2021
3 credits
CSC 551 - Pattern Recognition
Theory and applications of statistical, neural and syntactical pattern recognition. Topics include Bayesian decision theory, discriminant functions, parametric and non-parametric techniques, multilayer neural networks, decision trees, algorithm-independent machine learning and unsupervised learning and clustering. Prerequisite(s): MAT 221 or equivalent. Last Offered: Spring 2019 3 credits

CSC 552 - Deep Learning
Theory and application of deep learning for machine intelligence. Topics include linear and logistic regression, fully-connected neural networks, convolutional neural networks, object localization/detection, neural style transfer, recurrent neural networks, generative adversarial networks, variational autoencoders, and capsule networks. Students are required to complete multiple programming assignments. Prerequisite(s): (CSC 505 and either CSC 543 or CSC 563) or (minimum one year experience in Python Programming). Last Offered: Fall 2020 3 credits

CSC 555 - Principles of Information Security
An examination of security and threat models, risk analysis, authentication and authorization, auditing, operating systems security, access control mechanisms, protection mechanisms, distributed systems/network security, security architecture, electronic commerce security mechanisms and security evaluation. Prerequisite(s): CSC 505 and CSC 565. Last Offered: Spring 2021 3 credits

CSC 558 - Network Security
Provides students with the fundamental security, technologies and protocols of network security that are widely used in the real world. Topics include: Internet Protocol Security (IPSec), Transport Layer Security (TLS), X.509 Certificates, Public Key Infrastructure (PKI), Virtual Private Networks (VPN), SSH, Email security, DNS security, Firewalls, Kerberos, WEP, WPA, and IEEE802.11i Wireless LAN security. Prerequisite(s): CSC 555 and CSC 565. Last Offered: Spring 2021 3 credits

CSC 560 - Software Quality
Covers the key concepts, strategies, methods and tools that can be employed to measure and improve the quality of software. Topics include: Software Quality Attributes, Quality Measurement and Metrics, Software Quality Standards and Continuous Software Process Improvement. Prerequisite(s): CSC 535. Last Offered: Spring 2020 3 credits

CSC 563 - Multithreaded Distributed Programming
A study of techniques and methodologies for developing single and multithreaded distributed application across computer networks. Topics include network programming, synchronization, protocols, distributed objects, and architectures. Team projects are required. Prerequisite(s): CSC 505 or equivalent. Last Offered: Fall 2020 3 credits

CSC 565 - Computer Networks
Study of computer networks and data communications technologies. Topics include Local and Wide Area Networks, wireless LAN technology, digital transmission, OSI model, Internet architecture and TCP/IP, transmissions system, modem technology, data encryption, network security and multimedia information. Last Offered: Spring 2021 3 credits
CSC 568 - Ethical Hacking and Penetration Testing
Principles of network & system penetration, using the same methods as hackers, are explored with the purpose of finding and fixing security vulnerabilities and ensuring the security of information assets. Legal and ethical issues associated with penetration testing are emphasized. The lab-intensive exercises are used to gain practical experiences in areas such as scanning and enumeration, access and exploitation, escalating privileges, malware, buffer overflows, and other relevant topics.
Prerequisite(s): CSC 555 and CSC 565.
Last Offered: Fall 2020
3 credits

CSC 578 - Secure Systems
Principles of securing, monitoring and protecting heterogeneous complex distributed computer systems against cyber-attacks. The emphasis is placed on security related activities before, during and after a system security breach. Topics include system monitoring, intrusion detection and evidence collection, incident response, system recovery, and incident prevention.
Prerequisite(s): CSC 558 or CSC 568.
Last Offered: Spring 2020
3 credits

CSC 581 - Computational Intelligence
A study of methods and algorithms that mimic biological systems. A comprehensive foundation of life concepts such as evolution and survival of the fittest, and their computational equivalents. Computational application of evolutionary concepts in science, engineering, mathematics and other areas.
Prerequisite(s): CSC 563 or equivalent.
Last Offered: Spring 2021
3 credits

CSC 590 - Proposal Development
Development of the capstone experience proposal including: introduction, review of literature, statement of the problem, solution methodology, implementation and results. Prerequisite: departmental permission.
Prerequisite(s): departmental permission.
Last Offered: Spring 2021
3 credits

CSC 591 - Thesis Completion
Completion of thesis including: products, results, discussion, summary, conclusions and recommendations for future study. Prerequisite(s): CSC 590 and departmental permission.
Last Offered: Spring 2021
3 credits

CSC 595 - Special Project Development
Development of the Special Project including: introduction, review of literature, problem statement, solution methodology, implementation and results.
Last Offered: Spring 2021
3 credits

CSC 600 - Independent Study
Independent Study
Last Offered: Spring 2021
3 credits

CSP 502 - Religion and Spirituality in Counseling
Theory and techniques designed to assist counselors in the appropriate integration of spirituality into the counseling process.
Last Offered: Summer 2021
3 credits

CSP 521 - Substance-Related and Addictive Disorders
Theory and etiology of addictive and co-occurring disorders, as well as commonly used psychopharmacology. Also includes neurobiology of substances and additions. Models of counseling and medical treatment are covered.
Last Offered: Spring 2021
3 credits
CSP 532 - Physical Bases for Behavior and Personality

A survey course of the basic structures of the brain and nervous system and their functions in relation to behavior. The impact on personality and behavior of genetics, nutrition, sex differences, stress, environmental factors, and the major medications used to treat neurological or psychological dysfunctions are reviewed.

Last Offered: Summer 2021
3 credits

CSP 533 - Individual Assessment I

Principles and methods of performing individual psychological evaluations of schoolage children and youth. Administering, scoring, and interpreting intelligence scales, and other assessment instruments.

Prerequisite(s): CSP 540 or RSM 595, matriculation in school psychology program, and department permission.

Last Offered: Spring 2021
4 credits

CSP 534 - Individual Assessment II

Administering and interpreting integrated and individual psychoeducational evaluations with school-aged children. Emphasis will be on high-incidence handicapping conditions and strategies that link specifically to interventions.

Prerequisite(s): CSP 533, matriculation in school psychology program, and department permission.

Last Offered: Fall 2020
4 credits

CSP 535 - Individual Assessment III

Advanced administration, scoring, and interpretation of individual psychoeducational instruments, with low-incidence handicapping conditions. Interpretation, advanced report-writing, empirically-based interventions & consultation based on results of assessments.

Prerequisite(s): CSP 534 or equivalent, matriculation in school psychology program, and departmental permission.

Last Offered: Spring 2021
4 credits

CSP 536 - School Psychology Pre-Practicum

School Psychology Pre-Practicum is designed to provide students with an initial field based experience in school psychology. Students have a concurrent university-based seminar as a component as well as site-based professional supervision.

Last Offered: Spring 2021
3 credits

CSP 537 - School Psychology Practicum 2

Implementation of psychological services in schools, or other appropriate settings, under the supervision of a certified school psychologist and faculty member.

Prerequisite(s): matriculation in school psychology program, and department permission. (CSP 537 may be repeated for up to six credits).

Last Offered: Spring 2021
3 credits

CSP 539 - Development Psychopathology in Schools

Nosology and etiology of social, emotional, behavioral, and cognitive disorders, as defined by DSM & IDEIA, basic assessment and classification, and best practices for interventions (including crisis response) in schools, considering developmental level and culture.

Last Offered: Summer 2021
3 credits

CSP 540 - Introduction to Assessment in Counseling and School Psychology

Understanding appropriate clinical and educational assessment procedures, administration, measurement concepts, interpretation, and communication of results. Ethically and culturally relevant factors associated with assessment will also be discussed.

Last Offered: Spring 2021
3 credits
CSP 541 - Psychopharmacology

The prescription guidelines, neurobiology, and side effects of major groups of drugs typically prescribed in psychiatric medicine in clinical mental health counseling settings are covered. Focus is on gaining knowledge for advocacy and psychoeducation.

Last Offered: Summer 2019
1 credits

CSP 542 - School-Based Substance Abuse Prevention & Intervention

Examines the effect of substance use on neurological and social development, the biopsychosocial nature of addiction, commonly abused substances, co-occurring disorders, and primary prevention and intervention programs in schools.

Last Offered: Spring 2021
3 credits

CSP 546 - Suicide Prevention and Intervention

Designed for mental health practitioners. Covers material related to dynamics of suicide, suicide risk assessment, intervention, and prevention.

Last Offered: Summer 2021
3 credits

CSP 549 - Crisis Counseling

Preventative and reactive interventions for counselors in responding to crises in clinical mental health settings.

Prerequisite(s): CSP 550 and department permission.

Last Offered: Summer 2021
3 credits

CSP 550 - Counseling Skills & Techniques

Current theories, skills, and evidence-based practices in counseling. Includes skill-building laboratory practice. Emphasis is on counseling microskills with consideration given to diverse populations.

Prerequisite(s): CSP 569 and department permission.

Last Offered: Summer 2021
3 credits

CSP 551 - Creative Techniques in Counseling

This course provides a review of traditional counseling theory and how to integrate creative approaches into sessions with child, adolescent and adult clients in clinical mental health settings. Theory, techniques and directives related to art therapy, play therapy, sandplay, psychodrama, bibliotherapy, cinematherapy, zentangle, animal-assisted therapy, poetry therapy and therapeutic story-telling will be covered.

Last Offered: Fall 2016
3 credits

CSP 552 - Practicum Supervision in Clinical Mental Health Counseling

One hour, individual or triadic supervision by a university faculty member while working in practicum fieldwork. Additional coursework on supervision theory and practice is part of this course. Course taken for pass/fail only.

Prerequisite(s): CSP 595 & 656

Last Offered: Summer 2021
3 credits

CSP 553 - Practicum & Seminar in Clinical Mental Health Counseling

This seminar course accompanies the required 100-hour practicum and provides an opportunity for group supervision and consultation with practicum students and faculty. Emphasis is on integration of field experiences and topics of professional interest. Course taken for pass/fail only.

Prerequisite(s): CSP 595 & 656

Last Offered: Summer 2021
4 credits

CSP 554 - Treatment of Psychological Disorders

In-depth exploration of empirically-supported treatment practices for various diagnostic groups in the provision of individual and group counseling.

Prerequisite(s): CSP 550, CSP 571 and department permission.

Last Offered: Fall 2020
3 credits

CSP 555 - Experiential Group Dynamics

This experience involves group members as participant observers in the various aspects of group development. This course centers on active participation and self-reflection. Course taken as pass/fail only.

Last Offered: Fall 2020
1 credits
CSP 567 - Professional Orientation to School Counseling Services
Provides an orientation to the role of a professional school counselor, including responsibilities, organizational structures, credentialing, self-care, crisis response, and emerging use of technology, as well as the role of advocacy within the profession.
Last Offered: Fall 2020
3 credits

CSP 568 - Counseling and Life Span Development
A study in individual and family development, factors related to risk and resiliency and applications in the helping professions. Theories of learning, individual differences and cultural considerations will be explored.
Last Offered: Summer 2021
3 credits

CSP 569 - Theories of Counseling
Overview of theories and models of counseling. The importance of consultation, supervision and culturally relevant strategies will be discussed. Emphasis is on developing a professional identity as a counselor or school psychologist.
Last Offered: Summer 2021
3 credits

CSP 570 - Ethics and Legal Issues in School Counseling Services
This course explores ethical and legal standards for applications to schools and professional school counselors.
Prerequisite(s): CSP 567 & department permission
Last Offered: Spring 2021
2 credits

CSP 571 - Diagnosis of Psychological Disorders
Overview of the classification of mental and emotional disorders using the DSM-5 coding system. Emphasis is on conducting an effective diagnostic interview, formulation of case conceptualization, and making differential and accurate diagnoses.
Prerequisite(s): CSP 550 and department permission.
Last Offered: Spring 2021
3 credits

CSP 574 - Applied Behavioral Interventions in Schools, Classrooms and Counseling Settings
A study of human behavior and the formal behavioral assessment process. It emphasizes functional behavioral assessments, observational methods, behavioral intervention strategies, and evaluation of behavior plans and programs in schools, classrooms and counseling settings.
Last Offered: Summer 2021
3 credits

CSP 575 - Counseling Supervision Fundamentals
Designed to provide students with a practical knowledge of principles of counseling supervision and consultation. Supervisory roles, evaluation methods, ethical, legal and multicultural perspectives, and an overview of selected theoretical models will be explored.
Prerequisite(s): CSP 550, CSP 569 and department permission.
Last Offered: Summer 2017
1 credits

CSP 578 - Social and Cultural Diversity
Broad social and cultural characteristics of clients and theories of multicultural counseling provide the course framework. Focus is on developing awareness knowledge skills, and action in social justice, as well as understanding marginalization and privilege.
Prerequisite(s): department permission.
Last Offered: Summer 2021
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CSP 580</td>
<td>Counseling Affectional and Gender Minorities</td>
<td>This course presents awareness, knowledge, and skills surrounding counseling LGBTQI+ people. Intersectionality, identity development, minority stress, and counseling techniques are covered.</td>
<td></td>
<td>Summer 2018</td>
<td>3</td>
</tr>
<tr>
<td>CSP 595</td>
<td>Orientation &amp; Ethics in Clinical Mental Health Counseling</td>
<td>Provides an orientation to the roles, functions, and ethical standards of a licensed professional counselor. Attention is given to technology resources and advocacy roles. The importance of self-evaluation and self-care is also covered.</td>
<td>Department permission.</td>
<td>Summer 2021</td>
<td>3</td>
</tr>
<tr>
<td>CSP 600</td>
<td>Independent Study or Research</td>
<td>Identification and investigation of a problem; preparation and presentation of a scholarly document summarizing the study or research. Department permission required.</td>
<td></td>
<td>Spring 2021</td>
<td>1-3</td>
</tr>
<tr>
<td>CSP 601</td>
<td>Advanced Counseling Skills &amp; Techniques</td>
<td>Advanced laboratory practice of counseling skills, including the application of empirically-based practices, risk assessments, sensitivity to client’s multicultural needs.</td>
<td>CSP 550</td>
<td>Summer 2021</td>
<td>1</td>
</tr>
<tr>
<td>CSP 605</td>
<td>Child and Family Counseling</td>
<td>Empirically based practices for working with families and counseling children.</td>
<td>CSP 569 and department permission.</td>
<td>Summer 2021</td>
<td>2</td>
</tr>
<tr>
<td>CSP 606</td>
<td>Counseling Children &amp; Adolescents in School</td>
<td>An overview of counseling services within the Response to Intervention framework with attention to advancing application of skills. Focus is on using a developmental approach to prevention and intervention.</td>
<td>CSP 550, department permission.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>CSP 611</td>
<td>Biology and Pharmacology of Substance Use Disorders</td>
<td>Provides overview if neurological mechanisms of addiction and physiological sequelae of psychoactive substances and basic knowledge of psychopharmacology as pertaining to addiction counseling. Explores the impact of chronic illnesses such as HIV/AIDS in the context of addiction counseling.</td>
<td>Departmental permission.</td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>CSP 612</td>
<td>Theories of Substance Use Disorders</td>
<td>Provides advanced perspectives on counseling and substance use disorders and addictive behavior, including historical and social context. Offer in depth exploration of both substance use disorders and behavioral addiction theories, approaches to recovery, prevention, and screening.</td>
<td>Departmental permission.</td>
<td>not yet offered</td>
<td>3</td>
</tr>
</tbody>
</table>
CSP 613 - Evaluation and Treatment of Substance Use Disorders
Explores screening and diagnostic assessment of substance use disorders and addictive behaviors. Examines counseling modalities for treating addictions and co-occurring disorders and includes crises counseling, relapse prevention and case management.
Prerequisite(s): CSP 611, CSP 612, and departmental permission.
Last Offered: not yet offered
3 credits

CSP 614 - Ethics, Diversity, and Social Justice in Addiction Counseling
Overview of social justice, diversity issues, and ethical implications in addictions counselling. Addresses counseling needs of special populations including racial, ethnic, and social diversity and HIV/AIDS. Includes critical analysis of ethical decision-making and the process of clinical consultation and documentation.
Prerequisite(s): CSP 611, CSP 612, and departmental permission.
Last Offered: not yet offered
3 credits

CSP 622 - School Curriculum for Helping Professionals
Designed to provide students with an understanding of the curricular standards used in schools, effective instructional practices, lesson and unit plan development and implementation, as well as knowledge and skill in curriculum design and evaluation.
Offered Fall.
Prerequisite(s): Department permission.
Last Offered: Spring 2021
3 credits

CSP 638 - School Psychological Intervention Techniques
The appraisal, planning, implementation and measuring effectiveness of intervention techniques for students with academic, social and behavioral difficulties.
Prerequisite(s): matriculation in school psychology and department permission.
Last Offered: Fall 2020
3 credits

CSP 641 - Ethical and Professional Conduct
Explores the nature of professional ethics and behavior in educational psychology and applied behavior analysis. As such, the course will focus on building knowledge regarding standards of conduct guiding the fields. In particular, the standards set forth by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Behavior Analyst Certification Board (BACB) will be covered.
Last Offered: Spring 2021
3 credits

CSP 652 - Internship in School Psychology
A one year full-time supervised school psychology experience in a school, agency, or institution providing psychological services for children or adults. Emphasizes the practical application of psychological knowledge, counseling skills, and theories.
Course taken as pass/fail only.
Prerequisite(s): Department permission. Students must have completed their MS in School Psychology; Passing Score on the Oral Comprehensive Exam; CSP 534; CSP 535; CSP 536; CSP 537; CSP 606; CSP 638; CSP 692. Co-requisite: CSP 653.
Last Offered: Spring 2021
3 credits
<table>
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<tr>
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<tbody>
<tr>
<td>CSP 653</td>
<td>Professional Seminar in School Psychology Practice</td>
<td>This seminar will guide and support students as they make their transition from graduate students to professionals and apply their skills in assessment, behavior management, counseling and consultation.</td>
<td>MS in School Psychology complete; Passing Score on the Oral Comprehensive Exam; CSP 534; CSP 535; CSP 536; CSP 537; CSP 606; CSP 638; CSP 692; Departmental Permission; Students must take co-requisite: CSP 652.</td>
<td>Spring 2021</td>
<td>3 credits</td>
</tr>
<tr>
<td>CSP 656</td>
<td>Group Counseling</td>
<td>Students participate in and learn advanced theories and techniques of group counseling. Focus is on the integration of theory and practice. Experiential opportunities are provided for both personal and professional development.</td>
<td>CSP 550 and department permission.</td>
<td>Summer 2021</td>
<td>3 credits</td>
</tr>
<tr>
<td>CSP 659</td>
<td>Individual Supervision &amp; Practicum Seminar in School Counseling</td>
<td>A 100-hour practicum experience in a school setting. The student advances skills into practice by assuming some roles of a School Counselor (direct and indirect counseling services) under the supervision of site and faculty supervisors. Course taken as pass/fail only.</td>
<td></td>
<td>Spring 2021</td>
<td>4 credits</td>
</tr>
<tr>
<td>CSP 670</td>
<td>Psychology in the Schools</td>
<td>Provides an introduction to the field of school psychology, including its history, roles and functions of school psychologists, and models of service delivery. It will also review the application of psychological theory in educational settings, the role of social emotional learning in promoting student growth, and issues related to the provision of psychoeducational services within an urban setting.</td>
<td>Matriculation in the School Psychology program.</td>
<td>Fall 2020</td>
<td>3 credits</td>
</tr>
<tr>
<td>CSP 672</td>
<td>Curriculum &amp; Classroom Management for School Counselors</td>
<td>Designed to provide student with an understanding of the curriculum component of a comprehensive school counseling program. Topics include effective instructional practices, curriculum design, lesson/unit plan development, delivery, and evaluation.</td>
<td>CSP 550, placement within a school setting, and department permission.</td>
<td>Fall 2020</td>
<td>3 credits</td>
</tr>
<tr>
<td>CSP 674</td>
<td>Consultation in Schools</td>
<td>Provides students with theories and skills necessary to engage in collaboration and consultation with all school personnel, families, and community agencies.</td>
<td>CSP 550, placement within a school setting, and department permission.</td>
<td>Spring 2021</td>
<td>3 credits</td>
</tr>
<tr>
<td>CSP 675</td>
<td>Internship &amp; Seminar in School Counseling</td>
<td>Internship will consist of a 700-hour supervised counseling experience in a school setting over a 10-month period. Students must register for 4 credits each semester. Seminar includes group supervision with a faculty supervisor. Students must take this course twice for a total of 8 credits. Course taken as pass/fail only.</td>
<td>Matriculation in the School Psychology program.</td>
<td>Spring 2021</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
CSP 676 - Internship & Seminar in Clinical Mental Health Counseling
This seminar course accompanies the required 600-hour internship over two semesters and provides an opportunity for group supervision and consultation with internship students and faculty. Emphasis is on integration of field experiences and topics of professional interest. Course taken as pass/fail only.
Prerequisite(s): CSP 552 & 553.
Last Offered: Summer 2021
4 credits

CSP 680 - Sexuality Issues in Counseling
This course builds awareness surrounding sexuality problems that may present as issues in individual, group and/or couples counseling. Techniques for intervention in clinical counseling are also a focus.
Last Offered: Summer 2020
3 credits

CSP 691 - Research and Evaluation in School and Clinical Mental Health Settings
Introduction to research methods and program evaluation for practitioners, including critiquing skills, ethical considerations, and understanding evidence-based practices. Research designs utilizing reliable and valid measures, measurement concepts, basic statistics, and research writing are covered.
Last Offered: Spring 2021
3 credits

CSP 692 - Advanced Research Methods and Program Evaluations
Designed to familiarize advanced graduate students with the application of commonly used qualitative and quantitative research methods in educational and clinical settings, including experimental, comparative, quasi-experimental, correlational, between-and within-subject, single subject and qualitative designs. The focus is on providing a more in-depth discussion and skill presentation of the understanding of methodology and program evaluation, advanced statistics and data analysis with use of SPSS and presentation of findings.
Prerequisite(s): CSP 691.
Last Offered: Fall 2020
3 credits

CSP 722 - Introduction to Advanced Applied Statistics and Quantitative Methods
This course is designed to enable the student to become proficient in application of advanced statistical methods in research procedures.
Prerequisite(s): Open to Matriculated ED.D-CES students only.
Last Offered: Summer 2021
3 credits

CSP 801 - Introduction to Clinical Supervision
Examines the purposes, theoretical frameworks, models, and knowledge of roles and relationships related to clinical supervision. Includes evaluation, remediation, legal and ethical issues, responsibilities, gatekeeping, and culturally relevant strategies in clinical supervision and mentoring.
Prerequisite(s): Open to Matriculated ED.D-CES students only.
Last Offered: Summer 2021
3 credits

CSP 808 - Advanced Counseling Supervision and Consultation
Development of advanced supervision skills. This will include assessment, procedures, responsibilities, use of technology, advanced culturally competent interventions, leadership in consultation, student evaluation, gatekeeping, legal and ethical concepts, and an individual supervision style.
Prerequisite(s): CSP 801 and departmental permission. Open to Matriculated ED.D-CES students only.
Last Offered: not yet offered
3 credits
<table>
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<tr>
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<tbody>
<tr>
<td>CSP 809</td>
<td>Current Issues and Ethics in Counselor Education and Professional Identity</td>
<td>Open to Matriculated ED.D-CES students only.</td>
<td></td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>CSP 816</td>
<td>Program Evaluation in Counseling Settings</td>
<td>Open to Matriculated EDD-CES students only.</td>
<td></td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>CSP 856</td>
<td>Advanced Counseling Theory and Practice</td>
<td>Open to Matriculated ED.D-CES students only.</td>
<td></td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>CSP 860</td>
<td>Advanced Leadership and Advocacy in Counseling</td>
<td>CSP 801, 856, 875, 809 and department permission.</td>
<td></td>
<td>not yet offered</td>
<td>2</td>
</tr>
<tr>
<td>CSP 865</td>
<td>Advanced Group Counseling</td>
<td>CSP 801, 856, 875, and department permission.</td>
<td></td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>CSP 869</td>
<td>Advanced Supervised Practicum in Counseling</td>
<td>CSP 856 and department permission.</td>
<td></td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>CSP 870</td>
<td>Advanced Supervised Internship in Counseling I</td>
<td>CSP 860 and department permission.</td>
<td></td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>CSP 871</td>
<td>Advanced Supervised Internship in Counseling II</td>
<td>CSP 870 and department permission.</td>
<td></td>
<td>not yet offered</td>
<td>3</td>
</tr>
</tbody>
</table>
CSP 875 - Multicultural and Social Justice Perspectives in Counselor Education, Supervision, & Research

Designed to enable the student to explore the impact of social and cultural factors within counselor education, supervision, and research relationships. Prerequisite(s): Departmental permission. Open to Matriculated EDD-CES students only. Last Offered: not yet offered 3 credits

CSP 898 - Capstone/Dissertation Seminar

Designed primarily to facilitate doctoral level students to refine their advanced research and/or program development/evaluation skills by providing supervised experience in research and scholarship in the form of a capstone/dissertation project. Prerequisite(s): CSP 869 and departmental permission. Open to Matriculated EDD-CES students only. Last Offered: not yet offered 3 credits

CSP 899 - Capstone/Dissertation Advising

Provides individualized advising for the student completing the capstone project/dissertation. Prerequisite(s): CSP 869 and departmental permission. Open to Matriculated EDD-CES students only. Last Offered: not yet offered 1 credits

EDF 520 - Child in the American Culture

Children’s needs are explored as they relate to cultural, family, and community patterns and to trends in American society today. The school is examined as one among many agencies and institutions involved in educating children in the American culture. Last Offered: Summer 2021 3 credits

EDL 599 - Special Topics: Leadership in Student Affairs

This course is intended to familiarize students with student affairs in higher education. This course focuses on the nature and purpose of student affairs, leadership in student affairs, standards and guidelines of accrediting organizations, and its functions. It also examines institutional strategies for organizing, staffing, and funding the extensive array of programs, services, and facilities designed to facilitate the learning and development of students. By actively participating in and successfully completing this course, students will become conversant with some of the literature and best practices for leadership in student affairs. This course takes a broad look at the essential work of student affairs and its administration, examining the work through historic, theoretical, research, resource, ethical, and best practice perspectives. Last Offered: Summer 2020 3 credits

EDL 600 - Independent Study

Independent Study
Last Offered: Fall 2018 1 to 3 credits

EDL 602 - Education Law

The American legal system as it applies to the governance and operation of public education. Major legal doctrines and principles that affect board of education operation, the liability of school districts, fiscal policies, the legal status of teachers and pupils, and the general regulatory codes that school administrators must meet. Scheduled fall semesters. Formerly EDL 554. Prerequisite(s): Only for students matriculated in the EDL program. Last Offered: Summer 2021 3 credits

EDL 657 - School Finance

Theories of public policy-making and decision-making regarding school finance; distribution of State aid; federal education policy, programs and funding; analysis of school budgets as planning documents, instruments of public understanding and mechanisms of management control; the relationship among planning, politics, and management in financing education. Scheduled spring semesters. Formerly EDL 557. Prerequisite(s): Only for students matriculated in the EDL program. Last Offered: Summer 2021 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Last Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 661</td>
<td>The Politics of School Administration</td>
<td>The effects of federal, state, and local government policy on the operation of the public schools; the use of power and educational leadership; the role of lobbies and special interest groups; policy analysis and educational decision-making.</td>
<td>Winter Session 2019</td>
<td>3</td>
</tr>
<tr>
<td>EDL 663</td>
<td>Educational Planning</td>
<td>Strategic and operational approaches to educational planning. The planning process will be examined in relation to budgeting, school facilities and staff development plans. Additional topics will include initiating and managing organizational change and site based management. (Core course Ed.D. requirement).</td>
<td>Spring 2018</td>
<td>3</td>
</tr>
<tr>
<td>EDL 680</td>
<td>Leadership Perspectives</td>
<td>Survey course of the fundamental tenets of leadership theory with a major focus on the relationship between the leader and other elements of the school organization as presented from multiple perspectives. Prerequisite(s): master's degree.</td>
<td>Summer 2021</td>
<td>3</td>
</tr>
<tr>
<td>EDL 681</td>
<td>Leadership Development</td>
<td>Based on the premise that effective school leaders are “human relations specialists” as well as task specialists. Development of relationship-building skills; accurate and empathetic listening, effective confrontation, conflict management and decision-making/ problem solving skills. Scheduled fall, spring and summer semesters. Prerequisite(s): EDL 680, 681, 684, 685 and 687. Open to matriculated SYC-EDL and EdD-EDL students only.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>EDL 682</td>
<td>Organizational Development</td>
<td>Provides an opportunity for students to develop their ability to understand and improve schools as organizations, implement operational plans, manage resources, and apply decentralized management processes and procedures. Emphasis is placed on applying organizational theory to problems of practice through case studies, empirical data collection and simulations with a strong focus on managing school change. Scheduled fall, spring and summer semesters. Prerequisite(s): EDL 680, 681, 684, 685 and 687. Open to matriculated SYC-EDL and EdD-EDL students only.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>EDL 683</td>
<td>Supervision and Staff Development</td>
<td>An analysis of the goals, functions, and processes of supervision in contemporary education. Orientation of new teachers, evaluation and improvement of instruction, staff development, and interpersonal and group relationships. Scheduled fall, spring and summer semesters. Prerequisite(s): EDL 680, 681, 684, and 685. Open to matriculated SYC-EDL and EdD-EDL students only.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
</tbody>
</table>
EDL 684 - Learning Theory into Practice
Principles of learning derived from developmental, behaviorist, and cognitive field theories; brain functioning, hemisphericity, and teaching/learning styles. Implications of learning theory for classroom management, improvement of instruction, evaluation of learning and organization of schools. Scheduled fall, spring and summer semesters.
Prerequisite(s): EDL 680 and 681. Open to matriculated SYC-EDL and EdD-EDL students only.
Last Offered: Summer 2021
3 credits

