# Table of Contents

## GENERAL INFORMATION

PURPOSE OF THE CATALOG........................................................................................................ 1
ACADEMIC CALENDAR............................................................................................................. 2
UNIVERSITY INFORMATION................................................................................................... 3
ADMISSION.............................................................................................................................. 16
THE FIRST YEAR: THE KEY TO STUDENT SUCCESS............................................................ 24
PART-TIME AND ALTERNATIVE STUDY............................................................................... 27
FEES AND EXPENSES........................................................................................................... 33
FINANCIAL AID...................................................................................................................... 41
STUDENT SERVICES.............................................................................................................. 54
ACADEMIC STANDARDS........................................................................................................ 75
RECOGNITION OF HIGH ACHIEVEMENT............................................................................. 84
PROGRAMS AND REQUIREMENTS....................................................................................... 87
LIBERAL EDUCATION PROGRAM (LEP) REQUIREMENTS................................................. 97
CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION.............................. 104
CHIEF ADMINISTRATORS..................................................................................................... 105
FACULTY................................................................................................................................. 106
FACULTY EMERITI................................................................................................................ 129
ADMINISTRATION................................................................................................................ 150

## SCHOOLS AND DEPARTMENTS

UNDERGRADUATE DEPARTMENTS...................................................................................... 161
SCHOOL OF ARTS AND SCIENCES....................................................................................... 163
SCHOOL OF BUSINESS......................................................................................................... 164
SCHOOL OF EDUCATION...................................................................................................... 165
SCHOOL OF HEALTH AND HUMAN SERVICES................................................................. 172
ACCOUNTING....................................................................................................................... 173
ANTHROPOLOGY.................................................................................................................. 177
ART........................................................................................................................................... 190
BIOLOGY................................................................................................................................. 215
CHEMISTRY............................................................................................................................ 227
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td>240</td>
</tr>
<tr>
<td>COMMUNICATION DISORDERS</td>
<td>250</td>
</tr>
<tr>
<td>COMPUTER SCIENCE</td>
<td>254</td>
</tr>
<tr>
<td>COUNSELING AND SCHOOL PSYCHOLOGY</td>
<td>261</td>
</tr>
<tr>
<td>EARTH SCIENCE</td>
<td>262</td>
</tr>
<tr>
<td>ECONOMICS AND FINANCE</td>
<td>273</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>281</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>293</td>
</tr>
<tr>
<td>EXERCISE SCIENCE</td>
<td>302</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>315</td>
</tr>
<tr>
<td>HISTORY</td>
<td>327</td>
</tr>
<tr>
<td>INFORMATION AND LIBRARY SCIENCE</td>
<td>336</td>
</tr>
<tr>
<td>INTERDISCIPLINARY STUDIES</td>
<td>339</td>
</tr>
<tr>
<td>JOURNALISM</td>
<td>346</td>
</tr>
<tr>
<td>MANAGEMENT/MIS</td>
<td>353</td>
</tr>
<tr>
<td>MARKETING</td>
<td>366</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>370</td>
</tr>
<tr>
<td>MEDIA STUDIES</td>
<td>378</td>
</tr>
<tr>
<td>MUSIC</td>
<td>381</td>
</tr>
<tr>
<td>NURSING</td>
<td>385</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>399</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>403</td>
</tr>
<tr>
<td>POLITICAL SCIENCE</td>
<td>415</td>
</tr>
<tr>
<td>PSYCHOLOGY</td>
<td>427</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>439</td>
</tr>
<tr>
<td>RECREATION AND LEISURE STUDIES</td>
<td>442</td>
</tr>
<tr>
<td>SCIENCE EDUCATION AND ENVIRONMENTAL STUDIES</td>
<td>452</td>
</tr>
<tr>
<td>SOCIAL WORK</td>
<td>455</td>
</tr>
<tr>
<td>SOCIOLOGY</td>
<td>460</td>
</tr>
<tr>
<td>SPECIAL EDUCATION AND READING</td>
<td>469</td>
</tr>
<tr>
<td>THEATRE</td>
<td>475</td>
</tr>
<tr>
<td>WORLD LANGUAGES AND LITERATURES</td>
<td>478</td>
</tr>
</tbody>
</table>

**PROGRAMS**

ANTHROPOLOGY, B.A. ........................................... 186
<table>
<thead>
<tr>
<th>Programme</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHROPOLOGY, B.S. - ARCHAEOLOGY</td>
<td>184</td>
</tr>
<tr>
<td>ANTHROPOLOGY, B.S. - BIOLOGICAL</td>
<td>182</td>
</tr>
<tr>
<td>ANTHROPOLOGY, B.S. - CULTURAL</td>
<td>188</td>
</tr>
<tr>
<td>ANTHROPOLOGY, B.S. - GENERAL</td>
<td>178</td>
</tr>
<tr>
<td>ANTHROPOLOGY, B.S. - LINGUISTICS</td>
<td>180</td>
</tr>
<tr>
<td>ART EDUCATION, B.S.</td>
<td>209</td>
</tr>
<tr>
<td>ART HISTORY, B.A.</td>
<td>200</td>
</tr>
<tr>
<td>ATHLETIC TRAINING, B.S.</td>
<td>307</td>
</tr>
<tr>
<td>BIOLOGY, B.A.</td>
<td>217</td>
</tr>
<tr>
<td>BIOLOGY, B.S.</td>
<td>224</td>
</tr>
<tr>
<td>BIOLOGY, B.S. - 7-12.</td>
<td>220</td>
</tr>
<tr>
<td>BUSINESS, B.S. - ACCOUNTING</td>
<td>174</td>
</tr>
<tr>
<td>BUSINESS, B.S. - BUSINESS ECONOMICS</td>
<td>278</td>
</tr>
<tr>
<td>BUSINESS, B.S. - FINANCE</td>
<td>275</td>
</tr>
<tr>
<td>BUSINESS, B.S. - INTERNATIONAL BUSINESS</td>
<td>362</td>
</tr>
<tr>
<td>BUSINESS, B.S. - MANAGEMENT</td>
<td>355</td>
</tr>
<tr>
<td>BUSINESS, B.S. - MANAGEMENT INFORMATION SYSTEMS</td>
<td>358</td>
</tr>
<tr>
<td>BUSINESS, B.S. - MARKETING</td>
<td>367</td>
</tr>
<tr>
<td>CHEMISTRY, B.A. - GENERAL</td>
<td>235</td>
</tr>
<tr>
<td>CHEMISTRY, B.S. - 7-12.</td>
<td>237</td>
</tr>
<tr>
<td>CHEMISTRY, B.S. - BIOCHEMISTRY</td>
<td>233</td>
</tr>
<tr>
<td>CHEMISTRY, B.S. - GENERAL</td>
<td>231</td>
</tr>
<tr>
<td>COMMUNICATION DISORDERS, B.S.</td>
<td>251</td>
</tr>
<tr>
<td>COMMUNICATION, B.S. - ADVERTISING AND PROMOTIONS</td>
<td>248</td>
</tr>
<tr>
<td>COMMUNICATION, B.S. - FILM, TELEVISION, AND DIGITAL PRODUCTION</td>
<td>244</td>
</tr>
<tr>
<td>COMMUNICATION, B.S. - INTERPERSONAL-RELATIONAL</td>
<td>246</td>
</tr>
<tr>
<td>COMMUNICATION, B.S. - ORGANIZATIONAL COMMUNICATION</td>
<td>242</td>
</tr>
<tr>
<td>COMPUTER SCIENCE, B.S. - GENERAL</td>
<td>258</td>
</tr>
<tr>
<td>COMPUTER SCIENCE, B.S. - INFORMATION SYSTEMS</td>
<td>256</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION, B.S.</td>
<td>287</td>
</tr>
<tr>
<td>EARTH SCIENCE, B.A.</td>
<td>266</td>
</tr>
<tr>
<td>EARTH SCIENCE, B.S. - 7-12</td>
<td>268</td>
</tr>
<tr>
<td>EARTH SCIENCE, B.S. - ENVIRONMENTAL</td>
<td>271</td>
</tr>
<tr>
<td>EARTH SCIENCE, B.S. - GEOLOGY</td>
<td>264</td>
</tr>
<tr>
<td>ECONOMICS, B.A.</td>
<td>418</td>
</tr>
<tr>
<td>Program Description</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>ELEMENTARY EDUCATION, B.S.</td>
<td>289</td>
</tr>
<tr>
<td>ELEMENTARY EDUCATION, B.S. - BILINGUAL</td>
<td>291</td>
</tr>
<tr>
<td>ENGLISH, B.A.</td>
<td>296</td>
</tr>
<tr>
<td>ENGLISH, B.S. - 7-12</td>
<td>299</td>
</tr>
<tr>
<td>EXERCISE SCIENCE, B.S. - HUMAN PERFORMANCE</td>
<td>312</td>
</tr>
<tr>
<td>EXERCISE SCIENCE, B.S. - K-12</td>
<td>309</td>
</tr>
<tr>
<td>FRENCH, B.A.</td>
<td>495</td>
</tr>
<tr>
<td>FRENCH, B.S. - 7-12</td>
<td>481</td>
</tr>
<tr>
<td>GENERAL STUDIES, B.A.</td>
<td>342</td>
</tr>
<tr>
<td>GEOGRAPHY, B.A.</td>
<td>322</td>
</tr>
<tr>
<td>GEOGRAPHY, B.S. - 7-12</td>
<td>319</td>
</tr>
<tr>
<td>GEOGRAPHY, B.S. - APPLIED SUSTAINABILITY</td>
<td>316</td>
</tr>
<tr>
<td>GEOGRAPHY, B.S. - GEOGRAPHIC INFORMATION SCIENCE AND TECHNOLOGY</td>
<td>324</td>
</tr>
<tr>
<td>GERMAN, B.A.</td>
<td>490</td>
</tr>
<tr>
<td>GERMAN, B.S. - 7-12</td>
<td>497</td>
</tr>
<tr>
<td>HISTORY, B.A.</td>
<td>333</td>
</tr>
<tr>
<td>HISTORY, B.S. - 7-12</td>
<td>329</td>
</tr>
<tr>
<td>INFORMATION MANAGEMENT AND SERVICES, B.S.</td>
<td>337</td>
</tr>
<tr>
<td>INTERDISCIPLINARY STUDIES, B.A.</td>
<td>340</td>
</tr>
<tr>
<td>INTERDISCIPLINARY STUDIES, B.S.</td>
<td>344</td>
</tr>
<tr>
<td>ITALIAN, B.A.</td>
<td>500</td>
</tr>
<tr>
<td>ITALIAN, B.S. - 7-12</td>
<td>487</td>
</tr>
<tr>
<td>JOURNALISM, B.A.</td>
<td>348</td>
</tr>
<tr>
<td>JOURNALISM, B.S.</td>
<td>350</td>
</tr>
<tr>
<td>MATHEMATICS, B.A.</td>
<td>374</td>
</tr>
<tr>
<td>MATHEMATICS, B.S. - 7-12</td>
<td>372</td>
</tr>
<tr>
<td>MATHEMATICS, B.S. - APPLIED</td>
<td>376</td>
</tr>
<tr>
<td>MEDIA STUDIES, B.A.</td>
<td>379</td>
</tr>
<tr>
<td>MUSIC, B.A.</td>
<td>382</td>
</tr>
<tr>
<td>NURSING, B.S.</td>
<td>391</td>
</tr>
<tr>
<td>NURSING, B.S. (FOR RNS)</td>
<td>394</td>
</tr>
<tr>
<td>NURSING, B.S. - ACCELERATED CAREER ENTRY (ACE)</td>
<td>396</td>
</tr>
<tr>
<td>PHILOSOPHY, B.A.</td>
<td>401</td>
</tr>
<tr>
<td>PHYSICS, B.A.</td>
<td>410</td>
</tr>
<tr>
<td>PHYSICS, B.S. - 7-12</td>
<td>406</td>
</tr>
<tr>
<td>Program Name</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>PHYSICS, B.S. - ENGINEERING</td>
<td>412</td>
</tr>
<tr>
<td>PHYSICS, B.S. - GENERAL</td>
<td>408</td>
</tr>
<tr>
<td>POLITICAL SCIENCE, B.A.</td>
<td>420</td>
</tr>
<tr>
<td>POLITICAL SCIENCE, B.S.</td>
<td>422</td>
</tr>
<tr>
<td>POLITICAL SCIENCE, B.S. - 7-12</td>
<td>424</td>
</tr>
<tr>
<td>PSYCHOLOGY, B.A. - GENERAL</td>
<td>430</td>
</tr>
<tr>
<td>PSYCHOLOGY, B.A. - MENTAL HEALTH</td>
<td>436</td>
</tr>
<tr>
<td>PSYCHOLOGY, B.S. - RESEARCH</td>
<td>433</td>
</tr>
<tr>
<td>PUBLIC HEALTH, B.S.</td>
<td>440</td>
</tr>
<tr>
<td>RECREATION, B.S. - COMMUNITY RECREATION AND YOUTH DEVELOPMENT</td>
<td>444</td>
</tr>
<tr>
<td>RECREATION, B.S. - THERAPEUTIC RECREATION</td>
<td>446</td>
</tr>
<tr>
<td>RECREATION, B.S. - TRAVEL AND TOURISM</td>
<td>448</td>
</tr>
<tr>
<td>SOCIAL WORK, B.S.</td>
<td>457</td>
</tr>
<tr>
<td>SOCIOLOGY, B.A.</td>
<td>462</td>
</tr>
<tr>
<td>SOCIOLOGY, B.S.</td>
<td>467</td>
</tr>
<tr>
<td>SOCIOLOGY, B.S. - 7-12</td>
<td>464</td>
</tr>
<tr>
<td>SPANISH, B.A.</td>
<td>484</td>
</tr>
<tr>
<td>SPANISH, B.S. - 7-12</td>
<td>492</td>
</tr>
<tr>
<td>SPECIAL EDUCATION - ELEMENTARY EDUCATION COLLABORATIVE, B.S.</td>
<td>471</td>
</tr>
<tr>
<td>SPECIAL EDUCATION, B.S.</td>
<td>473</td>
</tr>
<tr>
<td>SPORT MANAGEMENT, B.S.</td>
<td>450</td>
</tr>
<tr>
<td>STUDIO ART, B.A.</td>
<td>206</td>
</tr>
<tr>
<td>STUDIO ART, B.S. - CERAMICS</td>
<td>202</td>
</tr>
<tr>
<td>STUDIO ART, B.S. - GRAPHIC DESIGN</td>
<td>196</td>
</tr>
<tr>
<td>STUDIO ART, B.S. - JEWELRY - METALS</td>
<td>198</td>
</tr>
<tr>
<td>STUDIO ART, B.S. - PAINTING</td>
<td>194</td>
</tr>
<tr>
<td>STUDIO ART, B.S. - PHOTOGRAPHY</td>
<td>204</td>
</tr>
<tr>
<td>STUDIO ART, B.S. - PRINTMAKING</td>
<td>211</td>
</tr>
<tr>
<td>STUDIO ART, B.S. - SCULPTURE</td>
<td>213</td>
</tr>
<tr>
<td>THEATRE, B.A.</td>
<td>476</td>
</tr>
<tr>
<td>MINOR IN ACCOUNTING</td>
<td>502</td>
</tr>
<tr>
<td>MINOR IN AFRICAN STUDIES</td>
<td>503</td>
</tr>
<tr>
<td>MINOR IN ANTHROPOLOGY</td>
<td>504</td>
</tr>
<tr>
<td>MINOR IN ART HISTORY</td>
<td>505</td>
</tr>
<tr>
<td>Minor Program</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>MINOR IN ASIAN STUDIES</td>
<td>506</td>
</tr>
<tr>
<td>MINOR IN BIOLOGY</td>
<td>507</td>
</tr>
<tr>
<td>MINOR IN BUSINESS ADMINISTRATION</td>
<td>508</td>
</tr>
<tr>
<td>MINOR IN CENTRAL AND EAST EUROPEAN AND EURASIAN STUDIES</td>
<td>509</td>
</tr>
<tr>
<td>MINOR IN CHEMISTRY</td>
<td>510</td>
</tr>
<tr>
<td>MINOR IN COMMUNICATION</td>
<td>511</td>
</tr>
<tr>
<td>MINOR IN COMPUTER SCIENCE</td>
<td>512</td>
</tr>
<tr>
<td>MINOR IN CRIMINAL JUSTICE</td>
<td>513</td>
</tr>
<tr>
<td>MINOR IN EARTH SCIENCE</td>
<td>514</td>
</tr>
<tr>
<td>MINOR IN ECONOMICS</td>
<td>515</td>
</tr>
<tr>
<td>MINOR IN ENGLISH - CREATIVE WRITING</td>
<td>516</td>
</tr>
<tr>
<td>MINOR IN ENGLISH - LITERATURE</td>
<td>517</td>
</tr>
<tr>
<td>MINOR IN ENGLISH - PROFESSIONAL WRITING</td>
<td>518</td>
</tr>
<tr>
<td>MINOR IN ENVIRONMENTAL STUDIES</td>
<td>519</td>
</tr>
<tr>
<td>MINOR IN ETHNIC STUDIES</td>
<td>520</td>
</tr>
<tr>
<td>MINOR IN EVENT MANAGEMENT</td>
<td>521</td>
</tr>
<tr>
<td>MINOR IN EXERCISE SCIENCE</td>
<td>522</td>
</tr>
<tr>
<td>MINOR IN FILM STUDIES</td>
<td>523</td>
</tr>
<tr>
<td>MINOR IN FORENSIC SCIENCE</td>
<td>524</td>
</tr>
<tr>
<td>MINOR IN FRENCH</td>
<td>525</td>
</tr>
<tr>
<td>MINOR IN GEOGRAPHY</td>
<td>526</td>
</tr>
<tr>
<td>MINOR IN GEOSPATIAL INFORMATION SCIENCE AND TECHNOLOGY</td>
<td>527</td>
</tr>
<tr>
<td>MINOR IN GERMAN</td>
<td>528</td>
</tr>
<tr>
<td>MINOR IN GERMAN STUDIES</td>
<td>529</td>
</tr>
<tr>
<td>MINOR IN HISTORY</td>
<td>531</td>
</tr>
<tr>
<td>MINOR IN INFORMATION MANAGEMENT SERVICES</td>
<td>532</td>
</tr>
<tr>
<td>MINOR IN ITALIAN</td>
<td>533</td>
</tr>
<tr>
<td>MINOR IN JOURNALISM</td>
<td>534</td>
</tr>
<tr>
<td>MINOR IN JUDAIC STUDIES</td>
<td>535</td>
</tr>
<tr>
<td>MINOR IN LANGUAGE, LITERATURE, AND WRITING</td>
<td>536</td>
</tr>
<tr>
<td>MINOR IN LATIN AMERICAN AND CARIBBEAN STUDIES</td>
<td>537</td>
</tr>
<tr>
<td>MINOR IN LEADERSHIP DEVELOPMENT</td>
<td>538</td>
</tr>
<tr>
<td>MINOR IN LINGUISTICS</td>
<td>539</td>
</tr>
<tr>
<td>MINOR IN MANAGEMENT</td>
<td>540</td>
</tr>
<tr>
<td>MINOR IN MANAGEMENT INFORMATION SYSTEMS (MIS)</td>
<td>541</td>
</tr>
<tr>
<td>MINOR IN MARINE STUDIES</td>
<td>542</td>
</tr>
</tbody>
</table>
MINOR IN MARKETING ................................................................................................................. 543
MINOR IN MATHEMATICS ............................................................................................................ 544
MINOR IN MEDIA STUDIES .......................................................................................................... 545
MINOR IN MUSIC ......................................................................................................................... 546
MINOR IN NUTRITION .................................................................................................................. 547
MINOR IN PHILOSOPHY .............................................................................................................. 548
MINOR IN PHYSICS ..................................................................................................................... 549
MINOR IN POLITICAL SCIENCE ................................................................................................. 550
MINOR IN PSYCHOLOGY .............................................................................................................. 551
MINOR IN PUBLIC HEALTH ......................................................................................................... 552
MINOR IN REAL ESTATE .............................................................................................................. 553
MINOR IN RELIGIOUS STUDIES ............................................................................................... 554
MINOR IN SCHOOL HEALTH EDUCATION .............................................................................. 555
MINOR IN SOCIAL SCIENCE AND MEDICINE ......................................................................... 556
MINOR IN SOCIOLOGY ................................................................................................................. 557
MINOR IN SPANISH .................................................................................................................... 558
MINOR IN STUDIO ART ............................................................................................................... 559
MINOR IN THEATRE .................................................................................................................... 560
MINOR IN WELLNESS ................................................................................................................ 561
MINOR IN WOMEN’S STUDIES ............................................................................................... 562

SPECIAL OFFERINGS

COOPERATIVE EDUCATION ........................................................................................................ 563
ENGINEERING CONCENTRATION ............................................................................................. 564
HONORS COLLEGE ..................................................................................................................... 565
PRE-LAW ...................................................................................................................................... 567
PRE-MEDICAL, PRE-DENTAL, AND PRE-VETERINARY MEDICINE ........................................... 568
RESERVE OFFICER TRAINING CORPS-ROTC ........................................................................ 570
STUDY ABROAD ........................................................................................................................ 571

COURSES

COURSE LISTING ........................................................................................................................ 572
PURPOSE OF THE CATALOG

This catalog details the latest available information regarding academic offerings and information for the 2014-2015 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

## 2014 Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20, Wednesday</td>
<td>New Graduate Student Orientation</td>
</tr>
<tr>
<td>August 25, Monday</td>
<td>Academic Year Begins</td>
</tr>
<tr>
<td>August 25-27, Monday-Wednesday</td>
<td>Faculty Meetings</td>
</tr>
<tr>
<td>August 28, Thursday</td>
<td>Classes Begin, 8 a.m.</td>
</tr>
<tr>
<td>September 1, Monday</td>
<td>Labor Day, State Holiday, No Classes</td>
</tr>
<tr>
<td>October 25, Saturday</td>
<td>Graduate Open House</td>
</tr>
<tr>
<td>November 26-30, Wednesday-Sunday</td>
<td>Thanksgiving Recess, No Classes</td>
</tr>
<tr>
<td>December 1, Monday</td>
<td>Classes Resume, 8 a.m.</td>
</tr>
<tr>
<td>December 9, Tuesday</td>
<td>Last Day of Classes before Final Examinations</td>
</tr>
<tr>
<td>December 10, Wednesday</td>
<td>Make-Up/Reading Day</td>
</tr>
<tr>
<td>December 11-17, Thursday-Wednesday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 17, Wednesday</td>
<td>Fall Semester Ends</td>
</tr>
<tr>
<td>December 18, Thursday</td>
<td>Graduate Commencement</td>
</tr>
<tr>
<td>December 18, Thursday</td>
<td>Undergraduate Commencement</td>
</tr>
</tbody>
</table>

## 2015 Spring Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9, Friday</td>
<td>Spring Semester Begins</td>
</tr>
<tr>
<td>January 12, Monday</td>
<td>Classes Begin, 8 a.m.</td>
</tr>
<tr>
<td>January 19, Monday</td>
<td>Martin Luther King Day, State Holiday, No Classes</td>
</tr>
<tr>
<td>February 13-16, Friday-Monday</td>
<td>Presidents' Weekend Recess, No Classes</td>
</tr>
<tr>
<td>February 17, Tuesday</td>
<td>Classes Resume, 8 a.m.</td>
</tr>
<tr>
<td>March 16, Monday</td>
<td>Spring Recess Begins at 8 a.m.</td>
</tr>
<tr>
<td>March 22, Sunday</td>
<td>Classes Resume, 8 a.m.</td>
</tr>
<tr>
<td>April 3-4, Friday-Saturday</td>
<td>Days of Reflection, No Classes</td>
</tr>
<tr>
<td>April 30, Thursday</td>
<td>Last Day of Classes before Final Examinations</td>
</tr>
<tr>
<td>May 1-2, Friday-Saturday</td>
<td>Make-Up/Reading Days</td>
</tr>
<tr>
<td>May 4-9, Monday-Saturday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 9, Saturday</td>
<td>Semester Ends</td>
</tr>
<tr>
<td>May 14, Thursday</td>
<td>Graduate Commencement</td>
</tr>
<tr>
<td>May 15, Friday</td>
<td>Undergraduate Commencement</td>
</tr>
<tr>
<td>May 25, Monday</td>
<td>Memorial Day, State Holiday, No Classes</td>
</tr>
<tr>
<td>May 31, Sunday</td>
<td>Academic Year Ends</td>
</tr>
</tbody>
</table>
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 Colleges and Universities (ConnSCU), Southern leads the way in graduate education and produces the largest number of graduates in health/life sciences, education, and social public services.

VISION STATEMENT

A Model University

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

**Building on Our Strengths**

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

**Engagement with Our Community**

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

**CORE VALUES**

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

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

3. **Diversity:** The University values an educational and work environment in which individuals and cultures are celebrated and respected for the unique talents, insights, and perspective that they contribute.
4. **Student Success**: The University values all students, believes in their potential to achieve, and commits to challenging, supporting, and empowering them to transform their lives.

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

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

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

**ACCREDITATION**

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

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

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

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

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

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

UNIVERSITY OVERVIEW

In Fall 2013, the University served 10,804 students. Of those, 8,257 were undergraduate students and 2,547 were graduate students. Over 2,500 students live on campus. Nearly 80 percent of the students are in the 18-29 age group, with more than 44 percent falling in the 20-24 age bracket. More than 63 percent of the University’s students classify themselves as Caucasian, 13.8 percent as African-American, 10.1 percent as Hispanic, 2.3 percent as Asian, and over 2 percent are multi-racial. (Approximately 7 percent chose not to identify their ethnicity.) More than 64 percent of the students are female and 96 percent are Connecticut residents. SCSU has students from virtually every town in Connecticut, 28 other states, and 10 countries. SCSU serves a diverse student population, half of whom are the first in their families to graduate from college, and almost 29 percent are students of color. The University also provides a range of educational support services to 649 students with disabilities, one of the largest such populations at any Connecticut campus, and SCSU’s regionally-known Disabilities Resource Center attracts both in-state and out-of-state students.

The University awarded 2,551 degrees in 2012-2013, including 1,689 bachelor’s degrees, 715 master’s degrees, 142 sixth year diplomas, and five doctoral degrees. Among the largest majors at SCSU are business administration, nursing, psychology, education, social work, special education, liberal studies, communication, educational leadership, biology, exercise science, and public health.

The University employs a primarily unionized workforce of approximately 952 individuals full-time, including 67 business and financial operations employees; 42 community service, legal, arts and media staff; 35 computer, engineering and science employees; 9 healthcare practitioners; 21 librarians and library technicians; 49 management employees; 34 natural resources, construction and maintenance staff; 119 administrative support employees; 37 instructional support staff; and 9 production,
transportation, and material moving employees. The 421 full-time and 671 part-time teaching faculty are all represented by the American Association of University Professors.

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

HISTORY OF THE UNIVERSITY

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

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

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

CONNECTICUT STATE COLLEGES AND UNIVERSITIES

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

CAMPUS

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

Adanti Student Center

The Michael J. Adanti Student Center, opened in January 2006, is a 125,000 square foot, modern multi-purpose facility located on the corner of Crescent and Fitch Streets. The center provides educational, cultural, social, and recreational programs that complement education outside the classroom. The center is the home of a state-of-the-art fitness center, fireplace lounge, ballroom, Barnes and Noble College Bookstore, Dunkin’ Donuts coffee house, Wepawaug Flagg Credit Union banking services, ATM machine, and four dining establishments. The center has multiple lounges, meeting rooms, a game room, a 200-seat movie theatre, university police, computer labs, as well as office space for clubs and organizations. In addition, the Adanti Center offers a resource/information center, as well as access to email terminals and wireless services. For more information call (203) 392-5500.

Buley Library

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

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

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

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

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

### Jess Dow Field

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

### John Lyman Center for the Performing Arts

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

### Moore Fieldhouse and Pelz Gymnasium

These two major structures provide facilities for preparing health, exercise science, and recreation specialists as well as for comprehensive programs in intercollegiate and intramural athletics. Moore Fieldhouse contains an unusually large gymnasium surrounded by a 200-meter track. Areas in the gymnasium are set aside for basketball and gymnastics, and a third multipurpose area is used for a variety of activities, such as badminton, tennis, track and field events, volleyball, and indoor baseball practice. Adjoining the fieldhouse is the Bruce Hutchinson Natatorium, an eight-lane swimming pool complex. Other major facilities in the fieldhouse are a physiological development laboratory, a comprehensive athletic training room, and a fully equipped weight room. Irma Pelz Gym houses a general purpose gymnasium, a specially equipped gymnasium...
for gymnastics, and a six-lane swimming pool. Classrooms for instruction in health, exercise science, and recreation are located in both facilities.

SPECIALIZED CENTERS

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

Center for Adaptive Technology

The Center for Adaptive Technology (CAT), located in Engleman Hall B17, provides assistive technology services to students, faculty, and staff with disabilities, as well as to the community at large. The services include providing assistive technology hardware, software, and training for members of Southern’s community and presentations, training sessions, and open houses for the community at large. Assistive technology is any equipment that enables individuals with disabilities to accomplish tasks that would otherwise be difficult or impossible. Such technology includes screen magnifiers for individuals with visual disabilities. The center often serves individuals with multiple disabilities who need complex technology combinations to achieve their goals. For more information, call the CAT at (203) 392-5799.

Werth Center for Coastal and Marine Studies

The Werth Center for Coastal and Marine Studies enhances student and faculty engagement in coastal and marine environmental/ecological research and education. It provides undergraduate students with opportunities to engage in independent scholarship with faculty guidance. The center supports state-of-the-art models for science education and promotes cross-disciplinary collaboration in the sciences among students and faculty. The center enhances education at the University by fostering collaborative research and pedagogical initiatives among faculty across traditional academic departments in different disciplines. The interdisciplinary nature of coastal marine research provides students with opportunities to learn science by doing science. The University is located centrally along the heavily urbanized Connecticut coastline proximate to a variety of diverse natural habitats. This setting provides excellent opportunities for research and education focused on the pressures of human development and the need for the preservation of these natural habitats. For more information, contact Vincent Breslin at (203) 392-6602.

Center for Communication Disorders

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

**Center for Community and School Action Research**

The Center Community and School Action Research (CCSAR) is a research, evaluation, and training center housed in the School of Education, Davis Hall, 110. This collaborative enterprise involves faculty, staff, and students from various departments at SCSU and various community agencies and school districts throughout Connecticut. The center assists private and public entities to inform and improve educational practices, policies, and community interventions that impact children and the communities in which they live. Since its inception in 1998, CCSAR has received more than $1.6 million to conduct research and evaluation on programs and initiatives related to children’s literacy and language development, school climate, math and science partnerships, youth violence, and drugs/alcohol prevention and education. Its primary focus in the School of Education is to evaluate the professional educator preparation programs at SCSU: undergraduate, graduate, and sixth year programs. CCSAR is a "Center of Excellence" within ConnSCU. Director Norris M. Haynes, Ph.D. may be contacted at 203-392-6439 or by email at haynesn1@SouthernCT.edu.

**Research Center on Computing and Society**

The Research Center on Computing and Society studies the social and ethical impacts of information and computing technology. It is dedicated to the advancement and preservation of human values in the face of today’s "information revolution." On Southern’s campus, the center organized and hosted the world’s first international computer ethics conference and created a world-class Website, RCCS.SouthernCT.edu, that receives millions of hits per year from more than 120 countries. In addition, the center provides, to Southern students, a computer ethics course recognized as a national model by the NSF-funded SENCER Project. Other activities of the research center have included invitational round-table mini-conferences for Southern’s faculty; international computer ethics conferences in England, Spain, Denmark, the Netherlands, Italy, Poland, Portugal, Greece, Sweden, Japan and, China; and model curriculum materials that have been disseminated to hundreds of universities worldwide. The Research Center is located in Engleman D220, and its director, Terrell Ward Bynum, can be contacted at 203-392-6790, email: bynumt2@SouthernCT.edu.
Center for the 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 Brelsin at breslinv1@SouthernCT.edu. Visit the Outer Island website at: (www.outerisland.org).

Center of Excellence on Autism Spectrum Disorders

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

Center for Excellence in Mathematics and Science

The Center for Excellence in Mathematics and Science fosters outstanding teaching and research in the various fields of mathematics and science through the enhancement of existing campus initiatives and through effective collaborations among math and science faculty in K-16, with the goal of increasing the number and quality of students pursuing careers in math and science. The center enhances the facilities and infrastructure for conducting research and research training in science disciplines through coordinated grant-writing activities for intramural and extramural funding, creates a forum for interdisciplinary math/science collaboration in teaching and research, strengthens the
capacity of K-12 institutions in the greater New Haven community to effectively teach mathematics and science to all students, increases the impact of math and science on students through the General Education Program, and develops programs to specifically increase the number of women and members of underrepresented groups pursuing degrees in science, technology, engineering, and mathematics. For more information, contact Maria Diamantis at (203) 392-6143.

SCSU FOUNDATION

The SCSU Foundation, chartered in 1972 as a Connecticut non-stock corporation for charitable purposes, is recognized as a tax-exempt organization under 501(c)(3) of the Internal Revenue Code. The foundation operates exclusively to promote the educational, scientific, literary, and cultural objectives of the University. As the primary fundraising vehicle to solicit, receive, and administer private gifts and grants that will enhance Southern’s mission, the SCSU Foundation supports the University’s pursuit of excellence in teaching, research, and public service. The offices of Development and Alumni Relations work in partnership with the SCSU Foundation in support of its endeavors. Executive Director’s office: Engleman A215, (203) 392-6900.

ALUMNI ASSOCIATION AND ALUMNI RELATIONS OFFICE

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

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

Southern Alumni Magazine, sent triannually to alumni and friends of Southern Connecticut State University, reflects the progressive and dynamic nature of the University, its alumni, and students. Director: Michelle Rocheford Johnston, Wintergreen 170, (203) 392-6500.
COMPLIANCE STATEMENT

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

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

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

SMOKE-FREE CAMPUS

In the interest of providing a healthful, comfortable, and productive study and work environment for students, employees, and visitors, Southern Connecticut State University is a smoke-free campus. Accordingly, smoking is prohibited inside all buildings. Thus, smoking is banned in all classrooms, offices, building entrances, hallways, stairwells, reception areas, restrooms, work and eating areas, elevators, meeting rooms, lounges and all common areas. Resident students must smoke in designated areas on the residential side of campus. The thoughtfulness, consideration, and cooperation of all members of the University community is needed.

RESEARCH PROTECTION PROGRAM (RPP)

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

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

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

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

—The Educational Resources Division provides information on a wide variety of research protection and responsible research conduct information. 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.

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

The requirements for admission to Southern Connecticut State University are intended to ensure that students offered admission are adequately prepared for the academic program and will benefit significantly from their total college experience. Southern’s individualized program of admission assures that the student’s experience through and since high school is taken into consideration. Appropriate innovative programs and courses taken through non-traditional curricula are also given full consideration. Therefore, students who believe they meet the spirit of the University admissions program are encouraged to apply. Students are admitted without regard to age, sex, race, color, religious creed, sexual orientation, national origin, or disability, and it is expected that the student body will reflect a wide range of cultural values and backgrounds.

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

ADMISSION REQUIREMENTS

- English (four units): courses should emphasize writing skills, literature, and reading comprehension.
- Mathematics (three units): courses should include algebra, geometry, and algebra II. A fourth unit in trigonometry, and analytical geometry, or pre-calculus is recommended.
- Science (two units): courses should include one unit of laboratory science.
- Social Sciences (two units): courses should include one unit of United States history.
- World Language: three years in the same language is recommended.

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

- Information supplementing the application form may be sought from the school counseling office of the candidate’s high school.

APPLICATION PROCEDURES
• An online application is accessible from SouthernCT.edu/admissions/undergraduate.
• Current deadlines for applications are listed on the University Web site.
• Candidates should complete applications for admission. Full credentials must be presented, accompanied by a non-refundable $50 Application Fee, before consideration is given. An official copy of the High School Transcript, the (SAT) or American College Testing Program (ACT) and one letter of recommendation are required for freshmen.
• The University mails all formal acceptance notifications beginning December 1 of each year. Notification of a non-refundable deposit of $200 goes out December 1. Candidates must confirm their acceptances by May 1. This payment reserves a position in the entering class and is credited toward the applicant’s tuition.
• Confirmed candidates for acceptance will be billed for other outstanding tuition and fees in June; failure to submit full payment to, or make financial arrangements with, the University by mid-July will lead to cancellation of course registration.
• The student should submit the online application along with the non-refundable $50 application fee to the Undergraduate Admissions Office. The high school counseling office should submit an official high school transcript, (grades for three years plus the grades of the latest marking period for the senior year, with final grades due before July 1 for current graduates), SAT or ACT scores and one letter of recommendation. If the high school does not have the SAT scores, the student should have them sent from the Educational Testing Service (ETS).
• Applications for a room in a residence hall should be submitted to the Office of Residence Life. Notification of acceptance to the University should not be construed as a guarantee for placement in a residence hall, if such has been requested. Selections for the residence halls are usually made at a later date. Applications are available on the website.
• Applications for financial aid Free Application for Federal Student Aid (FAFSA) should be submitted to the Financial Aid Office. All information, forms, and application deadlines are available online at the SCSU website, SouthernCT.edu.
• It should be understood that final acceptance of seniors not yet graduated from secondary school is conditional upon the satisfactory completion of their scholastic program.

PLACEMENT EXAMINATION

All first-time college students and transfer students who have not previously taken a college-level English course will be placed by the English Placement Committee. Math SAT scores will be used to place all first-time college students into appropriate math courses or students may challenge their SAT placement by taking a math placement exam. Transfer students who have not transferred in a college level math course, must take a math placement exam. See the SCSU Proficiency Policy for more information. Exams are offered throughout the spring for newly entering students. Students must register for exams online at SouthernCT.edu/placement. This web page provides links to information regarding placement exam dates and locations as well as information regarding each exam and SAT Placement.
Students who have completed two years or more of a world language in high school must take the world language placement exam. Placement into a world language course will depend upon the result of the placement exam.

MATRICULATED STUDENT

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

NON-MATRICULATED STUDENT

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

ADMISSION OF SENIOR CITIZENS

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

CONNECTICUT PUBLIC TWO-YEAR COLLEGE GRADUATES

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

Early in their college career, students should confer with their academic advisers in selecting courses in the two-year associate’s degree program that will provide the proper background for upper division study.

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

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

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

ADMISSION WITH ADVANCED STANDING

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

ADMISSION OF INTERNATIONAL STUDENTS

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

- Demonstrate proficiency in the English language through satisfactory performance on:
  - Test of English as a Foreign Language (TOEFL), score of 525 required, or
  - Internet based TOEFL minimum score of 72, or
  - International English Language Testing System (IELTS), score of 6 required, or
  - Scholastic Assessment Test (SAT), ACT or both, as required by Admissions Office, or
- Completion of ELS 112 Level or higher
- All international transcripts must be translated into English.
- All international transcripts must be evaluated by an evaluation company approved by the National Association of Credential Evaluation Services. For a list of these evaluation companies, go to naces.org/members.htm.
- One letter of recommendation is required for new first-time freshmen applicants.
- There is a co-admission process between the Office of Admissions and the Office of International Education (OIE). Applicants must submit application, all official academic records, foreign transcript evaluations, examination scores, and certificates to Admissions. The International Student Profile Form and supporting financial documentation must be sent to the OIE. All materials for initial students must be received by May 1 for Fall semester entry, and by October 1 for Spring semester. All material for transfer students within the U.S. must be received by June 1 for Fall semester entry, by November 1 for Spring semester.
All prospective international students should contact either Erin Heidkamp, Director, in the Office of International Education at (203) 392-6756.

TRANSFER COMPACT AGREEMENT

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

FRESH START OPTION

The Fresh Start Program offers options for formerly matriculated students at the University. The purpose of the Fresh Start Program is to retain and offer support to students who experienced a poor start and dropped from matriculated status or withdrew from the University. (However, this option is not available to education majors.) This program allows them to be readmitted to the University and disregards their previous record in calculating their Grade Point Average (GPA).

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

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

Formerly matriculated students:

- had a GPA below 2.0; status changed to non-matriculated;
- have been non-matriculated for at least one year;
- since being made non-matriculated, have completed 9-12 credits and earned a 2.75 GPA (If credits are from another university, please have official transcript sent to SCSU Registrar’s Office, Wintergreen Building);
- have not reached junior status (60 credits), including the 9-12 credits referred to above;
- not an education major (the School of Education does not endorse Fresh Start Option).
Applications for the Fresh Start Option may be obtained from the Registrar’s Office, Wintergreen Building.

NEW ENGLAND REGIONAL STUDENT PROGRAM

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

MASSACHUSETTS
- Information and Library Science
- Recreation and Leisure Studies

NEW HAMPSHIRE
- Italian
- Information and Library Science

RHODE ISLAND
- Athletic Training
- Earth Science
- Information and Library Science
- Media Studies
- Public and Community Health
- Recreation and Leisure Studies

VERMONT
- Earth Science
- Information and Library Science
- Public and Community Health
- Special Education
Detailed information about this exceptional program can be obtained through the Admissions Office of Southern Connecticut State University, from any high school counselor, or from the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111-1305.

CSUS STUDENT EXCHANGE

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

ADMISSION TO TEACHER EDUCATION PROGRAMS

Students applying to any professional teacher education program in order to become candidates for an initial educator certificate in Connecticut must meet six academic and non-academic requirements established by the School of Education which are consistent with certification requirements of the Connecticut State Department of Education. These are:

• Complete the Liberal Education Program, as specified by individual programs, thereby exhibiting a strong, liberal arts background in the arts and humanities, mathematics, science, social and behavioral sciences, and health and physical education.
• Pass the State-mandated Praxis I skills examination in mathematics, reading, and writing. Alternatively, (a) present a combined score of 1,000 on the SAT with at least a score of 400 on both the verbal and mathematics sections respectively from any test administered prior to March 31 1995; or, present a combined score of 1,100 on the SAT with at least a score of 450 on both the verbal and the mathematics sections respectively from any test administered on or after April 1, 1995; or, (b) present a composite score of 24 or more on the American College Testing Program Assessment (ACT), with no less than 22 on the English subtest and no less than 19 on the math subtest from test administered on or after October 1989.
• Have a minimum 2.7 GPA for all undergraduate courses taken at the time of application.
• Submit an essay demonstrating a proficiency in English, articulating the reasons for wanting to become a teacher and emphasizing one’s experiences relevant to teaching and learning.
• Submit a letter of recommendation from each of two persons able to testify to the student’s suitability to become a teacher.
• Be interviewed by a Departmental Admissions Committee, which will assess the student’s personal attitudes and dispositions that will shape his or her teaching performance.
Any one of the requirements 3-6 above may be waived by the Dean of the School of Education upon the formal recommendation of the department and if justified by unusual circumstances. Please consult with the department within which you seek certification for additional information. These requirements apply to all students seeking admission to teacher certification programs in Elementary Education, Early Childhood Education, Special Education, Collaborative Elementary Education/Special Education, Physical Education, Health Education (cross- endorsement only), Elementary Education/Bilingual Education, or in Secondary Education in English, History/Social Studies, Mathematics, General Science, Biology, Chemistry, Physics, Earth Science, Foreign Language, and Art Education. Students will not be accepted into a teacher certification program until all six of the above requirements are met or waived. Failure to meet all of the admission requirements in a timely manner will preclude registration for course work in teacher education. Also, due to Connecticut State Department of Education requirements, students applying for certification programs must not register for more than two courses in professional education before they have received official notification of admission as a candidate to the certification program. Failure to comply with this policy may invalidate the courses taken outside of this policy. These requirements apply to all students seeking admission to any teacher certification program. Information on applying to any teacher certification program can be accessed at SouthernCT.edu/education.

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

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

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

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

NEW STUDENT ORIENTATION

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

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

Students will leave New Student Orientation with an academic schedule for their first-semester, after thorough advisement by faculty and professional advisers. The faculty and staff of the Academic Advisement Center and the First- Year Experience Program work closely together to ensure that students receive the advisement they need to plan their educational futures. For more information, contact the First Year Experience Office at (203) 392-6671; Academic Advisement Center at (203) 392-5367; or New Student and Sophomore Programs Office at (203) 392-5189.
FIRST-YEAR ACADEMIC PROGRAM

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

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

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

INQUIRY LEARNING COMMUNITY

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

INQ 101: Intellectual and Creative Inquiry

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

Critical Thinking

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

The Honors College is a four-year program designed for a small group of exceptionally well-prepared students. Admissions deadlines and information about the application process may be viewed online at the Honors College website at www.SouthernCT.edu/honorscollege/. The Honors College program focuses on its first-year students by offering a first-year seminar and specifically-designed interdisciplinary thematic seminars. Additional information on the Honors College can be found in the Arts and Sciences section and College can be found in the Arts and Sciences section and the Recognition of High Achievement section of this catalog.
PART-TIME AND ALTERNATIVE STUDY

PART-TIME UNDERGRADUATE STUDENTS

The University serves students who wish to study on a part-time basis, either in a program leading to a bachelor's degree, or solely for self-fulfillment. Part-time students pursuing a degree are encouraged to matriculate by gaining acceptance through the Admissions Office. Matriculated students receive earlier registration privileges than non-matriculated students and may be eligible for financial aid. Students who wish to study for self-fulfillment as a non-matriculated student may do so without applying to the University. Details on matriculation are listed in the Admission section of this catalog.

Course schedules are available at SouthernCT.edu. These schedules contain important information about schedules, registration procedures, fees, and special services. Part-time students who wish to be admitted to the University formally into a degree program are required to follow the same procedures as those applying for full-time study. For more information, see Admissions. Similarly, academic policies concerning grading, course withdrawals, prescribed course sequences, and mathematics and English placement examinations govern part-time as well as full-time students.

ADVISEMENT

The Academic Advisement Center, located in Wintergreen 154, coordinates the initial advisement and course registration for new undergraduate part-time students. By developing flexible and responsive programs within and beyond traditional daytime hours and patterns of study, the University helps students attain their academic, professional, and personal goals. Included among the part-time study offerings is the Bachelor of Science degree program for Registered Nurses.

HIGH SCHOOL STUDENTS

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

HEALTH REQUIREMENTS

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

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

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

Adequate Immunization:

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

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

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

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

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

NON-TRADITIONAL CREDIT

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

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

Academic Credit for Equivalent Life/Work Experience

Charter Oak State College has been designated as a Portfolio Assessment Center for State institutions that do not have internal portfolio assessment processes. Many SCSU departments and programs accept credits based on Portfolio Assessment awarded by Charter Oak State College and other regionally accredited colleges and universities when such credits are applicable to the student's degree program. Matriculated students may obtain further information about the Charter Oak State College Program from the Academic Advisement Center, located in Wintergreen 154.

Advanced Placement

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

College Level Examination Program

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

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

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

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

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

Credit for Non-Collegiate Training Programs

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

Military Credit

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

Waiver Examinations

Waiver examinations may be available for students who, as a result of prior experience, have proficiency in subject areas equivalent to that of a student who successfully completes a course. Students should see the department chairperson of the appropriate subject area to see if a waiver examination is available.

Some departments offer waiver examinations in the fall and spring of each year. A student who receives an "A" or "B" on the waiver examination earns three credits and waives the course. A student who receives "C" on the waiver examination waives the course without credit. Any lower grade indicates a need to take the course.

Waiver credits are not considered when tabulating a student's GPA. An "E" is recorded on the student's transcript to indicate credit received by successfully completing a waiver examination. A waiver examination may be taken only once.

REFUND POLICY—PART TIME STUDENTS

Part-time students who wish to receive course refunds must formally withdraw from the course(s). It is the student's responsibility to withdraw online through their Web account.
The amount of the refund is based on the date the student withdraws, not whether the student attended class or on how many classes the student attended. The Registration Fee is a non-refundable fee except in cases where the university cancels a course.

**Fall and Spring Semesters – Courses greater than eight weeks in length:**

- 100% of the amount paid will be refunded during the first week of university-wide classes
- 60% of the balance will be refunded during the second week of university-wide classes
- 40% of the balance will be refunded during the third and fourth weeks of university-wide classes
- No refund after the fourth week of university-wide classes

**Summer/Winter Sessions – Courses greater than eight weeks in length:**

- 100% refund during the first week of classes
- 60% refund during the second week of classes
- 40% refund during the third and fourth weeks of classes
- No refund after the fourth week of classes

**Fall, Spring, Summer, and Winter Sessions – Courses three weeks to eight weeks in length:**

- 100% refund prior to the second class meeting
- 60% refund prior to the third class meeting
- 40% refund prior to the fourth class meeting
- No refund after the beginning of the fourth class meeting

**Fall, Spring, Summer, and Winter Sessions – Courses less than three weeks in length:**

- 100% refund prior to the second class meeting
- 60% refund prior to the third class meeting
- No refund after the beginning of the third class meeting

For more information, visit SouthernCT.edu/bursar.

**COURSE CANCELLATION REFUNDS**

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

**WINTER SESSION**

The University offers intensive-study credit courses during winter session. Courses offered are at both the undergraduate and graduate levels in the Schools of Arts and Sciences, Business, Health and Human Services, and Education. Registration for the winter session begins in November.
Information on winter session course offerings, course descriptions, and registration instructions is available at SouthernCT.edu/winter.

SUMMER SESSION

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

Information on summer session course offerings, course descriptions, and registration instructions is available at SouthernCT.edu/summer.
FEES AND EXPENSES

Fees are established by the Board of Regents for the Connecticut State Colleges and Universities (ConnSCU). At publication time, the following fees were expected to be in effect for the 2014-2015 academic year. This listing is intended to help estimate the costs of attending the University. Students will be responsible for any fee increase that the Board of Regents for the Connecticut State Colleges and Universities authorizes up to the first day of classes.

ANNUAL FEES AND EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>Connecticut Resident*</th>
<th>Out-of-State Resident*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$4,600</td>
<td>$14,886</td>
</tr>
<tr>
<td>University Fee</td>
<td>1,051</td>
<td>2,500</td>
</tr>
<tr>
<td>University General Fee</td>
<td>3,336</td>
<td>3,336</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Media Fee</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>Commuting Student Total</strong></td>
<td><strong>$9,157</strong></td>
<td><strong>$20,892</strong></td>
</tr>
<tr>
<td>Housing fee (Double Room)</td>
<td>6,216</td>
<td>6,216</td>
</tr>
<tr>
<td>Residence Hall Social Fee</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Food Service</td>
<td>5,073</td>
<td>5,073</td>
</tr>
<tr>
<td><strong>Residence Hall Student Total</strong></td>
<td><strong>$20,491</strong></td>
<td><strong>$32,226</strong></td>
</tr>
</tbody>
</table>

*The rates above include the Fall and Spring terms for a full-time student.

In addition, students should budget the estimated cost of books and supplies (average of $1,400); transportation for commuting students (average of $3,759); and round-trip transportation home for recesses or holiday visits for resident students (average $1,565); recreation; clothing; and laundry costs. The cost of room and board for Connecticut residents living at home averages an additional $9,140.

For the part-time, online, summer, and winter session rates, please visit the Tuition and Fees section of the Bursar's Office website.

FINANCIAL OBLIGATIONS

Southern Connecticut State University has adopted the Electronic Mail Student Notification Policy, which outlines email as an official means of communication to students; therefore, paper bill statements are no longer sent out. Fall and spring semester bills are due dates are approximately 4-6 weeks prior to the first day of university-wide classes, or upon registration if the due date has passed. Payment for winter, spring break, and summer session is due upon registration. Please visit Important Dates on the Bursar's Office website for more information.
Past Due Accounts

An account is considered past due once the due date has passed. Students 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.).

Penalty for Late/Non-Payment

If students do not pay the amount due by the due date, a hold will be placed on the student's account restricting course registration, access to grades, and transcript requests. Past due accounts are also subject to a $50 late fee after a ten (10) day grace period, and if applicable, your housing assignment and class schedule may be cancelled.

Past Due Payment Plan

Students may request a past due payment plan with the Bursar's 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 their 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. If an account is referred to a collection agency, the student will be responsible for all collection fees, the balance will be reported to a national credit bureau(s), and the University will no longer accept direct payments—in that the student must make all payments to the collection agency before conducting any further business with the University.

PAYMENT OF TUITION AND FEES

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

• Accepted 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.

OTHER FEES AND COSTS

Accident Insurance: Included in University General Fee.
Application Fee: $50 non-refundable fee must be submitted with the completed application for admission.

Bad Check Penalty: $20 fee will be assessed for checks returned from the bank as uncollectible.

Confirmation Deposit: $200 non-refundable Admission Confirmation Deposit is due from all new and transfer full-time students.

Health Insurance (12 months coverage): $1,358 fee. Initial payment of $679 is due in the fall semester and the balance of $679 is payable for the Spring semester. The University requires mandatory health insurance for all full-time students unless the student is covered by other medical insurance. If the student has comparable health insurance coverage and wishes to waive the health insurance charge on the bill, the student may submit a health insurance waiver online at SouthernCT.edu/bursar. A late waiver filing fee of $65 will be assessed for waiver applications received after the posted deadlines.

Late Payment Fee: Non-refundable $50 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.

Orientation Fee: Non-refundable $150 fee will be assessed to new and transfer full-time students to cover the cost of the orientation programs and welcome events. Because the costs of running these programs are incurred regardless of the number of participants, the fee cannot be waived for students who opt not to attend.

Over Registration Fee: Non-refundable $457 per credit ($471 per credit for out-of-state students) is charged for each registered credit beyond 18 credits.

Payment Plan Enrollment Fee: Non-refundable $45 fee will be payable at the time of enrollment in a payment plan agreement.

Re-Registration Fee: Non-refundable $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.

Transcripts: No charge. Transcripts of courses taken at SCSU may be forwarded from the Records Office to any official source upon written request of the student.

Transcript On-Demand Fee: $15 fee is payable at the time of request, for official transcripts that are requested in-person and needed immediately.

Art Studio Fee: $60 per course

Biology Lab Fee: $35 per course

Chemistry Lab Fee: $50 per course

Earth Science Lab Fee: $35 per course

EMT Lab Fee: $75 per course

Music Lab Fee: $50 per course
Nursing Lab Fee (full-time): $300 per semester upon formal admission to the Nursing program is assessed to help offset costs associated with the delivery of nursing education, which includes, but is not limited to, laboratory and clinical instruction, insurance charges, and other instructional costs.

Nursing Lab Fee (part-time): $25 per credit

Physics Lab Fee: $50 per course

HOUSING AND BOARD

Residence Hall Students (Annual): $4,662-11,938.

These costs reflect the current housing prices for the 2014–2015 academic year.

The cost of room for students living in University dormitories is payable at the rate of $3,108 for a double room per semester. In addition, there is a $22.50 social fee per semester payable with all other required fees.

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

Mandatory Board Fee (Annual): $5,073. The University maintains a contract food service program for students living on-campus. Meals are served only during those periods when the University is officially open. Students living off-campus may also participate in the University’s contract food program. Meal plan options for students living in residence halls without kitchens are:

- Platinum plan costs $2,536.50 and includes 8 guest passes, 6 anywhere meals, and $150 in Food Loot.
- Gold plan costs $2,486.50 and includes 5 guest passes, 5 anywhere meals, and $100 in Food Loot.
- Silver plan costs $2,436.50 and includes 3 guest passes, 4 anywhere meals, and $50 in Food Loot.

For more information on meal plans visit: SouthernCT.edu/foodservices.

Mandatory Food Service Fee: $600. Students living in apartment-style (with kitchen) residence halls will receive $300 Food Loot each semester toward purchases in food service facilities.

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

TUITION WAIVER FOR WAR-ERA VETERANS
Under Connecticut state statutes, tuition at Connecticut public colleges and universities may be waived for qualified persons who are:

1. Eligible veterans; or
2. Active members of the Connecticut Army or Air National Guard; or
3. Any Connecticut resident who is a dependent child or a surviving spouse of a member of the Armed Forces killed in action on or after September 11, 2001, who was a Connecticut resident; or
4. Connecticut residents who are dependent children of a 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 January 1, 1960.

The state tuition waiver also covers the amount of tuition which exceeds the tuition benefit received under the federal 2008 Post-9/11 Veteran Educational Assistance Act.

Summer, intersession, and online extension courses are assessed an extension course fee, instead of semester-based tuition and fees. Qualified persons in category 1 above may receive a 50% waiver of the extension course fee, and qualified persons in category 4 above may receive a 100% waiver of the extension course fee.

Other college costs such as books, fees, parking, and room and board are not waived. To be qualified, you must satisfy all of the application requirements. Eligibility is not retroactive.

To determine eligibility and apply, please go to the Veteran Tuition Waiver section of the Bursar's website.

TUITION WAIVER FOR SENIOR CITIZENS

Connecticut senior citizens, age 62 and over, are eligible for tuition-free, full-time study at the University. A waiver will be authorized for full-time students enrolled in a degree-granting program. A waiver will be authorized for part-time students provided that, at the end of the regular registration period, there is space available in the course(s) in which they intend to enroll.

Fall and Spring:

- Full-time registration - 100% discount rate applied to both the Tuition and University Fee.
- Part-time registration - 100% discount rate applied to both the Tuition and General University Fee.
- eLearning (online) registration - 25% discount rate applied to both the Tuition and General University Fee.

Winter, Spring Break, and Summer:

- Part-time registration - 100% discount rate applied to Extension Fee (charged in lieu of tuition and fees).
- eLearning (online) registration - 25% discount rate applied to Extension Fee (charged in lieu of tuition and fees).
The waiver does not apply to any other applicable fees. For a list of these fees, please go to the Bursar's website.

To verify residency in Connecticut, the following forms of identification are accepted: a Connecticut Driver's License, current automobile registration, or federal/state income tax return.

For assistance registering for courses or completing a waiver application, please contact the Academic Advisement Center.

REFUND POLICY - FULL-TIME STUDENTS

Regulations established by the Board of Regents for 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 formally withdraw from the University. Full-time students are not entitled to a refund for courses individually dropped.

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

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

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

Refunds

Upon withdrawal from the University up to the first day of university-wide classes as defined by the published university calendar, 100% of the amount paid will be refunded

- 90% of the balance will be refunded during the first week of university-wide classes.
- 60% of the balance will be refunded during the second week of university-wide classes.
- 40% of the balance during the third and fourth weeks of university-wide classes.
- No refund after the fourth week of university-wide classes.