EDL 685 - Curriculum Development
Basic principles and practices of instructional leadership in the cycle of curriculum development and change. Application of knowledge to current and future issues on the local, state, and national scene. Scheduled fall, spring and summer semesters.
Prerequisite(s): EDL 680 and 681. Open to matriculated SYC-EDL and EdD-EDL students only.
Last Offered: Summer 2021
3 credits

EDL 686 - District-Level Instructional Leadership
In this advanced course students examine the instructional leadership role at the district level. Participants will gain in-depth knowledge of contextual issues impacting the superintendency and the implications for achieving high levels of student learning.
Last Offered: Summer 2018
3 credits

EDL 687 - Internship I
The internship is an individual experience in an educational setting under the supervision of an experienced administrator or mentor and a supervising faculty adviser. Experiences develop the student’s competence in creating change in accordance with the human, conceptual and technical skills learned in prior courses. Scheduled fall and spring semesters.
Prerequisite(s): EDL 687. Open to matriculated SYC-EDL and EdD-EDL students only.
Last Offered: Spring 2021
1.5 credits

EDL 688 - Internship II
The internship is an individual experience in an educational setting under the supervision of an experienced administrator or supervisor and a faculty adviser. Experiences develop the student’s competence in creating change in accordance with the human, conceptual and technical skills learned in prior courses. Scheduled fall and spring semesters.
Prerequisite(s): EDL 687. Open to matriculated SYC-EDL and EdD-EDL students only.
Last Offered: Spring 2021
1.5 credits

EDL 689 - Seminar in Leadership and Supervision
Case study analyses, simulation, and field experiences serve as the basis for seminar discussions and examination of contemporary issues in education. Scheduled fall, spring and summer semesters.
Prerequisite(s): EDL 680, 681, 684, 685 and 687. Open to matriculated SYC-EDL and EdD-EDL students only.
Last Offered: Summer 2021
3 credits

EDL 692 - Educational Policy and the Law
This advanced course stresses the interplay of law and policy, legal decision, and educational practice. Participants will gain knowledge of issues related to the implementation of educational policy and related statutory and constitutional laws.
Last Offered: Spring 2018
3 credits
EDL 717 - Administration of School Public Relations
No Description Available
Last Offered: Summer 2017
3 credits

EDL 801 - Leadership in Organizations
Explores advanced theories in organizational development and ways in which leadership influences organizational change. Participants will draw from organizational and leadership theory and their own experiences in managing and dealing with the dynamics of real organizational dilemmas.
Last Offered: Fall 2020
3 credits

EDL 802 - Applications in Leadership and Organizational Development
Continues the exploration of advanced theories in organizational development and ways in which leadership influences organizational change. Participants will draw from organizational and leadership theory and their own experiences in managing and dealing with the dynamics of real organizational dilemmas.
Last Offered: Fall 2020
3 credits

EDL 803 - Leading Organizational Change
Provides an opportunity for students to critically examine the context in which schools exist with a focus on the forces that engender school change. Emphasis is placed on understanding the nature of change in organizations and its relationship to leadership behavior.
Last Offered: Fall 2020
3 credits

EDL 804 - Quantitative Methods
The first quantitative methods course. Leader must be able to analyze, synthesize and interpret statistics in the context of emerging research findings, daily problem solving, and decision-making. Provides students with the fundamentals of descriptive and inferential statistics necessary to address quantitative information. It will also equip students with the necessary frameworks to describe and critique the components of various quantitative research studies. It will assist in preparing for data analysis related to the dissertation.
Last Offered: Fall 2020
3 credits

EDL 805 - Qualitative Methods
Students examine qualitative methodology used in social science research, focusing primarily on ethnography, case study, phenomenology, grounded theory, and action research. Students become familiar with theoretical and ethical aspects of qualitative methodology and will develop and employ qualitative methods such as individual interviews, observation, focus groups, and document review in their own research projects.
Prerequisite(s): EDL 802 and EDL 804.
Last Offered: Spring 2021
3 credits

EDL 808 - Leadership for Social Equity
Involves an in-depth exploration into the identification and analysis of the social and ethical issues impacting the lives of people and on the work of educational leaders in dealing with these issues.
Last Offered: Spring 2021
3 credits

EDL 811 - Educational Policy: Context and Inquiry
Provides the advanced student in Educational Leadership with tools to formulate and analyze education policy. Participants will gain knowledge of theory and practical information to construct effective educational policy.
Last Offered: Spring 2021
3 credits
EDL 822 - Research Design
Supports doctoral students in their third year to prepare the methods chapter of their dissertation proposal. Emphasis will be placed on selecting a research design and developing research methods appropriate for addressing students' individual research questions and hypotheses. In addition to the fundamentals of sampling and measurement, students explore and write an in-depth justification of the research design they intend to use in their dissertation proposal. Course taken as pass/fail only. Prerequisite(s): EDL 805 & 825. Students must have passed the comprehensive exam. Last Offered: Fall 2020 3 credits

EDL 825 - Advanced Quantitative Methods
As an extension of EDL 704, students are offered a more advanced level of univariate and multivariate statistics. Prerequisite(s): EDL 802 and 804. Last Offered: Spring 2021 3 credits

EDL 830 - Doctoral Inquiry Seminar
This course is designed to facilitate the dissertation development process. The seminar is a forum for students to explore with their peers research problem development, theoretical foundations, methodology, and data analysis to launch their dissertation research. Format and procedures for progression in the dissertation process are also discussed. Last Offered: Fall 2020 3 credits

EDL 831 - Independent Advising for Dissertation Proposal Development
Continues facilitation of the dissertation proposal development process where student commences one-on-one with his/her Committee Chair to progress to defense. Fine tuning of the proposal is undertaken regarding development of the research problem, theoretical foundations, methodology, and data analysis to launch dissertation research. Format and procedures for progression in the dissertation process are discussed as well as formal preparation for the defense. Course taken for Pass-Fail grade only. Prerequisite(s): Departmental permission. Last Offered: Spring 2021 3 credits

EDL 899 - Dissertation Research and Writing
Continues to facilitate dissertation development process. Last Offered: Fall 2016 3 credits

EDL 900 - Dissertation: Advisement and Defense
Enables students to conduct in-depth study on a specific, individual topic of interest. It also allows students to receive continuous advisement from faculty while preparing and defending the final dissertation. Course taken for pass-fail only. Prerequisite(s): Departmental permission. Last Offered: Spring 2021 3 credits

EDL 901 - Continuing Enrollment for Doctoral Dissertation
Continuing Enrollment for Doctoral Dissertation Last Offered: Spring 2021 1 credits

EDU 503 - Science in the Elementary School
The content, organization, and techniques of instruction in elementary science, from nursery school through grade eight. Field experience required. Scheduled fall, spring and summers in even years. Prerequisite(s): Departmental permission required. Last Offered: Spring 2021 3 credits
EDU 504 - Mathematics in the Elementary School
The use and meaning of numbers in children’s lives. Trends and national standards in mathematics teaching are examined. Field experience required. Departmental permission required. Scheduled fall, spring, and summers in even years.
Last Offered: Summer 2021
3 credits

EDU 505 - Social Studies in the Elementary School.
Social experience, interests, and needs of children. Content and objectives of the social studies curriculum. Field experience required. Departmental permission required. Scheduled fall, spring, and summers in odd years.
Last Offered: Fall 2019
3 credits

EDU 506 - Language Arts and Children’s Literature
Integration of language arts in the phases of oral and written expression, such as dramatics, choral speaking, and creative writing. Appreciation and knowledge of children’s books, including both historical and contemporary literature. Field experience required. Departmental permission required. Scheduled fall, spring, and summers in odd years.
Prerequisite(s): Departmental permission required.
Last Offered: Spring 2021
3 credits

EDU 508 - Introduction to Education
An introduction to the teaching profession. Course topics include introduction to curriculum theory, characteristics of effective teachers, instructional planning, etc. Students will complete 30-hour filed work experience in a public school.
Prerequisite(s): Must be accepted to the MAT Program.
Last Offered: Spring 2021
3 credits

EDU 509 - Student Teaching Seminar
A one-credit seminar in conjunction with student teaching that deals with issues and current practices in education. Topics will include Connecticut state regulations, classroom management, planning for and implementation of curriculum, and student experiences.
Scheduled fall and spring semesters. Course taken for pass/fail only.
Corequisite(s): to be taken concurrently with student teaching.
Last Offered: Spring 2021
3 credits

EDU 511 - Curriculum Experiences in Elementary Geometry
A hierarchy of geometry teaching techniques beginning with the pre-school child’s first topological ideas and extending through the elementary school grades. Opportunity will be provided for development of instructional strategies for involving children in the study of geometry.
Last Offered: Summer 2017
3 credits

EDU 512 - Curriculum Workshop
Recent research appraisal of current practices and the needs of today’s youth. Opportunity for individual projects. Scheduled wintersession and summer semesters.
Last Offered: Summer 2018
3 credits

EDU 514 - Education of the Gifted
Identification of gifted children; recognition of their characteristics, abilities, and needs; and provision of adequate facilities for their development.
Scheduled summer semesters.
Last Offered: Summer 2017
3 credits

EDU 515 - Trends in Elementary Mathematics
Recent research, publications, films, programs and teaching. For teachers, principals, and supervisors of elementary mathematics. Opportunity for individual projects.
Last Offered: Summer 2017
3 credits
EDU 516 - Child Development and Psychology for Educators
This course focuses on patterns of typical and atypical development from conception to adolescence. Emphasis is on developmental theory, research methodologies, and observational skills for evaluating difference characteristics of children and adolescents.
Prerequisite(s): Open to matriculated MAT students only.
Last Offered: not yet offered
3 credits

EDU 521 - Digital Teaching and Learning I
An introduction to the use of digital texts and tools in education. Topic will include the skills and strategies necessary for online research and media skills.
Scheduled fall and summer.
Last Offered: Summer 2021
3 credits

EDU 522 - Digital Teaching and Learning II
Continues the exploration of pedagogy and technology. Students learn how to use digital texts and tools to improve instruction and learning.
Scheduled in spring and summer.
Last Offered: Summer 2021
3 credits

EDU 524 - Law for the Classroom Teacher
Provides an introduction of school law as it applies to teachers' and students' rights and responsibilities within the school and the classroom. The course will include discussion of major legal decisions that affect teachers and students. Scheduled fall and spring semesters and summers in odd years.
Last Offered: Spring 2021
3 credits

EDU 525 - Fieldwork
Supervised field placement in a public school designed to allow implementation of skills and knowledge gained in courses. Students will collaborate with a classroom teacher to design and implements small group and whole group lessons. Background check required. Course taken as pass/fail only.
Last Offered: Fall 2018
1 credits

EDU 526 - STEM for the Early Childhood Classroom
This course is an integrated approach to teaching STEM concepts. It emphasizes cooperative learning, manipulatives, hands-on lessons, and educational technology and focuses on Common Core State Standards for Mathematics and Next Generation Science Standards.
Prerequisite(s): EDU 508. Open to matriculated MAT-ECHD students only.
Last Offered: Summer 2021
3 credits

EDU 528 - Differentiated Instruction
Strategies for differentiating instructional content, process and product to meet the needs of diverse student populations. Scheduled fall semester.
Last Offered: Summer 2021
3 credits

EDU 532 - Enhancing the Learning Process Through the Creative Arts
The meaning of creativity, principles of creative teaching in the areas of art, music, movement, creative dramatics, and language arts at the elementary level.
Last Offered: Summer 2017
3 credits

EDU 533 - Curriculum Design and Methods for Nursery-Grade 3
The theoretical framework for a developmentally appropriate, culturally sensitive curriculum for children in nursery, kindergarten, and the early grades. Foundations for later learning. Workshops in music, art, literature, and multicultural education.
Scheduled fall, spring, and summers in odd years. Field experience required.
Prerequisite(s): Departmental permission required.
Last Offered: Spring 2021
3 credits
EDU 534 - Curriculum Design and Methods for the Elementary Classroom

The selection, planning, guidance and assessment of learning experiences in the elementary school. Language arts, mathematics, social studies, science, media and technology considered in the light of cognitive psychology and learning theory. Scheduled fall, spring and summers in even years. Field experience required.
Last Offered: Spring 2021
3 credits

EDU 536 - Culturally Responsive Positive Guidance in Early Childhood

This course will examine research, theories, and practices related to supporting children's social/emotional development in early childhood settings, particularly examining culturally responsive approaches to positive guidance.
Prerequisite(s): EDU 508. Open to matriculated MAT-ECHD students only.
Last Offered: Spring 2021
3 credits

EDU 538 - Parent Involvement in Education: Programs and Approaches

Theories and practices in parent involvement. Methods for helping teachers work sensitively and effectively with families and improving school-home communication. Scheduled spring semester.
Last Offered: Summer 2019
3 credits

EDU 539 - Child Development for Elementary Grade Teachers

Developmental stages of children from ages six to twelve, the years of the elementary school, and their impact on the teaching/learning process. Scheduled fall, spring and summers in odd years. Field experience required.
Last Offered: Summer 2021
3 credits

EDU 543 - Energizing the Teaching of Science and Math: An Intensive Workshop

Promotes high energy in teaching as the primary modality for successful learning in math and science. It focuses on teaching energy as a matrix within which content is framed. Also listed as SCE 543.
Last Offered: Summer 2018
3 credits

EDU 544 - Classroom Management

The proactive and reactive components of effective classroom management. Emphasis is on the link between normative student development, academic performance, and behavior. Topics include environmental design, organizational design, establishment of rules and procedures, management styles. Offered fall and spring semester.
Last Offered: Spring 2021
3 credits

EDU 566 - Media Utilization and Curriculum

The curriculum of the modern school is examined. Principles and methods of evaluation, selection, and utilization of media are related to curriculum and personal needs of children and youth. Scheduled fall, spring, and summer semesters. (Formerly LSC 509).
Prerequisite(s): ILS 562 or EDF 520 or departmental permission.
Last Offered: Fall 2016
3 credits

EDU 571 - Teaching English Learners in Regular Education Classrooms

Focus on guiding future teachers in understanding the challenges faced by the English learner population in Connecticut and in learning teaching principles and best classroom practices to support the academic success of English learners in regular education classrooms.
Prerequisite(s): EDU 508. Open to Matriculated MAT students only.
Last Offered: Summer 2021
2 credits

EDU 573 - Language Arts: A Developmental Approach

Takes a developmental approach to the teaching of the language arts at the early childhood and elementary levels. Spelling, writing, and reading are studied in relation to child development and teaching applications. Scheduled spring semesters.
Last Offered: Summer 2019
3 credits
EDU 583 - Teaching and Learning in Urban Schools
Provides a series of learning experiences designed to facilitate participants’ abilities to be effective urban classroom teachers. Current knowledge regarding the effects of successful instructional processes is examined with an emphasis on practice and implementation rather than theory. Scheduled summer semester.
Last Offered: Summer 2017
3 credits

EDU 587 - Curriculum Models in Operation
A practical in-depth view of specific elementary level curriculum models including on-site involvement. Issues to be analyzed include the learning environment, diagnostic tools, the role of the teacher, and curriculum objectives.
Prerequisite(s): a course in curriculum theory.
Last Offered: Winter 2020-21
3 credits

EDU 588 - Assessment and Research in Education
This course examines the importance of assessments, both formative and summative, and how to understand the data derived from them, as well as how to analyze and conduct educational research.
Prerequisite(s): EDU 508. Open to matriculated MAT students only.
Last Offered: Summer 2021
3 credits

EDU 591 - Special Project in Education
Students plan, develop, and implement a project related to elementary education with the aid of the instructor. Required of master’s students in the special project track. Scheduled fall, spring and summer semesters.
Prerequisite(s): EDU 592 and departmental permission.
Last Offered: Summer 2021
3 credits

EDU 592 - Research in Education
Research methods used in educational research and critical evaluation of published research. Scheduled fall, spring and summer semesters.
Last Offered: Summer 2021
3 credits

EDU 593 - Student Teaching (MAT)
This represents the culminating experience in the MAT program. Students will complete a 6-week supervised student teaching experience in a cooperating classroom in pre-k or kindergarten. Course taken for pass/fail only.
Prerequisite(s): All courses in MAT program, department permission required.
Corequisite(s): EDU 509.
Last Offered: Spring 2021
3 credits

EDU 594 - Student Teaching 1 (MAT-Early Childhood)
This represents the culminating experience in the MAT program. Students will complete a 10-week supervised student teaching experience in a cooperating classroom in grades one, two, or three. Course taken for pass/fail only.
Prerequisite(s): All courses in MAT-Early Childhood program; Department permission required.
Corequisite(s): EDU 509 and EDU 595.
Last Offered: Spring 2021
6 credits

EDU 595 - Student Teaching 2 (MAT-Early Childhood)
This represents the culminating experience in the MAT program. Students will complete a 6-week supervised student teaching experience in a cooperating classroom in pre-k or kindergarten. Course taken for pass/fail only.
Prerequisite(s): All courses in MAT-Early Childhood program; Department permission required.
Corequisite(s): EDU 509 and EDU 594.
Last Offered: Spring 2021
3 credits
EDU 596 - Student Teaching 1 (MAT-Special Education)
This first 8-week placement provides an opportunity to student teach alongside a cooperating teacher in a special education setting instructing students with diverse needs. Course taken for pass/fail only.
Prerequisite(s): All courses in MAT-Special Ed. program; Department permission required. Corequisite(s): EDU 509 and EDU 597
Last Offered: Spring 2021
4.5 credits

EDU 597 - Student Teaching 2 (MAT-Special Education)
This second 8-week placement provides an opportunity to student teach alongside a cooperating teacher in a special education setting instructing students with diverse needs. Course taken for pass/fail only.
Prerequisite(s): All courses in MAT-Special Ed. Program; Department permission required. Corequisite(s): EDU 509 and EDU 596.
Last Offered: Spring 2021
4.5 credits

EDU 599 - Special Topics in Education
Special Topics in Education
Last Offered: Spring 2021
1 to 6 credits

EDU 600 - Directed Study and Research
Identification and investigation of a problem in the field of education and the preparation and presentation of a scholarly document summarizing the study or research. Scheduled fall and spring semesters.
Prerequisite(s): departmental permission.
Last Offered: Fall 2019
3 credits

EDU 611 - Curriculum Theories: Development and Implementation in the Classroom
Demonstrations, lectures, workshops, learning centers, subject matter experts, and assigned observations to enliven and enlarge the scope of the school curriculum. Scheduled fall semesters.
Last Offered: Fall 2020
3 credits

EDU 612 - The Teaching-Learning Process: A Teacher’s Perspective
Psychological attitudes and assumptions and how they affect a teacher’s classroom performance. Course relates each student’s personal perspective to sound psychological practices and to the needs of the specific professional environment. Scheduled spring semesters.
Last Offered: Spring 2021
3 credits

EDU 613 - Diverse Classroom Models: Principles and Practices
Models of teaching in current use, the patterns on which they are based, and the alternative strategies possible for improvement of teacher competencies. Scheduled fall semesters.
Last Offered: Spring 2021
3 credits

EDU 618 - Field Study: Applied Research
An opportunity for the teacher to engage in research for professional growth and selfimprovement (by arrangement). Scheduled spring semesters. Cross listed with EDU 591.
Last Offered: Fall 2020
3 credits

EDU 619 - Seminar: Current Issues Affecting Classroom Teachers
Sharing of knowledge, a means of improving professional understanding concerning education. The student will contribute information on the procedures and/or findings of a field study. Scheduled summer semesters.
Last Offered: Summer 2021
3 credits

EDU 999 - DSAP Supervision and Appraisal
DSAP Supervision and Appraisal. Course can be repeated once for a total of six (6) credits and is taken for pass/fail only.
Last Offered: Spring 2021
3 credits
ENG 502 - Prose Fiction Writing I
The craft and art of creating plot, character, scene, conflict, and style. Always scheduled. Prerequisite(s): Instructor’s permission. Last Offered: Spring 2021 3 credits

ENG 503 - Prose Fiction Writing II
Further practice in the craft and art of creating plot, character, scene, conflict, and style. May be repeated for credit. Always scheduled. Prerequisite(s): Instructor’s permission. Last Offered: Spring 2021 3 credits

ENG 505 - Applied English Linguistics
The structure and idiom of American English, levels of usage, phonetics, old and new concepts of language, and other related developments. Scheduled fall semester. Last Offered: Summer 2021 3 credits

ENG 506 - The Writing of Poetry I
The craft and art of writing poetry. Always scheduled. Prerequisite(s): Instructor’s permission. Last Offered: Spring 2021 3 credits

ENG 507 - The Writing of Poetry II
Further practice in the craft and art of writing poetry. May be repeated for credit. Always scheduled. Last Offered: Spring 2021 3 credits

ENG 508 - Contemporary Critical Theory
Critical theory of the 20th century in the context of current theoretical developments. Critical perspectives and schools may include: Structuralism, formalism, Marxism, New Historicism, feminism, African American theoretical thought, post-colonial theory, Deconstruction, and psychoanalysis as well as other theoretical positions. Students have an opportunity to apply specific theoretical practices to literary texts. Last Offered: Spring 2020 3 credits

ENG 509 - Contemporary Poetic Theory
Intensive study of contemporary poetic theory with an emphasis on its development in twentieth-century American poetry. Scheduled irregularly. Last Offered: Spring 2021 3 credits

ENG 510 - History of the English Language
The forces that have helped shape the character of the English language. Scheduled every spring semester. Last Offered: Fall 2020 3 credits

ENG 514 - English Medieval Literature
Readings in Middle English including the more remarkable achievements in English verse and prose between 1050 and 1500, their forms, themes, and language. Last Offered: Fall 2017 3 credits

ENG 517 - Research Methods
Specialized literary research techniques that serve as a foundation for English courses and capstone experience. Required course for M.A., M.S. and M.S. with certification. Scheduled every semester. Last Offered: Fall 2020 3 credits

ENG 519 - Teaching College Writing
An examination of pedagogical theory and theories of teaching college writing in order to prepare students to conceptualize, develop, and teach first-year composition courses. Required for first semester Graduate Teaching Assistants; Graduate Assistants will take the course concurrently with ENG 597. Scheduled every fall. Last Offered: Fall 2018 3 credits

ENG 522 - Wright, Ellison, and Baldwin
A study of the works of Wright, Ellison, and Baldwin. Conducts an inquiry into the nature of race relations in contemporary American society. Scheduled spring semesters. Last Offered: Spring 2018 3 credits
ENG 523 - Contemporary African American Literature
A study of recent African American novelists such as Morrison, Naylor, Johnson, and Wideman, with particular emphasis on emerging writers.
Last Offered: Summer 2020
3 credits

ENG 524 - The Harlem Renaissance
A study of the works of the major poets and novelists of the period covering 1910-1930, including Toomer, Johnson, Thurman, McKay, Fauset, Larsen, and Hughes.
Last Offered: Fall 2020
3 credits

ENG 525 - 17th Century Poetry
The major poetry of the seventeenth century (excluding that of Shakespeare and Milton) in its various manifestations - baroque, metaphysical, Cavalier, and mystical.
Last Offered: Fall 2020
3 credits

ENG 537 - Later Victorians: 1870-1914
Selected works by such writers as Swinburne, Hopkins, the Rossettis, Hardy, Mew, Mill, Morris, Pater, Nightingale, Shaw, and Wilde.
Prerequisite(s)/Corequisite(s): ENG 517.
Last Offered: Summer 2018
3 credits

ENG 538 - Victorian Novel
A study of the fiction of such writers as Dickens, Eliot, Gaskell, and Hardy with critical analyses of their style, structure, literary form, and sociopolitical contexts.
Prerequisite(s)/Corequisite(s): ENG 517.
Last Offered: Fall 2020
3 credits

ENG 542 - Shakespeare
Representative plays by William Shakespeare: histories, comedies, and tragedies. Assumes previous undergraduate study of Shakespeare. Scheduled every third semester.
Prerequisite(s)/Corequisite(s): ENG 517.
Last Offered: Fall 2019
3 credits

ENG 559 - 20th Century English Literature
This survey of non-dramatic English literature since 1900 considers works of representative authors, as well as significant literary trends and intellectual developments. Scheduled irregularly.
Prerequisite(s)/Corequisite(s): ENG 517.
Last Offered: Fall 2016
3 credits

ENG 562 - The American Novel Before 1850
The emergence of the American novel, with representative works of James Fenimore Cooper and his contemporaries.
Prerequisite(s)/Corequisite(s): ENG 517.
Last Offered: Fall 2018
3 credits

ENG 564 - Poe, Hawthorne, and Melville
The “power of blackness” in these writers of the American Renaissance, examined against a background of the ideas and the general culture of their day.
Prerequisite(s)/Corequisite(s): ENG 517.
Last Offered: Fall 2019
3 credits

ENG 566 - 20th Century American Poets
Such poets as Robinson, Frost, Stevens, Williams, Lowell, and Plath among others.
Prerequisite(s)/Corequisite(s): ENG 517.
Last Offered: Summer 2021
3 credits

ENG 569 - American Novel Since 1945
Examination of major themes and authors in post-World War II fiction.
Prerequisite(s)/Corequisite(s): ENG 517.
Last Offered: Spring 2019
3 credits

ENG 572 - The Short Story
A study of the history, theory, and techniques of the short story, from Poe and Chekhov to Lessing, Borges and Barthelme.
Last Offered: Summer 2018
3 credits
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<tr>
<td>ENG 575</td>
<td>Young Adult Literature</td>
<td>A critical examination of young adult literature that covers its generic characteristics; common archetypes and themes; rhetorical elements of author, audience, and message; and the popular, academic, and critical reception of young adult books. Last Offered: Winter 2019-20</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 580</td>
<td>Chaucer</td>
<td>An in-depth critical study of Chaucer’s major works, Chaucer’s language, and his relation to continental literary tradition. Scheduled every third semester. Prerequisite(s)/Corequisite(s): ENG 517. Last Offered: Spring 2019</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 584</td>
<td>Milton</td>
<td>A study of the literary, philosophical, religious, and poetic depth of Milton’s work, with particular emphasis on Paradise Lost, Samson Agonistes, and Paradise Regained. Scheduled every third semester. Prerequisite(s)/Corequisite(s): ENG 517. Last Offered: Fall 2018</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 586</td>
<td>Seminar in American Literature</td>
<td>Intensive study of a major writer or selected topic, with choice changing each semester. Students may take multiple offerings of ENG 586 courses if the topics differ. Typical topics include: Melville, American Women Dramatists, Biblical Traditions in American Literature. Prerequisite(s)/Corequisite(s): ENG 517. Last Offered: Spring 2021</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 587</td>
<td>Seminar in British Literature</td>
<td>Intensive study of a major writer or selected topic, with choice changing each semester. Students may take multiple offerings of ENG 587 courses if the topics differ. Typical topics include: Virginia Woolf and Bloomsbury, James Joyce. Prerequisite(s)/Corequisite(s): ENG 517. Last Offered: Summer 2021</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 588</td>
<td>Seminar in Comparative Literature</td>
<td>Intensive study of a major writer or selected topic, with choice changing each semester. Students may take multiple offerings of ENG 588 courses if the topics differ. Typical topics include: African Novelists, Contemporary Drama, Epic in England, Detective Fiction, Feminist Utopias, Modern Drama—Ibsen to O'Neill, Norse and Celtic Mythology, Psychoanalysis and Feminism, and Women's Autobiography. Prerequisite(s)/Corequisite(s): ENG 517. Last Offered: Spring 2021</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 590</td>
<td>English Thesis</td>
<td>Research and writing of the thesis in the area of concentration, under the direction of an English department faculty member. For specific details, consult the chairperson or graduate coordinator of the department. Prerequisite(s): departmental permission, ENG 517. Last Offered: Spring 2021</td>
<td>3 or 6 credits</td>
<td></td>
</tr>
</tbody>
</table>
ENG 592 - Teaching English: Methods I

English teacher candidates learn theories, pedagogies, and practices associated with teaching English at the secondary level. Course activities include initial practice with unit design and lesson planning, literacy theory, and field observations. Field work required.
Prerequisite(s): EDU 508. Open to Matriculated MAT-English (7-12) students only.
Last Offered: Spring 2020
3 credits

ENG 593 - Teaching English: Methods II

English teacher candidates learn theories, pedagogies, and practices associated with teaching writing at the secondary level. Course activities include writing history project, instructional unit, and implementation of lessons at a secondary school. Field work required.
Prerequisite(s): ENG 592. Open to Matriculated MAT-English (7-12) students only.
Last Offered: Fall 2020
3 credits

ENG 597 - Graduate Internship in Teaching Writing

Teaching internship in an English Department introductory-level writing course under the supervision of a faculty mentor; for graduate students with particular interests and strengths in teaching writing. Required for first-semester Graduate Teaching Assistants who will enroll concurrently in ENG 519. May be repeated for credit; permission of graduate coordinator is required.
Prerequisite(s)/Corequisite(s): ENG 517.
Last Offered: Spring 2021
3 credits

ENG 599 - Independent Study and Research

Study of an area of English studies under the direction of a faculty member of the department and with the consent of the chairperson of the department. Students should remember that they may study such important but difficult to schedule fields as literature of the Anglo-Saxons and Beowulf under independent study.
Prerequisite(s): departmental permission. Pre or co-requisite: ENG 517.
Last Offered: Spring 2021
1 to 6 credits

ENG 601 - Special Project Seminar

Students in this seminar focus on the development of an educational Special Project within the field of English education. For graduate students in the Master of Science with Certification in English Program only. To be taken after student teaching (ENG 494). Course taken as pass/fail only.
Prerequisite(s): ENG 517, ENG 494.
Last Offered: Spring 2021
3 credits

EVE 531 - Group Dynamics and Environmental Problem Solving

Individual and group processes and the translation of group process into effective environmental action.
Last Offered: Spring 2020
3 credits

EVE 532 - Ecosystems and Environmental Concerns

Factors operating in the ecosystem, types of ecosystems, problems and possible solutions related to the ecosystems. Field observations. For non-biology majors with a working knowledge of ecology.
Last Offered: Spring 2021
3 credits
EVE 533 - Economics of Environmental Concerns
Nature and causes of the contemporary environmental crises including pollution of air, land, and water. Economic concepts and principles involved in environmental issues. For teachers interested in environmental education. Last Offered: Summer 2021
3 credits

EVE 534 - Readings and Research in Environmental Concerns
Research problems in environmental education. Literature of the field. Techniques of analyzing and evaluating information. Last Offered: Spring 2021
3 credits

EVE 535 - Environmental Teaching Methods
Teaching techniques and curriculum development for environmentally-oriented subjects in grades K-12. Last Offered: Spring 2018
3 credits

EVE 537 - Analytic Techniques and Instrumentation
Laboratory and field techniques useful in studying environmental conditions and analyzing environmental situations. Last Offered: Summer 2021
6 credits

EVE 539 - Political and Legal Aspects of Environmental Concerns
Legal and political influences of environmental legislation, the development of relevant legal doctrines, the role in the political process of selected governmental agencies charged with enforcing legislation, and the role of informal citizen groups. Last Offered: Spring 2019
3 credits

EVE 540 - Environmental Design
Classroom and field study of the relationships and forces underlying the physical environment. Last Offered: Fall 2020
3 credits

EVE 545 - Curriculum Materials in Environmental Education
Multi-media approaches, individualized instruction, simulation gaming, lecture, field experiences, computer based instruction, and computer managed environmental education instruction. Prerequisite(s): a course in teaching methods. Corequisite (s): EVE 546. Last Offered: Spring 2017
3 credits

EVE 546 - Environmental Education Curriculum Writing Workshop
Environmental Education instructional formats in procedures for designing, producing, implanting, and evaluating environmental education materials. Corequisite(s): EVE 545. Last Offered: Fall 2019
3 credits

EVE 550 - Environment and Belief: An Interplay of Systems
The relationship between individual/societal systems of belief and the resultant attitudes toward, and effect on, the environment. Last Offered: Spring 2018
3 credits

EVE 551 - Environmental Action Research
An excursion into the realm of environmental action as demonstrated by individuals and centers devoted to practical solutions and research. Students in this course will come into contact with alternative approaches and solutions to common environmental problems. Last Offered: Spring 2021
3 credits

EVE 552 - Long Island Sound: Environmental Perspectives
Examination of the environmental history and use of Long Island Sound with emphasis on natural habitats, economic uses and human impacts. Last Offered: Fall 2020
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Last Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVE 559</td>
<td>Energy Use and Global Climate Change</td>
<td>Examination of the scientific, social, economic and political aspects of global climate change due to energy production using fossil-fuels.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>EVE 589</td>
<td>Thesis Proposal</td>
<td>Thesis proposal development and defense. This course is designed for the preparation of the thesis proposal. Students will work with a thesis advisor for the development of the written proposal. Students will present and defend their thesis proposal. Prerequisite(s): Open to matriculated students in the M.S. in Environmental Education who have completed a minimum of 24 credits.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>EVE 590</td>
<td>Thesis</td>
<td>Thesis Seminar. Last Offered: Spring 2021mana.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EVE 598</td>
<td>Special Topics</td>
<td>No Description Available. Last Offered: Summer 2021</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EVE 599</td>
<td>Field Studies in Environmental Education</td>
<td>Prerequisite: departmental permission. Prerequisite(s): departmental permission. Last Offered: Spring 2021</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EVE 600</td>
<td>Directed Independent Study in Environmental Education</td>
<td>Working with an adviser, students pursue projects that have grown from their work in any of the environmental education courses. Prerequisite(s): departmental permission. Last Offered: Fall 2019</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EXS 502</td>
<td>Athletic Training Clinical Practicum</td>
<td>Observe and perform professional skills under the direct supervision of a program approved preceptor. Classroom and clinical experience emphasizes the application of clinical proficiencies within the context of clinical diagnosis and injury management. Satisfactory proficiency completion and a minimum of 60 contact days required. Last Offered: not yet offered</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EXS 503</td>
<td>Clinical Capstone in Athletic Training</td>
<td>The integration and application of clinical proficiencies across the spectrum of athletic training education. Students are expected to demonstrate proficiency in the six domains of athletic training to include injury prevention, clinical diagnosis, injury management, rehabilitation, organization and administration at an actual professional practice. Last Offered: not yet offered 6 credits</td>
<td></td>
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</tr>
<tr>
<td>EXS 541</td>
<td>Physical Examination of the Lumbar Spine and Lower Extremity</td>
<td>Application of evidenced-based knowledge and skills in the examination of acute and chronic pathologies of the lumbar spine and lower extremities. The course will include the principles of the physical examination process. Last Offered: Spring 2020</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EXS 542</td>
<td>Physical Examination of the Cervical Spine and Upper Extremities</td>
<td>Application of evidence-based knowledge and skills in the examination of acute and chronic pathologies of the cervical and thoracic spine and the upper extremities. The course will include postural examinations, gait assessment and the trunk region. Last Offered: not yet offered</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EXS 543</td>
<td>Evidence-Based Practice in Therapeutic Exercise</td>
<td>Development and application of evidence-based rehabilitative principles and techniques in the treatment of musculoskeletal conditions in an active population. Last Offered: not yet offered</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Last Offered</td>
<td>Credits</td>
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<tr>
<td>EXS 545</td>
<td>Occupational Injury Prevention and Ergonomics</td>
<td>Provides the skills necessary to prevent workplace injury through employee education and skill instruction. Students will receive an overview of ergonomics to include knowledge of workplace design in terms of injury prevention. Students will also gain knowledge in the impact that injury prevention can have in reducing company expenses.</td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>EXS 549</td>
<td>Elementary School Physical Education</td>
<td>No Description Available</td>
<td>Fall 2019</td>
<td>3</td>
</tr>
<tr>
<td>EXS 552</td>
<td>Biomechanics</td>
<td>Human performance analysis using Peak Performance Technologies motion analysis system. Scheduled every three semesters. Prerequisite(s): undergraduate kinesiology or departmental permission.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 553</td>
<td>Psychology of Sport</td>
<td>Recognition, study and understanding of the behavior of individuals involved in performance. Emotional arousal, aggression, motivation, personality and behavior modification will be addressed regarding groups and individuals of varying ages. Scheduled spring of even-numbered years.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 554</td>
<td>Research Techniques</td>
<td>Selection and formulation of problems, research design and analysis of data, basic statistics. An individual research project is required. Scheduled fall semesters.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 555</td>
<td>- Physiology of Exercise</td>
<td>Exercise effects on human physiological systems. Scheduled fall semesters.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 556</td>
<td>- Physiological Basis and Application Principles of Designing Resistance</td>
<td>Training Programs The study of physiological mechanisms of the human body's adaptation to resistance training. Application of scientific findings to the design of safe, effective and efficient training programs for individuals will be emphasized. Scheduled spring of odd-numbered years. Prerequisite(s): EXS 558 and EXS 552.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 557</td>
<td>- Motor Learning</td>
<td>The application of various learning theories, psychological and physiological, to the acquisition of motor skills. Scheduled every three semesters.</td>
<td>Fall 2019</td>
<td>3</td>
</tr>
<tr>
<td>EXS 558</td>
<td>- Human Fitness, Exercise and Aging</td>
<td>Cardiovascular and pulmonary fitness, body composition, and nutrition regarding fitness, aging, and exercise prescription. Scheduled spring semesters of odd numbered years. Scheduled spring of odd-numbered years.</td>
<td>Spring 2019</td>
<td>3</td>
</tr>
<tr>
<td>EXS 561</td>
<td>- Curriculum Development in Physical Education</td>
<td>No Description Available</td>
<td>Fall 2019</td>
<td>3</td>
</tr>
<tr>
<td>EXS 562</td>
<td>- Psychology of Sport</td>
<td>Recognition, study and understanding of the behavior of individuals involved in performance. Emotional arousal, aggression, motivation, personality and behavior modification will be addressed regarding groups and individuals of varying ages. Scheduled spring of even-numbered years.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 563</td>
<td>- Physiological Basis and Application Principles of Designing Resistance</td>
<td>Training Programs The study of physiological mechanisms of the human body's adaptation to resistance training. Application of scientific findings to the design of safe, effective and efficient training programs for individuals will be emphasized. Scheduled spring of odd-numbered years. Prerequisite(s): EXS 558 and EXS 552.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 564</td>
<td>Research Techniques</td>
<td>Selection and formulation of problems, research design and analysis of data, basic statistics. An individual research project is required. Scheduled fall semesters.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 565</td>
<td>Physiology of Exercise</td>
<td>Exercise effects on human physiological systems. Scheduled fall semesters.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 566</td>
<td>- Physiology of Exercise</td>
<td>Exercise effects on human physiological systems. Scheduled fall semesters.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 567</td>
<td>- Motor Learning</td>
<td>The application of various learning theories, psychological and physiological, to the acquisition of motor skills. Scheduled every three semesters.</td>
<td>Fall 2019</td>
<td>3</td>
</tr>
<tr>
<td>EXS 568</td>
<td>- Human Fitness, Exercise and Aging</td>
<td>Cardiovascular and pulmonary fitness, body composition, and nutrition regarding fitness, aging, and exercise prescription. Scheduled spring semesters of odd numbered years. Scheduled spring of odd-numbered years.</td>
<td>Spring 2019</td>
<td>3</td>
</tr>
<tr>
<td>EXS 569</td>
<td>- Curriculum Development in Physical Education</td>
<td>No Description Available</td>
<td>Fall 2019</td>
<td>3</td>
</tr>
<tr>
<td>EXS 570</td>
<td>- Psychology of Sport</td>
<td>Recognition, study and understanding of the behavior of individuals involved in performance. Emotional arousal, aggression, motivation, personality and behavior modification will be addressed regarding groups and individuals of varying ages. Scheduled spring of even-numbered years.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 571</td>
<td>- Physiology of Exercise</td>
<td>Exercise effects on human physiological systems. Scheduled fall semesters.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>EXS 572</td>
<td>- Motor Learning</td>
<td>The application of various learning theories, psychological and physiological, to the acquisition of motor skills. Scheduled every three semesters.</td>
<td>Spring 2019</td>
<td>3</td>
</tr>
<tr>
<td>EXS 573</td>
<td>- Human Fitness, Exercise and Aging</td>
<td>Cardiovascular and pulmonary fitness, body composition, and nutrition regarding fitness, aging, and exercise prescription. Scheduled spring semesters of odd numbered years. Scheduled spring of odd-numbered years.</td>
<td>Spring 2019</td>
<td>3</td>
</tr>
</tbody>
</table>
EXS 574 - Adult Fitness and Cardiac Rehabilitation
The development of Adult Fitness and Cardiac Rehabilitation Programs. Exercise testing, exercise prescription, program content, and fitness assessment and reassessment. Scheduled spring semesters of odd-numbered years.
Last Offered: Fall 2020
3 credits

EXS 578 - Exercise Psychology
An examination of why people exercise, the psychological effects of exercise, and stress management aspects of exercise, both immediately and over the long term. Scheduled spring semesters of odd-numbered years.
Last Offered: Summer 2020
3 credits

EXS 579 - Sport Psychology Field Practicum I
The supervised field practicum provides opportunities for the student to apply conceptual material to practice situations and to develop professional practice competency. Weekly seminar required. Scheduled each semester.
Prerequisite(s): EXS 553, EXS 578, CSP 569, CSP 550, CSP 555, PSY 554, and PSY 557 and departmental permission.
Last Offered: Spring 2019
3 credits

EXS 583 - Physiology of Exercise II
Advanced investigation of human physiological adaptations in response to exercise/exercise training. Theory of system's function, metabolic control, fatigue, and factors that affect performance will be studied. Scheduled spring semesters.
Prerequisite(s): EXS 558.
Last Offered: Spring 2020
3 credits

EXS 585 - Bionutrition of Exercise and Sport
Explores the relationship between physiological function of exercise/sport performance and nutrient utilization during energy production. Scheduled fall semesters.
Prerequisite(s): EXS 558.
Last Offered: Fall 2016
3 credits

EXS 590 - Thesis I: Proposal Development
Development of the thesis proposal including: introduction, review of literature, statement of the problem, hypotheses, procedures, selection of subjects and statistical design. Scheduled spring semesters.
Prerequisite(s): EXS 554 or departmental permission.
Last Offered: Summer 2020
3 credits

EXS 591 - Thesis II: Thesis Completion
Completion of thesis including: analysis of data, results, discussion, summary, conclusions and recommendations for future study. Scheduled each semester.
Prerequisite(s): EXS 590.
Last Offered: Spring 2020
3 credits

EXS 600 - Independent Study
Identification and investigation of a problem relevant to the field of physical education and the preparation and presentation of a scholarly document summarizing the study or research. Scheduled each semester.
Prerequisite(s): departmental permission.
Last Offered: Summer 2020
.5 to 3 credits

FRE 502 - Advanced Language Seminar
A course designed to improve French linguistic proficiency. Study of syntax and grammar; study of idioms; enrichment of vocabulary by means of translation and of structured conversation.
Last Offered: Summer 2019
3 credits

FRE 505 - The Middle Ages: Romance and Faith
Reflections of the medieval spirit in epic poetry, courtly romances by Chrétien de Troyes, and romances of adventure.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Spring 2019
3 credits
FRE 506 - French Culture in France
Study of French culture and civilization, for a period of at least four weeks in France under the supervision of WLL department faculty.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Summer 2018
3 credits

FRE 512 - Literature of the Renaissance
Principal literary figures and movements of the French Renaissance from 1515 to 1598.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2020
3 credits

FRE 513 - French & Francophone Studies
Exploration of contemporary France and Francophone speaking areas of the world, the relationship between France and the rest of the French-speaking world, as well as issues of immigration, family, language, and gender and sexuality.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2018
3 credits

FRE 527 - 17th Century “Moralists”
Focuses on the major contributions of selected seventeenth-century “moralists”: Descartes, Pascal, La Fontaine, La Bruyère, La Rochefoucauld, as well as Molière.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2017
3 credits

FRE 541 - Romantic Poetry
Romanticism is approached as a new form of sensitivity with a new set of literary conventions, while the originality of every poet is also stressed. The major poetic works of Lamartine, Musset, Vigny, and Hugo are studied in depth.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2019
3 credits

FRE 550 - Sexual Citizenship in the French-Speaking World
Exploring issues of sexual deviancy in the French-speaking world, this could will examine representations of and reactions to difference in an effort to understand what makes a good sexual citizen.
Last Offered: Fall 2016
3 credits

FRE 559 - French Literature from 1950 to the present
Varying widely in style and emphasis, the authors studied all share a questioning of traditional values and an intense interest in the nature of literature and of language. Works studied may include the theater of Ionesco, Beckett, and Genet, as well as novels by Simon, Sarraute, Robbe-Grillet and Butor.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2019
3 credits

FRE 599 - Special Topics
Topics vary.
Prerequisite(s): WLL 581 (may be taken concurrently).
Last Offered: Summer 2021
3 credits

FRE 600 - Independent Study
Independent Study
Last Offered: Spring 2021
1 to 3 credits

GEO 545 - Geography of Africa
Both physical and human geography of the region south of the Sahara, stressing population distribution as well as cultural, economic and political aspects. (Formerly GEO 543).
Last Offered: Winter 2019-20
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Last Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 570</td>
<td>Field Techniques in Geography</td>
<td>Field study and cartographic representation of physical and cultural elements of the landscape of selected regions. Prerequisite(s): 12 credits in geography or departmental permission.</td>
<td>Summer 2019</td>
<td>3</td>
</tr>
<tr>
<td>HIS 508</td>
<td>Contemporary World History</td>
<td>The socio-political history of the world from the 1920's to the present, with a detailed analysis of selected problems.</td>
<td>Fall 2017</td>
<td>3</td>
</tr>
<tr>
<td>HIS 517</td>
<td>The Russian Revolution</td>
<td>Examines the main social and political developments that led to the revolution of 1917 and investigates the first decade of Bolshevik rule as a formative period in the creation of the Soviet system.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>HIS 536</td>
<td>Progressive and Modern Women in the U.S.</td>
<td>Survey of readings and research from the late nineteenth century to the present on the following topics: family, work, immigration, urbanization, altruism, professionalism, race, class, ethnicity, cultural and political status. Cross-listed as WMS 536. Prerequisite(s): Permission of instructor.</td>
<td>Fall 2016</td>
<td>3</td>
</tr>
<tr>
<td>HIS 551</td>
<td>The Colonial Period of U.S. History</td>
<td>The American colonies and their economic, social, and political development.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>HIS 555</td>
<td>The Civil War and Reconstruction, 1850-1877</td>
<td>Studies the crises of the 1850’s, Civil War causation, the Civil War experience, and the Reconstruction experiment.</td>
<td>Fall 2019</td>
<td>3</td>
</tr>
<tr>
<td>HIS 556</td>
<td>American Maritime History</td>
<td>An examination of the major historiographical debates in American maritime history. Topics will include methods, Native Americans, social history of sailors, the U.S. Navy, fisheries, marine science, leisure and recreation, women, African Americans, and memorialization.</td>
<td>Spring 2019</td>
<td>3</td>
</tr>
<tr>
<td>HIS 558</td>
<td>History of the Trans-Mississippi West</td>
<td>The West as a causative force in the development of American culture. The “frontier as process,” i.e., the process by which the frontier-settlers divested themselves of the “old” civilization and attained a “new” civilization in the process of adapting to a new environment, is the central theme.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>HIS 562</td>
<td>Seminar in the History of American Diplomacy</td>
<td>An examination of U.S. foreign policy since 1890 incorporating different interpretive frameworks. Seminar format.</td>
<td>Summer 2021</td>
<td>3</td>
</tr>
<tr>
<td>HIS 563</td>
<td>History of Urban America</td>
<td>A problem approach to the critical issues confronting twentieth century Urban America.</td>
<td>Summer 2020</td>
<td>3</td>
</tr>
<tr>
<td>HIS 566</td>
<td>History of American Radicalism</td>
<td>Exploration of American traditions of radical thought and action from the colonial era to the start of the 21st century. Focus is on the personalities, historical issues, and ideologies of key American radicals and radical movements.</td>
<td>Fall 2018</td>
<td>3</td>
</tr>
</tbody>
</table>
HIS 569 - American Indian History
History of the indigenous peoples of North America (north of Mexico), from earliest times to the present day.
Last Offered: Spring 2018
3 credits

HIS 570 - Seminar in Medieval Europe
Introduction to the major historiographical topics in medieval Europe (300–1475). Focus is on historiographical and methodological debates. 
Last Offered: Fall 2016
3 credits

HIS 571 - The Medieval Middle East
The Muslim Middle East from the time of Muhammad to the rise of the Ottomans.
Last Offered: Spring 2021
3 credits

HIS 572 - The Modern Middle East
The Muslim Middle East from the Ottoman period through the contemporary era.
Last Offered: Spring 2018
3 credits

HIS 575 - Nazi Germany and the Holocaust
Explores prominent themes in the history of Nazi Germany and the Holocaust. The focus is on both teaching these themes and current historical research.
Last Offered: Spring 2020
3 credits

HIS 578 - Early Chinese Texts
Discussion of representative texts from the Zhou, Qin, and Han dynasties with special emphasis on the intellectual history of these periods and early Chinese historiography. 
Last Offered: Spring 2020
3 credits

HIS 579 - Seminar in Southeast Asia to 1850
This seminar will explore themes in the history of the region comprising the eleven countries of contemporary Southeast Asia: Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, The Philippines, Singapore, Thailand, Timor, and Vietnam to 1850.
Last Offered: Fall 2020
3 credits

HIS 586 - Seminar in Early Roman History
Graduate seminar field course in Early Roman history from the 8th Century BCE to the 1st Century BCE. Weekly discussion over major themes and historiographical issues in Roman Republican history from assigned readings in both primary and secondary sources.
Last Offered: Spring 2019
3 credits

HIS 588 - Seminar in the Roman Empire
Introduction to the major historiographical topics of Rome from the late Republic to the Imperial period (44 BCE–5th century CE). Focus is on methodological and historiographical debates.
Last Offered: Fall 2018
3 credits

HIS 589 - Tudor–Stuart England
The establishment of a strong monarchy after the breakdown of central authority during the closing middle ages and the eventual eclipse of this monarchy by the social and political groups that came to dominate Parliament. Economic, social, and religious changes during the period that saw England become a great trading colonial power with worldwide interests.
Last Offered: Spring 2019
3 credits

HIS 593 - History Thesis Seminar I
No Description Available
Last Offered: Spring 2021
3 credits

HIS 594 - History Thesis Seminar II
No Description Available
Last Offered: Spring 2021
3 credits

HIS 599 - Special Topics
No Description Available
Last Offered: Spring 2021
3 credits
HIS 600 - Independent Study
An historical investigation of a particular topic under the direction of a faculty member of the department and with the consent of the chairperson and the graduate coordinator of the department. Students should remember that the topics of regularly scheduled graduate courses are not viable for independent study proposals.
Prerequisite(s): departmental permission and 9 hours of related coursework.
Last Offered: Summer 2020
3 credits

HMS 541 - Physical Examination of the Lumbar Spine and Lower Extremity
Application of evidenced-based knowledge and skills in the examination of acute and chronic pathologies of the lumbar spine and lower extremities. The course will include the principles of the physical examination process.
Last Offered: not yet offered
3 credits

HMS 545 - Occupational Injury Prevention and Ergonomics
Provides the skills necessary to prevent workplace injury through employee education and skill instruction. Students will receive an overview of ergonomics to include knowledge of workplace design in terms of injury prevention. Students will also gain knowledge in the impact that injury prevention can have in reducing company expenses.
Prerequisite(s): HMS 544
Last Offered: not yet offered
3 credits

HMS 549 - Elementary School Physical Education
No Description Available
Last Offered: not yet offered
3 credits

HMS 552 - Biomechanics
Human performance analysis using Peak Performance Technologies motion analysis system. Scheduled every three semesters.
Prerequisite(s): undergraduate kinesiology or departmental permission.
Last Offered: Spring 2021
3 credits

HMS 553 - Psychology of Sport
Recognition, study and understanding of the behavior of individuals involved in performance. Emotional arousal, aggression, motivation, personality and behavior modification will be addressed regarding groups and individuals of varying ages. Scheduled spring of even-numbered years.
Last Offered: Winter 2020-21
3 credits

HMS 554 - Research Techniques
Selection and formulation of problems, research design and analysis of data, basic statistics. An individual research project is required. Scheduled fall semesters.
Last Offered: Fall 2020
3 credits

HMS 558 - Physiology of Exercise
Exercise effects on human physiological systems. Scheduled fall semesters.
Last Offered: Fall 2020
3 credits

HMS 561 - Curriculum Development in Physical Education
The development of a unified physical education curriculum in grades K-12. Scheduled alternate summers.
Last Offered: not yet offered
3 credits

HMS 565 - Physiological Basis and Application Principles of Designing Resistance
Training Programs The study of physiological mechanisms of the human body's adaptation to resistance training. Application of scientific findings to the design of safe, effective and efficient training programs for individuals will be emphasized. Scheduled spring of odd-numbered years. Prerequisite(s): HMS 558 and HMS 552.
Last Offered: Summer 2021
3 credits

HMS 568 - Motor Learning
The application of various learning theories, psychological and physiological, to the acquisition of motor skills. Scheduled every three semesters.
Last Offered: Spring 2021
3 credits
HMS 570 - Human Fitness, Exercise and Aging
Cardiovascular and pulmonary fitness, body composition, and nutrition regarding fitness, aging, and exercise prescription. Scheduled spring semesters of odd numbered years. Scheduled spring of odd-numbered years. Last Offered: not yet offered 3 credits

HMS 571 - Methods and Procedures of Physical Fitness Testing
Lectures and laboratory sessions on the evaluation of body composition, aerobic fitness, isokinetic strength and flexibility. Scheduled spring semesters of even-numbered years. Scheduled spring of even-numbered years. Last Offered: Spring 2021 3 credits

HMS 572 - Adaptations to Endurance Training
Physiological, kinesiological and psychological adaptations that occur from training. Scheduled spring semesters. Last Offered: not yet offered 3 credits

HMS 573 - Sports Medicine
Physiologic and medical aspects of exercise. The interdisciplinary approach to fitness training, sports injuries, and rehabilitation. Scheduled fall semesters. Last Offered: Summer 2021 3 credits

HMS 574 - Adult Fitness and Cardiac Rehabilitation
The development of Adult Fitness and Cardiac Rehabilitation Programs. Exercise testing, exercise prescription, program content, and fitness assessment and reassessment. Scheduled spring semesters of odd-numbered years. Last Offered: Fall 2020 3 credits

HMS 576 - Heart Physiology
EKG interpretation, conduction, and contractile myocardial properties, coronary blood supply, invasive and noninvasive evaluation procedures, and emergency techniques will be addressed as they relate to sports medicine. Scheduled spring semesters of even-numbered years. Last Offered: not yet offered 3 credits

HMS 577 - Youth in Sport
An examination of the role of youth in American sport from the perspectives of social, developmental and experimental psychological theory. Scheduled every third semester. Last Offered: not yet offered 3 credits

HMS 578 - Exercise Psychology
An examination of why people exercise, the psychological effects of exercise, and stress management aspects of exercise, both immediately and over the long term. Scheduled spring semesters of odd-numbered years. Last Offered: Summer 2021 3 credits

HMS 579 - Sport Psychology Field Practicum I
The supervised field practicum provides opportunities for the student to apply conceptual material to practice situations and to develop professional practice competency. Weekly seminar required. Scheduled each semester. Prerequisite(s): EXS 553, EXS 578, CSP 569, CSP 550, CSP 555, PSY 554, and PSY 557 and departmental permission. Last Offered: not yet offered 3 credits

HMS 580 - Analysis of Teaching Physical Education
A system of categorizing, observing, recording and analyzing the classroom behavior of teachers and students. Last Offered: not yet offered 3 credits

HMS 583 - Physiology of Exercise II
Advanced investigation of human physiological adaptations in response to exercise/exercise training. Theory of system's function, metabolic control, fatigue, and factors that affect performance will be studied. Scheduled spring semesters. Prerequisite(s): EXS 558. Last Offered: Spring 2021 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 585</td>
<td>Bionutrition of Exercise and Sport</td>
<td>Explores the relationship between physiological function of exercise/sport performance and nutrient utilization during energy production. Scheduled fall semesters. Prerequisite(s): EXS 558. Last Offered: not yet offered 3 credits.</td>
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<tr>
<td>HMS 590</td>
<td>Thesis I: Proposal Development</td>
<td>Development of the thesis proposal including: introduction, review of literature, statement of the problem, hypotheses, procedures, selection of subjects and statistical design. Course taken for pass/fail only. Scheduled spring semesters. Prerequisite(s): EXS 554 or departmental permission. Last Offered: Spring 2021 3 credits.</td>
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</tr>
<tr>
<td>HMS 591</td>
<td>Thesis II: Thesis Completion</td>
<td>Completion of thesis including: analysis of data, results, discussion, summary, conclusions and recommendations for future study. Scheduled each semester. Prerequisite(s): EXS 590. Last Offered: Spring 2021 3 credits.</td>
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</tr>
<tr>
<td>HMS 599</td>
<td>Current Issues in Physical Education</td>
<td>Provide students with the knowledge of the legal and professional responsibilities of clinical exercise physiologists and provide a curriculum review to help prepare students to sit for the ACSM certified clinical exercise physiologist exam. Last Offered: Spring 2020 3 credits.</td>
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</tr>
<tr>
<td>HMS 600</td>
<td>Independent Study</td>
<td>Identification and investigation of a problem relevant to the field of physical education and the preparation and presentation of a scholarly document summarizing the study or research. Scheduled each semester. Prerequisite(s): Departmental permission. Last Offered: Spring 2021 3 credits.</td>
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</tr>
<tr>
<td>IDS 562</td>
<td>Child Abuse: An American Problem</td>
<td>The concerns and issues of child abuse and how to assist abused children and their families. Scheduled fall of odd years. Last Offered: Spring 2019 3 credits.</td>
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<tr>
<td>IDS 900</td>
<td>Graduate Studies Capstone Continuation</td>
<td>Graduate Continuous Enrollment Last Offered: Fall 2019 1 credits.</td>
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<tr>
<td>IDS 901</td>
<td>Graduate Continuous Enrollment Fee</td>
<td>Graduate Continuous Enrollment Fee Last Offered: Spring 2021 0 credits.</td>
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</tr>
<tr>
<td>ILS 502</td>
<td>Fundamentals of Library and Information Science</td>
<td>Principles of library information science including core values of the profession and intellectual freedom. An overview of the history, philosophy, purpose, function and structure of library/information agencies. Core course. Last Offered: Summer 2021 3 credits.</td>
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</tr>
</tbody>
</table>
ILS 505 - Information Resources Organization and Management

The description and organization of information resources; metadata, bibliographic records, databases, and catalogs. Access points, subject analysis, controlled vocabularies, authorities, and classification. Current developments in shared cataloging and universal bibliographic control. Core course.