The following fees are non-refundable:

- Confirmation Deposit
- Housing Deposit
- Re-Registration Fee
• Late Fee
• Over Registration Fee
• Student Orientation Fee
• Payment Plan Enrollment Fee

Course Cancellation Refunds

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

Refund Appeal

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

• Medical: When a student withdraws because of his or her own illness or injury.
• Death in the family: When a student withdraws because of the death of a parent, child, spouse, or sibling.
• Involuntary call to active military duty: When a student withdraws because of involuntary call to active military.
• Other: When a student feels he or she had to withdraw due to extenuating circumstances beyond his or her control.

Students who feel that any of the above apply, should consult with a representative in the Registrar's Office, Wintergreen Building. Refund appeals must be made within two weeks of a student's withdrawal.

RECEIPT OF FINANCIAL AID — GRANTS AND LOANS

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

RESIDENCE STATUS

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

International students with temporary United States government status (i.e., visa holders) cannot establish permanent residence in Connecticut for tuition purposes. Therefore, international students on visas are considered out-of-state residents.

Whenever the University deems it necessary, the student may be requested to submit an affidavit to certify residence status in accordance with regulations established by the Board of Regents for Connecticut State Colleges and Universities. The failure to disclose fully and accurately all facts relating to the student’s residence status shall be grounds for disciplinary action.

A student classified as an out-of-state resident who feels that he or she qualifies as a bona fide resident of Connecticut may request a change of classification from the Registrar. Procedures on changing residence status may be found on the Registrar’s office website at SouthernCT.edu/registrar.

TUITION PAYMENT PLAN

As a convenience, Southern Connecticut State University offers the option for students and their families to budget the cost of tuition and fees by enrolling in an interest-free monthly payment plan. Automatic payments can be set up using funds debited directly from a checking account, and the student will receive real time e-mail notifications about account adjustments. First payment plus a non-refundable $45.00 enrollment fee is due at time of enrollment.

Enrolling in a Southern Payment Plan is fast, easy, and safe. Please go to the Bursar’s website for instructions to set up a Southern Payment Plan or contact the Bursar's Office (203) 392-6140.

BURSAR'S OFFICE WEB SITE

Additional information on costs, refunds, payment deadline dates, to review frequently asked financial questions or to ask an e-mail question to the Bursar's Office, visit the Bursar's website. Explanation of fees in this section also can be found at the web address.
FINANCIAL AID

A limited amount of financial aid is awarded by Southern Connecticut State University to those students who can demonstrate financial need and who apply for financial aid by the priority date. Financial aid should not be viewed as the primary resource that a student uses to pay University charges. It must be noted that an application for financial aid is not a guarantee of the payment for University bills. It is the student's responsibility to ensure that his or her bills are paid by University deadlines. All financial assistance, whether it comes from grants, loans, or part-time employment at the University, is handled by the Office of Financial Aid and Scholarships (OFAS), Wintergreen Building.

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

- The Free Application for Federal Student Aid (FAFSA) available at FAFSA.ed.gov. You must indicate Southern Connecticut State University Title IV Code: 001406 on the application. Southern Connecticut State University will receive your information from the federal processor electronically.

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

- A copy of the most recent filing of the parent and student's Federal Income Tax Return transcript from IRS
- Verification documents
- Entrance counseling
- The Federal Direct Loan Master Promissory Note.

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

The SCSU priority date for electronic receipt of an applicant's FAFSA and income information is March 15. The University gives maximum aid consideration to those students who file their valid FAFSA and demonstrate need by the priority date.

Final eligibility for financial assistance is based on a student being officially accepted by the University Admissions Office with a degree program, i.e., matriculated. Any student receiving financial aid must be enrolled at least half-time (six credits). Full-time students (12 credits) are considered for maximum eligibility in all programs. Half-time students (6-11.5 credits) are considered for student loans and Pell Grant. No financial aid is available for eligible non-citizens who do not have the proper INS student visa. All students who are awarded financial aid must remain matriculated making satisfactory academic progress toward a degree. Satisfactory academic progress is defined as the successful completion of 67% of the credits of academic work per academic year and 2.0 grade point average. For more info, see Satisfactory Academic Progress.

FEDERAL GRANTS
Federal Pell Grants

This grant, which serves as the foundation of all financial aid, is designed to help high need students meet the cost of their college education. The University Admissions Office must officially accept eligible students into a degree program, i.e., matriculated, to be eligible for a Pell Grant. Completion of the Free Application for Federal Student Aid (FAFSA) initiates the application for the Federal Pell Grant Program. The FAFSA may be completed on the Web at FAFSA.ed.gov. The maximum Pell Grant award for 2014-2015 is $5,730.

Federal Supplemental Educational Opportunity Grants

This program provides educational opportunity grants to college undergraduates who otherwise would be unable to continue their education. First year grants range from $200 to $500. To qualify, a student must be accepted as a matriculated full-time student; he/she must be in good academic standing and must also demonstrate high financial need. Further information may be obtained from the Office of Financial Aid and Scholarships.

STUDENT LOANS

Federal Direct Stafford Loan Program (Subsidized and Unsubsidized)

Federal Direct Stafford Loans (subsidized and unsubsidized) are loans available to matriculated undergraduate students. To be eligible, students must be a U.S. citizen or permanent resident and must comply with the selective service regulations. Students must also demonstrate financial need.

Under the Federal Direct Stafford Loan program, eligible dependent undergraduates at the freshmen level are allowed to borrow up to $5,500 (at least $2,000 must be unsubsidized) annually; sophomores may borrow up to $6,500 (at least $2,000 must be unsubsidized); juniors and seniors may borrow up to $7,500 (at least $2,000 must be unsubsidized). The total dependent undergraduate aggregate limit is $31,000 ($23,000 subsidized).

Under the Federal Direct Stafford Loan program, eligible independent undergraduates at the freshman level are allowed to borrow up to $9,500 (at least $6,000 must be unsubsidized) annually; sophomores may borrow up to $10,500 (at least $6,000 must be unsubsidized); juniors and seniors may borrow up to $12,500 (at least $7,000 must be unsubsidized). The total independent undergraduate aggregate limit is $57,500 ($23,000 subsidized).

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

As of July 1, 2014, the interest rate on the Federal Direct Subsidized Stafford Loan program is 4.66% fixed. The interest on the Federal Direct Subsidized Stafford loan is paid on the borrower's behalf by the federal government while the student is continuously enrolled at least half-time. The grace period begins when the student graduates or ceases to be enrolled at least half-time. The interest rate for the Federal
Direct Unsubsidized Stafford Loan is 4.66% fixed. However, the federal government does not pay the interest during the in-school grace and deferment periods for Federal Direct Unsubsidized Stafford Loans. The borrower is responsible for making interest-only payments while attending school or must request to have the loan capitalized. Loans are disbursed into two equal payments to the university. The Department of Education charges a 1.073% fee to process the loan. Interest and fees are subject to change every year.

**Federal Direct Parent Loan for Undergraduate Students (PLUS)**

Federal Direct Parent Loan for Undergraduate Students (PLUS) is a loan available to the parents of dependent students. The student must be enrolled at least half-time as a matriculated student and maintain satisfactory academic progress, as determined by the university. The student and the borrower must be U.S. citizens or permanent residents, may not be in default on an educational loan, or owe a refund for Federal PELL, SEOG, or state grants. The annual amount a family may borrow, based on credit approval, is the estimated cost of attendance minus any financial aid. As of July 1, 2014, the interest rate is 7.21 percent fixed. Repayment of the loan begins 60 days after the loan is fully disbursed to the university. As of December 1, 2014, the Department of Education will charge a 4.292% fee to process the loan. Interest and fees are subject to change every year.

**Federal Perkins Loan Program**

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

Undergraduates may borrow a maximum of $5,500 per year with the total borrowed for undergraduate study not to exceed $20,000. No interest accrues while the student is in college. Repayment on loans issued before July 1, 1987, begins six months after the student ceases to be enrolled for at least 6 credits; and on new loans issued after July 1, 1987, repayment begins nine months after the student ceases to be enrolled for at least 6 credits. Interest on a Perkins Loan is 5 percent on the unpaid balance and borrowers may have as long as 10 years to repay their loan.

Cancellation entitlement of up to 100 percent of the original principle loan is available for qualifying services. The qualifying service must be performed after the loan is received. The areas of cancellation entitlement include: teaching, early intervention services, law enforcement or corrections officer, nurse or medical technician, child or family service agency, Head Start, volunteer service, disability, and death. Specifics about qualifying services can be found on the Federal Perkins Loan Promissory Note under terms and conditions.
Cancellation is also possible for those who serve in the U.S. Armed Forces. The qualifying service must be performed after the receipt of the loan. In such cases, up to 50 percent of the principle amount of the loan shall be reduced by the rate of 12.5 percent of the total principle amount of the loan, plus interest there on, for each complete year of service in an area of hostilities that qualifies for a special pay under Section 310 of Title 37, United States Code. Borrowers are required to sign a promissory note payable to the institution and complete the required Affidavit of Educational Purpose.

STUDENT EMPLOYMENT

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

FEDERAL WORK-STUDY PROGRAM

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

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

CONNECTICUT AID TO PUBLIC SCHOOLS

A limited number of grants ranging from $2,000 to $3,000 are available under this program. Grants are awarded to matriculated, full-time students who are Connecticut residents demonstrating exceptional need.

CONNECTICUT STATE UNIVERSITY GRANT

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

PRIVATE SCHOLARSHIPS

Many students attending the University hold scholarships awarded directly by local, community or state organizations. Prospective students are advised to investigate such possibilities through either their high school guidance office, the Financial Aid website: SouthernCT.edu/financialaid, or other local sources of information. Students who receive outside scholarships must submit a copy of their scholarship notification to the Office of Financial Aid and Scholarships, Wintergreen Building.
GOVERNOR'S SCHOLARSHIP (GOV-N)

A limited number of grants ranging from $650-$3,000 are available under this program. Grants are awarded to matriculated, full-time students who are Connecticut residents demonstrating exceptional need.

ACADEMIC PROGRESS STANDARDS (SAP)

The Satisfactory Academic Progress (SAP) policy is based on federal guidelines that require each college and university to ensure that student aid applicants are progressing through their academic programs at an acceptable pace while maintaining an acceptable cumulative grade point average. The policy is separate and apart from other academic policies at the university.

Satisfactory Academic Progress Standards

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

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

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

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

Maximum Credit Hours: A student may receive financial aid for attempted credits in their program of study; however, the number of attempted credits cannot exceed 150% of the university’s published credit hours for the educational program in which the student is enrolled. This includes transfer credits. Example: Student needs 122 credits to complete the undergraduate degree. If the student is unable to complete the degree in 122 credits, he/she has up to 150% maximum time frame to complete the degree (122 credits multiplied by 150% is 183 credits). A student who transfers 90 credits to SCSU and completes 95 credits at SCSU will not be eligible for financial aid because the student exceeded the 150% maximum time frame of 183 credits (90 transfer credits plus 95 registered credits = 185 credits).

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

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Federal Perkins Loan
- Federal Direct Loan (subsidized and unsubsidized)
- Federal Direct PLUS Loan
- Federal Direct Graduate PLUS Loan
- Federal Work Study
- Connecticut Aid to Public Schools Grant
- Governor's Scholarship - Need Based Grant
- Connecticut State University Grant
- State Scholarship and Grant Programs
- Other

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

If extenuating circumstances exist which caused the student to fail one of the SAP standards, the student can submit an appeal for 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 submitted to the Office of Judicial Affairs in Engleman Hall, Room B222 for review and resolution. Please complete the Satisfactory Academic Progress Appeal Form (SAP).

The Office of Judicial Affairs will review each appeal and determine the following:

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

FINANCIAL AID REFUND POLICY

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

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

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

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

- Direct Unsubsidized Stafford Loan
- Direct Subsidized Stafford Loan
- Federal Perkins Loan
- Direct Graduate PLUS
- Direct PLUS Loan
- Pell Grant
- Academic Competitiveness Grant
- National SMART Grant
- Federal SEOG
- TEACH Grant
- Iraq and Afghanistan Service Grant

After the excess funds have been returned for the above Title IV funds, the non-Title IV fund grants will be calculated, if applicable. These include:

- Connecticut Aid to Public Schools Grant (CAPS)/Governor's Scholarship, Need-Based
- Connecticut State University Grant (CSUG)
- Individual State Grants, such as Vermont Student Assistance, etc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCSU FOUNDATION SCHOLARSHIPS

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

There is one online application for all scholarships. It becomes available each October at SouthernCT.edu/alumni and must be completed by the stated deadline. By completing this application, students are considered for all scholarships for which they are eligible.

Eligibility requirements include:

- 2.0 or higher overall G.P.A.
- A minimum of 12 SCSU credits for undergraduate students.
- A minimum of 9 SCSU credits for graduate students.

The following scholarships are available:

- Dr. Adelaide P. Amore Memorial Endowed Scholarship
- Mary Beth Antin Memorial Scholarship
- Anthony S. and Virginia Avallone Endowed Scholarship
- Blanche Bornemann Baldwin Scholarship
- Gerald and Regina Barbaresi Educational Scholarship
- Gerald and Regina Barbaresi Nursing Scholarship
- Mackey Barron Endowed Scholarship
- Violet M. Bornemann Scholarship
- Samuel M. Brownell Scholarship
- Thomas Buch Memorial Endowed Scholarship
Arlene B. Buley Endowed Scholarship
Dr. Hilton C. Buley Scholarship
Marguerite Burnham Scholarship
Susan and Barry Buxbaum Endowed Scholarship
Frederick Caccese Memorial Endowed Scholarship
Ida M. Caccese Scholarship
David James Cairney Scholarship
Carbone Family Memorial Endowed Scholarship
Walter Cheetham Scholarship
Clifford T. & Patricia H. Chieffo, 1974 Distinguished Alumni Endowed Scholarship
Emma and Henry Christmann Scholarship
Class of 1938 Endowed Scholarship
Class of 1940/Hickerson Memorial Scholarship
Class of 1942 Endowed Scholarship
Class of 1951 Frank Gentile Memorial Endowed Scholarship
Class of 1953 Scholarship
Class of 1954 Scholarship
Class of 1955 Scholarship
Class of 1966 Scholarship
Class of 1971 Scholarship
Class of 1989 Endowed Scholarship
Rocco Colatrella Memorial Endowed Scholarship
Betsy Collier (Ethel Stannard) Scholarship
Dr. George J. Collins, Ed.D/J.D. Academic-Athletic Scholarship
Rose Impelliteri Comcowich Endowed Scholarship
Cone Family Endowed Scholarship
Anthony J. & Nicholas P. Criscuolo Memorial Scholarship
Eula J. Davies Scholarship
Rose DeFrancesco Memorial Scholarship
Frederick DeVita and Teresa Sirico Endowed Scholarship
Dillon Family Endowed Scholarship
Louise DiRuccio Scholarship
Distinguished Alumnus Scholarship
Distinguished Lecture Endowed Excellence Award
Drexler Family Foundation Scholarship
Mary Driscoll Class of 1938 Endowed Scholarship
Finis E. Engleman Endowed Scholarship
Bruce W. Erickson Class of 1938 Scholarship
Peter and Alice Ferraro Endowed Scholarship
Ethel Kovach Forcinelli Memorial Scholarship
Andrew Catalogna Galardi Endowed Scholarship
James S. Galardi Memorial Endowed Scholarship
Bessie Lee Gambrill Endowed Scholarship
General Scholarship Endowment
Adelaide George Endowed Scholarship
Julia Szabo George Memorial Endowed Scholarship
Frederick Giovannini Scholarship
Danny Gonsalves/Public Health Alumni Chapter Scholarship
Mildred Schepart Gosden Family Endowed Scholarship
Dr. Dorothy R. & Dr. Morris A. Granoff Scholarship
Helen Grillo Endowed Scholarship
Ella T. Grasso Memorial Endowed Scholarship
Anne Bianchi Gundersen Scholarship
H. Pearce Family Endowed Scholarship
Dr. Manson Van B. Jennings Endowed Scholarship
Eleanor Jensen Endowed Scholarship
Elizabeth and Wallace Johnson Endowed Scholarship
Kathryn Morgan Kelly Endowed Scholarship
Professor Jenette Kelly Endowed Scholarship
Robert E. Kendall Memorial Endowed Scholarship
Dr. Lois J. King Scholarship
Jean Z., Otto A. and Andrea A. Kruger Endowed Scholarship
M.J. Landino Scholarship
Pauline R. Lang Memorial Scholarship
Lois Shine Lehr Endowed Scholarship
Harry Levitin Memorial Endowed Scholarship
Jack and Anne Litten Memorial Endowed Scholarship
Peter L. LoPresti Memorial Scholarship
Edward and Jean Mack Art and Music Endowed Scholarship
Mary Malafronte Endowed Scholarship
Denise Marone Endowed Scholarship
Dorothy J. Martino Endowed Scholarship
Frank & Donna Mason Endowed Scholarship
Dominick & Maria Barbiero Mastrianni Memorial Endowed Scholarship
Barbara G. Mastroianni Memorial Endowed Scholarship
Raymond W. Mattes Endowed Scholarship
Mary McNulty Memorial Endowed Scholarship
Donald G. and Mary Ann K. Mitchell Endowed Scholarship
MSW Classes '88 & '89 Scholarship
C.H. Nickerson & Company, Inc. Endowed Scholarship
Jean V. Norrish Endowed Scholarship
Mary O'Brien Galardi Endowed Scholarship
Mary Miller O'Brien Memorial Endowment
Francis A. O'Connell Memorial Endowed Scholarship
Joyce Olszewski Memorial Endowed Scholarship
Damian O'Neil Memorial Endowed Scholarship
Orlando Family Scholarship
Barbara Lynch Ortoleva Scholarship
Dr. Gioacchino S. Parrella Memorial Scholarship
Petrone Family Scholarship
Dr. Anthony V. Pinciaro Memorial Scholarship
Andrew C. Porto Endowed Scholarship
Angelina Porto Memorial Endowed Scholarship
Col. James T. Quirk Endowed Scholarship
Esther and Alexander Raffone Endowed Scholarship  
Helen Rakieten Endowed Scholarship  
Pamela and Christian Rendeiro Endowed Scholarship  
Lenore Palumbo Robbins Art Endowed Scholarship  
Beatrice H. Rockwell Endowed Scholarship Fund  
Pearl Rosenstein Endowed Scholarship  
Joyce M. Saltman Scholarship  
Frank H. Samuelson Endowed Scholarship  
Scholar/Athlete Scholarship  
SCSUAA 75th Anniversary Endowed Scholarship  
SCSU Women's Association Endowed Scholarship  
Senior Citizen Endowed Scholarship  
Sidney Skolnick Endowed Scholarship  
Eleanor and John Sobanik Memorial Endowed Scholarship  
Joyce Stochmal Memorial Endowed Scholarship  
John and Margaret McKeon Sullivan Endowed Scholarship  
Dr. Kun Suryatmodjo Endowed Scholarship  
Lottie Topp Memorial Endowed Scholarship  
Rose M. Verdi Memorial Scholarship  
Anthony Verlezza Endowed Scholarship  
Joseph and Mary Villano Memorial Scholarship  
Walsh Family Endowed Scholarship  
CSU-AAUP Doris Werner Memorial Scholarship  
Elma Jean and John Wiacek, Jr. Endowed Scholarship  
Nathan Winnick Memorial Scholarship  
Albert and Jeanette Wolfe Endowed Scholarship  
Alice Lincoln Wright Memorial Scholarship  
Yulo Family Scholarship

VETERANS EDUCATIONAL BENEFITS

The Connecticut Department of Higher Education has approved SCSU's programs for the training of veterans effective August 27, 2007. Educational assistance is provided by the Veterans Administration under Chapter 31 (vocational rehabilitation act for disabled veterans), Chapter 35 (dependents educational assistance act — children of deceased veterans and of totally disabled veterans), Chapter 32 (post-Vietnam G.I. Education Bill), Chapter 1606 and 1607 (Reserve & National Guard Educational Assistance), Chapter 30 (G.I. Bill, effective July 1, 1985), and Chapter 33 (new Post 9/11 G.I. Bill).

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

Post 9/11 (Chapter 33) GI Bill

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

Yellow Ribbon Program

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

For more information about tuition waivers for veterans, see the Fees and Expenses section of this catalog.
STUDENT SERVICES

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

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

ACADEMIC/EDUCATIONAL DEVELOPMENT

Academic Advisement

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

Academic Support Services

Campus Tutorial Center

Located in Engleman Hall A 104, the Tutorial Center offers individual and small-group assistance to students in many LEP courses. The goal is to help students establish a solid foundation for academic success. For appointments, call (203) 392-8967 or stop in EN A014. Information is available at: SouthernCT.edu/tutorialcenter. For additional information, contact the Campus Tutorial Center at (203) 392-6824 or FerrucciT1@SouthernCT.edu.

Campus Writing Center

The Writing center offers general consultation and assists students in finding ways to address writing concerns with the goal of promoting confident, self-reliant student writers. This free service is located in Engleman Hall A 012 and A 014. For appointments, call (203) 392-8967 or stop in EN A 014. Information is available at: SouthernCT.edu/writingcenter. For additional information, contact the Campus Writing Center at (203) 392-6824 or FerrucciT1@SouthernCT.edu.
New Student and Sophomore Programs

The Office of New Student and Sophomore Programs, located in Engleman Hall A 220, supports the out-of-class experience and academic success of first-year students (freshmen), second-year students (freshmen), and transfer students. The office is designed to help students connect with each other, faculty and staff, and the broader university as they transition into the university. The staff is committed to providing a strong set of programs and initiatives beginning with orientation and continuing until students feel integrated and established as "owls." For more information, visit Engleman Hall, A 220 or call (203) 392-5189.

Study Skills Enrichment

This program is open to all students regardless of enrollment status. Staff members provide a series of workshops designed to assist students who desire to improve their study skills and balance their daily responsibilities. Workshops focus on optimizing study effectiveness, organizing and setting priorities, managing time, college-level note-taking skills and test-taking techniques. Materials are available in Engleman C016 in the form of reading resources, self-assessment tools, videotaped workshops, and at the Web site SouthernCT.edu/studyskillserichment. Workshops are interactive. For more information, contact Thomas Colby, (203) 392-6818, email ColbyT1@SouthernCT.edu or Tom Ferrucci, (203) 392-6824, email FerrucciT1@SouthernCT.edu.

Access Programs

Education Opportunity Program (EOP)

EOP is designed to recruit, counsel, and advise academically promising undergraduates who have the desire, motivation, and willingness to assume responsibility for achieving their academic potential. EOP provides a friendly atmosphere where students can talk with their counselors, find useful information about University policies, deadlines, and events, and meet other students. For additional information, contact Dawn Stanton-Holmes in Engleman B 018 at (203) 392-6812 or email StantonD2@SouthernCT.edu.

Summer Educational Opportunity Program (SEOP)

This five-week program is designed to help students refine their skills before being accepted into the University. All students live on campus, attend classes, and explore campus life together. SEOP students enjoy the camaraderie of a cohesive group of students and at the same time, receive a number of academic advantages, including individualized academic counseling, small classes, and personal attention from faculty and staff. For additional information, contact Dawn Stanton-Holmes in Engleman B 018 at (203) 392-6812 or email StantonD2@SouthernCT.edu.

Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP)

GEAR UP, located in Engleman Hall B006, is a funded initiative to ensure that low-income students are prepared to enter and succeed in post-secondary education. For
additional information, contact Marvis Brown in Engleman B 006 at 203-392-5575 or email BrownarnolM1@SouthernCT.edu.

Buley Library

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

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

The Learning Center on the third floor supports viewing/listening equipment and a Production Lab for having posters and educational materials made, and for media duplication. A valid Southern student identification card (Hoot Loot card) serves as a library card. Students who are enrolled in courses or conducting research for a thesis at the University are eligible to borrow library materials. Students are responsible for all materials checked out on their cards. All library fees for lost or overdue books must be paid as they occur or a block will be placed on registration and transcripts.

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

Career Services and Cooperative Education

The Office of Career Services, located in the Wintergreen Building, offers comprehensive career resources for all students and alumni. Innovative programs are
offered which enable students to explore, define, prepare for, and realize their career objectives.

Job opportunities are available to students for full-time and part-time positions during their college tenure. All on-campus student employment is coordinated through the Center for Career Services. National and regional employers representing all fields actively recruit students through JOBS (Job Opportunities Benefitting Southern students), an online job board available 24/7 to students and alumni looking for full and part-time positions, co-ops, internships, and on-campus student employment.

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

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

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

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

For additional information visit: SouthernCT.edu/careerservices.

**Computer Labs and Services**

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

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

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

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

• Buley Library 100 (Library Lobby)
• Engleman Hall A 012 (Writing Center)
• Engleman Hall A109/B303/B305/B306/B307 (English Dept. Computing facilities/classrooms)
• Engleman Hall B131 (Language Lab)
• Engleman Hall C017 (Anthropology/Sociology)
• Engleman Hall C212 (Political Science)
• Engleman Hall D029/031 (Psychology Lab/classroom)
• Engleman Hall D124 (Math Lab)
• Jennings Hall 132 (Nursing)
• Jennings Hall 139 (Computer Science)
• Morrill Hall 122 (Geography)
• Morrill Hall 205 (Journalism)
• Nursing Building 100 (Nursing)
• Schwartz Hall 104 (Career Services)

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

**Center for Adaptive Technology**

The Center for Adaptive Technology (CAT) helps students with disabilities gain access to the same technology other students use to achieve their educational goals. CAT assesses students' technology needs and trains them to use adaptive hardware and software. Students may then use this technology at the CAT or in other locations on campus. CAT also arranges for accommodations when access is needed for courses requiring the use of technology in the classroom. CAT, located in Engleman B 017, is open Monday through Friday, and students may drop in any time to make an appointment for an assessment or training. The telephone number is (203) 392-5799.
Disability Resource Center

The University is committed to the full inclusion and equal educational opportunity for all persons with disabilities. The Disability Resource Center (DRC), located in Engleman C 105, provides services and support that promote educational equity for students with disabilities. Assistance includes arranging accommodations and auxiliary aids necessary for students with disabilities to pursue their academic careers, both in and outside of the classroom.

The DRC serves all students with documented disabilities that substantially impact them in educational settings. Students with documented disabilities, visible or hidden, are welcome to apply for services. Categories of disabilities include, but are not limited to, the following: mobility/orthopedic disabilities, learning disabilities, attention deficit disorders, visual, deaf and hard of hearing, acquired head injuries, psychological disabilities, ASD disorders, and chronic health-related disabilities.

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

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

First-Stop Student Service Center

The First-Stop Student Service Center is a one-stop shop for walk-in services and queries for students. Located in the Wintergreen Building, the First-Stop Student Service Center provides assistance and answers to questions regarding admissions, financial aid, registration, payment and advisement issues, among other service areas. The First-Stop Student Service Center has an experienced staff who is trained to assist students with a seamless transition into college, and to provide the services and information students need to successfully navigate the college environment.

Speech-Language-Hearing Services

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

NEW STUDENT ORIENTATION

Student orientation programs are designed to provide new students with information they will need to have a successful transition into Southern. These sessions and
experiences will provide students with information critical to their academic success, allow new students to network with professional faculty and staff, socialize with their peers, and to finalize registration for their courses. In addition, students experience the history and culture of the university and have an opportunity to learn from our Orientation Ambassadors, who are extensively trained student leaders. New Student Orientation is designed for first-time students and students transferring to Southern with 15 credits or less. For more information, please visit: SouthernCT.edu/orientation.

Transfer Student Orientation

Transfer Student Orientation is a one-day program intended for students transferring 15 or more college credits. Although transfer students may be familiar with the college environment, we recognize that experiences may vary from one institution to another. Transfer Student Orientation focuses on the issues and resources that are most relevant to transfer student success. For more information, please visit SouthernCT.edu/orientation.

For students beginning in the Fall semester:

• First-time college students and transfer students who have earned less than 15 credits who will be attending Southern Connecticut State University in the fall semester are required to attend a two-day new student orientation session scheduled during the summer.
• Transfer students transferring to the university with more than 15 credits are required to attend a one-day program offered in late spring and throughout the summer.

For students beginning in the Spring semester:

A mandatory one-day orientation is scheduled in January for first-time students who are beginning in the spring semester and transfer students who have earned less than 15 credits.
Transfer students transferring to the university in the spring with more than 15 credits will have the opportunity to attend a one-day transfer student orientation offered during the months of December and January. Additionally, transfer students experiences are held the first week of each spring semester.

Welcome Week and Welcome Weekend

Each fall and spring semester, Southern Connecticut State University hosts a Welcome Week, which is a collaborative campus program that provides opportunities for all students, with a special concentration on first-year and transfer students, to connect with people, places, services, and traditions at SCSU. The week is filled with celebrations, programs, and activities that are designed to welcome students to campus while helping them acclimate to university life.

In the fall semester, Welcome Week begins with Welcomke Weekend immediately preceding the start of the semester. All first-year students (freshmen) are required to attend Welcome Weekend programs which are designed to support first-year students as
they begin their collegiate journey by helping them acclimate to the campus culture and transition to university life.

COMMUNITY ENGAGEMENT AND STUDENT LIFE

Adanti Student Center

The Michael J. Adanti Student Center, opened in January 2006, is a 125,000 square foot, modern multi-purpose facility located on the corner of Crescent and Fitch Streets. The center provides educational, cultural, social, and recreational programs that complement education outside the classroom. The center is the home of a state-of-the-art fitness center, fireplace lounge, grand ballroom, bookstore, Dunkin' Donuts coffee house, Wepawaug Flagg Credit Union banking services, ATM machine, and four dining establishments. The center has multiple lounges, meeting rooms, a game room, a 200-seat movie theatre, university police, computer labs, as well as office space for clubs and organizations. In addition, the Adanti Center offers a resource/information center, as well as access to email terminals, wireless services, and a hydration station. For more information call (203) 392-5500.

Housing and Residence Life

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

Apartment and residence hall staff members include a live-in professional staff member who 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 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 at Brownell Hall, Wilkinson Hall, North Campus, West Campus, and Schwartz Hall. Computer labs are located in North Campus, West Campus, and Chase Hall. Student rooms include beds, dressers, closets, desks and chairs. All rooms include window curtains or blinds.

Housing for graduate and upper-class students including transfers is offered in North Campus, Schwartz, and Brownell Apartments and Suites. First-year students, transfers, and upper-class students may request traditional double or triple rooms with community bathrooms or a limited number of suites with bathrooms in West 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 on-line. Housing assignments are made on an academic year basis.

**Intercollegiate Athletics**

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

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

**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.

**Judicial Affairs**

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

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

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

Academic and Professional Development

- Accounting Society
- American Marketing Association
- Anthropology Club
- Biology Club
- Bio-Technology Club
- Bookmarks English Club
- Botany Club
- Chemistry Club
- Computer Science Club
- Earth Science Club
- Exercise Physiology Club
- Financial Management Association
- Forensic Society
- French Club
- Geography Club
- History Club
- Management Association
- Mathematics Club
- Media Studies Club
- National Student Nurses Association
- Philosophy Club
- Physics Club
- Physical Education Club
- Pre-Health Professional Society
- Pre-Law Society
- Psychology Club
- Public Health Society
- Recreation and Leisure Club
- Social Welfare Organization
- Society of Professional Journalists
- Sociology Club
- Southern Future Teacher’s Organization
- Spanish Club
- Sports Medicine Club
Club Sports

- Cheerleading
- Color Guard
- Dance Team
- Ice Hockey Club
- Karate Club
- Men's Lacrosse Team
- Men's Rugby Club
- Steppin' Up Drill Team
- Symphonic Pulse Dance Company (SPDC)
- Ultimate Frisbee Club
- Volleyball Club
- Women's Rugby

Councils and Governing Organizations

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

Service Organizations

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

Honorary Organizations

- Alpha Kappa Delta –National Honor Society for Sociology
- Delta Mu Delta –National Honor Society for Business Administration majors
- Gamma Theta Upsilon –International Honor Society for Geography majors
- Golden Key National Honor Society –National Honor Society for juniors and seniors in the top 15% of their class
- Iota Iota Iota –National Honor Society for Women Studies majors
- Kappa Delta Pi –National Honor Society for Education majors
- Lambda Pi Eta –National Honor Society for Communication majors
- National Society of Leadership and Success
- Omicron Delta Epsilon –Economics Honor Society
- Phi Alpha Theta –National Honor Society for History majors
- Pi Sigma Alpha –National Honor Society for Political Science majors
- Psi Chi –National Honor Society for Psychology majors
- Sigma Tau Delta –National Honor Society for English majors
Performing and Creative Arts

- Crescent Players
- Digital Film production Club
- Fearless Lovers of Words (FLOW)
- Fortissibros
- SCSU Drumline
- Southern Harmony
- Student Arts League

Media Groups

- Folio
- SCSU TV
- Southern News (SNEWS)
- WSIN Radio

International and Multicultural Groups

- African Students Association
- Anime Society (SCSU)
- Black Student Union
- Chinese Student Association
- Italianissini
- West Indian Society

Political Action and Advocacy

- College Democrats
- College Republicans
- Council for Exceptional Children
- LGBTQIA Prism
- Men About Business
- NAACP
- Operation Smile
- Outreach Unlimited
- Peer Mentors United
- Veterans Association

Special Interest Organizations

- Active Minds
- Autism Awareness and Advocacy Club
- Cultural Competence Club
- Meditation Club
- Sci-Fi Club
Religious Organizations

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

Social Fraternities and Sororities

- Alpha Phi Delta Fraternity
- Alpha Sigma Alpha Sorority
- Beta Mu Sigma Fraternity
- Delta Phi Epsilon Sorority
- Lambda Alpha Upsilon Fraternity
- Omega Zeta Pi Sorority
- Phi Beta Sigma Fraternity, Inc.
- Sigma Gamma Rho Sorority, Inc.
- Sigma Iota Alpha Sorority
- Tau Kappa Epsilon Fraternity
- Zeta Phi Beta Sorority, Inc.

ENRICHMENT PROGRAMS FOR SPECIAL GROUPS

Commuter Student Services

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

Office of International Education

The Office of International Education (OIE) is a hub for students and faculty members—domestic and international alike—who seek to integrate international study, research, or teaching into their academic program. As well, the OIE works with degree-seeking international students, exchange students, and visiting scholars on matters related to visas, employment, immigration, and more; the office works with domestic students interested in studying abroad either on an SCSU faculty-led summer program, on one of SCSU's four reciprocal exchange programs (semester or full year), or through an approved study abroad organization (semester or full year); and finally, the OIE offers Fulbright Program assistance for both students and faculty. Perhaps most importantly, the OIE is a place where international students and faculty can come to discuss matters related to their studies and American academic culture, as well as everyday life, social interaction, and communication in the United States. The OIE is located in Engleman Hall B B 129 (Study Abroad, J-1, H-1B, Fulbright) and EN B 116 (F-1). For more information, please call (203) 392-6756.
Multicultural Center

The Multicultural Center 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 Adanti Student Center 234. For more information, please call (203) 392-5888.

Sexuality and Gender Equality Center (SAGE)

The Sexuality and Gender Equality (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. The SAGE Center offers a safe communal space, personal support, resource information, relevant programming, and positive acknowledgement of the LGBTIQQA community. The SAGE Center works to create a campus atmosphere of tolerance and understanding that is open, 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. For more information, call the SAGE Center at (203) 392-8989.

Veterans and Military Services

The Office of Veterans and Military Services offers academic and personal advisement to veterans attending the University, including advisement of current benefits, information on changes in legislative regulations and procedures, and liaison referrals with other offices on campus. Personnel in the Office of Veterans and Military Services support the Bursar's Office to provide certification of enrollment for the G.I. Bill and Veteran Tuition Waiver.

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

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

For more information, contact the Veteran's Office, (203) 392-6822, in Engleman B 018B.
Counseling Services

University Counseling Services, located in Engleman B 219, provides free, confidential short-term counseling for enrolled undergraduate and graduate students. Its primary goal is to provide psychological and emotional 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 professional counselors, a social worker, a psychiatric nurse practitioner, a psychologist, 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.

Meetings with counselors are by appointment; however, an on-call counselor is available 8:30 am - 4 pm to address emergency situations or to provide guidance to faculty, staff, or students about assisting a distressed student. The office also offers a variety of support groups, referrals to counselors and mental health services off-campus, mental health screenings, skill-building workshops, and educational programming on wellness, stress-management, and mindfulness. More information and announcements about current groups and programs can be found at www.southernct.edu/counseling or by calling the center at (203) 392-5475.

Drug and Alcohol Resource Center

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

Student Health and Wellness Center

The student Health and Wellness Center is located in Granoff Hall on Wintergreen Avenue and is staffed by a physician, nurse practitioners, registered nurses, graduate intern, and support personnel. Student Health Services provide clinical health care to students by appointment; urgent care is available on a walk-in basis. Referrals in emergency situations can be done expeditiously to hospitals or specialists in the area. Wellness Services is a non-judgmental, confidential area for the University community to come for information, conversation, and referrals about topics related to health. Wellness Services collaborates with other offices on campus and in the community to provide educational workshops and programs on campus. Students desiring guidance in any health problem should feel free to consult the Student Health and Wellness Center staff. The Wellness Services' telephone number is (203) 392-6526. The Health Services' telephone number is (203) 392-6300. 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. Additional information is available by visiting the center's website at SouthernCT.edu/healthservices/.

All full-time and part-time undergraduate 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 at:

SouthernCT.edu/student-life/health/healthservices/healthforms/

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

**Student Health Insurance**

Each year while attending the University a health insurance plan is required. All full-time students will automatically be billed for the student health insurance plan unless they file an electronic waiver indicating equivalent coverage by the announced deadline at: www.aetnastudenthealth.com/.

Additional information regarding the waiver process can be found at: SouthernCT.edu/bursar.

**Women's Center**

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

**STUDENT SERVICES/TRANSPORTATION/AMENITIES**

**Campus Safety**

The University Police Department, open 24 hours a day, is located in Granoff Hall. Police officers are responsible for the safety and protection of the campus and its personnel as well as for enforcing parking regulations and conducting investigations.

To reach the University Police Department telephone:
--Emergency, on Campus dial 911.
--Routine, on Campus: dial 25375.
--Routine, off Campus: dial (203) 392-5375.

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

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

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

The University Police Department offers many programs on crime prevention and personal safety courses throughout the year. The department also provides lost and found services for the entire campus.

### Day Care Services

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

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

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

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

### Dining Services

An array of dining choices is available to both residential and commuter students. The Pulse on Dining Program is offered in Connecticut Hall with three different meal plan options — Silver, Gold, or Platinum. Connecticut Hall is open from 7:00 a.m. to 8:00 p.m., Monday through Friday; 10:30 a.m. until midnight, on Sundays. The Adanti Student Center offers dining for residential students on Saturday from 7:00 a.m. to 10:00
p.m. Late night dining options are available in the Student Center on weeknights from 8:00 a.m. until midnight. Commuter Block Meal Plans are also offered, as well as the option to purchase food using the Food Loot portion of the Hoot Loot card. Meal plans can be used in any of the food service venues on campus.

Food services are provided in Connecticut Hall, the main dining, all-you-can-eat cafeteria; in the vibrant Food Court in the Adanti Student Center which features light fare and salads as well as 2mato, Blue Agave, Mondo Subs, Coyote Jack's, and Dunkin Donuts; and in the Bagel Wagon, a grab-and-go light food/coffee venue in Engleman Hall and Davis Hall.

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

**Emergency Medical Assistance**

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

**Walking Escort Service**

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

**Lactation Room**

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

**Sexual Assault Response Team (SART)**

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

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

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

Transportation

Shuttle Bus Service

The Southern Connecticut Shuttle Service is a cooperative safety-oriented transportation service, offered to the SCSU community through the University Police Department. The SCSU Shuttle Service operates on a fixed route schedule, providing safe, convenient, and reliable transportation throughout the campus and surrounding community. Currently, there are five shuttle routes that service ten bus stops located throughout the campus. All SCSU shuttle drivers are professionally licensed employees of First Transit and have passed extensive background checks along with additional driver training. For questions or concerns about the shuttle service, please contact First Transit at (203) 281-5470.

On-campus shuttle service is available Monday through Thursday from 7:30 a.m.-11:00 p.m. and on Friday from 7:30 a.m.-5:00 p.m. After 11:00 p.m. on Monday through Thursday, a student may utilize the Late Night Owl Service, which provides walking escorts for students and staff. For assistance, please call (203) 392-6367.

For a complete detailed schedule of all shuttle services and stops, please go to: SouthernCT.edu/shuttles.

Area Public Transportation

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

The University Bookstore, located in the Adanti Student Center, carries a full line of books, academic supplies including art supplies, and clothing. Here students may purchase required texts, teaching and study aids, and paperbacks for leisure reading, as well as magazines, toiletries, and greeting cards.

Vending Services

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

Campus Parking and Traffic Regulations

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

Copies of the University's Parking and Traffic Regulations can be found in the Student Handbook and can also be accessed on the University Police website at SouthernCT.edu/universitypolice.

GENERAL REGULATIONS

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

Detailed University regulations are printed in a number of University publications that supplement this catalog, e.g., the Student Handbook, the University Website, registration booklets, and bulletins distributed by administrative offices.

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

The Student Bill of Rights and the Student Code of Conduct help students understand their rights and responsibilities as members of the University community. They are found in the Student Handbook, in the hard copy edition and on Southern's web page. The Student Code of Conduct does not replace or relieve the requirements of civil or criminal laws.
All students are expected to maintain acceptable standards of conduct while on the University campus, on property controlled by the University or University affiliates, and in connection with off-campus university activities.

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

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

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

ACADEMIC HONESTY POLICY

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

STUDENT COURSE LOAD

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

Normally, a full-time student carries 15 credits each semester, but this total may vary from 12 to 18 credits. Students wishing to take more than 18 credits must request permission from their academic adviser and school dean before they register for classes.

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

GRADING SYSTEM

The following grades are used on the academic records:

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

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

In addition, certain codes are used to indicate a course status:
Pass-Fail Option

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

Incomplete Courses

A temporary grade of "Incomplete" (I) is recorded when a student has a valid reason as determined by the instructor for not meeting a partial requirement in a course prior to the termination of the semester. The student requests Incomplete status from his or her instructor. If granted, the Incomplete must be removed not more than 30 days after the next semester begins. If the student fails in his responsibility to complete the work, the grade automatically becomes a failure, "F".

If the instructor is giving the student longer than the 30 day period to complete coursework, then the instructor must file an Incomplete Extension Form with the Registrar's Office.

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

Grade Points

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Credit awarded via waiver exam
Student never attended
No grade reported by instructor
Officially withdrawn
Withdrawn Failing
Withdrawn Passing
This numerical weight for each grade is then multiplied by the number of credits (semester hours) assigned to each course. Thus, a grade of C in a three-credit course merits six quality points (2 x 3).

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

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

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

REPLACEMENT GRADE OPTION

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

Conditions, Restrictions, and Procedure

• A student must complete the "Replacement Course" form on the Registrar's Office website to indicate that s/he intends the course to be a "Replacement." This form must be completed prior to the last day of the add/drop period; otherwise, both the new grade and the old grade will be calculated into the GPA.
• Once a course is designated a "Replacement" course, the new grade received will replace the old grade, regardless of whether it is higher or lower than the old grade.
• The "Replacement" course grade cannot be undone, other than by withdrawing from the course before it is over. If the student withdraws, he/she cannot register for the same replacement course a second time.
• The "Replacement" option can only be pursued once per course, and only for a total of 15 credits.
• If a course taken as a writing intensive "W" course is retaken without a W designation, the new grade will still replace the old grade for GPA purposes, and the original "W" can still be used to fulfill "W" requirements, as long as the student received a passing grade for the course.
• Some SCSU programs may be required to calculate both grades for GPA purposes. Students are encouraged to meet with their academic advisers before pursuing a replacement grade.
• Once awarded a degree, a student may not go back and replace individual courses within that degree.
PROFICIENCY POLICY

Any entering student who places into the non-credit bearing course MAT 095 — Elementary Algebra must complete it within the first 24 load credits of university work. If a student fails to complete the course within 24 attempted credits of coursework, he or she will not be allowed to register for courses at any Connecticut State University System institution. This policy reflects a resolution passed by the Board of Trustees for the Connecticut State University System on July 16, 2003.

MIDTERM GRADES

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

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

ACADEMIC STANDING POLICY

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

**Academic Warning**

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

**Academic Probation**

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

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

**Academic Dismissal**

Students on Academic Probation shall be Academically Dismissed if (1) their semester GPA is below a 2.3 and cumulative GPA is below a 2.0, or (2) their cumulative GPA remains below 2.0 after the third semester of probation. Students who are academically dismissed from Southern Connecticut State University shall not be allowed to register for the subsequent semester. If students choose to appeal for reinstatement, they may do so during or subsequent to the semester in which they are off. All appeals shall be made to the academic Standing Committee. Students shall be permitted to appeal for reinstatement only once.

**CLASS ATTENDANCE**

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

When absent, students remain responsible for finding out what class activities occurred during the absence, and making up missed work if the instructor permits it. When a student 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 withdrawal coordinator in the Registrar's Office to consider various options.

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

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

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

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

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

A student who leaves the University while on academic warning or probation must take classes as a non-matriculated student in order to raise his/her GPA to a 2.0 prior to applying for readmission.

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

FRESH START OPTION

The Fresh Start Option offers options for formerly matriculated students. The purpose of the Fresh Start Option is to retain and offer support to students who experience a poor start and were dropped from matriculated status or withdrew from the University. (However, this option is not available to education majors.) This option allows them to be readmitted to the University and to disregard their previous record in calculating their Grade Point Average.

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

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

• Had a GPA below 2.0 and status changed to non-matriculated;
• Have been non-matriculated for at least one year;
• Since being made non-matriculated, have completed 9-12 credits and earned a 2.75 GPA (If credits are from another university or college, please have official transcript sent to Southern Connecticut State University Registrar's Office, Wintergreen Building);
• Have not reached junior status (60) credits at Southern;
• Not an education major. (The School of Education does not endorse the Fresh Start Option.)
• For more information regarding Fresh Start, please contact the Registrar's Office.

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

TEACHER EDUCATION PERFORMANCE ASSESSMENT

Teacher candidates must maintain good standing in the program in order to qualify for student teaching and a recommendation from Southern Connecticut State University for State of Connecticut initial teacher certification. They also must demonstrate the following:

- Personal attitudes and dispositions that will affect her or his performance as a teacher;
- Professional behavior appropriate to the context which demonstrate that actions reflect directly upon the status and substance of the profession;
- Confidentiality of all information concerning colleagues and students obtained in the educational process;
- Integrity and honesty in written and verbal communication and in all coursework related to the professional program for teacher certification; and
- An undergraduate academic performance of at least a 2.7 GPA average. A candidate, who after acceptance into a teacher education program completes 9 or more credits with a cumulative GPA of less than 2.7, will be placed on School of Education academic probation. The student will have one semester to raise the GPA to 2.7 or higher. Failure to do so will result in dismissal from the School of Education.

Revocation for Admission to Teacher Certification Programs

Students may be dismissed from professional education courses for any of the following reasons:

- Demonstrated unprofessional behavior or an inability to respond appropriately in various contexts which affects her or his performance as a teacher;
- Falsify or misrepresent any documentation or information provided for programmatic, academic, or professional qualification/competency purposes;
- Does not achieve acceptable standard on the performance assessments required by the School of Education;
- Been convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that in the opinion of the University would impair the standing of the School of Education professional program; or
- Other due and sufficient cause.

TAKING COURSES AT OTHER INSTITUTIONS

Matriculated students in good standing (2.0 GPA or higher) who plan to take courses at other institutions must obtain prior approval from the Registrar's Office in order to apply this course work toward the degree requirements of the University. Transfer Credit Approval forms are available in the Registrar's Office in the Wintergreen Building and on the Registrar's office website.
WITHDRAWAL FROM UNIVERSITY

A student who wants to withdraw from the University should consult with a representative in the Registrar's Office to discuss the withdrawal and make a preliminary evaluation of readmission possibilities. The student then completes an official withdrawal form. Students who are withdrawing are advised that:

- Readmission at a later date is not automatic; application for readmission may be made in the Registrar's Office.
- Students readmitted to the University after a withdrawal are held to the academic requirements in effect in the catalog at the time of their readmission.
- For students who withdraw from the University before the last scheduled class, a grade of "W" will be assigned for all courses taken that semester.
- Students who do not officially withdraw but cease to attend classes are considered enrolled and are likely to receive failing grades.
- Students who plan to complete the semester but do not intend to return the following semester should complete their withdrawal forms prior to their last final examination dated effective after the end of the semester.
- Failure to withdraw officially may result in failing grades being recorded on the academic transcript. It may also lead to problems with debt to the University and affect future financial aid awards.
- Leave of absence may be discussed with a representative from the Registrar's office. A leave of absence is designed for students who have a specific time frame in which they plan to return to SCSU.
- The refund policy, if applicable, may be found in the Fees and Expenses section of this catalog.

COURSE WITHDRAWAL

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

A student can withdraw from a course online through the student's web account prior to the end of the withdrawal period. It is understood that every student should confer with his or her instructor and academic adviser in order to ensure proper faculty advisement before withdrawing from a course. The deadline for students to change their status to part-time is at the end of the period for adding and dropping courses as listed in the Registration Calendar on the Registrar's Office website.

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

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

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

AUDITOR

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

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

ADMISSION TO THE PROFESSIONAL PROGRAMS

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

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

The University uses a number of means to encourage and reward students who demonstrate academic excellence. The dean's list recognizes students who have achieved outstanding academic success. Students achieving honors are recognized at the annual Honors Convocation. Finally, the most extensive form of recognition and encouragement is the Honors College Program for the superior student, which provides the most capable students with opportunities for intellectual stimulation and development.

DEAN'S LIST

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

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

HONORS COLLEGE

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

Honors College students enroll in a series of special, interdisciplinary courses, approximately eight in number, which are designed to satisfy most of the Liberal Education Program. Honors College enrollees also complete a project or a thesis during their last two years at Southern. Honors College students must also complete an academic major and all the requirements of that major.

Admission to the Honors College is competitive. Inquiries are invited from interested freshmen. Information on the Honors College may be obtained from the University's Admission Office; from the Honors College Office, Engleman B225A; or from SouthernCT.edu/honorscollege.

HONORS CONVOCATION

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

DEPARTMENTAL HONORS RESEARCH

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

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

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

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

INDEPENDENT STUDY

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

HONOR SOCIETIES

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

- Alpha Kappa Delta—Sociology
- Delta Mu Delta — Business Administration
- Gamma Theta Upsilon — Geography
- Golden Key National Honor Society—Top 15% of Junior and Senior Class
- Iota Iota Iota — Women's Studies
- Kappa Delta Pi — Education
- Lambda Pi Eta — Communication
- National Society of Leadership and Success—Leadership
- Omicron Delta Epsilon — Economics
Phi Alpha Theta — History
Pi Sigma Alpha—Political Science
Psi Chi — Psychology
Sigma Theta Tau, Mu Beta Chapter — Nursing
Zeta Delta Epsilon—Service
PROGRAMS AND REQUIREMENTS

DEGREE PROGRAMS

The University offers undergraduate bachelor's degree programs in liberal arts and in professional studies, and bachelor of science degrees in education for teacher certification. Visit Programs and Degrees for the list of programs and areas of concentration, minors, and special offerings.

LIBERAL EDUCATION PROGRAM

Guiding Principles

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

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

Structure

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

The LEP is a 48-50 credit sequence of courses in three tiers. Tier 1 (18 credits) emphasizes college-level Competencies that form the foundation of a liberal education. Tier 2 (27-29 credits) explores nine Areas of Knowledge needed by educated people in the twenty-first century. The Tier 3 (3 credits) capstone seminar emphasizes Discussions of Values in the context of LEP Areas of Knowledge and a related contemporary issue.

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

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

Tier 1

In the first tier, small classes help students develop foundational competencies essential to academic discourse. These classes also introduce students to areas of knowledge and discussions of values. Tier 1 foundations prepare students to have a rich experience and to perform to high standards in the rest of their university education. As students progress from Tier 1 into Tiers 2 and 3, their liberal education continues to build upon and strengthen these competencies. While students may take one Tier 2 course along with their Tier 1 foundations, they must successfully complete INQ 101 and Critical Thinking prior to advancing into a second Tier 2 course.

- Critical Thinking — Must be passed prior to advancing beyond one Tier 2 course
- INQ 101— Intellectual and Creative Inquiry — Must be passed prior to advancing beyond one Tier 2 course.
- Multilingual Communication — Third semester course or waiver
- Quantitative Reasoning (MAT) — May be a prerequisite for certain Tier 2 courses
- Technological Fluency
- Written Communication (ENG) — Corequisite for Tier 2 courses

Tier 2

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

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

Tier 3

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

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

Students may take a Tier 3 seminar after completing 7 Tier 2 courses. Tier 3 courses will be open to all LEP students unless otherwise designated. Some majors will offer Tier 3 for their students only.

First-Year Experience at Southern

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

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

In INQ 101 (Introduction to Intellectual and Creative Inquiry), students learn the fundamental principles that undergird all scholarly work and how to nurture the life of the mind. The course emphasizes excellent communication and critical thinking skills. Co-curricular and extracurricular activities serve to reinforce what is taught in the classroom.
Students seeking additional information about Southern's First-Year Experience Program, should call the First-Year Experience Program office at (203) 392-6671.

**Multilingual Communication Requirement**

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

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

- Arabic 100, 101, 200, 210
- Chinese 100, 101, 200, 210
- French 100, 101, 106, 200, 206, 210
- German 100, 101, 200, 201, 202, 203
- Hebrew 100, 101, 200, 210
- Italian 100, 101, 200, 210
- Japanese 100, 101, 200, 210
- Latin 100, 101, 200, 210
- Portuguese 100, 101, 200, 210
- Russian 100, 101, 200, 210
- Spanish 100, 101, 106, 200, 210, 220

**Placement Exam**

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

**Waiver of Multilingual Communication Requirement**

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

**"W" Courses Requirement**

So that all students continue to strengthen their ability in written language, they are required to select and pass a minimum of three "W" courses. These may not be taken until after a student has passed ENG 112 — Writing Arguments.
"W" sections of courses are specifically designated each semester and are offered by various departments as electives, part of major programs, and as options to fulfill the Liberal Education Program requirements. Students who transfer to SCSU with 60 to 89 credits are required to pass two "W" courses while students who transfer 90 credits or more must pass one "W" course.

UNIVERSITY CURRICULUM

Most degree programs require 120 credits but some require more.

Every student who graduates from the University must have satisfactorily completed a major (except in the Bachelor of Arts in Liberal Studies or the Bachelor of Science in Liberal Studies) in a B.S. or B.A. degree program. A student who is undecided or uncertain about his choice of major should explore different fields of potential interest through selections from the varied offerings within the Liberal Education Program and through electives.

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

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

• The "Minor" is a planned sequence, usually of 18 credits, typically earned in addition to one's major requirements, with options available under departmental or minor program advisement. Courses in a cognate or courses used to satisfy the Liberal Education Program may be used as courses in a minor.
• The "Concentration" is a required set of courses within a major that define a specific area of study.
• The "Cognate" is a supplement of credits in a related discipline (or disciplines), outside of one's major or minor, planned with departmental or program advisement. Courses in a cognate may be used to fulfill requirements for a minor.
• The "Electives," which vary in number depending upon the major degree program being pursued and the student's degree of commitment to the foregoing options.
• The University offers undergraduate degrees: a Bachelor of Arts in Liberal Arts, a Bachelor of Arts in Liberal Studies, a Bachelor of Science in Liberal Arts, a Bachelor of Science in Liberal Studies, and a Bachelor of Science in professional areas. Each of these is further broken down on a student's transcript as a degree in a particular academic or professional area (e.g., B.A. degree in history; B.S. degree in earth science, B.S. degree in education, B.S. degree in nursing). Each of these degrees is described below.

BACHELOR OF ARTS DEGREE (LIBERAL ARTS)

Bachelor of Arts degrees are awarded to students who fulfill all of the requirements of a major in an academic discipline, usually specified at approximately 30 credits. There will be at least 28 credits of electives which may be used at the student's choice for a second major, one or two minors, a concentration, or for completely free electives. This
degree program provides a broad and flexible liberal arts background and prepares a student to enter a variety of careers.

**BACHELOR OF ARTS DEGREE (INTERDISCIPLINARY STUDIES)**

Southern offers a B.A. degree in interdisciplinary studies for students whose objectives are not met by the University's established liberal arts majors. This approach is especially attractive to part-time students, older, returning students, and full-time students who either have non-professional goals or who want to combine two minors in different areas of study to create individual programs that suit their own personal needs. For details, see Interdisciplinary Studies.

**BACHELOR OF SCIENCE DEGREE (LIBERAL ARTS)**

This degree is awarded to students who fulfill all major requirements, usually specified, in an academic discipline, and in greater depth than the B.A. degree program. In addition to the major and the Liberal Education Program, students pursuing a B.S. degree program take a sequence of courses in a field or fields related to their chosen major. An internship or other professional application is also required. A minimum of 12 credits is reserved to the student for electives. This program therefore guarantees depth in the major and related fields and prepares a student for entry into specific career possibilities. Requirements for each B.S. degree program in the liberal arts are found in the appropriate departmental offerings listed in this catalog.

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

Southern offers a B.S. degree in interdisciplinary studies for students whose professional objectives are not met by the University's established majors. This approach is also attractive to students who want to combine three minors in different areas of study to create personalized programs of study. For details, see Interdisciplinary Studies.

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

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

**DOUBLE MAJOR**

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

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

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

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

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

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

DEGREE APPLICATION

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

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

DOUBLE BACCALAUREATE FOR EDUCATION MAJORS

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

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

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

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

DOUBLE BACCALAUREATE FOR ALL OTHER MAJORS

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

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

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

SUBJECT ABBREVIATIONS

Course descriptions are listed alphabetically by subject within the school and follow the information of related programs of study. The subject abbreviations for undergraduate courses are:

Accounting — ACC
Anthropology — ANT
Arabic—ARB
Art — ART
Biology — BIO
Chemistry — CHE
Chinese—CHI
Communication Disorders — CMD
Computer Science — CSC
Cooperative Education — CTR
Communication — COM
Counseling and School Psychology — CSP
Earth Science — ESC
Economics — ECO
Education — EDU
English — ENG
Engineering — EGR
Environmental Studies — ENV
Exercise Science — EXS
Finance — FIN
French — FRE
Geography — GEO
German — GER
Hebrew — HBR
History — HIS
Honors College — HON
Information and Library Science — ILS
Inquiry — INQ
Interdisciplinary — IDS
Italian — ITA
Japanese — JPN
Journalism — JRN
Latin — LAT
Literature — LIT
Management — MGT
Management Information Systems — MIS
Marine Studies — MAR
Marketing — MKT
Mathematics — MAT
Media Studies — MDS
Music — MUS
Nursing — NUR
Philosophy — PHI
Physics — PHY
Political Science — PSC
Portuguese — POR
Psychology — PSY
Public Health — PCH
Reading — RDG
Recreation and Leisure Studies — REC
Russian—RUS
School Health Education — SHE
Science Education and Environmental Studies — SCE
Social Work— SWK
Sociology— SOC
Spanish — SPA
Special Education — SED
Sport Management — SMT
Theatre — THR
Women's Studies — WMS
World Languages and Literatures — WLL
LIBERAL EDUCATION PROGRAM (LEP) REQUIREMENTS

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

TIER 1: FOUNDATIONS (SELECT ONE FROM EACH CATEGORY)

First Year Experience (T1FY)

- INQ 101 – Intellectual and Creative Inquiry

Critical Thinking (T1CT)

- ANT 100 – Interpreting Cultures
- ART 106 – Critical Thinking in the Visual Arts
- ENV 101 – Critical Thinking: Global Environmental Issues
- GEO 105 – Food Systems: A Geography
- HIS 150 – Critical Thinking through Historical Biography
- JST 110 – Narrating the Israeli-Palestinian Conflict
- MDS 101 – Media Persuasion and Everyday Life
- PHI 100 – Introduction to Philosophy
- PHY 111 – Physics for Today
- PHY 123 – Critical Thinking and Science for Future Leaders
- PSC 150 – Thinking about Politics
- SOC 102 – Exploring Social Issues

Multilingual Communication (T1MC)

- ARB 200 – Arabic III
- CHI 200 – Chinese III
- FRE 200 – French III
- GER 201 – Continuing German: Contemporary German Culture
- GER 202 – Continuing German: Exploring a German City
- HBR 200 – Hebrew III
- ITA 200 – Italian III
- JPN 200 – Japanese III
- LAT 200 – Latin III
- POR 200 – Portuguese III
• RUS 200 – Russian III
• SPA 200 – Spanish III
• SPA 220 – Medical Spanish

**Quantitative Reasoning (T1QR)**

• MAT 103 – Mathematics for Liberal Arts
• MAT 106 – Mathematics for Elementary Education II
• MAT 107 – Elementary Statistics
• MAT 108 – Mathematics for the Natural Sciences
• MAT 120 – College Algebra
• MAT 122 – Pre-calculus
• MAT 139 – Short Course in Calculus for Social Sciences
• MAT 150 – Calculus I

**Technological Fluency (T1TF)**

• COM 101 – Fundamentals of Professional Presentations
• COM 135 – Online Communication
• CSC 101 – Introduction to Computers and Applications
• CSC 104 – Web Technology
• CSC 200 – Information Management and Productivity Software
• EDU 106 – New Literacies: Digital Text and Tools for Learning
• GEO 110 – Geography and Conflict: Ethnicity, Race, and Economy in the US
• JRN 135 – Journalism Technology
• PHY 103 – Physics and Technology for Health Professionals
• PHY 120 – Physics for Tomorrow: Nanotechnology
• WMS 150 – Women, Community, Technology

**Written Communication (T1WC)**

• ENG 112 – Writing Arguments

**TIER 2: EXPLORATIONS (SELECT ONE FROM EACH CATEGORY)**

Tier 2 Prerequisite(s): Completion of T1FY, T1CT, and T1WC (T1WC may be taken concurrently).

Only two courses per subject may be taken within tier 2.

**American Experience**

• ANT 321 – Indians of North America
• ENG 218 – American Experience and Literature
• HIS 110 – United States History I
• HIS 111 – United States History II
• HIS 248 – American Constitution in Historical Perspective
• JRN 101 – The Media: Freedom and Power
• JST 210 – Jewish American Literature
• PSC 210 – American Political Experience
• PSC 260 – US Government
• SPA 210 – Spanish IV

Creative Drive

• ANT 211 – Writing Culture: The Art of Ethnographic Writing
• ART 113 – 3-Dimensional Design
• ART 150 – Drawing I, Materials and Techniques
• ART 151 – Drawing II, Drawing and Composition
• ART 220 – Painting Media and Techniques
• ART 225 – Creative Drawing
• ART 233 – Jewelry/Metals I
• ART 240 – Sculpture: Construction and Subtraction
• ART 241 – Modeling and Casting
• ART 250 – Drawing III: Figure Drawing
• ART 260 – Etching, Woodcut, Collograph
• ART 261 – Lithography and Silkscreen
• ART 264 – Introduction to Digital Photography
• COM 228 – Capturing, Analyzing, and Presenting Family Stories
• ENG 201 – Introduction to Creative Writing
• ENG 209 – Lyrics as Literature: Reading and Writing Song Lyrics
• IDS 110 – Experiencing the Arts
• MAT 260 – Geometry and the Arts
• MKT 350 – Product and Market Planning
• Select 3 Credits from Among:
  • MUS 102 – University Choir
  • MUS 103 – University Choir II
  • MUS 104 – University Band I
  • MUS 105 – University Band II
• MUS 230 – Introduction to Musical Improvisation
• MUS 235 – Guitar I
• MUS 250 – Arts and Ideas: Experiencing the Arts in New Haven
• MUS 251 – Music and Movement in Early Childhood
• PHI 222 – The Creative Process
• PHI 242 – Death and the Meaning of Life
• THR 227 – Oral Interpretation
• THR 228 – Shakespeare Workshop

Cultural Expression

• ART 104 – History of Western Art I
• ART 105 – History of Western Art II
• CHI 210 – A Taste of China: Culture through Food
• ENG 217 – Introduction to Literature
• GEO 200 – Human Geography
• ITA 210 – Italian Language through Culture
• JPN 210 – Heart and Soul of Japan
• JST 200 – Jewish Stories
• MUS 110 – Music History of the Western World
• PSC 240 – Introduction to Political Thought
• THR 100 – Understanding Theatre

Global Awareness

• ANT 201 – The Global Community
• ECO 101 – Principles of Microeconomics
• ENV 220 – Environmental Studies II
• FRE 210 – Continuing French
• GEO 102 – World Regional Geography
• HIS 104 – Islamic Civilization
• HIS 105 – Introduction to Southeast Asia: Southeast Asia to 1500
• HIS 106 – East Asia to 1850
• HIS 227 – Colonial Latin America
• HIS 228 – Modern Latin America
• ITA 220 – Italian Food Culture in Italy and America
• JST 204 – Introduction to Holocaust and Genocide Studies
• MUS 115 – Music in World Culture
• PHI 211 – Asian Philosophy: India
• PHI 212 – Asian Philosophy: China and Japan
• PSC 230 – War
• PSC 270 – International Relations
• WLL 208 – Contemporary Chinese Society and Culture

Mind and Body

• ANT 204 – Language and Culture
• ANT 224 – Children, Language, and Socialization
• EXS 212 – Lifetime Physical Fitness
• EXS 380 – Sport Psychology
• PCH 201 – Wellness
• PHI 207 – The Religious Dimension of Human Existence
• PHI 220 – Ethics: Know Thyself
• PSY 100 – Introduction to Psychology
• PSY 208 – Sleep: Implications for Mind and Body
• REC 120 – Leadership Development
• SHE 203 – School Health
• SOC 265 – Self and Society
Natural World I: Physical Realm

- CHE 103 – Crime Scene Chemistry
- CHE 120 – General Chemistry I
- ESC 103 – General Geology
- ESC 105 – General Meteorology
- ESC 106 – General Oceanography
- ESC 107 – General Astronomy
- ESC 200 – Physical Geology
- ESC 205 – Principles of Meteorology
- ESC 220 – Principles of Oceanography
- GEO 201 – Physical Geography
- PHY 100 – Physics through Inquiry
- PHY 101 – Inquiries in Elementary Physics
- PHY 200 – General Physics I
- PHY 210 – College Physics
- PHY 230 – Physics for Scientists and Engineers I

Natural World II: Life and Environment

- ANT 102 – Biological Anthropology
- BIO 100 – General Zoology
- BIO 101 – General Botany
- BIO 103 – Botany
- BIO 104 – General Biology (not offered at SCSU; transfer only)
- BIO 110 – Human Biology I
- BIO 111 – Human Biology II
- BIO 120 – Microbiology
- CHE 101 – Chemistry in Contemporary Issues
- CHE 125 – Principles and Applications of General, Organic, and Biochemistry
- ESC 104 – Geohazards: The Impact on the Environment
- ESC 111 – Life through Time
- ESC 201 – Historical Geology
- MAR 210 – Coastal Marine Studies

Social Structure, Conflict, and Consensus

- ANT 101 – Cultural Anthropology
- ECO 100 – Principles of Macroeconomics
- EDU 200 – Teachers, Schools, and Society
- EDU 206 – Principles of Early Childhood
- GEO 260 – Population Geography
- PSC 200 – Political Change and Conflict
- SOC 203 – Social Organizations
- SOC 216 – Men’s Studies
- SOC 235 – Environmental Sociology
- SOC 251 – Sociology of Religion
• SWK 200 – Social Welfare and Social Services in America

**Time and Place**

• ANT 205 – Archaeology and the Human Past
• ENG 219 – Time and Place in Literature
• ESC 210 – Principles of Astronomy
• GEO 100 – People, Places, and Environments
• HIS 100 – Western Civilization I
• HIS 101 – Western Civilization II
• PHI 296 – Ancient Philosophy: Pre-Socratics to Platinus
• PHI 297 – Medieval and Renaissance Philosophy
• SOC 250 – Apocalypse Now?

**TIER 3: CONNECTIONS**

Prerequisite to Tier 3: Completion of 7 of the 9 Tier 2 categories

• Any Course Numbered 294
• ANT 311 – Applied Anthropology
• ANT 470 – Ethnographic Fieldwork Methods
• ART 401 – History of Art since 1945
• BIO 396 – Synthetic Biology: Engineering Life
• All of:
  • CHE 301 – The Preparation of Scientific Documents for Chemistry
  • CHE 445 – Chemical Hazards and Laboratory Safety
  • CHE 496 – Chemistry Seminar
• CSC 400 – Computer Science Project Seminar
• EDU 311 – Responsive Curriculum and Assessment
• EDU 322 – Family, School, and Community Partnerships
• ENV 491 – Seminar in Environmental and Marine Studies
• ESC 332 – Invertebrate Paleontology and the Fossil Record
• EXS 403 – Athletic Training Clinical Practice VI – Capstone in Athletic Training
• EXS 442 – Practicum Seminar in Physical Education
• EXS 492 – Principles of Sport Studies
• FRE 410 – French and Francophone Studies
• FRE 415 – Sexual Citizenship in the French-Speaking World
• GEO 311 – The United States and Canada
• GEO 315 – Geography of Connecticut
• GEO 325 – Latin America
• GEO 330 - Europe
• GEO 343 – Former Soviet Union
• GEO 345 - Africa
• GEO 357 – Coastal and Marine Geography
• GEO 400 – Geography of Wine
• HIS 367 – The 20th Century World
• HIS 450 – Narrative History: Telling the Story of Our Past
• IDS 401 – Interdisciplinary Investigations of Globalization
• ITA 380 – Contemporary Italian Culture
• JRN 490 – Capstone Seminar in Journalism
• MAT 496 – Service Learning for Mathematics Education
• MDS 320 – Propaganda in the Media
• MDS 385 - Political Satire and New Media
• MGT 400 – Values and Conflicts in Managerial Decision Making
• MKT 425 – Managing for People, Planet, and Profit
• MUS 330 – Improvisation and Contemporary Music Culture
• NUR 443 – Nursing Capstone
• PCH 353 – Global Health
• PHI 309 – Women and Religion: The Old and New Eve
• PHI 323 - Ethical Individualism
• PSC 475 – Political Science Capstone Seminar
• PSY 306 – Understanding Intelligence
• SOC 394 – Civic Engagement Service Learning
• WLL 403 – Introduction to Second Language Acquisition
• WMS 309 – Women and Religion: The Old and New Eve
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.

MEMBERS OF THE BOARD OF REGENTS FOR CONNECTICUT STATE COLLEGES & UNIVERSITIES

Nicholas M. Dinofrio, Chairman
Yvette Meléndez, Vice Chairman
Stephen Adair (ex-officio)
Richard Balducci
Eugene Bell
Robert E. Brown (ex-officio)
Naomi K. Cohen
Lawrence DeNardis
Matt Fleury
Sarah E. Greco
Merle W. Harris
David R. Jimenez
Craig Lappen
William J. McGurk
Jewel Mullen (ex-officio)
Sharon Palmer (ex-officio)
JoAnn H. Price
Stefan Pryor (ex-officio)
Catherine Smith (ex-officio)
Elaine E. Wright

Nov. 3, 2014
CHIEF ADMINISTRATORS

Cabinet

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Mary A. Papazian</td>
</tr>
<tr>
<td>Provost and Vice President for Academic Affairs</td>
<td>Bette S. Bergeron</td>
</tr>
<tr>
<td>Executive Vice President for Finance and Administration</td>
<td>James E. Blake</td>
</tr>
<tr>
<td>Vice President for Institutional Advancement</td>
<td>Robert Stamp</td>
</tr>
<tr>
<td>Vice President for Student Affairs</td>
<td>Tracy Tyree</td>
</tr>
<tr>
<td>Chief of Staff/Vice President for Organizational Development</td>
<td>Jaye Bailey</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>Robert Rennie</td>
</tr>
<tr>
<td>Director, Office of Diversity and Equity</td>
<td>Jaye Bailey, Interim Director</td>
</tr>
</tbody>
</table>

Academic Schools

<table>
<thead>
<tr>
<th>Academic School</th>
<th>Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>Steven Breese, Dean</td>
</tr>
<tr>
<td>Business</td>
<td>Ellen Durnin, Dean</td>
</tr>
<tr>
<td>Education</td>
<td>Stephen Hegedus, Dean</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Gregory Paveza, Dean</td>
</tr>
<tr>
<td>Health and Human Services</td>
<td>Sandra Bulmer, Interim Dean</td>
</tr>
</tbody>
</table>
FACULTY

ABD EL-RAOUF, AMAL A., Associate Professor of Computer Science; B.S., M.S., Cairo University; Ph.D., University of Connecticut

ABDELSAYED, WAEEEK 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/Finance; B.A., University of Ghana; M.B.A., University of Texas-Pan American; M. Phil, University of Trondheim; Ph.D., University of Texas-Pan American

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

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

AKPINAR-FERRAND, EZGI, Assistant Professor of Geography; B.A., State University of New York, Stony Brook; M.A., Bilkent University, Ph.D., University of Cincinnati

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 & Technology, Ghana, West Africa; M.A., Virginia State College; Ph.D., New York University

ANDRUSHKO, VALERIE, Associate Professor of Anthropology; B.A., University of California, Berkeley; M.A., Ph.D., University of California, Santa Barbara

ANTHIS, KRISTINE, Professor of Psychology; Ph.D., University of Nebraska-Lincoln

ANTONIOS, IMAD, Associate Professor of Computer Science; B.A., Western Connecticut State University; Ph.D., University of Connecticut

ARAFEH, SOUSAN, Assistant Professor of Educational Leadership; B.A., Hampshire College; M.A., Appalachian State University; M.A., University of British Columbia; Ph.D. (2), University of Wisconsin, Madison

ARBOLEDA, CARLOS A., Professor of World Languages and Literatures; B.A., Universidad de Santiago de Cali, Colombia; M.A., Ph.D., Syracuse University

ARCHAMBAULT, MARY JO, Assistant Professor of Recreation and Leisure; B.S., Charter Oak State College; M.S., Southern Connecticut State University

ARONSON, BARBARA, Professor of Nursing; B.S.N., Saint Joseph College; M.S.N., University of Hartford; Ph.D., University of Massachusetts, Amherst

AXTELL, ROBERT S. III, Professor of Exercise Science; B.S., Springfield College; M.S., Indiana University; Ph.D., The Ohio State University
BARADARANSEYED, TARANEH, Professor of Computer Science; B.S., Arya-Mehr University of Technology, Iran; M.S., Ph.D., Oklahoma State University

BARAW, CHARLES, Assistant Professor of English

BARBARO, LISA, Coach IV, Intercollegiate Athletics; B.S., Southern Connecticut State University

BARBOZA, MEGHAN, Assistant Professor of Biology; B.S., University of Delaware, Newark; M.S., Nova Southeastern University; Ph.D., University of Florida, Gainesville

BARNES, ERICA, Assistant Professor of Chemistry; B.S., Ateneo de Manila University; Ph.D., Wesleyan University

BASSETT, RICHARD, Associate Professor of Management Information Systems; B.S., M.S., University of New Haven; Ph.D., Pace University

BAY, MICHAEL, Associate Professor of Communication; B.A., Quinnipiac University; M.S., Quinnipiac University

BEALS, POLLY A., Associate Professor of History; B.A., College of Wooster, Ohio; M.A., University of Pennsylvania; Ph.D., Rutgers University

BEAN, KIMBERLY, Assistant Professor of Special Education and Reading; B.S., Quinnipiac University; M.S., Southern Connecticut State University; Ed.D., NOVA Southeastern University

BENNETT, THERESE, Professor of Mathematics; B.S. Temple University; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh

BERNARD, STANLEY, Assistant Professor of Public Health; B.A., D.Ph., Columbia University; M.P.H., Yale University School of Medicine

BESSENOFF, GAYLE, Associate Professor of Psychology; B.A., Brandeis University; M.A., Ph.D., Northwestern University

BEVVINO, FRANK, Associate Professor of Accounting; B.S., Quinnipiac University; M.S., Sc.D., University of New Haven

BIDARIAN, AKBAR, Professor of Physics; B.S., Eastern Kentucky University; M.S., Ph.D., University of Kentucky

BIELEFIELD, ARLENE, Associate Professor of Information and Library Science; B.A., M.L.S., Southern Connecticut State University; J.D., University of Connecticut

BIER, LISA, Associate Librarian; B.A., University of New Mexico; M.L.I.S., University of Texas at Austin

BIRZ, GENE, Assistant Professor of Economics and Finance

BLACKMER, CORINNE E., Associate Professor of English; B.A., M.A., Ph.D., University of California, Los Angeles

BLOCH, JON P., Professor of Sociology; B.S., Portland State University; M.A., Ph.D., Indiana University

BODO, PETER, Professor of Economics and Finance; B.A., M.A., University of Budapest; Ph.D., University of Connecticut
BORDNER, KELLY, Assistant Professor of Psychology; B.A., Bloomsburg University; M.A., Ph.D., Binghamton University

BOWER-PHIPPS, LAURA, Associate Professor of Elementary Education; B.A., Grove City College; M.Ed., Ph.D., University of Nevada, Las Vegas

BRANCAZIO, LAWRENCE, Professor of Psychology; B.A., University of Pennsylvania; Ph.D., University of Connecticut

BRENY, JEAN M., Professor of Public Health; B.A., Western Connecticut State University; M.P.H., San Jose State University; Ph.D., University of North Carolina at Chapel Hill

BRESLIN, VINCENTT., Professor of Science Education and Environmental Studies; B.S., St. Francis College; M.S., State University of New York at Stony Brook; Ph.D., Florida Institute of Technology

BRIN, LEON Q., Professor of Mathematics; B.S., Western New England College; M.A., Ph.D., Indiana University

BROADBRIDGE, CHRISTINE CARAGIANIS, Professor of Physics; B.S., University of Rhode Island; M.S., Ph.D., Brown University

BROWN, MARY E., Professor of English; B.S., Westchester University; M.S., Ph.D., Drexel University

BROWNELL, MIA, Professor of Art; B.F.A., Carnegie Mellon University; M.F.A. State University of New York at Buffalo

BULMER, SANDRA M., Professor of Public Health; B.S., California State University; M.S., University of Oregon, Eugene; Ph.D., Texas Woman's University

BURIAN, STEVEN K., Professor of Biology; B.S., Springfield College; M.S., Tennessee Technological University; Ph.D., University of Maine

BURKE, KAREN P., Associate Professor of Media Studies; B.S., Southern Connecticut State University; M.Ed., Ed.D., University of Massachusetts

BUTERBAUGH, KEVIN, Professor of Political Science; B.A., Saint Peter's College; Ph.D., Washington University/St. Louis, Missouri

BYNUM, TERRELL W., Professor of Philosophy; B.A., B.S., University of Delaware; M.A., Princeton University; M.Phil., Ph.D., City University of New York

CALAHAN, SUSAN, Associate Professor of Exercise Science; B.S., Eastern Oregon University; M.S., Brigham Young University; Ph.D. Southern Illinois University

CAMERON, MARK, Associate Professor of Social Work; A.B., Princeton University; M.S.S.W, Ph.D., Columbia University, School of Social Work

CARDONE, RESHA, Associate Professor of World Languages and Literatures; B.A., Humboldt State University; M.A., University of Kansas; Ph.D., University of Kansas

CARR, T. WILEY, Professor of Art; B.F.A., Indiana University; M.F.A., Yale University

CARRIGAN, BRAXTON, Assistant Professor of Mathematics; B.S., Samford University; M.S., Ph.D., Auburn University
CARROLL, DEBORAH A., Professor of Psychology; B.S., Fairfield University; M.S., Ph.D., University of Connecticut

CARTER-DAVID, SIOBHAN, Assistant Professor of History; B.A., Morgan State University; M.A., City College, City University of New York; Ph.D., Indiana University-Bloomington

CAVALLERO, ERIC, Associate Professor of Philosophy; B.A., University of California, Berkeley; M.A., Ph.D., Yale University

CAVANAGH, SHIRLEY A., Librarian; B.A., M.L.S., Southern Connecticut State University

CHANDLER, JEREMY, Assistant Professor of Art; B.F.A., University of Florida; M.F.A., University of South Florida

CHENG, JUNE, Librarian; B.A., Shandong University

CHEVAN, DAVID, Professor of Music; B.A., University of Massachusetts; M.A., Ph.D., City University of New York

CHOI, YUNSEON, Assistant Professor of Information and Library Science; B.L.S., Chung-Ang University, South Korea; M.A., Yonsei University, South Korea; Ph.D., University of Illinois at Urbana-Champaign

CHRISSIDIS, NIKOLAOS, Professor of History; B.A., Aristotle University, Thessaloniki, Greece; M.A., M.Phil, Ph.D., Yale University

CLARK, AARON, Associate Professor of Mathematics; B.A., Westfield State University; M.A., Ph.D., State University of New York, Albany

CLERC, SUSAN, Librarian; B.A., M.L.S., J.D., State University of New York, Buffalo; M.A., Ph.D., Bowling Green State University

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

COCHENET, GREGORY, Professor of Art; B.A., University of Wisconsin Whitewater; M.F.A., Southern Illinois University, Carbondale

COHEN, ADAM, Coach IV, Intercollegiate Athletics; B.S., Quinnipiac University

COLE, NATHAN, Coach I

COLON, EDGAR, Professor of Social Work; B.S., College of Staten Island; M.S. Columbia University; D.S.W., College of Staten Island

COLWELL, KEVIN, Associate Professor of Psychology; B.S., M.A., Ph.D., Sam Houston State University

CONFORTI, ROSEMARIE, Associate Professor of Media Studies; B.S., Southern Connecticut State University, M.A., New York University; Ph.D., New York University

COOK, BARBARA, Assistant Professor of Communication Disorders; B.A., State University of New York, Plattsburgh; M.S., State University of New York, New Paltz

CORON, CYNTHIA R., Professor of Earth Science; B.S., Ohio State University; M.S., University of North Carolina; Ph.D., University of Toronto

CRAWFORD, ILENE, Professor of English; B.S.S., Cornell College; M.A., State University of New York, Binghamton; Ph.D., University of Wisconsin-Milwaukee
CRAWFORD, SARAH C., Professor of Biology; B.S., Marymount Manhattan College; M.A., Princeton University; M.S., Ph.D., Columbia University of New York

CUMMINGS, KAREN, Professor of Physics; B.S., M.S., Ph.D., State University of New York, Albany

CUSATO, SUSAN H., Associate Professor of Science Education and Environmental Studies; B.S., M.S., Southern Connecticut State University; Ph.D., University of Connecticut

D'AMOUR, ALAIN, Professor of Mathematics; B.S., University of Montreal; M.S., University of Ottawa; Ph.D., University of Virginia

DAVIS, CHARLES F., Jr., Associate Professor of Exercise Science; B.S., Bridgewater State College; M.Ed., University of Virginia

DeCESARE, RICHARD, Associate Professor of Mathematics; B.S., M.S., Southern Connecticut State University; Ed.D., Teacher College Columbia University

DeJARNETTE, GLENDRA, Professor of Communication Disorders; B.A., Allegheny College; M.A., Cleveland State University; Ph.D., Bowling Green State University

DELISLE, LEE, Professor of Recreation and Leisure; B.S., University of Connecticut; M.A., Ateneo San Anselmo; Ph.D., University of Connecticut

DELLINGER-PATE, CHARLENE, Associate Professor of Media Studies; B.A., Appalachian State University; Ph.D., Ohio University

DEMPSEY, JAMES, Professor of Communication Disorders; B.A., City University of New York at Queens College; M.S., Pennsylvania State University; Ph.D., University of Connecticut

DENHUP, CHRISTINE, Assistant Professor of Nursing; B.S.N., Southern Connecticut State University; M.S.N., Yale University; Ph.D., Seton Hall University

DENNIS, EMMETT, Associate Professor of Mathematics; M.A., Western Michigan University; M.S., University of Toledo; Ph.D., University of New Orleans

DIAMANTIS, MARIA, Professor of Mathematics; B.S.M.E., University of New Haven; M.S., Southern Connecticut State University; E.D., Teachers College Columbia University

DICKENS, JEFFREY, Assistant Librarian; B.A., Southeast Missouri State University; M.A., Indiana University, Bloomington and Indianapolis

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

DIFFLEY, WILLIAM J., Associate Professor of Educational Leadership; B.S., Willimantic State Teachers College; M.A.L.S., Wesleyan University; M.A., Ph.D., University of Connecticut

DIFRANCESCO, SANDRA, Assistant Professor of Communication; B.S., Southern Connecticut State University; M.A., Purdue University

DODGE, MICHAEL S., Associate Professor of Recreation and Leisure; B.S., M.S., Southern Connecticut State University

DODSON, JOEL, Assistant Professor of English; B.A., Wheaton College; M.A., Ph.D., University of Notre Dame
DOLAN, JAMES F., Professor of Physics; B.A., St. John Fisher College; M.S., Ph.D., University of Connecticut

DONELLY, MICHAEL, Coach III; B.S., Sacred Heart University

DOMBROWSKI, CHRISTINE, Assistant Professor of World Languages and Literatures; B.A., M.A., University of Connecticut; Ph.D., University of Pennsylvania

DRIPCHAK, VALERIE L., Professor of Social Work; M.S.W., B.A., M.S., Sixth Year Certificate, Southern Connecticut State University; Ph.D., Fordham University

DUNBAR, MIRANDA, Assistant Professor of Biology; A.S., Lincoln Land Community College; B.S., University of Illinois, Springfield; M.S., Missouri State University; Ph.D., University of Regina

DUNKLEE, JERRY D., Professor of Journalism; B.A., Michigan State University; M.S., Emerson College

DURWIN, CHERYL, Professor of Psychology; B.A., University of Connecticut; M.S., Ph.D., University of Massachusetts.

DUTTA, SANDIP, Associate Professor of Economics and Finance; B.C., M.C., University of Calcutta, India

EDGINGTON, NICHOLAS, Associate Professor of Biology; B.A., University of Northern Iowa; M.A., Drake University; Ph.D., Iowa State University

EILDERTS, LUKE, Assistant Professor of World Languages and Literatures; B.A., University of Wisconsin, La Crosse; M.A., Ph.D., Pennsylvania State University

ELAHI, ATAOLLAH, Professor of Computer Science; B.S., Iran College of Technology, Iran; M.S., Ph.D., Mississippi State University

ELLIS, SCOTT, Professor of English; B.S., State University of New York, Brockport; M.A., Radford University; Ph.D., Emory University

EMENYONU, EMMANUEL N., Professor of Accounting; M.Acc., Ph.D., University of Glasgow

ENJALRAN, MATTHEW, Associate Professor of Physics; B.S., University of California, Davis; M.S., San Francisco State University; Ph.D. University of California, Davis

ERCOLANO, ELIZABETH, Associate Professor of Nursing; B.S., Columbia University; M.S., D.N.Sc., Yale University

EREN, RUTH, Professor of Special Education; Ed.D., Nova Southeastern University

FARACLAS, KARA, Assistant Professor of Special Education and Reading; B.S., M.S., Southern Connecticut State University; Ed.D., Teachers College, Columbia University

FARA CLAS, WILLIAM, Professor of Public Health; B.A., University of Connecticut; M.P.H., Dr. P.H., Yale University

FARLEY-LUCAS, BONNIE, Professor of Communication; B.A., Southern Connecticut State University; M.S., University of Hartford; Ph.D., Ohio University

FEDE, MARYBETH, Associate Professor of Exercise Science; B.S., M.S., Southern Connecticut State University; Ed.D., Nova Southeastern University
FEENEY, KEVIN, Associate Professor of Accounting; B.A., M.B.A., M.S., University of Rochester; Ph.D., Pace University

FEINMARK, DAVID, Assistant Librarian; B.A., Boston University; M.S., Simmons College; M.B.A., Washburn University

FIELDS, JOSEPH, Associate Professor of Mathematics; B.S., M.S., University of Maryland; Ph.D., University of Illinois at Chicago

FISHER, MICHAEL, Assistant Professor of Biology; B.S., Siena College; Ph.D., Tufts University

FLEMMING, THOMAS, Professor of Earth Science; B.A., University of Hawaii; M.S., Ph.D., Ohio State University

FLUHR, NICOLE, Professor of English; B.A., Wesleyan University; M.A., University of North Carolina/Chapel Hill; Ph.D., University of Michigan

FLYNN, DEBORAH, Associate Professor of Public Health; B.A., Albertus Magnus College; M.P.H., Southern Connecticut State University; Ph.D., Salve Regina University

FOPIANO, JOY, Associate Professor of Elementary Education; B.A., M.Ed, Ed.D. University of Massachusetts at Amherst

FORBUS, ROBERT, Associate Professor of Marketing; B.A., Auburn University; M.A., University of Montevallo; M.A., Ph.D., University of Connecticut

FOSS-KELLY, LOUISA, Associate Professor of Counseling and School Psychology; B.A., Ohio State University; M.Ed., Ph.D., Kent State University

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

FRASSINELLI, KELLEY, Coach III, Intercollegiate Athletics; B.A., Southern Connecticut State University

FULLMER, JAMES W., Associate Professor of Earth Science; B.S., Drexel University; Ph.D., Massachusetts Institute of Technology

GALLUP, PEGGY, Professor of Public Health; B.A., Colgate University; M.P.H., Ph.D., Yale University

GARVEY, SHEILA H., Professor of Theatre; B.S., Emerson College; M.A., Northwestern University; Ph.D., New York University

GATZKE, KEN W., Professor of Philosophy; B.F.A., M.A., Ph.D., University of Illinois

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

GEMME, TERESE, Professor of Music; B.M. Anna Maria College; M.M., Boston Conservatory; D.M.A., Peabody Institute of the Johns Hopkins University

GENERALI, MARGARET, Associate Professor of Counseling and School Psychology; B.S., M.A., Ph.D., University of Connecticut

GERBER, RICHARD A., Professor of History; B.A., M.A., Ph.D., University of Michigan
GESINO, JACK, Associate Professor of Social Work; B.S., Sacred Heart University; M.S.W., Columbia University; Ph.D., City University of New York

GIL, JOANNE, Assistant Professor of Journalism; B.A., Southern Connecticut State University; M.S., Quinnipiac University

GILL, VERONICA, Assistant Professor of Management/MIS; B.A., Dartmouth College; J.D., University of Connecticut School of Law

GILLILAND, REX, Associate Professor, Philosophy; B.A., Long Beach City College; M.A., California State University, Long Beach; Ph.D., University of Memphis

GINGRICH, ROSS B., Associate Professor of Mathematics; B.A., Dickinson College; M.S., Ph.D., Rensselaer Polytechnic Institute

GINICOLA, MISTY, Associate Professor of Counseling and School Psychology; B.S., State University of New York, Cortland; M.S., State University of New York, New Paltz; Ph.D., Yale University

GLEASON, JESSE, Assistant Professor of World Languages and Literatures; B.A., University of Michigan; M.A., Pontificia Universidad Catholica de Chile; Ph.D., Iowa State University

GLENDON, MARY ANN, Associate Professor of Nursing; B.S., Hunter College; M.S., Boston University; P.h.D., University of Connecticut

GLINKA, RICHARD P., Assistant Professor of Communication; B.S., University of Illinois, M.S., Southern Connecticut State University

GODEK, THOMAS EDWARD, Coach III, Intercollegiate Athletics; M.Ed. American International College

GOLDBERG, ADAM, Associate Professor of Elementary Education; Ed.D., Columbia University

GORNIAK-KOCIKOWSKA, KRISTYNA, Professor of Philosophy; M.A., Ph.D., Adam Mickiewicz University; M.A., A.B.D., Temple University

GRACE, SEAN PATRICK, Associate Professor of Biology; B.S., University of Maryland; M.S., Ph.D., University of Rhode Island

GRAVES, SCOTT, Associate Professor, Science Education/ Environmental Studies; B.S., University of California, Santa Cruz; M.S., University of Rhode Island; Ph.D., University of Idaho

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

GREGORY, JESSICA, Assistant Professor of Educational Leadership; A.B., Dartmouth College; M.S., Southern Connecticut State University; Ed.D., University of Bridgeport

GREGORY, ROBERT, Assistant Professor of Exercise Science; B.S., University of Notre Dame; M.S., St. Cloud State University; Ph.D., Pennsylvania State University

GROSkreutz, MARK, Assistant Professor of Special Education; B.S., University of Utah, Salt Lake City; M.S.,

GRUBACIC, SANJA, Associate Professor of Economics and Finance; B.A. University of Belgrade, Yugoslavia; M.A., Ph.D., University of Connecticut

GUAGLIUMI, ARTHUR R., Professor of Art; B.S., M.S., Southern Connecticut State University; Ed.D., Teachers College Columbia University
GUBITOSE, CYNTHIA, Associate Professor of Mathematics; B.A., M.A., Western Connecticut State University; P.h.D., Capella University

HANNAH, COREY, Assistant Professor of Exercise Science; B.S., Mount Union College; M.S., University of Tennessee, Chattanooga

HARDENBERG, WENDELINE, Assistant Librarian; B.A., Smith College; M.A., M.L.S., Indiana University-Bloomington

HARPER, HILLARY, Assistant Professor of Communication Disorders; B.A., Case Western Reserve University; M.S., Florida State University; Ph.D., University of North Carolina at Chapel Hill

HARRIS, FRANK III, Professor of Journalism; B.S., Southern Illinois University; M.A., University of Texas

HARRY, CHELSEA, Assistant Professor of Philosophy; B.A., George Washington University; M.A., University of Hawaii at Manoa

HARTTOG, MARTIN D., Professor of Mathematics; B.A., Iona College; M.S., University of Wisconsin-Milwaukee; Ph.D., Ohio State University

HARVEY, REBECCA, Associate Professor of Social Work; B.A., State University of New York, Buffalo; M.S.W., Ph.D., Syracuse University

HATCHER, KEITH A., Professor of Art; B.F.A., Indiana University; M.F.A., Tulane University

HAUSELT, W. JEROME, Professor of Psychology; B.A., Albright College; M.S., Ph.D., University of Kentucky

HAYNES, NORRIS M., Professor of Educational Leadership; B.A., M.S., College of Arts and Science at Plattsburg, State University of New York; Ph.D., Howard University

HEDREEN, REBECCA, Librarian, Library Services; B.A., Wellesley College; M.L.I.S, University of Rhode Island; M.Ed., University of Phoenix

HEIDKAMP, CHRISTIAN, Associate Professor of Geography; B.A., Sonoma State University; M.A., Ph.D., University of Connecticut

HENDERSON, NICOLE M., Professor of English; B.A., Western Connecticut State University; M.F.A., Emerson College

HERNANDEZ, RAFAEL, Professor of World Languages and Literatures; M.A., University of California; Ph.D., New York University

HLAVAC, CRAIG, Associate Professor of Music; B.A., B.S., University of Connecticut; M.M., Yale University; Ed.D., University of Hartford

HOCHMAN, WILLIAM S., Professor of English; B.A., Hobart College; M.F.A., University of Montana; Ph.D., New York University

HOLMER, PAUL L., Librarian; B.A., St. Olaf College; M.L.S., Southern Connecticut State University; M.A. (2); Ph.D., University of Minnesota

HONG, JOOYOUN, Associate Professor of Mathematics; B.S., M.S., Ewha Women's University; Ph.D., Rutgers University

HOPKINS, PAMELA, Professor of Management; M.B.A., Clarion University; Ph.D., Temple University
HORCH, ELLIOTT, Professor of Physics; B.A., University of Chicago; M.S., Yale University; Ph.D., Stanford University

HOSSAIN, SHAFAEAT, Assistant Professor of Computer Science; B.Sc., M.S., University of Dhaka; M.S., Ph.D., Louisiana Tech University

HURST, MATTHEW, Coach I

HUTCHINSON, BRANDON, Associate Professor of English; B.A., Hobart and William Smith College; Ph.D., University of Massachusetts, Amherst

INGUANTI, JOSEPH J., Professor of Art; B.A., State University of New York, Binghamton; M.A., Ph.D., Yale University

INTARAPANICH, PICHAI, Associate Professor of Mathematics; B.A., Srinakarincoirot University, Bangkok; M.S., National Institution of Development Administration; M.S., Stanford University; Ph.D., University of Northern Colorado

IRVING, JONATHAN, Professor of Music; B.F.A., State University of New York, Purchase; M.M., The Juilliard School; D.M.A., Manhattan School of Music

IRWIN, JULIA, Associate Professor of Psychology; B.A., State University of New York, Oswego; M.A., Ph.D., University of Connecticut

JACKSON, SHIRLEY A., Professor of Sociology; B.A., Wayne State University; M.A., Ph.D., University of California, Santa Barbara

JACOBS, JOHN R., Professor of Psychology; B.A., University of Richmond; M.A., Hunter College; M.Phil., Ph.D., City University of New York

JEFFREY, RACHEL, Assistant Professor of Biology; B.S., Yale College; Ph.D., University of California, Los Angeles

JOHNSON, BRIAN C., Professor of English; B.A., University of California, Berkeley; M.F.A., Brown University

JOHNSON, SARA, Assistant Professor of Nursing; BSN, MSN, Southern Connecticut State University

JONES, JAN LOUISE, Associate Professor of Recreation and Leisure; B.A.; M.A., Acadia University; Ph.D., University of Connecticut

JUDD, STEVEN C., Professor of History; B.A., St. Olaf College; M.A., Ph.D., University of Michigan

KAHLBAUGH, PATRICIA, Professor of Psychology; B.A., Boston University; M.S., Ph.D., Rutgers, The State University of New Jersey

KALBFLEISCH, ELIZABETH, Assistant Professor of English; B.A., Evergreen State College; M.A., Western Washington University

KARATJAS, ANDREW, Assistant Professor of Chemistry; B.S., Haverford College; Ph.D., Pennsylvania State University

KAVANAGH, JOHN P., Professor of Mathematics; A.B., Boston College; M.A., Ph.D., State University of New York, Binghamton
KEARNS, JAMES, Assistant Professor of Chemistry; B.S., M.S., Ph.D., University of Massachusetts-Amherst

KEENAN, ELIZABETH, Professor of Social Work; B.A., College of St. Benedict; M.S.W., Loyola University Chicago; Ph.D., Smith College School of Social Work

KEMLER, DAVID S., Professor of Exercise Science; B.A., University of Connecticut; M.S., Southern Connecticut State University; Ph.D., Florida State University

KENTY-DRANE, JESSICA, Associate Professor of Sociology; B.A., University of New Hampshire; M.A., Ph.D., Northeastern University

KERR, AUDREY, Professor of English; M.A., Ph.D., University of Maryland

KIARIE, MARY, Associate Professor of Special Education; B.Ed., Kenyatta University, Nairobi, Kenya; M.A., Ph.D., Ohio State University

KIM, CHANG SUK, Associate Professor of Computer Science; B.A., Chosun University, Korea, M.L.S., Emporia State University, Kansas, Ph.D., University of Wisconsin

KIM, HAK JOON, Professor of Information and Library Science; B.L.S. Chung-Ang University, Seoul Korea; M.L.S., Ph.D, Indiana University

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

KOELLER, CATHERINE, Assistant Professor of Science Education and Environmental Studies; B.A., M.S., Central Connecticut State University; Ph.D., University of Connecticut

KOWALCZYK, GREGORY S., Associate Professor of Chemistry; B.S., Wayne State University; Ph.D., University of Maryland

KREIGER, JOAN, Assistant Professor of Exercise Science; B.S., Syracuse University; M.S., Southern Connecticut State University; Ed.D., Johnson & Wales University

KROEGER, JOAN, Assistant Professor of Exercise Science; B.S., Syracuse University; M.S., Southern Connecticut State University; Ed.D., Johnson & Wales University

KROEGER, JOAN, Assistant Professor of Exercise Science; B.S., Syracuse University; M.S., Southern Connecticut State University; Ed.D., Johnson & Wales University

KROL, MARIA, Assistant Professor of Nursing; B.S.N., M.S.N., Sacred Heart University

KRUCEL, KLAY, Associate Professor of Mathematics; B.S., Georgia Institute of Technology; M.S., Virginia Polytechnic and State University; Ph.D., Rutgers University

KUSS, MARK, Professor of Music; B.M., New England Conservatory of Music, M.M., University of Washington, Ph.D., Duke University

KUSTIN, RICHARD, Professor of Marketing; B.A., Queens College; M.B.A., Baruch College; D.B.A., Nova S.E. University
KWAK, EUNJUNG (LYNN), Associate Professor of Marketing; B.A., Ewha Women's University; M.A., University of Minnesota, Twin Cities; Ph.D., Florida State University

LABAS, GLADYS, Associate Professor of Educational Leadership; B.A., University of Puerto Rico; M.A., Sixth Year Diploma, Ph.D., University of Connecticut

LACEY, KIMBERLY, Assistant Professor of Nursing; B.S.N., Northeastern University; M.S.N., Yale University School of Nursing; D.N.Sc., Yale University School of Nursing

LAMBERTI, MARY PAT, Assistant Professor of Nursing; B.S.N., Georgetown University; M.S.N., Yale University; D.N.P., University of Connecticut

LAMONICA, AUKJE, Assistant Professor of Exercise Science; B.S., M.S., Georg August Universitaet Goettingen; B.S., University of West Florida; M.P.H., Ph.D., Emory University

LANCOR, LISA B., Professor of Computer Science; M.S., Ph.D., University of Connecticut

LANG, THOMAS, Coach IV, Intercollegiate Athletics; B.S., Adelphi University

LARKIN, ERIN, Associate Professor of World Languages and Literatures; B.A., M.A., Ph.D., Yale University

LAROCCO, STEVEN M., Professor of English; B.A., University of Massachusetts; M.A., Ph.D., Rice University

LATCHMAN, PETER, Associate Professor of Exercise Science; B.S., M.S., Southern Connecticut State University; Ph.D., Columbia University

LATORRE, SOBEIRA, Associate Professor of World Languages and Literatures; B.A., Amherst College; M.A., Ph.D., Stony Brook University

LAVIN, TERRENCE, Professor of Art; B.S., Skidmore College; M.F.A., Bowling Green State University

LAWLER, MICHELLE A., Counselor; B.A., St. Bonaventure University; M.S., Southern Connecticut State University

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

LEVANDE, DAVID, Professor of Education; A.B., Syracuse University; M.S.E., City University of New York City College; Ed.D., Columbia University

LEVINE, DAVID A., Professor of Art; A.B., Oberlin College; M.F.A., Ph.D., Princeton University

LIN, YI-CHUN TRICIA, Professor of Women's Studies; B.A., National Taiwan Normal University; M.A., Tamkang University; Ph.D., State University of New York, Stony Brook

LIU, SANGSANG, Assistant Professor of Accounting; B.S., Zhejiang University; M.A., Columbia University; Ph.D., Rutgers University

LIU, YAN QUAN, Professor of Information and Library Science; B.A., Beijing University; M.A., St. John's College; Ph.D., University of Wisconsin-Madison

LOCKWOOD, HEIDI, Associate Professor of Philosophy; B.A., Wellesley College; M.A., M.Phil., Ph.D., Yale University
LODHA, SHYAM S., Professor of Marketing; B.Com., M.Com., LL.B., University of Rajasthan, India; M.B.A., Michigan State University; Ph.D., University of Jodhpur, India

LOPEZ-VELASQUEZ, ANGELA, Assistant Professor of Special Education and Reading; B.A., Universidad de Antioquia; M.A., Ph.D. University of Illinois, Urbana-Champaign

LUNN, WILLIAM, Assistant Professor of Exercise Science; B.S., University of Massachusetts, Amherst; M.S., Southern Connecticut State University; Ph.D., University of Connecticut

MABRY, KELLY, Assistant Professor of Communication Disorders; B.A., M.S., Southern Connecticut State University; Ph.D., University of Connecticut

MacGREGOR, JAMES F., Associate Professor Recreation and Leisure; B.S., M.S., Southern Connecticut State University; Ph.D., University of Hartford

MADARA, BERNADETTE, Professor of Nursing; S.B., St. Anselm College; M.A., University of Tulsa; M.S.N., Sacred Heart University; Ed.D., Teachers College, Columbia University

MADISON, JULIAN C., Associate Professor of History; B.A., M.A., Cleveland State University; Ph.D., University of Washington

MADLOCK GATISON, ANNETTE, Associate Professor of Communication; B.A., M.A., Bethel University; Ph.D., Howard University

MADONIA, PETER, Associate Professor of Educational Leadership; B.A., M.A., Fairfield University; MBA, University of New Haven; Ed.D; University of Sarasota

MAGNO, CATHRYN, Professor of Educational Leadership; B.A., Tufts University; Ed.M., Harvard University; Ph.D., Columbia University

MAJOR, PATRICIA A., Professor of Special Education; B.A., University of Michigan; M.A., New York University; Ph.D., Fordham University

MAKUBIKA, MICHAEL, Coach I; B.S., M.S., Syracuse University

MANZELLA, JOSEPH C., Professor of Anthropology; B.Ed., University of Miami; M.A., Wesleyan University; Ph.D., University of Connecticut

MARCHANT-SHAPIRO, THERESA, Assistant Professor of Political Science; B.A., Brigham Young University; M.A., Ph.D., University of Chicago

MARINAN-DALE, ALLISON, Coach II, Intercollegiate Athletics; B.S., Southern Connecticut State University; M.S., East Stroudsburg University

MARINO, DORIS M., Associate Professor of Exercise Science; A.B., M.P.H., Ph.D., University of Michigan

MARSCHILD, KATHERINE, Associate Professor of Psychology; B.A., Fairfield University; M.S., M.P.H., Yale University

MARSOOBIAN, ARMEN T., Professor of Philosophy; B.A., Bucknell University; Ph.D., State University of New York, Stony Brook

MARTIN, ELAINE, Assistant Professor of Nursing; B.S.N., University of Maryland, Baltimore; M.S.N., Pace University; Ph.D., University of Connecticut
MARX, HELEN, Assistant Professor of Elementary Education; B.A., University of Connecticut; M.A., New York University; M.Ed., Columbia University; Ph.D., University of Connecticut

MAZUR, JAMES E., CSU Professor of Psychology; A.B., Dartmouth College; Ph.D., Harvard University

McBRINE, PATRICK, Assistant Professor of English

McCLAIN, MELISSA, Associate Professor of English; B.A., M.Ed., Ph.D., University of Virginia, Charlottesville

McCULLAGH, JENNIFER, Associate Professor of Communication Disorders; B.A., Ph.D., University of Connecticut

McDANIEL, MARIE, Assistant Professor of History; A.B., Princeton University; M.A., Ph.D., University of California, Davis

McDANIELS, CYNTHIA, Professor of Educational Leadership; B.A., M.A., University of California, Berkeley; Ph.D., University of Maryand, College Park

McEACHERN, ROBERT W., Professor of English; B.A., Boston University; M.A., Northeastern University; Ph.D., University of Louisville

McGILL, KENNETH, Associate Professor of Anthropology; B.A., Cornell University; M.A., Ph.D., University of Chicago

McGINN, JANE, Professor of Communication; B.S., Howard University; MLS, University of North Carolina, Greensboro; Ph.D., University of Pittsburgh

McNAMARA, KELLY, Assistant Professor of Counseling and School Psychology; B.A., M.A., Tufts University; Ph.D., University of Connecticut

McEVERY, J. GREGORY, Assistant Professor of Elementary Education; B.A., M.S., University of Hartford

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

METAXAS, VIRGINIA A., Professor of History; B.A., M.A., Ph.D., State University of New York

MEYERHOFFER, CASSI ANN, Assistant Professor of Sociology; B.A., Weber State College; M.A., Ph.D., State University of New York, Buffalo

MIAO, C. FRED, Associate Professor of Marketing

MINK, MICHAEL, Associate Professor of Public Health; B.A., College of William and Mary; M.P.A., University of North Carolina, Chapel Hill; Ph.D., University of South Carolina

MISASI, SHARON P., Professor of Exercise Science; B.S., Southern Connecticut State University; M.S., Indiana State University; Ph.D., University of Connecticut

MOCK, JEFF, Professor of English; B.A., The University of Iowa; M.F.A., The University of Alabama

MONROE-RARICK, KAIA, Associate Professor of Theatre; B.F.A., University of South Dakota; M.F.A., University of Missouri-Kansas City

MOORE-BRANCAZIO, DINA, Associate Professor of Psychology; B.A., Boston University; M.A., Ph.D., University of Connecticut
MORIN, GARY, Professor of Exercise Science; B.S., Slippery Rock State University; M.S., University of Massachusetts; Ph.D., University of Connecticut

MORSE, MIA, Associate Professor of Reading; B.A., Manhattan College; M.A., M.Ed., Ed.D., Columbia University; Ed.D., North Central University

MUGNO, RAYMOND, Professor of Mathematics; B.A., Manhattan College, M.S., Ph.D., State University of New York, Stony Brook

NABBOUT-CHEIBAN, MARIE, Assistant Professor of Mathematics; B.S., M.A., Lebanese University; Ph.D., Universite Rene Decartes, Paris

NAKAMURA, BYRON, Associate Professor of History; B.A., University of California, Santa Barbara; M.A., Ph.D., University of Washington

NELSON, CAROL, Coach III, Intercollegiate Athletics; B.S., Southern Connecticut State University; M.S., Indiana University

NELSON, GERARD, Coach IV; B.S., Southern Connecticut State University

NEVEROW, VARA S., Professor of English; B.A., Nyack College; M.A., Ph.D., New York University

NIZHNIKOV, MICHAEL, Assistant Professor of Psychology; B.S., Colorado State University; M.A., Ph.D., Binghamton University

NODOUSHANI, OMID, Professor of Management/MIS; B.A., National University of Iran; M.A., Ph.D., University of Pennsylvania

NOVOSAD, CLAIRE, Associate Professor of Psychology; B.A., University of West Florida; Ph.D., University of Connecticut

NWACHUKU, UCHENNA, Professor of Counseling and School Psychology; B.S., Houghton College; M.A., Ed.D., University of Massachusetts at Amherst

NWANGWU, JOHN T., Professor of Public Health; M.B., University of Nebraska; M.P.H., Loma Linda University; Dr.PH., Columbia University

NYE, LARRY, Associate Professor of Theatre; B.F.A., University of Arizona; M.F.A., University of Oklahoma

O'BRIEN, WESLEY J., Professor of Media Studies; B.S., Southern Connecticut State University; M.A., Wesleyan University, Ph.D., New York University

OGBAA, KALU, Professor of English; B.A., University of Nigeria; M.A., Ohio State University; Ph.D., University of Texas at Austin

O'HARA, JONATHAN, Associate Professor of Political Science; B.A., University of California, Santa Barbara; M.A., Ph.D., University of Southern California

OKOBI, ELSIE GOGO, Professor of Information and Library Science; B.S., University of Ibadan; M.S.I.S., M.L.S., University of Pittsburgh; Ed.D., Nova S.E. University

OLNEY, PATRICIA A., Professor of Political Science; B.A., Bryn Mawr College; M.A., Ph.D., University of Miami
OLSHIN, GEORGE M., Professor of Special Education; B.A., M.S., City College of New York; Ed.D., University of Georgia

O'SULLIVAN, CYNTHIA, Associate Professor of Nursing; M.S.N., University of Pennsylvania, Philadelphia; Ph.D., Yale University

OUIMET, MATTHEW, Assistant Counselor; B.A., University of Connecticut; M.S., Southern Connecticut State University

PADDOCK, TROY, R., Professor of History; B.A., Pepperdine University; M.A., Ph.D., University of California, Berkeley

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

PALMA, GIUSEPPINA, Professor of World Languages and Literatures; B.A., Albertus Magnus College; M.A., M.Phil., Ph.D., Yale University

PANG, JIONGDONG, Associate Professor of Chemistry; B.S., Fudan University, China; M.S. Institute of Oceanology, Chinese Academy of Science; Ph.D., University of Rhode Island

PANG, YULEI, Assistant Professor of Mathematics; B.A., Qindao University, M.S., Beijing Jiaotong University; Ph.D., Texas Tech University

PANICHAS, PATRICIA, Professor of Exercise Science; B.S., M.S., Southern Connecticut State University

PARK, MINA, Assistant Professor of Management/MIS; B.B.A., DongGuk University, South Korea; M.S., Mississippi State University; Ph.D., University of Mississippi

PARK, YOUNG, Associate Professor of Accounting; B.B.A., Korea University; M.B.A., University of Iowa; Ph.D., University of Pittsburgh

PARRISH, TIMOTHY L., Professor of English; B.S., M.Ed., Louisiana State University; M.F.A., University of Alabama

PAULSON, ARTHUR C., Professor of Political Science; B.A., Parsons College; M.A., Ph.D., University of Colorado

PELAYO, RUBEN, Professor of World Languages and Literatures; B.A., Normal Superior, Cuernavaca, Mexico; M.A., San Diego State University; Ph.D., University of California, Riverside

PERUMBILLY, SEBASTIAN, Assistant Professor of Social Work and Marriage and Family Therapy; B.Th., St. Pius X College and Seminary, Bombay, India; M.A., Holy Apostles College and Seminary; M.A., Ph.D., University of Connecticut

PETERS, KLAUS, Associate Professor of Computer Science; B.A., M.A., Ph.D., University of Hamburg

PETRIE, PAUL R., Professor of English; B.A., Eastern College; M.A., Ph.D., University of Connecticut

PETROSKI, DAVID, Associate Professor of Communication; B.A., M.S., Ph.D. Rutgers University

PETROVIC, KIMBERLY, Assistant Professor of Nursing; B.S., Wheaton College; M.A., New Mexico State University; M.S.N., Vanderbilt University; Ph.D., University of Connecticut

PETTIGREW, DAVID E., Professor of Philosophy; B.A., Friends World College; M.A., Antioch University; M.A., Ph.D., State University of New York, Stony Brook
PETTO, CHRISTINE M., Professor of History; B.A., Boston University; M.A., Ph.D., Indiana University

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

PIEMONTESE-RAMOS, LUISA, Professor of World Languages and Literatures; B.A., State University of New York College at Purchase; M.A., M.Phil., Ph.D., Yale University

PINCIU, VALERIU, Professor of Mathematics; B.S., M.S., University of Bucharest; Ph.D., State University of New York, Buffalo

PIZZANELLO, HEATHER, Assistant Professor of Social Work; B.A., Wheaton College; MSW, University of Connecticut

PODNAR, HRVOJE, Associate Professor of Computer Science; B.Sc., M.Sc., University of Zagreb/Croatia; Ph.D., State University of New York, Stony Brook

PRINCE, MELVIN, Professor of Marketing; B.A., M.A., Brooklyn College; Ph.D., Columbia University

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

QUILL, TIMOTHY P., Coach IV, Intercollegiate Athletics; B.A., Alford University

RADICE, THOMAS, Associate Professor of History, B.A., M.A., West Chester University; M.A., Seton Hall University; Ph.D., University of Pennsylvania

RAKFELDT, JAAK, Professor of Social Work; B.A., State University of New York, Geneseo; M.S.W., M.Phil., Ph.D., Syracuse University; Postdoctoral Fellow in Clinical Research, Yale University School of Medicine, Department of Psychiatry

RANDALL, REGINE, Assistant Professor of Special Education; B.S., M.A., Southern Connecticut State University; Ph.D., University of Connecticut

RAUSCHENBACH, JAMES, Assistant Professor of Exercise Science; B.S., Cleveland State University; M.S., Western Kentucky University; Ph.D., The Ohio State University

RAYNOLDS, LAURA, Associate Professor of Special Education and Reading; B.A., University of the Virgin Islands; M.P.S., Manhattanville College; Ph.D., Fordham University

RE, TINA MARIE, Librarian; Certificate, Art Academy of Cincinnati; M.F.A., Yale University School of Art; M.L.S., Southern Connecticut State University

REBESCHI, LISA M., Associate Professor of Nursing; B.S.N., M.S.N., Southern Connecticut State University; Ph.D., Capella University

RESHA, CHERYL-ANN, Associate Professor of Nursing; B.S.N., Salve Regina College; M.S.N., Ed.D., University of Hartford

REYNAGA, ALBA, Librarian; B.A., Albertus Magnus College; M.L.S., Southern Connecticut State University

RHOADES, ELIZABETH, Associate Professor of Counseling and School Psychology; B.A., University of North Carolina at Chapel Hill; M.S., Winthrop University; S.S.P., Winthrop University; Ph.D., University of North Carolina at Chapel Hill
RICHARDSON, LYSTRA M., Professor of Educational Leadership; A.S., Norwalk Community-Technical College; B.A., Pace University; M.A., Fairfield University; Sixth Year Certificate, Southern Connecticut State University; Ph.D., University of Connecticut

RISISKY, DEBRA, Associate Professor of Public Health; B.S., Ithaca College; M.Ed., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

ROBBINS, GREGORY, Associate Professor of Management; B.S.E., Duke University; M.Phil, Ph.D., Columbia University