Last Offered: Summer 2021
3 credits

ILS 507 - Information Science and Technology

Introduction to information Science and Technology on a theoretical and practical level. Principles and applications of computers, information systems, and communication technologies in libraries and information centers. Core course.

Last Offered: Summer 2021
3 credits

ILS 508 - User Services

Planning, programming, implementation and evaluation of library and information services for a variety of users. Core course.

Last Offered: Summer 2021
3 credits

ILS 509 - Management of Library and Information Agencies

General principles of management theory and practice applicable to various types of information agencies. Decision-making, planning and employment practices are emphasized.

Last Offered: Spring 2021
3 credits

ILS 511 - Materials and Services for Children PK–6

Evaluation and selection of print, non-print, and digital resources to meet the curricular and personal needs of students in grades PK–6 with an emphasis on alignment with Common Core State Standards. Strategies to promote reading and literacy. Learning styles, stages of human growth and development with a focus on ages 4–12, and cultural influences on learning.

Last Offered: Fall 2016
3 credits

ILS 516 - Literacy, Literature and Reading for School and Public Libraries

Examination of the roles of reading professionals in school, classroom and public libraries. Includes overview of Pre K – 12 literature, analysis of approaches to reading instruction and examination of collaborative opportunities.

Last Offered: Summer 2021
3 credits

ILS 523 - Technical Services and Information Management

Technical services operations in information management acquisitions, serials, bibliographic records, databases, catalogs, and metadata. Current and future developments.

Last Offered: Spring 2021
3 credits

ILS 525 - Collection Development and Management

Selection and management of information resources, including collection analysis and evaluation, processes and practices of collection building and maintenance in all forms.

Last Offered: Fall 2020
3 credits

ILS 541 - Leadership and Advocacy for Information Professionals

Examines the areas of strategic planning, policy writing, ethical information access, community outreach and advocacy. Investigation of political and social issues affecting libraries and information agencies on local, state and national levels. Fieldwork option.

Last Offered: Spring 2021
3 credits

ILS 545 - Administration and Design of the School Library Media Center

Overall administration of the school library media center including policy development, budgeting, personnel, organization, facilities, technology, and instruction.

Last Offered: Summer 2021
3 credits
<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ILS 547</td>
<td>Integrating Technology and Media in K-12 Curriculum</td>
<td>Analysis and implementation of best practices in technology and media integration in content areas. Exploration of collaborative applications for classrooms at all grade levels. Information/media literacy as an essential component of standards based inquiry learning.</td>
<td>Summer 2021</td>
<td>3</td>
</tr>
<tr>
<td>ILS 554</td>
<td>Data Analysis and Visualization</td>
<td>Fundamental concepts and knowledge of data administration and presentation, including data treatment and analytical skills, critically assess and interpret presentation, and deploy digital media for scholarly practice.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>ILS 556</td>
<td>Data Curation</td>
<td>An overview of data curation as a lifecycle management strategy to manage, evaluate, collect, organize, preserve, share, and support the use and re-use of digital objects.</td>
<td>Summer 2021</td>
<td>3</td>
</tr>
<tr>
<td>ILS 558</td>
<td>Digital Preservation and Archives</td>
<td>The fundamentals of materials preservation and conservation in libraries and archival institutions. Focuses on best practices for the creation, provision, and long-term preservation of digital entities.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>ILS 561</td>
<td>Community Information Centers</td>
<td>Public Libraries Re-imagined Organization, administration and services of public libraries: policies budgeting, personnel, organization, facilities and technology. Emerging trends and the role of public libraries as centers for lifelong learning are examined.</td>
<td>ILS 502</td>
<td>3</td>
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<td>Prerequisite(s)/Corequisite(s): ILS 502</td>
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<td>Last Offered: Fall 2020</td>
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<tr>
<td>ILS 562</td>
<td>Management of School Library Media Centers</td>
<td>Best practices related to strategic planning and assessment, budgeting, and evaluating human, information, and physical resources. Organization of facilities to enhance the use of resources and services and to ensure equitable access. Methods for educating on the ethical use of information and ideas. Advocating for and marketing of information programs, resources, and services. Ongoing professional growth through library associations and professional publications.</td>
<td>Fall 2016</td>
<td>3</td>
</tr>
<tr>
<td>ILS 571</td>
<td>Methods for School Library Media Centers</td>
<td>Students will examine strategies for teaching in multimedia environments, organizing information and support for k-12 classrooms, and managing the responsibilities as teacher and instructional partner by integrating current research and actualizing best practices in the field.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>ILS 575</td>
<td>Instructional Design Principles</td>
<td>Introduction to the principles of the systematic application of instructional design. Critique of current and alternative instructional design models. Scheduled fall and spring semesters.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>ILS 581</td>
<td>School Media Specialist Practice (Student Teaching)</td>
<td>Guided observation and supervised student teaching in a school library media center with a cooperating teacher who has received Teacher Education and Mentoring (T.E.A.M.) training and holds a Master’s degree in the subject matter. Must meet all School of Education student reaching requirements and departmental permission is required.</td>
<td>Spring 2021</td>
<td>6</td>
</tr>
</tbody>
</table>
ILS 582 - Library Science Internship
A Professional work experience in an academic, public, special or school library. By arrangement. Course taken as pass/fail only. Prerequisite(s): 15 credits in library science.
Last Offered: Summer 2021
3 credits

ILS 587 - Seminar: SLMS Field Placements for Teacher Certification
Integration of support and assessment for student teachers and DSAP placements. Focus on unit planning to meet accreditation and certification requirements, classroom management, reflective practice, and managing the responsibilities of teacher and instructional partner by actualizing best practices in the field.
Last Offered: Spring 2021
3 credits

ILS 590 - Research in Library and Information Science
Quantitative and qualitative research methods in professional practice in academic and research-oriented environments. Research and its use in the information, management, policy, and decision-making process.
Last Offered: Spring 2021
3 credits

ILS 597 - Introduction to Archival and Museum Work
An introduction to work in archives and museums including basic theories and methodologies and to the application of archival and museum theory in the digital world.
Last Offered: Spring 2021
3 credits

ILS 599 - Special Topics.
Scheduled any semester as needed to explore new course topics. Scheduled irregularly.
Last Offered: Summer 2021
1 to 6 credits

ILS 600 - Independent Study
For the advanced student with a background in library science to explore in-depth study in topics outside current courses. By arrangement. Scheduled fall and spring semesters. Prerequisite(s): 12 credits in library science and department permission. Up to 3 credits of ILS 600 may be applied to the MLS.
Last Offered: Spring 2021
1 to 3 credits

ILS 614 - Copyright: The Basics and Beyond
Copyright law for students in education, information and library science, journalism, English, art, and those having interest in protecting their creative works and in legally using the copyrighted works of others.
Last Offered: Summer 2021
3 credits

ILS 655 - Digital Librarianship
A theoretical study of and practice in designing, constructing and evaluating digital libraries for today's digital media curation. Prerequisite(s): ILS 507.
Last Offered: Spring 2021
3 credits

ILS 660 - Special Project in Library and Information Science
Synthesis of research, theory, and practice in library and information science. Requires three parts: a proposal, a final product, and a written report. Prerequisite(s): 15 credits in library and information science.
Last Offered: Summer 2021
3 credits

ILS 699 - Thesis
Research and writing of the thesis in the area of library and information science, under the direction of an ILS department faculty member.
Last Offered: Summer 2021
3 credits

ITA 503 - Italy Today
No Description Available
Last Offered: Spring 2021
3 credits

ITA 510 - Early Italian Literature
The beginnings of Italian literature in the thirteenth century, including the Sicilian school and the Dolce Stil Nuovo.
Last Offered: Spring 2019
3 credits

ITA 515 - Petrarch and Boccaccio
No Description Available
Last Offered: Fall 2020
3 credits
ITA 523 - Dante: Faith, Fantasy and Mankind
Explores the cultural, historical, political, philosophical, theological, and linguistic perspectives that are at the heart of Dante’s Divine Comedy. Students analyze the ethical and moral principles in which Dante foregrounds his work and juxtapose them to contemporary society.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Spring 2017
3 credits

ITA 524 - Ladies, Knights, Arms and Love: The Dawn of a New Age
Explores the cultural, social, historical, artistic, political, and philosophical perspectives that shape the works of Pulci, Boiardo, Ariosto, Aretino, and Tasso.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2019
3 credits

ITA 526 - Shifting the Center
Examines the once-censored scientific, political and religious texts (treatises, drama, epistles and dialogues) of the 17th century. Authors include Galileo, Bruno and Campanella.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2017
3 credits

ITA 528 - Visions of Modernity
Focuses on the literary, artistic and cultural trends of early 20th century Italy. Examines Italian political and social history from Unification to the birth of Fascism, as well as major authors and genres.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Spring 2021
3 credits

ITA 535 - Alfieri, Foscolo, Leopardi
No Description Available
Last Offered: Spring 2020
3 credits

ITA 599 - Special Topics
Special Topics (topics vary.)
Last Offered: Summer 2021
3 credits

ITA 600 - Independent Study
Independent Study in Italian.
Last Offered: Spring 2021
1 to 6 credits

MAT 508 - Technology for Secondary STEM Education
Prerequisite(s): Admission to a STEM-discipline M.A.T. program or departmental permission.
Last Offered: Spring 2021
3 credits

MAT 514 - Teaching Mathematics to Accelerated Students and Low Achievers
Characteristics and needs of low achievers and accelerated students in mathematics, and methods of effectively teaching these two student populations. Scheduled summer semesters of even years.
Last Offered: Summer 2018
3 credits

MAT 526 - Probability and Applied Statistics II
Linear regression and correlation, analysis of variance and applications. Scheduled spring semesters of odd years.
Prerequisite(s): Grade of “C” or higher in MAT 525 or departmental permission.
Last Offered: Fall 2020
3 credits

MAT 528 - Mathematical Foundations of Machine Learning
This course gives a broad introduction to machine learning through basic programming and probability theory. Topics to be covered include classification, support vector machines, neural networks, clustering, feature selection, ensemble learning, and reinforcement learning. The courses will discuss applications of machine learning to various fields including computer science, data mining, and bioinformatics.
Last Offered: not yet offered
3 credits
MAT 529 - Introduction to Stochastic Processes
The course introduces concepts in stochastic processes and stochastic modeling in a nonmeasure theoretic manner. Topics include Poisson process, renewal theory, queueing theory, Markov chains, martingales, and Brownian motion.
Last Offered: not yet offered
3 credits

MAT 530 - Foundations of Geometry
An axiomatic development of Euclidean and non-Euclidean geometries. Scheduled spring semesters.
Prerequisite(s): Grade of 'C' or higher in MAT 250.
Last Offered: Fall 2017
3 credits

MAT 541 - Topics in Real Analysis
Sequences, Bolzano-Weierstrass Theorem, and foundations of functions of one real variable that include limits, continuity, Intermediate Value Theorem, differentiability, Mean Value Theorem, Riemann integral, Fundamental Theorem of Calculus. Scheduled fall semesters of even years.
Prerequisite(s): Grade of “C” or higher in both MAT 151 and MAT 250.
Last Offered: Fall 2018
3 credits

MAT 560 - Topology
Metric spaces and fundamental concepts, topological spaces, subspaces and product spaces, countability properties, separation properties, compactness, and connectedness. Scheduled fall semesters of odd years.
Prerequisite(s): Grade of “C” or higher in MAT 250.
Last Offered: Spring 2017
3 credits

MAT 573 - Algebraic Structures I (Certification Program)
Linear Algebra: systems of linear equations, matrix algebra, vector spaces and linear transformations. Introduction to Group Theory: subgroups, structure of cyclic groups, direct products, group isomorphisms, cosets and Lagrange’s theorem. Scheduled fall semesters of odd years.
Prerequisite(s): Grade of “C” or higher in MAT 250.
Last Offered: Fall 2017
4 credits

MAT 574 - Algebraic Structures II
Normal subgroups and factor groups; rings, ideals and factor rings; polynomial rings and irreducibility; extension fields; finite fields; introduction to Galois theory. Scheduled spring semesters of even years.
Prerequisite(s): Grade of “C” or higher in MAT 573 or department permission.
Last Offered: Spring 2018
3 credits

MAT 580 - Introduction to Research in Mathematics Education
Examines a general overview of social science research, a brief history of mathematics education research, and the application of experimental, descriptive, qualitative, and meta-analytical methods in the field of mathematics education. Scheduled spring semesters of even years.
Prerequisite(s): MAT 525 or MAT 526
Last Offered: Spring 2018
3 credits

MAT 590 - Thesis Seminar
Research and writing of the thesis in the area of concentration, under the direction of a mathematics department faculty member. For specific details, consult the chairperson or graduate coordinator of the department. Prerequisite(s): departmental permission.
Last Offered: Spring 2021
3 to 6 credits

MAT 595 - Seminar in Mathematics Education
Current issues in mathematics education. Scheduled summer semesters of odd years.
Last Offered: Summer 2017
3 credits
MAT 600 - Independent Study
Provides qualified students with an opportunity for independent study and careful discussion from an advanced standpoint of selected topics in mathematics. Prerequisite(s): departmental permission.
Last Offered: Spring 2017
1 to 4 credits

MBA 500 - Management Process
Investigates essential managerial functions such as planning, organizing, leading, controlling and issues in organization theory. It also looks at current challenges in management, both in the profit and nonprofit sector, global economy, competitive advantage, diversity in the workplace and team building.
Last Offered: Summer 2021
3 credits

MBA 501 - Business Economics
Discusses how a market-oriented economy operates and how we measure the performance of the economy. In addition, it will review how the various agents in the economy make decisions.
Last Offered: Summer 2021
3 credits

MBA 502 - Statistical Decision Making
Covers the descriptive and inferential statistical methods frequently used for business and economics decision making. Upon completion, a student should be able to select an appropriate statistical method for solving a given problem, to model the problem and produce desirable solutions using the computer, and to interpret and communicate the results in a non-technical language. Prerequisite(s): ECO 221 undergrad stats.
Last Offered: Summer 2021
3 credits

MBA 503 - Managerial Finance
Addresses the financial management issues of an economic agent within the context of a free-market capitalistic economy, using a manufacturing corporation operating in both a “domestic” as well as an international market as a basic model. At the end of the course, the student will have an understanding of the issues involved and their general solution, with the objective of maximizing the wealth of the firm owners through maximizing common stock prices.
Last Offered: Summer 2021
3 credits

MBA 504 - Organizational Behavior
Investigates the interrelationships between the individual, the group and the organization. Bridging the gap between behavioral theory and application. Topics include individual differences, motivation, team and group development, power and influence, conflict resolution, leadership, organizational change, and communication.
Last Offered: Summer 2021
3 credits

MBA 505 - Marketing Management
Enable students to understand the processes involved in the planning, creation, valuation, distribution (both traditional and e-commerce) and sale of products and services. During the course, students explore the tasks and decisions facing marketing managers. Particular areas of focus will include market and competitive analysis, customer behavior, and the design and implementation of marketing strategies (product, price, promotion and distribution) in domestic and international markets.
Last Offered: Summer 2021
3 credits
MBA 506 - Financial and Managerial Accounting
Emphasis is on financial accounting theory and practice oriented toward the use of financial statements for decision-making. Cost concepts and principles as a managerial tool in planning, controlling, and decision-making are also covered.
Last Offered: Summer 2021
3 credits

MBA 507 - Legal Issues in Business and Management
This Business Law course emphasizes the legal aspects of business decision making. It exposes students to the basic principles of law with regard to starting, expanding and operating a small or large business. It also includes the study of the judicial process, torts, contracts, agency, partnerships, corporations, intellectual property and certain aspects of UCC.
Last Offered: Spring 2021
3 credits

MBA 510 - Project Management
Focuses on the importance of the project management lifecycle and processes while enabling students to understand, select and apply the necessary tools to plan, execute and manage resources, costs and time constraints in a typical change project. Students also learn how to acquire the necessary skills for understanding the issues inherent in the creation and management of a project team along with identification of risks and their mitigation to ensure a successful achievement of the project’s objectives.
Last Offered: Fall 2020
3 credits

MBA 513 - Advertising and Promotional Strategy
Designed to provide an adequate overview of the field of “Promotional Strategy & Management” from a managerial standpoint. The fundamental concepts will be systematically presented and be used to highlight the most relevant topics & issues.
Last Offered: Fall 2020
3 credits

MBA 519 - Leadership and Organizational Learning
The central theme is the conviction that character-based leadership is essential for developing systems that support the growth and development of employee potential in order to build a viable enterprise. Examines the process of developing a personal style of leadership using a systems approach of business.
Prerequisite(s): MBA 504.
Last Offered: Fall 2020
3 credits

MBA 522 - Organizational Change and Development
Comprehensive study of managing the change process (needs analysis, planning, implementation, measurement, evaluation and feedback) on the personal, team, inter-group, techno-structural and organizational levels of modern corporations.
Prerequisite(s): MBA 504 or permission of the MBA Director.
Last Offered: Spring 2020
3 credits

MBA 525 - Business Ethics
Includes discussion and evaluation of social and moral dimensions of managerial decision making. Focus of the course is an in-depth study of values, conflicts, resolutions and ramifications in a business context. (Formerly BUE 525).
Prerequisite(s): MBA 504 and MBA 507.
Last Offered: Fall 2020
3 credits
MBA 528 - Real Estate Finance
The role of real estate in business. The course surveys the market for real estate, the financing of real estate, real estate investment decisions and the legal aspects of real estate.
Last Offered: Winter 2020-21
3 credits

MBA 532 - Human Resources Management
Provides the knowledge to manage human resources effectively and legally. It reviews HRM practices/policies to enable the manager to coordinate better with the official HRM staff, and provide the level of support and understanding required by most employees.
Prerequisite(s): MBA 504.
Last Offered: Summer 2021
3 credits

MBA 536 - International Marketing
International Marketing develops the role and functions of marketing management in the global transnational organization. Stresses the integration of product, consumer, research, distribution, budget and marketing campaign development into a managerial structure amenable for today’s firm.
Last Offered: Summer 2021
3 credits

MBA 537 - Product Management
Provides a comprehensive study of the techniques of product planning and development. It includes a team approach to product idea generation, concept testing and commercialization, including the development of a marketing plan.
Prerequisite(s): MBA 505.
Last Offered: Spring 2017
3 credits

MBA 538 - Marketing Analytics
Students understand the framework for conducting and using marketing research; they will synthesize their learning by means of a model of the research process. Scholarship is blended with a highly applied and managerial orientation toward scientific investigation in marketing. Hands on experience with data analysis involving sophisticated statistical modeling adds greater comprehension of concepts, analysis of customer phenomena, and evaluation of data quality and inferences.
Prerequisite(s): MBA 502 and MBA 505.
Last Offered: Summer 2021
3 credits

MBA 540 - Consumer Behavior
Students explore facets of the consumer’s environment that influence thoughts, feelings, and actions, and analyze the consumer’s reasons for competitive buying choices in order to develop successful marketing strategies.
Last Offered: Spring 2021
3 credits

MBA 542 - Global Business
This seminar aims at an understanding of the new economy and global issues confronting international business. It also examines various patterns of international economic relations and analyzes some of the causes of these patterns. An emphasis on global perspectives will enable students to develop essential managerial skills for handling environmental factors (such as political, cultural, technological, and legal).
Prerequisite(s): MBA 500, MBA 501, MBA 502, MBA 503, MBA 504, MBA 505, MBA 506, MBA 507, or permission of the MBA Director.
Last Offered: Summer 2021
3 credits

MBA 548 - Business Process Excellence
An introduction to the managerial processes underlying operations management in both manufacturing and service organizations. Topics such as operations strategy, product and process design, operations planning and control, just-in-time production systems, quality and productivity, and project management will be covered. The topics will be integrated using a systems approach to the operations of an organization.
Prerequisite(s): MBA 500, MBA 502.
Last Offered: Summer 2021
3 credits
MBA 549 - Economics of Health Care
Designed to teach MBA students to apply the tools of economics to the challenges of acting as managers and policy makers in the public and private sectors. The material will be accessible to any student who has completed an undergraduate principles of economics sequence and has a basic background in statistics. Last Offered: Fall 2020
3 credits

MBA 551 - Business Ecological Sustainability
Provides students with an understanding of the reason behind the growing awareness of the importance of environmental issues and the resulting trend of incorporating these issues into business strategies. The course will offer a thorough introduction to the concept and practice of business sustainability. It examines important topics such as pollution prevention, product stewardship, sustainable development, the triple bottom line, brand and reputation, corporate social responsibility and stakeholder theory. The course will place a heavy emphasis on practical examples from the business world, and as such, will make extensive use of case studies. Last Offered: Spring 2021
3 credits

MBA 552 - Strategic Management
This seminar focuses on strategic issues and problems that managers, e.g., CEO’s, presidents, and SUB managers, face in a globally competitive environment. It also looks at the nature of competitive interactions among firms in the market through design of efficient organizations. Furthermore, techniques for strategy formulation and implementation are discussed. Prerequisite(s): MBA 500, MBA 501, MBA 502, MBA 503, MBA 504, MBA 505, MBA 506, MBA 507, or permission of the MBA Director. Last Offered: Summer 2021
3 credits

MBA 555 - Business & Society
While business needs to satisfy the profit claim of shareholders, it must also reconcile the legal, moral and discretionary claims of other stakeholders. Managers must be able to recognize and accommodate these competing claims as they arise across the organization and within various business disciplines. Prerequisite(s): MBA 500, MBA 501, MBA 502, MBA 503, MBA 504, MBA 505, MBA 506, MBA 507, or permission of the MBA Director. Last Offered: Spring 2021
3 credits

MBA 562 - Business Planning
This seminar examines entrepreneurship and management of innovation by emphasizing a systems approach toward business planning. It also looks at various approaches to management of innovation given the interaction between the enterprise and its larger containing environments. Prerequisite(s): MBA 500, MBA 501, MBA 502, MBA 503, MBA 504, MBA 505, MBA 506, MBA 507, or permission of the MBA Director. Last Offered: Spring 2021
3 credits

MBA 565 - Business & Society
This seminar focuses on strategic issues and problems that managers, e.g., CEO’s, presidents, and SUB managers, face in a globally competitive environment. It also looks at the nature of competitive interactions among firms in the market through design of efficient organizations. Furthermore, techniques for strategy formulation and implementation are discussed. Prerequisite(s): MBA 500, MBA 501, MBA 502, MBA 503, MBA 504, MBA 505, MBA 506, MBA 507, or permission of the MBA Director. Last Offered: Summer 2021
3 credits

MBA 572 - Financial Markets and Institutions
Designed to develop an understanding of financial markets and institutions. Financial market topics to be discussed include operations, structure and regulation of financial markets, money markets, capital markets, and derivatives markets; theory of interest rate determination and asset prices. The financial institutions topics include the structure of the U.S. financial system, the Federal Reserve System, commercial banks, other depository institutions, insurance companies, investment banks, and interrelationships among intermediaries in the money and capital markets. Prerequisite(s): MBA 503. Last Offered: Spring 2021
3 credits
MBA 573 - Investment Analysis
The course involves an in-depth study of investment portfolio theory and asset-pricing models which will help students acquire the analytical skills necessary to conduct valuations of equities, fixed-income securities, and alternative investments. Topics to be covered will include: an overview of the investment decision-making process; valuation of equities and fixed income securities; efficient market theory; risk, diversification, and optimal portfolio analysis; risk and expected return: CAPM, APT, and factor models and derivative asset analysis.
Prerequisite(s): MBA 503.
Last Offered: Summer 2021
3 credits

MBA 574 - Multinational Financial Management
Explores in depth the conceptual framework within which financial analysis and decisions must be made by multinational corporations. The focus is on the financial decision making process in a multinational context. Formerly BUE 574.
Prerequisite(s): MBA 503.
Last Offered: Fall 2020
3 credits

MBA 575 - Financial Statement Analysis
Applications of various financial analysis tools and techniques to financial statements in order to execute rational business decisions.
Last Offered: Spring 2021
3 credits

MBA 576 - Principles of Business Taxation
Federal tax rules and regulations governing corporations, S corporations, and limited liability companies. Topics include incorporation, distributions, liquidation, and reorganization.
Last Offered: Fall 2020
3 credits

MBA 577 - Tax Planning and Research
Tax research and writing techniques analyzed in the context of tax planning issues. The implications of professional standards, codes of conduct, ethical responsibilities, and tax return preparation standards will also be examined.
Last Offered: Spring 2020
3 credits

MBA 578 - Research Methods for Business
An introduction to qualitative and quantitative research methods in business. Topics to be covered will include commonly used methods in business research and the selection of research methods specific to problems at hand.
Prerequisite(s): MBA 502.
Matriculated MBA students only.
Last Offered: not yet offered
3 credits

MBA 579 - Special Project
Students apply their knowledge and skills under faculty guidance within an approved framework. Students are allowed to individualize their culminating experiences by selecting one of the following areas: working within one’s organization to achieve significant project goals, developing and researching a global project through university sponsored international opportunities, developing an entrepreneurial project and beginning implementation.
Prerequisite(s): completion of all MBA course work, complete MBA assessment exam.
Last Offered: Summer 2021
3 credits

MFT 505 - Therapeutic Use of Self Introduction
Participants are introduced to Self of Therapist methodology and techniques, identification of significant Self of Therapist themes and awareness practice.
Scheduled fall semesters.
Prerequisite(s): Open to Matriculated MFT Students. Non-matriculated students require department permission.
Last Offered: Fall 2020
3 credits
MFT 506 - Therapeutic Use of Self Intermediate

A continuation of the Self of Therapist training from MFT 505. Theory, tracking relational processes, awareness of social context and therapist's use of self as an instrument of change will be developed. Scheduled spring semesters.
Prerequisite(s): MFT 505. Open to Matriculated MFT students. Non-matriculated students require department permission.
Last Offered: Spring 2021
3 credits

MFT 548 - Introduction to Family Clinic Policies and Procedures

This course will focus on the policies and procedures of the SCSU Family Clinic, including working with courts, ancillary professionals and agencies, report writing and introductions to the therapeutic programs the Family Clinic offers clients.
Last Offered: Spring 2021
1.5 credits

MFT 562 - MFT Practicum in Case Management and Clinical Skill Development

The student is expected to see individuals in therapy, conduct supervised visits, lead anger management groups, and act as a co-therapist in couples and family therapy at the department's Marital and Family Therapy Clinic. In addition, the student may begin an outside placement for a limited number of hours. A supervision group at the university affords the student the opportunity to watch live therapy from behind the viewing mirror and to be a part of the group supervision of these cases. Scheduled spring and summer semesters.
Prerequisite(s): MFT 597 and departmental permission. Open to Matriculated MFT students. Non-matriculated students require department permission.
Last Offered: Summer 2021
3 credits

MFT 586 - Family and Individual Development Over the Life Cycle

An in-depth study of the family life cycle including adult development, the impact of specific factors such as adoption, homosexuality, and bi-raciality at different junctures of the family life cycle; and the multifaceted, interactive nature of systemic, psychological and biological stressors associated with the transitions from stage to stage in family development.
Prerequisite(s): Open to Matriculated MFT students. Non-matriculated students require department permission.
Last Offered: Fall 2020
3 credits

MFT 587 - Family Therapy Outcome Research

Survey of research methods particular to family therapy. Highlights findings from family therapy outcome research. Students are expected to participate in a class research project and to complete a single case experiment. Scheduled spring semesters.
Prerequisite(s): Open to Matriculated MFT students. Non-matriculated students require department permission.
Last Offered: Spring 2021
3 credits
MFT 597 - Family of Origin
An intensive study of each student’s trans-generational family of origin. Patterns and themes are studied as systemic links between past and present interational processes. Scheduled fall semester.
Prerequisite(s): Open to Matriculated MFT students. Non-matriculated students require department permission.
Last Offered: Fall 2020
3 credits

MFT 598 - Family Systems Theory I
History and overview of general systems theory, followed by an exploration of various systematic approaches to family therapy. Scheduled fall semester.
Prerequisite(s): Open to Matriculated MFT students. Non-matriculated students require department permission.
Last Offered: Fall 2020
3 credits

MFT 600 - Independent Study in Marriage and Family Therapy
Identification and investigation of a problem relevant to the field of marriage and family therapy; preparation and presentation of a scholarly document summarizing the study or research. Scheduled irregularly.
Prerequisite(s): departmental permission.
Last Offered: Spring 2021
1 to 3 credits

MFT 605 - Therapeutic Use of Self in Groups I
Experiential techniques, methodology and theory for working with groups, couples and families. Didactic small group work as therapist, client and observer.
Prerequisite(s): MFT 506. Open to Matriculated MFT Students. Non-matriculated students require department permission.
Last Offered: Fall 2020
3 credits

MFT 606 - Therapeutic Use of Self in Groups II
Experiential techniques, methodology and theory for working with groups, couples and families. Didactic small group work as therapist, client and observer.
Prerequisite(s): MFT 605. Open to Matriculated MFT students. Non-matriculated students require department permission.
Last Offered: Spring 2021
3 credits

MFT 607 - Systemic Perspectives on Mental Health and Psychopathology
Students apply systemically based diagnostic skills to mental, emotional, and behavioral disorders within the delivery of family therapy services. Students incorporate the DSM and elementary knowledge of psychopharmacology into case management and clinical practice.
Prerequisite(s): MFT 597, MFT 598
Last Offered: Spring 2021
3 credits

MFT 609 - Diversity and Multicultural Competency in MFT Practice
This course is designed to prepare students from MFT and related programs to explore and enhance their cultural knowledge, awareness, sensitivity and clinical strategies when working with diverse populations. Utilizing frameworks based on Systemic, Bioecological and other clinically relevant theoretical orientations, course participants will not only analyze familial, contextual, social, political and environmental implications on clients, but also will learn to conceptualize and design clinical interventions in their practice settings.
Prerequisite(s): MFT 597 and MFT 598
Last Offered: Spring 2021
3 credits

MFT 610 - Couples Therapy
Designed to present couples therapy from a multi-systemic view with particular emphasis on practical application and skill acquisition. Current research including client perceptions of ‘what works’, study and demonstrations of therapy, and case study will make up the matrix of study.
Prerequisite(s): MFT 597, MFT 598. Open to Matriculated MFT students. Non-matriculated students require department permission.
Last Offered: Fall 2020
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
<th>Department Permission Required</th>
<th>Last Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 620</td>
<td>Professional, Legal and Ethical Issues in Marriage and Family Therapy</td>
<td>Explores ideas and experiences and is designed to prepare the student to function as a professional therapist. Knowledge of and the ability to deal with major issues of the profession is one aspect of this. Legal and ethical knowledge and conduct are other hallmarks of a true professional. We will consider these topics in general and in the context of Connecticut state law. Scheduled fall semesters.</td>
<td>Open to Matriculated MFT students. Non-matriculated students require department permission.</td>
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<td>Fall 2020</td>
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<tr>
<td>MFT 658</td>
<td>Topics in Family Studies</td>
<td>An overview of major current topics such as eating disorders, violence, incest, and grief and loss, including treatment interventions in each instance. Scheduled spring semesters.</td>
<td>Open to Matriculated MFT students. Non-matriculated students require department permission.</td>
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<td>Fall 2020</td>
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<tr>
<td>MFT 662</td>
<td>MFT Internship in Case Management and Clinical Skill Development</td>
<td>Students work with couples and families both in an agency setting and at the Family Therapy Clinic while attending weekly supervision seminars. A total of 500 hours must be completed with a minimum of 300 of these hours being with couples and families present in the treatment room. Fifty of these hours must be accrued at the Family Therapy Clinic under direct, live supervision. Students receive individual and group supervision with a minimum of 50 hours of direct, live supervision. Scheduled fall, spring, and summer semesters.</td>
<td>MFT 562. Open to matriculated MFT students. Non-matriculated students require department permission.</td>
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<td>Fall 2020</td>
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<tr>
<td>MFT 665</td>
<td>Field Work Internship Seminar</td>
<td>The seminar provides an opportunity for full or part time supervised MFT internship students working in off-site field settings to meet together weekly to integrate field experiences, participate in case consultation and discuss topics of professional interest while striving to complete the 500 hours of clinical work required for graduation.</td>
<td>Open to Matriculated MFT students. Non-matriculated students require department permission.</td>
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<td>Summer 2021</td>
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<tr>
<td>MFT 668</td>
<td>Family Systems Theory II</td>
<td>An advanced course focusing on an investigation of specific brief evidence based and post-modern theories and methods. Content and practice includes brief therapies, the reflecting team, the use of strategic assignments, solution focused therapy and in-home therapy. Scheduled spring semester.</td>
<td>Open to Matriculated MFT students. Non-matriculated students require department permission.</td>
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<td>Spring 2021</td>
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<tr>
<td>MFT 669</td>
<td>Family Systems Theory-III: Evidence Based In-Home Treatment</td>
<td>An overview of the history, theoretical foundations, and implementation of several evidence-based in-home family treatment models. Didactic presentations and discussions in class will be supplemented by case presentations from practitioners, and by testimonials from families who have received in-home services.</td>
<td>Open to Matriculated MFT students. Non-matriculated students require department permission.</td>
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<td>Summer 2021</td>
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</table>
MFT 671 - Advanced Supervision in MFT

The seminar course provides required MFT internship supervision to students working in off-site field settings following completion of 15 credits of MFT 562 and MFT 662. Student meet to integrate field experience, participate in case consultation, and deepen knowledge and applications of MFT theory and clinical skills.
Prerequisite(s): 15 credits of MFT 562 and MFT 662.
Last Offered: Spring 2021
1 credits

MFT 672 - Understanding the Treatment of Substance Addictions in Couples and Families

Family Systems view of the development and maintenance of substance abusing patterns and addiction. This course will focus on theories and treatment practices for the systemic, postmodern and evidence-based approaches to couples and family therapy.
Last Offered: Summer 2021
3 credits

MFT 673 - Treatment Issues in MFT: Integrating Spirituality and Religion

Applications of systems approach to treatment of families in crisis and transition. Consideration of the role of spirituality and religion in understanding family dynamics, developing solutions to problems, and building on strengths and resilience.
Last Offered: Summer 2021
1.5 credits

MFT 674 - MFT Intro to Human Sexuality

A graduate level methods course which focuses on: sexuality, sexual relationships, sexual health and wellness, and sexual difficulties which are explored from a psychological, physiological, socio-cultural, family life cycle and family systems perspective. Lecture, media presentation, clinical case analysis, sexual value’s exploration, and student reflections will be utilized to engage various learning styles.
Prerequisite(s): Open to MFT students only and MFT 562.
Last Offered: Summer 2021
3 credits

NUR 500 - Nursing Theories and Conceptual Models

Nursing theories and conceptual models as a framework for nursing practice. Emphasis on theory building provides opportunity for original contributions to body of professional nursing knowledge.
Scheduled fall semesters irregularly.
Last Offered: Spring 2021
3 credits

NUR 514 - Transforming Nursing Practice through Leadership, Policy and Advocacy

Prepares graduate level nursing students to investigate and analyze the organization, delivery, and financing of health care through the lens of a leadership role. Leadership theories and concepts are explored in relation to complex and dynamic health care challenges such as health care access, cost, and quality. Strategic planning, systems thinking, political advocacy, and interprofessional collaboration are discussed and explored within the context of the nursing leadership role.
Scheduled spring semesters irregularly.

NUR 516 - Healthcare Informatics for Nursing Practice

Explores the theoretical basis and application of healthcare informatics in the organization, delivery and evaluation of nursing and healthcare services. Evaluates and applies core knowledge and competencies in practice, research and patient and professional education.
Scheduled fall semesters irregularly.

MFT 674 - MFT Intro to Human Sexuality

A graduate level methods course which focuses on: sexuality, sexual relationships, sexual health and wellness, and sexual difficulties which are explored from a psychological, physiological, socio-cultural, family life cycle and family systems perspective. Lecture, media presentation, clinical case analysis, sexual value’s exploration, and student reflections will be utilized to engage various learning styles.
Prerequisite(s): Open to MFT students only and MFT 562.
Last Offered: Summer 2021
3 credits

NUR 500 - Nursing Theories and Conceptual Models

Nursing theories and conceptual models as a framework for nursing practice. Emphasis on theory building provides opportunity for original contributions to body of professional nursing knowledge.
Scheduled fall semesters irregularly.
Last Offered: Spring 2021
3 credits

NUR 514 - Transforming Nursing Practice through Leadership, Policy and Advocacy

Prepares graduate level nursing students to investigate and analyze the organization, delivery, and financing of health care through the lens of a leadership role. Leadership theories and concepts are explored in relation to complex and dynamic health care challenges such as health care access, cost, and quality. Strategic planning, systems thinking, political advocacy, and interprofessional collaboration are discussed and explored within the context of the nursing leadership role.
Scheduled spring semesters irregularly.

NUR 516 - Healthcare Informatics for Nursing Practice

Explores the theoretical basis and application of healthcare informatics in the organization, delivery and evaluation of nursing and healthcare services. Evaluates and applies core knowledge and competencies in practice, research and patient and professional education.
Scheduled fall semesters irregularly.

Last Offered: Summer 2021
3 credits
NUR 519 - Evidence-Based Nursing Practice
The course focus is on the critique of evidence to improve nursing and healthcare outcomes. Course activities are designed to prepare students for advanced practice nursing roles by integrating concepts of quality improvement and evidence-based practice. Prerequisite(s): NUR 500
Last Offered: Fall 2020
3 credits

NUR 520 - Curriculum Development and Teaching in Nursing
The process of curriculum development, teaching and learning are analyzed as used by nurse educators in faculty, staff, and patient education positions. May be offered on-line. Scheduled irregularly. Prerequisite(s): core courses.
Last Offered: Spring 2021
3 credits

NUR 521 - Advanced Pathophysiology
Examines selected pathophysiology processes using a systems approach. Application of concepts to specific role responsibilities is emphasized. Scheduled fall semesters irregularly. (pending graduate council approval).
Last Offered: Fall 2020
3 credits

NUR 523 - Advanced Nursing Practice
While immersed in the clinical setting, students in the Nurse Educator and Clinical Nurse Leader MSN tracks will use advanced clinical nursing practice and leadership skills to provide healthcare to individuals/families and develop and implement strategies to improve patient, family, unit-based, and institutional outcomes. While the focus is on direct nursing care at an advanced level, students will also learn to promote quality control measures which focus on high-quality patient-focused care, case management concepts, patient safety and evidence based practice. The clinical requirement is 180 hours.
Prerequisite(s): NUR 500, NUR 514, NUR 516, NUR 519, NUR 521, NUR 524, NUR 526 and NUR 540.
Last Offered: Spring 2021
6 credits

NUR 524 - Advanced Pharmacology
Examines pharmacological therapies using a systems approach. Application of concepts to specific role responsibilities is emphasized. Scheduled spring semesters irregularly.
Last Offered: Spring 2021
3 credits

NUR 526 - Advanced Health Assessment
Building on physical assessment skills, students refine selected techniques and extend their competence through development of additional skills needed to acquire complete health data. Students perform advanced health examinations, use laboratory and diagnostic studies, interpret and document findings. The focus of the advanced practice registered nurse on health promotion and health restoration of individuals and families is stressed.
Last Offered: Spring 2021
3 credits

NUR 523 - Advanced Nursing Practice
While immersed in the clinical setting, students in the Nurse Educator and Clinical Nurse Leader MSN tracks will use advanced clinical nursing practice and leadership skills to provide healthcare to individuals/families and develop and implement strategies to improve patient, family, unit-based, and institutional outcomes. While the focus is on direct nursing care at an advanced level, students will also learn to promote quality control measures which focus on high-quality patient-focused care, case management concepts, patient safety and evidence based practice. The clinical requirement is 180 hours.
Prerequisite(s): NUR 500, NUR 514, NUR 516, NUR 519, NUR 521, NUR 524, NUR 526 and NUR 540.
Last Offered: Spring 2021
6 credits

NUR 530 - Nurse-Managed Quality Outcomes
Focuses on the structure and function of selected health care organizations. Effective strategies in developing the role of clinical nurse leader are analyzed and their acquisition facilitated by clinical experiences. Scheduled irregularly. (6 credits; 220 required clinical hours).
Prerequisite(s): NUR 500, NUR 514, NUR 516, NUR 519, NUR 521, NUR 524, NUR 526, and NUR 540.
Last Offered: Fall 2019
6 credits
NUR 534 - Role of the Family Nurse Practitioner I

The student will apply concepts and theories of advanced nursing practice to the care of patients of all ages with common acute illnesses within the context of the family system. Appropriate collection of historical data will be integrated with the biopsychosocial evaluation of clients to develop a comprehensive plan of care. Primary care and other outpatient sites will be among practice settings used. Scheduled irregularly. (3 credits class; 16 hours clinical weekly).

Prerequisite(s): core courses including NUR 521, NUR 524 and NUR 526.

Last Offered: Summer 2021

6 credits

NUR 535 - Role of Family Nurse Practitioner II

Focus is on individuals and families experiencing chronic and/or multisystem health alterations. Clinics, ambulatory care, and private office settings provide opportunities to make comprehensive assessments, diagnose and use advanced practice nursing strategies to treat health problems. Scheduled irregularly. (3 credits class; 16 hours clinical weekly).

Prerequisite(s): NUR 534.

Last Offered: Fall 2020

6 credits

NUR 536 - Role of Family Nurse Practitioner III

Case management of individuals/families with common/major health alterations is the focus. Issues which commonly influence the role functioning of the family nurse practitioner are emphasized. Scheduled irregularly. (3 credits class; 16 hours clinical weekly).

Prerequisite(s): NUR 535.

Last Offered: Spring 2021

6 credits

NUR 537 - Role of Nurse Educator

Practicum in role of nurse educator. Experience in faculty role, responsibilities, and curriculum implementation. Individual placement with preceptor. Scheduled irregularly. May be offered on-line.

Prerequisite(s): NUR 520.

Last Offered: Summer 2021

6 credits

NUR 538 - Role of the Family Nurse Practitioner I

The student will apply concepts and theories of advanced nursing practice to the care of patients of all ages with common acute illnesses within the context of the family system. Appropriate collection of historical data will be integrated with the biopsychosocial evaluation of clients to develop a comprehensive plan of care. Primary care and other outpatient sites will be among practice settings used. Scheduled irregularly. (3 credits class; 16 hours clinical weekly).

Prerequisite(s): core courses including NUR 521, NUR 524 and NUR 526.

Last Offered: Summer 2021

6 credits

NUR 539 - Role of Family Nurse Practitioner II

Focus is on individuals and families experiencing chronic and/or multisystem health alterations. Clinics, ambulatory care, and private office settings provide opportunities to make comprehensive assessments, diagnose and use advanced practice nursing strategies to treat health problems. Scheduled irregularly. (3 credits class; 16 hours clinical weekly).

Prerequisite(s): NUR 534.

Last Offered: Fall 2020

6 credits

NUR 540 - Legal Issues in Health Care

Health law is used as a framework to explore interdisciplinary legal issues and dilemmas. Health care professionals from diverse areas examine how the law affects the legal rights and responsibilities of various individuals, groups, and populations. Scheduled spring semesters irregularly.

Prerequisite(s): departmental permission.

Last Offered: Spring 2021

3 credits

NUR 545 - Primary Care Mental Health

Designed to further the knowledge and skills needed for primary care APRNs to adequately identify and manage psychiatric disorders in primary care settings, within their scope of practice.

Prerequisite(s): NUR 500, 514, 516, 519, 521, 524, 526, 540 or equivalent courses with program director approval.

Last Offered: not yet offered

3 credits

NUR 590 - Thesis Seminar

Students design a research study in a selected area of nursing practice. Group seminar assists students to analyze and evaluate research design with faculty guidance. Scheduled fall and spring semesters.

Prerequisite(s): Completion of 18 credits including all core courses.

Last Offered: Fall 2018

3 credits

NUR 591 - Thesis Guidance

Ongoing thesis guidance which is required of all students for thesis completion. Scheduled fall and spring semesters.

Prerequisite(s): NUR 590, department permission, completed 15 credits in program of study, GPA of 3.0 or higher.

Last Offered: Spring 2019

3 credits
NUR 592 - Special Project in Nursing
Students are required to complete an in-depth exploration of a significant area or issue relevant to the nursing profession. Scheduled fall and spring semesters. Course is taken for pass/fail only.
Prerequisite(s): NUR 519 and departmental permission.
Last Offered: Summer 2021
3 credits

NUR 600 - Independent Study
Identification and investigation of a student's special interest in the field of nursing.
Prerequisite(s): departmental permission.
Last Offered: Spring 2020
1 to 6 credits

NUR 800 - Ethical/Legal, Political and Social Issues Affecting Higher Education
Examines traditional values that shaped the academy and are changing in response to societal, legal and ethical concerns. Explores current dynamics affecting systems of higher education: political, social and economic trends shaping the university experience.
Prerequisite(s): Admission to the EdD program.
Last Offered: Fall 2020
3 credits

NUR 8001 - EdD Residency 1
Course taken for pass/fail only.
Last Offered: Fall 2020
0 credits

NUR 8002 - EdD Residency 2
Course taken for pass/fail only.
Last Offered: Fall 2019
0 credits

NUR 8003 - EdD Residency 3
Course taken for pass/fail only.
Last Offered: Fall 2020
0 credits

NUR 8004 - Nursing Faculty Role in Higher Education
Preparation for the nursing faculty role in a community of scholars. Topics include models of the professoriate, comparing and contrasting the role while providing the groundwork to develop a philosophy of teaching and portfolio development.
Prerequisite(s): NUR 800, NUR 801, NUR 802.
Last Offered: Spring 2021
3 credits

NUR 8005 - Curriculum Development, Implementation, and Evaluation in Nursing
Doctoral learners apply concepts and theories basic to curriculum development and evaluation in academic settings. Learners analyze the influence of accreditation processes on curriculum development and evaluation.
Prerequisite(s): NUR 800, NUR 801, NUR 802.
Last Offered: Spring 2021
3 credits

NUR 801 - Theories of Teaching and Learning in Adult and Higher Education
Teaching and learning theories are examined as they apply to adult and higher education. Components of the psychology of learning are analyzed. Cultural, racial, gender and generational dynamics are discussed.
Prerequisite(s): Admission to the EdD program.
Last Offered: Fall 2020
3 credits

NUR 802 - Methods of Teaching and Evaluation
Prepares educators to identify and apply appropriate teaching methods and evaluate student learning, teacher and program effectiveness. Topics include teaching, evaluation, integration of new and emerging technology, assessment methods, interpretation, reporting, and application. SPECIALIZATION IN NURSING EDUCATION.
Prerequisite(s): NUR 800, NUR 801.
Last Offered: Winter 2020-21
3 credits
NUR 805 - Classroom, Clinical Teaching and Evaluation in Nursing Education
Builds upon the learners’ professional experience as educators, best practices in classroom and clinical teaching and student evaluations are explored. The legal and ethical implications of teaching/learning and the evaluative process are considered. LEADERSHIP IN NURSING EDUCATION.
Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 804.
Last Offered: Summer 2021
3 credits

NUR 806 - Leadership Theories and Concepts
Classic and contemporary leadership and management theories and concepts are analyzed with applications made to the faculty/administrative leadership roles in academic settings. Building upon professional education and experience of learners, various models, essential skills, core competencies, and best practices in leadership are explored in depth with special emphasis on leadership in academic settings. Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 804, NUR 805.
Last Offered: Summer 2021
3 credits

NUR 807 - Leadership in Nursing Education
The various leadership roles in academic nursing are examined. Classic and contemporary leadership and management theories and research in academic administration are used as a basis to discuss the leadership challenges and opportunities inherent in faculty and in administrative roles such as academic program administrator, department chairperson, director, or dean. Traditional and emerging roles and responsibilities in the various leadership positions will be explored in depth. Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 804, NUR 805, NUR 806.
Last Offered: Fall 2019
3 credits

NUR 808 - Doctoral Synthesis
This synthesis experience provides multiple opportunities for doctoral students to explore, analyze and actualize the multiple roles of nurse faculty in a guided/mentored practicum. Students self-assess learning goals based on professional experience and select the guided learning experiences to meet these goals and the student learning outcomes of the course under the coaching and supervision of the course faculty member. Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 804, NUR 805, NUR 806.
Last Offered: Fall 2019
3 credits

NUR 809 - State of the Science of Nursing Education Research
Prepares nurse educators to identify and apply the science of nursing education research to nursing education. Discovery and development of pedagogies for nursing education and nursing practice will be explored. Conventional, critical, feminist, postmodern, and phenomenological perspectives about teaching and ways of knowing will be analyzed. Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 804, NUR 805, NUR 806, NUR 807, NUR 808.
Last Offered: Winter 2019-20
3 credits

NUR 810 - Quantitative Methods in Nursing Education Research
An in-depth analysis of quantitative research designs, methods, instrumentation, data analysis and interpretation from the viewpoint of a positivistic paradigm. Emphasis is placed on rigorous designs appropriate for the assessment of outcomes in nursing education. Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 804, NUR 805, NUR 806, NUR 807, NUR 808.
Last Offered: Spring 2020
3 credits
NUR 811 - Qualitative Methods in Nursing Education Research
An in-depth analysis of the methodologies congruent with selected qualitative research traditions. Strategies for selecting appropriate research questions, sampling, data collection and data analysis plans from the viewpoint of a naturalistic paradigm are highlighted.
Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 804, NUR 805, NUR 806, NUR 807, NUR 808, NUR 809, NUR 810.
Last Offered: Summer 2020
3 credits

NUR 812 - Statistical Analysis in Educational Research
Learners develop knowledge and skills to effectively use statistics in different educational research designs. Topics include selection of appropriate statistical analyses including descriptive and inferential statistics. Students are also prepared to utilize statistical software packages.
Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 8 04, NUR 805, NUR 806, NUR 807, NUR 808, NUR 809, NUR 810.
Last Offered: Spring 2020
3 credits

NUR 813 - Dissertation Seminar
Learners will be guided through the research process as they develop their dissertation proposals. By the end of the course, students produce the first draft of the proposal for the course faculty and dissertation adviser. Course is taken for pass/fail only.
Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 8 04, NUR 805, NUR 806, NUR 807, NUR 808, NUR 809, NUR 810, NUR 811, NUR 812.
Last Offered: Fall 2020
3 credits

NUR 814 - Dissertation Advisement I
Learners will be guided through the process as they await IRB approval, and begin the data collection phase. In this seminar approach, learners will work individually with their dissertation adviser. Course is taken for pass/fail only.
Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 8 04, NUR 805, NUR 806, NUR 807, NUR 808, NUR 809, NUR 810, NUR 811, NUR 812.
Last Offered: Winter 2020-21
3 credits

NUR 815 - Dissertation Advisement II
Learners will continue to work with their dissertation advisers as they complete the data collection phase and begin to analyze their data. Course is taken for pass/fail only.
Prerequisite(s): NUR 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815.
Last Offered: Spring 2021
3 credits

NUR 816 - Dissertation Advisement III
Learners will continue to work with their dissertation advisers to complete writing the dissertation and conducting the dissertation defense. Course is taken for pass/fail only.
Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 8 04, NUR 805, NUR 806, NUR 807, NUR 808, NUR 809, NUR 810, NUR 811, NUR 812, NUR 813, NUR 814, NUR 815.
Last Offered: Summer 2021
3 credits

NUR 817 - Dissertation Advisement Continuation
Offered for students who need additional time to complete the dissertation beyond NUR 816. Further, this course is repeatable until the dissertation is complete.
Prerequisite(s): NUR 800, NUR 801, NUR 802, NUR 803, NUR 8 04, NUR 805, NUR 806, NUR 807, NUR 808, NUR 809, NUR 810, NUR 811, NUR 812, NUR 813, NUR 814, NUR 815, NUR 816.
Last Offered: Summer 2021
3 credits
PCH 500 - Foundations of Public Health
Nature and scope of public health; basic concepts and principles for professional practice; development of a context for further study. Scheduled fall semesters. Prerequisite(s): departmental permission for non-majors. Last Offered: Summer 2021 3 credits

PCH 504 - Health Promotion Practice
Foundations and principles of discipline and other profession related issues. Preparation of health promotion professionals. Scheduled fall semesters. Prerequisite(s): Departmental permission required for non-majors. Last Offered: Fall 2020 3 credits

PCH 505 - Health Issues
A cross-cultural, interdisciplinary approach to women’s health issues focusing primarily on 20th century North America. Engages with the politics of women’s health including self-care, health activism and alternative medicine and focuses on strategies for empowerment in exploring and evaluating health care options. Cross-listed as WMS 505. Scheduled irregularly. Last Offered: Summer 2020 3 credits

PCH 510 - Environmental Health
Ecological analysis of forces that affect personal and community health status. Scheduled during summer session. Prerequisite(s): departmental permission required for non-majors. Last Offered: Summer 2021 3 credits

PCH 515 - Biostatistics
The statistics of rates and proportions and the parametric and non-parametric tests associated with their estimation. Intended for those individuals in the fields of public health, clinical services, and other human service professionals. Scheduled spring semesters. Prerequisite(s): departmental permission required for non-majors. Last Offered: Spring 2021 3 credits

PCH 520 - Social & Behavioral Foundations of Public Health
Review of biological, epidemiological and psychosocial bases of health-related behaviors. Scheduled fall semesters. Prerequisite(s): departmental permission required for non-majors. Last Offered: Fall 2020 3 credits

PCH 526 - Diversity in Health Organizations
Explore diversity and multicultural issues and concerns from a public health management and leadership perspective. Students learn skills of human resource management, effective teamwork, conflict resolution, and workplace diversity which are essential for effective public health leadership. Last Offered: not yet offered 3 credits

PCH 532 - Programs and Practices in Maternal and Child Health
Examines the development of programs in maternal and child health and analyzes goals and problems in the field. For students in public health, social work, nursing, and other human services. Scheduled irregularly. Last Offered: Summer 2021 3 credits
PCH 548 - Public Health Administration

Health service managers and their roles, management functions and process, budgeting, organizational culture, leadership, and motivation. Scheduled fall semesters.
Prerequisite(s): departmental permission required for non-majors.
Last Offered: Spring 2021
3 credits

PCH 549 - Public Health Leadership

Advanced exploration of leadership practice in a public health setting, focusing on leadership theory, ethical issues, financial management, health services provision, and legal considerations.
Prerequisite(s): PCH 548
Last Offered: Summer 2020
3 credits

PCH 550 - Strategic Planning for Public and Nonprofit Organizations

Utilization of data, information and compute applications in public health practice for strategic planning and organizational development.
Last Offered: not yet offered
3 credits

PCH 551 - Epidemiology

Methods of identifying risk factors and determining effects of disease on human populations. Scheduled spring semesters.
Prerequisite(s): departmental permission required for non-majors.
Last Offered: Spring 2021
3 credits

PCH 557 - Advanced Epidemiology

This course provides instruction and hands-on experience in the analysis and interpretation of data from epidemiologic studies. This course builds upon introductory courses in biostatistics, research and epidemiology.
Prerequisite(s): PCH 515, PCH 516 and PCH 551.
Last Offered: Summer 2021
3 credits

PCH 561 - Global Health and Aging

Methods of identifying protective and risk factors of social, physical, emotional, and psychological health conditions and health disparities related to global aging.
Prerequisite(s): Statistics course.
Last Offered: Summer 2021
3 credits

PCH 564 - Health Systems and Policy

Analyzes the structure, function and policy issues associated with public health and medical care in the United States. Scheduled spring semesters.
Prerequisite(s): departmental permission required for non-majors.
Last Offered: Fall 2020
3 credits

PCH 570 - International Field Study in Health

Selected health related field-study projects to various parts of the world, as announced by the department. Scheduled summer semesters.
Prerequisite(s): departmental permission.
Last Offered: Summer 2020
6 credits

PCH 571 - Food Systems and Food Justice

An analysis of the impact of United States Department of Agriculture food policy and markets on public health and social and economic justice. Study of US government funding and regulation of the food system and operation of private markets, and economic principles. Examination of diet-based health problems related to fair access to a nutritious and culturally appropriate diet.
Last Offered: not yet offered
3 credits
PCH 577 - Program Planning and Evaluation
Conceptualizations and technical skills for the planning and evaluation of population based, health-related programs and interventions. Scheduled spring semester.
Prerequisite(s): departmental permission for non-majors.
Last Offered: Fall 2020
3 credits

PCH 586 - Health Promotion Methods and Strategies
Methods (i.e., educational strategies, group and individual processes, community approaches, etc.) used in health promotion and disease prevention programs to impact individual and community health behavior. Scheduled fall semesters.
Prerequisite(s): PCH 504 and PCH 520. Departmental permission for non-majors.
Last Offered: Spring 2021
3 credits

PCH 590 - Thesis Seminar I
Development of a thesis protocol. Scheduled fall semesters. Course taken as pass/fail only.
Prerequisite(s): departmental permission.
Last Offered: Spring 2021
3 credits

PCH 591 - Thesis Seminar II
Implementation of research design from approved thesis protocol and written presentation of findings. Scheduled spring semesters. Course taken as pass/fail only.
Prerequisite(s): departmental permission and PCH 590.
Last Offered: Spring 2021
3 credits

PCH 593 - Special Project Capstone
A comprehensive capstone experience that integrates the philosophy, ethics, concepts, skills and strategies of public health practice. Course taken as pass/fail only.
Prerequisite(s): Departmental permission. Open to matriculated MPH students.
Last Offered: Spring 2021
3 credits

PCH 594 - Special Project II
Design and execution of an approved project in which the program of study culminates. Scheduled spring semesters. Course taken as pass/fail only.
Prerequisite(s): PCH 593.
Last Offered: Spring 2021
3 credits

PCH 595 - Public Health Internship
A vigorous learning experience integrating classroom preparation with field work. Completed under the supervision of an experienced health professional with the guidance of an on-campus faculty member. Scheduled fall, spring, and summer semesters.
Prerequisite(s): must have completed 24 credits of degree requirements and departmental permission.
Last Offered: Summer 2021
3 to 6 credits

PCH 599 - Special Topics
An analysis of the impact of United States food policy and markets on public health and social and economic justice. Study of US government funding and regulation of the food system and operation of private markets, and economic principles. Examination of diet related health problems and fair access to a healthy and culturally appropriate diet.
Last Offered: Spring 2020
3 credits

PCH 600 - Directed Independent Study
Identification and investigation of a student’s special interest in the field of public health under faculty supervision.
Prerequisite(s): departmental permission.
Last Offered: Spring 2021
1 to 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>PHY 507</td>
<td>Applied Physics Graduate Seminar</td>
<td>An overview of current topics in Applied Physics Research. An introduction of scientific writing, speaking and professional topics. Prerequisite(s): graduate status in Applied Physics or departmental permission.</td>
<td>Last Offered: Fall 2020</td>
<td>3 credits</td>
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</tr>
<tr>
<td>PHY 512</td>
<td>Methods of Theoretical Physics</td>
<td>The development of the laws of physics in mathematical form. The application of these laws to physical problems and a discussion of the mathematical methods employed. Prerequisite(s): two semesters of college calculus and eighteen credits of undergraduate physics or departmental permission.</td>
<td>Last Offered: Spring 2021</td>
<td>3 credits</td>
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</tr>
<tr>
<td>PHY 519</td>
<td>Fundamentals of Nanoscience</td>
<td>Provides a highly interdisciplinary introduction to the science of nanoscale materials (nanoscience). Topics will include historical background, characterization techniques, physics and chemistry of nanoscience materials, fabrication techniques, nanoscale applications and ethical/societal considerations. Prerequisite(s): PHY 309 and CHE 121 or equivalents.</td>
<td>Last Offered: Fall 2020</td>
<td>3 credits</td>
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</tr>
<tr>
<td>PHY 521</td>
<td>Characterization of Nanomaterials</td>
<td>Introduces the state-of-the-art techniques commonly used in the characterization of nanomaterials. Two important aspects of characterization, imaging and chemical analysis, are included. Emphasizes force, transmission and scanning electron microscopy. Prerequisite(s): PHY 519 or departmental permission.</td>
<td>Last Offered: Spring 2021</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>PHY 523</td>
<td>Nanosystems Laboratory</td>
<td>The capstone experience for the Graduate Certificate in Nanotechnology. Students chose an appropriate topic in nanotechnology in consultation with the instructor, perform a literature search, design the experiments and perform the data collection and analyses, write up the project following the style of a professional journal article, and present their results to their peers and instructor in the format of a formal scientific presentation. Prerequisite(s): one upper-division or graduate level course (of at least 3 credits) in an appropriate scientific area.</td>
<td>Last Offered: Spring 2021</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>PHY 530</td>
<td>Optics and Optical Detectors</td>
<td>Provides the student with a basic understanding of the scientific principles associated with optics and optical image formation, as well as image capture, processing and analysis. An end-to-end treatment of the imaging system is employed to illustrate the inter-relationships of the concepts introduced. The student will become familiar with systems analyses of simple imaging systems and image analysis methods. Prerequisite(s): PHY 309 or equivalent.</td>
<td>Last Offered: Fall 2019</td>
<td>3 credits</td>
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</tr>
<tr>
<td>PHY 531</td>
<td>Interferometric Methods in Imaging and Precision Measurement</td>
<td>The interference of light is discussed in detail. Applications to high-resolution imaging and precision measurement are covered, including techniques such as electronic speckle pattern interferometry, long baseline optical interferometry and related techniques. The student will become familiar with the basic performance metrics and main types of interferometers in use today. Prerequisite(s): PHY 530.</td>
<td>Last Offered: Spring 2020</td>
<td>3 credits</td>
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</tr>
</tbody>
</table>
### PHY 580 - Special Project

The student will conduct a research project in physics either on campus or in the context of an internship with a local company. The special project may either be a technological special project or an entrepreneurial special project. There will be a product as defined in the School of Graduate Studies guidelines for special projects at the conclusion of the course.