ROBERTS, ELIZABETH, Assistant Professor of Biology

ROBERTSON, MARC, Assistant Professor of Exercise Science; B.S., Southern Connecticut State University; B.S., University of Connecticut; D.P.T., Utica College

ROBINSON, QUINTIN, Assistant Professor of Educational Leadership; B.S., University of California, Irvine; M.P.A., California State University, Dominguez Hills; Ph.D., University of Oregon, Eugene

RODRIGUEZ-KEYES, ELIZABETH, Associate Professor of Social Work; B.A., State University of New York, Binghamton; M.S.W., New York University; Ph.D., Smith College School of Social Work

ROE, SARAH, Assistant Professor of Philosophy; B.S., Elmhurst College; M.A., Northern Illinois University

ROFUTH, TODD W., Professor of Social Work; B.A., M.S.W., University of Minnesota; D.S.W., University of Pennsylvania

ROGERS, MICHAEL J., Professor of Anthropology; B.A., M.A., Stanford University; Ph.D. Quaternary Studies Certificate, Rutgers University

RONDINONE, TROY M., Professor of History; B.A., Sonoma State University; M.A., Ph.D., University of California, Los Angeles

ROSSO, GEORGE A., JR., Professor of English; B.A., Ohio State University; M.A., San Francisco State University; Ph.D., University of Maryland

ROTHBARD, MATTHEW, Associate Professor of Exercise Science; B.S., Towson State University; M.S., Michigan State University; Ed.D., Towson State University

ROWE, WILLIAM, Professor of Social Work; B.A., University of Waterloo; M.S.W., George Williams College; D.S.W., Adelphi University

RYDER, TODD, Assistant Professor of Chemistry

SAMPSON, LINDA, Associate Professor of Communication; B.A., Virginia Tech; M.A., Ohio University; Ph.D., Ohio University

SARGENT, MARGARET, Associate Professor of Communications; B.S., Central Michigan University; M.A., Northern Illinois University; Ph.D., Southern Illinois University

SASSU, KARI, Assistant Professor of Counseling and School Psychology; B.A., M.Ed., University of Pennsylvania; M.A., Ph.D., University of Connecticut

SAVAGE, DEBORAH A., Associate Professor of Economics; B.S., George Mason University; M.A., Ph.D., University of Connecticut
SCHEUERMANN, JOHN, Assistant Professor of Mathematics; B.S., University of Pittsburgh; M.S., Ph.D., New York University

SCHMITT, ELENA, Professor of World Languages and Literatures; B.A., Moscow State Linguistics University; M.A., West Virginia University; Ph.D., University of South Carolina

SCHNEIDER, DANA, Associate Professor of Social Work; A.B., Bowdoin College; M.S.W., Smith College

SCHOFIELD, CINDY, Librarian; B.A., State University of New York, Cortland; M.L.S., Pratt Institute; Ed.D., University of Bridgeport

SCHWENDEMANN, TODD, Assistant Professor of Physics; B.S., Buena Vista University; M.A., University of South Dakota; Ph.D., University of Virginia, Charlottesville

SERCHUK, CAMILLE, Professor of Art; B.A., University of Pennsylvania; M.A., M.Phil., Ph.D., Yale University

SHEA, MICHAEL, Professor of English; B.A., Loyola College; M.A., Ph.D., Miami University of Ohio

SHEA, TIMOTHY, Coach IV, Intercollegiate Athletics; B.S., M.S., Southern Connecticut State University

SHERMAN, WILLIAM M., Professor of Psychology; B.A., Ph.D., New York University; M.A., University of Connecticut

SHIPLEY, VIVIAN, Professor of English and CSU Professor; B.A., M.A., University of Kentucky; Ph.D., Vanderbilt University

SHYAM, WINNIE, Librarian; B.A., M.A., University of Madras; M.L.S., Southern Connecticut State University

SIERP, EINO, Associate Professor of Information and Library Science; B.A., Concordia University; M.L.I.S., Ph.D., McGill University

SIERPINSKI, CORT, Professor of Art; B.A., Central Connecticut State University; M.F.A., University of Massachusetts Dartmouth

SILADY, REBECCA, Assistant Professor of Biology; B.S., University of California, Davis; Ph.D., Stanford University

SIMONEAU, CYNTHIA, Associate Professor of Journalism; B.A., University of Rhode Island; M.S., Southern Connecticut State University

SINCLAIR, MEREDITH, Assistant Professor of English; B.A., M.A., Ph.D., University of North Carolina-Chapel Hill

SKINNER, MICHAEL, Assistant Professor of Theatre; B.A., Southern Connecticut State University; M.F.A., Yale School of Drama

SKOCZEN, KATHLEEN, Professor of Anthropology; B.A. San Diego State University; M.A., Ph.D., Syracuse University

SLOMBA, JEFF, Professor of Art; B.A., College of William and Mary; M.F.A., State University of New York, Buffalo

SMITH, CHERI, Professor of Counseling and School Psychology; B.A., University of West Florida/Pensacola; M.Ed., Mississippi State University; Ph.D., Mississippi State University
SMITH, DEBORAH, Associate Professor of Recreation and Leisure; M.S., Ph.D., Indiana University

SMITH, STEVEN, Professor of Management/MIS; B.S., M.B.A., Ph.D., Rutgers University

SMYTH, ANDREW, Associate Professor of English; B.A., University of Dallas, Texas; M.A., Saint Bonaventure University, Ph.D., Saint Louis University

SONNENSchein, DANA L., Professor of English; B.A., University of Iowa; M.A., Johns Hopkins University; M.A., Ph.D., Boston University

STARVAGGI, PATRICK, Assistant Professor of Mathematics; B.S., M.S., University of Akron; Ph.D., Kent State University

STEPANOvICH, PAUL, Professor of Management; M.B.A., Clarion University; Ph.D., Medical University of South Carolina

STEwART, CAROL, Assistant Professor of Management/MIS; B.S., M.B.A., Southern Connecticut State University; Ph.D., Regent University

STIVER, KELLY, Assistant Professor of Psychology; B.S., Ph.D., McMaster University

STOHLER, WILLIAM LEE, JR., Professor of Public Health; B.S., West Chester State College; M.Ed., Trenton State College; Ph.D., University of Toledo

STOLL, MELISSA, Coach III; B.A., University of California, Riverside; M.A., National University

STRETCH, CYNTHIA, Professor of English; B.A., Indiana University; Ph.D., The University of Iowa

SUCKLE-NELSON, JESSICA, Associate Professor of Psychology; B.A., Syracuse University; M.A., West Chester University; Ph.D., University of Rhode Island

SULLIVAN, JOHN C., Professor of Theatre; B.F.A., M.F.A., Carnegie-Mellon University

SWARTZ, DANIEL, Associate Professor of Exercise Science; B.S., Eastern Connecticut State University; M.S., Ph.D., Florida State University

SWERLING, LOUISE SPEAR, Professor of Special Education; B.A., University of Connecticut; M.S., Southern Connecticut State University; M.S., Ph.D., Yale University

TAIT, JAMES, Professor of Science Education and Environmental Studies; B.A., B.S., M.S., Ph.D., University of California, Santa Cruz

TAMURA, RONALD, Associate Professor of Special Education; B.S., University of Florida; M.Ed., Lesley University; Ph.D., University of Nevada, Las Vegas

TAVARES, FRANK, Professor of Communication; A.B., Wheaton College; M.A., Northern Illinois University; Ph.D., University of Texas

TAYLOR, DEREK, Associate Professor of Communication; B.A., Florida Atlantic University; M.F.A., School of the Art Institute of Chicago

TAYLOR, MARAVENE E., Professor of Special Education; B.A., Duke University; M.S., Sixth Year Diploma, Southern Connecticut State University; M.A., M.Phil., Ph.D., Teachers College, Columbia University
TERPSTRA, JUDITH, Associate Professor of Special Education/Reading; B.S., Bridgewater State College; M.Ed., University of Nevada/Las Vegas; Ph.D., University of Nevada/Las Vegas

THOMPSON, C. MICHELE, Professor of History; B.A., M.A., University of Alabama; Ph.D., University of Washington

THORSON, JAMES, Professor of Economics and Finance; B.S., University of Wisconsin; M.A., Ph.D., University of Illinois at Chicago

TOCE, JACQUELINE, Assistant Librarian; B.S., University of Central Florida; M.A., University of South Florida

TOMASKO, DIANE R., Librarian; B.S., M.B.A., University of Connecticut; M.L.S., Rutgers University

TOMCZAK, STEPHEN, Assistant Professor of Social Work; B.S., Southern Connecticut State University; M.S.W., University of Connecticut; Ph.D., Brandeis University

TORRE, CARLOS ANTONIO, Professor of Education; B.A., Northeastern Illinois University; M.Ed., Ed.D. Harvard University

TOWLE, ANTOINETTE, Assistant Professor of Nursing; B.S., Post University; M.S., University of Hartford; Ed.D., NOVA Southeastern University

TROY, ELIZABETH, Associate Professor of English; B.A., Harvard University; M.F.A., University of Montana

ULLIAN, JOSEPH A., Professor of Communication; B.A., Amherst College; M.A., The Annenberg School of the University of Pennsylvania; Ph.D., University of Illinois

UNSON, CHRISTINE, Associate Professor of Public Health; B.A., Maryknoll College; M.A., Ph.D., University of Connecticut

VADEN-GOAD, ROBERT E., Associate Professor of Mathematics; B.A., Rice University; Ph.D., University of Georgia

VANCOUR, MICHELE L., Professor of Public Health; B.A., Central Connecticut State University; M.P.H., Southern Connecticut State University; Ph.D., New York University

VAN GILDER, JOSEPH, Coach I; B.S., Southern Connecticut State University; M.Ed., Springfield College

VATERS-CARR, RACHAEL, Professor of Art; B.F.A.; Middle Tennessee State University; M.F.A., Miami University

VEGA DE JESUS, RAMON, Associate Professor of Counseling and School Psychology

VERPLAETSE, LORETTA STOOPS, Professor of World Languages and Literatures; B.A., University of Illinois; M.S.Ed., Syracuse University; Ph.D., Boston University

VIGGIANI, FRANCES, Associate Professor of Management/ MIS; B.A., University of Massachusetts, Amherst; M.A., Ph.D., Cornell University

VILLANI, CHRISTINE J., Professor of Education; B.S., Mercy College; M.A., Hofstra University; Ed. D., Fordham University

VITALE, LISA, Associate Professor of World Languages and Literatures; B.A., M.A., Ph.D., Yale University
VOLKMAN, RICHARD, Professor of Philosophy; B.A., Winona State University; M.A., Ph.D., University of Wisconsin at Madison

VRANA, HEATHER, Assistant Professor of History; B.A., George Mason University; M.A., Ph.D., Indiana University

VU, THUAN Q., Professor of Art; B.A., Centre College; M.F.A., Louisiana State University

WALLIN, JOHN, Coach III; B.S., Southern Connecticut State University

WALTERS, KENNETH, Assistant Professor of Psychology; B.S., Western Illinois University; M.A., Ph.D., University of Nebraska, Lincoln

WARNER, HEATHER, Assistant Professor of Communication Disorders; B.S., M.A., Ph.D., University of Connecticut

WEBB, JEFFREY, Assistant Professor of Chemistry; B.S., Keene State College; Ph.D., State University of New York, Stony Brook

WEINBAUM, JONATHAN, Associate Professor of Biology; B.A., University of Connecticut; M.S., Ph.D., Texas Tech University

WEINGRAD SMITH, JAN, Assistant Professor of Nursing; B.S.N., University of Bridgeport; M.S.N., Columbia University School of Nursing; M.P.H., Columbia University; Ph.D., University of Connecticut School of Nursing

WEISS, DEBORAH, Professor of Communication Disorders; B.S., New York University; M.A., The Hebrew University of Jerusalem; Ph.D., University of Connecticut

WENG, MIAOWEI, Assistant Professor of World Languages and Literatures; B.A., M.A., Peking University; Ph.D., Washington University in St. Louis

WEST, ERIC S., Associate Professor of Geography; B.S., James Madison University; M.A., University of Kansas; Ph.D., San Diego State University

WESTRICK, SUSAN, Professor of Nursing; B.S.N., University of Evansville; M.S., University of Connecticut; J.D., University of Bridgeport

WHARTON, JONATHAN, Assistant Professor of Political Science; B.A., M.A., Ph.D., Howard University; M.A., Rutgers University

WORDEN, BARBARA, Professor of Social Work; B.A. Penn State University; M.S.W., University of Connecticut; M.Ph., Ph.D., Columbia University

WORKMAN, ROBERT S., Professor of Computer Science; B.S., Columbia University; M.A., City College of New York

WU, JIAN, Assistant Professor of World Languages and Literatures; B.A., M.A., Guangzhou Institute of Foreign Languages; Ph.D., University of Minnesota-Twin Cities

YACHER, LEON, Professor of Geography; B.A., M.A., University of New Mexico; Ph.D., Syracuse University

YANG, CHULGUEN, Associate Professor of Management; B.A., Yonsei University; M.A., University of North Carolina, Charlotte; Ph.D., Central Michigan University
YANG, XIAO MEI, Associate Professor of Philosophy; B.A., M.A., Fudan University; M.A., Cleveland State University; Ph.D., University of Nebraska-Lincoln

YANG, JINJIN, Professor or Exercise Science; B.A., M.Ed., Beijing Institute of Physical Education, China; M.A., Ph.D., The Ohio State University

YOO, JINHEE, Assistant Professor of Recreation and Leisure; B.A., M.A., Kangwon National University; Ph.D., University of Minnesota, Twin Cities

YU, HAN, Assistant Professor of Economics and Finance; B.S., Renmin University of China; M.A., University of Missouri, Columbia

YU NG, WINNIE Y., Professor of Computer Science; B.S., Monmouth College; M.S., Columbia University; Ed.D., Southern Connecticut State University

ZACK, DENISE, Assistant Counselor; B.S., University of Connecticut; M.A., Southern Connecticut State University

ZAVAR, ELYSE, Assistant Professor of Geography; B.A., College of Wooster; M.A., University of California, Los Angeles; Ph.D., Texas State University

ZIPOLI, RICHARD, Assistant Professor of Communication Disorders; B.A., Fairfield University; M.S.P.T., Boston University; M.S., Southern Connecticut State University; Ph.D., University of Connecticut
FACULTY EMERITI

AFFINITO, MONA GUSTAFSON (1963-1987), Professor Emeritus of Psychology; B.A., Connecticut College for Women; M.A., Ph.D., Boston University

AGLI, JAMES J. (1969-2003), Professor Emeritus of Physical Education; B.S., Southern Connecticut State University; M.S.

ALBERETTI, MARY LOU (1977-2003), Professor Emeritus of Art; B.S., Western Connecticut State University; M.S., Southern Connecticut State University; M.F.A., Arizona State University

ALBRECHT, E. LOUISE (1970-1992), Associate Director Emeritus of Intercollegiate Athletics; B.A., M.Ed., Whittier College; Sixth Year Diploma, Southern Connecticut State University

ANDERSON, ALICE SMART (1941-1983), Associate Professor Emeritus of Education; B.A., Southern Connecticut State University; M.Ed., Boston University

APPLEBY, GEORGE A. (1977-2007), Professor Emeritus of Social Work; B.A., University of Connecticut; M.S.W., University of North Carolina; Certificate of Advanced Study (Social Welfare); D.S.W., Columbia University

APPLEWHITE, HARRIET B. (1967-2007), Professor Emeritus of Political Science and CSU Professor; B.A., Smith College; M.A., Ph.D., Stanford University

AUSMUS, HARRY J. (1965-1997), Professor Emeritus of History; B.A., M.A., East Tennessee State University; B.D., Drew University; Ph.D., Ohio State University

avery, DAVID F. (1967-2008), Professor Emeritus of Biology; B.S., M.S., Ph.D., Brigham Young University

BARBARICH, JOAN E. (1976-2003), Professor Emeritus of Exercise Science; B.S., Lock Haven State College; M.Ed., University of Pittsburgh; D.P.E., Springfield College

BARILE, PETER (1987-2003), Professor Emeritus of Education; B.A., M.S., Southern Connecticut State University; Ed.D, New York University

BARRONE, ANTHONY J. (1979-2003), Associate Professor Emeritus of Athletics; B.S., M.S., Sixth Year Diploma, University of Bridgeport

BARRANTE, JAMES R. (1966-2009), Professor Emeritus of Chemistry; B.A., University of Connecticut; M.A., Ph.D., Harvard University


BASS, CHESTER F. (1962-1990), Professor Emeritus of Mathematics; B.S., Rensselaer Polytechnic Institute; M.S., State University College of Education at Albany; Professional Diploma, Ed.D., Teachers College, Columbia University

BASS, HELEN GENETOS (1962-1995), Professor Emeritus of Mathematics; B.A., Russell Sage College; M.A., State University College of Education at Albany; Ed.D., Teachers College, Columbia University
BEATTY, ELLEN RUSSELL (1978-2009), Professor Emeritus of Public Health; B.S., Molloy College; M.A., New York University; M.Ed., Ed.D., Teachers College, Columbia University

BENNETT, CLAIRE (1969-1992), Associate Librarian Emeritus; B.A., Albertus Magnus College; M.S., Southern Connecticut State University

BEST, PAUL J. (1969-2009), Professor Emeritus of Political Science; B.A., Fairfield University; (2) M.A., Fordham University; Ph.D., New York University; M.S., Sixth Year Diploma, Southern Connecticut State University

BLESCH, T. ERWIN (1947-1973), Professor Emeritus of Health and Physical Education; B.S., Springfield College; B.A., San Jose State College; M.A., Stanford University; Ph.D., Yale University

BONADIES, ANTHONY (1965-1992), Professor Emeritus of Art; B.S., Southern Connecticut State University; M.A., Teachers College, Columbia University; Professional Diploma, University of Bridgeport

BONESSI, EDWARD W. (1969-1981), Associate Professor Emeritus of Safety Education; B.S., Southern Connecticut State University; M.A., Sixth Year Diploma, New York University

BOPPERT, PETER (1975-2009), Director Emeritus of Learning Resource Center; B.S., Southern Connecticut State University; M.A., University of Connecticut


BRENNAN, SHARON (1986-2006), Director Emeritus of Admissions; B.A., Sacred Heart University; M.A., Fairfield University

BRIGNOLA, JOSEPH (1993-2009), Director Emeritus, Academic Computer Center; B.S., Southern Connecticut State University; M.S., University of New Haven; M.S., Polytechnic University

BRINE, JAMES M. (1970-1992), Professor Emeritus of Counseling and School Psychology; B.S., Holy Cross College; B.S.F.S., Georgetown University; M.Ed., Ed.D., University of Massachusetts

BROCKHAGEN, MARGA (1966-2007), Professor Emeritus of Foreign Languages; B.A., University of Texas; M.A., Ph.D., Rutgers University

BROWN, JAMES D. (1987-1994), Professor Emeritus of Economics and Finance; B.A. Union College, M.S., Ph.D., University of Wisconsin

BROWN, SARA M. (1967-1987), Professor Emeritus of Psychology; B.A., Wellesley College; B.Ed., University of Miami; M.S., Ed.D., University of Pennsylvania

BRUCKER, PAMELA O. (1998-2009), Professor Emeritus of Special Education; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University; Ed.D., The University of Sarasota

BUCCIARI, MARIA (1998-2012), CSU Administrative Assistant Emeritus

BUCK, DONALD T. (1965-1997), Professor Emeritus of Economics and finance; B.S., M.A., University of New Hampshire

BUNCO, MERLE A. (1969-2003), Associate Librarian Emeritus; B.S., M.L.S., Southern Connecticut State University
BURBLIS, ALFREDA (1973-1992), Associate Professor Emeritus of Nursing; B.S., Boston University School of Nursing; M.A., M.Ed., Ed.D., Teachers College, Columbia University

BUROW, DIETRICH K. (1984-1999), Associate Professor Emeritus of English; B.A., University of Koeln, Germany; M.A., University of Freiburg, Germany; Ph.D., State University of New York at Stonybrook

BUSH, JOY (1996-2007), Assistant Director Emeritus of Public Affairs; B.A., Hofstra University; M.S., Southern Connecticut State University

BUZZELL, JUDITH B. (1978-2009), Professor Emeritus of Education; B.A., University of Wisconsin; M.A., Columbia University; Sixth Year Diploma, Southern Connecticut State University

CAIENDO, WILLIAM (1968-2014), Director Emeritus of Career Services; B.S., M.S., Southern Connecticut State University

CAVANAUGH, RICHARD, (1982-2014) Professor Emeritus of Athletics; B.S., M.Ed., American International College

CENEVIVA, MARK (1982-2012), Director Emeritus of Operations; B.S., Western Connecticut State University; M.P.S., Long Island University; M.S., Southern Connecticut State University

CHEETHAM, WALTER E. (1960-1992), Professor Emeritus of Special Education; B.S., Boston University; M.A., Eastern Michigan University; Sixth Year Diploma, University of Hartford

CHERNOFF, SHULAMITH SCHARFSTEIN (1966-1997), Associate Professor Emeritus of Education; B.S., M.A., Teachers College, Columbia University; B.H.L., Teacher's Institute Jewish Theological Seminary

CHEVRON, VAL (1965-1992), Associate Professor Emeritus of Communication; B.S., M.A., New York University

CIPRIANO, ROBERT (1978-2009), Professor Emeritus of Recreation and Leisure Studies; B.A., M.A., Morehead State University; Ed.D., New York University

CLARIE, THOMAS C. (1973-1997), Librarian Emeritus; B.S., College of the Holy Cross; M.S., Southern Connecticut State University; M.A., University of Connecticut

CLARK, JERE W. (1962-1991), Professor Emeritus of Economics & Finance; B.B.A., M.A., University of Georgia; Ph.D., University of Virginia

CLARK, SUSAN ATKINSON (1970-1997), Associate Professor Emeritus of Social Work; B.A., Hope College; M.S.W., University of Connecticut; M.B.A., University of New Haven; A.C.S.W.

COMUNALE, ANTHONY S. (1967-1997), Associate Professor Emeritus of Psychology; B.A., M.S., Southern Connecticut State College; Ed. D., University of Massachusetts

CONDON, WILLIAM F. (1969-1996), Professor Emeritus of Chemistry; B.A., M.S., Ph.D., Syracuse University

CONTE, DELINDA L. (2000-2011), Assistant Director Emeritus, Pre-Award Services; B.S., New Hampshire University

CONWAY, ROGER (1965-2004), Associate Professor Emeritus of Media Studies
CORBETT, KATHERINE E. (1998-2008), Associate Professor Emeritus of Education; B.S., Eastern Connecticut State University; M.A., Western State College of Colorado; Ph.D., University of Northern Colorado

COSENZA, BENJAMIN J. (1971-1979), Professor Emeritus of Biology; B.A., University of Connecticut; M.S., University of Vermont; Ph.D., University of Connecticut

COSTELLO, SHIRLEY (1978-1992), Associate Director Emeritus of Health Services; B.S., Southern Connecticut State University; M.S.N., University of Connecticut

COTTRILL, MELVILLE T. (1990-2011), Professor Emeritus of Management; B.A., Hamilton College; M.B.A., Rensselaer Polytechnic Institute; J.D., Ph.D., University of Connecticut

COUTURE, ROLAND (1970-1992), Assistant Professor Emeritus of Computer Science; B.S., University of New Hampshire; M.S., Rensselaer Polytechnic Institute

CRAKES, GARY (1980-2011), Professor Emeritus of Economics and Finance; B.A., Central Connecticut State University; M.A., Ph.D., University of Connecticut

CRITZER, JOHN W., (1989-2014) Professor Emeritus of Political Science; B.A., M.A., Ph.D., University of Delaware

CROWDER, ELIZABETH G. (1969-1987), Associate Professor Emeritus of English; M.A., Trinity College; Ph.D., New York University

CRUTCHLOW, EILEEN M. (1984-2007), Associate Professor Emeritus of Nursing; B.S.N., Seton Hall University; M.S.N., Catholic University of America; Ed.D., Teachers College, Columbia University; M.S.N., Pace University

CULLEN, JOHN C., (1971-1993), Associate Professor Emeritus of Philosophy; A.B., A.M., Boston College; Ph.L., STL, Weston College; Ph.D., St. Louis University

CURRY, MARTIN J. (1962-1997), Vice President Emeritus for Student and University Affairs; B.S., State College at Salem; M.S., Southern Connecticut State University; Professional Diploma, University of Connecticut

CURTIS, CAREY C.(1989-2005), Associate Professor Emeritus of Accounting; B.A. Vassar College; M.A.T., Wesleyan University; M.B.A., University of Hartford, Sc.D., University of New Haven, C.P.A.

CYR, DONALD J. (1967-2004), Professor Emeritus of Art; B.S., State University of New York at New Paltz; M.A., Ed.D., Columbia University

DaPONTE, JOHN S., (1983-2014) Professor Emeritus of Computer Science; B.E., State University of New York at Stonybrook; M.S., Rochester Institute of Technology; Ph.D., University of Connecticut

DAUGERT, PATRICIA J. (1967-1988), Professor Emeritus of Physical Education; B.S., Bowling Green State University; M.A., Ph.D., University of Michigan.


DAVIS, HUGH H. (1969-2009), CSU Professor Emeritus of History; B.A., Ohio Wesleyan University; M.A., Ph.D., Ohio State University
DeBARBIERI, PATRICIA, (1990-2014) Professor Emeritus of Social Work/MFT; B.S., State University of New York at Oneonta; M.S., Southern Connecticut State University; Ed.D., Teacher's College, Columbia University

DeFRANCESCO, RAYMOND (1963-1992), Director Emeritus of Intercollegiate Athletics; B.S., Southern Connecticut State University; M.A., Certificate of Advanced Study, Fairfield University

DENINO, DAVID J. (1976-2009), Director Emeritus of Counseling Services; B.S., M.S., Southern Connecticut State University

DIANA, ROSEANN (1976-2009), Associate Dean Emeritus for Graduate Studies; B.A., University of Connecticut; M.S., Southern Connecticut State University

DIBNER, LILLIAN (1972-1992), Professor Emeritus of Nursing; B.S., University of Bridgeport; M.A., Certificate of Advanced Study, Fairfield University; M.S., University of Connecticut; Ed.D., Teachers College, Columbia University


DIKRANIAN, ARMAND (1966-2003), Professor Emeritus, Intercollegiate Athletic; B.S., M.S., University of Bridgeport

DiRUCCIO, LOUISE A. (1949-1982), Director Emeritus of Alumni Affairs; B.S., M.A., Southern Connecticut State University; Sixth Year, Yale University

DiSANO, CYNTHIA (1970-2007), Director Emeritus of Student Activities and Special Events; B.A., Rhode Island College; M.A., New York University; Ph.D., University of Connecticut

DISBROW, NANCY (1970-2010), Associate Professor Emeritus of Information and Library Science; B.S., M.L.S., Southern Connecticut State University; Certificate of Advanced Study, Fairfield University

DOOB, CHRISTOPHER B. (1970-2005), Professor Emeritus of Sociology; B.A., M.A., Oberlin College, Ph.D., Cornell University

DOWNEY, JEAN (1956-1978), Professor Emeritus of English; B.S., M.A., New York University; Ph.D., University of Ottawa, Canada

DREYER, LOIS (1991-2006), Professor Emeritus of Reading Emeritus; B.S., New York University; M.A. (3), Ph.D., Teachers College, Columbia University

DROBNYK, JOHN (1964-2002), Professor Emeritus of Earth Science; B.A., Amherst College; M.S., Ph.D., Rutgers University

DRYFOOS, ROBERT J., JR. (1965-1992), Assistant Professor Emeritus of Anthropology; B.A., Michigan State University; M.S., Loyola University

DUFFY, MAXINE WEBBER (1966-1992), Professor Emeritus of Music; Mus.B., M.M., Boston University; Ph.D., University of Michigan

DUKE, SUZANNE S., (1993-2013) Professor Emeritus of Exercise Science; B.A., Muhlenberg College; M.Ed., Ph.D., University of Toledo

DUMAN, DONALD (1965-1996), Director Emeritus of Computer Center; B.A., St. Vincent College; M.S., University of Illinois
DWORKIN, STEPHEN L. (1974-1997), Associate Professor Emeritus of Social Work; M.B.A., Ohio State University; M.S.W., Tulane University; A.C.S.W.; Ph.D., University of Connecticut

ECKLUND, CONSTANCECRYER (1967-2002), Professor Emeritus of Foreign Languages; B.A., Northwestern University; Ph.D., Yale University

EHMER, MARJY N. (1963-1985), Professor Emeritus of Psychology; B.A. Brooklyn College; Ph.D., University of Rochester

EHRMANN, FRANÇOISE LABORIE (1964-2010), Associate Professor Emeritus of Foreign Languages; B.A., M.A., Sorbonne, University of Paris, France; M.Phil. Yale University

EISEN, IRVING (1969-1983), Professor Emeritus of Psychology; B.A., B.S., Ohio State University; M.Ed., Ed.D., Rutgers University


ELWOOD, WILLIAM R. (2000-2010), Professor Emeritus of Theatre; B.A., Western Washington University; Ph.D., University of Oregon


FADDEN, MARGUERITE S. (1976-2012), Director Emeritus of Career Services; B.A., Providence College; M.S., Southern Connecticut State University

FALLS, ELSA TUCKER (1965-1992), Associate Professor Emeritus of Psychology; B.A., Smith College; M.S., Sixth Year Diploma, Southern Connecticut State University

FAPPIANO, EUGENE R. (1967-2003), Associate Professor Emeritus of Sociology; B.A., Fairfield University; M.A., Fordham University; Ph.D., New School for Social Research

FARNHAM, THOMAS J. (1966-1992), Professor Emeritus of History; B.A., Ohio Wesleyan University; M.A., Ph.D., University of North Carolina

FEINBERG, HARVEY M. (1969-2006), Professor Emeritus of History; B.A., Yale University; M.A., American University; Ph.D., Boston University

FELDMAN, STEPHEN J. (1972-2002), Professor Emeritus of Special Education; B.A., M.S., Southern Connecticut State University; Ed.D., St. John's University

FENG, JANE, (1993-2014) Professor Emeritus of Biology; Ph.D., University of Connecticut

FINEMAN, MARK B. (1970-2003), Professor Emeritus of Psychology; B.A., Temple University; M.A., Ph.D., Yeshiva University

FITZGERALD, LAURENCE E. (1965-1997), Professor Emeritus of Communication; B.S., M.S., Southern Connecticut State University; Ph.D., New York University

FLINTZER, JEAN G. (1969-1992), Assistant Professor Emeritus of Education; B.S., State University of New York at New Paltz; M.S., Hunter College; Professional Diploma, University of Bridgeport

FLOREY, KENNETH (1970-2009), Professor Emeritus of English; B.A., Lafayette College; M.A., Ph.D., Syracuse University
FOSTER, JACK R. (1967-1992), Professor Emeritus of History; B.S., M.S., New York University; Ed.D., Ball State University

FOYE, ELIZABETH A. (1967-2009), Associate Professor Emeritus of Education; B.A., Dunbarton College of Holy Cross; M.S., Sixth Year Diploma, Southern Connecticut State University

FREDEEN, DONNAJEAN A., (1987-2013) Dean Emeritus of the School of Arts and Sciences; B.A., McMurry College; Ph.D., Texas A&M University

FREW, ROBERT S. (1979-2003), Professor Emeritus of Computer Science; B.A., M.A., Ph.D., University of Waterloo

GALLIGAN, VANESSA (1976-1997), Director Emeritus of The University News Bureau; B.A., Boston University; M.S., Southern Connecticut State University

GALLISTEL, ELIZABETH R. (1972-1985), Professor Emeritus of Special Education; B.A., University of Wisconsin; Ph.D., University of Minnesota.

GALVIN, JAMES F. (1964-1997), Assistant Director Emeritus of the Computer Center; Plus School of Business, Hartford

GARCIA-ABRINES, MARIE BRANCHINI (1965-2007), Professor Emeritus of Foreign Languages; B.S., Southern Connecticut State University; M.A., M.Phil, Ph.D., Yale University

GAREY, DOROTHY GINSBERG (1956-1978), Assistant Professor Emeritus of Library Science and Instructional Technology; B.A., University of California at Los Angeles; B.S. in L.S., University of Southern California

GARNER, CHARLES (1968-1996), Professor Emeritus of Music; B.Mus., Cleveland Institute of Music; M.A., Boston University; Ph.D., Columbia University Teachers College

GATES, HENRY P. (1966-1997), Associate Professor Emeritus of Mathematics; B.A., Harvard University; M.A., Yale University

GEADA, RITA (1966-1992), Professor Emeritus of Foreign Language; Bachiller en Letras; Instituo Pre-Universitario de Pinar del Rio; Doctor en Filosofia y Letras; Universidad de la Habana

GELINEAU, R. PHYLLIS (1957-1983), Professor Emeritus of Music; B. Mus., Boston University; M.Ed., University of New Hampshire; Ph.D., University of Connecticut

GERBER, BEVERLY LEVETT (1970-2003), Professor Emeritus of Special Education; B.S., Southern Connecticut State University; M.Ed., Temple University; Sixth Year Diploma, Southern Connecticut State University; Ed.D., Columbia University Teachers College

GERBER, STUART A. (1968-2003), Professor Emeritus of Special Education; A.B., University of Illinois; M.A.T., Ed.D., Harvard University

GesMONDE, GARY (1967-1995), Professor Emeritus of Public Health; B.A., Colgate University; M.A., Ph.D., Yale University

GIANFREDE, GLORIA (1971-1992), Assistant Professor Emeritus of Nursing; B.S., Southern Connecticut State University; M.S., Boston University

GISKIN, HENRY (1966-1989), Professor Emeritus of Communications; B.S., Central Connecticut State University; M.A., Ed.D., Teachers College, Columbia University
GIST, KENNETH T. (1964-1989), Associate Professor Emeritus of Communication Disorders; B.A., West Liberty State College; M.A., New York University

GLICK, MARION H. (1968-1995), Professor Emeritus of Psychology; B.A., Drew University; M.A., Ph.D., Clark University

GRACE, EDMUND (1964-1996), Associate Professor Emeritus of Education; B.S., M.S., 6th Year, Southern Connecticut State University

GRANT, KERRY E. (1969-2001), Professor Emeritus of Mathematics; B.S., M.S., Ph.D., St. Louis University

GRANT, SANDRA M. (1970-2001), Professor Emeritus of Foreign Languages; B.A., Radcliffe College; M.A., Ph.D., University of Connecticut; M.B.A., Yale University

GRAY, GERTRUDE R. (1949-1975), Assistant Professor Emeritus of Education; B.S., M.A., Southern Connecticut State University; Professional Diploma, University of Connecticut

GREEN, DAVID S. (1970-1992), Professor Emeritus of Communication Disorders; B.A., Syracuse University; M.A., Columbia University; Ph.D., Purdue University

GROSSFELD, ABRAHAM (1963-2003), Professor Emeritus, Intercollegiate Athletics; B.S., M.S., University of Illinois

GULATI, BODH RAJ (1970-1997), Professor Emeritus of Mathematics; B.A., M.A., Panjab University, India; M.S., University of Illinois; Ph.D., University of Connecticut

GUNNING, THOMAS G. (1977-1994), Professor Emeritus of Reading; B.A., M.S.E., Loyola College; Ed.D., Temple University


HADDAD, ELAINE (1970-1989), Associate Professor Emeritus of Foreign Languages; B.A., University of Connecticut; M.A., Ph.D., University of Wisconsin

HAHN, ELIZABETH LESLIE (1965-1983), Professor Emeritus of English; B.A., Connecticut College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut


HALL, BETTY B. (1963-1983), Associate Professor Emeritus of Theatre; B.A., Mt. Holyoke College; M.A., University of North Carolina

HAMILTON-MERRITT, JANE (1979-1997), Professor Emeritus of Journalism; B.S., M.A., Ball State University; Ph.D., Union Graduate School

HARDING, MAY DUNAWAY (1956-1986), Assistant Professor Emeritus of English; B.A., M.A., Pennsylvania State College

HARRIS, EDWARD C. (1975-2009), Dean Emeritus of School of Communication, Information and Library Science and Professor Emeritus; B.A., Columbia University; M.A., M.Phil., Ph.D., Yale University

HAYMES, ELAYNE B. (1998-2009), Associate Professor Emeritus of Social Work; M.S.W., Adelphi University; Ph.D., Fordham University
HEIN, HENRY R. (1998-2011), Associate Professor Emeritus of Educational Leadership; A.B., Hunter College; M.A., Queen's University; Ed.D., University of Bridgeport

HEINRITZ, FRED J. (1967-1993), Professor Emeritus of Library Science and Instructional Technology; B.A., B.S., University of Cincinnati; M.L.S., Ph.D., Rutgers State University

HEKELER, REINHOLD (1970-1997), Professor Emeritus of Social Work; B.A., Fairfield University; M.S.W., University of Connecticut, A.C.S.W.

HERBERT, PATRICIA (1950-1976), Assistant Professor Emeritus of Education; B.Ed., Southern Connecticut State University; M.A., Yale University; Professional Diploma, University of Connecticut

HERRON, RONALD D. (2005-2011), Vice President Emeritus of Student and University Affairs; B.A., M.A., Southern Methodist University; Ed.D., Columbia University

HETATA, FATEMA E. (1969-2003), Professor Emeritus of Psychology; B.A., Ein-Shams University, Egypt; M.A., Western Reserve University; Ph.D., University of Utah

HETRIC, DEANE (1970-2008), Professor Emeritus of Foreign Languages; B.A., Wittenberg University; M.A., Ph.D., Case Western Reserve University

HILL, JOHN R. (1973-1997), Librarian Emeritus; B.S., Bowdoin College; M.L.S., Southern Connecticut State University

HOLLEY, SANDRA CAVANAUGH (1970-2009), Graduate Dean and Professor Emeritus; B.A., M.A., George Washington University; Ph.D., University of Connecticut

HORN, BETTY (1995–2007), Associate Professor Emeritus of Accounting; B.S., Oklahoma City University; M.P.A., Ph.D., Georgia State University; CPA

HORRIGAN, PHILIP A. (1962-2005), Professor Emeritus of Chemistry; B.S., Massachusetts Institute of Technology; M.S., Boston University; Ph.D., University of Illinois

HOUSE, LEWIS (1969–2012), Professor Emeritus of History; B.A., Adelphi University; M.A., Ph.D., New York University

HOUSER, MARIA (2006-2009), Associate Vice President Emeritus for Human Resources

HSIAO, JAMES C. (1967-1993), Professor Emeritus of Economics and Finance; B.S., Chung-Hsing University; M.S., Michigan State University; Ph.D., University of Connecticut

HSU, YU-CHU (1978-2000), Professor Emeritus of Economics and Finance; B.S., M.A., Taiwan Provincial Chung Hsing University; Ph.D., Cornell University

HUGHES, FRANCES M. (1959-2000), Associate Librarian Emeritus; B.A., Albertus Magnus College; M.S., Southern Connecticut State University

HURLBUT, BRIAN J. (1991-2011), Associate Professor Emeritus of Psychology; B.A., Florida State University; M.S., Ph.D., University of Tennessee

HUTCHINGS, NANCY McMASTER (1975-1992), Professor Emeritus of Social Work; B.A., Mount Holyoke College; M.S.W., Fordham University; A.C.S.W.

HUTCHISON, R. LYNN (1956-1976), Professor Emeritus of Biology; B.A., College of Wooster, Ohio; M.A., Ohio University; Ph.d., Northwestern University
HUWILER, PAUL (1978-1995), Associate Professor Emeritus of Library Science and Instructional Technology; B.A., M.A., Professional Diploma, University of Connecticut; M.L.S., Southern Connecticut State University

IATRIDER, JOHN O. (1962-2002), Professor Emeritus of Political Science and CSU Professor; B.A., Ohio Wesleyan University; M.A., University of Michigan; M.S.S., Institute of Social Studies, The Hague, Netherlands; Ph.D., Clark University

JACOBS, HOWARD L. (1988-1998), Associate Professor Emeritus of Educational Leadership; B.S., M.S., University of Wisconsin; Ed.D., Columbia University Teachers College

JENNINGS, JOANNE G. (1989-2010), Professor Emeritus of Social Work; B.A., St. Joseph College; M.S.W., D.S.W., Columbia University

JOHNSTON, ELIZABETH (1970-2003), Professor Emeritus of Special Education; B.A., M.A., Jersey City State College; M.S., Yeshiva University; Ph.D., Yeshiva University

KELLY, JENETTE B. (1972-1992), Assistant Professor Emeritus of Chemistry; B.S., M.S., Southern Connecticut State University

KELSEY, ARTHUR R. (1963-1992), Assistant Professor Emeritus of History; B.A., Albion College, Michigan; B.D., University School of Theology, New Jersey; M.A., New York University

KIDNEY, JAMES A. (1986-2003), Professor Emeritus of Management; B.S., Yale University; M.S., Massachusetts Institute of Technology; Ph.D., University of California - Los Angeles

KLEIN, KATHLEEN G. (1988-2002), Professor Emeritus of English; B.A., Towson State College; M.A., Ph.D., Purdue University

KNAUF, DONALD J. (1973-1997) Director Emeritus of Student Teaching; B.A., Ursinus College; M.S., Southern Connecticut State University

KOBUS, JULIA A. Associate Librarian Emeritus of Library Services; B.S., Central Connecticut State University; M.S., M.S.L.S., Southern Connecticut State University

KOSS, HELEN G. (1968-1987), Associate Professor Emeritus of Library Science and Instructional Technology; B.S., University of Connecticut; M.L.S., Southern Connecticut State University; Ph.D., University of Connecticut

KUCZYNSKI, LEO F. (1966-2001), Professor Emeritus of Mathematics; B.S., M.A., Southern Connecticut State University; M.A., University of Illinois; Ed.D., Columbia University

KUSACK, JAMES M., (1985-2013) Professor Emeritus of Information and Library Science; B.A., M.A., University of Iowa; Ph.D., Indiana University

KUSLAN, LOUIS I. (1950-1987), Professor Emeritus of Chemistry; B.S., University of Connecticut; M.A., Ph.D., Yale University

LaFONTAINE, HERNANA (1991-1999) Professor Emeritus of Educational Leadership; B.S., M.A., City College of New York; Sixth Year Diploma, Fordham University

LAIRD, KENNETH (1990-2009), Professor Emeritus of Management and MIS; B.A., University of Maryland; M.B.A., Baruch College, Sc.D., University of New Haven
LANDINO, RITA A. (1966-2001), Counselor IV Emeritus of Counseling Services; B.S., Southern Connecticut State University; M.A., Wesleyan University; Sixth Year Diploma, Fairfield University; Ph.D., University of Connecticut

LANE, RODNEY (1982-2004) Dean Emeritus of School of Education; B.S., M.S., Ed.D., Florida State University

LANG, ELEANOR M. (1970-1997), Professor Emeritus of English; B.A., Chestnut Hill college; M.A., Ph.D., Lehigh University

LAWRENCE, THERESA M. (1971-1989), Professor Emeritus of Special Education; B.A., Hunter College; M.S., Ph.D., Yeshiva University

LEDDY, RICHARD P. (1971-2007), Associate Director Emeritus of Intercollegiate Athletics/Director of Athletic Communication; B.S., Southern Connecticut State University

LEE, MARY C. (1966-1992), Assistant Professor Emeritus of Physical Education; B.S., M.A., Texas Women's University

LEE, TA-LING (1991-1999) Professor Emeritus of History; B.A., Chunghsing University; M.A., Ph.D., New York University

LEIGH, ROBERT (1965-1977), Assistant to Director Emeritus of Learning Resource Center; B.S., M.S., Southern Connecticut State University

LEREA, LOUIS (1969-1994), Professor Emeritus of Communication Disorders; B.A., Brooklyn College; M.A., State University of Iowa; Ph.D., University of Pittsburgh

LERNER, Nathan (1966-1997), Professor Emeritus of Chemistry; B.S., Youngstown University; Ph.D., University of Kansas

LERUD, REBECCA (1982-2008), Professor Emeritus of Biology; B.A., St. Olaf College; M.S., Ph.D., Indiana University

LINDBECK, VIOLETTE SEIBERT (1965-1992), Professor Emeritus of Philosophy; B.S., Albright College; M.Div., Yale Divinity School; M.A., Yale University

LOMAX, ADA (1968-1997), Associate Professor Emeritus of Social Work; B.A., Bennett College; M.S.W., Howard University; A.C.S.W.

LUCAS, RICHARD (1982-2003), Professor Emeritus of Communication; B.A., Southern Connecticut state University; M.A., Ph.D., University of Massachusetts

LUEDER, SANDRA (1981-2003), Associate Professor Emeritus of Marketing; B.A. University of Wisconsin; M.C.P., University of Cincinnati; M.B.A., University of Connecticut

MACKEY, LINDA (1969-2003), Professor Emeritus of Psychology; B.A., Goucher College; Ph.D., University of Delaware

MacRITCHIE, CYNTHIA G. (1967-2001), Associate Professor Emeritus of Psychology; A.B., M.A., Ed. D., Clark University


MAIORANO, DORIS I. (1949-1981), Associate Professor Emeritus of Education; B.S., Southern Connecticut State University; M.Ed., Boston University

MALTESE, ANTHONY (1970-2013) Assistant Professor Emeritus of Social Work; B.A., Southern Connecticut State University; M.S.W., University of Connecticut

MARQUEZ, ERNEST R. (1971-2003), Associate Vice President Emeritus for Human Resources; B.A., University of Connecticut; J.D., Western New England College, School of Law

MARR, LISA (1970-1992), Associate Librarian Emeritus; B.A., Taiwan Provincial College of Law and Commerce; M.L.S., Rutgers University

MARTENS, DAVID (1974-2009), Professor Emeritus of Exercise Science; B.S., M.S., Southern Connecticut State University; Ph.D., University of Connecticut

MARTIN, GEOFFREY (1966-1996) Professor Emeritus of Geography and CSU Professor Emeritus; B.S., London School of Economics and Politics; M.A., University of Florida; P.G.C.E., Ph.D., University of London

MARTIN, MICHAEL (1990-2009), Professor Emeritus of Counseling and School Psychology; B.A., University of Connecticut; M.S., Sixth Year Diploma, Southern Connecticut State University; Ph.D., University of Connecticut

MATTHAY, EILEEN (1980-1997) Professor Emeritus of Counseling and School of Psychology

MATTHEWS, BARBARA J. (1972-2002) Associate Director Emeritus of Counseling; B.A., Queens College, City University of New York; M.A., Hunter College

MATTIA, JOHN P. (1964-1997), Director Emeritus of Public Affairs; B.S., Southern Connecticut State University; M.A., Fairfield University

MAURO, KATHLEEN J. (1973-2009), Director Emeritus of Student Training; B.S., M.S., Southern Connecticut State University

MAZEN, RAGAA (1967-1992), Professor Emeritus of Psychology; B.A., Ein Shams University (Cairo), M.S., Ph.D., Yale University

McCABE, BERNARD P. (1967-1994), Professor Emeritus of Communication; B.A., M.A., Emerson College; Ph.D., New York University

McCLEERY, ANN DOWNS (1966-2003), Professor Emeritus of English; B.A., Vassar College; M.A.T., Yale University; M.A.L.S., Wesleyan


McDERMOTT, THOMAS M. (1966-1986), Associate Professor Emeritus of English; B.S., Rutgers University; M.A., New York University; Certificate of Advanced Study, Fairfield University

MECK, MICHAEL R. (1970-2002), Professor Emeritus of Mathematics; B.S., University of Michigan; M.S., Ph.D., University of Notre Dame

MEHTA, MOHAN L. (1978-1991), Associate Professor Emeritus of Accounting; B. Com., M. Com., LL.B., University of Rajasthan; M.B.A., Ohio University; M.B.A., City University of New York

MENDEZ-PENATE, SERGIO A. (1967-1984), Professor Emeritus of Foreign Languages; Bachiller en Letras y Ciencias, Instituto de la Habana; Doctor en Leyes; Doctor en Filosofía y Letras, Universidad de la Habana, Cuba; M.A., Fordham University

MESSING, SIMON D. (1968-1989), Professor Emeritus of Anthropology; B.S.S., New York City College; Ph.D., University of Pennsylvania

MESSORE, MARIA R. (1966-1997), Associate Professor Emeritus of Foreign Languages; Teachers Certificate, Instituto Reali Educandati; Dottore in Lingue, Letterature, Institutuo Universitario Orientale di Napoli, Italy

METRELIS, DORA M. (1960-1988), Professor Emeritus of Physical Education; B.S., Russell Sage College; M.A., University of Connecticut; D.P.E., Springfield College

MICHLIN, P. MINOU (1977-2009), Professor Emeritus of Social Work; B.S.W., Teheran School of Social Work; M.S.S.A., Case Western Reserve University; Ph.D., Yeshiva University, A.C.S.W.

MILLS, JUDITH, (1992-2013) Associate Professor Emeritus of Economics; B.A., M.A., Ph.D., State University of New York at Stony Brook

MINTZ, MAX M. (1963-1985), Professor Emeritus of History; B.S., City College of New York; M.A., Ph.D., New York University

MOHAN, P. KRISHNA (1967-1992), Professor Emeritus of Philosophy; B.A., M.A., University of Madras; M.A., Ph.D., Southern Illinois University

MORGAN, ALFRED (1984-2003), Professor Emeritus of Economics and Finance; A.B., University of Georgia; M.A., University of Wisconsin, M.P.A., Ph.D., Harvard University

MOTTOLA, FREDERIK R. (1968-1997), Associate Professor Emeritus of Public Health; B.S., Central Connecticut State University; M.S., Sixth Year Diploma, Southern Connecticut State University

MULLEN, ROBERT L., (1992-2013) Professor Emeritus of Management; B.S., Massachusetts Institute of Technology; M.S., Pennsylvania State University, M.B.A., University of Iowa; Sc.D., University of New Haven

MURPHY, THOMAS J. JR. (1964-1981), Professor Emeritus of Physics; U.S. Navy Midshipman School; M.S., U.S. Naval Postgraduate School, Monterey, California

NATKIN, GERALDINE (2001-2012), CSU Administrative Assistant Emeritus

NELSON, VERNON A. (1968-2003), Professor Emeritus of Biology; B.S., M.S., University of Massachusetts; Ph.D., Pennsylvania State University

NEWMAN, IRVING J. (1972-2002), Professor Emeritus of Special Education; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University; Ed.D., St. John's University

NEWMAN, JAMES D. (1971-1997), Professor Emeritus of Special Education; B.S., M.A., Middle Tennessee State College; Ed.S., George Peabody College; Ph.D., University of Michigan
NEWMAN, KATHRYN M. (1971-1997), Professor Emeritus of Special Education; Ed.B., Ed.M., Rhode Island College; Ed. S., Ph.D., University of Michigan

NOBLE, GILBERT L., Associate Professor Emeritus of Education; B.A., Youngstown University; M.S., State College at Buffalo; Ph.D., State University of New York at Buffalo

NOVICK, JACK (1969-1992), Professor Emeritus of Counseling and School Psychology; B.B.A., M.S., City College of New York; Ph.D., New York University

NOWLAN, GWENDOLYN WRIGHT (1974-2009), Professor Emeritus of Library Science and Information; B.M., Eastman School of Music; M.S., Simmons College; Ed.D., Boston University

NOWLAN, ROBERT A. JR. (1969-2001), Vice President Emeritus for Academic Affairs; B.S., Illinois State University; M.S., Northern Illinois State University; Ph.D., University of Notre Dame

O'BRIEN, GERARD F.J. (1965-1992), Professor Emeritus of History; B.A., M.A., Ph.D., University of Maryland

O'BRIEN, ROBERT V. (1970-1997), Associate Dean Emeritus of Administrative Affairs; B.A., Brown University; M.A., Certificate of Advanced Study, Fairfield University; M.B.A., University of Connecticut

O'DOWD, WILLIAM (1968-2003), Director Emeritus of University Student Center; B.S., University of Bridgeport; M.S., Southern Connecticut State University

OEDEL, HOWARD T. (1961-1981), Professor Emeritus of History; B.A., M.A.T., Harvard University; Ph.D., Boston University

O'KEEFE, TIMOTHY (1967-1994), Professor Emeritus of English; B.S., Fordham University; M.A., Ph.D., City University of New York

OLESEN, EBBA M. (1940-1968), Assistant Professor Emeritus of Education; B.A., Central Washington College of Education; M.A., Columbia University

OLSON, LINDA, (1986-2014) Associate Professor Emeritus of World Languages and Literatures; B.S., Cleveland State University; M.A., Case Western Reserve; Ph.D., University of Wisconsin-Madison

OPPEDISANO, JEANNETTE (2000-2010), Professor Emeritus of Management/MIS; B.A., M.S., State University of New York at Albany; Ph.D., Rensselaer Polytechnic Institute

ORLANDO, ROCCO C. (1970-1986), Dean Emeritus of School of Education; B.S., Southern Connecticut State University; M.A., Fairfield University; B.A., Ph.D., University of Connecticut

O'SULLIVAN, ELLEN (1978-2003), Professor Emeritus of Public Health; B.S., State University of New York at Cortland; M.Ed., Springfield College; Sixth Year Diploma, Southern Connecticut State University; Ph.D., University of Connecticut

PANDIRI, ANANDA (1974-1995), Associate Librarian Emeritus; B.A., B.L., University of Madras, India; M.A., M.L.S., Southern Connecticut State University

PANICCI, RONALD J. (1967-1997), Professor Emeritus of Chemistry; B.S., Holy Cross College; Ph.D., University of New Hampshire

PANNELLA, ROCCO (1973-1997), Assistant Dean Emeritus of Student Affairs; B.A., University of Connecticut; M.S., Sixth Year Diploma, Southern Connecticut State University
PANZA, JOSEPH, (1999-2013) Professor Emeritus of Recreation and Leisure; B.A., M.A., Seton Hall University; Ed.D., University of Pennsylvania

PARIKH, JOSEPHINE (1978-2003), Professor Emeritus of Computer Science; A.B., A.M., George Washington University; Ph.D., University of Maryland

PARRY, BARBARA L. (1966-1989), Assistant Professor Emeritus of Foreign Languages; B.A., M.A., University of California, Berkeley; M.Phil., Yale University


PAUL, RHEA (1997-2008), Professor Emeritus of Communication Disorders; B.A., Brandeis University; Ed.M., Harvard University; Ph.D., University of Wisconsin

PECK, ROGER H. (1973-2000), Professor Emeritus of Educational Leadership; B.S., Taylor University; M.Ed., Miami University (Ohio); Ph.D. Ohio State University

PELLEGRINO, PETER E. (1969-2003), Professor Emeritus of Biology; B.S., M.S., Central Connecticut State University; Ph.D., University of Connecticut


PETERSON, THOMAS J. (1970-1997), Professor Emeritus of Theatre; B.A., University of Minnesota; M.F.A., Yale University

PETROSKEY, WALTER J. (1970-1997), Associate Emeritus to the Vice President for Academic Affairs; B.S., Southern Connecticut State University; M.S., Syracuse University

PIAZZA, ROBERT (1973-2003), Professor Emeritus of Special Education; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University; Ed.D., Columbia University

PIOTROWSKI, JOSEPH M. (1966-2000), Professor Emeritus of Earth Science; B.A., University of Connecticut; M.S., Northwestern University; Ph.D., University of Western Ontario

PISANI, LAWRENCE (1961-1989), Professor Emeritus of Sociology; B.A., M.A., Ph.D., Yale University

PLATO, FLORENCE C. (1961-1982), Associate Professor Emeritus of Education; B.S., Southern Connecticut State University; M.A., Fairfield University; Ph.D., New York University

POHL, RUDOLPH G. (1969-1992), Associate Professor Emeritus of Education; B.A., Rutgers University; M.S., Syracuse University; M.A., University of Colorado; Ed.D., University of Illinois

POLKA, JOSEPH A. (1969-2008), Professor Emeritus of Sociology; B.A., Wheeling Jesuit University; M.A., Duquesne University; Ph.D., Fordham University

POLLACK, Clarice (1968-1996), Assistant Professor Emeritus of Special Education, B.A., University of Toronto; M.A., Roosevelt University

PORTER, ROBERT C. (1961-1986), Director Emeritus of Admissions and Enrollment Services; B.S., Southern Connecticut State University; M.Ed., University of Hartford

PORTER, WILLIAM (1966-1996), Professor Emeritus of Physics; B.A., State University of New York; M.S., Ph.D., Yale University
POSPISIL, ZDENKA (1964-1992), Professor Emeritus of Art; B.A., M.S., University of Oregon; M.A., Ph.D., Yale University

POWELL, ALICE THOMPSON (1936-1962), Associate Professor Emeritus of Library Science and Librarian; B.Mus., Lake Erie College; B.S., School of Library Service, Columbia University; M.A., Oberlin College

PRASAD, DURGA (1982-2011), Professor Emeritus of Management; B.S., L.L.B., Lucknow University, India; L.L.M., Banaras Law School, India; L.L.M., J.S.D., Yale University

PROCTOR, NOBLE S. (1970-2003), Professor Emeritus of Biology; B.A., M.S., Southern Connecticut State University; Ph.D., University of Connecticut

PROKOP, JOHN A., JR. (1988-2006), Director Emeritus of Public Safety; B.S., M.S., University of New Haven; Sixth Year Diploma, Southern Connecticut State University

PUERSCHNER, GEORGE (1976-2003), Associate Professor Emeritus of Chemistry; B.S., Niagara University; M.S., Ph.D., Syracuse University

PURMONT, JON EMMETT (1992-2009), Professor Emeritus of History; B.S., Georgetown University; M.S., Southern Connecticut State University; Ed.D., Teachers College, Columbia University

QUILLIAM, FRANCIS P. (1966-1992), Assistant Professor Emeritus of History; B.S., Worcester State College; M.A., University of Connecticut; M.Ed., Worcester State College

RABE, MARSHA (1977-2008), Director Emeritus of Publications; B.A., Yale University

RADULSKI, ROBERT (1968-1995), Associate Professor Emeritus of Earth Science; B.S. Rensselaer Polytechnic, New York, Ph.D. University of Rhode Island, RI

RAI, KUL B. (1969-2006), Professor Emeritus of Political Science; B.A., M.A., Patna University; Ph.D., University of Rochester

RHODES, JAMES F. (1969-2009), Professor Emeritus of English; B.S., Holy Cross College; M.A., University of Rhode Island; Ph.D., Fordham University

RICARDO, JOAN B. (1969-2003), Assistant Librarian Emeritus; B.S., Southern Connecticut State University

RIDINGER, WILLIAM (1973-1987), Professor Emeritus of Recreation and Leisure Studies; B.A., Gettysburg College; M.A., Teachers College, Columbia University; Ed.D., New York University

ROMANO, SHIRLEY A. (1952-1987), Associate Professor Emeritus of Education; B.S., Southern Connecticut State University; M.A., Professional Diploma, Teachers College, Columbia University

RONIS, DIANE L. (1998-2008), Associate Professor Emeritus of Education; B.A., M.A., Brooklyn College, City University of New York; Sixth Year Diploma, University of Bridgeport; Ph.D., The Union Institute

ROSHKA, MICHAEL, JR. (1974-2009), Bursar Emeritus; B.S., Southern Connecticut State University; M.S., Sixth Year Certificate, Southern Connecticut State University

RUEGER, PAUL (1967-2000), Associate Professor Emeritus of Art; B.S.Ed., Millersville State College; M.F.A., Cranbrook Academy of Art; M.E., Pennsylvania State University
RUKOWICZ, PATRICIA (1972-2009), Associate Professor Emeritus of Exercise Science; R.N., Hartford Hospital School of Nursing; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University

RUSSELL, TILDEN A. (1986-2009), Professor Emeritus of Music; B.A., City College of New York; Ph.D., University of North Carolina

RYAN, MICHAEL (1970-2009), Professor Emeritus of Sociology; B.A., Fordham University; M.A., Professional Diploma, Sixth Year, Teachers College, Columbia University; Ph.D., University of Missouri

SAKALOWSKY, PETER P. (1970-2009), Professor Emeritus of Geography; B.S., Worcester State College; M.A., Clark University; Ph.D., Indiana State University

SALTMAN, JOYCE M. (1975-2009), Professor Emeritus of Special Education; B.A., Brooklyn College; M.S., Hunter College; M.S., Sixth Year Diploma, Southern Connecticut State University; Ph.D., Columbia University

SAMOEIL, JANICE THOMPSON (1996-1997), Associate Professor Emeritus of Foreign Languages; B.A., University of Connecticut, M.A., Yale University; M.A., Ph.D., New York University

SANDIFER, THERESA M., (1990-2013), Professor Emeritus of Mathematics, B.S., Iona College; M.S., Ph.D., University of Massachusetts

SANSONE, FRANK, JR. (1970-2006), Professor Emeritus of Communication Disorders; B.S., Emerson College; M.A., University of Alabama; M.F.T., Southern Connecticut State University; Ph.D., University of Oklahoma

SANTAL-MORRILL, DANIELLE (1966-1997), Associate Professor Emeritus of Foreign Languages; Licence es Letres, University of Paris; M.A., Rutgers University

SANTAVENERE, OLIVE A. (1989-2009), Associate Professor Emeritus of Nursing; B.S., University of Hartford; M.S., University of Hartford; M.S.N., University of Massachusetts; Ph.D., University of Connecticut

SARASON, BERTRAM D. (1946-1976), Professor Emeritus of English; B.S., M.A., Ph.D., New York University

SCH, JOSEPHINE, (1990-2014) Professor Emeritus of Information and Library Science; B.A., National Taiwan University; M.L.S., State University of New York at Albany; M.L.S., Ph.D., Florida State University

SCHULTZ, GERALD A. (1967-2009), Professor Emeritus of Mathematics; B.A., Manhattan College; M.A., Fordham University

SCHWEITZER, EUGENE W. (1967-1988), Professor Emeritus of Music; B.Mus., University of Wisconsin; M.Mus., Westminster Choir College; Ph.D., University of Rochester

SELVAGGIO, MARIE M. (1993-2011), Professor Emeritus of Anthropology; B.A., Douglass College; M.A., Ph.D., Rutgers University

SEMMLER, MARY LOUISE (1940-1976), Assistant Professor Emeritus of Music; B.S., West Chester State College; M.A., Yale University

SENZER, MARK (1977-2009), Associate Professor Emeritus of Social Work; B.A., Brooklyn College; M.S.W., Advanced Certificate, Columbia University; A.C.S.W.
SHALVEY, THOMAS J. (1968-1997), Professor Emeritus of Philosophy; B.A., M.A., Fordham University; Ph.D., Georgetown University

SHEA, CAROL A. (1965-1997) Professor Emeritus of Education; B.A. Albertus Magnus; M.A., Southern Connecticut State University; Ph.D., University of Connecticut

SHELAR, EUGENE (1952-1977), Professor Emeritus of Biology; B.S., Slippery Rock State College; M.S., Ph.D., Cornell University

SHERMAN, ANTHONY C. (1994-2002), Assistant Professor Emeritus of Communications; B.A., Hampden-Sydney College; M.S., Yale University

SHILLER, BARBARA (1972-2009), Professor Emeritus of Special Education; B.S., Southern Connecticut State University; M.A., Teachers College, Columbia University; Sixth Year Diploma, Southern Connecticut State University

SHUTT, PATRICIA (1970-1993), Associate Professor Emeritus of Psychology; B.A., DePauw University; M.A., Ph.D., University of Missouri

SIEGEL, ELBERT (1978-2009), Professor Emeritus of Social Work; B.A., State University of New York; M.S., Canisius College; M.S.W., University of Connecticut; Certificate of Advanced Study in Social Welfare, D.S.W., Columbia University; A.C.S.W.

SKOLNICK, SIDNEY (1966-1989), Professor Emeritus of Reading; B.S., Southern Connecticut State University; B.A., M.A., Ph.D., University of Connecticut

SMITH, DWIGHT G. (1970-2011), Professor Emeritus of Biology; B.A., Elizabethtown College; M.S., Ph.D., Brigham Young University

SMITH, J. PHILIP (1965-2004), Professor Emeritus of Mathematics; B.A., Dartmouth College; M.S., Stanford University; Ph.D., Teachers College, Columbia University

SMITH, JACK R. (1965-1985), Professor Emeritus of Art; B.F.A., Yale University; M.F.A., University of Colorado

SOLODOW, JOSEPH, (1992-2013) CSU Professor Emeritus of World Languages and Literatures; A.B., Columbia University; A.M., Ph.D., Harvard University

SPARKS, ERWIN RAY (1965-1992), Associate Professor Emeritus of Mathematics; B.A., Southern Connecticut State University; M.S., University of Connecticut

SPEAR, ROLFE M. (1970-2003), Assistant Professor Emeritus of English; B.A., Syracuse University; M.A., Claremont Graduate School; Ph.D., Syracuse University

STAMBLER, MOSES, (1967-2013) Professor Emeritus of Social Work; B.A., New School for Social Research; M.A., Teachers College, Columbia University; M.S.W., M.P.H., University of Connecticut; Ph.D., New York University

STEVENSON, HARLAN Q. (1964-1992), Professor Emeritus of Biology; B.S., Pennsylvania State University; Ph.D., University of Florida

STEWART, PAUL J. (1970-1992), Professor Emeritus of History; B.A., University of Illinois; M.A., Columbia University; Ph.D., University of Illinois
STODDARD, CHARLES E. (1983-2000); Assistant Librarian Emeritus, B.S., University of Connecticut; M.S., Central Connecticut State University; M.L.S., Southern Connecticut State University

STOHLER, WILLIAM LEE, JR., (1976-2014) Professor Emeritus of Public Health; B.S., West Chester State College; M.Ed., Trenton State College; Ph.D., University of Toledo

SWANCHAK, GRACE (1970-1996), Assistant Professor Emeritus of Special Education; B.S., M.A., 6th Year, Southern Connecticut State University

SWENSON, JANICE V. (1969-1989), Associate Professor Emeritus of Sociology; B.A., Douglas College, Rutgers University; M.S., Columbia University School of Social Work; M.A., Ph.D., University of Connecticut


TAYLOR, WILLIAM (1967-1989), Professor Emeritus of Communication; B.A., M.A., Ph.D., University of Michigan

TEDESCHI, PAUL V. (1949-1976), Associate Professor Emeritus of Art; B.F.A., M.F.A., Yale University

THIEL, ROBERT (1972-1995), Professor Emeritus of Public Health; B.S., M.S., Drexel University; M.S., Southern Connecticut State University; Ph.D., University of Pennsylvania

THOMPSON, EDWARD A. (1967-2008), Professor Emeritus of Psychology; B.A., Denison University; M.A., Ph.D., University of Delaware

THOMPSON, GLADYS (1952-1976), Assistant Librarian Emeritus; B.A., Brown University; B.S., Southern Connecticut State University

TOLCHIN, GERALD (1968-2003), Professor Emeritus of Psychology; B.S., City College of New York; M.S., Ph.D., Yeshiva University

TOLLEY, WILLIAM (1996-1997), Associate Professor Emeritus of Earth Science; B.S., M.S., Syracuse University

TOWBIN, ALAN P. (1969-1997), Clinical Psychologist Emeritus; A.B., Cornell University; M.A., Ph.D., Yale University

TRIOLO, VICTOR (1975-2006), Associate Professor Emeritus of Information and Library Science; B.S., Brooklyn College; M.A., University of Massachusetts; Ph.D., University of Wisconsin; M.S.L.S., Columbia University

TULL, MARY J. (1969-1984), Associate Professor Emeritus of Education; B.A., University of Minnesota; M.Ed., Ed.D., University of Cincinnati

TURKO, ALEXANDER A. (1965-2008), Associate Professor Emeritus of Biology; B.A., M.S., Southern Connecticut State University

TYLER, ROBERT L. (1970-1984), Professor Emeritus of History; B.A., M.A., University of Minnesota; Ph.D., University of Oregon

ULLMAN-BROWN, MARYANNE (1975-2009), Associate Professor Emeritus of Special Education; B.S., M.S., Southern Connecticut State University
VANACORE, CAROLYN DORSEY (1965-1989), Division Director Emeritus of Health, Physical Education, Recreation and Safety; B.S., M.S., Sixth Year Diploma, Southern Connecticut State University

VENA, MICHAEL (1967-2008), Professor Emeritus of Foreign Languages; B.A., University of Bridgeport; M.A., Ph.D., Yale University

VIA, NANCY S. (1966-2003), Librarian Emeritus; B.S., M.L.S., Sixth Year Diploma, Southern Connecticut State University

VICENZI, ANGELA (1985-2000), Professor Emeritus of Nursing; B.S., Western Connecticut State University; M.A., M.Ed., Ed.D., Teachers College, Columbia University

VITALE, JOSEPH N. (1984-2011), Professor Emeritus of Computer Science; B.S., Fairfield University; M.S., Rensselaer Polytechnic Institute; M.S., Yale University


WALSH, DAVID (1972-2009), Professor Emeritus of Political Science; B.A., Westfield State College; M.A., Ph.D., University of Connecticut

WALTER, KENNETH (1985-1997), Director Emeritus of Library Services; A.B., M.S., Emory University; M.S.L.S., University of North Carolina; Ed.D., University of Georgia

WASHBURN, ROBERT M. (1969-1997), Professor Emeritus of Mathematics; B.A., Syracuse University; M.A., Bowdoin College; Ph.D., Cornell University

WEIGAND, MAY KOENIG (1948-1975), Professor Emeritus of Psychology; A.B., Mount Holyoke College; M.A., New York University; Ph.D., Yale University

WEINSTEIN, LUCIE (1969-1992), Professor Emeritus of Art; B.A., Tokyo University of Arts; M.A., Harvard University; M.Phil., Ph.D., Yale University

WHELAN, FRANK (1979-2003), Professor Emeritus of Management & MIS; B.S., University of New Haven; M.A., Trinity College; Ed.D., Nova University

WIACEK, ELMA BEARSLEY (1963-1985), Librarian Emeritus; B.S., M.S., Southern Connecticut State University

WIEGAND, OSCAR (1956-1979), Associate Professor Emeritus of Education; B.S., Glassboro State College; M.A., Montclair State College; Ed.D., Teachers College, Columbia University

WILLIAMS, SELASE W. (2005-2011), Provost and Vice President Emeritus of Academic Affairs; B.A., M.A., University of Wisconsin, Madison; Ph.D., Indiana University, Bloomington

WOLF, ELIZABETH ANNE (1979-1994), Professor Emeritus of Physics; B.A., M.A., Ph.D., Oxford University

WOOD, BRUCE H. (1968-1988), Professor Emeritus of Counseling and School Psychology; B.S., University of Bridgeport; M.S., Sixth Year, University of Connecticut; Ed.D., University of Massachusetts

WOODARD, HUBERT C. (1969-1992), Assistant Professor Emeritus of Special Education; B.S., M.Ed., Springfield College

WRIGHT, WILLIAM (1969-2001), Professor Emeritus of History; B.A., M.A., University of Michigan
WRIGHT, WILTON B. (1963-1997), Professor Emeritus of Athletics; B.S. Southern Methodist University; M.S., Springfield College

WU, HING (2001-2011), Associate Librarian Emeritus in Library Services; M.S., Simmons College

ZAMOURI, ALI (1970-2009), Assistant Librarian Emeritus; B.A., University of Baghdad, Iraq; M.S., University of Chicago; M.S., Southern Connecticut State University

ZIEMBA, WALTER P., JR. (1980-2010), Director Emeritus of Institutional Research; B.S., M.S., Southern Connecticut State University
ADMINISTRATION

ACETO, ANTONIO, Coordinator of Athletic Facilities; B.S. Southern Connecticut State University

ADELE, GOLDFIE, Director of Disability Support Services; B.A., Temple University; J.D., Thomas M. Cooley Law School

ALEXANDER, JAIME, Assistant Registrar; B.S., Southern Connecticut State University; M.A., Albertus Magnus College

ALLEN, ELAINE, Associate Director Counseling Services; B.A., Centre College; M.T.S., Duke University; M.S.W., University of North Carolina at Chapel Hill

AMENTA, ROSALYN, Director of Women's Programs; B.A., Southern Connecticut State University; M.A.R., Yale Divinity; Ph.D., Fordham University

ANDERSON, ERIC, Physics Lab Technician; B.S., Southern Connecticut State University

ANDERSON, STEVEN, Technical Support Analyst; B.S., Quinnipiac University

ARBORIO, KAREN, Coordinator of University Construction and Facilities Management; B.S., Central Connecticut State University

AUTIERI, SARAH, Residence Hall Director; B.S., Keene State College; M.S., University of Rhode Island

BAILEY, JAYE, Chief of Staff and Vice President for Organizational Development; B.A., University of Rhode Island; J.D., University of Connecticut School of Law

BARBER, JAMES W., Director of Community Engagement; B.S., Southern Connecticut State University

BARRETT, CHRISTINE, Associate Director of Academic Advisement; B.A., Quinnipiac College; M.S., Central Connecticut State University

BAUM, CHRISTINA, Director of Library Services; B.S., Illinois State University; M.S.L.S., Ed.D., University of Kentucky-Lexington

BEACOM, ELIZABETH C., University Writer/Editor; B.A., Middlebury College; M.A., Ph.D., University of Virginia, Charlottesville

BELCHER, TIMOTHY, Assistant Director of Admissions; B.A., Quinnipiac University

BEN-AVIE, MICHAEL, Director of Assessment; B.A., University of Haifa at Oranim, Ph.D., Davidson School of Education, Jewish Theological Seminary

BENTLEY-DROBISH, DENISE, Director of Student Life; B.S., M.S., Southern Connecticut State University

BERGEVIN, JOHN P., Technical Support Engineer

BERGERON, BETTE, Provost and Vice President for Academic Affairs; B.S., University of Maine; M.Ed., Ph.D., Purdue University

BILOTTA, ARNOLD, Assistant Director, Lyman Center
BONET, ADAM, Residence Hall Director; B.A., St. John Fisher College; M.S., Manhattanville College

BONYAI, EILEEN, College Nurse Practitioner; B.S., University of New England; M.S., Southern Connecticut State University; M.S.N., Yale School of Nursing

BRANDON, LAUREL, Nursing Lab Technician; B.S., University of Massachusetts-Amherst

BREESE, STEVEN, Dean of the School of Arts and Sciences; B.A., Baldwin-Wallace College; M.F.A., California Institute of the Arts

BRENCKLE, NICHOLAS, Enterprise Infrastructure Administrator-UNIX

BROWN-ALBERT, DIAN, Coordinator of the Multicultural Center; B.A., Southern Connecticut State University

BRULE, LISE M., University Controller; B.S. Bryant College; M.B.A., Southern Connecticut State University

BRYANT, PHILIP, Coordinator of High Tech Classrooms and AV/TV Services; B.A., Western Connecticut State University; M.A., University of Connecticut

BRYERS, BONNIE, Customer Support Center Lead

BUCKMAN, HARRIET, Assistant Director, Financial Aid; B.A., Albertus Magnus College; M.S., Southern Connecticut State University

BUNGERT, KENNETH, Certification and Title II Officer; B.S., M.S., Bemidji State University

BUNOSSO JR., ANTHONY, Programmer Specialist; B.S., Albertus Magnus College

BUONOCORE, RALPH, Telecommunication Technician Manager

CAGGINELLO, JOAN, Clinical Coordinator; B.S.N., Sacred Heart University; M.S., Southern Connecticut State University

CALANDRA, CONRAD S., Coordinator of Academic and Career Advising; B.A., James Madison University; M.Ed., University of Virginia

CANNING, IAN, Director of Special Academic Programs and Sessions; B.A., Boston College; M.B.A, George Washington University

CAMMARATA-GILHULY, DOREEN, Assistant Director of Alumni Affairs; B.S., Southern Connecticut State University

CAPUTO, MARY PATRICIA, Director of Marketing and Publications; B.A., Providence College

CARPENTIER, ROBERT F., Technical Support Engineer; B.S., Southern Connecticut State University

CARROLL, ALICIA, Bursar; B.S., M.B.A., University of New Haven

CARSON, DARCI, Associate in Human Resources

CASSELLA, VINCENZO, Associate Director; B.S. Southern Connecticut State University

CATCHING, CHRISTOPHER, Assistant Vice President for Student Affairs; B.A., Montclair State University; M.A., New York University; Ed.D., Rutgers University
CHAN, JIAN, Assistant Manager of Internet Services; B.S., Southern Connecticut State University

CHENOWETH, ISABEL, Assistant Director of Public Affairs/University Photographer; B.A., Vassar College; J.D., College of William and Mary

CHHABRA, AJAY, Financial Information Systems Support Specialist; M.B.A., Southern Connecticut State University

CHUCTA, NANCY, CSU Administrative Assistant

CHRISTY, CATHERINE, Coordinator of the Women's Center; B.S., Sacred Heart University

COHANE, WILLIAM, Assistant Director of Facilities; B.A., Southern Connecticut State University

COHEN, CLIFFORD S., Technical Support Specialist (LAN) for Administrative Computing; B.A., University of Connecticut

COLLISON, STEVEN J., Server Support Specialist; B.S., Southern Connecticut State University

CONDON, BETTE JEAN, CSU Administrative Assistant; A.S., Naugatuck Valley Community College

CONLEY, MARYLOU A., Coordinator of Graphic Services; B.S., Southern Connecticut State University

COOK, KENNETH G., Technical Support Specialist; B.S., University of Connecticut

CORESSEL, SHEILA, Associate Director of Residence Life for Residential Education and Community Development; B.B., The University of Akron; M.Ed., Oklahoma State University; Ph.D., Michigan State University

CRERAR, BRAD, Director of Student Center; B.A., M.S., Southern Connecticut State University

CRERAR, GREGG, Interim Associate Vice President of Institutional Advancement; B.S., New Hampshire College; M.S., Southern Connecticut State University

CRONE, KIMBERLY, Associate Vice President for Enrollment Management; B.A., Bloomsburg University of Pennsylvania; M.Ed., Lehigh University

CUDDIHEE, ROBERT, Media and Instructional Services Specialist; B.S., University of Bridgeport; M.S., Ph.D. University of Louisville

DAHLMAN, DIANA, Housing Assignment Coordinator; B.S., Southern Connecticut State University

DELUCA, LEWIS, JR., Coordinator of Student Financial Literacy and Advising; B.S., Saint Michael's College; M.Ed., Springfield College

DEMEZZO, ROBERT, Director of Housing; B.S., Southern Connecticut State University

DEOLIVEIRA, KATHLEEN, Director of Academic Student Success; B.A., St. Norbert College; M.A., University of St. Thomas; Ed.D., Edgewood College

DESISTO, DEBORAH A., Administrative Operations Assistant, Academic Affairs

DILGER, PATRICK, Director of Public Affairs; B.A. Auckland University; M.S. University of North Carolina

D'ONOFRIO, JR. GIOVANNI, Payroll Coordinator; B.S., Quinnipiac University,
DORR, THOMAS, Assistant Director, Conference and Technology; B.S., Southern Connecticut State University

DOUGMAN, SIHAM, Registrar; B.S. Northeastern University; M.B.A., Yarmouk University

DROBISH, ROBERT K., Scheduling Officer; B.S., M.S., Southern Connecticut State University

DURNIN, ELLEN, Dean, School of Business; B.A., Wagner College; M.S., Baruch College/City University of New York; Ph.D., City University of New York

EDELSTEIN, ROMAN, Network Administrator; M.S., State University of Telecommunications, St. Petersburg, Russia

FAIRCHILD, DEBORAH, Assistant Coordinator of Student Supportive Services; Disability Resource Office; B.A., University of Bridgeport

FERNANDES, CARRIE, Associate Director of Financial Aid; A.S., Three Rivers Community College; B.S., University of Connecticut

FERRARO, MARISA, Program Manager; B.A., Dickinson College; M.S., Southern Connecticut State University

FERRIE, VINCENT, JR., Assistant Director of Business Service; B.S., Southern Connecticut State University

FERRUCCI, THOMAS J., Assistant Director of Student Supportive Services, Writing/Tutorial; B.A., The Pennsylvania State University; M.A., University of Arizona

FLYNN, CARLA, Assistant Director of Admissions; B.A., Gettysburg College; M.S., Rensselaer Polytechnic Institute

FORREST, DAVID, Assistant Director of Facilities Operations; M.Arch., University of Virginia

FRANCIS, BERNADINE, Assistant Director of Institutional Research

FRIESS-MORDENTE, LINDA, Assistant Registrar; B.S., University of Connecticut

GALVIN, LISA A., Director of Graduate Admissions; B.S., M.B.A., Southern Connecticut State University

GARBUTT, JONATHAN, Enterprise Infrastructure Administrator; B.S., Southern Connecticut State University

GARCIA, ESTEBAN, Assistant Bursar; B.S., University of Connecticut

GERSTEIN, ADAM, Technical Support Engineer; B.S., Southern Connecticut State University

GILBRIDE-REDMAN, MAUREEN, Research Associate; B.A., Providence College, M.P.A., University of New Haven; M.S., Southern Connecticut State University

GIORDANO, JOHN J., Assistant Director of Financial Aid and Scholarships

HAAKONSEN, ALEXIS, Director of Admissions; B.A., The College of Wooster; M.A., Sacred Heart University

HARRIS, CAROLYN, Administrator II; B.S. Southern Connecticut State University

HEGEDUS, STEPHEN, Dean of the School of Education; B.S., Ph.D., University of Southampton
HEIDKAMP, ERIN, Director of International Education

HERNANDEZ, MILDRED, CSU Administrative Assistant

HINES, JOSEPH, Assistant Coordinator of Athletic Facilities, Director of Intramurals; B.S., Southern Connecticut State University

HOCURSCAK, JENNIFER, Grants Fiscal Associate; B.S., M.S., University of Connecticut

HOFFECKER, MEGAN, Assistant Director of Academic and Career Advising; B.S., Southern Connecticut State University

HOUGHTON, CRAIG, Programmer Analyst; B.A., Southern Connecticut State University

HUDA, MARGARET E., CSU Administrative Assistant

HUDSON, JENNIFER, Faculty Development Associate; B.A., Sacred Heart University; M.A., Southern Connecticut State University

HUGHES, MARTHA, College Nurse Practitioner; B.S.N, Salem State College; M.S.N, Simmons College

HUMINSKI, SUZANNE, Sustainability Coordinator; B.A., Yale University; M.S., Southern Connecticut State University

JAGIELOW, KURT, Network Specialist

JASER, JOHN, Director of Systems and Infrastructure; B.A., Fairfield University

JENKINS, CAROL, Assistant Program Manager; B.S., Southern Connecticut State University

JOHNSON, BETHANN H., Administrative Assistant to the President

JOHNSON, DIANE, College Nurse Practitioner; B.S.N., Carlow University; M.S.N., Quinnipiac University

JOHNSTON, MICHELLE R., Director of Alumni Affairs; B.A., Bradford College

JONES, JORDAN, Assistant Director of Academic and Career Advising; B.S., Southern Connecticut State University; M.S., Capella University

JOSEPH, DAPHNEY, Assistant Director of Student Life for Clubs and Organizations; B.S., University of Connecticut; M.S., Central Connecticut State University

KAGAN, BARBARA, Assistant Director, Graphic Artist; B.S. University of Massachusetts, Amherst

KALK, BRUCE H., Associate Dean, School of Arts and Sciences; B.A., College of William and Mary; M.A., Ph.D., University of North Carolina at Chapel Hill

KELLOGG, RAYMOND N., Director of Network Telecom Services

KENEFICK, ROBIN, Procurement Card Program Administrator; B.S., Southern Connecticut State University

KENNEDY, MARIANNE, Associate Vice President for Academic Affairs; A.B., Trinity College; M.A., Ph.D., University of Connecticut

KENNEDY, PAULA J., Associate Director of Admissions; B.A., Franklin Pierce College; M.S., Southern Connecticut State University
KLICSU, JANET, Assistant Director of the Student Center/Coordinator of Conferencing Services; B.S., M.S., Southern Connecticut State University

KOBYLANSKI, MICHAEL, Associate Director of Athletics Communication; B.A., University of Massachusetts; M.S., Quinnipiac University; M.S., University of New Haven

KOSLOWSKI, PHILANTHI, University Records Specialist; B.A., M.L.S., Southern Connecticut State University

KOZIN, JOHN, Technical Support Engineer

KRAUSS, TIMOTHY, Administrator 3; B.S., Central Connecticut State University; M.B.A., University of Hartford

LACHARY, ERIC, Assistant Director of Student Life

LaDORE, FRANK, Director of Academic and Career Advising; B.S., M.S., Southern Connecticut State University

LAING, KIMBERLY, Associate Registrar; B.S., Southern Connecticut State University; M.S., Eastern Connecticut State University

LANDAU, RANDALL, Director of Financial Business Applications

LAPLANTE, TAMI, University Human Resources Administrator; B.S., Bay Path College; M.B.A., University of New Haven

LEE, GLORIA, Director of Financial Aid; B.S., Southern Connecticut State University

LEONARD, MICHELLE, Financial Analyst; B.S., Sacred Heart University; MBA, Southern Connecticut State University

LETKOWSKI, MATTHEW, Assistant Compliance Coordinator; B.A., University of Connecticut; M.P.S., St. John's University

LEUNG, PETER, Assistant Director of Academic and Career Advising; B.S., M.S., Central Connecticut State University

LOESCHER, PAUL, Director of Architectural Services; B.Arch., B.F.A., Rhode Island School of Design

LYNN, CHRISTOPHER, Assistant Athletic Director/Equipment Manager; B.S., Southern Connecticut State University

MALICKA, ANNA, Assistant Librarian; M.A., Jagellonian University-Crakow, Poland

MALLICK, BARBARA T., Director of Financial Planning and Information Support Systems; B.S., Alliance College; M.B.A., Sacred Heart University

MARCHESI, PHILIP, Assistant in Human Resources; B.S., Stonehill College; M.A., Rutgers University

MARRONE, JANE E., Assistant Director of Athletics/Fiscal Administration; B.S., University of Connecticut; M.B.A., Southern Connecticut State University

MASON, TODD, Campus One Card Assistant; B.S., University of New Haven

MASSORES, KIMBERLY, Administrative Operations Assistant; A.S., Albertus Magnus College
MAZZA, DIANE, *Chief Human Resources Officer*; B.S., M.S., Central Connecticut State University

MICHAELSEN, DIANE, *Director of Field Education and M.S.W. Admissions*; B.S., Centre College of Kentucky; M.S.W. Southern Connecticut State University

MICHAUD, SARAH, *Coordinator of Substance Abuse Program*; B.S., University of Hartford; M.S., Villanova University

MIECZARSKI, JOANNE G., *Associate Director of Academic Advising*; B.S., M.S., Central Connecticut State University

MILKE, JOANNE, *Disability Specialist*; B.S., Pennsylvania State University; M.A., George Washington University; M.S., Southern Connecticut State University

MISBACH, KAREN, *Director of Environmental Health and Safety*; B.S., University of New Haven; M.S., Rensselaer Polytechnic Institute

MONIELLO, NUNCIA, Assistant Registrar; B.S., Southern Connecticut State University

MONTAGNE, M. KATHERINE, Director of Accounting Service; B.A., Wells College; B.B.A, Western Connecticut State University; M.B.A., University of Connecticut

MORAIS, AMY, User Services Manager; B.S., Southern Connecticut State University

MORAN, PATRICK, Programmer Specialist; B.S., Fairfield University

MORAN, JAMES, *Director of Athletics*; B.G.S., University of Connecticut; M.S., Albertus Magnus College

MORDENTE, GIACOMO III, *Associate Director of Student Support Services*; B.A., Providence College; M.S., Sixth Year, Southern Connecticut State University

MORGENTHALER, DIANE, *Director of Health Services*; B.A., State University of New York at Purchase; M.D., Medical College of Pennsylvania

MOROZ, WILLIAM, J.R., *Enterprise Infrastructure Administrator*

MORTENSEN, ANDREW J., *Programmer Specialist*; B.S., Southern Connecticut State University

MUSANTE, JOSEPH A., *University Writer/Editor*; B.S., Southern Connecticut State University

MUSMANNO, KAREN, *eLearning Technology Administrator*; B.A. Western Connecticut State University

NEWTON, DEBORAH, *Interim Associate Dean, School of Education*; B.S., State University of New York at New Paltz; M.Ed., College of New Jersey; Ed.D., University of Cincinnati

O’LEARY, ALLISON, *Assistant Director for Web Site Information*; B.A., University of Connecticut

OTIS, JEFFREY, *Enterprise Infrastructure Manager*; B.S., Fairfield University

OUELLETTE, SCOTT J., *Assistant Director of Admissions*; B.A., Bridgewater State College

OWERS, TRACEY, *Administrative Operations Assistant*

PAPAZIAN, MARY, *President*; B.A., M.A., Ph.D., University of California, Los Angeles

PARROTT, MARK, *Assistant Director of Residence Life and Upper Class Communities*; B.S., Southern Connecticut State University
PAVEZA, GREGORY, Dean, School of Graduate Studies; B.A., Lewis College; M.S.W., University of Hawaii; Ph.D., University of Illinois-Chicago

PELLO, DAWN, Prospect Research Officer; B.S., Bryant College; M.B.A., Quinnipiac University

PERRY, DARNELLE, Associate in Human Resources

PERRY, LUCILLE C., Financial Aid Officer

PERUGINI, CHRISTOPHER, Web Application Development Specialist; B.S., University of Hartford; M.B.A., University of Connecticut

PESSINA, PHILIP, Associate Director, Public Safety

PETITT, CAROLYNN, Director of Campaign Operations; B.S., Southern Connecticut State University; M.B.A., Southern Connecticut State University

PISCITELLI, CHRISTOPHER, Director of Judicial Affairs; B.S., Southern Connecticut State University

POKHREL, BINOD, Director of Academic Technologies; B.S., Kathmandu University; M.S., Southern Illinois University

POOLE, FRANCESCA, Associate in Human Resources

PRINCE, GERALDINE, Coordinator of Employer Recruitment Programs; B.A., Quinnipiac College

QUAGLIAROLI, SUSAN, User Support Specialist; B.A., Central Connecticut State University

QUINTANA, LEILANNIE, Assistant Director of Admissions; B.S., Southern Connecticut State University; M.B.A., Sacred Heart University

RAFFONE, MONICA G., Associate Registrar; B.S., M.S., Southern Connecticut State University

REGAN, TRICIA, Assistant Director for Academic Advisement; B.S., M.S., Southern Connecticut State University

REIMAN, DENNIS, Associate Chief Information Officer; B.S., Florida State University; M.A., University of Central Florida

REMY, PAUL, Accounts Payable Coordinator; B.S., Bryant College

RENNIE, ROBERT, Chief Information Officer; B.S., Rollins College; M.H.R., University of Oklahoma; Ph.D., University of Florida

RETORT, JENNA, Assistant Director of Judicial Affairs; B.A., Westminster College; M.A., Slippery Rock University

RICCARDI, RICHARD, Associate Vice President for Institutional Effectiveness; B.S., M.S., Southern Connecticut State University; Sc.D., University of New Haven

RICE, PAULA, University Human Resources Administrator; B.S., University of Connecticut; MBA, Sacred Heart University

RISLEY, CHRISTINE, Computer Operations Specialist

RIVERA-ALFARO, ANNA, Assistant Director of Transfer Advising; B.S., M.B.A., Quinnipiac University
RIZK, JASON, Residence Hall Director; B.S., Southern Connecticut State University

RIZZA, SALVATORE A., Director of New Student and Sophomore Programs; B.A., M.S., Southern Connecticut State University

ROBINSON, LINDA, CSU Administrative Assistant; B.A., Central Connecticut State University; M.B.A., Southern Connecticut State University

ROCANELLI-LEICHTER, CHARLENE, Database Administrator; B.A., State University of New York at Stony Brook

ROCHETTE, JOHN, Research Assistant, Post Award; B.S., Fairfield University; M.B.A., University of New Haven

ROSENTHAL, EMILY, Coordinator of the Wellness Center; A.B., M.S.W., M.P.H., University of Illinois at Chicago

ROWE, HEATHER, Business Manager; B.A., Union College; M.A., Quinnipiac University

RUGGIERO, ANGELA, Assistant Director of Academic and Career Advising; B.S., Southern Connecticut State University

RUGGIERO, JENNIFER, Assistant Registrar, B.S., Southern Connecticut State University

RUGGIERO, JOHN, Director of Facilities Engineering; B.S., Roger Williams College

RUSSER, BRIAN H., Technical Support Specialist; B.S., Quinnipiac College

SANDERS, WHITNEY, Assistant to the Project Director; B.A., University of Central Missouri; M.F.A., Southern Connecticut State University

SANFORD, JANET, Chemistry Stockroom Manager; B.S., M.S., Southern Connecticut State University

SANTIAGO-CORDERO, MARLENE, Associate in Human Resources; B.S., University of New Haven

SCANLEY, BARBARA, Center for Nanotechnology Technician; A.B., Barnard College; B.S., Southern Connecticut State University; Ph.D., M.D., University of Chicago

SCHINDEL, MICHAEL, Assistant Director of International Programs

SCHNUR, CRAIG, Assistant Bursar; B.S., Eastern Connecticut State University

SCIBEK, JESSICA, Assistant Director of the Fitness Center; B.S., Sacred Heart University; M.S., Southern Connecticut State University

SCOTT, ANDRE, Assistant Registrar

SEARCY, YAN DOMINIC, Associate Dean, School of Health and Human Services; B.A., University of Notre Dame; M.S.W., University of Wisconsin, Madison; Ph.D., University of Chicago

SHEA-LUZIK, CYNTHIA, Manager of Contract Compliance and Procurement Services; B.S., Southern Connecticut State University

SHEELEY, ROBERT G., Associate Vice President for Capital Budgeting and Facilities Operations; B.S., M.S., Southern Connecticut State University

SIEDLARZ, LISA, Financial Aid Counselor and Loan Administrator; B.A., Albertus Magnus College
SIESER, DAVID A., Director/ERP Application Services; B.A., University of Massachusetts Amherst

SIMMS, ERIC, Associate Director of University Student Center; B.S., Southern Connecticut State University

SIZENSKY-SEARLES, JUDITH, Accounting and Budget Assistant

SMITH, ANDREW, Assistant Director of Graduate Admissions; B.S., M.B.A., Southern Connecticut State University

SOUSA, NICOLE, Financial Analyst; B.B.A., Florida Atlantic College; M.B.A., University of Hartford

STANTON-HOLMES, DAVID, Assistant Director of University Student Center; B.S., Southern Connecticut State University

STAMP, ROBERT, Vice President for Institutional Advancement; B.A., State University College at Buffalo

STARKEY, DAVID J., Associate Director of Student Activities/Special Events; B.A., Southern Connecticut State University; M.F.A., North Carolina School of the Arts

STEARNS, HEATHER S., Recycling Coordinator; B.A., M.S., Central Connecticut State University

STILES, BRIGITTE H., Associate Director of Health Services; B.S., Southern Connecticut State University

STRUBLE, THOMAS, Director of Facilities and Operation Services; B.S., Southern Connecticut State University

STRUYK, VILLIA, Assistant Director of Public Affairs; B.A., University of Maryland-College Park

TETREAULT, JULES, Assistant Vice President for Student Affairs/Dean of Students; B.A., Franklin Pierce College; M.S., Northeastern University; Ed.D., University of Massachusetts, Boston

THIBAULT, KELLY, Assistant to the Director of Housing/Residence Life

TISO, SUSAN, Planner/Analyst; B.S., Southern Connecticut State University

TODARO, ANGELA, Director of Field Experiences; B.S., M.A., Slippery Rock University; Ph.D., Michigan State University

TOMASCAK, LAWRENCE, Director of the Lyman Center; B.S., Southern Connecticut State University; M.A., University of Connecticut

TOTH, JAIME, Development Assistant, Annual Giving; B.A., Southern Connecticut State University

TYREE, TRACY, Vice President for Student Affairs; B.S., University of Florida-Gainesville; M.A., Indiana University-Bloomington; Ph.D., University of Maryland-College Park

VALENTIN, NORMA, CSU Administrative Assistant

VALSAMIS, NICHOLAS, Customer Support Center Supervisor

VAMVAKIDES, JUDITE, Director of Annual and Leadership Giving; B.A., Southern Connecticut State University

VARGAS, CRISTALYN, Residence Hall Director; B.S., M.S., Syracuse University

VISOKAY, KELLY, Assistant Bursar
WALLACE, KIMBERLY, *Acquisitions Specialist*; B.A., Central Connecticut State University; M.S., Albertus Magnus College

WALSH, JOHN, *Customer Support Center Lead*; B.S., Southern Connecticut State University

WANG, JAN, *Assistant to the Business Manager*

WASHINGTON, AARON M., *Associate Dean of Student Affairs*; B.S., M.Ed., Tuskegee University

WATKINS, MEGANE, *Campus One Card Administrator*; B.S., University of Bridgeport; M.B.A., Albertus Magnus College

WATSON, SEAN, *Residence Hall Director*; B.A., State University of New York-Plattsburgh; M.S., University of Rochester

WILSON, MARVIN G., *Associate Director of Residence Life for Housing Operations*; B.S., Southern Connecticut State University

YALOF, KATHY R., *Coordinator of Academic Resources*; A.A., Sacred Heart University; B.A., M.B.A., Southern Connecticut State University

YOUNG, JOHN O., *Director of Support Services*; B.A., University of Connecticut; M.S., University of New Haven

ZALOT, BARBARA, *Assistant Bursar*; B.A., M.A., Central Connecticut State University

ZAMFIR, BOGDAN, *Coordinator of Adaptive Technology Services*; B.S. Southern Connecticut State University

ZIBLUK, KEVIN, *Project Manager*; B.S., Southern Connecticut State University

ZIBLUK, PATRICIA C., *Director, Office of Sponsored Research*; J.D., University of Miami
UNDERGRADUATE DEPARTMENTS

School of Arts and Sciences

- Anthropology
- Art
- Biology
- Chemistry
- Communication
- Computer Science
- Earth Science
- English
- Geography
- History
- Interdisciplinary Studies
- Journalism
- Mathematics
- Media Studies
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Science Education and Environmental Studies
- Sociology
- Theatre
- World Languages and Literatures

School of Business

- Accounting
- Economics and Finance
- Management/MIS
- Marketing

School of Education

- Counseling and School Psychology
- Education
- Information and Library Science
- Special Education and Reading

School of Health and Human Services

- Communication Disorders
- Exercise Science
- Nursing
• Public Health
• Recreation and Leisure Studies
• Social Work
SCHOOL OF ARTS AND SCIENCES

Steven Breese
DEAN
Engleman Hall A 112
(203) 392-5468 – Fax: (203) 392-6807
Breese@SouthernCT.edu

Administrative Assistant: Cynthia Brockett
(203) 392-5468 - Fax: (203) 392-6807

Bruce Kalk
ASSOCIATE DEAN
Engleman Hall A 112
(203) 392-5468 – Fax: (203) 392-6807
Kalkb1@SouthernCT.edu
Fax: (203) 392-6807

Christine Petto
ASSISTANT TO THE DEAN
PROFESSOR OF HISTORY
Engleman Hall A 112
(203) 392-5612 – Fax: (203) 392-6807
Pettoc1@SouthernCT.edu

The School of Arts and Sciences lies at the heart of the university and is dedicated to providing its students the highest quality liberal education while encouraging their lifelong pursuit of critical, analytical, and creative thinking. Through the study of the Literature, History, Philosophy, Languages, the Social/Natural Sciences and the Fine/Performing Arts, the School 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 School 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 School houses twenty-two academic departments and three interdisciplinary programs which offer a broad range of majors, minors and concentrations. Prospective secondary school teachers may receive teaching certification by enrolling as a Bachelor of Science major in one of 12 departments. All students are encouraged to explore classes across the curriculum, for a liberal education is not focused merely on the vocational, rather it provides the broadest grounding for finding a vocation by preparing students to be independent, creative, insightful and able citizens of the world.
SCHOOL OF BUSINESS

Ellen D. Durnin
DEAN
School of Business, Room 106A
(203) 392-5630 – Fax (203) 392-5674
durnine1@SouthernCT.edu
Administrative Assistant: Joan DeMorro (203) 392-5630
demorroj1@SouthernCT.edu

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The School of Business offers a business major with concentrations in accounting, business economics, finance, international business, management, management of information systems, and marketing leading to the Bachelor of Science degree in business administration. The program builds on a strong foundation in liberal arts and offers an in-depth knowledge in a particular business area. The Business Administration Program prepares students both for graduate study in economics, business administration, or law and for seeking entry-level professional positions in business, industry, and government.

A Bachelor of Arts degree with a major in economics may be earned through the School of Arts and Sciences. Applicants are encouraged to contact the Department of Economics in the School of Arts and Sciences for specific details.

In addition, the School of Business offers the M.B.A. degree in business administration.

A student interested in a B.S. degree in business administration, whether a freshman or a transfer student, should consult a faculty adviser or the dean of the School of Business.

Enrollment in Business Courses by Students in other University Schools

Students enrolled in other schools at SCSU are welcome to take business courses provided they meet all prerequisites. However, students from other schools are allowed to take a maximum of 30 credits of coursework in the School of Business. Exceptions to this policy may be granted only with the written permission by the dean of the School of Business.
SCHOOL OF EDUCATION

Stephen Hegedus
DEAN
Davis 103
(203) 392-5900 – Fax (203) 392-5992
hegeduss1@SouthernCT.edu
Administrative Assistant: (203) 392-5900

The School of Education, accredited by the National Council for Accreditation of Teacher Education (NCATE), is a professional school whose mission is to develop outstanding educators 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 (commonly referred to as CALL). 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 accomplished through the CALL framework, and is reflected in all components of the School's curriculum.

The School of Education is responsible for preparing teachers, school administrators, clinicians and researchers to work with individuals from birth to adulthood. The faculty maintain high standards of excellence in its programs, and seek to develop graduates committed to lifelong learning, intellectual honesty, personal integrity, and respect for the rights and freedoms of others.

The school offers a variety of programs leading to Bachelor of Science degrees and prepares students for Connecticut teacher certification. These certification programs include elementary education (1-6), early childhood education (PK-grade 3), special education (K-12), collaborative elementary education/special education (1-6/K-12), and elementary education/bilingual education (1-6). Through partnerships with other schools on campus, the School of Education offers teacher certification programs in secondary education in grades 7-12 (English, history/social studies, mathematics, general science, biology, chemistry, physics, earth science, foreign language, art education [K-12], and physical Education [K-12]). The School of Education offers graduate work in most of the above areas, as well as programs in educational leadership (certification and doctoral education), information and library science, school health education, counseling and school psychology and, in partnership with another school on campus, certification in speech and language pathology. Information about these programs can be found in the Graduate Catalog.

TEACHER CERTIFICATION

The University through the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the Connecticut State Department of Education. Our Conceptual Framework, CALL, underpins the work
that our faculty, students, administrators, and staff do every day as they apply their professional capacities in service of promoting the learning and development of youth and adults. This framework is basic to what we do, is contained throughout our courses and clinical field experiences, and is the foundation of our formative assessments of all students in the school.

Admission to Teacher Education Programs

Students applying to any professional teacher education program in order to become candidates for an initial educator certificate in Connecticut must meet six academic and non-academic requirements established by the School of Education which are consistent with certification requirements of the Connecticut State Department of Education (CSDE). These are:

Complete the Liberal Education Program requirements, as specified by individual programs, thereby exhibiting a strong, liberal arts background in the arts and humanities, mathematics, science, social and behavioral sciences, and health and physical education.

Pass the state-mandated Praxis I or Praxis Core skills examinations in mathematics, reading, and writing. Alternatively, (a) present a combined score of 1,000 on the SAT with at least a score of 400 on both the verbal and mathematics sections from any test administered prior to March 31, 1995; or, present a combined score of 1,100 on the SAT with at least a score of 450 on both the verbal and the mathematics sections from any test administered on or after April 1, 1995; or, b) present a score on the American College Testing Program Assessment (ACT) with no less than 20 on the English subtest and no less than 17 on the mathematics subtest from tests administered prior to October 1989; or present a score of no less than 22 on the English subtest and no less than 19 on the mathematics subtest from tests administered on or after October 1989. The Connecticut State Department of Education is considering changes to these alternate criteria. Please check the CSDE Website and speak with your adviser to obtain the most up-to-date information.

Have a minimum 2.7 GPA for all undergraduate courses taken at any college or university at the time of application.

Submit an essay demonstrating a proficiency in English, articulating the reasons for wanting to become a teacher and emphasizing one's experiences relevant to teaching and learning, or other essay as required by specific department.

Submit two letters of recommendation and accompanying rate sheets from persons able to testify to the student's suitability to become a teacher.

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

Any one of the requirements 3-6 above may be waived by the Dean of the School of Education upon the formal recommendation of the department and if justified by unusual circumstances. Please consult with the department within which you seek certification for additional information. Students will not be accepted into a teacher
certification program until all six of the above requirements are met or waived. Failure to meet all of the admission requirements in a timely manner will preclude registration for course work in teacher education. Also, due to Connecticut State Department of Education requirements, students applying for certification programs must not register for more than two courses in professional education before they have received official notification of admission as a candidate to the certification program. Failure to comply with this policy may invalidate the courses taken outside of this policy. These requirements apply to all students seeking admission to any teacher certification program. Information on applying to any teacher certification program can be found at http://www.SouthernCT.edu/ education/professionalprogramrequirements/.

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

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

**Ongoing Assessment of Candidates in Teacher Education Programs**

Recognizing that continuing assessment of student learning is an essential element in the preparation of teachers, the School of Education has developed a formative and summative assessment process that consists of coursework and clinical field experiences across four distinct transition points or Gates throughout every teacher certification program:

- Gate 1) Entry to the program;
- Gate 2) Progression through required courses in the program;
- Gate 3) Completion of the required courses in the program; and,
- Gate 4) Completion of Student Teaching/Clinical Practice.

Within each gate, the candidate is required to demonstrate that she or he has acquired the professional knowledge, skills and dispositions to proceed to the next gate in the program.

These gates, which are made up of specific performance indicators linked to specific courses, are key points in each program where candidates are assessed to determine that they demonstrate the required competencies and are eligible to proceed to the next gate in their program. The unit's conceptual framework, CALL, as well as program-specific assessments, form the foundation for each gate assessment. Candidates should be thoroughly familiar with the gate requirements for their individual program.
Information on gate assessments is available in the program areas and in their respective departments.

Teacher candidates must maintain good standing in the program in order to qualify for student teaching and a recommendation from Southern Connecticut State University for State of Connecticut initial teacher certification. They also must demonstrate the following:

Personal attitudes and dispositions that will affect her or his performance as a teacher;

Professional behavior appropriate to the context which demonstrates that actions reflect directly upon the status and substance of the profession;

Confidentiality of all information concerning colleagues and students obtained in the educational process; and

Integrity and honesty in written and verbal communication and in all coursework related to the professional programs for teacher certification.

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

**Secondary Education Teacher Certification**

The successful completion of this program, consisting of a minimum of 121 credits, fulfills the competency and content requirements for the Initial Teaching Certificate in Connecticut and prepares the individual to teach in middle and high schools (grades 7-12) in the subject-matter area of his or her major concentration. Students interested in teaching on the secondary level should contact the department in which they would like to become certified. The major may be taken in the fields of general science, biology, chemistry, physics, earth science, English, French, German, Italian, Spanish, mathematics, economics, geography, history, political science, or sociology. The required courses for majoring in a subject field are listed under the appropriate discipline.

Students in secondary education programs are required to complete the Liberal Education Program requirements, including HIS 110 or HIS 111 and SHE 203. Students may complete no more than 6 credits in the professional education sequence before being admitted as a teacher candidate to the School of Education (see Admission to Teacher Education Programs above). In addition, the following professional education and cognate courses are required:

- EDU 201 — Introduction to Teaching Professions
- EDU 413 — Secondary Education
- PHI 370 — Philosophy of Education
- PSY 370 — Educational Psychology
- SED 482 — Teaching Exceptional Students in Secondary Education Classrooms
- IDS 470 — Literacy in Content Areas
IDS 471 — English Language Learners in the Classroom

Secondary school methods course in the appropriate subject area (one of the following):

ENG 493 — English (Secondary School)
WLL 491 — Methods of Teaching Foreign Language at Secondary School
MAT 490 — Mathematics (Secondary School)
SCE 490 — Science (Secondary School)
HIS 490 — Social Science (Secondary School)

Secondary school student teaching in the appropriate subject area (one of the following):

ENG 494 — Student Teaching—English
WLL 452 — Secondary School Student Teaching—World Languages
MAT 494 — Student Teaching—Mathematics
SCE 494 — Student Teaching—Science
HIS 494 — Student Teaching—History

Student teaching seminar in the appropriate subject area (one of the following):

ENG 496 — Student Teaching Seminar—English
WLL 453 — Student Teaching Seminar—World Languages
MAT 496 — Student Teaching Seminar—Mathematics
SCE 496 — Student Teaching Seminar—Science
HIS 496 — Student Teaching Seminar—History

Candidates seeking world language teaching certification must take WLL 403—Introduction to Second Language Acquisition.

CRIMINAL HISTORY BACKGROUND CHECK

Effective July 1, 2010, Connecticut law requires students in teacher/educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences and student teaching. The procedures for obtaining the background checks and the length of time they are valid will be established by the Connecticut State Department of Education and cannot be altered. Students are responsible for the cost of the background check and will be provided with the necessary consent forms and other documents needed. As part of the background check, students need to be fingerprinted. If students do not pass the background check, they may be unable to complete the chosen degree program. The School of Education's Office of Clinical Field Experiences will make every reasonable attempt to place students; however, if students do not pass the required background/fingerprinting checks, students will not be eligible for placement and will not be able to complete the program.

Once fingerprinting is completed, verification should be given to the Office of Clinical Field Experiences, DA 110 and the department of the major. Students should keep a copy for their records. Students will receive a letter upon completion of the background/fingerprinting checks.

STUDENT TEACHING
Student teaching, taken in the last semester, is the culminating event in the preparation of teachers and, as such, should be seen as the most important activity in teacher education program. It is essential that all candidates follow the established procedures when formally applying to student teach. Information about student teaching can be accessed from the School of Education web-site: www.SouthernCT.edu/academics/schools/education. Teacher candidates should familiarize themselves with this information early on in their programs. Questions regarding application procedures for student teaching can be directed to the department chairperson, to the department program coordinator listed in the Information for Student Teaching Candidates section of the website above, or to the Office of Clinical Field Experiences located in DA 110.

Application materials are available to eligible candidates in Tk20. Materials and responsibilities must be completed by the deadlines posted each semester. Late applicants must be approved by the student's respective Dean and the Dean of the School of Education.

Approximate deadlines to apply for student teaching are:

<table>
<thead>
<tr>
<th>Fall Semester:</th>
<th>Previous Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester:</td>
<td>Previous Spring</td>
</tr>
</tbody>
</table>

Student teaching requires a full time commitment. As such, teacher candidates are not permitted to take other courses during the semester in which they student teach, other than the student teaching seminar that is taken simultaneously with student teaching. In rare cases, the department may petition the School of Education Dean for a waiver of this requirement. Additionally, candidates must have all courses and academic requirements completed prior to the semester of student teaching. Candidates with incomplete course requirements will not be permitted to student teach without prior approval of their respective Dean and the Dean of the School of Education.

In order to enroll in student teaching for any certification program, a teacher candidate must have successfully completed all courses required in the program and all coursework in Gates 1, 2, and 3.

Passing scores on Praxis II are required for teacher certification for all teacher candidates, except students receiving certification in world languages, who must pass ACTFL. Some certifications also require passing scores on the Foundations of Reading test in addition to passing Praxis II. Please check the Connecticut State Department of Education website for the most current requirements. Students who are required to take these exams and who do not pass will not be recommended for certification.

REVOCATION OF ADMISSION TO TEACHER CERTIFICATION PROGRAMS

- Students may be dismissed from professional education courses for any of the following reasons:
  - Demonstrated unprofessional behavior or an inability to respond appropriately in various contexts which affects her or his performance as a teacher;
  - Falsify or misrepresenting any documentation or information provided for programmatic, academic, or professional qualification/competency purposes;
• Not achieving acceptable standard on the performance assessments required by the School of Education;
• Having been convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that in the opinion of the University would impair the standing of the School of Education professional program; or
• Other due and sufficient cause.

PROGRAM COMPLETION OF UNDERGRADUATE DEGREE AND TEACHER CERTIFICATION

Satisfactory performance on all aspects of the undergraduate program, including the expected performance on all Gate assessments, are requirements for completion of any teacher education program at Southern. As required by the Connecticut State Department of Education, all candidates must pass the appropriate examination(s) in order to be certified. Passing scores on Praxis II are required for teacher certification for all teacher candidates, except students receiving certification in world languages, who must pass ACTFL. Some certifications also require passing scores on the ACTFL. Some certifications also require passing scores on the Foundations of Reading test in addition to passing Praxis II.
SCHOOL OF HEALTH AND HUMAN SERVICES

Sandra M. Bulmer
INTERIM DEAN
Lang 103
(203) 392-7015 – Fax (203) 392-8067
bulmers1@SouthernCT.edu
Administrative Assistant: Marrisa Mazzone
(203) 392-8047
mazzonem1@southernct.edu

Yan Searcy
ASSOCIATE DEAN
Lang 107

The School of Health and Human Services brings together the departments in the University which have as their focus preparing competent and creative practitioners to meet the health and human service needs of society. Six of the departments — communication disorders, exercise science, nursing, public health, recreation and leisure, and social work — provide undergraduate programs which lay the foundation for beginning professional practice in their respective disciplines. Students are also provided with a solid background for pursuing graduate study in their particular field.

All programs require a strong liberal arts base as a prerequisite to professional coursework. In addition to theory focused courses in the major, students in each program participate in community based clinical training, field practice, and internships. Students have meaningful opportunities to work with clients/consumers while they simultaneously acquire the skills and values of their profession. Faculty members and students learn together and explore how practice, research, and theory building interact as they respond to such community health and human service issues as alcohol and substance abuse, AIDS, family violence, child abuse, primary health care needs, elderly recreation services, human performance, athletic training, and the relationship between poverty and nutrition.
ACCOUNTING

Janet F. Phillips  
CHAIRPERSON  
School of Business, Room 107  
(203) 392-5698 – Fax (203) 392-5863  
phillipsj1@SouthernCT.edu  
Department Secretary: (203) 392-5691

Wafeek Abdelsayed, Professor  
Frank Bevvino, Associate Professor  
Emmanuel Emenyonu, Professor  
Kevin Feeney, Associate Professor  
Robert Kirsch, Professor  
Vivian Liu, Assistant Professor  
Young Park, Associate Professor  
Janet Phillips, Professor

CONCENTRATION IN ACCOUNTING

The accounting concentration is designed to prepare students for careers as professional accountants. This specialization stresses both entry-level knowledge and the ability to make informed professional judgments, which together constitute the foundation for a successful career. The preparation is suitable for careers in public practice, industry, finance, government, and non-profit organizations. The concentration also allows students to design a curriculum that prepares them for professional certification examinations and for graduate study.

Concentration in Accounting for Non-Accounting Business Majors

The concentration in accounting for non-accounting business majors consists of a minimum of 12 additional credits of accounting not used to satisfy any other requirement in their business major. Students must satisfy any prerequisites for each course.

The department offers the following:

Business Administration, B.S.-Accounting  
Minor in Accounting
BUSINESS, B.S. - ACCOUNTING

Students must take a minimum of 50 percent of the Business Common Core Requirements, and at least 50 percent of the Concentration Requirements at Southern Connecticut State University.

126 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 — Quantitative Reasoning (select one):
MAT 139 — Short Course in Calculus for Social Sciences
MAT 150 — Calculus I

Tier 1 — Technological Fluency:
CSC 200 — Information Management and Productivity Software

Tier 2 — Global Awareness:
ECO 101 — Principles of Microeconomics

Tier 2 — Social Structure, Conflict, and Consensus:
ECO 100 — Principles of Macroeconomics

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

60 Credits Required
**Business Common Core Requirements**

37 Credits Required

ACC 200 — Principles of Financial Accounting (4 credits)
Note to transfers: If ACC 200 transfers with 3 credits, ACC 202 (1 credit) is required

ACC 220 — Managerial Accounting for Accounting Majors
ECO 221 — Statistics for Economics and Business
FIN 300 — Corporate Finance
MGT 240 — Legal Environment of Business
MGT 300 — Management and Organization
MGT 305 — Organizational Behavior
MGT 450 — Business Policy and Strategy Seminar
MKT 200 — Principles of Marketing

Select one:

• MIS 361 — Production and Operations Management
• MIS 370 — Business Information Systems

International Global
Select one from below, preferably the one prescribed by the concentration.