Prerequisite(s): departmental permission.

Last Offered: Spring 2021
3 or 6 credits

### PHY 590 - Thesis Research I

The student will develop a thesis proposal according to accepted style guidelines, including a current literature review of the thesis topic and a description of the project design, and begin the research.

Prerequisite(s): departmental permission.

Last Offered: Fall 2020
3 credits

### PHY 591 - Thesis Research II

Thesis investigation conducted under the supervision of an approved adviser. Completion of the written thesis and oral defense of the research work in the thesis.

Prerequisite(s): departmental permission.

Last Offered: Spring 2021
3 credits

### PHY 600 - Independent Study and Research

Prerequisite: departmental permission.
Prerequisite(s): departmental permission.

Last Offered: Spring 2021
3 credits

### PSC 501 - Research Methods in Political Science

Analysis of research methods currently used for the study of politics. Traditional, behavioral, and post-behavioral methods are discussed. Training in the writing of graduate-level theses is also provided.

Last Offered: Fall 2020
3 credits

### PSC 502 - Seminar in American Politics

Analysis of American politics at the national level; duties and powers of the three branches of government, federal-state relations, government programs & enforcement. (Formally PSC 510).

Last Offered: Spring 2017
3 credits

### PSC 504 - Japan and the Western Pacific Rimlands

Analysis of the government and politics of Japan (the Great Dragon), the four little Dragons of East Asia (Korea, Taiwan, Hong Kong, Singapore) and the other industrializing states of the Western Pacific Rimlands.

Last Offered: Spring 2017
3 credits

### PSC 507 - Presidents, Bureaucracy, and Policy

An analysis of the relationships among the presidency, Congress, and the bureaucracy in making national public policies.

Last Offered: Fall 2017
3 credits

### PSC 508 - Seminar in Comparative Politics

Analysis of one country or world region focusing on political, economic, and social change. Theories and case studies (Formally PSC 549).

Last Offered: Spring 2020
3 credits

### PSC 511 - State and Local Government

The development, structure, functions, and politics of American government at the state and local levels. Constitutional problems; state and local government; organizational; judicial, and financial problems; interrelationships, and positions within the federal system.

Scheduled irregularly.

Last Offered: Spring 2020
3 credits

### PSC 512 - Public Leadership

Addresses leadership in the public interest in the context of government and non-profit organizations. Examines leadership traits and skills, vision setting, conflict management, and ethics in leadership.

Last Offered: Spring 2020
3 credits
PSC 513 - Political Parties
An examination of contemporary political parties as linkage institutions in American politics and their impact on voting at both the individual and societal level, as well as how parties influence electoral politics in the United States.
Last Offered: Fall 2020
3 credits

PSC 526 - Race & 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.
Last Offered: Spring 2021
3 credits

PSC 527 - Seminar in Public Policy
Examination of the public policymaking process to include policy theories, models, analytical approaches, evaluation methods, and case studies.
Last Offered: Spring 2018
3 credits

PSC 541 - Marxist Political Thought
The political content of the works of Marx, Engels, Lenin, Stalin and their successors and its application in the nineteenth and twentieth centuries.
Last Offered: Spring 2021
3 credits

PSC 545 - Russia and the Post-Soviet Space
Communist and post-communist governments in the former Soviet Union and East Central Europe.
Last Offered: Spring 2021
3 credits

PSC 552 - Urban Politics
The structure of government in urban areas and the nature of political power as it deals with the key problems of education, employment, housing, race and federal and state government.
Last Offered: Fall 2020
3 credits

PSC 557 - Seminar in Urban Affairs
Analysis of urban and regional issues and the implications to today’s society. The relationship of the central city to the suburbs and the region, growth issues, and the conflicting forces will be examined. Involvement in current urban affairs.
Last Offered: Spring 2018
3 credits

PSC 580 - Global Politics and Policy
Examination of the emergence of globalization and its impact on political institutions and public policy-making within and among nations with an emphasis on global cooperation and transnational policy issues.
Scheduled irregularly.
Last Offered: Fall 2019
3 credits

PSC 585 - Thesis Proposal in Political Science
For thesis students only. Development of thesis proposal, including: introduction, literature review, statement of the problem, hypothesis, and research design.
Last Offered: Spring 2021
3 credits

PSC 589 - Metropolitan Government
Examination of the interconnections between urban and suburban America in terms of governance, policy decision-making, housing, crime, and sprawl.
Last Offered: Spring 2019
3 credits

PSC 591 - Thesis Research in Political Science
Implementation of research design from approved thesis proposal and written presentation of findings, including analysis of data, results, discussions, summary, conclusions, and recommendations for future study.
Prerequisite(s): PSC 585
Last Offered: Spring 2021
3 credits

PSC 597 - Political Science Internship
A supervised public service internship at the state, local, national or international level providing practical training. Elaboration of applicable theories of public organizations. Always offered.
Prerequisite(s): departmental permission.
Last Offered: Spring 2021
3 or 6 credits
PSC 599 - Special Topics
Selected problems and issues in the field of Political Science.
Last Offered: Spring 2019
1 to 6 credits

PSC 600 - Independent Study
Prerequisite: departmental permission. Always offered.
Prerequisite(s): departmental permission.
Last Offered: Fall 2020
3 credits

PSY 500 - Design and Analysis in Psychology
Methods of scientific investigation, experimental designs and appropriate analyses of data, procedures of developing, analyzing, and interpreting original research problems, critical analysis of published research. Scheduled fall semesters.
Prerequisite(s): one semester of statistics and experimental psychology, and departmental permission.
Last Offered: Fall 2020
3 credits

PSY 501 - Thinking and Learning
An examination of the relationships between behavior and experience. Topics include methodology, basic learning processes and parameters, theoretical interpretations, and applications to training and adjustment. Scheduled fall semesters of odd years.
Prerequisite(s): 9 credits of psychology.
Last Offered: Fall 2020
3 credits

PSY 502 - Problems in Psychology
Current research and thinking on major issues in behavior, controversial issues and theoretical interpretations. Scheduled spring semesters.
Prerequisite(s): 15 credits in psychology and departmental permission.
Last Offered: Spring 2018
3 credits

PSY 503 - Cognition and Memory
Associative learning, memory, thinking, and attention. Theoretical models, including statistical, cognitive, and information processing. Scheduled fall semesters of even years.
Prerequisite(s): 15 credits of psychology or departmental permission.
Last Offered: Fall 2018
3 credits

PSY 505 - Contemporary Theories of Motivation
This is an advanced course in the major current theories of motivation. An emphasis will be placed on the evaluation of current research and its implications for these theories. The student will be required to read original sources and journals as well as secondary sources. The course will be conducted in a seminar fashion.
Last Offered: Spring 2021
3 credits

PSY 512 - Theories and Research in Human Developmental
Empirical investigation into theories of socio-emotional, cognitive, and physical development in childhood, adolescence, and adulthood. Scheduled fall semesters.
Prerequisite(s): 15 credits of psychology or departmental permission.
Last Offered: Fall 2020
3 credits

PSY 517 - Seminar in Social Psychology
The organization and dynamics of social groups, the development and modification of opinions and attitudes, conformity and influence, aggression, and altruism. Scheduled irregularly.
Prerequisite(s): 15 credits of psychology or departmental permission.
Last Offered: Spring 2020
3 credits

PSY 526 - Theories and Research in Personality
A comprehensive survey of leading theorists, social, cultural, and biological determinants. Scheduled irregularly.
Prerequisite(s): 9 credits of PSY or departmental permission.
Last Offered: Spring 2021
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSY 527</td>
<td>Abnormal Child Psychology</td>
<td>Learning and behavior problems of children: neuroses, psychoses, character disorders, and learning disabilities. Scheduled spring semesters.</td>
<td>Prerequisite(s): 15 credits of psychology or departmental permission.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>PSY 528</td>
<td>Psychopathology</td>
<td>Differential diagnosis of character; neurotic, psychotic, and organic disorders frequently observed in clinic and school settings. Practical diagnosis using illustrative case material and test protocols. Appropriate disposition of cases and recommendations for treatment. Scheduled fall and spring semesters.</td>
<td>Prerequisite(s): 15 credits of psychology or departmental permission.</td>
<td>Summer 2020</td>
<td>3</td>
</tr>
<tr>
<td>PSY 537</td>
<td>Field Work in Clinical Psychological Services I</td>
<td>Implementation of psychological services in clinics, mental hospitals, schools and other agencies under the supervision of a licensed psychologist and/or faculty member. Scheduled fall and spring semesters.</td>
<td>Prerequisite(s): departmental permission.</td>
<td>Spring 2018</td>
<td>3</td>
</tr>
<tr>
<td>PSY 539</td>
<td>Field Work in Psychology Research</td>
<td>Field experience in a psychological research acting under the direction of field supervisor. Application of ethical, theoretical, and practical aspects of psychological research and various data detection environments to the university. Course taken as pass/fail only.</td>
<td>Prerequisite(s): 15 credits of psychology or departmental permission.</td>
<td>Fall 2019</td>
<td>3</td>
</tr>
<tr>
<td>PSY 543</td>
<td>Clinical Methods in Psychology: Cognitive Assessment</td>
<td>Method and theory of assessment of intellectual and cognitive functions, administration, scoring, and interpretation of Weschler and other such scales; dynamics of test situation, observation, and report writing. Scheduled fall semesters.</td>
<td>Prerequisite(s): departmental permission.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>PSY 544</td>
<td>Clinical Methods in Psychology: Personality and Social Assessment</td>
<td>Personality and social evaluation through the use of clinical techniques, including projective testing, trait measurement, clinical observation, and interview. Administration and scoring of standard clinical tests, including the Rorschach, Thematic Apperception Test, and MMPI-2. Scheduled spring semesters.</td>
<td>Prerequisite(s): departmental permission.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>PSY 546</td>
<td>Practicum in Psychological Assessment and Report Writing 1</td>
<td>Supervised experience in administering psychological assessments and writing reports under the direction of licensed psychologist, including the application of ethical, theoretical, and practical aspects of psychological assessment. Course taken as pass/fail only.</td>
<td>Prerequisite(s): PSY 527 or PSY 528.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
<tr>
<td>PSY 554</td>
<td>Psychotherapy and Behavior Change</td>
<td>Approaches used in altering behavior, e.g., psychoanalytic, client-centered, behavioral, rational-emotive, group encounter; analysis of techniques and their effectiveness. Scheduled spring semesters of odd years.</td>
<td>Prerequisite(s): PSY 527 or PSY 528.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
<tr>
<td>PSY 557</td>
<td>Behavior Modification and Therapy</td>
<td>Theory and techniques involved in altering human behavior through the use of principles of learning. Case studies and principles of application. Scheduled fall semesters.</td>
<td>Prerequisite(s): graduate or undergraduate course in learning and PSY 554 or departmental permission.</td>
<td>Fall 2020</td>
<td>3</td>
</tr>
</tbody>
</table>
PSY 560 - Seminar in the Psychology of Women
Psychological research about women is examined in light of its contributions to psychology as a science, including its social and political implications. The course also explores health, diagnosis, and therapy for women. Cross-listed as WMS 560. Scheduled fall semesters of odd years. Prerequisite(s): 9 credits of psychology or departmental permission. Last Offered: Spring 2021
3 credits

PSY 583 - Seminar in Comparative Physiological Psychology
Functional organization of the nervous system viewed at both the molecular and molar levels of analysis. Discussion of research findings and theoretical models of brain development, sensory, motor, and cognitive behaviors, the mechanisms of action of major medications used to treat neurological or psychiatric dysfunctions and the impact of genetics, nutrition, sex differences and stress on physiology and behavior. Scheduled irregularly. Prerequisite(s): departmental permission. Last Offered: Spring 2018
3 credits

PSY 589 - Thesis Seminar
Students research and design a study in a selected area of psychology. The course provides direction in developing expertise in the research literature, generating an original hypothesis, and developing a feasible research design. Prerequisite(s): B or higher in PSY 500 or departmental permission. Last Offered: Spring 2021
3 credits

PSY 590 - Thesis Proposal
Discussing research ideas, identifying a thesis problem, and developing a research project in consultation with faculty advisers. Scheduled fall and spring semesters. Prerequisite(s): completion of 15 credits in a planned master’s degree program in psychology or departmental permission. Last Offered: Fall 2020
3 credits

PSY 591 - Thesis
Scheduled fall and spring semesters. Last Offered: Spring 2021
3 credits

PSY 592 - Issues in Psychology, Law, and Ethics
Mental health practice and ethics, social theory and science; human rights and mental health law; criminal justice; recent legal developments. Scheduled fall semesters of even years. Prerequisite(s): 9 credits of psychology or related course work. Last Offered: Summer 2017
3 credits

PSY 599 - Special Topics
Special Topics in Psychology. (Topics vary) Last Offered: Fall 2020
3 credits

PSY 600 - Independent Study or Research
Identification and investigation of a problem. Preparation and presentation of a scholarly document, summarizing the study or research. Prerequisite(s): departmental permission. Last Offered: Fall 2020
1 to 4 credits
RDG 500 - Content Area Study and Disciplinary Literacies for Prospective Teachers

This course examines the instructional methods that support content area instruction and reflect disciplinary literacies. The course focuses on efficient reading, writing, speaking, and study strategies across the curriculum and with diverse populations. Prerequisite(s): EDU 508. Open to matriculated MAT students only. Last Offered: Spring 2021. 1.5 credits

RDG 517 - Content Area Literacy and Secondary Reading Instruction in Middle and High Schools

Provides an overview of content area literacy and developmentally appropriate reading instruction at middle and high school levels focusing on efficient reading, writing, and study strategies with diverse populations. Incorporates instructional technology and is required for secondary content area certification. Typically scheduled fall and spring semesters. Last Offered: Fall 2020. 3 credits

RDG 520 - Fundamentals of Language and Literacy

Basics of oral and written language systems: Phonology, orthography, morphology, syntax, semantics, and pragmatics. Emphasizes implications for understanding stages of literacy development and literacy acquisition in typical and diverse learners. Includes models of reading. Typically scheduled fall and spring semesters. Prerequisite(s): Admission to MS-RDG, GC-RDG, or SYC-RDG students only. Last Offered: Spring 2021. 3 credits

RDG 565 - Content Area Literacy and Reading/Language Arts Instruction in Middle and High Schools

An overview of the reading and language arts program at the middle and high school levels; integration of discipline-specific and efficient reading, writing and study strategies across the curriculum with diverse populations. Use of instructional technology. Typically scheduled fall, spring and summer semesters. Last Offered: Summer 2021. 3 credits

RDG 566 - Developmental Reading and Language Arts in the Elementary School

An overview of the elementary reading and language arts program focusing on current theories, practices, and materials. Includes historical trends in reading instruction, multicultural perspectives, and technological innovations. Typically scheduled fall and spring semesters. Last Offered: Spring 2021. 3 credits

RDG 567 - Tests, Measurements, and Evaluation in Reading and Language Arts

Programs Methods of evaluating performance using a variety of tests and other assessment tools. Introduction of basic measurement concepts. Consideration of language, culture, and special needs. Use of technology in assessment and reporting. Scheduled fall and spring semesters. Prerequisite(s): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 520, and RDG 566. Last Offered: Summer 2021. 3 credits
RDG 568 - Practicum in Diagnosis of Reading and Language Arts Difficulties

Individual diagnostic evaluation of difficulties in reading and writing. Use of formal and informal assessment tools appropriate for students from diverse cultural and linguistic backgrounds. Guided preparation of a case study report. Scheduled fall and spring semesters. Prerequisite(s): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 567. Last Offered: Spring 2021 3 credits

RDG 570 - Literacy Interventions for Struggling Readers and Writers

Theory and practice of literacy interventions for students experiencing moderate to severe literacy difficulties, including dyslexia. Meeting the needs of students, including diverse learners, with data-driven, research-based and evidence-based interventions. Use of technology in intervention is explored. Typically scheduled fall and spring semesters. Prerequisite(s): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 520, 565, 566, 567, and 585. Last Offered: Spring 2021 3 credits

RDG 585 - Writing Instruction in the Reading and Language Arts Program

Connects reading and writing at the elementary through secondary levels. Develops the writing skills of all students, including learners with special needs. Includes technological applications to the writing process and evaluation of writing using formal and informal measures. Scheduled fall, spring and summer semesters. Last Offered: Summer 2021 3 credits

RDG 600 - Independent Study

Independent Study in Reading. Last Offered: Spring 2020 3 credits

RDG 649 - Diversity in Literacy

An in-depth understanding of the literacy challenges faced by Culturally and Linguistically Diverse (CLD) students is gained. Issues related to distinguishing language differences from language-based reading disabilities in CLD reading and writing will be examined. Scheduled fall and spring semesters. Prerequisite(s): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 520, 565, 566, 567, 568, and 585. Last Offered: Spring 2021 3 credits

RDG 659 - Practicum in Remedial Reading and Language Arts

Provides a supervised clinical experience developing and implementing a data-driven, research-based literacy intervention for struggling literacy learners. Technology use in intervention is considered. Typically scheduled fall, spring and summer semesters. Prerequisite(s): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 568, RDG 570, RDG 649, and departmental permission. Last Offered: Spring 2021 3 credits

RDG 662 - Developing and Leading the School Literacy Program

The first of two courses in leadership skills for the Reading and Language Arts Consultant which emphasize developing, organizing, administering and supervising effective school wide literacy programs K-12. Scheduled fall and spring semesters. Prerequisite(s): Admission to MS-RDG or PMC-RDG or SYC-RDG, and RDG 659. Last Offered: Spring 2021 3 credits
RDG 665 - Practicum and Seminar in Reading and Language Arts Research
Understanding reading and language arts research and the application of evidence-based practice in an action research practicum and seminar. Students learn basic research principles, review educational research on effective literacy practice, and are supervised in designing and implementing an action research project in a school setting. Scheduled fall and spring semesters.
Prerequisite(s): Admission to PMC-RDG or SYC-RDG, and RDG 659.
Last Offered: Spring 2021
3 credits

RDG 672 - Designing and Implementing the School Literacy Intervention Program
Focuses on planning instruction for K-12 students in the school reading and language arts program who are experiencing difficulties in literacy development. Addresses the special needs of diverse learners. Use of technology to support the remedial reading and remedial language arts program. Scheduled fall semester.
Prerequisite(s): Admission to PMC-RDG or SYC-RDG, and RDG 659.
Last Offered: Fall 2020
3 credits

RDG 676 - Practicum in Developing and Leading the School Literacy Program
The second of two courses in leadership for the Reading and Language Arts Consultant. A site based practicum in which students apply principles of instructional programming, the change process, coaching, and professional development. Course also includes planning and participating in the annual SCSU Literacy Conference. Scheduled spring semester.
Prerequisite(s): Admission to PMC-RDG or SYC-RDG, and RDG 662.
Last Offered: Spring 2021
3 credits

REC 509 - Foundations of Recreation Therapy
An introduction to the history, philosophy and concepts of recreation therapy services in community and institutional settings. Various models of practice will be explored as well as the corresponding role of the Recreation Therapy Professional. Medical terminology and goal writing will be introduced.
Last Offered: Spring 2021
3 credits

REC 533 - Socio-Leisure Needs of Individuals with Disabilities
Current biopsychosocial needs of people with disabilities. Interdisciplinary coordination, within institutional and community settings, in providing services to the disabled is scrutinized. Scheduled summer semesters.
Last Offered: Summer 2021
3 credits

REC 534 - Advanced Practice in Therapeutic Recreation Programming
Investigating and utilizing both theory and practice, will introduce students to a high level of planning, assessment, implementation and evaluation of therapeutic recreation services. Scheduled spring semesters of even years.
Last Offered: Fall 2019
3 credits

REC 541 - Advanced Concepts in Recreational Therapy Services
Through both instruction and observation, students will gain a management perspective as it relates to the delivery and evaluation of recreational therapy across the continuum of care/service delivery settings. Course content emphasizes client specific assessment, treatment and program planning, documentation and evaluation.
Last Offered: Fall 2019
3 credits
REC 543 - Advanced Interventions in Recreation Therapy
Through instruction, observation, and practice, students will gain an understanding of the varying roles of the therapeutic recreation specialist. In the class/laboratory settings, students will identify and apply the principles of planning, leading, and evaluating therapeutic intervention techniques used in the rehabilitation process for individuals with disabilities.
Last Offered: Spring 2020
3 credits

REC 557 - Emerging Legal Issues in Recreation and Leisure Studies
An exploration of topics and principles related to the legal environment of leisure service agencies. Students develop risk management plans appropriate to their professional careers.
Scheduled spring semesters of even years. Field trips are required.
Last Offered: Fall 2018
3 credits

REC 570 - Foundations of Leisure and Recreation
The historical and philosophical development of leisure and recreation in relation to major social, economic, technological, and cultural changes and trends.
Scheduled spring semesters of odd years.
Last Offered: Fall 2017
3 credits

REC 572 - Planning and Development of Recreation Programs and Leisure
Services Principles and application of program planning and implementation. Consideration is given to program content, the “how to” as well as problem solution and evaluation.
Scheduled fall semesters of odd years.
Last Offered: Fall 2019
3 credits

REC 573 - Seminar in Recreation Administration
The identification of trends and critical issues as well as the examination of models for implementing community park and recreation services.
Scheduled spring semesters of even years.
Last Offered: Spring 2020
3 credits

REC 574 - Park and Recreation Management
Organization, functioning, operations, and problems of park and recreation management in leisure areas. Analysis, programming concepts, principles, and values involved in planning a comprehensive system of interrelated urban park and recreation areas.
Scheduled fall semesters of odd years.
Last Offered: Fall 2020
3 credits

REC 575 - Operational Research: Recreation
For recreation, park, and leisure service practitioners seeking knowledge and techniques to conduct interest surveys, feasibility studies, appraisals, program evaluations, projections, and other types of research related to recreation.
Scheduled summer and spring semesters of even years.
Last Offered: Spring 2021
3 credits

REC 576 - Designs for Park and Recreation Facilities
Survey of contemporary and future facilities in recreation and related services including procedures and practices of program and property analysis and design.
Scheduled spring semesters of odd years.
Last Offered: Spring 2021
3 credits

REC 577 - Leadership Development
Exploration of concepts of leadership leading to the acquisition of skills used in developing and directing services that meet the needs of service participants.
Leadership theories, styles, methods, and techniques are analyzed.
Last Offered: Summer 2021
3 credits
**REC 581 - Seminar in Therapeutic Recreation Service**
Trends and delivery of therapeutic recreational services to people with disabilities; the relationship of therapeutic recreation to other rehabilitation services; legislation, literature, and administrative practices. Scheduled fall semesters of odd years.
Last Offered: Spring 2021
3 credits

**REC 583 - Practicum Experience**
Faculty approved and supervised experience in the area of student’s interest. Position should be at a supervisory or administrative level. Course taken as pass/fail only.
Last Offered: Summer 2021
3 credits

**REC 584 - Leisure Education**
Techniques in the community and institutional settings. Assessment of client needs and available community resources and services. Scheduled spring semesters of even years.
Last Offered: Fall 2020
3 credits

**REC 585 - Clinical Aspects of Therapeutic Recreation**
In-depth evaluation of the provision of therapeutic recreation services to individuals with varied chronic and traumatic disabilities. Implications for the development of a continuum of care; health care accreditation process; funding methods; outcome measurement systems; process of total quality management (TQM). Scheduled spring semesters of odd years.
Last Offered: Spring 2020
3 credits

**REC 587 - Recreation Education Curriculum Development**
No Description Available
Last Offered: Fall 2019
3 credits

**REC 588 - Special Project**
Requires three parts: a proposal, final project, and a written report. Students are assigned to an adviser to complete these requirements. Specific special project guidelines are available on the School of Graduate Studies website. Course taken as pass/fail only.
Prerequisite(s): Departmental permission. Course is taken for pass/fail only.
Last Offered: Summer 2021
3 credits

**REC 590 - Thesis**
Prerequisites: Departmental permission.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2018
3 credits

**REC 591 - Thesis Seminar II**
Completion of a thesis including: methods, results, discussion, summary, conclusions and recommendations for future study. Prerequisite(s): REC 590 and departmental permission.
Last Offered: Fall 2018
3 credits

**REC 599 - Grantsmanship**
Knowledge and skills essential for development of grant proposals unique to recreation and leisure services. Scheduled wintersession and summer semesters.
Last Offered: Spring 2021
3 credits

**REC 600 - Directed Independent Study**
Special interests in the leisure-recreation field. Available each semester.
Last Offered: Summer 2021
3 credits

**RSM 598 - Evaluation of Programs and Personnel**
Theoretical evaluation models; summative and formative evaluation of programs; evaluation of schools (and other social agencies); performance-based evaluation of teachers and other personnel; accountability.
Last Offered: Winter Session 2019
3 credits
SCE 570 - History and Dimensions of Scientific Thought
A course presenting the history and evolution of scientific thought and practice. Discusses the context in which scientific beliefs and paradigms are held. Will include significant advancements in science, as well as presenting trends, modes of thought and development of ethics.
Prerequisite(s): 18 credits of university level science or departmental permission.
Last Offered: Summer 2018
3 credits

SCE 572 - Recent Developments in Science Education
A comprehensive study of reform programs and initiatives as they relate to science education. Examines designing learning environments, identification of effective methodologies, implementation of assessment techniques and curriculum development. Includes a discussion of state and national standards in science education.
Last Offered: Spring 2021
3 credits

SCE 573 - Multimedia Technology in the Science Classroom
Focuses on student competencies in digital sound and image productions, and their manipulation for classroom teaching and learning. Interactive curriculum materials, such as WebQuests, will be developed as well as Webpage and Webauthoring (e.g. HTML) portfolios. Issues of electronic copyright standards, computer ethics, multimedia selection and evaluation, and management are discussed.
Prerequisite(s): CSC 301 or CSC 501 or departmental permission.
Last Offered: Fall 2016
3 credits

SCE 574 - Special Project in Science Education
This individualized special project would provide an opportunity for students to have an extended experience working in a mentorship, research experience in an area of science or science education. Potential mentors will come from industry, governmental agencies and universities (including SCSU). In consultation with a faculty adviser, students develop objectives and assessment methodologies. This intensive, self-directed project culminates with a scientific research project or a comprehensive study in science education.
Prerequisite(s): departmental permission.
Last Offered: Spring 2018
3 credits

SCE 575 - Integrated Science Experience
Students are actively involved in a collaborative research project that integrates the various scientific disciplines. Working together, students develop a research topic, identify the materials and methods required and investigate a research question.
Prerequisite(s): departmental permission.
Last Offered: Spring 2018
3 credits

SCE 590 - Research Methods for Science Education
This course is part 1 in a 2-part sequence that introduces science education graduate students to the different methodologies used in science education research. This course will prepare students with the fundamental understanding of how to conduct research in their own classrooms and will assist them in choosing a researchable question for part 2 - SCE 591 Action Research or EVE 551 Environmental Action Research.
Last Offered: Fall 2017
3 credits

SCE 599 - Field Study in Science Learning
Students create primary experiences in field studies in such venues as museums, laboratories, conservancies and settings appropriate for independent study.
Last Offered: Fall 2017
3 credits
SED 502 - Introduction to Exceptional Learners
Characteristics and special needs of K-12 students with exceptionailities; historical and legislative foundations for special education; assessment, planning and delivery of individualized special education instructions; collaborative role of special educators in working with other professionals and families.
Last Offered: Summer 2021
3 credits

SED 503 - Learning Theory and Development
This course introduces students to principles of learning and development by reviewing relevant theoretical and historical approaches within education and psychology.
Last Offered: Summer 2021
3 credits

SED 504 - Curriculum and Program Planning for Exceptional Learners
The development of appropriate academic, social, behavior, and communication curriculum and the implementation of evidence based practices for exceptional individuals.
Prerequisite(s): SED 502.
Last Offered: Summer 2021
3 credits

SED 505 - Literacy Instruction for Exceptional Learners
Assessment methods, lesson planning and evidence based instructional strategies for teaching components of reading and writing instruction to students with special needs are discussed, demonstrated, and applied in relation to developmental and instructional theory.
Prerequisite(s): SED 504.
Last Offered: Summer 2021
3 credits

SED 509 - Mathematics Instruction for Exceptional Learners
This course introduces basic assessment and remediation concepts, principles, and practices. Approaches to assessing, teaching, and modifying mathematics and science content for students with special needs will be discussed, demonstrated, and applied. Fieldwork is required in this course.
Prerequisite(s): SED 504 and Instructor permission.
Last Offered: Spring 2021
3 credits

SED 512 - Curriculum Methods and Materials for Students with Autism Spectrum
Disorders and Other Developmental Disabilities
Provides curriculum, methods and strategies to address challenges associated with autism spectrum disorders and other developmental disabilities. Students review a child's disabilities and obtain current knowledge about existing, evidence-based strategies. Typically offered spring semesters.
Prerequisite(s): SED 520.
Last Offered: Spring 2021
3 credits

SED 514 - Transition within Disability Services
Dealing with other professionals, participating in and leading interdisciplinary teams, and developing community resources. Typically offered spring and fall semesters.
Last Offered: Summer 2021
3 credits

SED 516 - Field Studies in Special Education
Clinical practices in agencies, institutions, and independent living facilities. Graduate educators only. Scheduled irregularly.
Last Offered: Fall 2019
3 credits
SED 517 - Introduction to Adaptive Technology
An overview of hardware and software for students with learning, cognitive, sensory and physical disabilities. Focuses on accessing and adapting computers, technology integration, and methods for collaborating with related services professionals. Typically offered spring semesters.
Prerequisite(s): SED 225 or SED 481 or SED 482 and SED 335 or departmental permission.
Last Offered: Summer 2021
3 credits

SED 519 - Clinical Practices in Developmental Disabilities
Supervised experience in planning and implementing instruction for students with developmental disabilities. Typically offered summer semesters.
Prerequisite(s): SED 325 and departmental permission.
Last Offered: Summer 2021
1 to 6 credits

SED 520 - Nature and Needs of Individuals with Autism Spectrum Disorders and Other Developmental Disabilities
Other Developmental Disabilities Overview of autism spectrum and other developmental disabilities, including definitions, origins and characteristics. IDEA requirements and legal issues as well as the roles and responsibilities of families in the educational process will be addressed. Typically offered fall and spring semesters.
Last Offered: Spring 2021
3 credits

SED 521 - Diagnostic Assessment and Instruction of Individuals with Disabilities
Approaches and processes to diagnostic assessment of individuals with disabilities or individuals at risk of disabilities. Prerequisite(s): SED 504, 505 (maybe taken concurrently), and departmental permission.
Last Offered: Summer 2021
3 credits

SED 523 - Assessment and Intervention for Students with Emotional and Behavioral Disorders
Overview of evidence-based assessment and intervention strategies for students with emotional and behavioral disorder using a developmental framework that considers individual and contextual characteristics, including risk and protective factors. Prerequisite(s): SED 375 or equivalent.
Last Offered: Fall 2020
3 credits

SED 525 - Curriculum and Instructional Methods for Students with Emotional and Behavioral Disorders
Research-based programming with focus on curriculum and instructional strategies to improve academic and social-emotional competencies of students with emotional and behavioral disorders at school, home and community environments.
Last Offered: Fall 2020
3 credits

SED 526 - Seminar in Contemporary Issues in Emotional and Behavioral Disorders
Examination of contemporary issues in the education of students with emotional and behavioral disorders, including theory, policy, research and practice. Prerequisite(s): SED 523 and SED 525.
Last Offered: Summer 2021
3 credits

SED 527 - Positive Behavior Interventions and Supports
This course is designed to introduce students to evidence-based practice in the application of positive behavior interventions and supports in schools. The tools and strategies introduced will inform students on multiple levels of interventions, including school wide, class-wide, small group, and individual behavioral supports. As students gain knowledge on how to use these practices effectively, they will also acquire experience in using behavior data to guide intervention decisions, matching the intervention to the function of behavior and in the prevention of challenging behavior at multiple levels.
Last Offered: Summer 2021
3 credits
SED 529 - Clinical Practices with Students with Emotional and Behavioral Disorders

Supervised experience in assessment and instruction of students with emotional and behavioral disorders.
Prerequisite(s): SED 375 and departmental permission.
Last Offered: Summer 2021
1 to 3 credits

SED 530 - Approaches to Learning Disabilities: Issues and Research

Cause, identification, diagnosis, and remediation. Research evidence on effectiveness of different diagnostic and remediation approaches.
Typically offered fall and spring semesters.
Last Offered: Fall 2020
3 credits

SED 531 - Research in Special Education

This course introduces students to research methodologies used in special education. Additionally, students will be introduced to data-based decision making models that can greatly impact their learners success through improved progress monitoring.
Last Offered: Summer 2021
3 credits

SED 535 - Programming for Learning Disabilities: Middle School and Secondary Level

Techniques for advanced academic skills, vocational and career education considerations, and delivery of services. Typically offered fall semesters.
Prerequisite(s): SED 365, SED 435.
Last Offered: Fall 2020
3 credits

SED 536 - Diagnostic Testing and Reporting in Learning Disabilities

Understanding and application of basic measurement concepts used to plan a total educational program for a child. Typically offered fall and spring semesters.
Prerequisite(s): SED 365, SED 435, SED 530, SED 535 or SED 554 and departmental permission.
Last Offered: Spring 2021
3 credits

SED 537 - Seminar in Learning Disabilities

Synthesis and integration of theoretical and practical aspects of the field, historical perspectives and examination of issues and research. Typically offered fall and spring semesters.
Prerequisite(s): SED 530 (may be taken concurrently).
Last Offered: Spring 2021
3 credits

SED 539 - Clinical Practices in Learning Disabilities

Supervised experience in teaching learning disabled children in both clinical and public school settings. Scheduled summer semesters. Typically offered summer semesters.
Prerequisite(s): SED 365, SED 435 and departmental permission.
Last Offered: Summer 2021
1 to 6 credits

SED 550 - Early Childhood and Developmental Differences

Child development theory related to developmentally and individually appropriate practice and model program development; evidence-based practices relevant to promoting young children’s growth in key developmental areas. Typically offered fall and spring semesters.
Prerequisite(s): SED 225, SED 481 or equivalent.
Last Offered: Fall 2018
3 credits

SED 551 - Parent - Professional Relationships

Legal, ethical and practical aspects of working with families to support the development of children with special needs. Family systems theory, cultural awareness, and communication skills as they relate to working effectively with families. Typically offered fall and spring semesters.
Last Offered: Summer 2021
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
<th>Last Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 552</td>
<td>SED 552 - Evaluation and Service Delivery in Early Childhood</td>
<td>Developmental and educational assessment and program planning for infants and toddlers. Methods for facilitating development through play, instructional and environmental adaptations, and individualized planning. Assignments involving observations of infants and toddlers required. Typically offered fall semesters.</td>
<td>SED 550.</td>
<td>Summer 2019</td>
<td>3</td>
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<tr>
<td>SED 553</td>
<td>SED 553 - Assessment and Intervention in Early Childhood</td>
<td>Methods for facilitating development through play, instructional and environmental adaptations, and individualized planning. Assignments will require observations of preschool children in a group setting. Typically offered spring semesters.</td>
<td>SED 550 and SED 552 or departmental permission.</td>
<td>Summer 2021</td>
<td>3</td>
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<tr>
<td>SED 554</td>
<td>SED 554 - The At-Risk Child in the Early Elementary Grades</td>
<td>Assessment Selection and use of instructional procedures and materials for cognitive and social growth in young disabled and/or “at risk” children (ages 5-8). Typically offered fall semesters.</td>
<td></td>
<td>Spring 2020</td>
<td>3</td>
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<tr>
<td>SED 558</td>
<td>SED 558 - The Early Childhood Special Education Teacher as Team Facilitator</td>
<td>A study of the teacher’s role as member and/or facilitator of an ECSED transdisciplinary team. A didactic and experiential format will be used. Typically offered summer semesters.</td>
<td>SED 550, SED 551, SED 552, and SED 553 and departmental permission. Co-requisite: SED 559.</td>
<td>Summer 2017</td>
<td>3</td>
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<tr>
<td>SED 559</td>
<td>SED 559 - Clinical Practice in Early Childhood Special Education</td>
<td>Supervised experience in planning, conducting, and evaluating educational experiences for young children with special needs. Typically offered summer semesters.</td>
<td>SED 550, SED 551, SED 552, SED 553 and departmental permission.</td>
<td>Summer 2017</td>
<td>3</td>
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<tr>
<td>SED 560</td>
<td>SED 560 - Planning for Individuals with Special Needs</td>
<td>A broad overview of special education as related to general education and other specialized areas such as psychological services, counseling, physical education, and reading. Graduate Educateurs only. (formerly SED 510). Typically offered in alternating fall semesters.</td>
<td>departmental permission.</td>
<td>Spring 2020</td>
<td>3</td>
</tr>
<tr>
<td>SED 575</td>
<td>SED 575 - Healing, Education, Laughter and Play</td>
<td>Exploration of the roles of humor, creativity and healing in education and related fields. In a combination of lectures and group activities, a variety of nationally acclaimed speakers will share their expertise. Typically offered summer semesters.</td>
<td></td>
<td>Summer 2018</td>
<td>3</td>
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<tr>
<td>SED 588</td>
<td>SED 588 - International Field Studies in Special Education</td>
<td>Examination of policies, programs and services for individuals with disabilities in selected countries, including program visits and interactions with local professionals with attention to topics such as prevalence, cultures, family, involvement, professional preparation and resource.</td>
<td>SED 517 and SED 530 or departmental permission.</td>
<td>Summer 2021</td>
<td>6</td>
</tr>
<tr>
<td>SED 593</td>
<td>SED 593 - Adaptive Technology for Reading and Writing</td>
<td>Explores how hardware and software can enable students with reading and writing disabilities to achieve educational goals. Techniques for using computers in the learning process examined, with hands-on experience in the Adaptive Technology Lab.</td>
<td>SED 517 and SED 530 or departmental permission.</td>
<td>Spring 2021</td>
<td>3</td>
</tr>
</tbody>
</table>
SED 54 - Adaptive Technology for Individuals with Multiple Disabilities
Software options to address the learning needs of students with a variety of disabilities and curriculum levels will be examined, explored and evaluated in this hands-on class. Students learn to customize software for individual students. Typically offered fall semesters.
Prerequisite(s): SED 517 or departmental permission.
Last Offered: Fall 2020
3 credits

SED 595 - Adaptive Technology Assessment
This is a case study approach to choosing the most appropriate technology options for students of all ages with a variety of disabilities. Integrating the technology into the classroom setting will be emphasized. Typically offered spring semesters.
Prerequisite(s): SED 517, SED 593 and/or SED 594 or departmental permission.
Last Offered: Spring 2021
3 credits

SED 596 - Clinical Practice in Adaptive Technology
Supervised practice in adaptive technology assessment and training for students with disabilities. Typically offered summer semesters.
Prerequisite(s): SED 517, SED 593, SED 594, SED 595 and departmental permission.
Last Offered: Summer 2021
3 credits

SED 599 - Special Topics
Special Topics in Special Education. (Topics vary)
Last Offered: Summer 2016
1 to 6 credits

SED 600 - Directed Study and Research
Solving particular problems in communities through a supervised independent study relevant to the education of all exceptional children. The master’s thesis may not be written in connection with this course. Typically offered fall and spring semesters.
Prerequisite(s): departmental permission.
Last Offered: Winter 2019-20
1 to 6 credits

SED 605 - Administration and Supervision of Programs for Individuals with Special Needs
Needs Techniques for school administrators and supervisors in Planning and Placement and Due Process procedures. Characteristics of and programming for exceptional students, legislation and funding; education of all students in inclusionary settings meets state requirement for special education course for administrators. Typically offered spring semesters.
Last Offered: Spring 2020
3 credits

SED 610 - Applied Behavioral Analysis in Educational Settings
Applied Behavioral Analysis (ABA) is an approach to teaching founded on the science of behavior. Focuses on appropriate use of effective ABA strategies to help students achieve success in school settings. Typically offered fall semesters only.
Prerequisite(s): SED 375 or CSP 574 or equivalent and departmental permission.
Last Offered: Spring 2021
3 credits

SED 621 - Interpersonal and Collaborative Skills in Education
Collaboration skills for working with school staff and parents in providing services for special needs students. Focus on communication, teamwork, group processes, co-teaching, negotiation, and conflict resolution. Open to Master’s and sixth year program students. Typically offer fall and summer semesters.
Last Offered: Summer 2021
3 credits

SED 624 - In-Service Training and Workshops in Education
Strategies and practices for presenting educational in-service programs, workshops, and institutes, with particular reference to changing professional roles and responsibilities in collaborative and inclusive schools. Open to Master’s and 6th year program students. Typically offered summer semesters.
Last Offered: Summer 2017
3 credits
SED 636 - Critical Issues in Assistive Technology
Provides an opportunity to examine a variety of issues that are facilitators and barriers to successful AT implementation. Among the topics included are funding, technical support, professional development, equity issues, and legal issues. Students also examine research methods and trends in assistive technology.
Prerequisite(s): SED 517, SED 593, and SED 594.
Last Offered: Summer 2021
3 credits

SED 641 - Ethical and Professional Conduct
Explores the nature of professional ethics and behavior in educational psychology and applied behavior analysis. As such, the course will focus on building knowledge regarding standards of conduct guiding the fields. In particular, the standards set forth by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Behavior Analyst Certification Board (BACB) will be covered.
Last Offered: Fall 2020
3 credits

SED 642 - Organizational Behavior Management and Supervision
The purpose of this course is to provide students with training on the application of Applied Behavior Analysis (ABA) to Organizational Behavior Management, Educational Consultation and Supervision. The course will provide students with the skills needed to apply the fundamental principles of ABA to effectively train and supervise staff in organizational settings and introduce students to the supervision of Behavior Analytic trainees.
Prerequisite(s): Acceptance to the ABA program.
Last Offered: Fall 2020
2 credits

SED 652 - Assessment of Autism Spectrum Disorders
Study of the social, cognitive, neurological, and communicative aspects of Autism Spectrum Disorders. A range of assessment techniques and instruments for individuals at various levels of functioning will be stressed.
Prerequisite(s): departmental permission.
Last Offered: Summer 2021
3 credits

SED 689 - Philosophical Underpinnings of ABA
This course provides an introduction to ABA and the way in which the science and practice of ABA was founded and developed. The course focuses on what makes ABA a science and how that science is designed from philosophical, research-focused, and applied perspectives.
Prerequisite(s): Acceptance to the ABA program.
Last Offered: Spring 2021
1 credits

SED 690 - Principles of Applied Behavior Analysis
Overview of history, features and principles of learning central to the science of Applied Behavior Analysis (ABA) and how these principles relate to learning and behavior.
Last Offered: Spring 2021
3 credits

SED 691 - Research Methods
Designed to review basic research concepts and to introduce students to more advanced concepts in group and single subject research studies. Included content is designed to meet the standards of BCBA certification while developing students’ broader understanding of general research methods.
Last Offered: Spring 2021
3 credits
SED 692 - Advanced Applied Behavior Analysis
Examination of advanced topics in ABA and their relevance to a variety of applied situations focused on learning and behavior. Topics will include specialized behavioral assessments, interventions, staff and parent training, and learning theories. Prerequisite(s): CSP/SED 690, SED 610, SED 691. Last Offered: Fall 2020 3 credits

SED 693 - Assessment in Applied Behavior Analysis
Builds on information learned in SED 690 and SED 691. SED 693 will provide students with an introduction to assessment design and implementation, individual assessment strategies, data collection, data summary, data interpretation, and adapting assessment strategies to assess individual differences. Last Offered: Spring 2020 3 credits

SED 694 - Intervention in Applied Behavior Analysis
Information on intervention using the principles of Applied Behavior Analysis to design programs to help individuals experience more success in their lives (socially, academically, and behaviorally). Corequisite(s): SED 693. Last Offered: Spring 2020 3 credits

SED 695 - Supervised Independent Fieldwork in Applied Behavior Analysis
Supervised experience in applying ABA in real-world settings, including observation, assessment, measurement, and identification and design of interventions. This course provides some of the supervision required to sit for the BCBA exam. Prerequisite(s): Enrollment in or completion of CSP/SED 690. Last Offered: Spring 2021 1 credits

SHE 500 - Health and Society
A survey of personal and social factors that influence mortality and morbidity of students, grades K-12. Emphasis is placed on how this information should be integrated into the school health program, and how the student can best avoid and manage these factors. Last Offered: Summer 2020 3 credits

SHE 505 - School Health Educational Foundations
Provides a comprehensive framework for school health educators by introducing students to the history and philosophy of health education, health theory, and ethics. Last Offered: Fall 2020 3 credits

SHE 508 - Contemporary Issues in Adolescent Health
Exploration of adolescent health in both the global and national contexts, addresses behavioral protective and risk factors, and examines policies and programs to improve the health and well-being of youth. Last Offered: Fall 2020 3 credits

SHE 511 - School Health Nutrition Institute
A survey of skills, techniques and methods for teaching nutrition in schools (Pre-K-12). Instruction will cover all areas of nutrition mandated by the state. Emphasis will be placed on how and where to obtain resources for the instruction of nutrition in schools. Last Offered: Summer 2020 3 credits

SHE 547 - Drug Prevention Education Institute
Instruction will cover the effective preventive education strategies to teach drug education pre-kindergarten to grade 12. Required for state certification to teach health. Last Offered: Summer 2018 3 or 6 credits
SHE 552 - Methods of Teaching School Health Education
Explores the methods of teaching standards-based skills and health information to students in grades preK – 12. Examines strategies to plan, implement, and evaluate methods to address intervention and prevention education of health behaviors. Prerequisite(s): Open to matriculated MS-SHE students only or departmental permission. Last Offered: Spring 2021 3 credits

SHE 554 - Research Techniques
Research methods and tools, selection and formulation of problems, research design, basic statistics, and analysis of data. An individual research project is required. Last Offered: Fall 2018 3 credits

SHE 556 - Methods of Planning and Evaluation in School Health Education
Development of effective health education methods; public school and community resources for health education. Last Offered: Fall 2020 3 credits

SHE 558 - Group Process in School Health
A survey of individual and group processes that relate to school health instruction. Students learn how to facilitate groups for effective interaction. State mandated for certification to teach school health. Last Offered: Summer 2021 3 credits

SHE 560 - Curriculum Development in Health Education
Past, current, and future programs of health education. Developing skills for writing a curriculum in health education. Last Offered: Spring 2021 3 credits

SHE 561 - Sexual Health Education
Teaching techniques and content for human sexuality instruction. Last Offered: Spring 2021 3 credits

SHE 570 - Leadership and Advocacy of School Health Education Programs
Prepares students to lead, organize, and advocate for school health education programs and to build collaborations with key school-community stakeholders implementing the Whole School, Whole Community, Whole Child framework. Last Offered: Fall 2019 3 credits

SHE 579 - Holistic Health Institute
Development of concepts and skills that assist the individual to understand and utilize holistic measures that promote health and prevent and treat illness, for personal and professional application. Last Offered: Spring 2021 3 credits
SMT 509 - Sport and Athletics Development and Fundraising

This course will examine skills, strategies and techniques necessary for successful sport and athletics development and fundraising at all levels. The components of development and fundraising theory and the implementation of development and fundraising programs and events will be combined. Raising funds for non-profit, volunteer, and amateur sports organizations, interscholastic and intercollegiate athletics will be discussed. Current trends and ethical issues in sport and athletics development and fundraising will addressed. Prerequisite(s): Open to Matriculated SMT students. Last Offered: Summer 2021

3 credits

SMT 510 - Governance and Administration of Sport Organizations

A global examination of the role, impact, and power of governmental and non-governmental organizations that govern and administer amateur and professional sports including their organizational structures, governance mechanisms, and management challenges. Last Offered: Fall 2020

3 credits

SMT 511 - Sport and Entertainment Finance

Fundamental principles of economic theory and fiscal management strategies are applied to the sport and entertainment industries. Last Offered: Fall 2020

3 credits

SMT 512 - Sport and Entertainment Law

Fundamental concepts, principles and practices consistent with the legal responsibilities associated with the management of sport and entertainment environments. Last Offered: Fall 2020

3 credits

SMT 513 - Marketing and Sales in Sport and Entertainment

An introduction to the marketing of sport and entertainment products, services, experiences and facilities. Fundamental marketing principles are applied to specific situations. Includes a discussion of strategic marketing; understanding consumer behavior; market segmentation, targeting, and positioning; promotion mix elements; sponsorship programs; and product pricing and distribution. Last Offered: Spring 2021

3 credits

SMT 514 - Global Issues in Sport and Entertainment

An exploration of significant financial, governance, legal and cultural issues challenging the sport/entertainment manager in professional, open amateur, Olympic, and college sports in the global sports and entertainment environment with an emphasis on the development of strategic positions and understandings that will enhance management success. Last Offered: Spring 2021

3 credits

SMT 515 - Facility and Event Management

A examination of policies and issues related to the management of public assembly sports and entertainment facilities and the events conducted within them. Topics include planning for new and upgraded facilities, operations and maintenance, patron flow and event security, revenue opportunity features, event bidding, planning, staffing and budgeting, contract considerations and risk management. Last Offered: Fall 2020

3 credits
SMT 516 - Sport Ethics
An examination of the ethical issues confronting the sports management professional based on an understanding of the purpose and conditions of the "right" sport contest and fair moral and non-moral decision-making with an emphasis on applied ethics and student mastery of moral reasoning.
Last Offered: Spring 2021
3 credits

SMT 517 - Principles of Entertainment Management
Provides a conceptual foundation for entertainment management; specific duties assumed by managers including financial management, human resource management, group dynamics, labor relations, risk management, facility and event management and promotional strategies as applied to the entertainment industry.
Last Offered: Fall 2020
3 credits

SMT 518 - Agent-Artist Management
The course provides fundamental concepts and practices of human resource management appropriate to the entertainment industry.
Last Offered: Spring 2020
3 credits

SMT 520 - Sport Analytics
An advanced examination of the use of statistical analysis in the management of sport organizations. The course will review the history and current applications of analytics related to organizational decision-making and financial management in sport.
Last Offered: not yet offered
3 credits

SOC 500 - Sociology and Social Justice
Micro sociological analysis of contemporary societies, with emphasis on interactionist and phenomenological viewpoints. Topics for analysis include culture, race, small group behavior, socialization, and various forms of social interaction. Scheduled fall of odd years.
Last Offered: Spring 2020
3 credits

SOC 502 - Community Sociology
Sociological principles and concepts used in the study and analysis of the community. The social, economic and political issues and challenges faced in fostering and maintaining community spirit and organization. Scheduled spring of even years.
Last Offered: Spring 2021
3 credits

SOC 504 - Gender and the Law
An analysis of the American legal system as it has affected women from the 18th century to the present. Course content is applicable for any student with an interest in the law. Topics include constitutional protections for equality, Title VII (including sexual harassment and sex discrimination), reproductive rights, domestic violence, and Title IX (educational and sports equity). Cross-listed as WMS 504 and EDL 550.
Last Offered: Spring 2020
3 credits

SOC 510 - Ethnic and Racial Relations
Intergroup relations involving races, religious groups, and nationalities. Societal impact of prejudice, discrimination and segregation. Scheduled irregularly.
Last Offered: Spring 2020
3 credits

SOC 515 - Sociology of Gender
Last Offered: Fall 2020
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Last Offered/Details</th>
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</thead>
<tbody>
<tr>
<td>SOC 529</td>
<td>Intersectionality and Social Justice</td>
<td>Explores the intersection of race, class, and gender in social relations. Uses a wide variety of theoretical perspectives to investigate the ways that race, class, and gender are intersected and the impact this interrelationship has on the experiences and opportunities of individuals and their social location. Cross-listed as WMS 529. Scheduled irregularly. Last Offered: Fall 2018 3 credits</td>
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<tr>
<td>SOC 551</td>
<td>Sociology of Religion</td>
<td>Explores sociological perspectives on religion as a source of both social change and resistance to social change. Religious influences on policy and discourse nationally and globally are examined, along with sociological models of religious experience, identity, affiliation and structure. Scheduled irregularly. Last Offered: Spring 2021 3 credits</td>
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<tr>
<td>SOC 555</td>
<td>Criminal Justice and Minorities</td>
<td>No Description Available</td>
<td>Last Offered: Fall 2020 3 credits</td>
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<tr>
<td>SOC 566</td>
<td>Crime and the Criminal</td>
<td>Sociological theory and data on the causes, persistence and possible prevention of crime, the changing social dimensions of crime, legal and political agendas, and the socialization and role enactment of being a criminal. Scheduled irregularly. Last Offered: Fall 2019 3 credits</td>
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<tr>
<td>SOC 569</td>
<td>Sociology of Deviant Behavior</td>
<td>Explanations of deviance: mental illness, alcoholism, drug addiction, sexual deviations, family disruptions, suicide, crime and delinquency, and discrimination. Scheduled irregularly. Last Offered: Fall 2016 3 credits</td>
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<tr>
<td>SOC 570</td>
<td>Applied Research in Sociology</td>
<td>Analysis of the logic of scientific investigation of social phenomena; theory construction, and the relation between theory and research with samples from studies in sociology. Survey of major procedures and principle techniques of empirical work, and practical familiarity with some phases of research process. Last Offered: Fall 2020 3 credits</td>
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<tr>
<td>SOC 571</td>
<td>Qualitative Research in Sociology</td>
<td>The design and execution of qualitative research. Topics include observational and interviewing techniques, analytic induction, analysis of material culture and ethics in social research. Students complete an ethnographic study of a public setting. Scheduled spring of odd years. Last Offered: Spring 2017 3 credits</td>
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<tr>
<td>SOC 580</td>
<td>Applied Theories of Social Justice</td>
<td>Sociological theories applied to one or more consequential social issues, such as discrimination, global inequality, and emerging current events. Theoretical perspectives may include functionalist, conflict, interpretive and critical traditions. Emphasis is placed on research considerations implicit within these traditions. Last Offered: Spring 2021 3 credits</td>
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<tr>
<td>SOC 582</td>
<td>Sociology of Education</td>
<td>Examination of the nature of knowledge as transmitted by educational and related institutions. How education and knowledge are enacted within a socio-cultural system, and influenced by social class, politics, religion and ethnicity. Topics include the school as an agent of socialization and stratification, as well as school organization and reform. Scheduled irregularly. Last Offered: Summer 2020 3 credits</td>
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</tbody>
</table>
**SOC 590 - Thesis Proposal in Sociology**
For thesis students only. Development of thesis proposal. Always scheduled. Prerequisite(s): departmental permission. Last Offered: Fall 2018 3 credits

**SPC 521 - The Picaresque Literary Tradition**
Analyzes the rich tradition of picaresque literature in the Hispanic world placing its most representative novels in their cultural, political, and social context on both sides of the Atlantic and from its origins to the present. Prerequisite(s)/Corequisite(s): WLL 581. Last Offered: Fall 2020 3 credits

**SOC 591 - Thesis Research in Sociology**
For thesis students only. Implementation of research design from approved thesis proposal and written presentation of findings. Always scheduled. Prerequisite(s): departmental permission. Last Offered: Spring 2019 3 credits

**SPA 525 - Cinema of Transitional Democracies**
Studies the rich cinematic tradition of Latin America and the Iberian Peninsula as a social and political tool through the analysis of films produced Mexico, Argentina, Cuba, Spain, Chile, Brazil, and other countries. Prerequisite(s)/Corequisite(s): WLL 581. Last Offered: Spring 2019 3 credits

**SPA 531 - Literature and Cinema in Latin America**
Analyzing the relationship between film and literature in Latin America and its importance for the production of culture and the understanding of social issues in the region through the discussion of written texts and films. Prerequisite(s)/Corequisite(s): WLL 581. Last Offered: Spring 2020 3 credits

**SPA 599 - Special Topics in Sociology**
No Description Available Last Offered: Spring 2018 3 credits

**SPA 528 - Cervantes and the Birth of the Modern Narrative and Drama**
Introduces students to the role of Don Quixote in the formation of the modern novel and theater. It will address and discuss the legacy of Don Quixote for the modern and postmodern concept of narrative and dramatic discourses. Prerequisite(s)/Corequisite(s): WLL 581. Last Offered: Spring 2017 3 credits

**SPA 533 - Early Encounters: Culture and Literature of the Colonization of Latin America**
Analyzing literary texts, documents, and other cultural articulations and artifacts produced as the result of the discovery, exploration, and early colonization of Latin America. Prerequisite(s)/Corequisite(s): WLL 581. Last Offered: Fall 2019 3 credits