• ACC 424 — International Accounting
• ECO 350 — International Economics I: Trade
• FIN 347 — International Financial Management
• MGT 430 — Management of Multinational Corporations
• MGT 460 — International Business
• MIS 400 — Global Information Systems
• MKT 420 — Global Marketing

**Business Elective:**
Select one business course outside of concentration

**Accounting Concentration**

23 Credits Required
(‘C’ or better required)

ACC 310 — Intermediate Accounting I
ACC 311 — Intermediate Accounting II
ACC 350 — Federal Income Taxation
ACC 370 — Accounting Information Systems
ACC 410 — Advanced Accounting
ACC 461 — Auditing
ACC — 3 additional credits

**COGNATE REQUIREMENTS**

6 Credits Required

COM 101 — Fundamentals of Professional Presentations
ENG 316 — Writing for Business and Industry

FREE ELECTIVES

Take remaining credits to reach Overall Credits Required (listed above).

Although 6 of these credits may be taken within the School of Business, students are encouraged to take all their free electives outside the School of Business.
ANTHROPOLOGY

Kathleen Skoczen  
CHAIRPERSON  
Engleman Hall C 027  
(203) 392-5679 – Fax: (203) 392-6839  
soczenk1@SouthernCT.edu  
Department Secretary: (203) 392-7003

Valerie Andrushko, Associate Professor  
Joseph Manzella, Professor  
Kenneth McGill, Associate Professor  
Michael Rogers, Professor  
Kathleen Skoczen, Professor

Students who major in anthropology may choose between a Bachelor of Science degree or a Bachelor of Arts degree. In the Bachelor of Science degree program students may select a general concentration or concentrate in one of four distinct subfields: archaeology, biological anthropology, cultural anthropology, or linguistic anthropology. Students also may choose to enroll in a Bachelor of Arts degree in anthropology, which is more general in nature.

Bachelor of Science Internships

Internships in the B.S. degree track emphasize the real life experience of anthropology. They allow students to apply anthropological coursework to real world issues, situations, and institutions. The internship, therefore, becomes a key component in the four B.S. degree concentrations and in the B.S. option without a concentration.

Field Experiences

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

The department offers the following:

- Anthropology, B.A.
- Anthropology, B.S. - Archaeology
- Anthropology, B.S. - Biological
- Anthropology, B.S. - Cultural
- Anthropology, B.S. - General
- Anthropology, B.S. - Linguistics
- Minor in Anthropology
- Minor in Social Science and Medicine
ANTHROPOLOGY, B.S. - GENERAL

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Natural World II: Life & Environment: Select option other than ANT 102
Tier 2 – Social Structure, Conflict, and Consensus: Select option other than ANT 101
Tier 2 – Time and Place: Select option other than ANT 205

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required
GPA of 2.5 for all courses required in the major.

Requirements:
ANT 101 – Cultural Anthropology
ANT 102 – Biological Anthropology
ANT 204 – Language and Culture
ANT 205 – Archaeology and the Human Past

Select one Methods course from:
• ANT 402 – Apes and Human Evolution
• ANT 422 – Human Osteology
• ANT 445 – Stones and Bones
• ANT 465 – Fieldwork Methods of Linguistic Anthropology
• ANT 470 – Ethnographic Fieldwork Methods
• ANT 475 – Methods in Archaeology

ANT 480 – Theory of Anthropology
ANT 497 – Anthropology Internship (6 credits)

Select an additional 12 Credits of ANT

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
ANTHROPOLOGY, B.S. - LINGUISTICS

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Natural World II: Life & Environment: Select option other than ANT 102
Tier 2 – Social Structure, Conflict, and Consensus: Select option other than ANT 101
Tier 2 – Time and Place: Select option other than ANT 205
Tier 3 – Capstone: Select option other than ANT 470

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required
GPA of 2.5 for all courses required in the major.

Requirements:
ANT 101 – Cultural Anthropology
ANT 102 – Biological Anthropology
ANT 204 – Language and Culture
ANT 205 – Archaeology and the Human Past

Select one Methods course from:
• ANT 465 – Fieldwork Methods of Linguistic Anthropology
• ANT 470 – Ethnographic Fieldwork Methods
• Select 12 Credits from:
  • ANT 214 – American Tongues: Everyday Politics of Speaking
  • ANT 224 – Children, Language, and Socialization
  • ANT 260 – Anthropology of Media
  • ANT 312 – Medical Anthropology
  • ANT 320 – Visual Anthropology
  • ANT 374 – Language, Gender, and Sexuality
  • ANT 390 – Ethics and Anthropology
  • ANT 430 – Global Women’s Issues

  ANT 480 – Theory of Anthropology
  ANT 497 – Anthropology Internship (6 credits)

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
ANTHROPOLOGY, B.S. - BIOLOGICAL

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Natural World II: Life & Environment: Select option other than ANT 102
Tier 2 – Social Structure, Conflict, and Consensus: Select option other than ANT 101
Tier 2 – Time and Place: Select option other than ANT 205

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required

GPA of 2.5 for all courses required in the major.

Requirements:
ANT 101 – Cultural Anthropology
ANT 102 – Biological Anthropology
ANT 204 – Language and Culture
ANT 205 – Archaeology and the Human Past
ANT 480 – Theory of Anthropology
ANT 497 – Anthropology Internship (6 credits)

Select one Methods course from:
• ANT 422 – Human Osteology
• ANT 432 – Evidence of Human Evolution
• ANT 470 – Ethnographic Fieldwork Methods

Select 12 Credits from:

• ANT 222 – Modern Human Variation
• ANT 302 – Issues: Biological Anthropology
• ANT 312 – Medical Anthropology
• ANT 322 – Forensic Anthropology
• ANT 332 – Bioarchaeology
• ANT 390 – Ethics in Anthropology
• ANT 422 – Human Osteology
• ANT 432 – Evidence of Human Evolution
• ANT 442 – Advanced Forensic Anthropology
• ANT 445 – Stones and Bones

ANT 480 - Theory of Anthropology
ANT 497 - Anthropology Internship (6 credits)

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
ANTHROPOLOGY, B.S. - ARCHAEOLOGY

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required
Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Natural World II: Life & Environment: Select option other than ANT 102
Tier 2 – Social Structure, Conflict, and Consensus: Select option other than ANT 101
Tier 2 – Time and Place: Select option other than ANT 205

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required
GPA of 2.5 for all courses required in the major.

Requirements
ANT 101 – Cultural Anthropology
ANT 102 – Biological Anthropology
ANT 204 – Language and Culture
ANT 205 – Archaeology and the Human Past

Select one Methods course from:
• ANT 445 – Stones and Bones
• ANT 475 – Methods in Archaeology

Select 12 Credits from:

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

ANT 480 – Theory of Anthropology
ANT 497 – Anthropology Internship (6 credits)

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
ANTHROPOLOGY, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Natural World II: Life & Environment: Select option other than ANT 102
Tier 2 – Social Structure, Conflict, and Consensus: Select option other than ANT 101
Tier 2 – Time and Place: Select option other than ANT 205

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required
Major GPA of 2.5 required.

Requirements:
ANT 101 — Cultural Anthropology
ANT 102 — Biological Anthropology
ANT 204 — Language and Culture
ANT 205 — Archaeology and the Human Past

Select one Methods course from:
• ANT 402 — Apes and Human Evolution
• ANT 465 — Fieldwork Methods of Linguistic Anthropology
• ANT 470 — Ethnographic Fieldwork Methods
• ANT 475 — Methods in Archaeology

ANT 480 — Theory of Anthropology
ANT 490 — Seminar in Anthropology

Select an additional 15 credits of ANT

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach total Overall Credits Required (listed above).
ANTHROPOLOGY, B.S. - CULTURAL

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Natural World II: Life & Environment: Select option other than ANT 102
Tier 2 – Social Structure, Conflict, and Consensus: Select option other than ANT 101
Tier 2 – Time and Place: Select option other than ANT 205
Tier 3 – Capstone: Select option other than ANT 470

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required
GPA of 2.5 for all courses required in the major.

Requirements:
ANT 101 – Cultural Anthropology
ANT 102 – Biological Anthropology
ANT 204 – Language and Culture
ANT 205 – Archaeology and the Human Past

Select one Methods course from:
• ANT 465 – Fieldwork Methods of Linguistic Anthropology
• ANT 470 – Ethnographic Fieldwork Methods

Select 12 Credits from:

• ANT 206 – Cultural Ecology
• ANT 214 – American Tongues: Everyday Politics of Speaking
• ANT 235 – Archaeological Fact and Fiction
• ANT 311 – Applied Anthropology
• ANT 312 – Medical Anthropology
• ANT 320 – Visual Anthropology
• ANT 321 – Indians of North America
• ANT 323 – Women in Prehistory
• ANT 330 – Anthropology of Religion
• ANT 331 – People and Cultures of the Caribbean
• ANT 340 – Ritual Expressions
• ANT 355 – Native American Women
• ANT 374 – Language, Gender, and Sexuality

ANT 480 – Theory of Anthropology
ANT 497 – Anthropology Internship (6 credits)

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
ART

David A. Levine
ACTING CHAIRPERSON (Spring 2015)
Earl 209 (203) 392-6642 - Fax (203) 392-6658
levinel1@SouthernCT.edu
Department Secretary: (203) 392-6653

Rachael A. Vaters-Carr
CHAIRPERSON (Fall 2014)
Earl 111A
(203) 392-8625 – Fax (203) 392-6658
vaterscarr1@SouthernCT.edu
Mia Brownell, Professor
T. Wiley Carr, Professor
Jeremy Chandler, Assistant Professor
Gregory Cochenet, Professor
Arthur Guagliumi, Professor
Keith Hatcher, Professor
Joseph Inguanti, Professor
Terrence Lavin, Professor
David Levine, Professor
Camille Serchuk, Professor
Cort Sierpinski, Professor
Jeff Slomba, Professor
Rachael A. Vaters-Carr, Professor
Thuan Vu, Professor

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

MAJOR PROGRAM IN ART EDUCATION

Art Certification in Elementary and Secondary Education

The successful completion of both this program, along with other certification requirements of the State Department of Education (including a passing Praxis II), fulfills the requirements of the Connecticut Initial Educators Certificate and permits the graduate to teach art in both elementary and secondary schools. Acceptance into the art education program is provisional until the end of the sophomore year when the student is officially accepted by the School of Education. A minimum of a 2.7 GPA in all courses taken at the University is required for continued status in the Art Education Program.
MAJOR IN ART HISTORY

This major provides a foundation for students seeking careers in various art related and non-art related fields and for those intending to pursue advanced study in the history of art.

MAJOR IN STUDIO ART

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

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

Bachelor of Arts Degree

This program combines concentrated work in studio art with diverse options in a liberal arts curriculum. In addition, a concentration must be selected in one of the following areas: ceramics, graphic design, jewelry/metal, painting, photography, printmaking, or sculpture.

Bachelor of Science Degree

This program provides a strong foundation in studio work for students planning a profession in art or a career requiring artistic skill. Concentrations include ceramics, graphic design, jewelry/metal, painting, photography, printmaking, and sculpture. See the section titled Concentrations for more detail.

Concentrations

Ceramics
The ceramic medium is used to create both utilitarian and sculptural forms. Emphasis is placed on technical and conceptual development, using hand-building methods, wheel throwing, glazing, and firing techniques.

Graphic Design
Students expand on their fine arts training by mastering principles and techniques of advanced visual communications, working with contemporary and emerging technology in computer graphics.

Jewelry/Metals
Students gain expertise in working with hand wrought metals (including casting techniques) and in the design and creation of jewelry, from casting and forging to stone setting. A

Painting
Students create expressions of their creative vision through exposure to various painting experiences. The program promotes technical and conceptual development in various painting media.

Photography

Students explore both the conventional and digital aspects of creative photographic printmaking. Courses cover advanced darkroom techniques and the emerging digital technologies.

Printmaking

Students explore the formal and expressive potential of woodcut, collograph, etching, silkscreen, and lithography in a progressive program that builds basic skills while giving students a chance to push the creative limits of the medium.

Sculpture

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

**General Information for Studio Art Courses**

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

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

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

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

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

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

The department offers the following:

- Art Education, B.S.
- Art History, B.A.
- Studio Art, B.A.
- Studio Art, B.S.-Ceramics
- Studio Art, B.S.-Graphic Design
Studio Art, B.S.-Jewelry-Metals
Studio Art, B.S.-Painting
Studio Art, B.S.-Photography
Studio Art, B.S.-Printmaking
Studio Art, B.S.-Sculpture
Minor in Art History
Minor in Studio Art
STUDIO ART, B.S. - PAINTING

At least 50 percent of studio art credits must be taken at Southern Connecticut State University.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Creative Drive:
ART 150 - Drawing I, Materials and Techniques (‘C’ or better)

Tier 2 – Cultural Expression: Select course other than ART 104 or ART 105

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

55 Credits Required
‘C’ or better required

Studio Art Core Requirements
36 Credits Required

Requirements:
ART 104 – History of Western Art I
ART 105 — History of Western Art II
ART 112 — Color and 2-D Design
ART 113 — Three Dimensional Design  
ART 151 — Drawing II, Drawing and Composition

Select six studio art courses at the 200 or 300-level. Selections must be from a minimum of four different areas:

- Ceramics
- Graphic Design
- Jewelry/Metals
- Painting
- Photography
- Printmaking
- Sculpture

Select one art history course at the 300-level or above

**Concentration - Painting**

19 Credits Required  
‘C’ or better required

Requirements:
ART 220 — Painting Media and Techniques  
ART 250 — Drawing III: Figure Drawing

Select one from:

- ART 260 — Etching, Woodcut, Collograph  
- ART 261 — Lithography and Silkscreen

ART 320 — Form and Structure in Painting  
ART 321 — Water Based Media in Painting  
ART 420 — Advanced Painting  
ART 493 — Senior Exhibition

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).

Maximum of 18 credits in Studio Art.
STUDIO ART, B.S. - GRAPHIC DESIGN

At least 50 percent of studio art credits must be taken at Southern Connecticut State University.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Creative Drive:
ART 150 - Drawing I, Materials and Techniques (‘C’ or better)

Tier 2 – Cultural Expression: Select course other than ART 104 or ART 105

Tier 3 - Capstone:
ART 415 - Graphic Design III

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

57 Credits Required
‘C’ or better required

Studio Art Core Requirements
36 Credits Required

Requirements:
ART 104 – History of Western Art I  
ART 105 — History of Western Art II  
ART 112 — Color and 2-D Design  
ART 113 — Three Dimensional Design  
ART 151 — Drawing II, Drawing and Composition  

Select six studio art courses at the 200 or 300-level. Selections must be from a minimum of four different areas:  

- Ceramics  
- Graphic Design  
- Jewelry/Metals  
- Painting  
- Photography  
- Printmaking  
- Sculpture  

Select one art history course at the 300-level or above.  

**Concentration - Graphic Design**  
21 Credits Required  
‘C’ or better required  

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

---  

**COGNATE REQUIREMENTS**  

No cognates are required for this program.  

---  

**FREE ELECTIVES**  

Remaining credits to reach Overall Credits Required (listed above).  
Maximum of 18 credits in Studio Art.
STUDIO ART, B.S. - JEWELRY - METALS

At least 50 percent of studio art credits must be taken at Southern Connecticut State University.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Creative Drive:
ART 150 - Drawing I, Materials and Techniques (‘C’ or better)

Tier 2 – Cultural Expression: Select course other than ART 104 or ART 105

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

55 Credits Required
‘C’ or better required

Studio Art Core Requirements
36 Credits Required

Requirements:
ART 104 – History of Western Art I
ART 105 — History of Western Art II
ART 112 — Color and 2-D Design
ART 113 — Three Dimensional Design
ART 151 — Drawing II, Drawing and Composition

Select six studio art courses at the 200 or 300-level. Selections must be from a minimum of four different areas:

- Ceramics
- Graphic Design
- Jewelry/Metals
- Painting
- Photography
- Printmaking
- Sculpture

- Select one art history course at the 300-level or above

Concentration - Jewelry/Metals
19 Credits Required
‘C’ or better required

Requirements:
ART 233 — Jewelry/Metals I
ART 332 — Metalsmithing
ART 333 — Jewelry/Metals II
ART 334 — Casting in Jewelry/Metals
ART 433 — Jewelry/Metals III
ART 434 — Jewelry/Metals IV
ART 493 — Senior Exhibition

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).

Maximum of 18 credits in Studio Art.
ART HISTORY, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Cultural Expression: Select option other than ART 104 or ART 105

Tier 2 – Time and Place: Select option other than HIS 101

Tier 3 – Capstone:
ART 401 – History of Art Since 1945

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

33 Credits Required

Requirements:
ART 104 — History of Western Art I
ART 105 — History of Western Art II
ART 392 — Methods and Theories of the History of Art
ART 492 — Senior Seminar in Art History

Select 7 courses in Art History at or above the 300-level
COGNATE REQUIREMENTS

15 Credits Required

Requirements:
HIS 101 — Western Civilization II
Select 9 Credits from ENG, LIT, MUS, THR
Select 3 Credits in Studio Arts

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
STUDIO ART, B.S. - CERAMICS

At least 50 percent of studio art credits must be taken at Southern Connecticut State University.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Creative Drive:
ART 150 - Drawing I, Materials and Techniques (‘C’ or better)

Tier 2 – Cultural Expression: Select course other than ART 104 or ART 105

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

55 Credits Required
‘C’ or better required

Studio Art Core Requirements
36 Credits Required

Requirements:
ART 104 – History of Western Art I
ART 105 — History of Western Art II
ART 112 — Color and 2-D Design
ART 113 — Three Dimensional Design
ART 151 — Drawing II, Drawing and Composition

Select six studio art courses at the 200 or 300-level. Selections must be from a minimum of four different areas:

- Ceramics
- Graphic Design
- Jewelry/Metals
- Painting
- Photography
- Printmaking
- Sculpture

Select one art history course at the 300-level or above.

**Concentration - Ceramics**
19 Credits Required
‘C’ or better required

Requirements:
ART 236 — Ceramics I: Hand-Building
ART 237 — Pottery I
ART 238 — Ceramic Sculpture I
ART 337 — Pottery II
ART 430 — Advanced Ceramics
ART 493 - Senior Exhibition

Select one from:

- ART 336 — Ceramics II
- ART 338 — Ceramic Sculpture II

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).

Maximum of 18 credits in Studio Art.
STUDIO ART, B.S. - PHOTOGRAPHY

At least 50 percent of studio art credits must be taken at Southern Connecticut State University.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Creative Drive:
ART 150 - Drawing I, Materials and Techniques (‘C’ or better)

Tier 2 – Cultural Expression: Select course other than ART 104 or ART 105

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

55 Credits Required
‘C’ or better required

Studio Art Core Requirements
36 Credits Required

Requirements:
ART 104 – History of Western Art I
ART 105 — History of Western Art II
ART 112 — Color and 2-D Design
ART 113 — Three Dimensional Design
ART 151 — Drawing II, Drawing and Composition

Select six studio art courses at the 200 or 300-level. Selections must be from a minimum of four different areas:

- Ceramics
- Graphic Design
- Jewelry/Metals
- Painting
- Photography
- Printmaking
- Sculpture

Select one art history course at the 300-level or above.

**Concentration - Photography**

19 Credits Required

‘C’ or better required

Requirements:
ART 262 — Introduction to Photography
ART 264 — Digital Photography
ART 362 — Advanced Photography
ART 368 — Advanced Digital Photography
ART 450 — Advanced Photography I
ART 451 — Advanced Photography II
ART 493 — Senior Exhibition

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).

Maximum of 18 credits in Studio Art.
STUDIO ART, B.A.

At least 50 percent of studio art credits must be taken at Southern Connecticut State University.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Creative Drive:
ART 150 - Drawing I, Materials and Techniques (‘C’ or better)

Tier 2 – Cultural Expression: Select course other than ART 104 or ART 105

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required

Studio Art Core Requirements
21 Credits Required
‘C’ or better required

Requirements:
ART 104 – History of Western Art I
ART 105 — History of Western Art II
ART 112 — Color and 2-D Design
ART 113 — Three Dimensional Design
ART 151 — Drawing II, Drawing and Composition
Select 2 additional courses in art history

**Studio Art Specialization**
15 Credits Required
‘C’ or better required

Requirements:
Select 15 credits in one of the following areas:

**Ceramics**
- ART 236 — Ceramics I: Hand-Building
- ART 237 — Pottery I
- ART 238 — Ceramic Sculpture I
- One of ART 336 — Ceramics II or ART 338 — Ceramic Sculpture II
- ART 337 — Pottery II
- ART 430 — Advanced Ceramics

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

**Jewelry/Metals**
- ART 233 — Jewelry/Metals I
- ART 332 — Metalsmithing
- ART 333 — Jewelry/Metals II
- ART 334 — Casting in Jewelry/Metals
- ART 433 — Jewelry/Metals III
- ART 434 — Jewelry/Metals IV

**Photography**
- ART 262 — Introduction to Photography
- ART 264 — Digital Photography
- ART 362 — Advanced Photography
- ART 364 — Documentary Photography
- ART 367 — Photographing People
- ART 466 — Advanced Digital Photography

**Painting**
- ART 220 — Painting Media and Techniques
• ART 250 — Drawing III: Figure Drawing
• One of ART 260 — Etching, Woodcut, Collograph or ART 261 — Lithography and Silkscreen
• ART 320 — Form and Structure in Painting
• ART 321 — Water Based Media in Painting
• ART 420 — Advanced Painting

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

Sculpture
• ART 240 — Introduction to Sculpture: Construction and Subtraction
• ART 241 — Sculpture: Modeling and Casting
• ART 340 — Intermediate Sculpture: Materials and Concepts
• One of ART 341 — Intermediate Sculpture: Process and Content or ART 342 — Sculptural Casting
• ART 440 — Advanced Sculpture

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).

Maximum of 18 credits can be in Studio Art.
ART EDUCATION, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
123 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Creative Drive:
ART 150 - Drawing I, Materials and Techniques

Tier 2 – Cultural Expression:
ART 104 - History of Western Art I

Tier 2 – Mind and Body:
SHE 203 – School Health

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

75 Credits Required
Art Requirements
33 Credits Required

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

Select 12 additional credits in studio art or art history

Education Requirements
42 Credits Required

Requirements:
ART 270 — Introduction to Art Education
ART 370 — Art Education (Elementary School)
ART 371 — Art Education (Secondary School)
EDU 201 — Introduction to Teaching Profession
EDU 300 — Student Teaching I
EDU 400 — Student Teaching II
IDS 470 — Literacy in the Content Areas
IDS 471 — English Language Learners in the Classroom
PSY 100 — Introduction to Psychology
PSY 210 — Infant and Child Development
PSY 215 — Adolescent Development

Select one of:
• SED 481 — Teaching Exceptional Students in Elementary Education Classroom
• SED 482 — Teaching Exceptional Students in the Secondary Education Classroom

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
STUDIO ART, B.S. - PRINTMAKING

At least 50 percent of studio art credits must be taken at Southern Connecticut State University.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Creative Drive:
ART 150 - Drawing I, Materials and Techniques (‘C’ or better)

Tier 2 – Cultural Expression: Select course other than ART 104 or ART 105

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

55 Credits Required
‘C’ or better required

Studio Art Core Requirements
36 Credits Required

Requirements:
ART 104 – History of Western Art I
ART 105 — History of Western Art II
ART 112 — Color and 2-D Design
ART 113 — Three Dimensional Design  
ART 151 — Drawing II, Drawing and Composition

Select six studio art courses at the 200 or 300-level. Selections must be from a minimum of four different areas:

- Ceramics
- Graphic Design
- Jewelry/Metals
- Painting
- Photography
- Printmaking
- Sculpture

- Select one art history course at the 300-level or above

**Concentration - Printmaking**  
19 Credits Required

Requirements:
ART 260 — Etching, Woodcut, Collograph  
ART 261 — Lithography and Silkscreen  
ART 360 — Intermediate Printmaking: Etching, Woodcut or Collograph  
ART 361 — Intermediate Printmaking: Lithography or Silkscreen  
ART 460 — Experimental Printmaking  
ART 461 — Innovative Printmaking  
ART 493 — Senior Exhibition

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).

Maximum of 18 credits in Studio Art.
STUDIO ART, B.S. - SCULPTURE

At least 50 percent of studio art credits must be taken at Southern Connecticut State University.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Creative Drive:
ART 150 - Drawing I, Materials and Techniques (‘C’ or better)

Tier 2 - Cultural Expression: Select course other than ART 104 or ART 105

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

55 Credits Required
‘C’ or better required

Studio Art Core Requirements
36 Credits Required

Requirements:
ART 104 – History of Western Art I
ART 105 — History of Western Art II
ART 112 — Color and 2-D Design
ART 113 — Three Dimensional Design  
ART 151 — Drawing II, Drawing and Composition

Select six studio art courses at the 200 or 300-level. Selections must be from a minimum of four different areas:

- Ceramics
- Graphic Design
- Jewelry/Metals
- Painting
- Photography
- Printmaking
- Sculpture

Select one art history course at the 300-level or above

**Concentration - Sculpture**
19 Credits Required
‘C’ or better required

Requirements:
ART 240 — Introduction to Sculpture: Construction and Subtraction  
ART 241 — Sculpture: Modeling and Casting  
ART 340 — Intermediate Sculpture: Materials and Concepts

Select one from:

- ART 341 — Intermediate Sculpture: Process and Content
- ART 342 — Sculptural Casting

ART 440 — Advanced Sculpture  
ART 441 — Advanced Sculpture: Studio Practice  
ART 493 — Senior Exhibition

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).

Maximum of 18 credits in Studio Art.
MAJORS IN THE BIOLOGICAL SCIENCES

The Biology Department offers majors in Biology in three degree programs: Bachelor of Arts; Bachelor of Science; and Bachelor of Science in Secondary Education.

For students considering graduate and/or pre-professional study:

In addition to the Bachelor of Science in Biology program requirements, the following courses are strongly recommended. All courses are 4 credits:

- CHE 260 – Organic Chemistry II
- MAT 150 – Calculus I
- MAT 151 – Calculus II
- PHY 230 and PHY 231 – Physics for Scientists and Engineers I and II

**Bachelor of Science in Secondary Education Cognates**

Requirements needed to fulfill teaching certification in Connecticut are listed under the heading major programs in the secondary education section of the School of Education.

The following additional courses are strongly recommended:

- CHE 260 - Organic Chemistry
- MAT 221 - Intermediate Applied Statistics

The department offers the following:

Biology, B.A.
Biology, B.S.
Biology, B.S., 7-12
Minor in Biology
BIOLOGY, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 122 – Precalculus
MAT 150 – Calculus I

Tier 2 – Natural World I: Physical Realm:
CHE 120 – General Chemistry I

Tier 2 – Natural World II: Life and Environment:
BIO 103 – Botany (‘C’ or better)

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

32 Credits Required

Requirements:
BIO 102 – Zoology (‘C’ or better)
BIO 220 – Genetics (‘C’ or better)

**CONTENT AREAS**
GPA of 2.3 in the following areas

ANATOMY/PHYSIOLOGY

Select one Entry Level (4 credits):

• BIO 230 – Plant Anatomy and Morphology
• BIO 231 – Comparative Vertebrate Anatomy
• BIO 235 – Histology

Select one Upper Level (4 credits):

• BIO 301 – Physiology
• BIO 401 – Animal Physiology
• BIO 420 – Plant Physiology
• BIO 454 – Brain: Anatomy and Transmission

BIODIVERSITY/ECOLOGY/ORGANISMAL BIOLOGY

Select one Entry Level (3-4 credits):

• BIO 202 – Ecology
• BIO 210 – Environmental Biology and Conservation
• BIO 228 – Vertebrate Zoology
• BIO 229 – Invertebrate Zoology
• BIO 250 – Plant Taxonomy and Systematics

Select one Upper Level (3-4 credits):

• BIO 334 – Microbial Ecology
• BIO 337 – Medically Important Arthropods
• BIO 427 – Entomology
• BIO 429 – Limnology
• BIO 430 – Marine Biology
• BIO 432 – Mycology
• BIO 438 – Aquatic Entomology
• BIO 440 – Parasitic Infections
• BIO 460 – Paleontology

CELL/MOLECULAR

Select one Entry Level (3-4 credits):

• BIO 205 – Forensic Biology
• BIO 233 – General Microbiology
• BIO 240 – Human Heredity

Select one Upper Level (4 credits):

• BIO 335 – Pathogenic Microbiology
• BIO 360 – Plant Growth and Development
• BIO 435 – Developmental Biology
• BIO 436 – Molecular Biology
• BIO 451 – Tissue Culture
• BIO 466 – Advanced Molecular and Cell Biology
• BIO 467 – Laboratory Course in Biotechnology

Select one additional Upper Level from all those listed in content areas above (3-4 credits)

Special permission required for the following upper level courses. Eligible students must be at junior level status with a 3.0 GPA. Any of the following courses may substitute for one upper level course from any one content area.

• BIO 497 – In-service Training in Biology (3 cr)
• BIO 495 – Senior Thesis (3 cr)
• BIO 499 – Independent Study and Research (3 cr)

COGNATE REQUIREMENTS

4 Credits Required

Requirement:
CHE 121 – General Chemistry II

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
BIOLOGY, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
124 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 122 – Precalculus
MAT 150 – Calculus I

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Natural World I: Physical Realm:
CHE 120 – General Chemistry I

Tier 2 – Natural World II: Life and Environment:
BIO 103 – Botany (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.
MAJOR REQUIREMENTS

65 Credits Required

Biology Requirements
29 Credits Required

Requirements:
BIO 102 – Zoology (‘C’ or better)
BIO 220 – Genetics (‘C’ or better)

GPA of 2.3 in the following Content Areas

ANATOMY/PHYSIOLOGY

One Entry Level (4 credits):
• BIO 230 – Plant Anatomy and Morphology
• BIO 231 – Comparative Vertebrate Anatomy
• BIO 235 – Histology

One Upper Level (4 credits):
• BIO 301 – Physiology
• BIO 401 – Animal Physiology
• BIO 420 – Plant Physiology
• BIO 454 – Brain: Anatomy and Transmission

BIODIVERSITY/ECOLOGY/ORGANISMAL BIOLOGY

One Entry Level (3-4 credits):
• BIO 202 – Ecology
• BIO 210 – Environmental Biology and Conservation
• BIO 228 – Vertebrate Zoology
• BIO 229 – Invertebrate Zoology
• BIO 250 – Plant Taxonomy and Systematics

One Upper Level (3-4 credits):
• BIO 334 – Microbial Ecology
• BIO 337 – Medically Important Arthropods
• BIO 427 – Entomology
• BIO 429 – Limnology
• BIO 430 – Marine Biology
• BIO 432 – Mycology
• BIO 438 – Aquatic Entomology
• BIO 440 – Parasitic Infections
• BIO 460 – Paleontology

CELL/MOLECULAR

One Entry Level (3-4 credits):
• BIO 205 – Forensic Biology
• BIO 233 – General Microbiology
• BIO 240 – Human Heredity

One Upper Level (4 credits):
• BIO 335 – Pathogenic Microbiology
• BIO 360 – Plant Growth and Development
• BIO 435 – Developmental Biology
• BIO 436 – Molecular Biology
• BIO 451 – Tissue Culture
• BIO 466 – Advanced Molecular and Cell Biology
• BIO 467 – Laboratory Course in Biotechnology

Special permission required for the following upper level courses. Eligible students must be at junior level status with a 3.0 GPA. Any of the following courses may substitute for one upper level course from any one content area.
• BIO 497 – In-service Training in Biology (3 cr)
• BIO 495 – Senior Thesis (3 cr)
• BIO 499 – Independent Study and Research (3 cr)

Education Requirements
36 Credits Required
Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SCE 490 – Science (Secondary School)
SCE 494 – Student Teaching (Science)
SCE 496 – Student Teaching Seminar (Science)
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

COGNATE REQUIREMENTS

8 Credits Required (minimum)
Requirements:
CHE 121 – General Chemistry II

Select one from:
• PHY 200 – General Physics I
  • and PHY 201 – General Physics II
• PHY 230 – Physics for Scientists and Engineers I
• and PHY 231 – Physics for Scientists and Engineers II

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
BIOLOGY, B.S.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 122 – Precalculus
MAT 150 – Calculus I

Tier 2 – Natural World I: Physical Realm:
CHE 120 – General Chemistry I

Tier 2 – Natural World II: Life and Environment:
BIO 103 – Botany (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

32 Credits Required

Requirements
BIO 102 – Zoology (‘C’ or better)
BIO 220 – Genetics (‘C’ or better)

Content Areas
GPA of 2.3 in the following Content Areas
ANATOMY/PHYSIOLOGY

One Entry Level:
- BIO 230 – Plant Anatomy and Morphology
- BIO 231 – Comparative Vertebrate Anatomy
- BIO 235 – Histology

One Upper Level:
- BIO 301 – Physiology
- BIO 401 – Animal Physiology
- BIO 420 – Plant Physiology
- BIO 454 – Brain: Anatomy and Transmission

BIODIVERSITY/ECOLOGY/ORGANISMAL BIOLOGY

One Entry Level:
- BIO 202 – Ecology
- BIO 210 – Environmental Biology and Conservation
- BIO 228 – Vertebrate Zoology
- BIO 229 – Invertebrate Zoology
- BIO 250 – Plant Taxonomy and Systematics

One Upper Level:
- BIO 334 – Microbial Ecology
- BIO 337 – Medically Important Arthropods
- BIO 427 – Entomology
- BIO 429 – Limnology
- BIO 430 – Marine Biology
- BIO 432 – Mycology
- BIO 438 – Aquatic Entomology
- BIO 440 – Parasitic Infections
- BIO 460 – Paleontology

CELL/MOLECULAR

One Entry Level:
- BIO 205 – Forensic Biology
- BIO 233 – General Microbiology
- BIO 240 – Human Heredity

One Upper Level:
- BIO 335 – Pathogenic Microbiology
- BIO 360 – Plant Growth and Development
- BIO 435 – Developmental Biology
- BIO 436 – Molecular Biology
- BIO 451 – Tissue Culture
- BIO 466 – Advanced Molecular and Cell Biology
• BIO 467 – Laboratory Course in Biotechnology

One Additional Upper Level from all those listed in content areas above

Special permission required for the following upper level courses. Eligible students must be at junior level status with a 3.0 GPA. Any of the following courses may substitute for one upper level course from any one content area.

• BIO 497 – In-service Training in Biology (3 cr)
• BIO 495 – Senior Thesis (3 cr)
• BIO 499 – Independent Study and Research (3 cr)

COGNATE REQUIREMENTS

20 Credits Required

Requirements:
CHE 121 – General Chemistry II
CHE 260 – Organic Chemistry I
MAT 221 – Intermediate Applied Statistics

Select one from:
• PHY 200 – General Physics I
  • and PHY 201 – General Physics II
• PHY 230 – Physics for Scientists and Engineers I
  • and PHY 231 – Physics for Scientists and Engineers II

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
CHEMISTRY

M. J. Gerald Lesley
CHAIRPERSON
Jennings 308/343
(203) 392-6260– Fax (203) 392-6396
lesleym1@SouthernCT.edu
Department Secretary: (203) 392-6260
Erica Barnes, Assistant Professor
Adiel Coca, Assistant Professor
Andrew Karatjas, Assistant Professor
James Kearns, Assistant Professor
Gregory Kowalczyk, Associate Professor
M. J. Gerald Lesley, Professor
Jiongdong Pang, Associate Professor
Todd Ryder, Assistant Professor
Jeffrey A. Webb, Assistant Professor

MAJOR IN CHEMISTRY

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

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

Bachelor of Arts Degree

The Bachelors of Arts Degree option is typical for a student who selects to complete a double major. Chemistry major course requirements are the same as those for the Bachelor of Science Degree.

Bachelor of Science Degree in Secondary Education

The major in chemistry is designed to develop a mastery of the unifying theories and principles in this field by means of a carefully-planned sequence of courses and related laboratory experiences. The program qualifies graduates for teaching in the secondary school and for professional positions in industry and government as well as to satisfy requirements for advanced study. The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of the School of Education.
Accelerated B.S./M.S.

The accelerated B.S./M.S. in Chemistry allows students to complete an M.S. degree in Chemistry with one additional year beyond their B.S. degree. Both degrees must be completed at Southern Connecticut State University. Students work on the undergraduate chemistry degree requirements during their first three years as an undergraduate student and then apply to the accelerated M.S. degree program during the spring semester of their junior year. The fourth and fifth year requirements are outlined below although there may be some slight variation in the 300/400 level courses depending on the Chemistry courses that a student completes during their junior year. In order to complete the accelerated B.S./M.S. program in Chemistry, students must complete all requirements for the B.S. in Chemistry, as well as the courses outlined below.

Admission Requirements:

Students apply to the accelerated B.S./M.S. program during their junior year. Applications will be due by the Friday before spring break. In order to apply to the accelerated B.S./M.S. program, students must submit undergraduate transcripts (for any institution where they have taken undergraduate courses), a personal statement, and a letter of recommendation from a faculty member indicating that they will be willing to supervise the student's thesis research. The materials should be submitted to the Graduate Program Coordinator.

Senior Year:
CHE 435/436 — Inorganic Chemistry
CHE 445 — Chemical Hazards and Laboratory Safety
CHE 490/491 — Chemistry Research
CHE 496 — Chemistry Seminar
2 Chemistry courses at the 500 level

Fifth Year:
4 Chemistry courses at the 500 level
CHE 590 — Research
CHE 591 — Research Thesis

ACS Approved Degree in Chemistry

The Chemistry Department at Southern Connecticut State University is approved by the American Chemical Society (ACS) to certify to the society those students who complete the curriculum requirements as outlined in the ACS Guidelines. For a student to receive certification from the ACS in chemistry, the student must meet the requirements outlined in the Bachelor of Science degree in chemistry plus CHE 450; and any two of the following: CHE 340, 440, 451, 456, 490, or 491. Students in the Honor's Program must enroll for two semesters of research (HON 494, HON 495).
MAJOR IN CHEMISTRY (BIOCHEMISTRY CONCENTRATION)

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

The following specializations are intended only to assist students in selecting areas and courses of interest.

Environmental Chemistry

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

Medicinal Chemistry

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

Pre-Medical, Pre-Dental, or Pre-Veterinary Medicine

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

Residency Requirements

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

Senior Research

Permission to do senior research will be granted to students only if they have a minimum 3.0 GPA in their chemistry courses, or have successfully completed CHE 240, CHE 260-261, and CHE 370. The senior thesis requires completion of CHE 490, CHE 491 (or HON 494, HON 495 for students in the Honor's Program).
Course Equivalency Examinations

For information on the Course Equivalency Examinations, please refer to the Chemistry Department website: SouthernCT.edu/chemistry.

The department offers the following:

Chemistry, B.A.-General
Chemistry, B.S.-Biochemistry
Chemistry, B.S.-General
Chemistry, B.S., 7-12
Minor in Chemistry
CHEMISTRY, B.S. - GENERAL

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

**Tier 1 - Quantitative Reasoning:**
MAT 150 – Calculus I

**Tier 1 – Technological Fluency (select one):**
COM 101 – Fundamentals of Professional Presentations
CSC 101 – Introduction to Computers and Applications
CSC 104 – Web Technology
CSC 200 – Information Management and Productivity Software
GEO 110 – Geography and Conflict: Ethnicity, Race, and Economy in the US

**Tier 2 – Natural World I: Physical Realm:**
PHY 230 – Physics for Scientists and Engineers I

**Tier 3 – Capstone (all three required):**
CHE 301 – The Preparation of Scientific Documents for Chemistry
CHE 445 – Chemical Hazards and Laboratory Safety
CHE 496 – Chemistry Seminar

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS
39 Credits Required
GPA of 2.0 required in the major

Requirements:
CHE 120 – General Chemistry I
CHE 121 – General Chemistry II
CHE 240 – Analytical Chemistry
CHE 260 – Organic Chemistry I
CHE 261 – Organic Chemistry II
CHE 370 – Physical Chemistry I
CHE 371 – Physical Chemistry II
CHE 372 – Physical Chemistry Laboratory I
CHE 373 – Physical Chemistry Laboratory II
CHE 435 — Inorganic Chemistry I
CHE 436 — Advanced Inorganic Chemistry
Select two additional CHE course at or above the 300-level

COGNATE REQUIREMENTS

12 Credits Required

Requirements:
PHY 231 – Physics for Scientists and Engineers II
MAT 151 – Calculus II
MAT 252 – Calculus III

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
CHEMISTRY, B.S. - BIOCHEMISTRY

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 150 – Calculus I

Tier 1 – Technological Fluency (select one):
COM 101 – Fundamentals of Professional Presentations
CSC 101 – Introduction to Computers and Applications
CSC 104 – Web Technology
CSC 200 – Information Management and Productivity Software
GEO 110 – Geography and Conflict: Ethnicity, Race, and Economy in the US

Tier 2 – Natural World I: Physical Realm:
PHY 230 – Physics for Scientists and Engineers I

Tier 3 – Capstone (all three required):
CHE 301 – The Preparation of Scientific Documents for Chemistry
CHE 445 – Chemical Hazards and Laboratory Safety
CHE 496 – Chemistry Seminar

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS
43 Credits Required
GPA of 2.0 required in the major

Requirements:
CHE 120 – General Chemistry I
CHE 121 – General Chemistry II
CHE 240 – Analytical Chemistry
CHE 260 – Organic Chemistry I
CHE 261 – Organic Chemistry II
CHE 370 – Physical Chemistry I
CHE 371 – Physical Chemistry II
CHE 372 – Physical Chemistry Laboratory I
CHE 373 – Physical Chemistry Laboratory II
CHE 435 — Inorganic Chemistry I
CHE 436 — Advanced Inorganic Chemistry
CHE 450 – Biochemistry I
CHE 451 – Biochemistry II
Select one BIO or CHE course at or above the 300-level

COGNATE REQUIREMENTS

12 Credits Required

Requirements:
PHY 231 – Physics for Scientists and Engineers II
MAT 151 – Calculus II
MAT 252 – Calculus III

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
CHEMISTRY, B.A. - GENERAL

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 150 – Calculus I

Tier 1 – Technological Fluency (select one):
COM 101 – Fundamentals of Professional Presentations
CSC 101 – Introduction to Computers and Applications
CSC 104 – Web Technology
CSC 200 – Information Management and Productivity Software
GEO 110 – Geography and Conflict: Ethnicity, Race, and Economy in the US

Tier 2 – Natural World I: Physical Realm:
PHY 230 – Physics for Scientists and Engineers I

Tier 3 – Capstone (all three required):
CHE 301 – The Preparation of Scientific Documents for Chemistry
CHE 445 – Chemical Hazards and Laboratory Safety
CHE 496 – Chemistry Seminar

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS
35 Credits Required
GPA of 2.0 required in the major

Requirements:
CHE 120 – General Chemistry I
CHE 121 – General Chemistry II
CHE 240 – Analytical Chemistry
CHE 260 – Organic Chemistry I
CHE 261 – Organic Chemistry II
CHE 370 – Physical Chemistry I
CHE 371 – Physical Chemistry I
CHE 372 – Physical Chemistry Laboratory I
CHE 435 — Inorganic Chemistry I
CHE 436 — Advanced Inorganic Chemistry
Select one additional CHE course at or above the 300-level

COGNATE REQUIREMENTS

12 Credits Required
Requirements:
PHY 231 – Physics for Scientists and Engineers II
MAT 151 – Calculus II
MAT 252 – Calculus III

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
CHEMISTRY, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
133 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 150 – Calculus I

Tier 1 – Technological Fluency (select one):
COM 101 – Fundamentals of Professional Presentations
CSC 101 – Introduction to Computers and Applications
CSC 104 – Web Technology
CSC 200 – Information Management and Productivity Software
GEO 110 – Geography and Conflict: Ethnicity, Race, and Economy in the US

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Natural World I: Physical Realm:
PHY 230 – Physics for Scientists and Engineers I

Tier 3 – Capstone (all three required):
CHE 301 – The Preparation of Scientific Documents for Chemistry
CHE 445 – Chemical Hazards and Laboratory Safety
CHE 496 – Chemistry Seminar
Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in "W".

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

71 Credits Required

Chemistry Requirements
35 Credits Required
GPA of 2.0 required in the major

Requirements:
CHE 120 – General Chemistry I
CHE 121 – General Chemistry II
CHE 240 – Analytical Chemistry
CHE 260 – Organic Chemistry I
CHE 261 – Organic Chemistry II
CHE 370 – Physical Chemistry I
CHE 371 – Physical Chemistry I
CHE 372 – Physical Chemistry Laboratory I
CHE 373 – Physical Chemistry Laboratory II
CHE 435 — Inorganic Chemistry I
CHE 436 — Advanced Inorganic Chemistry
Select one CHE course at or above the 300-level

Education Requirements
36 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SCE 490 – Science (Secondary School)
SCE 494 – Student Teaching (Science)
SCE 496 – Student Teaching Seminar (Science)
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom
COGNATE REQUIREMENTS

12 Credits Required

Requirements:
PHY 231 – Physics for Scientists and Engineers II
MAT 151 – Calculus II
MAT 252 – Calculus III

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
COMMUNICATION

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

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

MAJOR IN COMMUNICATION

The communication major focuses on the application of theory and research in personal and professional relationships and on the creation of messages in diverse media. Communication courses seek to enhance students' knowledge and skills in the areas of interpersonal and small group communication, presentations, decision-making, information utilization, and video production. In addition, students gain a thorough understanding of current and emerging communication technologies.

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

BACHELOR OF SCIENCE DEGREE IN COMMUNICATION

The communication B.S. degree major offers concentrations in organizational communication, interpersonal and relational communication, advertising and promotions, and video production. These programs are designed to prepare students for a wide variety of career options including those in management, sales, video production, advertising and promotional communication, training, and human relationships. Students also receive the academic background necessary for graduate studies in communication and related disciplines.
ACADEMIC STANDARDS FOR MAJOR

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

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

The department offers the following:

Communication, B.S.-Advertising and Promotions
Communication, B.S.-Interpersonal/Relational
Communication, B.S.-Organizational
Communication, B.S.-Film, Television, and Video Production
Minor in Communication
COMMUNICATION, B.S. - ORGANIZATIONAL COMMUNICATION

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Technological Fluency:
COM 101 - Fundamentals of Professional Presentations (‘C’ or better required)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

45 Credits Required

Core Requirements
12 Credits Required
‘C’ or better required

Requirements:
COM 200 – Fundamentals of Communication Design
COM 215 – Small Group Communication
COM 225 – Interpersonal Communication
COM 253 – Fundamentals of Video Production
Organizational Communication Concentration
33 Credits Required
‘C’ or better required

Requirements:
COM 250 – Business and Professional Communication
COM 287 – Introduction to Communication Research
COM 300 – Organizational Communication
COM 370 – Interpersonal Conflict and Communication
COM 387 – Communication Theory
COM 430 – Communication Strategies in the Corporation
COM 497 – Field Experience (3 credits)

Select 12 Credits from (6 at the 400-level):
• COM 275 – Persuasion
• COM 315 – Communication Processes in Decision Making
• COM 322 – Communication Training and Development
• COM 332 – Interviewing
• COM 410 – Crisis and Communication
• COM 440 – Cultural Influences on Communication
• COM 487 – Advanced Organizational Communication Theory
• COM 490 – Practicum in Organizational Communication
• COM 494 – Practicum in Intercultural Communication

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
COMMUNICATION, B.S. - FILM, TELEVISION, AND DIGITAL PRODUCTION

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Technological Fluency:
COM 101 – Fundamentals of Professional Presentations (‘C’ or better required)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

42 Credits Required

Core Requirements

12 Credits Required
‘C’ or better required

Requirements:
COM 200 – Fundamentals of Communication Design
COM 215 – Small Group Communication
COM 225 – Interpersonal Communication
COM 253 – Fundamentals of Video Production
Film, Television, and Digital Production Concentration
30 Credits Required
‘C’ or better required

Requirements:
COM 201 – Applied Communication Design
COM 259 – Studio Production
COM 360 – Field Production
COM 492 – Practicum in Film, Television, and Digital Production
COM 497 – Field Experience (3 credits)

Select one from:
• COM 372 – Digital Filmmaking
• COM 385 – Documentary Production

Select 12 Credits from (3 Credits at the 300-level or higher):
• COM 234 – Fundamentals of Copywriting
• COM 257 – Audio Production
• COM 258 – Cinematic Technique
• COM 265 – Video Technology
• COM 333 – Video Script Writing
• COM 335 – Advertising and Promotional Design
• COM 372 – Digital Filmmaking
• COM 377 – Video Directing
• COM 385 – Documentary Production
• COM 468 – Special Effects in Video

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
COMMUNICATION, B.S. - INTERPERSONAL-RELATIONAL

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Technological Fluency:
COM 101 - Fundamentals of Professional Presentations (‘C’ or better required)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

45 Credits Required

Core Requirements
12 Credits Required
‘C’ or better required

Requirements:
COM 200 – Fundamentals of Communication Design
COM 215 – Small Group Communication
COM 225 – Interpersonal Communication
COM 253 – Fundamentals of Video Production
Interpersonal Communication Concentration
33 Credits Required
‘C’ or better required

Requirements:
COM 233 – Communication in Relational Development
COM 287 – Introduction to Communication Research
COM 370 – Interpersonal Conflict and Communication
COM 387 – Communication Theory
COM 440 – Cultural Influences on Communication
COM 481 – Applied Perspectives in Interpersonal Communication
COM 497 – Field Experience (3 credits)

Select 12 Credits from:
• COM 250 – Business and Professional Communication
• COM 275 – Persuasion
• COM 312 – Communication and Gender
• COM 322 – Communication Training and Development
• COM 332 – Interviewing
• COM 375 – Family Communication
• COM 494 – Practicum in Intercultural Communication

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
COMMUNICATION, B.S. - ADVERTISING AND PROMOTIONS

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Technological Fluency:
COM 101 – Fundamentals of Professional Presentations (‘C’ or better required)

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

45 Credits Required

Core Requirements
12 Credits Required
‘C’ or better required

Requirements:
COM 200 – Fundamentals of Communication Design
COM 215 – Small Group Communication
COM 225 – Interpersonal Communication
COM 253 – Fundamentals of Video Production
Advertising and Promotions Concentration
33 Credits Required
‘C’ or better required

Requirements:
COM 201 – Applied Communication Design
COM 234 – Fundamentals of Copywriting
COM 236 – Copywriting for Electronic Media
COM 287 – Introduction to Communication Research
COM 335 – Advertising and Promotional Design
COM 340 – Communication and Product Information
COM 472 – Advertising and Promotional Campaigns
COM 497 – Field Experience (3 credits)

Select 9 Credits from (3 Credits at the 400-level):
• COM 257 – Audio Production
• COM 275 – Persuasion
• COM 322 – Communication Training and Development
• COM 333 – Video Script Writing
• COM 402 – Advertising and Promotions for the Internet
• COM 468 – Special Effects in Video
• COM 493 – Practicum in Advertising and Promotions
• COM 494 – Practicum in Intercultural Communication

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
COMMUNICATION DISORDERS

Deborah Weiss
CHAIRPERSON
Davis 012
(203) 392-5954 – Fax (203) 392-5968
weissd1@SouthernCT.edu
Department Secretary: (203) 392-5954

Barbara Cook, Assistant Professor
Glenda DeJarnette, Professor
James Dempsey, Professor
Hillary Harper, Assistant Professor
Kelly Mabry, Assistant Professor
Jennifer McCullagh, Associate Professor
Mary Purdy, Professor
Heather Warner, Assistant Professor
Deborah Weiss, Professor
Richard Zipoli, Assistant Professor

Major Program in Communication Disorders

The Bachelor of Science in Communication Disorders is a pre-professional degree designed primarily for students who anticipate earning a master's or doctoral degree, state licensure and national certification as speech-language pathologists or audiologists.

Students who complete the degree requirements and do not intend to pursue a graduate degree may find immediate entry into positions such as speech assistant, paraprofessional, or aide in public and private school systems. Students might also use this degree as a base for general education and special education graduate studies, or other human services professions, academic programs, and clinical experiences.

Information on admission as a Communication Disorders Major and continuation in the Program can be found on the Communication Disorders Department webpage.

The department offers the following:

Communication Disorders, B.S.
COMMUNICATION DISORDERS, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 107 – Elementary Statistics

Tier 2 - Mind and Body:
Select Option in Social/Behavioral Sciences; PSY 100 - Introduction to Psychology is recommended

Tier 2 – Natural World I: Physical Realm:
Select a CHE or PHY from among the options

Tier 2 - Natural World II: Life and Environment:
Select a BIO from among the options

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

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

Non-Course Requirement:
Additionally, students must complete a minimum of 25 observation hours of practicing speech-language pathologists and audiologists.

COGNATE REQUIREMENTS

No cognates are required.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).

Recommended Coursework:

Although not required for graduation, the following courses are recommended as free electives; any applicable prerequisites for these courses must be met:

One course in any of the following:
SED 225 — Introduction to Exceptionalities
SED 481 — Teaching Exceptional Students in Elementary Education Classroom
SED 482 — Teaching Exceptional Students in Secondary Education Classroom

Two courses in any of the following:
EDU 200 — Teachers, Schools, and Society
EDU 301 — Reading
EDU 309 — Curriculum Design and Methods for Preschool
EDU 311 — Responsive Curriculum and Assessment
EDU 312 — Integrated Curriculum in the Primary Classroom
EDU 314 — Reading in the Middle Grades
EDU 318 — Reading — Early Childhood
PSY 210 — Infant and Child Development
PSY 215 — Adolescent Development
PSY 311 — Learning
PSY 313 — Cognition
PSY 370 — Educational Psychology
PSY 371 — Educational Psych. for Early Childhood Majors
SED 325 — Curric. and Methods for Exceptional Individuals
SED 375 — Classroom Management Tech. in Educ. Settings
COMPUTER SCIENCE

Lisa Lancor  
CHAIRPERSON  
Morrill 117  
(203) 392-5890 – Fax (203) 392-5898  
lancorl1@SouthernCT.edu  
Department Secretary: (203) 392-5821  

Amal Abd El-Raouf, Associate Professor  
Imad Antonios, Associate Professor  
Taraneh Baradaranseyed, Professor  
Ataollah Elahi, Professor  
Md Shafaeat Hossain, Assistant Professor  
Lisa Lancor, Professor  
Klaus Peters, Associate Professor  
Hrvoje Podnar, Associate Professor  
Robert Workman, Professor  
Winnie Yu, Professor

MAJOR IN COMPUTER SCIENCE

There are two majors in computer science leading to the Bachelor of Science degree which prepare students for professional careers and for graduate study.

COMPUTER SCIENCE GENERAL PROGRAM

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

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

The Computer Science General Program is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone (410) 347-7700.

COMPUTER INFORMATION SYSTEMS PROGRAM

This program prepares students for a professional career in the information systems field with an awareness of the business environment.
The department offers the following:

Computer Science, B.S.-Computer Information Systems
Computer Science, B.S.-General
Minor in Computer Science
COMPUTER SCIENCE, B.S. - INFORMATION SYSTEMS

126 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning (select one from):
MAT 120 – College Algebra
MAT 122 – Precalculus

Tier 2 – Natural World 1: Physical Realm:
PHY 210 – College Physics

Tier 3 – Capstone:
CSC 400 – Computer Science Project Seminar

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

43 Credits Required

Requirements:
CSC 152 – Computer Programming I
CSC 153 – Computer Programming II
CSC 207 – Computer Systems
CSC 212 – Data Structures
CSC 310 – Multimedia Systems
CSC 324 – Computer Ethics
CSC 330 – Software Design and Development
CSC 335 – Database Management Systems Design
CSC 380 – Network Technology
CSC 424 – System Administration

Select 3 Credits from Track A
• CSC 341 — Digital Imaging
• CSC 398 — Special Topics
• CSC 431 — Computer Graphics
• CSC 481 — Artificial Intelligence

Select 9 Credits from Track B
• CSC 334 — Human-Computer Interactions
• CSC 443 — Fundamentals of Internet Programming
• CSC 453 — Information Security
• CSC 463 — Development of Distributed and E-Commerce Applications
• CSC 476 — Fundamentals of Data Warehousing

COGNATE REQUIREMENTS

23 Credits Required

Requirements:
ACC 200 — Principles of Financial Accounting
MAT 139 — Short Course in Calculus for Social Sciences
MAT 178 — Elementary Discrete Mathematics
MAT 221 — Intermediate Applied Statistics

Select 3 courses from:
• ACC 210 — Managerial Accounting for Non-Accounting majors
• ACC 310 — Intermediate Accounting I
• ACC 370 — Accounting Information Systems
• MGT 300 — Management and Organization
• MIS 360 — Supply Chain Management
• MIS 361 — Production and Operation Management
• MIS 365 — Systems Thinking for MIS
• MIS 370 — Business Information Systems
• MIS 470 — Management of Information Systems Design

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
COMPUTER SCIENCE, B.S. - GENERAL

126 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 122 – Precalculus

Tier 2 – Natural World 1: Physical Realm (select one from):
CHE 120 – General Chemistry I
ESC 200 – Physical Geology
PHY 200 – General Physics I
PHY 230 – Physics for Scientists and Engineers I

Tier 2 – Natural World 2: Life and Environment (select one from):
BIO 100 – General Zoology
BIO 101 – General Botany
BIO 103 – Botany
BIO 110 – Human Biology I
BIO 111 – Human Biology II
BIO 120 – Microbiology
ESC 201 – Historical Geology

Tier 3 – Capstone:
CSC 400 – Computer Science Project Seminar

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.
MAJOR REQUIREMENTS

43 Credits Required

Requirements:
CSC 152 – Computer Programming I
CSC 153 – Computer Programming II
CSC 207 – Computer Systems
CSC 212 – Data Structures
CSC 305 – Computer Organization
CSC 321 – Algorithm Design and Analysis
CSC 324 – Computer Ethics
CSC 330 – Software Design and Development
CSC 335 – Database Management Systems Design
CSC 425 – Operating Systems
CSC 465 – Communications and Networks

Select 6 Credits from Track A

• CSC 341 — Digital Imaging
• CSC 431 — Computer Graphics
• CSC 477 — Fundamentals of Data Mining
• CSC 481 — Artificial Intelligence

Select 3 Credits from Track B

• CSC 334 — Human-Computer Interactions
• CSC 398 — Special Topics
• CSC 443 — Fundamentals of Internet Programming
• CSC 453 — Information Security
• CSC 463 — Development of Distributed and E-Commerce Applications
• CSC 476 — Fundamentals of Data Warehousing

COGNATE REQUIREMENTS

23 Credits Required

Requirements:
MAT 150 – Calculus I
MAT 151 – Calculus II
MAT 178 – Elementary Discrete Mathematics
MAT 221 – Intermediate Applied Statistics

Select one from these 4 sequence options (*may also be used toward LEP):

• PHY 200* – General Physics I
  • and PHY 201 – General Physics II
• PHY 230* – Physics for Scientists and Engineers I
  • and PHY 231 – Physics for Scientists and Engineers II
• CHE 120* – General Chemistry I  
  • and CHE 121 – General Chemistry II  
• PHY 200* – General Physics I  
  • and ESC 210 – Principles of Astronomy

Select one from:  
MAT 252 - Calculus III  
MAT 322 - Numerical Analysis  
PHY 355 - Electricity and Electronics

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
COUNSELING AND SCHOOL PSYCHOLOGY

Uchenna Nwachuku
CHAIRPERSON
Davis 126 B
(203) 392-5910 – Fax (203) 392-5917
nwachukun1@SouthernCT.edu
Department Secretary: (203) 392-5910

Louisa Foss-Kelly, Associate Professor
Margaret Generali, Associate Professor
Misty Ginicola, Associate Professor
Kelly McNamara, Assistant Professor
Uchenna Nwachuku, Professor
Elizabeth Rhoades, Associate Professor
Kari Sassu, Assistant Professor
Cheri Smith, Professor
Ramon Vega de Jesus, Associate Professor

The department offers courses for self exploration to support undergraduate students.

The department does not offer undergraduate programs.
MAJOR IN EARTH SCIENCE

For students whose career interests are well-defined, the Earth Sciences Department offers major programs leading to the Bachelor of Science degree with concentrations in environmental earth science and geology. Programs leading to the Bachelor of Arts degree and the Bachelor of Science in Secondary Education are also available for students who have more general interests in earth science.

It is desirable that courses in chemistry, physics, and mathematics be completed in the freshman and sophomore years because they are prerequisites to several introductory earth science courses.

Bachelor of Science Degree in Earth Science

Geology Concentration

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

Environmental Earth Science Concentration

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

Bachelor of Arts Degree in Earth Science

Students who are interested in science and who wish to pursue a career in a field in which a scientific or technical background is necessary, but who do not want to follow one of the more specialized programs leading to the Bachelor of Science degree, may enroll in this program.
Bachelor of Science Degree in Secondary Education

For students planning professional careers in teaching grades 7-12. Students who successfully receive the B.S. degree and pass Praxis II will be recommended for Initial Teaching Certification.

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

The department offers the following:

Earth Science, B.A.
Earth Science, B.S.-Environmental
Earth Science, B.S.-Geology
Earth Science, B.S., Secondary Education
Minor in Earth Science
EARTH SCIENCE, B.S. - GEOLOGY

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 122 – Precalculus
MAT 150 – Calculus I

Tier 2 – Natural World I: Physical Realm:
CHE 120 – General Chemistry I

Tier 2 – Natural World II: Life and Environment:
ESC 201 — Historical Geology (‘C’ or better)

Tier 2 – Time and Place:
ESC 210 — Principles of Astronomy (‘C’ or better)

Tier 3 – Capstone:
ESC 332 – Invertebrate Paleontology (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

45 Credits Required
‘C’ or better required
Requirements:
ESC 200 — Physical Geology
ESC 311 — Mineralogy
ESC 312 – Petrology
ESC 325 – Stratigraphy and Sedimentation
ESC 350 – Structural Geology and Tectonics
ESC 430 — Field Methods

Select six courses (3 at the 400-level) from:

• ESC 205 — Principles of Meteorology
• ESC 220 — Physical and Chemical Oceanography
• ESC 303 – Environmental Earth Science
• ESC 315 – Geomorphology
• ESC 404 — Air Pollution Meteorology
• ESC 420 – Earth Resources
• ESC 421 – Marine Geology
• ESC 457 — Hydrology
• ESC 458 — Soil Science

Select one option from the two listed below:

• ESC 492 – Undergraduate Thesis Proposal and ESC 493 – Undergraduate Thesis
• Two additional ESC courses above the 200-level

COGNATE REQUIREMENTS

8 Credits Required

Requirements:
PHY 200 - General Physics I

Select one from:

• BIO 102 – Zoology
• BIO 120 – Microbiology
• CHE 121 – General Chemistry II
• PHY 201 – General Physics II

Non-Course Requirements:
Pass PRAXIS II with a score of 157 or higher

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
EARTH SCIENCE, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 122 – Precalculus
MAT 150 – Calculus I

Tier 2 – Natural World I: Physical Realm:
CHE 120 – General Chemistry I

Tier 2 – Natural World II: Life and Environment:
ESC 201 — Historical Geology (‘C’ or better)

Tier 2 – Time and Place:
ESC 210 — Principles of Astronomy (‘C’ or better)

Tier 3 – Capstone:
ESC 332 – Invertebrate Paleontology (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

32 Credits Required
‘C’ or better required
Requirements:
ESC 200 — Physical Geology
ESC 205 — Principles of Meteorology
ESC 220 — Physical and Chemical Oceanography
ESC 311 — Mineralogy
ESC 350 - Structural Geology and Tectonics
ESC 430 — Field Methods

Select one from:
• ESC 312 — Petrology
• ESC 325 — Stratigraphy & Sedimentation

Select two from (one at 400-level):
• ESC 303 – Environmental Earth Science
• ESC 312 – Petrology
• ESC 315 — Geomorphology
• ESC 325 – Stratigraphy and Sedimentation
• ESC 404 — Air Pollution Meteorology
• ESC 420 – Earth Resources
• ESC 421 – Marine Geology
• ESC 457 — Hydrology
• ESC 458 — Soil Science

COGNATE REQUIREMENTS

8 Credits Required

Requirements:
PHY 200 - General Physics I

Select one from:
• BIO 102 – Zoology
• BIO 120 – Microbiology
• CHE 121 – General Chemistry II
• PHY 201 – General Physics II

Non-Course Requirements:
Pass PRAXIS II with a score of 157 or higher

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
EARTH SCIENCE, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
129 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 122 – Precalculus
MAT 150 – Calculus I

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Natural World I: Physical Realm:
CHE 120 – General Chemistry I

Tier 2 – Natural World II: Life and Environment:
ESC 201 — Historical Geology

Tier 2 – Time and Place:
ESC 210 — Principles of Astronomy

Tier 3 – Capstone:
ESC 332 – Invertebrate Paleontology

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate
requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

68 Credits Required

Earth Science Requirements
32 Credits Required
‘C’ or better required

Requirements:
ESC 200 — Physical Geology
ESC 205 — Principles of Meteorology
ESC 220 — Physical and Chemical Oceanography
ESC 311 — Mineralogy
ESC 350 - Structural Geology and Tectonics
ESC 430 — Field Methods

Select one from:
• ESC 312 – Petrology
• ESC 325 – Stratigraphy and Sedimentation

Select two from (one at the 400-level):
• ESC 303 – Environmental Earth Science
• ESC 312 – Petrology
• ESC 315 — Geomorphology
• ESC 325 – Stratigraphy and Sedimentation
• ESC 404 — Air Pollution Meteorology
• ESC 420 – Earth Resources
• ESC 421 – Marine Geology
• ESC 457 — Hydrology
• ESC 458 — Soil Science

Education Requirements
36 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SCE 490 – Science (Secondary School)
SCE 494 – Student Teaching (Science)
SCE 496 – Student Teaching Seminar (Science)
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

COGNATE REQUIREMENTS

8 Credits Required
Requirements:
PHY 200 – General Physics I

Select one from:
• BIO 102 – Zoology
• BIO 120 – Microbiology
• CHE 121 – General Chemistry II
• PHY 201 – General Physics II

Non-Course Requirement:
Pass PRAXIS II with a score of 157 or higher

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
EARTH SCIENCE, B.S. - ENVIRONMENTAL

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 122 – Precalculus
MAT 150 – Calculus I

Tier 2 – Natural World I: Physical Realm:
CHE 120 – General Chemistry I

Tier 2 – Natural World II: Life and Environment:
ESC 201 — Historical Geology (‘C’ or better)

Tier 2 – Time and Place:
ESC 210 — Principles of Astronomy (‘C’ or better)

Tier 3 – Capstone:
ESC 332 – Invertebrate Paleontology (‘C’ or better)

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

46 Credits Required

‘C’ or better required
Requirements:
ESC 200 — Physical Geology
ESC 205 — Principles of Meteorology
ESC 220 — Physical and Chemical Oceanography
ESC 303 – Environmental Earth Science
ESC 311 — Mineralogy
ESC 312 – Petrology
ESC 325 – Stratigraphy and Sedimentation
ESC 350 - Structural Geology and Tectonics
ESC 430 — Field Methods

Select three courses from:
• ESC 315 — Geomorphology
• ESC 404 — Air Pollution Meteorology
• ESC 420 – Earth Resources
• ESC 421 – Marine Geology
• ESC 457 — Hydrology
• ESC 458 — Soil Science

Select one option from the following two:
• ESC 492 – Undergraduate Thesis Proposal
  • and ESC 493 – Undergraduate Thesis
• Two additional ESC courses above the 200-level

None Course Requirement - Pass PRAXIS II with a score of 157 or higher

COGNATE REQUIREMENTS

14 Credits Required

Requirements:
PCH 202 – Introduction to Public Health
PCH 359 – Environmental Health
PHY 200 – General Physics I

Select one from:
• BIO 102 – Zoology
• BIO 120 – Microbiology
• CHE 121 – General Chemistry II
• PHY 201 – General Physics II

FREE ELECTIVES

Remaining credits to reach total Overall Credits Required (listed above).
ECONOMICS AND FINANCE

James A. Thorson
CHAIRPERSON
School of Business, Room 124
(203) 392-5629 – Fax (203) 392-5254
thorsonj1@SouthernCT.edu
Department Secretary: Marisol Lopez-Castro (203) 392-5615
lopezcastrom1@SouthernCT.edu

Benjamin Abugri, Professor
Samuel Andoh, Professor
Gene Birz, Assistant Professor
Peter Bodo, Professor
Sandip Dutta, Associate Professor
Yilma Gebremariam, Professor
Sanja Grubacic, Associate Professor
James Thorson, Professor
Han Yu, Assistant Professor

CONCENTRATION IN BUSINESS ECONOMICS

The concentration in business economics focuses on the best ways to get the most benefit from scarce resources. Study covers firms and organizations (microeconomics) and nations (macroeconomics). The concentration provides the conceptual basis for integrating knowledge of the functional areas of business administration in industry, government, and nonprofit organizations. By doing so, it opens the way not only toward teaching, research, and consulting, but also toward graduate study in business, government, and law.

CONCENTRATION IN FINANCE

The concentration in finance prepares students for service as academically prepared professionals in the financial services industry and as financial officers in both the business and not-for-profit organizations. All functional areas of business are included in this specialization, along with the special awareness and higher level financial skills needed for institutional and economic development. Specializations may be taken in 1) corporation finance, 2) investment and financial markets and 3) depository institution management. Graduates of this program are prepared for employment in business, government or non-profit organizations, teaching, research, consulting, and further graduate level education.

The department offers the following:

Business Administration, B.S.-Business Economics
Business Administration, B.S.-Finance
Minor in Real Estate
Minor in Economics
BUSINESS, B.S. - FINANCE

Students must take a minimum of 50 percent of the Business Common Core Requirements, and at least 50 percent of the Concentration Requirements at Southern Connecticut State University.

121 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 139 – Short Course in Calculus for Social Sciences
MAT 150 – Calculus I

Tier 1 - Technological Fluency:
CSC 200 – Information Management and Productivity Software

Tier 2 - Global Awareness:
ECO 101 – Principles of Microeconomics

Tier 2 - Social Structure, Conflict, and Consensus:
ECO 100 – Principles of Macroeconomics

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

58 Credits Required
Business Common Core Requirements
40 Credits Required

ACC 200 – Principles of Financial Accounting (4 credits)
Note to transfers: If ACC 200 transfers with 3 credits, ACC 202 (1 credit) is required

ACC 210 – Managerial Accounting for Non-Accounting Majors
ECO 221 – Statistics for Economics and Business
FIN 300 – Corporate Finance
MGT 240 – Legal Environment of Business
MGT 300 – Management and Organization
MGT 305 – Organizational Behavior
MGT 450 – Business Policy and Strategy Seminar
MKT 200 – Principles of Marketing

Select one:
• MIS 361 – Production and Operations Management
• MIS 370 – Business Information Systems

Analysis and Application
Select one from below:
• ACC 350 – Federal Income Taxation
• ACC 370 – Accounting Information Systems
• ECO 310 – Management Science
• ECO 321 – Introductory Econometrics
• ECO 375 – Quantitative Economics and Business
• ECO 410 – Managerial Economics
• ECO 430 – Decision Analysis
• ECO 431 – Forecasting Methods in Business Economics
• FIN 341 – Principles of Investment
• FIN 343 – Commercial Banking
• FIN 346 – Risk Management and Insurance
• MGT 301 – Entrepreneurship and Small Business Development
• MGT 335 – Business Law
• MGT 412 – Diagnosing Management Problems
• MGT 415 – Developing Team Managerial Skills
• MIS 361 – Production and Operations Management
• MIS 370 – Business Information Systems
• MIS 375 – Decision Support Systems
• MKT 331 – Principles of Advertising
• MKT 338 – Services and Marketing

International Global
FIN 347 – International Financial Management

Business Elective:
Select one business course outside of concentration

Finance Concentration
18 Credits Required
(‘C’ or better required)

FIN 340 – Financial Markets and Institutions
FIN 341 – Principles of Investment
12 Additional Credits in FIN selected in consultation with Faculty Advisor

COGNATE REQUIREMENTS

3 Credits Required

COM 101 – Fundamentals of Professional Presentations

FREE ELECTIVES

Take remaining credits to reach Overall Credits Required (listed above).
Although 6 of these credits may be taken within the School of Business, students are encouraged to take all their free electives outside the School of Business.
BUSINESS, B.S. - BUSINESS ECONOMICS

Students must take a minimum of 50 percent of the Business Common Core Requirements, and at least 50 percent of the Concentration Requirements at Southern Connecticut State University.

121 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 139 – Short Course in Calculus for Social Sciences
MAT 150 – Calculus I

Tier 1 - Technological Fluency:
CSC 200 – Information Management and Productivity Software

Tier 2 - Global Awareness:
ECO 101 – Principles of Microeconomics

Tier 2 - Social Structure, Conflict, and Consensus:
ECO 100 – Principles of Macroeconomics

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

58 Credits Required
**Business Common Core Requirements**

40 Credits Required

ACC 200 – Principles of Financial Accounting (4 credits)
Note to transfers: If ACC 200 transfers with 3 credits, ACC 202 (1 credit) is required

ACC 210 – Managerial Accounting for Non-Accounting Majors
ECO 221 – Statistics for Economics and Business
FIN 300 – Corporate Finance
MGT 240 – Legal Environment of Business
MGT 300 – Management and Organization
MGT 305 – Organizational Behavior
MGT 450 – Business Policy and Strategy Seminar
MKT 200 – Principles of Marketing

Select one:

- MIS 361 – Production and Operations Management
- MIS 370 – Business Information Systems

Analysis and Application

Select one from below:

- ACC 350 – Federal Income Taxation
- ACC 370 – Accounting Information Systems
- ECO 310 – Management Science
- ECO 321 – Introductory Econometrics
- ECO 375 – Quantitative Economics and Business
- ECO 410 – Managerial Economics
- ECO 430 – Decision Analysis
- ECO 431 – Forecasting Methods in Business Economics
- FIN 341 – Principles of Investment
- FIN 343 – Commercial Banking
- FIN 346 – Risk Management and Insurance
- MGT 301 – Entrepreneurship and Small Business Development
- MGT 335 – Business Law
- MGT 412 – Diagnosing Management Problems
- MGT 415 – Developing Team Managerial Skills
- MIS 361 – Production and Operations Management
- MIS 370 – Business Information Systems
- MIS 375 – Decision Support Systems
- MKT 331 – Principles of Advertising
- MKT 338 – Services and Marketing

International Global

Select one from below, preferably the one prescribed by the concentration

- ACC 424 – International Accounting
- ECO 350 – International Economics I: Trade
- FIN 347 – International Financial Management
- MGT 430 – Management of Multinational Corporations
• MGT 460 – International Business
• MIS 400 – Global Information Systems
• MKT 420 – Global Marketing

Business Elective:
Select one business course outside of concentration

**Business Economics Concentration**
18 Credits Required
(‘C’ or better required)

ECO 200 – Macroeconomic Analysis
ECO 201 – Microeconomic Analysis
12 Additional Credits in ECO (3 credits selected with advice of faculty advisor)

**COGNATE REQUIREMENTS**

3 Credits Required

COM 101 – Fundamentals of Professional Presentations

**FREE ELECTIVES**

Take remaining credits to reach Overall Credits Required (listed above).

Although 6 of these credits may be taken within the School of Business, students are encouraged to take all their free electives outside the School of Business.
EDUCATION

Steven Greengross  
CHAIRPERSON  
Davis 116  
(203) 392-6492, (203) 392-6430 – Fax (203) 392-6473  
greengrosssl@SouthernCT.edu  
Department Secretary: Diane Tourangeau  
(203) 392-6593 (203) 392-6425

Beena Achhpal, Professor  
Laura Bower-Phipps, Associate Professor  
Cheryl Dickinson, Professor  
Joy Fopiano, Associate Professor  
Adam Goldberg, Associate Professor  
Steven Greengross, Professor  
David Levande, Professor  
Helen Marx, Assistant Professor  
J. Gregory McVerry, Assistant Professor  
Joel Meisel, Professor  
Carlos Torre, Professor  
Christine Villani, Professor

MAJOR PROGRAMS IN ELEMENTARY EDUCATION

There are four major programs in education:

• Early childhood education preparing for certification in grades nursery-3; nursery-K eligible for regular and special education certification and grades 1-3 eligible for regular education certification.
• Elementary education preparing for certification in elementary grades 1-6.
• Collaborative elementary/special education, preparing for certification in both elementary grades 1-6 and special education K-12.
• Elementary/bilingual education preparing for certification in 1-6 regular and bilingual education.

Students who wish to become certified in early childhood, elementary, elementary/special education, or elementary/bilingual education must have an academic major in an area outside of the School of Education. Students will receive a double baccalaureate, a B.S. degree in a teacher education certification area and a second B.S. or B.A. degree in a major outside of the School of Education. They also need to successfully complete the professional major in education with no grade less than "C" in any professional course.
Early Childhood Certification

This program fulfills the course requirements of the Connecticut Initial Educators Certificate and prepares the individual to teach nursery and kindergarten in both regular and special education, and grades 1-3 in regular education.

Students in the early childhood program are encouraged to begin their liberal arts major in their freshman year. It is recommended that students choose this major either in psychology or liberal studies (including at least one 18 credit minor in psychology). Students should receive academic advisement from both the liberal arts major department and the Education Department.

Students working toward early childhood certification (N, K, grades 1, 2, 3) must pass through four gates. To pass through each gate, students complete a specific set of courses:

Gate 1: Students apply for admission to the early childhood program. Students must meet the State of Connecticut requirements for admission to a teacher preparation program (specified in the Academic Standards section of this catalog). In addition, the student must have passed the following courses: ENG 112, MAT 105, EDU 206, and SED 225 or SED 481. Students must earn a grade of C or higher in EDU 206, SED 225, and SED 481.

Gate 2: Students in Gate 2 take the following teacher preparation courses: EDU 305, EDU 308, EDU 309, and SED 235.

Gate 3: Students in Gate 3 take the following teacher preparation courses: EDU 306, EDU 312, EDU 319, EDU 322, SED 365, and IDS 471.

Gate 4: Students in Gate 4 take Student Teaching I and II (EDU 300 and EDU 400) and a seminar course, EDU 485.

Passing scores on Praxis II and the Foundations of Reading test are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification.

Elementary Education Certification

This program fulfills the course requirements of the Connecticut Initial Educators Certificate and prepares the individual to teach elementary grades 1-6. The number of credits required to complete the program will vary according to the student's choice of major in an academic area. Students must pass Praxis II and the Foundations of Reading test to be recommended for certification.

Students in the elementary education program are encouraged to begin their academic major in their freshman year. They should receive academic advisement from the department of their academic major and from the Education Department.

Students working toward elementary certification (1-6) must pass through four gates.
The portfolio is presented at the completion of Gates 1 and 4.

Gate 1: Students apply for admission to the education program. Students must meet the State of Connecticut requirements for admission to a teacher preparation program (specified in the Academic Standards section of this catalog). In addition, the student must have passed the following courses: ENG 112, MAT 105, EDU 200, and SED 225 or SED 481. Students must earn a grade of C or better in the required EDU and SED courses.

Gate 2: Students in Gate 2 take the following teacher preparation courses: EDU 305, EDU 307, EDU 312, EDU 316, and EDU 317.

Gate 3: Students in Gate 3 take the following teacher preparation courses: EDU 306, EDU 311, EDU 324, EDU 325, EDU 414, and IDS 471.

Gate 4: Students in Gate 4 take Student Teaching I and II (EDU 300 and EDU 400) and the seminar course, (EDU 485).

**Elementary/Special Education Collaborative Certification**

The successful completion of this program fulfills the course requirements for the Initial Certificate in Connecticut, and prepares the individual to teach all regular grades 1-6 and special education K-12. The subject area major has a minimum of 30 credits.

Passing scores on Praxis II and the Foundations of Reading test are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification.

**Bilingual Education/Elementary Education**

The Elementary Education/Bilingual Education Dual Initial Certification Program offers bilingual undergraduate students an interdisciplinary degree, which will prepare them to become certified to teach grades 1-6 in elementary schools to both English speaking and limited English proficient children. Graduates of this program who pass the appropriate exams (Praxis II and ACTFL) will be dually certified by the State of Connecticut to teach elementary education and elementary/ bilingual education.

The Elementary Education/Bilingual Education Dual Initial Certification Program is a dual major program. Students earn a Bachelor of Science degree in elementary education and complete a second major in a content area of their choice outside of the School of Education. Additionally students take three courses in bilingual education. All students in this program must complete the Liberal Education Program requirements and all requirements for the elementary education major as listed in the current catalog. During the student teaching semester, candidates will be assigned two placements — one in a mainstream elementary classroom, the other in a bilingual education classroom.

Advanced planning with the elementary education department adviser and the bilingual education adviser at the freshman/sophomore level is critically important. Applications
for admission to the teacher education programs must be processed through the Elementary Education department.

Additionally, before admission into the Teacher Education Program, candidates are required to provide proof of passing the American Council of Teachers of Foreign Languages (ACTFL) oral exam, typically taken in the sophomore year. If the candidate has not yet taken this exam, the candidate may provide a letter of affirmation written by a faculty member of the World Languages and Literatures Department stating that the student’s language proficiency suggests that he/she will be able to pass the ACTFL oral exam by the student's senior year. Before students are assigned to student teach during their final semester, bilingual education candidates must also pass the ACTFL written exam. Students should consult with a bilingual education adviser as soon as possible to determine how to accomplish these language proficiency requirements.

Important:

• The candidate must be a confirmed bilingual speaker. (See testing requirements above.)
• The candidate must maintain regular contact with an adviser in TESOL/Bilingual Education and with an elementary education adviser.
• Passing scores on the Praxis II, Foundations of Reading Test, and the ACTFL tests are required for teacher certification for most teacher candidates in Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification.

Please note that no more than two education classes toward certification may be completed prior to formal acceptance to the certification program.

In addition to coursework leading to certification in elementary education (see above), the bilingual education coursework includes the following three education courses:

TSL 315 — Foundations of Bilingual Studies
TSL 321 — Assessment for English Language Learners
TSL 418 — ESL Methods in Content Instruction

The department offers the following:

Early Childhood Education, B.S.
Elementary Education, B.S.
Elementary Education, B.S., Bilingual
Special Education-Elementary Education Collaborative, B.S.
SPECIAL EDUCATION - ELEMENTARY EDUCATION COLLABORATIVE, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 is required.
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 200 – Teachers, Schools, and Society (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS
51.5 Credits Required

**Special Education Requirements**
20 Credits Required
No grade less than ‘C’ in professional courses will be accepted.

Requirements:
- SED 225 — Introduction to Exceptionalities
- SED 335 — Accommodating Individuals with Physical Disabilities and other Health Impairments
- SED 365 — Basic Principles of Academic Assess. & Remediation for Exceptional Individuals
- SED 375 — Classroom Management Techniques in Educational Settings
- SED 435 — Language Arts for Exceptional Individuals
- SED 445 — Collaboration in the Schools
- SED 447 — Learning Through the Arts

**Education Requirements**
31.5 Credits Required

- IDS 449 - Theory to Practice - A School-Based Practicum
- IDS 452 - Seminar in Reflective Practice
- IDS 471 - English Language Learners in the Classroom
- EDU 301 - Reading
- EDU 307 - Children’s Literature and Literacy
- EDU 320 - Integrated Mathematics and Science for Elementary Education
- EDU 321 - Curriculum, Instruction, and Assessment in Social Studies
- EDU 414 - Applications of Child Development
- EDU 450 - Student Teaching I
- EDU 451 - Student Teaching II

**Cognate Requirements**

15 Credits Required

- MAT 105 - Mathematics for Elementary Education I
- PHI 370 - Philosophy of Education
- PSY 100 - Introduction to Psychology
- PSY 210 - Infant and Child Development
- PSY 370 - Educational Psychology

**Free Electives**

Students must take remaining credits to reach Overall Credits Required (listed above).
EARLY CHILDHOOD EDUCATION, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Students who wish to become certified in early childhood education must have an academic major in an area outside of the School of Education. Students will receive a double baccalaureate, a B.S. degree in a Early Childhood Education and a second B.S. or B.A. degree in a major outside of the School of Education.

Overall GPA of 2.7 is required.
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 206 – Principles of Early Childhood Education (‘C’ or better)

Tier 3 – Capstone:
EDU 322 – Family, School, and Community Partnerships (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Catalog.SouthernCT.edu

2014-2015 UNDERGRADUATE CATALOG
Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

41.5 Credits Required  
‘C’ or better required

- EDU 305 – Beginning Readers  
- EDU 306 – Developing Readers  
- EDU 308 – Children’s Literature and Literacy  
- EDU 309 – Curriculum Design and Methods for Preschool  
- EDU 312 – Integrated Curriculum in the Primary Classroom  
- EDU 319 – Integrated Mathematics, Science, and Technology for Early Childhood Education  
- IDS 471 – English Language Learners in the Classroom  
- SED 235 – Early Childhood Special Education for the Exceptional Individual  
- SED 365 – Basic Principles of Academic Assessment and Remediation for Exceptional Individuals  

Select one:  
- SED 225 – Introduction to Exceptionalities  
- SED 481 – Teaching Exceptional Students in Elementary Education Classroom

- EDU 300 – Student Teaching I  
- EDU 400 – Student Teaching II  
- EDU 485 – Student Teaching Seminar

**COGNATE REQUIREMENTS**

15 Credits Required

- MAT 105 – Mathematics for Elementary Education I  
- PSY 100 – Introduction to Psychology  
- PSY 210 – Infant and Child Development  
- PSY 313 – Cognition  
- PSY 371 – Educational Psychology for Early Childhood Majors

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
ELEMENTARY EDUCATION, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Students who wish to become certified in elementary education must have an academic major in an area outside of the School of Education. Students will receive a double baccalaureate, a B.S. degree in a Elementary Education and a second B.S. or B.A. degree in a major outside of the School of Education.

Overall GPA of 2.7 is required.
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 200 – Teachers, Schools, and Society (‘C’ or better)

Tier 3 – Capstone:
EDU 311 – Responsive Curriculum and Assessment (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Catalog.SouthernCT.edu
Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

44.5 Credits Required
'C' or better required

EDU 305 – Beginning Readers
EDU 306 – Developing Readers
EDU 307 – Children's Literature and Literacy
EDU 312 – Integrated Curriculum in the Primary Classroom
EDU 316 – Child Development and Psychology for Educators
EDU 317 – Science Education in the Elementary School
EDU 324 – Teaching Mathematics in the Elementary School
EDU 325 – Best Practices in Classroom Management
EDU 414 – Application of Child Development
IDS 471 – English Language Learners in the Classroom

Select one:

- SED 225 – Introduction to Exceptionalities
- SED 481 – Teaching Exceptional Students in Elementary Education Classroom

EDU 300 – Student Teaching I
EDU 400 – Student Teaching II
EDU 485 – Student Teaching Seminar

**COGNATE REQUIREMENT(S)**

3 Credits Required
MAT 105 – Mathematics for Elementary Education I

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
ELEMENTARY EDUCATION, B.S. - BILINGUAL

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Students who wish to become certified in elementary education must have an academic major in an area outside of the School of Education. Students will receive a double baccalaureate, a B.S. degree in an Elementary Education and a second B.S. or B.A. degree in a major outside of the School of Education.

Overall GPA of 2.7 is required.
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 200 – Teachers, Schools, and Society (‘C’ or better)

Tier 3 – Capstone:
EDU 311 – Responsive Curriculum and Assessment (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate
requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

52 Credits Required
‘C’ or better required

43 Credits Required
Requirements:

EDU 305 – Beginning Readers
EDU 306 – Developing Readers
EDU 307 – Children’s Literature and Literacy
EDU 312 – Integrated Curriculum in the Primary Classroom
EDU 316 – Child Development and Psychology for Educators
EDU 317 – Science Education in the Elementary School
EDU 324 – Teaching Mathematics in the Elementary School
EDU 325 – Best Practices in Classroom Management
EDU 414 – Application of Child Development

Select one:
• SED 225 – Introduction to Exceptionalities
• SED 481 – Teaching Exceptional Students in Elementary Education Classroom

EDU 300 – Student Teaching I
EDU 400 – Student Teaching II
EDU 485 – Student Teaching Seminar

Concentration
9 Credits Required
TSL 315 – Foundations in Bilingual Education
TSL 321 – Assessment for English Language Learners
TSL 418 – ESL Methods in Content Instruction

COGNATE REQUIREMENTS

3 Credits Required

Requirement:
MAT 105 – Mathematics for Elementary Education I

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
ENGLISH

ENGLISH
Michael Shea
CHAIRPERSON
Engleman D 265
(203) 392-6741 - Fax (203) 392-6731
sheam1@SouthernCT.edu
Department Secretary: (203) 392-6710

Charles Baraw, Assistant Professor
Corinne Blackmer, Associate Professor
Mary Brown, Professor
Ilene Crawford, Professor
Joel Dodson, Assistant Professor
Scott Ellis, Professor
Nicole Fluhr, Professor
Nicole Henderson, Professor
William Hochman, Professor
Brandon Hutchinson, Associate Professor
Brian Johnson, Professor
Elizabeth Kalbfleisch, Assistant Professor
Audrey Kerr, Professor
Steven Larocco, Professor
Patrick McBrine, Assistant Professor
Robert McEachern, Professor
Jeffrey Mock, Professor
Vara Neverow, Professor
Kalu Ogbaa, Professor
Timothy Parrish, Professor
Paul R. Petrie, Professor
George A. Rosso, Professor
Michael Shea, Professor
Vivian Shipley, Professor
Meredith Sinclair, Assistant Professor
Andrew Smyth, Associate Professor
Dana Sonnenschein, Professor
Cynthia Stretch, Professor
Melissa Talhelm, Associate Professor
Robin Troy, Associate Professor

MAJOR IN ENGLISH

Through an intensive study of literature, the major in English gives students a knowledge of the broad outlines of literature and encourages them to engage in critical
thinking. The English faculty promotes the development of both a critical reading ability and mature writing skills.

The major in English can lead to either a Bachelor of Arts or a Bachelor of Science degree (secondary education). The curriculum is designed to build a strong foundation for careers in teaching (secondary school and college), business, and communications, and to prepare students for graduate study in many different professional areas.

**Secondary Education (Bachelor of Science Degree)**

Students interested in pursuing a career in the teaching of English must first be accepted into the program and into the School of Education. See the department website for application information. To meet State and departmental requirements, secondary education majors in English must maintain an overall GPA of 2.7 or better and an average of 3.0 or better in their English courses.

Because the State Department of Education regularly updates its requirements for teacher certification, new courses may be added to the program by the time a student is ready to graduate and be certified. Students are encouraged to stay informed about their program area requirements and see their advisers often. The Gate System below suggests a sequence for completing key professional courses. No undergraduates should register for ENG 494 and ENG 496 until all other program requirements have been completed. Students who successfully receive the B.S. degree and pass Praxis II will be recommended for Initial Teaching Certification.

**Gate System**

All students enrolled in the secondary education program in English must proceed through the program's Four Gates in the proper sequence:

Gate 1: Application to the School of Education*; Application Portfolio; Interview with the Secondary Education Committee; Passing Praxis I exam

(*A student may take no more than two professional education courses prior to acceptance into the School of Education)

Suggested key courses: EDU 201 (fieldwork experience), SHE 203

Gate 2: Fieldwork experience in ENG 492 — Teaching Literature to Adolescents

Suggested key courses: ENG 492, EDU 413, RDG 517, MDS 340, SED 482

Gate 3: Fieldwork experience in ENG 493 — English (Secondary School)

Suggested key course: IDS 471

Gate 4: ENG 494—Student Teaching (English) and ENG 496*—Student Teaching Seminar (English); Student Teaching Portfolio; and passing Praxis II Content, required for certification but not graduation.

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

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

The department offers the following:

- English, B.A.
- English, B.S., Secondary Education
- Minor in English - Literature
- Minor in English - Creative Writing
- Minor in English - Professional Writing
ENGLISH, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

There are no categories with specific requirements in this program

Writing Requirements (“W-Courses”)  

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

39 Credits Required
Major GPA of 2.7 Required and ‘C’ or better in Major Requirements

Requirements:
ENG 307 — Literary Analysis for English Majors (must be taken at SCSU)
ENG 308 — English Studies: Critical Theories (must be taken at SCSU)
ENG 309 — Rhetorical Strategies in Writing and Communication (must be taken at SCSU)
ENG 321 — British Literature through History I
ENG 322 — British Literature through History II
ENG 323 — American Literature through History

Ancient or English Medieval Literature (Select one):

• LIT 300 — Literature of the Hebrew Bible
• LIT 302 — Literature of the New Testament  
• LIT 310 — Mythology  
• LIT 311 — Norse and Celtic Mythology  
• LIT 406 — Classical Drama: Greek and Roman  
• LIT 488 — Seminar in World Lit. (English Medieval topic)  
• ENG 380 — Chaucer  
• ENG 385 — English Medieval Literature  
• ENG 298, ENG 398, ENG 498 — (English Medieval topic)  

Shakespeare (Select one):
• ENG 342 – Shakespeare I: 1564-1601  
• ENG 343 – Shakespeare II: 1601-1616  
• ENG 487 – (Shakespearan topic)  

Multicultural Literature (Select one)  
• ENG 423 — Contemporary African-American Novelists  
• ENG 424 — The Harlem Renaissance  
• ENG 486 — Seminar in American Literature (Multicultural topic)  
• ENG 487 — Seminar in British Literature (Multicultural topic)  
• LIT 382 — Contemporary Latin American Literature  
• LIT 488 — Seminar in World Literature (Multicultural topic)  

Select 12 credits from one area below: Literature, Creative Writing, or Professional Writing  

**Literature**  

Of the 12, 3 credits must be from literature before 1800:  
• ENG 298 or 398 — Special Topics (pre-1800 topic)  
• ENG 344 — Shakespeare’s Contemporaries  
• ENG 360 — Early American Writers  
• ENG 380 — Chaucer  
• ENG 385 — English Medieval Literature  
• ENG 444 — 18th Century British Literature  
• ENG 452 — Renaissance in England  
• ENG 453 — British Women Writers 1600-1750  
• ENG 454 — 17th Century British Literature  
• ENG 484 — Milton  
• ENG 486 — Seminar in American Literature (pre-1800 topic)  
• ENG 487 — Seminar in British Literature (pre-1800 topic)  

Of the 12, 3 credits must be from literature after 1800:  
• ENG 298 or 398 — Special Topics (post-1800 topic)  
• ENG 327 — Modern Comedy  
• ENG 329 — Modern British Poetry  
• ENG 339 — Modern British Novel  
• ENG 361 — American Renaissance  
• ENG 362 — American Realism
• ENG 371 — Literature into Film
• ENG 423 — Contemporary African American Novelists
• ENG 424 — Harlem Renaissance
• ENG 428 — Victorian Age Literature
• ENG 458 — Romantic Poets
• ENG 461 — The Beat Movement
• ENG 462 — Gay and Lesbian Film and Literature
• ENG 463 — 20th Century American Novel
• ENG 486 — Seminar in American Literature (post-1800 topic)
• ENG 487 — Seminar in British Literature (post-1800 topic)

Creative Writing
• ENG 201 — Introduction to Creative Writing
• ENG 202 — Introduction to Poetry Writing
• ENG 203 — Introduction to Fiction Writing
• ENG 302 — Intermediate Poetry Writing
• ENG 306 — Intermediate Fiction Writing
• ENG 367 — Poetic Theory: Contmp. Amer. Free Verse
• ENG 402 — Advanced Poetry Writing
• ENG 406 — Advanced Fiction Writing
• ENG 407 — Writing the Novel I
• ENG 408 — Writing the Novel II
• THR 310 — Playwriting

Professional Writing
• ENG 200 — Intermediate Composition
• ENG 240 — Professional Writing: Theory and Practice
• ENG 304 — Technical Writing and Communication
• ENG 313 — The Study of Words
• ENG 316 — Writing for Business and Industry
• ENG 405 — Techniques of Teaching Composition
• ENG 410 — Writing for Audio-Visual Media
• ENG 498 — Professional Writing Internship
• JRN 200 — Basics of Journalism
• JRN 230 — Fundamentals of Public Relations
• JRN 320 — Writing Magazine Articles I
• JRN 321 — Magazine Editing and Production

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
ENGLISH, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
134.5 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

86.5 Credits Required

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

English Requirements
39 Credits Required
Requirements:
ENG 307 — Literary Analysis for English Majors (must be taken at SCSU)
ENG 308 — English Studies: Critical Theories (must be taken at SCSU)
ENG 309 — Rhetorical Strategies in Writing and Communication (must be taken at SCSU)
ENG 312 - English Grammar Systems
ENG 317 – Cross Cultural Literatures and Contexts
ENG 321 — British Literature through History I
ENG 322 — British Literature through History II
ENG 323 — American Literature through History
ENG 415 - History of the Language

Select one from:
• LIT 300 — Literature of the Hebrew Bible
• LIT 302 — Literature of the New Testament
• LIT 310 — Mythology
• LIT 311 — Norse and Celtic Mythology
• LIT 406 — Classical Drama: Greek and Roman
• LIT 488 — Seminar in World Lit. (English Medieval topic)
• ENG 298 — Special Topics (English Medieval topic)
• ENG 380 — Chaucer
• ENG 385 — English Medieval Literature
• ENG 398 — Special Topics (English Medieval topic)
• ENG 487 – Seminar in British Literature (English Medieval topic)

Select one from:
• ENG 342 – Shakespeare I: 1564-1601
• ENG 343 – Shakespeare II: 1601-1616
• ENG 487 – Seminar in British Literature (Shakespearian topic)

6 credits in electives (3 credits in ENG/LIT literature courses and 3 credits in ENG/LIT electives)

Education Requirements
47.5 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
ENG 492 – Teaching Literature to Adolescents
ENG 493 – English (Secondary School)
ENG 494 – Student Teaching-English
ENG 496 – Student Teaching Seminar
IDS 471 – English Language Learners in the Classroom
MDS 340 – Media Literacy Education for Students and Teachers
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

Select one:
• RDG 517 – Content Area Literacy in Middle and Secondary Schools
• RDG 565 – Content Area Reading and Language Arts in Middle

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
EXERCISE SCIENCE

Daniel R. Swartz  
CHAIRPERSON  
Pelz Gymnasium  
(203) 392-6080 – Fax (203) 392-6093  
swartzd1@SouthernCT.edu  
Department Secretary: (203) 392-6080

Robert S. Axtell, Professor  
Susan Calahan, Associate Professor  
Charles F. Davis, Jr., Associate Professor  
Marybeth Fede, Associate Professor  
Robert Gregory, Assistant Professor  
Corey Hannah, Assistant Professor  
David S. Kemler, Professor  
Joan Kreiger, Assistant Professor  
Aukje Lamonica, Assistant Professor  
Peter Latchman, Associate Professor  
William Lunn, Assistant Professor  
Doris Marino, Associate Professor  
Sharon P. Misasi, Professor  
Gary E. Morin, Professor  
Patricia Panichas, Professor  
James Rauschenbach, Assistant Professor  
Marc Robertson, Assistant Professor  
Matthew Rothbard, Associate Professor  
Daniel Swartz, Associate Professor  
Jin Jin Yang, Professor

MAJOR PROGRAMS

The Exercise Science Department offers a B.S. degree in athletic training, and a B.S. degree in exercise science with concentrations in human performance and teacher education (required for certification).

B.S. DEGREE IN ATHLETIC TRAINING

The Athletic Training Education Program (ATEP) serves students who have an interest in the prevention, diagnosis and intervention of emergency acute, and chronic medical conditions involving impairment and disabilities to athletes and similarly active individuals. Accredited by the Commission on Accreditation of Athletic Training Education (CAATE), the program is designed to prepare students to work as entry-level athletic trainers with athletic programs, hospitals and clinical settings, military, corporate, public safety, and performing arts. Those students completing this program receive a B.S. degree in athletic training. Students will also meet eligibility requirements
established by the Board of Certification Inc. to sit for the national examination in the semester prior to graduation.

**Athletic Training Admission Requirements**

The ATEP program has a competitive admissions process. Students achieving an overall GPA of 3.0 and earning a B- or better in EXS 158, 185, and 281 will be accepted into the program provided all other entrance requirements are met. If less than 18 students meet the previous requirements, students with a GPA of 2.7 or higher will be accepted, on a space available basis, provided all other program admission requirements have been met. Student selection will be based on established criterion, which is available on the athletic training website or through contacting the program coordinator. Up to 18 students will be selected for formal program admission unless more than 18 applications achieve the first condition.

Application materials are due by the third Monday of April. Candidates will be informed of their acceptance status in June. Depending on the number and quality of students applying, students should be aware that earning a GPA between 2.7 and 3.0 does not guarantee acceptance even if all other requirements have been met.

A student seeking admission into the ATEP must meet with or without reasonable accommodations technical standards established to insure graduates are capable of fulfilling physical and mental requirements for professional practice. These communication, intellectual, motor, and behavioral/social. Students must verify their ability to meet these technical standards with or without reasonable accommodations, on a signed submitted technical standards form and via a physical examination.

In addition, standard program admissions requirements include:

- Minimum grade point average of 2.7 overall, which must be maintained until graduation.
- Successful completion of EXS 158, 185, and 281 (C- or better).
- Successful completion of entrance examinations (70% or better).
- Admission Interview with ATEP Faculty.
- Successful completion of athletic training skills packet.
- Current certification in emergency cardiac care which includes education in Adult CPR and AED.

(Note: Online courses are only acceptable if skills are demonstrated and tested in person by a qualified instructor).

Transfer students normally must follow the four year curriculum outlined in the plan of study. Transfer students who have previously attended an accredited athletic training program may be able to receive credit for certain didactic courses. These students will be handled on a case by case basis. Potential transfer students are encouraged to visit the ATEP website or the Program Director, Dr. Gary Morin, for more information on ATEP policy.
**Athletic Training Retention**

Student retention and timely progress through the curriculum requires that minimum standards are maintained. In addition to maintaining a minimum GPA of 2.7 until graduation, students must maintain their ability to meet technical standards and fulfill other retention requirements. Students must annually pass retention examinations, and maintain CPR certification. Students should also note that several professional courses require a minimum of C- in prerequisites. Failure to meet retention or prerequisite course requirements may result in (a) increased time to graduation, (b) removal from the ATEP, and/or (c) not being permitted to sit for the Board of Certification, Inc. Examination.

Completion of extensive clinical observation and experiences are required for successful completion of the ATEP. The number of contact days per semester will vary according to the student's year in the program. Clinical contact days are primarily completed during the fall and spring semesters. Students not completing clinical contact days during the fall and spring semesters must finish requirements during the summer and/or winter. Clinical contact days may occur during weekends, holidays, early mornings, and/or late evenings. Through these clinical contact days, students will complete a minimum of 600 to a maximum of 1800 hours of clinical experience after acceptance into the program. Students are recommended to see the catalog course descriptions for EXS 202, 203, 302, 303, 402, and 403 for information regarding clinical contact day requirements.

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

**B.S. DEGREE IN EXERCISE SCIENCE**

**Concentration In Human Performance**

This concentration in human performance is a non-teaching Bachelor of Science degree option for exercise science majors. The curriculum is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and provides students with an understanding of the exercise sciences which include exercise physiology, biomechanics, nutrition, sport psychology, strength and conditioning, and exercise prescription. The required 6-credit practicum provides the student an opportunity to apply scientific coursework principles in an exercise, fitness, research, or clinical setting. Opportunities for employment following graduation include adult or youth fitness, cardiac rehabilitation, strength and conditioning specialist, personal training, environmental physiology research, further schooling in physical therapy, and specialpopulation fitness such as the elderly or infirm.

In order to attract and hold a superior quality of major students, the faculty of the Exercise Science Department has established minimum admission and retention standards for all students who desire to major in Exercise Science—Human Performance.
Human Performance Admission Requirements

During the second semester of the sophomore year, the student must apply for admission into the Human Performance program. Transfer students should make this application during the first semester at Southern. Application forms will be distributed to students in one of their classes or from the department. Interviews are conducted every fall and spring semester. Application packets, which include the essay, transcripts, recommendation letters, and resume detailed below, are due by October 1 for the fall semester and March 1 for the spring semester. Applicants will be notified of the acceptance decision by letter over the winter or summer break.

The following criteria must be satisfied for acceptance:

• Overall university GPA of 2.5
• Successful completion of the following courses:
  EXS 191 — Introduction to Exercise Science
  EXS 281 — Anatomy and Physiology I
  EXS 282 — Anatomy and Physiology II
  BIO 100 — Zoology
  PSY 100 — Introduction to Psychology
  MAT 107 — Elementary Statistics
  PHY 111* — Physics for Today
  PCH 200 — Introduction to Nutrition

*Note: PHY 200, 210, or 230 can be used in place of PHY 111. Successful completion is defined as a GPA of 2.7 or higher for these 8–9 courses and no single grade lower than C-.

• Introductory typed essay presented to the faculty demonstrating a command of the English language. This essay MUST include long- and short-term career/professional goals, and a statement of justification for department entry.
• Résumé
• Letters of recommendation (2) from non-EXS faculty
• SCSU transcript (unofficial copy is acceptable)
• Interview with faculty panel to express proper attitudes and dispositions for the professional Human Performance program.
• Suggested involvement in Exercise Physiology Club, or other University club.
• Suggested professional activity such as workshop or regional/national conference attendance.

Exercise Science Concentration in Teacher Education (K-12)

The concentration in teacher education is designed for students who want to teach physical education in public and private schools. The successful completion of this program fulfills the academic course requirements of the Connecticut Initial Educator Certificate K-12 in Physical Education and prepares the individual to teach physical education in both the elementary and secondary schools. Certification requirements include the following:
Students working toward Physical Education K-12 must pass through four gates. To pass through each gate, students complete a specific set of courses and submit a portfolio in a required format that provides evidence of acceptable progress in meeting National Association for Sport and Physical Education standards, School of Education expectations, SAILS, and State of Connecticut requirements.

**Exercise Science K-12 Admission Requirements**

Gate 1: Students apply for admission to the Physical Education K-12 program and the School of Education. Students must meet the State of Connecticut requirements for admission to a teacher preparation program (specified in the Admission section of this catalog).

In addition, students must have passed the following courses with the minimum grade indicated for the exercise science courses: EXS 191 (C-), 281 (C-), 282 (C-), 291 (B-), 292 (B-), and 293 (B-). Students must also pass ENG 112, GPA must be 2.7 and pass Praxis I exam.

Gate 2: Students in Gate 2 take the following physical education teacher preparation courses with the minimum grade indicated: EXS 131 (pass), 184 (C-), 350 (B-), 352 (B-), 383 (C-), 400 (B-), 480 (C-), 483 (B-), and 485 (C-). (GPA must be 2.7 in all courses).

Gate 3: Students in Gate 3 must complete all courses in the program with the exception of EDU 300, 400, and EXS 442. The following courses must be passed with the minimum grade indicated: EXS 384 (C-), 394 (B-), 495 (B-). (GPA must be 2.7)

Gate 4: Students in Gate 4 take Student Teaching I and II (EXS 452 and EXS 453) and a seminar course (EXS 442).

Passing scores on Praxis II is required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take this exam and who do not pass will not be recommended for certification.

The department offers the following:

- Athletic Training, B.S.
- Exercise Science, B.S.-Human Performance
- Exercise Science, B.S., K-12
- Minor in Exercise Science
- Minor in School Health
ATHLETIC TRAINING, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA Required: 2.7
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 107 – Elementary Statistics

Tier 2 - Mind and Body:
PCH 201 – Wellness

Tier 2 – Natural World I: Physical Realm (select one):
CHE 120 – General Chemistry I
CHE 121 – General Chemistry II
PHY 200 – General Physics I
PHY 210 – College Physics

Tier 2 – Natural World II: Life and Environment (select one):
BIO 100 – General Zoology
BIO 110 – Human Biology I
BIO 111 – Human Biology II
BIO 120 – Microbiology

Tier 3 – Capstone:
EXS 403 – Athletic Training and Clinical Practice VI – Capstone in Athletic Training (‘C-’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate...
requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

59 Credits Required
‘C-’ or better required in all EXS courses

EXS 158 – Athletic Training Professional Practice
EXS 185 – Concepts and Practices of Athletic Training
EXS 202 – Athletic Training Clinical Practice I: Professional Practice
EXS 203 – Athletic Training Clinical Practice II: Injury and Illness Prevention
EXS 227 – Emergency Principles in Athletic Training
EXS 281 – Anatomy and Physiology I
EXS 282 – Anatomy and Physiology II
EXS 283 – Clinical Anatomy and Kinesiology
EXS 286 – Physical Agents for Musculoskeletal Injuries
ESC 288 – Orthopedic Assessment of Lumbar Spine and Lower Extremities
EXS 289 – Orthopedic Assessment of Cervical Spine and Upper Extremities
EXS 301 – Exercise and Nutrition
EXS 302 – Athletic Training Clinical Practice III: Orthopedic Clinical Evaluation
EXS 303 – Athletic Training Clinical Practice IV: General Medicine
EXS 308 – Essentials of Strength and Conditioning
EXS 328 – Orthopedic Appliances and Advanced Taping Techniques
EXS 380 – Sport Psychology
EXS 383 – Biomechanics of Sport and Exercise
EXS 384 – Exercise Physiology
EXS 388 – Therapeutic Exercise for Musculoskeletal Injuries
EXS 402 – Athletic Training Clinical Practice V: Treatment and Rehabilitation
EXS 411 – General Medical Perspectives
EXS 490 – Organization and Administration in Athletic Training

COGNATE REQUIREMENTS

No cognates are required.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
EXERCISE SCIENCE, B.S. - K-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 is required.
122.5 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
- HIS 110 – United States History I
- HIS 111 – United States History II

Tier 2 – Mind and Body:
- SHE 203 – School Health

Tier 2 – Natural World II: Life and Environment (Select one):
- BIO 100 – General Zoology
- BIO 110 – Human Biology I
- BIO 111 – Human Biology II
- BIO 120 – Microbiology

Tier 2 - Social Structure, Conflict, and Consensus:
- EDU 200 - Teachers, Schools, and Society

Tier 3 – Capstone:
- EXS 442 – Practicum Seminar in Physical Education

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Catalog.SouthernCT.edu
Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

74.5 Credits Required

**Exercise Science Requirements**
65.5 Credits Required

Requirements:
- EXS 184 – Introduction to Athletic Injury Care and Prevention (‘C-’ or better)
- EXS 131 – Swimming
- EXS 191 – Introduction to Exercise Science (‘C-’ or better)
- EXS 281 – Anatomy and Physiology I (‘C-’ or better)
- EXS 282 – Anatomy and Physiology II (‘C-’ or better)
- EXS 291 – Exploring the Teaching of Physical Education (‘B-’ or better)
- EXS 292 – Instructional Strategies for Physical Education (‘B-’ or better)
- EXS 293 – Movement Foundations (‘B-’ or better)
- EXS 290 – Teaching Physical Fitness K-12 (‘B-’ or better)
- EXS 352 – Individual and Dual Skills and Sports (‘B-’ or better)
- EXS 383 – Biomechanics (‘C-’ or better)
- EXS 384 – Exercise Physiology (‘C-’ or better)
- EXS 394 – Physical Education (Elementary School) (‘B-’ or better)
- EXS 400 – Group and Team Activities, Sports, and Tactics (‘B-’ or better)
- EXS 452 – Elementary Physical Education Student Teaching
- EXS 453 – Secondary Physical Education Student Teaching
- EXS 480 – Motor Learning and Development (‘C-’ or better)
- EXS 483 – Adapted Physical Education (‘B-’ or better)
- EXS 485 – Tests and Measurements (‘C-’ or better)
- EXS 495 – Physical Education (Secondary) (‘B-’ or better)

**Education Requirements**
9 Credits Required

Requirements:
- EDU 316 – Child Development and Psychology for Educators
- IDS 470 – Literacy in the Content Areas
- IDS 471 – English Language Learners in the Classroom

Select one:
- SED 481 – Teaching Exceptional Students in the Elementary Education Classroom
- SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

COGNATE REQUIREMENTS

No cognates are required.
FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
EXERCISE SCIENCE, B.S. - HUMAN PERFORMANCE

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.5 Required
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 107 – Elementary Statistics

Tier 2 - Mind and Body:
PSY 100 – Introduction to Psychology

Tier 2 – Natural World I: Physical Realm:
CHE 120 – General Chemistry I

Tier 2 - Natural World II: Life and Environment (select one):
BIO 100 – General Zoology
BIO 110 – Human Biology I
BIO 111 – Human Biology II
BIO 120 – Microbiology

Tier 3 – Capstone:
EXS 497 – Human Performance Practicum

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Catalog.SouthernCT.edu
Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

42.5 Credits Required

Requirements:
- EXS 184 – Introduction to Athletic Injury Care and Prevention
- EXS 191 – Introduction to Exercise Science (‘C’ or better)
- EXS 281 – Anatomy and Physiology I (‘C’ or better)
- EXS 282 – Anatomy and Physiology II (‘C-’ or better)
- EXS 301 – Exercise and Nutrition
- EXS 308 – Essentials of Strength and Conditioning
- EXS 380 – Sport Psychology
- EXS 383 – Biomechanics of Sport and Exercise
- EXS 384 – Exercise Physiology I
- EXS 386 – Fitness Management
- EXS 389 – Exercise Physiology II
- EXS 411 – General Medical Perspectives
- EXS 421 – Organization and Administration in Human Performance
- EXS 485 – Tests and Measurements
- EXS 490 – Organization and Administration in Athletic Training

Select one:
- EXS 131 – Swimming
- EXS 332 – Lifeguard Training
- EXS 334 – Water Safety Instructor
- EXS 336 – SCUBA Diving

**COGNATE REQUIREMENTS**

6 Credits Required

Requirements:
- PCH 200 - Introduction to Nutrition

Select one (‘C-’ or better):
- PHY 111 - Physics for Today
- PHY 200 - General Physics I
- PHY 210 - College Physics
- PHY 230 - Physics for Scientists and Engineers I

**FREE ELECTIVES**
Remaining credits to reach Overall Credits Required (listed above).
GEOGRAPHY

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

Ezgi Akpinar Ferrand, Assistant Professor  
C. Patrick Heidkamp, Associate Professor  
Eric West, Associate Professor  
Leon Yacher, Professor  
Elyse Marie Zavar, Assistant Professor

The Geography Department offers programs leading to a B.A. degree, a B.S. degree with a concentration in Applied Sustainability, a B.S. degree with a concentration in GISc&T (Geographic Information Science and Technology), and a B.S. degree in secondary education. In addition, the Geography Department participates in Cooperative Training for liberal arts majors.