**SPA 600 - Directed Independent Study and Research**
With permission of the department. Not to be taken in lieu of thesis seminar. Always scheduled. Last Offered: Fall 2020 3 credits

**SPA 548 - Modernismo in Spanish America and Spain**
Analyzing literary texts, documents, and other cultural articulations and artifacts produced in Spanish America and Spain at the turn of the century during the period called modernismo. Prerequisite(s)/Corequisite(s): WLL 581. Last Offered: Fall 2017 3 credits
SPA 560 - Literature and Culture of Al Andalus
Reading and analysis of literary and cultural texts from the Hispano-Arabic tradition in the Iberian Peninsula.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Summer 2019
3 credits

SPA 561 - Women Healers, Messengers, and Intermediaries
Reading and analysis of literary and cultural texts from the Hispano-Arabic tradition in the Iberian Peninsula.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2017
3 credits

SPA 563 - Ghosts in Latin American Literary and Cultural Studies
What motivated twentieth century Hispanic literati to populate texts with ghosts and to portray a haunted Latin America? Providing analytical depth in literary and cultural studies through primary sources and theory, this class answers these questions.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2016
3 credits

SPA 567 - The Golden Age Spanish Theater: Text and Cultural Contexts
Introduces students to the cultural studies of Spanish Golden Age Theater as a vehicle of political propaganda and moral education in early modern Spain.
Prerequisite(s)/Corequisite(s): WLL 581.
Last Offered: Fall 2018
3 credits

SPA 599 - Special Topics
Topics vary.
Prerequisite(s): WLL 581
Last Offered: Summer 2021
3 credits

SPA 600 - Independent Study
Independent Study in Spanish.
Last Offered: Summer 2019
3 credits

SWK 510 - Social Welfare Policies and Delivery Systems
Philosophical, historical, analytical framework from which to view the practice of social work and human service programs in the context of the U.S. social welfare system. Scheduled fall and spring semesters. Open to non-matriculated students.
Last Offered: Summer 2021
3 credits

SWK 511 - Social Welfare Policy Analysis
Analysis of social welfare policy as a social work intervention for addressing social problems and as a mechanism for social change. Particular attention is paid to socio-political context and the social effectiveness of policy and services.
Prerequisite(s): SWK 510.
Last Offered: not yet offered
3 credits

SWK 512 - Child Welfare Policies and Practice
The child’s rights, the child and the family, the child and the court, neglect and abuse, advocacy, foster care, and adoption are explored. Scheduled fall and spring semesters.
Prerequisite(s): SWK 510. Matriculated Social Work students only.
Last Offered: Spring 2021
3 credits

SWK 516 - Social Welfare Policy: The Aged
Numerous theoretical frameworks, advanced practice analysis, the impact of cultural, economic, political, and social factors on policy development and service systems for elders are explored. Scheduled fall semesters.
Prerequisite(s): SWK 510. Matriculated Social Work students only.
Last Offered: Spring 2021
3 credits
SWK 518 - Social Welfare Policy: Mental Health and Substance Use

Historical overview of mental health and substance abuse policy from colonial times to the present with cross-cultural comparisons to other societies. Current policies are stressed. Scheduled in spring and fall semesters.
Prerequisite(s): SWK 510. Matriculated Social Work students only.
Last Offered: Spring 2021
3 credits

SWK 521 - Substance Use: Current Issues

Provides the theoretical knowledge and practice orientation to alcoholism and substance abuse required for students to effectively provide social work interventions to alcoholic and substance abusing individuals and families. Scheduled fall semester.
Prerequisite(s): Open to Matriculated SWK students only.
Last Offered: Summer 2021
3 credits

SWK 523 - Social Work with Children

This course provides an overview of attachment, neurobiology, play therapy and other developmental milestones and tasks related to infant/child processes and related caregiver issues.
Prerequisite(s): Matriculated Social Work students only.
Last Offered: Fall 2020
3 credits

SWK 530 - Social Work Policies in Educational Settings

The challenges and opportunities of social work practice in educational settings are examined with particular focus on non-academic barriers to educational achievement with middle to high school age children. School internship or work experience in schools required.
Prerequisite(s): SWK 510. Open to Matriculated SWK students only.
Last Offered: Spring 2021
3 credits

SWK 532 - Theory and Practice I - Individuals

A re-conceptualization of problems, objectives, helping processes, service arrangements, worker and client roles based on the common factors model of social work practice. Scheduled fall semesters.
Prerequisite(s): Open to Matriculated SWK students only.
Last Offered: Fall 2020
3 credits

SWK 533 - Theory and Practice II - Groups

Generic method applied to groups as client, action or target systems, and professional teams. Models of intervention, skills, strategies, program and tasks.
Prerequisite(s): SWK 532.
Last Offered: Spring 2021
3 credits

SWK 534 - Theory and Practice III - Organizations and Communities

Analytical and transactional skills necessary for social work intervention with communities and organizations. Scheduled fall and spring semesters.
Prerequisite(s): Matriculated Social Work students only.
Last Offered: Summer 2021
3 credits

SWK 537 - Clinical Social Work Supervision

Components of effective social work supervision: administrative, educational, and supportive; skill development, assessing performance, planning in-service programs, accountability technologies, and managing socio-political relationships.
Prerequisite(s): Open to Matriculated SWK students only.
Last Offered: Fall 2018
3 credits

SWK 539 - Social Work with Adolescents and Young Adults

This course provides an overview of current aspects of practice with older youth and young adults including identity development, emerging adulthood, health and behavior and harm reduction.
Prerequisite(s): Open to Matriculated SWK students only.
Last Offered: Summer 2021
3 credits
SWK 540 - Advanced Clinical Practice with Elders
Knowledge, skills, and methods needed to demonstrate effective clinical practice with older adults. Prerequisite(s): Open to Matriculated SWK students. Last Offered: Fall 2020 3 credits

SWK 545 - Essential Psychotherapies: Childhood Through Adulthood
This course provides an overview of current and emerging evidenced-based theories of clinical practice for use with clients from childhood through adulthood. Prerequisite(s): Open to Matriculated SWK students only. Last Offered: Fall 2020 3 credits

SWK 548 - Evidence-based Social Work with Families
This course provides an overview of merging practice and evidence-informed practice modalities for working with families. Emphasis will be given to special needs of vulnerable populations, diverse ethnic groups, prevention and empowerment. Prerequisite(s): Open to Matriculated SWK students. Last Offered: Summer 2021 3 credits

SWK 549 - Clinical Practice with Late Life Families
Provides an overview of later life families (60 years or older) using social and psychological perspectives for understanding adaptive and non-adaptive changes to family restructuring to late life developmental changes for the purposes of social work family interventions. Prerequisite(s): Open to Matriculated SWK students. Last Offered: Spring 2021 3 credits

SWK 550 - Human Behavior in the Social Environment
Development of human behavior throughout the life cycle in various environments will be explored. The ecological, dual, conflict, psychodynamics and developmental perspectives will be emphasized. Open to non-matriculated students. Last Offered: Summer 2021 3 credits

SWK 551 - Diversity, Oppression, and Social Functioning
Provides students with a theoretical understanding of culture, ethnicity, oppression, gender and race that informs clinical assessment and intervention. Focus is on the psychosocial dimensions of disempowerment and social work practice building on client strengths. Last Offered: Summer 2021 3 credits

SWK 552 - Human Behavior in the Social Environment — Psychopathology
Identify and understand etiology, symptoms and course of psychiatric disorders. Impact of bio-psychosocial variables, genetic factors, and human diversity on onset and course of psychopathology will be studied. Prerequisite(s): SWK 550. Open to Matriculated SWK students only. Last Offered: Summer 2021 3 credits

SWK 555 - Gender and Sexuality
Examination of the role that the social environment plays in the formation of gender and sexual identities, and the lifespan experiences and issues that affect lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQIA+) individuals, families and communities, and the implications for social work practice. We will explore how gender and sexuality relate to other categories of social identity and difference, such as race and ethnicity, economic and social standing, class and disability and recognize intersectionality of gender and other identities and the ways in which this impacts marginalization. Last Offered: Spring 2021 3 credits
SWK 556 - Clinical Practice in Mental Health and Substance Use
Principles and practices requiring specialized knowledge and skills to work with persons and families with severe and prolonged mental illness and/or substance use problems. An emphasis on cognitive behavioral approaches is stressed.
Prerequisite(s): Open to Matriculated SWK students.
Last Offered: Fall 2020
3 credits

SWK 559 - Special Issues in Mental Health & Substance Use
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. Emphasizes 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): Open to matriculated Social Work students only.
Last Offered: Fall 2018
3 credits

SWK 561 - Social Work Research Methods
Principles and applications of scientific research methods will be presented. Students develop a model of a social work practice research study as a final assignment.
Prerequisite(s): Open to matriculated social work students only.
Last Offered: Summer 2021
3 credits

SWK 562 - Social Work Field Practicum III & Capstone Proposal
A supervised field practicum in the specialization concurrent with weekly seminar. The field practicum provides opportunity to develop professional practice competency and to produce a research proposal in the specialization. Scheduled fall semesters.
Prerequisite(s): SWK 561 and SWK 571. Open to Matriculated SWK students only.
Last Offered: Summer 2020
3 credits

SWK 567 - Social Work Practice in Crisis Situations
Different types of crisis situations experienced by individuals, families, and groups. Emphasis on the assessment of developmental and situational crises. Effective social work intervention strategies to use within person-in-environment perspective with at risk groups.
Prerequisite(s): Open to Matriculated SWK students only.
Last Offered: Summer 2021
3 credits

SWK 568 - Addictive Behaviors: Intervention Strategies for Clinical Practice
Identification of the addictive behaviors across the life-span. Emphasis on effective social work strategies with addicted individuals and their families within the person in environment perspective.
Prerequisite(s): Open to Matriculated SWK students only.
Last Offered: Spring 2021
3 credits

SWK 569 - Clinical Sexuality and Social Work Practice
Knowledge of sexual development, patterns of sexual response and the psychobiological tenets of love and skill acquisition for working with clients who experience sexual disorders, problems, worries and forcible sexual behavior.
Prerequisite(s): SWK 552. Open to Matriculated SWK students only.
Last Offered: Spring 2021
3 credits

SWK 570 - Generalist Social Work Field Practicum I
The supervised field practicum provides opportunities for the student to apply conceptual material to practice situations and to develop professional practice competency. Weekly seminar required which focuses on micro-counseling skills and intervention models. Scheduled fall semesters. Course taken as pass/fail only.
Prerequisite(s): Open to Matriculated SWK students only.
Last Offered: Fall 2020
3 credits
SWK 571 - Generalist Social Work Field Practicum II
Supervised field practicum and weekly seminar is a continuation of SWK 570. The seminar focuses on developing professional assessment skills and procedures employed in various settings. Course taken as pass/fail only. Prerequisite(s): SWK 570. Open to Matriculated SWK students. Last Offered: Spring 2021
3 credits

SWK 573 - Practicum IV and Capstone
A supervised field practicum in the specialization concurrent with weekly seminar. The field practicum provides opportunity to develop professional practice competence and to submit an acceptable research project in the specialization. Scheduled spring semesters. Course taken as pass/fail only. Prerequisite(s): SWK 572. Open to Matriculated SWK students only. Last Offered: Spring 2021
6 credits

SWK 572 - Practicum III and Capstone Proposal
A supervised field practicum in the specialization concurrent with weekly seminar. The field practicum provides opportunity to develop professional practice competency and to produce a research proposal in the specialization. Scheduled fall semesters. Course taken for pass/fail only. Prerequisite(s): SWK 561 and SWK 571 Open to Matriculated SWK students only. Last Offered: Fall 2020
6 credits

SWK 599 - Special Topics
Special Topics in Social Work (Topics vary.) Prerequisite(s): Open to Matriculated SWK students only. Last Offered: Spring 2021
1 to 3 credits

SWK 600 - Independent Study and Research
Study of an area of social work practice under the direction of a faculty member and with the consent of the chairperson of the department. Prerequisite(s): departmental permission. Last Offered: Spring 2021
1 to 3 credits

SWK 800 - Evidence Informed Practice
An overview of quantitative and qualitative methods in Social Work research emphasizing translational research, which seeks to apply research findings directly to social work practice. Ethical considerations in planning and conducting research are examined. Prerequisite(s): Open to Matriculated DSW students. Last Offered: Summer 2020
3 credits

SWK 802 - Program Evaluation
This course prepares students to conduct social work and program evaluation and to understand the logic, major strategies, techniques and ethics for conducting evaluation research in social work settings. Prerequisite(s): Open to Matriculated DSW students. Last Offered: Spring 2021
3 credits

SWK 803 - Historical and Contemporary Analysis of Social Policy
Examination of the historical and philosophical development of social policy, focusing on significant issues in the field of social work. Analysis of primary source documents for continuity and change in dominant policy issues over time. Prerequisite(s): Open to Matriculated DSW students. Last Offered: Summer 2021
3 credits
SWK 804 - Clinical Social Work Supervision
Examination of theories and practices of supervision, including legal, ethical, and multicultural issues and an analysis of supervisory styles based on agency setting and supervisee development needs.
Prerequisite(s): Open to Matriculated DSW students.
Last Offered: Fall 2020
3 credits

SWK 805 - Paradigms, Epistemology, and Heuristics in Social Work
Examination of the primary paradigms and epistemologies used in social work. Analysis of the ways paradigms, epistemologies, and heuristics frame and inform research and practice, from social structure to the nature of growth and change.
Prerequisite(s): Open to Matriculated DSW students.
Last Offered: Fall 2020
3 credits

SWK 806 - Education for Social Work
Provides the theoretical underpinnings of social work education, address common dilemmas, expose students to curriculum design, and help students identify their unique style and philosophy of teaching.
Prerequisite(s): Open to Matriculated DSW students.
Last Offered: Fall 2020
3 credits

SWK 807 - Externship I
One semester course seminar comprised of a 180-hour externship chosen by the doctoral students to advance their career goals in administration, university teaching, or advanced clinical practice. Course taken as pass/fail only.
Prerequisite(s): Social Work licensure at the Master's level. Open to Matriculated DSW students.
Last Offered: Fall 2020
2 credits

SWK 808 - Externship II
One semester course seminar comprised of a 180-hour externship chosen by the doctoral students to advance their career goals in administration, university teaching, or advanced clinical practice. Course taken as pass/fail only.
Prerequisite(s): Social Work licensure at the Master's level and SWK 807. Open to Matriculated DSW students.
Last Offered: Spring 2021
2 credits

SWK 809 - Capstone I: Capstone Proposal - Translational Research Project or Peer-Reviewed Manuscript
The Capstone Project will involve students translating the theoretical and empirically supported evidence-based practices into a working document, a "white paper", that informs their practice or a proposal for a peer-reviewed manuscript submission. Students must repeat course one time for credit to meet program requirements. Course taken as pass/fail only.
Prerequisite(s): Open to Matriculated DSW students.
Last Offered: Summer 2021
1.5 credits

SWK 810 - Capstone II: Capstone Final Project - Translational Research Project or Peer-Reviewed Manuscript
The Capstone Project is the completion of the SWK 809 course proposal. Students will produce a final paper and orally defend paper. Students must repeat course one time for credit to meet program requirements. Course taken as pass/fail only.
Prerequisite(s): Open to Matriculated DSW students.
Last Offered: Spring 2021
2.5 credits
SWK 820 - Emergent Models and Clinical Issues in Clinical Social Work Practice

Examination of emerging practices models and translational research in clinical social work practice. Practice utilizing heuristics to address critical issues and ethical dilemmas in existing practice models and programs. Prerequisite(s): SWK 800, 801, and 802; Open to Matriculated DSW Students. Last Offered: Fall 2020 3 credits

SWK 821 - Therapeutic Relationships: Advanced Clinical Practice

Examination of the use of the therapeutic relationships in clinical social work practice to produce positive outcomes. Assessment and negotiation of complex challenges within the therapeutic relationship will be explored. Prerequisite(s): Open to Matriculated DSW students. Last Offered: Spring 2021 3 credits

SWK 822 - Mental Health and Substance Abuse: Advanced Clinical Practice

The focus of this course is on developing advanced-level social work practice skills and methods for working with clients and their families who face mental health and substance use (MH/SU) issues. Prerequisite(s): Open to Matriculated DSW students. Last Offered: Summer 2021 3 credits

SWK 823 - Neuroscience and its Application for Social Work Practice with Couples and Families

Examines the biological, physiological, and neurological processes underlying emotions, memory, and neurochemistry and its impact upon couple and family functioning and the application of neuroscience interventions for helping them to enhance their interpersonal relationships. Prerequisite(s): Open to Matriculated DSW students. Last Offered: Fall 2020 3 credits

SWK 831 - Leadership and Management in Social Work

Examination of leadership and management theory and practices including effective leadership styles, ethical and moral leadership, performance improvement, creating a positive organizational culture and promoting an organization through marketing and creating outcome measures to demonstrate best practices. Prerequisite(s): SWK 802. Open to Matriculated DSW students. Last Offered: Summer 2021 3 credits

SWK 833 - Technical Skills in Social Work Administration

An overview of technical skills required by social work administrators including effective oral and written communication, strategic planning, budgeting, management information systems and grant writing. Prerequisite(s): SWK 831. Open to Matriculated DSW students. Last Offered: Summer 2021 3 credits

TSL 502 - Descriptive Linguistics

Theory and practice of language description with particular emphasis on the structural and transformational-generative approaches. Relation of linguistics to other fields, and application to native and foreign language teaching. Scheduled fall semesters. Last Offered: Fall 2020 3 credits

TSL 503 - Second Language Acquisition

The study of linguistic, cognitive, and social factors which influence the development of a second language. Applications to TESOL, bilingual education, and foreign language education. Scheduled spring semesters. Prerequisite(s): TSL 502. Last Offered: Spring 2021 3 credits
TSL 505 - Pedagogical Grammar of English for TESOL
The course will help prospective and practicing teachers of ESL/EFL enhance their understanding of the grammar structures of English, expand their skills in linguistic analysis, and develop a pedagogical approach to teaching English grammar. Scheduled fall terms.
Prerequisite(s): TSL 502 and/or TSL 503.
Last Offered: Summer 2021
3 credits

TSL 510 - TESOL: Principles and Practices
History and philosophy of TESOL, program descriptions, methodology, materials, research, and models for TESOL. Scheduled fall semesters.
Prerequisite(s): TSL 503.
Last Offered: Fall 2020
3 credits

TSL 511 - TESOL: Methods and Materials
Focused on developing teachers’ comprehension of and competency in the use of various methods, techniques, the creation and evaluation of materials. Emphasis placed on teachers’ growth and performance. Open only to matriculants of bilingual education/ TESOL programs or to those who have been given permission of the TESOL program coordinator. Scheduled spring semesters.
Prerequisite(s): TSL 510 or permission of instructor.
Last Offered: Spring 2021
3 credits

TSL 512 - TESOL: Practicum
Supervised classroom experience for students and teachers in primary, secondary, community college, university or adult education environments.
Prerequisite(s): TSL 510 and departmental permission. Open to bilingual education/TESOL master’s program matriculants only by advisement.
Last Offered: Spring 2021
1 to 6 credits

TSL 515 - Bilingual Education: Principles and Practices
History and philosophy of bilingual education, program descriptions, methodology, materials, research, and models for bilingual education. Scheduled fall semesters.
Last Offered: Fall 2020
3 credits

TSL 517 - Literacy Development for English Language Learners
Literacy development theory and its application to the practices of teaching reading and writing to learners of English as a second language. Scheduled spring of odd years and summer of even years.
Prerequisite(s): TSL 502 or departmental permission.
Last Offered: Spring 2021
3 credits

TSL 518 - Content-Based Instruction for English Language Learners
ESL teachers, bilingual education teachers, and content teachers learn how to modify mainstream course materials and instructional strategies so that English language learning students can engage in course content while simultaneously developing their new language. Scheduled spring of even years and summer of odd years.
Last Offered: Summer 2021
3 credits

TSL 521 - Assessment for English Language Learners
Teacher candidates learn to select, create, administer, and interpret results of assessment instruments and other assessment strategies which measure the academic and language competencies of learners of English as a second language. Scheduled spring of odd years.
Last Offered: Spring 2021
3 credits

TSL 563 - Immigration and English Language Learners in U.S. Schools
Examines theories, issues, policies, trends in the education of immigrants. Focus on adaptation, influence of demographic trends on schools and teacher preparation, the role of family and community in immigrant students’ educational experiences.
Last Offered: Summer 2021
3 credits
TSL 590 - Thesis Seminar
Thesis Seminar in TESOL.
Prerequisite(s): Departmental permission
Last Offered: Fall 2019
3 credits

TSL 600 - Independent Study
Independent Study in TESOL.
Last Offered: Fall 2017
3 credits

WLL 581 - Introduction to Graduate Studies in Romance Languages
Orients students to MA program in Romance Languages: methods of research, critical and theoretical investigations of literary and cultural productions, application of theoretical framework to literary/cultural analysis. Scheduled fall semesters.
Last Offered: Fall 2018
3 credits

WLL 582 - Culture of Expression
Students gain insight into how culture is produced, interpreted and expressed within Franco, Hispanic and Italic traditions; investigate productions, including various registers, genres and forms of communication; express findings orally and in writing. Scheduled spring semesters.
Prerequisite(s): WLL 581.
Last Offered: Spring 2020
4 credits

WLL 590 - Writing the Thesis Proposal
Students select and research a topic, compile a preliminary bibliography and submit a proposal to the Graduate School. Part one of a 2 course sequence. Course taken for pass/fail only.
Prerequisite(s): 15 graduate credits in the planned program and permission of adviser and approval by the Department Chairperson.
Last Offered: Spring 2018
3 credits

WLL 591 - Writing the Thesis
Students write, edit, review, and complete the thesis for submission to the Graduate School. Course taken for pass/fail only.
Prerequisite(s): WLL 590.
Last Offered: Spring 2020
3 credits

WLL 592 - Special Project I
Students work with an adviser towards designing an applied project by selecting a topic, researching and refining their ideas, compiling a preliminary bibliography and submitting a proposal. Part one of a 2 course sequence. Course taken for pass/fail only.
Prerequisite(s): 15 graduate credits in the planned program and permission of adviser and approval by the Department Chairperson.
Last Offered: Spring 2021
3 credits

WLL 593 - Special Project II
Completion of Special Project initiated in WLL 592. Upon completion of WLL 593, students earn 6 credits, 3 for WLL 592 and 3 for WLL 593. Course taken as pass/fail only.
Prerequisite(s): WLL 592
Last Offered: Spring 2020
3 credits

WLL 594 - Comprehensive Exam Seminar I
Required for all students who choose the comprehensive exam as a capstone option towards receiving a Master of Arts in Romance Languages. Students work individually with an adviser in a comprehensive exploration of the Master’s Reading List provided by the individual language concentration. Upon completion, students must take WLL 595 to complete their comprehensive exam option. 3 credits granted upon completion of WLL 595.
Prerequisite(s): Completed or currently completing all required and elective course work towards a Master of Arts degree in Romance Languages.
Last Offered: Fall 2017
3 credits
WLL 595 - Comprehensive Exam Seminar II

The course is required for all students who choose the comprehensive exam as a capstone option toward receiving a Masters of Arts in Romance Languages. Students work individually with an adviser in selecting and researching themes from the Master’s Reading List provided by the individual language section.

Prerequisite(s): WLL 594.
Last Offered: Spring 2018
3 credits

WLL 600 - Independent Study

Independent Study in World Language and Literature.
Last Offered: Summer 2021
1 to 3 credits

WMS 500 - Feminist Theories and Practices

This cross-cultural, interdisciplinary course explores contemporary feminist theories and practices, examining the intersections of various feminisms including liberal, radical, Marxist-socialist, postmodern, and multicultural positions. The course also integrates the concept of feminist practice through the study of such topics as feminist art, community activism, and ecofeminism. Scheduled every fall semester.

Last Offered: Fall 2020
3 credits

WMS 505 - Women, Heal Thyself: Interdisciplinary Approaches to Women’s Health Issues

A cross-cultural, interdisciplinary approach to women’s health issues focusing primarily on 20th century North America. Engages with the politics of women’s health including selfcare, health activism and alternative medicine and focuses on strategies for empowerment in exploring and evaluating health care options. Scheduled summer semesters.

Last Offered: Summer 2020
3 credits

WMS 510 - Research Methods in Women’s Studies

Interdisciplinary approach to a broad range of feminist research methodologies essential for planning and conducting research in the field of women’s studies; will include written and oral presentation of student research project. Scheduled every spring semester.

Last Offered: Spring 2021
3 credits

WMS 520 - History of Feminist Thought

A survey of women’s intellectual history from ancient cultures to the contemporary period using primary sources, including ancient and classical texts, and focusing on the works of leading European and American feminist thinkers. The course will also cover the formation of women’s communities and the corresponding evolution of the feminist movement. Scheduled every fall semester.

Last Offered: Fall 2020
3 credits

WMS 525 - Feminist Pedagogy

Examines feminist pedagogical theory and theories of teaching women’s studies courses in order to prepare students to conceptualize, develop, and teach women’s studies courses in other disciplines with a women’s studies emphasis at the secondary and/or post-secondary level. Scheduled spring of odd years.

Last Offered: Fall 2019
3 credits

WMS 529 - Intersectionality & Social Justice

Explores the intersection of race, class, and gender in social relations. Uses a wide variety of theoretical perspectives to investigate the ways that race, class, and gender are intersected and the impact this interrelationship has on the experiences and opportunities of individuals and their social location.

Last Offered: Fall 2018
3 credits
WMS 530 - Global Women’s Issues
Interdisciplinary study of issues affecting women in cross-cultural perspective, such as international feminism, reproductive rights, health, global economy, women in leadership. Scheduled every spring semester.
Last Offered: Spring 2021
3 credits

WMS 536 - Progressive and Modern Women in the U.S.
Survey of readings and research from the late nineteenth century to the present on the following topics: family, work, immigration, urbanization, altruism, professionalism, race, class, ethnicity, and cultural and political status.
Last Offered: Fall 2016
3 credits

WMS 545 - Self-Representation in the Writing of Immigrant Women
This course focuses on the female immigrant experience as understood through the autobiographical and fictional narratives written by those who have lived it.
Last Offered: Spring 2017
3 credits

WMS 590 - Thesis Seminar I
First of two courses fulfilling one of the exit requirement options. Development of a thesis proposal under the dual supervision of the instructor and the thesis adviser in the context of peer evaluation. Classes will meet at two-week intervals during the semester. Scheduled every fall semester.
Prerequisite(s): Restricted to matriculated Women’s Studies master’s degree candidates with 15 credits of coursework including WMS 500 and WMS 510.
Last Offered: Fall 2020
3 credits

WMS 591 - Thesis Seminar II
Second of two courses fulfilling one of the exit requirement options. Development of the thesis under the dual supervision of the instructor and the thesis adviser in the context of peer evaluation. Classes will meet at two-week intervals during the semester. Scheduled every spring semester.
Prerequisite(s): Restricted to matriculated Women’s Studies master’s degree candidates with 18 credits of coursework including WMS 500 and WMS 510.
Last Offered: Spring 2021
3 credits

WMS 592 - Special Project Seminar I
First of two courses fulfilling one of the exit requirement options. Development of a special project proposal relevant to the student’s own academic specialization and interests under the dual supervision of the instructor and the special project adviser in the context of peer evaluation. Classes will meet at two-week intervals during the semester. Scheduled every fall semester.
Prerequisite(s): Restricted to matriculated Women’s Studies master’s degree candidates who have completed 15 credits of coursework including WMS 500 and WMS 510.
Last Offered: Spring 2021
3 credits

WMS 593 - Special Project Seminar II
Second of two courses fulfilling one of the exit requirement options. Completion of a special project relevant to the student’s own academic specialization and interests under the dual supervision of the instructor and the special project adviser in the context of peer evaluation. Classes will meet at two-week intervals during the semester. Scheduled every spring semester.
Prerequisite(s): Restricted to matriculated Women’s Studies master’s degree candidates who have completed 18 credits of coursework including WMS 590.
Last Offered: Spring 2021
3 credits
WMS 599 - Topics in Women’s Studies
Various topics in women’s studies are explored from multidisciplinary perspectives. Topics offered in recent years include Ecofeminism; Gender, Race, Class in Children’s Literature; Self-Representations of Immigrant Women; Take Back the Kitchen; and so forth. (See more listing below)
Last Offered: Summer 2021
3 credits

WMS 600 - Independent Study and Research
Provides students with an opportunity for supervised independent research under the direction of a faculty member. Prerequisite(s): permission of the coordinators.
Last Offered: Summer 2020
3 credits

WMS 601 - Field Experience I
A required course for all Women’s Studies students (students may substitute an internship through a cooperating host department for the field experience). Field experience options are: administrative field experience in the Women’s Studies Program; administrative field experience in the Women’s Center; academic field experience in a Women’s Studies classroom; research-based field experience under the supervision of a Women’s Studies faculty member. A field experience requires a commitment of 150 hours (10 hours per week) per semester. Prerequisite(s): matriculated Women’s Studies degree candidates who have completed 9 credits of graduate Women’s Studies coursework and coordinators’ permission.
Last Offered: Fall 2020
3 credits

WMS 602 - Field Experience II
An elective course for all Women’s Studies students (students may substitute an internship through a cooperating host department for the field experience). Students select among the following options: administrative field experience in the Women’s Studies Program; administrative field experience in the Women’s Center; academic field experience in a Women’s Studies classroom; research-based field experience under the supervision of a Women’s Studies faculty member. A field experience requires a commitment of 150 hours (10 hours per week) per semester. Prerequisite(s): WMS 601 and permission of the coordinators.
Last Offered: Spring 2021
3 credits