The department offers the following:

Geography, B.A.
Geography, B.S.-Applied Sustainability
Geography, B.S.-Geographic Information Science and Technology
Geography, B.S., 7-12
Minor in Geospatial Information Science and Technology
Minor in Geography
GEOGRAPHY, B.S. - APPLIED SUSTAINABILITY

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Cultural Expression: Select any course except GEO 200 – Human Geography

Tier 2 – Global Awareness:
ENV 220 – Global Climate Change

Tier 2 – Natural World I: Physical Realm: Select any course except GEO 201 – Physical Geography

Tier 2 – Natural World II: Life and Environment:
MAR 210 – Coastal Marine Studies

Tier 3 – Capstone (Select one):
GEO 294 – GEO Tier 3 Capstone (Topic Varies)
GEO 357 – Coastal and Marine Geography
GEO 400 – Geography of Wine

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS
43 Credits Required

Requirements:
GEO 200 – Human Geography
GEO 201 – Physical Geography
GEO 270 – Maps and Mapmaking Technology
GEO 290 – Research Methods in Geography
GEO 360 – Introduction to GIS
GEO 403 – Applied Sustainability
GEO 490 – Seminar in Geographic Thought

Select one from:
• GEO 497 – Geography Internship
• GEO 499 – Independent Study
• HON 495 – Departmental Honors

Regional:
Select one:
• GEO 311 — United States and Canada
• GEO 315 — Connecticut
• GEO 325 — Latin America
• GEO 330 — Europe
• GEO 341 — Asia
• GEO 342 — Middle East
• GEO 343 — Former Soviet Union
• GEO 344 — Central Asia
• GEO 345 — Africa

Systematic:
Select one:
• GEO 205 — Economic Geography I
• GEO 208 — Political Geography
• GEO 260 — Population Geography
• GEO 265 — Recreation Geography
• GEO 301 — Landforms
• GEO 302 — World Climates
• GEO 303 – Principles of Sustainability
• GEO 305 — Environmental Economic Geography
• GEO 357 – Coastal and Marine Geography
• GEO 362 — Urban Geography
• GEO 403 – Applied Sustainability
• GEO 405 – Environmental Justice
• GEO 494 – Geography for Teachers

Techniques:
Select one:
• GEO 273 – Land Use Planning
• GEO 280 – Geographic Information Systems for Inquiry in the Social Sciences
• GEO 370 – Remote Sensing
• GEO 371 – Cartography
• GEO 381 – Geographic Information Systems for Business and Strategic Management
• GEO 460 – Geographic Information Systems for Environmental and Spatial Science
• GEO 461 – Advanced GIS-Analysis for Environmental and Biophysical Applications
• GEO 470 – Field Techniques
• GEO 481 – Spatial Analysis

Select 4 credits from:

• GEO 190 – Exploring Geography: Opportunities for your Future
• GEO 305 – Environmental Economic Geography
• GEO 405 – Environmental Justice
• GEO 460 – Geographic Information Systems for Environmental and Spatial Science
• GEO 461 – Advanced GIS-Analysis for Environmental and Biophysical Applications
• GEO 470 – Field Techniques

COGNATE REQUIREMENTS

6 Credits Required

• Two courses from ENV or MAR by advisement. Cognate credits may be counted toward a minor. Students are encouraged to complete a minor.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
GEOGRAPHY, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Cultural Expression: Select any course except GEO 200 – Human Geography

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Natural World I: Physical Realm: Select any course except GEO 201 – Physical Geography

Tier 2 — Time and Place:
HIS 100 — Western Civilization I

Tier 3 — Capstone (Select one):
GEO 311 — The United States and Canada
GEO 315 — Geography of Connecticut
GEO 325 — Latin America
GEO 330 — Europe
GEO 343 — Former Soviet Union
GEO 345 — Africa

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate
requirements, as well as free electives. Course sections that meet this requirement are
designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses,
while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

56 Credits Required

Geography Requirements
20 Credits Required

Requirements:
GEO 270 – Maps and Mapmaking Technology
GEO 290 – Research Methods in Geography
GEO 360 – Introduction to GIS
GEO 490 – Seminar in Geographic Thought

Select an additional 6 credits of GEO

Education Requirements
36 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
HIS 490 – Social Science (Secondary School)
HIS 494 – Student Teaching (History)
HIS 496 – Student Teaching Seminar - History
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

CUGNATE REQUIREMENTS

12 Credits Required

Requirements:
HIS 101 — Western Civilization II
HIS 111 — United States History II

Non-Western History (Select one):
• HIS 106 — East Asia to 1850
• HIS 229 — Cuba and Puerto Rico
• HIS 242 — Imperial Russian and Soviet History, 1800-1991
• HIS 244 — Traditional and Modern East Asia
• HIS 245 — History of Africa
• HIS 246 — African Politics and Culture in the 20th Century
• HIS 247 — Early Modern France
• HIS 280 — Modern Iraq
• HIS 300 — The Vietnam War Era
• HIS 342 — 20th Century China

One additional HIS course excluding: HIS 112, HIS 490, HIS 494, HIS 496

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
GEOGRAPHY, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Cultural Expression: Select any course except GEO 200 – Human Geography

Tier 2 – Natural World I: Physical Realm: Select any course except GEO 201 – Physical Geography

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

30 Credits Required

Requirements:
GEO 200 – Human Geography
GEO 201 – Physical Geography
GEO 270 – Maps and Mapmaking Technology
GEO 290 – Research Methods in Geography
GEO 360 – Introduction to GIS
GEO 490 – Seminar in Geographic Thought

Regional:
Select one:
• GEO 311 — United States and Canada
• GEO 315 — Connecticut
• GEO 325 — Latin America
• GEO 330 — Europe
• GEO 341 — Asia
• GEO 342 — Middle East
• GEO 343 — Former Soviet Union
• GEO 344 — Central Asia
• GEO 345 — Africa

**Systematic:**
Select one:

• GEO 205 — Economic Geography I
• GEO 208 — Political Geography
• GEO 260 — Population Geography
• GEO 265 — Recreation Geography
• GEO 301 — Landforms
• GEO 302 — World Climates
• GEO 303 – Principles of Sustainability
• GEO 305 — Environmental Economic Geography
• GEO 357 – Coastal and Marine Geography
• GEO 362 — Urban Geography
• GEO 403 – Applied Sustainability
• GEO 405 – Environmental Justice
• GEO 494 – Geography for Teachers

**Techniques:**
Select one:

• GEO 273 – Land Use Planning
• GEO 280 – Geographic Information Systems for Inquiry in the Social Sciences
• GEO 370 – Remote Sensing
• GEO 371 – Cartography
• GEO 381 – Geographic Information Systems for Business and Strategic Management
• GEO 460 – Geographic Information Systems for Environmental and Spatial Science
• GEO 461 – Advanced GIS-Analysis for Environmental and Biophysical Applications
• GEO 470 – Field Techniques
• GEO 481 – Spatial Analysis

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
GEOGRAPHY, B.S. - GEOGRAPHIC INFORMATION SCIENCE AND TECHNOLOGY

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Cultural Expression: Select any course except GEO 200 – Human Geography

Tier 2 – Natural World I: Physical Realm: Select any course except GEO 201 – Physical Geography

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

43 Credits Required

Requirements:
GEO 200 – Human Geography
GEO 201 – Physical Geography
GEO 270 – Maps and Mapmaking Technology
GEO 290 – Research Methods in Geography
GEO 360 – Introduction to GIS
GEO 460 – Geographic Information Systems for Environmental and Spatial Science
GEO 490 – Seminar in Geographic Thought

Select one from:
- GEO 497 – Geography Internship
- GEO 499 – Independent Study
- HON 495 – Departmental Honors

**Regional:**
Select one:
- GEO 311 — United States and Canada
- GEO 315 — Connecticut
- GEO 325 — Latin America
- GEO 330 — Europe
- GEO 341 — Asia
- GEO 342 — Middle East
- GEO 343 — Former Soviet Union
- GEO 344 — Central Asia
- GEO 345 — Africa

**Systematic:**
Select one:
- GEO 205 — Economic Geography I
- GEO 208 — Political Geography
- GEO 260 — Population Geography
- GEO 265 — Recreation Geography
- GEO 301 — Landforms
- GEO 302 — World Climates
- GEO 303 – Principles of Sustainability
- GEO 305 — Environmental Economic Geography
- GEO 357 – Coastal and Marine Geography
- GEO 362 — Urban Geography
- GEO 403 – Applied Sustainability
- GEO 405 – Environmental Justice
- GEO 494 – Geography for Teachers

**Techniques:**
Select three courses:
- GEO 273 – Land Use Planning
- GEO 280 – Geographic Information Systems for Inquiry in the Social Sciences
- GEO 370 – Remote Sensing
- GEO 371 – Cartography
- GEO 381 – Geographic Information Systems for Business and Strategic Management
- GEO 460 – Geographic Information Systems for Environmental and Spatial Science
- GEO 461 – Advanced GIS-Analysis for Environmental and Biophysical Applications
- GEO 470 – Field Techniques
• GEO 481 – Spatial Analysis

COGNATE REQUIREMENTS

6 Credits Required

• Two courses in a relevant cognate area by advisement. Cognate credits can count toward a minor. Students are strongly encouraged to complete a minor.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
HISTORY

Troy Paddock
CHAIRPERSON
Engleman C 205
(203) 392-5639, (203) 392-5619 – Fax (203) 392-8835
paddockt1@SouthernCT.edu
Department Secretary: (203) 392-5718

Stephen Amerman, Professor
Polly Beals, Associate Professor
Siobhan Carter-David, Assistant Professor
Nikolaos Chrissidis, Professor
Richard Gerber, Professor
Steven Judd, Professor
Julian Madison, Associate Professor
Marie McDaniel, Assistant Professor
Virginia Metaxas, Professor
Byron Nakamura, Associate Professor
Troy Paddock, Professor
Christine Petto, Professor
Thomas Radice, Associate Professor
Troy Rondinone, Professor
Michele Thompson, Professor
Heather Vrana, Assistant Professor

MAJOR IN HISTORY

**Liberal Arts and Secondary Education Programs**

The major in history provides a fundamental knowledge of societies and their cultures. Students study the origins, nature, and effects of historical change. They also learn the language and methodologies that historians employ in their analysis of the human experience.

The history major may be undertaken to attain professional, academic, or cultural objectives, including preparation for graduate study and careers in teaching, business, government and many other professions. There are two undergraduate degree programs in the History Department: the B.A. degree in History and the B.S. degree in History (required for certification).

The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of the School of Education. Passing of Praxis II is one of the prerequisites for student-teaching. Students who do not pass the exam will need to switch to the B.A. degree program.
The department offers the following:

History, B.A.
History, B.S., 7-12
HISTORY, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
126 Minimum Overall Credits Required based on cognate selections; 135 maximum.

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Time and Place:  Any course except HIS 100 or HIS 101

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

69 Credits Required

History Requirements
33 Credits Required
Requirements:

HIS 100 — Western Civilization I
HIS 101 — Western Civilization II
HIS 200 — Historical Methods and Materials
HIS 485 — Seminar in History

European History (Select 3 credits from):

- HIS 301 — Roman Empire
- HIS 303 — England and France in the Middle Ages
- HIS 304 — Renaissance and Reformation
- HIS 305 — Europe in the 17th Century
- HIS 306 — Europe in the 18th Century
- HIS 307 — Europe in the 19th Century
- HIS 308 — Europe in the 20th Century
- HIS 313 — English Origins of American Law
- HIS 316 — History of Ancient Greece
- HIS 317 — History of Rome from its Origins to Caesar
- HIS 330 — Religion and Society in the Byzantine Empire
- HIS 336 — Nazi Germany
- HIS 343 — Modern Eastern Europe
- HIS 373 — Bourbons, Revolution, & Napoleon: France 1789-1870
- HIS 374 — The French Republic: Problems Since 1870
- HIS 375 — Themes in Russian History to 1800
- HIS 376 — Alexander the Great and the Hellenistic Age

U.S. History (Select 3 credits from):

- HIS 311 — Workers in America I
- HIS 312 — Workers in America II
- HIS 313 — English Origins of American Law
- HIS 315 — American Roots
- HIS 318 — Women in American History, 1620-1890
- HIS 319 — Women in American History, 1865 - Present
- HIS 350 — Colonial U.S. History I HIS 352 — The Early Republic
- HIS 352 — Early Republic
- HIS 353 — Roots of Modern America: 1828-1865
- HIS 354 — The New Nation: 1865-1918
- HIS 355 — America Between Two Wars - 1919-1945
- HIS 357 — Recent American Histories - 1945 to the Present
- HIS 358 — American Frontier
- HIS 359 — American Environmental History
- HIS 360 — U.S. Foreign Policy I
- HIS 361 — U.S. Foreign Policy II
- HIS 363 — New England: 1620-1860
- HIS 364 — Travel to the Hawaiian Nation
- HIS 365 — Hawaiian History
- HIS 370 — Public History
- HIS 371 — Historic Preservation and Restoration
• HIS 410 — U.S. Social and Intellectual History
• HIS 480 — Seminar in Oral History

Non-Western History (Select 3 credits from):

• HIS 300 — The Vietnam War Era
• HIS 320 — History of the Indochina Wars 1965-1993
• HIS 340 — The Crusades
• HIS 341 — Islamic Fundamentalism
• HIS 342 — 20th Century China
• HIS 344 — West Africa in the Modern World
• HIS 346 — Eastern Africa
• HIS 347 — Cultural Confrontation in the Third World
• HIS 372 — Major Powers of Latin America
• HIS 378 — Early China
• HIS 409 — Ethnic Groups and Ethnic Conflict: An International Perspective

Select an additional 12 credits of HIS, excluding HIS 112, HIS 490, HIS 494, HIS 496

Education Requirements
36 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
HIS 490 – Social Science (Secondary School)
HIS 494 – Student Teaching (History)
HIS 496 – Student Teaching Seminar - History
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

Cognate Requirements

18 Credits Required

Requirements:
Select 3 credits of ECO
Select 3 credits of GEO
Select 3 credits of PSC

Select 9 credits from among (courses used toward LEP and/or Education Requirements may be applied to this requirement):

• ANT
• ECO
• GEO
• PSC
• PSY (Excluding PSY 370 and 371)
• SOC

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
HISTORY, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

There are no categories with specific requirements in this program

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

33 Credits Required

Requirements:
HIS 200 - Historical Methods and Materials
HIS 485 - Seminar in History

European History (Select 3 credits from):
• HIS 301 — Roman Empire
• HIS 303 — England and France in the Middle Ages
• HIS 304 — Renaissance and Reformation
• HIS 305 — Europe in the 17th Century
• HIS 306 — Europe in the 18th Century
• HIS 307 — Europe in the 19th Century
• HIS 308 — Europe in the 20th Century
• HIS 316 — History of Ancient Greece
• HIS 317 — History of Rome from its Origins to Caesar
• HIS 330 — Religion and Society in the Byzantine Empire
• HIS 336 — Nazi Germany
• HIS 343 — Modern Eastern Europe
• HIS 373 — Bourbons, Revolution, & Napoleon: France 1789-1870
• HIS 374 — The French Republic: Problems Since 1870
• HIS 375 — Themes in Russian History to 1800
• HIS 376 — Alexander the Great and the Hellenistic Age
• HIS 438 — Evolution of Science

U.S. History (Select 3 credits from):

• HIS 311 — Workers in America I
• HIS 312 — Workers in America II
• HIS 313 — English Origins of American Law
• HIS 315 — American Roots
• HIS 318 — Women in American History, 1620-1890
• HIS 319 — Women in American History, 1865 - Present
• HIS 350 — Colonial U.S. History I HIS 352 — The Early Republic
• HIS 352 — Early Republic
• HIS 353 — Roots of Modern America: 1828-1865
• HIS 354 — The New Nation: 1865-1918
• HIS 355 — America Between Two Wars - 1919-1945
• HIS 357 — Recent American Histories - 1945 to the Present
• HIS 358 — American Frontier
• HIS 359 — American Environmental History
• HIS 360 — U.S. Foreign Policy I HIS 361 — U.S. Foreign Policy II
• HIS 361 — U.S. Foreign Policy II
• HIS 363 — New England: 1620-1860
• HIS 364 — Travel to the Hawaiian Nation
• HIS 365 — Hawaiian History
• HIS 370 — Public History
• HIS 371 — Historic Preservation and Restoration
• HIS 410 — U.S. Social and Intellectual History
• HIS 480 — Seminar in Oral History

Non-Western History (Select 3 credits from):

• HIS 300 — The Vietnam War Era
• HIS 320 — History of the Indochina Wars 1965-1993
• HIS 340 — The Crusades
• HIS 341 — Islamic Fundamentalism
• HIS 342 — 20th Century China
• HIS 344 — West Africa in the Modern World
• HIS 346 — Eastern Africa
• HIS 347 — Cultural Confrontation in the Third World
• HIS 372 — Major Powers of Latin America
• HIS 378 — Early China
• HIS 409 — Ethnic Groups and Ethnic Conflict: An International Perspective

Select an additional 18 credits of HIS

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
INFORMATION AND LIBRARY SCIENCE

Hak Joon Kim  
CHAIRPERSON  
Buley Library  
(203) 392-5703 – Fax (203) 392-5780  
kimh1@SouthernCT.edu  
Department Secretary: (203) 392-5781

Arlene Bielefield, Associate Professor  
Yunseon Choi, Assistant Professor  
Hak Joon Kim, Professor  
Yan Quan Liu, Professor  
Elsie Okobi, Professor  
Eino Sierpe, Associate Professor

The Department of Information and Library Science prepares students for positions in library and information science and related fields. At the undergraduate level, a Bachelor of Science degree program in information management and services is offered. The program integrates coursework in information science, library science, and interdisciplinary studies. Students must maintain a minimum GPA of 2.7. Students may also enroll in a minor in information management and services.

MAJOR IN INFORMATION MANAGEMENT AND SERVICES

The B.S. degree program prepares graduates for careers in a variety of information-based fields. The program also prepares graduates for support positions in libraries.

The department offers the following:

Information and Management Services, B.S.  
Minor in Information Management and Services
INFORMATION MANAGEMENT AND SERVICES, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 is Required
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

There are no categories with specific requirements for this program

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

21 Credits Required

• ILS 302 — Information Service
• ILS 320 — Technical Services
• ILS 330 — User Services
• ILS 421 — Organization of the Information Center
• ILS 425 — Information Sources
• ILS 440 — Information Service Technology
COGNATE REQUIREMENTS

18 Credits Required

Select 12 credits from:

- CSC 152 — Computer Programming I
- CSC 153 — Computer Programming II
- CSC 204 — Web Technology
- CSC 206 — Web Scripting
- CSC 209 — Web Design
- CSC 212 — Data Structures
- CSC 306 — Internet Multimedia
- CSC 443 — Fundamentals of Internet Programming

Select 6 credits from one of the following areas:

- Management
  - MGT 105 — Managerial Communication
  - MGT 300 — Management and Organization
  - MGT 305 — Organizational Behavior
  - MGT 415 — Developing Team Managerial Skills

- Psychology/Sociology
  - PSY 210 — Infant and Child Development
  - PSY 215 — Adolescent Development
  - PSY 227 — Social Psychology
  - PSY 370 — Educational Psychology or PSY 371 — Educational Psychology for Early Childhood
  - SOC 203 — Social Organizations
  - SOC 361 — Urban Sociology

- Communication
  - COM 101 — Fundamentals of Professional Presentations
  - COM 225 — Interpersonal Communications
  - COM 253 — Fundamentals of Video Production

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
INTERDISCIPLINARY STUDIES

Ilene Crawford
PROGRAM DIRECTOR
Professor of English and Women's Studies
Engleman EN D263
(203) 392-7051 – Fax (203) 392-6731
crawfordi1@SouthernCT.edu

Sharon Misasi
INTERIM DIRECTOR
Professor of Exercise Science
(203) 392-6091
misasis1@SouthernCT.edu

Christine Barrett
ASSOCIATE DIRECTOR OF ACADEMIC ADVISEMENT
Wintergreen 131
(203) 392-6195 - Fax (203) 392-5252
barrettc1@SouthernCT.edu

The Interdisciplinary Studies Program's aim is to support students in self-designed programs of study that:

1. Allow students to combine disciplines/areas of study in ways that help them achieve personal and professional learning goals,
2. Improve critical reading, writing, and thinking abilities,
3. Develop advanced knowledge and skills in two or three disciplines/areas of study,
4. Foster life-long learning,
5. Prepare students to navigate a rapidly changing global economy over the course of their working lives.

Students interested in determining their eligibility for the B.A. Interdisciplinary Studies, B.S. Interdisciplinary Studies, or B.A. General Studies degree can obtain further information by contacting the Academic Advisement Center, WT, (203) 392-5367.

Interdisciplinary Studies offers the following:

General Studies, B.A.
Interdisciplinary Studies, B.A.
Interdisciplinary Studies, B.S.
INTERDISCIPLINARY STUDIES, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 3 - Capstone
IDS 401 - Capstone Seminar in Interdisciplinary Studies

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

A minimum 2.0 GPA in each concentration.

Requirements:
Completion of two 18-credit concentrations.
Concentrations requirements are identical to requirements for minors with one difference:
Courses used to satisfy an LEP requirement, may not also fulfill a concentration requirement.

To create a BA-IDS degree students have two options:
• Two existing concentrations
• One existing concentration and an approved self-designed 18-credit interdisciplinary concentration.
• Students should note the following restrictions:

• Students may not select more than one existing concentration from the same discipline.

• Students may take more than the minimum 18 credits required for a concentration; in a discipline with an established concentration, however, no more than 24 credits (not including those taken as LEP) will count toward the 120 credits needed for graduation. Students who want to take more than 24 credits in any single area should major in that area.

• A self-designed interdisciplinary concentration must be approved by the Interdisciplinary Studies Program Director and the Interdisciplinary Studies Academic Advising Coordinator in consultation with the Interdisciplinary Studies Committee prior to the completion of more than 9 credits in the proposed concentration and the completion of 60 credits overall (75 credits for transfer students). Students who have earned more than 60 credits (75 credits for transfer students) may file a written appeal with the Interdisciplinary Studies Committee for waiver of this requirement detailing the reasons which would warrant an exception to the policy.

A minimum of 36 credits overall at the 300 or 400 level. (Courses counted toward any requirement may be used to fulfill this requirement)

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach total Overall Credits Required (listed above).
GENERAL STUDIES, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 3 - Capstone
IDS 401 - Capstone Seminar in Interdisciplinary Studies

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

A minimum 2.0 GPA in the themed concentration.

Requirements:
A 24-credit themed concentration with at least 15 credits at the 300 or 400 level.
(Courses used to fulfill LEP requirements may not also be used toward themed concentration requirements).

Themed concentrations must be approved by the Interdisciplinary Studies Program Director and the Interdisciplinary Studies Academic Advising Coordinator in consultation with the Interdisciplinary Studies Committee.

Examples of possible themed concentration include:

• Social Sciences theme (24 cr in SOC, PSY, PSC, ECO, ANT, GEO; 15 cr must be at the 300 or 400 level)
• STEM theme (24 cr in ESC, BIO, PHY, CHE, CSC, MAT; 15 cr must be at the 300 or 400 level)
• Humanities theme (24 cr in HIS, ENG, ART, PHI, MUS, COM, THR, WLL; 15 cr must be at the 300 or 400 level)
• Business theme (24cr ACC, ECO, FIN, MGT, MKT, MIS; 15 cr must be at the 300 or 400 level)

Additional areas of themed concentration can be constructed in consultation with the Interdisciplinary Studies Program Director and the Interdisciplinary Studies Academic Advising Coordinator.

A minimum of 36 credits overall at the 300 or 400 level are required. (*Courses counted toward any requirement may be used to fulfill this requirement*).

---

**COGNATE REQUIREMENTS**

No cognates are required for this program.

---

**FREE ELECTIVES**

Remaining credits to reach total Overall Credits Required (listed above).
INTERDISCIPLINARY STUDIES, B.S.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 3 - Capstone
IDS 401 - Capstone Seminar in Interdisciplinary Studies

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

A minimum 2.0 GPA in each concentration.

Requirements:
Completion of three 18-credit concentrations.
Concentrations requirements are identical to requirements for minors with one difference:
Courses used to satisfy an LEP requirement, may not also fulfill a concentration requirement.

To create a BS-IDS degree students have two options:
• Three existing concentrations
- Two existing concentrations and an approved self-designed 18-credit interdisciplinary concentration.
- Students should note the following restrictions:
  - Students may not select more than one existing concentration from the same discipline.
  - Students may take more than the minimum 18 credits required for a concentration; in a discipline with an established concentration, however, no more than 24 credits (not including those taken as LEP) will count toward the 120 credits needed for graduation. Students who want to take more than 24 credits in any single area should major in that area.
  - A self-designed interdisciplinary concentration must be approved by the Interdisciplinary Studies Program Director and the Interdisciplinary Studies Academic Advising Coordinator in consultation with the Interdisciplinary Studies Committee prior to the completion of more than 9 credits in the proposed concentration and the completion of 60 credits overall (75 credits for transfer students). Students who have earned more than 60 credits (75 credits for transfer students) may file a written appeal with the Interdisciplinary Studies Committee for waiver of this requirement detailing the reasons which would warrant an exception to the policy.

A minimum of 36 credits overall at the 300 or 400 level. (Courses counted toward any requirement may be used to fulfill this requirement)

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach total Overall Credits Required (listed above).
MAJOR IN JOURNALISM

In a changing news media landscape, this much remains true: People still want to know what is going on in the world and local community around them. The basic skills of reporting and writing remain unchanged. What has changed are the expectations for journalists. SCSU’s Journalism Department recognizes that the new news media requires more than a journalist who specializes in one medium such as newspaper, television, or magazines. The new news media requires a multimedia journalist capable of producing a full package of news via text, video, audio, still photos, and graphics. The Journalism Department’s curriculum is geared toward providing students with a full range of the knowledge, tools, and skills they will need to be successful in the field in this new news media landscape. Students who major in journalism at Southern have the option of studying for the B.A. or the B.S. degree. Both major programs offer the broad liberal arts background necessary for careers in the media and in allied fields, such as business and public service, and for further study in law or graduate school. The B.A. degree program consists of 30 credits in journalism and emphasizes writing and reporting, technical, and web-centric skills, and related studies in the liberal arts. The B.S. degree program consists of 36 credits in journalism and, in addition to writing, reporting, technical and web-centric skills, includes videography, photography, and internships. Both programs include a 1-credit capstone course that requires a project and portfolio. Students may apply to the Journalism Department for acceptance as majors as freshmen or at any point throughout their academic career. Those who apply after beginning their classes at Southern must have a 2.0 minimum GPA.

Participation in a student activity involving the media, such as the student newspaper or the campus radio or television station, is recommended beginning in the freshman year. This experience provides practical applications for academic studies and helps prepare students for internships.

Journalism Internship

Journalism students in the B.S. degree program are required to complete 3 credits in an internship, and are eligible to complete up to 9 credits in one or more internships.
Application for internships are planned by the student and the student's adviser and internship coordinator at the place of the internship. Most media agencies throughout the area have accepted journalism interns from the university.

Cognate Courses

Cognate courses in the B.S. program are used to meet the needs for professional preparation. The cognate courses, which are selected from other University departments, offer students the opportunity to broaden their liberal arts base and acquire specialized skills in areas such as photojournalism, television technology, and film studies. Cognate courses also prepare students for specialized writing in areas such as environmental science, urban studies, politics, economics, and theatre. Students may also develop a cognate to supplement journalism courses in preparation for careers in newswriting, editing and publishing, public relations, and specialized reporting.

The department offers the following:

- Journalism, B.A.
- Journalism, B.S.
- Minor in Journalism
JOURNALISM, B.A.

124 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 — Technological Fluency:
JRN 135 - Journalism Technology

Tier 2 — American Experience:
JRN 101 - The Media: Freedom and Power

Tier 3 — Capstone:
JRN 490 - Capstone Seminar in Journalism

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in "W".

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

30 Credits Required

Requirements:
JRN 200 — Basics of Journalism
JRN 201 — Reporting and Writing
JRN 225 — Multimedia Journalism
JRN 300 — News Writing
JRN 301 — The News Media in America
JRN 351 — Media Law and Ethics

Select 3 credits from:
• JRN 375 — Courts and Crime
• JRN 497 — Journalism Internship

Select 9 credits from:
• JRN 210 — Broadcast News
• JRN 230 — Fundamentals of Public Relations
• JRN 240 — Race and the News
• JRN 260 — Anthropology of Media
• JRN 270 — Introduction to Photojournalism
• JRN 302 — Political Reporting
• JRN 304 — Sports Reporting
• JRN 305 — News Editing
• JRN 306 — News Design and Desktop Publishing
• JRN 311 — Television News Workshop
• JRN 320 — Writing Magazine Articles I
• JRN 321 — Magazine Editing and Production
• JRN 322 — Literary Journalism
• JRN 330 — Public Relations Workshop
• JRN 340 — Journalism Workshop I
• JRN 350 — American Journalism History
• JRN 375 — Courts and Crime
• JRN 400 — Investigative Journalism
• JRN 410 — Television News Workshop II
• JRN 420 — Writing Magazine Articles II
• JRN 440 — Journalism Workshop II
• JRN 497 — Journalism Internship
• JRN 499 — Independent Study

COGNATE REQUIREMENTS

18 Credits Required
Student must declare and complete the requirements for an 18 credit minor.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
JOURNALISM, B.S.

124 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 — Technological Fluency:
JRN 135 - Journalism Technology

Tier 2 — American Experience:
JRN 101 - The Media: Freedom and Power

Tier 3 — Capstone:
JRN 490 - Capstone Seminar in Journalism

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required

Requirements:
JRN 200 — Basics of Journalism
JRN 201 — Reporting and Writing
JRN 225 — Multimedia Journalism
JRN 300 — News Writing
JRN 301 — The News Media in America
JRN 351 — Media Law and Ethics  
JRN 497 — Journalism Internship (3 credits)

Select one course from:
- JRN 210 — Broadcast News  
- JRN 270 — Introduction to Photojournalism

Select one course from:
- JRN 375 — Courts and Crime  
- JRN 497 — Journalism Internship (3 credits)

Select 9 credits from:
- JRN 230 — Fundamentals of Public Relations  
- JRN 240 — Race and the News  
- JRN 260 — Anthropology of Media  
- JRN 270 — Introduction to Photojournalism  
- JRN 302 — Political Reporting  
- JRN 304 — Sports Reporting  
- JRN 305 — News Editing  
- JRN 306 — News Design and Desktop Publishing  
- JRN 311 — Television News Workshop  
- JRN 320 — Writing Magazine Articles I  
- JRN 321 — Magazine Editing and Production  
- JRN 322 — Literary Journalism  
- JRN 330 — Public Relations Workshop  
- JRN 340 — Journalism Workshop I  
- JRN 350 — American Journalism History  
- JRN 375 — Courts and Crime  
- JRN 400 — Investigative Journalism  
- JRN 410 — Television News Workshop II  
- JRN 420 — Writing Magazine Articles II  
- JRN 440 — Journalism Workshop II  
- JRN 497 — Journalism Internship  
- JRN 499 — Independent Study

**COGNATE REQUIREMENTS**

12 Credits Required

Requirements:
Select from one of the following two options - 12 credits outside of JRN, 9 of which must be at or above the 300-level:

1. A sequence of 3 courses in one subject and one related course that may be in another discipline.  
2. Three related skills courses, such as courses in graphics, photography, or computer science, plus one course related to a career goal.
FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
MANAGEMENT/MIS

Richard Bassett
CHAIRPERSON
School of Business, Room 122
(203) 392-6197 – Fax (203) 392-5049
bassettr3@SouthernCT.edu
Department Secretary: (203) 392-5850

Richard Bassett, Associate Professor
Ellen Frank, Professor
Veronica Gill, Assistant Professor
Pamela Hopkins, Professor
Omid Nodoushani, Professor
Robert Page, Professor
Mina Park, Assistant Professor
Gregory Robbins, Associate Professor
Steven Smith, Professor
Paul Stepanovich, Professor
Carol Stewart, Assistant Professor
Frances Viggiani, Associate Professor
Chulguen Yang, Associate Professor

The Management/MIS department offers concentrations in three business disciplines: management; management information systems (MIS); and international business.

CONCENTRATION IN MANAGEMENT

The management concentration allows ample flexibility, from an individual career viewpoint, for students to obtain foundation knowledge and skills that are suitable for operating a small business or advancing into a wide variety of middle and upper level management positions within corporations and not-for-profit organizations. The concentration also helps students prepare for graduate study in business and law. By highlighting successful organizational processes and practices, this concentration helps students understand a wide variety of managerial concerns as well as analytical and administrative techniques commonly used to address them.

CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS (MIS)

The MIS concentration helps to prepare students for positions that support and satisfy organizations' information needs, through design and development of information systems for use in managerial monitoring and decision making processes. Emphasis is placed on the role of a "business systems analyst" who develops information system specifications and works closely with computer programmers to make appropriate use of computers in business. The focus is on processing transactions and using information linked to administrative systems. Topics within operations management are highlighted.
CONCENTRATION IN INTERNATIONAL BUSINESS

The B.S. degree in business administration has a concentration in international business that is designed to provide students with a global perspective.

The department offers the following:

- Business Administration, B.S.-International Business
- Business Administration, B.S.-Management
- Business Administration, B.S.-Management Information Systems
- Minor in Management
- Minor in Management Information Systems (MIS)
BUSINESS, B.S. - MANAGEMENT

Students must take a minimum of 50 percent of the Business Common Core Requirements, and at least 50 percent of the Concentration Requirements at Southern Connecticut State University.

121 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 120 – College Algebra
MAT 122 – Precalculus

Tier 1 - Technological Fluency:
CSC 200 – Information Management and Productivity Software

Tier 2 - Global Awareness:
ECO 101 – Principles of Microeconomics

Tier 2 - Social Structure, Conflict, and Consensus:
ECO 100 – Principles of Macroeconomics

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in "W".

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

58 Credits Required
Business Common Core Requirements

40 Credits Required

ACC 200 – Principles of Financial Accounting (4 credits)

Note to transfers: If ACC 200 transfers with 3 credits, ACC 202 (1 credit) is required

ACC 210 – Managerial Accounting for Non-Accounting Majors
ECO 221 – Statistics for Economics and Business
FIN 300 – Corporate Finance
MGT 240 – Legal Environment of Business
MGT 300 – Management and Organization
MGT 305 – Organizational Behavior
MGT 450 – Business Policy and Strategy Seminar
MKT 200 – Principles of Marketing

Select one:

• MIS 361 – Production and Operations Management
• MIS 370 – Business Information Systems

Analysis and Application

Select one from below:

• ACC 350 – Federal Income Taxation
• ACC 370 – Accounting Information Systems
• ECO 310 – Management Science
• ECO 321 – Introductory Econometrics
• ECO 375 – Quantitative Economics and Business
• ECO 410 – Managerial Economics
• ECO 430 – Decision Analysis
• ECO 431 – Forecasting Methods in Business Economics
• FIN 341 – Principles of Investment
• FIN 343 – Commercial Banking
• FIN 346 – Risk Management and Insurance
• MGT 301 – Entrepreneurship and Small Business Development
• MGT 335 – Business Law
• MGT 412 – Diagnosing Management Problems
• MGT 415 – Developing Team Managerial Skills
• MIS 361 – Production and Operations Management
• MIS 370 – Business Information Systems
• MIS 375 – Decision Support Systems
• MKT 331 – Principles of Advertising
• MKT 338 – Services and Marketing

International Global

Select one:

• ACC 424 – International Accounting
• ECO 350 – International Economics I: Trade
• FIN 347 – International Financial Management
• MGT 430 – Management of Multinational Corporations
• MGT 460 – International Business
• MIS 400 – Global Information Systems
• MKT 420 – Global Marketing

Business Elective:
Select one business course outside of concentration

Management Concentration
18 Credits Required
(‘C’ or better required)

MGT 385 – Human Resources Management
12 Credits in MGT selected with consent of the department faculty advisor
3 Credits in MGT or MIS selected with the consent of the department faculty advisor

COGNATE REQUIREMENTS

3 Credits Required
COM 101 – Fundamentals of Professional Presentations

FREE ELECTIVES

Take remaining credits to reach Overall Credits Required (listed above).

Although 6 of these credits may be taken within the School of Business, students are
encouraged to take all their free electives outside the School of Business.
BUSINESS, B.S. - MANAGEMENT
INFORMATION SYSTEMS

Students must take a minimum of 50 percent of the Business Common Core Requirements, and at least 50 percent of the Concentration Requirements at Southern Connecticut State University.

121 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 120 – College Algebra
MAT 122 – Precalculus

Tier 1 - Technological Fluency:
CSC 200 – Information Management and Productivity Software

Tier 2 - Global Awareness:
ECO 101 – Principles of Microeconomics

Tier 2 - Social Structure, Conflict, and Consensus:
ECO 100 – Principles of Macroeconomics

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS
58 Credits Required

Business Common Core Requirements
40 Credits Required

ACC 200 – Principles of Financial Accounting (4 credits)
Note to transfers: If ACC 200 transfers with 3 credits, ACC 202 (1 credit) is required
ACC 210 – Managerial Accounting for Non-Accounting Majors
ECO 221 – Statistics for Economics and Business
FIN 300 – Corporate Finance
MGT 240 – Legal Environment of Business
MGT 300 – Management and Organization
MGT 305 – Organizational Behavior
MGT 450 – Business Policy and Strategy Seminar
MKT 200 – Principles of Marketing

Select one:
• MIS 361 – Production and Operations Management
• MIS 370 – Business Information Systems

Analysis and Application
Select one from below

• ACC 350 – Federal Income Taxation
• ACC 370 – Accounting Information Systems
• ECO 310 – Management Science
• ECO 321 – Introductory Econometrics
• ECO 375 – Quantitative Economics and Business
• ECO 410 – Managerial Economics
• ECO 430 – Decision Analysis
• ECO 431 – Forecasting Methods in Business Economics
• FIN 341 – Principles of Investment
• FIN 343 – Commercial Banking
• FIN 346 – Risk Management and Insurance
• MGT 301 – Entrepreneurship and Small Business Development
• MGT 335 – Business Law
• MGT 412 – Diagnosing Management Problems
• MGT 415 – Developing Team Managerial Skills
• MIS 361 – Production and Operations Management
• MIS 370 – Business Information Systems
• MIS 375 – Decision Support Systems
• MKT 331 – Principles of Advertising
• MKT 338 – Services and Marketing

International Global
Select one:
• ACC 424 – International Accounting
• ECO 350 – International Economics I: Trade
• FIN 347 – International Financial Management
• MGT 430 – Management of Multinational Corporations
• MGT 460 – International Business
• MIS 400 – Global Information Systems
• MKT 420 – Global Marketing

Business Elective:
Select one business course outside of concentration

Management Information Systems Concentration
18 Credits Required
(‘C’ or better required)

MIS 371 – Information System Analysis and Design Techniques
MIS 470 – Management of Information Systems Design

Junior Elective - Select one from:
• MIS 360 – Supply Chain Management
• MIS 365 – Systems Thinking for MIS
• MIS 375 – Decision Support Systems
• MIS 385 – Designing and Managing Telecommunications Systems

Senior Elective - Select one from:
• MIS 410 – Intelligent and Expert Systems
• MIS 430 – Advanced Project Management
• MIS 460 – Advanced Security Management
• MIS 497 – Internship

Any other application course in MIS or related course

• ACC 370 – Accounting Information Systems
• ECO 310 – Management Science
• MKT 360 – E-Commerce Marketing Foundations
• MKT 440 – E-Marketing

Select one of the following:
• ACC 370 – Accounting Information Systems
• CSC 302 – Spreadsheet Programming
• CSC 303 – Microcomputer Database Management Systems: Programming and Application
• CSC 304 – Internet: Applications and Management
• CSC 380 – Network Technology
• ECO 310 – Management Science
• GEO 381 – Geographic Information Systems for Business and Strategic Management
• MKT 360 – E-Commerce Marketing Foundations
• MKT 440 – E-Marketing

COGNATE REQUIREMENTS
3 Credits Required

COM 101 – Fundamentals of Professional Presentations

FREE ELECTIVES

Take remaining credits to reach Overall Credits Required (listed above).

Although 6 of these credits may be taken within the School of Business, students are encouraged to take all their free electives outside the School of Business.
BUSINESS, B.S. - INTERNATIONAL BUSINESS

Students must take a minimum of 50 percent of the Business Common Core Requirements, and at least 50 percent of the Concentration Requirements at Southern Connecticut State University.

Although optional, students in this program are encouraged to attend one summer school session in a foreign country. A semester abroad would be even better preparation for a career in international business.

127 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 120 – College Algebra
MAT 122 – Precalculus

Tier 1 - Technological Fluency:
CSC 200 – Information Management and Productivity Software

Tier 2 - Global Awareness:
ECO 101 – Principles of Microeconomics

Tier 2 - Social Structure, Conflict, and Consensus:
ECO 100 – Principles of Macroeconomics

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W".
Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

58 Credits Required

**Business Common Core Requirements**
40 Credits Required

ACC 200 – Principles of Financial Accounting (4 credits)
Note to transfers: If ACC 200 transfers with 3 credits, ACC 202 (1 credit) is required

ACC 210 – Managerial Accounting for Non-Accounting Majors
ECO 221 – Statistics for Economics and Business
FIN 300 – Corporate Finance
MGT 240 – Legal Environment of Business
MGT 300 – Management and Organization
MGT 305 – Organizational Behavior
MGT 450 – Business Policy and Strategy Seminar
MKT 200 – Principles of Marketing

Select one:
- MIS 361 – Production and Operations Management
- MIS 370 – Business Information Systems

Analysis and Application
Select one:
- ACC 350 – Federal Income Taxation
- ACC 370 – Accounting Information Systems
- ECO 310 – Management Science
- ECO 321 – Introductory Econometrics
- ECO 375 – Quantitative Economics and Business
- ECO 410 – Managerial Economics
- ECO 430 – Decision Analysis
- ECO 431 – Forecasting Methods in Business Economics
- FIN 341 – Principles of Investment
- FIN 343 – Commercial Banking
- FIN 346 – Risk Management and Insurance
- MGT 301 – Entrepreneurship and Small Business Development
- MGT 335 – Business Law
- MGT 412 – Diagnosing Management Problems
- MGT 415 – Developing Team Managerial Skills
- MIS 361 – Production and Operations Management
- MIS 370 – Business Information Systems
- MIS 375 – Decision Support Systems
- MKT 331 – Principles of Advertising
• MKT 338 – Services and Marketing

International Global
Select one:
• ACC 424 – International Accounting
• ECO 350 – International Economics I: Trade
• FIN 347 – International Financial Management
• MGT 430 – Management of Multinational Corporations
• MGT 460 – International Business
• MIS 400 – Global Information Systems
• MKT 420 – Global Marketing

Business Elective:
Select one business course outside of concentration

International Business Concentration
18 Credits Required
(‘C’ or better required)

Select 4 courses with 4 distinct prefixes from:
• ACC 424 – International Accounting
• ECO 303 – Development Economics
• ECO 350 – International Economics I: Trade
• ECO 351 – International Economics II: Finance
• ECO 400 – Alternative Economic Systems
• FIN 347 – International Financial Management
• MGT 412 – Diagnosing Management Problems
• MGT 430 – Management of Multinational Corporations
• MGT 460 – International Business
• MIS 400 – Global Information Systems
• MKT 332 – Marketing Communication
• MKT 420 – Global Marketing
• MKT 425 – Marketing Research

Select 6 additional credits from above

COGNATE REQUIREMENTS

9 Credits Required

COM 101 – Fundamentals of Professional Presentations

6 credit cognate in cultural studies selected with approval of an advisor. Cognate would
be drawn from departments of ANT, IDS, PSC, HIS, WLL, ART, LIT, or GEO and
would serve as cultural exposure to a foreign country or region.

World Language - Students must demonstrate proficiency in a world language at the
second year college level.
FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).

Although 6 of these credits may be taken within the School of Business, students are encouraged to take all their free electives outside the School of Business.
MARKETING

Shyam Lodha  
CHAIRPERSON  
School of Business, Room 108  
(203) 392-5875 – Fax (203) 392-5463  
lodhas1@SouthernCT.edu  
Department Secretary: Debra Amendola  
(203) 392-5875

Robert Forbus, Associate Professor  
Richard Kustin, Professor  
Lynn Kwak, Associate Professor  
C. Fred Miao, Associate Professor  
Shyam Lodha, Professor  
Melvin Prince, Professor

CONCENTRATION IN MARKETING

The marketing concentration prepares students for entry-level, middle, and senior management positions in marketing as well as preparation for graduate study. It includes a strong basic understanding of business, concentrated knowledge of marketing theory and its technological applications, and a degree of specialized expertise in one or more specific functional marketing areas. Topics studied include advertising, product development, market identification, consumer research, retailing, sales, industrial marketing, marketing management, and marketing strategy.

Business Administration, B.S.-Marketing  
Minor in Marketing
BUSINESS, B.S. - MARKETING

Students must take a minimum of 50 percent of the Business Common Core Requirements, and at least 50 percent of the Concentration Requirements at Southern Connecticut State University.

121 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 120 – College Algebra
MAT 122 – Precalculus

Tier 1 - Technological Fluency:
CSC 200 – Information Management and Productivity Software

Tier 2 - Global Awareness:
ECO 101 – Principles of Microeconomics

Tier 2 - Social Structure, Conflict, and Consensus:
ECO 100 – Principles of Macroeconomics

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

58 Credits Required
**Business Common Core Requirements**

40 Credits Required

ACC 200 – Principles of Financial Accounting (4 credits)

Note to transfers: If ACC 200 transfers with 3 credits, ACC 202 (1 credit) is required

ACC 210 – Managerial Accounting for Non-Accounting Majors
ECO 221 – Statistics for Economics and Business
FIN 300 – Corporate Finance
MGT 240 – Legal Environment of Business
MGT 300 – Management and Organization
MGT 305 – Organizational Behavior
MGT 450 – Business Policy and Strategy Seminar
MKT 200 – Principles of Marketing

Select one:

- MIS 361 – Production and Operations Management
- MIS 370 – Business Information Systems

Analysis and Application
Select one from below:

- ACC 350 – Federal Income Taxation
- ACC 370 – Accounting Information Systems
- ECO 310 – Management Science
- ECO 321 – Introductory Econometrics
- ECO 375 – Quantitative Economics and Business
- ECO 410 – Managerial Economics
- ECO 430 – Decision Analysis
- ECO 431 – Forecasting Methods in Business Economics
- FIN 341 – Principles of Investment
- FIN 343 – Commercial Banking
- FIN 346 – Risk Management and Insurance
- MGT 301 – Entrepreneurship and Small Business Development
- MGT 335 – Business Law
- MGT 412 – Diagnosing Management Problems
- MGT 415 – Developing Team Managerial Skills
- MIS 361 – Production and Operations Management
- MIS 370 – Business Information Systems
- MIS 375 – Decision Support Systems
- MKT 331 – Principles of Advertising
- MKT 338 – Services and Marketing

International Global
Select one:

- ACC 424 – International Accounting
- ECO 350 – International Economics I: Trade
- FIN 347 – International Financial Management
- MGT 430 – Management of Multinational Corporations
• MGT 460 – International Business
• MIS 400 – Global Information Systems
• MKT 420 – Global Marketing

Business Elective:
Select one business course outside of concentration

Marketing Concentration
18 Credits Required
(‘C’ or better required)

MKT 321 – Consumer Behavior
MKT 425 – Marketing Research
MKT 450 – Strategic Marketing

6 Credits from One of the Following Areas:

• Marketing Communications and Promotion
  • MKT 331 – Principles of Advertising
  • MKT 332 – Marketing Communication
  • MKT 440 – E-Marketing
• Marketing Management
  • MKT 330 – Retail Management
  • MKT 336 – Sales Management
  • MKT 327 – Marketing Management
• Relationship Marketing
  • MKT 334 – Professional Selling
  • MKT 335 – Business to Business Marketing
  • MKT 338 – Services Marketing

One additional MKT course at or above the 300-level

Cognate Requirements

3 Credits Required

COM 101 – Fundamentals of Professional Presentations

Free Electives

Take remaining credits to reach Overall Credits Required (listed above).

Although 6 of these credits may be taken within the School of Business, students are encouraged to take all their free electives outside the School of Business.
MAJOR IN MATHEMATICS

The major provides the basic mathematical tools for applications in business and industry, such as actuarial science, computer work, statistics, operations research, teaching mathematics at the secondary school level, or pursuing graduate studies in mathematics, statistics, or related fields.

Additional elective courses in mathematics and the area of application should be chosen in consultation with a departmental adviser and can be selected to further career or graduate school objectives.
MATHEMATICS COURSES

Entry into 100 level mathematics courses is based on the results of the mathematics placement process used by Southern. Additional information about the placement process is available at SouthernCT.edu/placement

Students may not receive credits toward graduation for both MAT 139 and 150 or both MAT 178 and 250 or both MAT 221 and 320.

Students may not receive more than 3 credits toward graduation from among MAT 100, 101, and 102 (formerly 119). Students taking both MAT 120 and MAT 122 can receive at most 4 credits toward graduation.

The department offers the following:

Mathematics, B.A.
Mathematics, B.S.-Applied Mathematics
Mathematics, B.S., 7-12
Minor in Mathematics
MATHEMATICS, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 150 – Calculus I (‘C-‘ or better)

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 3 – Capstone:
MAT 496 – Student Teaching Seminar - Mathematics

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

68 Credits Required
Mathematics Requirements
33 Credits Required
In those mathematics courses which the student applies toward the major in mathematics, he/she must have a GPA of 2.0 and, at most, one grade below C-.

Requirements:
MAT 151 – Calculus II (‘C-‘ or better)
MAT 250 – Foundations of Mathematics: An Introduction (‘C-‘ or better)
MAT 252 – Calculus III (‘C-‘ or better)
MAT 300 – History of Mathematics
MAT 320 – Probability and Statistics I
MAT 360 – Foundations of Geometry
MAT 372 – Linear Algebra (‘C-‘ or better)
MAT 375 – Abstract Algebra I
MAT 378 – Discrete Mathematics
MAT 405 – Elementary Mathematics from an Advanced Standpoint

Education Requirements
35 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
MAT 490 – Teaching Mathematics in the Secondary School
MAT 494 – Student Teaching (Mathematics)
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

COGNATE REQUIREMENTS
3 Credits Required
CSC 152 – Computer Programming I

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
MATHEMATICS, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 150 - Calculus I (‘C-’ or better)

Writing Requirements (‘W-Courses’)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required

In those mathematics courses which the student applies toward the major in mathematics, he/she must have a GPA of 2.0 and, at most, one grade below C-.

Requirements:
MAT 151 - Calculus II (‘C-’ or better)
MAT 250 - Foundations of Mathematics: An Introduction (‘C-’ or better)
MAT 252 - Calculus III (‘C-’ or better)
MAT 320 - Probability and Statistics I
MAT 372 - Linear Algebra (‘C-’ or better)
MAT 375 - Abstract Algebra I
MAT 450 - Analysis
Select one:

- MAT 488 - Seminar in Mathematical Modeling
- MAT 498 - Seminar in Mathematics

Select, with approval of a departmental advisor, three courses from:

- MAT 245 - Differential Equations
- MAT 300 - History of Mathematics
- MAT 321 - Mathematical Statistics
- MAT 322 - Numerical Analysis I
- MAT 325 - Design of Experiments
- MAT 326 - Regression Analysis
- MAT 360 - Foundations of Geometry
- MAT 370 - Number Theory
- MAT 376 - Abstract Algebra II
- MAT 378 - Discrete Mathematics
- MAT 398 - Special Topics in Mathematics
- MAT 405 - Elementary Mathematics from an Advanced Standpoint
- MAT 480 - Topology
- MAT 488 - Seminar in Mathematical Modeling
- MAT 498 - Seminar in Mathematics

**COGNATE REQUIREMENTS**

3 Credits Required

CSC 152 - Computer Programming I

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
MATHEMATICS, B.S. - APPLIED

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 150 - Calculus I (‘C-’ or better)

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

40 Credits Required

In those mathematics courses which the student applies toward the major in mathematics, he/she must have a GPA of 2.0 and, at most, one grade below C-.

Requirements:
MAT 151 — Calculus II (‘C-’ or better)
MAT 245 — Differential Equations
MAT 250 — Foundations of Mathematics: An Introduction (‘C-’ or better)
MAT 252 — Calculus III (‘C-’ or better)
MAT 320 — Probability and Statistics I
MAT 322 — Numerical Analysis I
MAT 372 — Linear Algebra (‘C-’ or better)
MAT 378 — Discrete Mathematics
MAT 488 — Seminar in Mathematical Modeling

Select one:

• MAT 321 — Mathematical Statistics
• MAT 325 — Design of Experiments
• MAT 326 — Regression Analysis

Select two:

• MAT 375 — Abstract Algebra I
• MAT 450 — Analysis
• MAT 480 — Topology

COGNATE REQUIREMENTS

9 Credits Requirement

Requirements:
CSC 152 — Computer Programming I

Select two cognate courses beyond those used to satisfy the Liberal Education Program Requirements from any of the following areas of application. Selections must be approved through memo from the Mathematics department to the Registrar’s Office.

• Biology
• Chemistry
• Computer Science
• Earth Science
• Economics
• Physics
• or other approved area

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
MEDIA STUDIES

Wesley O'Brien
CHAIRPERSON
Temporary 6, Room 119
(203) 392-5884 – Fax (203) 392-5242
obrienw1@SouthernCT.edu
Department Secretary: (203) 392-5157

Karen Burke, Associate Professor
Rosemarie Conforti, Associate Professor
Charlene Dellinger-Pate, Associate Professor
Wesley O'Brien, Professor

MAJOR IN MEDIA STUDIES

The B.A. degree program in media studies emphasizes how media create and change cultural environments. It provides students with an understanding of media and technology, their cultural contexts, and their influences on the individual and on society. Students examine media theory within cultural, historical, political, legal, economic, and social contexts, and explore aesthetic properties of media artifacts. In sum, students learn how to create meaning from their study of mediated experiences.

Using diverse research methods, both qualitative and quantitative, students learn to question effectively, to research, and to analyze critical media issues and problems that impact their daily lives as well as the world. Students are empowered with the skills and curiosity to become avid researchers in graduate education, industry, and their everyday worlds. Thus, the course of study prepares students for both graduate and professional work in a variety of media-related fields.

By stressing critical thinking and analysis and by developing professional research and writing skills, the curriculum provides students with the highest quality liberal education and increases their appreciation of the pursuit of knowledge that enables them to strive toward the ideal of an educated person.

The department offers the following:

Media Studies, B.A.
Minor in Film Studies
Minor in Media Studies
MEDIA STUDIES, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

There are no categories with specific requirements in this program

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

33 Credits Required

Requirements:
MDS 200 — How Media Means
MDS 222 — Media Theory
MDS 245 — Introduction to Media Studies
MDS 280 — Media Issues and Problems
MDS 333 — Media Research
MDS 442 — Media Criticism
MDS 482 — Seminar in Media Studies

Select 12 additional credits of MDS in consultation with a departmental advisor

COGNATE REQUIREMENTS
9 Credits Required

Select 9 credits of MDS or from the following:

- ART 317 — History of Women and Art
- ART 364 — Documentary Photography
- ENG 371 — Literature into Film
- ENG 421 — Feminist Theory and Literary Criticism
- HIS 201 — U.S. History through Film
- JRN 260 — Anthropology of Media
- PHI 320 — Thinking, Language and Culture
- PHI 331 — Media: The Ontology of Communication
- PSC 312 — Media, Polls and American Politics
- PSY 303 — Perception
- SOC 404/WMS 404 — Gender and the Law
- THR 285 — American Silent Film
- THR 382 — The Movies
- THR 383 — The Westerns
- THR 384 — American Film Directors: Ford, Hawks, and Wilder
- Other courses may be taken with departmental permission.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
MAJOR IN MUSIC

The music major program leads to a Bachelor of Arts degree in music. It prepares students for careers in the music industry, music education, and performance, and for graduate studies.

Beginning in their second year of the program, students embark on a specialization in any one of three areas: Western Art Music; World Traditions (American music, Afro-American music, jazz, world musics); or Music Technology and Composition.

The department offers the following:

Music, B.A.
Minor in Music
MUSIC, B.A.

127 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

There are no categories with specific requirements in this program

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

51 Credits Required

Major GPA of 2.0 Required

Requirements:

Music History
MUS 210 — Music History I
MUS 211 — Music History II

Theory
MUS 225 — Music Theory I
MUS 226 — Music Theory II
MUS 325 — Music Theory III
MUS 326 — Music Theory IV

Musicianship
MUS 220 — Musicianship I
MUS 221 — Musicianship II
MUS 320 — Musicianship III
MUS 321 — Musicianship IV

**Improvisation**
MUS 420 — Improvisation I
MUS 421 — Improvisation II

**Applied Lessons:**
MUS 241 - Applied Music
MUS 242 - Applied Music
MUS 341 - Applied Music
MUS 342 - Applied Music
MUS 441 - Applied Music
MUS 442 - Applied Music

**Major Ensemble:**
Select 3 credits:

- MUS 102 — University Choir
- MUS 104 — University Band I
- MUS 105 — University Band II
- MUS 171 — Chamber Singers
- MUS 204 — Small Ensembles
- MUS 205 — Small Ensembles

**Ensembles:**
Select 3 credits from:

- MUS 102 — University Choir
- MUS 104 — University Band I
- MUS 105 — University Band II
- MUS 106 — Orchestra
- MUS 108 — Jubilee Singers
- MUS 109 — Stage Band
- MUS 171 — Chamber Singers
- MUS 200-209 — Small Ensembles

**Elective Western Art Music**
Select one from:

- MUS 300 — Beethoven and Revolution
- MUS 302 — Baroque Music
- MUS 303 — The Classic Era
- MUS 304 — The Romantic Era
- MUS 308 — Opera
- MUS 314 — Music of the Jewish People

**Specialization**
Select 9 credits from one of the following specializations:
Western Art Music
MUS 300 — Beethoven and Revolution
MUS 302 — Baroque Music
MUS 303 — The Classic Era
MUS 304 — The Romantic Era
MUS 308 — Opera
MUS 314 — Music of the Jewish People

World Traditions
MUS 301 — American Music
MUS 309 — Popular Music
MUS 310 — African-American Music
MUS 311 — Jazz History
MUS 312 — Musical Literature of the World
MUS 313 — Musical Experience of the Last Two Decades
MUS 314 — Music of the Jewish People
THR 315 — The American Musical Theatre

Music Technology and Composition
MUS 428 — Electronic Music
MUS 429 — Producing Music for Visual Media
MUS 430 — Advanced Audio Recording, Editing, and Sound Manipulation

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

No cognates are required for this program.
NURSING

Lisa M. Rebeschi
CHAIRPERSON
Nursing 101
(203) 392-7129 – Fax (203) 392-6493
rebeschil1@SouthernCT.edu
Department Secretary: (203) 392-6475

Barbara Aronson, Professor
Christine Denhup, Assistant Professor
Elizabeth Ercolano, Associate Professor
Mary Ann Glendon, Associate Professor
Sara Johnson, Assistant Professor
Maria Krol, Assistant Professor
Kimberly Lacey, Assistant Professor
Mary Pat Lamberti, Assistant Professor
Bernadette Madara, Professor
Elaine Martin, Assistant Professor
Cynthia O'Sullivan, Associate Professor
Kimberly Petrovic, Assistant Professor
Lisa Rebeschi, Associate Professor
Cheryl Resha, Associate Professor
Antoinette Towle, Assistant Professor
Jan Weingrad Smith, Assistant Professor
Susan Westrick, Professor

BACCALAUREATE PROGRAM IN NURSING

The successful completion of this four-year, program fulfills the requirements of the Department of Nursing and the University. Graduates of the program are eligible to take the National Council of State Boards examination in nursing (NCLEX-RN) for licensure as registered nurses. Application for licensure must be approved by the Connecticut State Department of Health Services. The State Department of Health Services may deny the application if it is determined that the applicant has committed or been found guilty of committing acts which are contrary to public health and safety. The baccalaureate program at SCSU is accredited by the Commission on Collegiate Nursing Education, www.aacn.nche.edu/ccne-accreditation.

Upon completion of the program graduates are prepared to: 1) use theoretical bases to guide nursing practice, 2) evaluate qualitative and quantitative research as a foundation for evidence based nursing practice, 3) provide culturally sensitive nursing care that reflects the worth, dignity, and uniqueness of individuals and groups, 4) use interpersonal and technological communication effectively, 5) apply leadership and management principles to facilitate change in health care practice, 6) provide nursing care that reflects analysis of diverse environmental factors that influence local, national, and global health care, 7) demonstrate behaviors that incorporate clients' rights, legal
and ethical accountability, and professional codes and standards, 8) collaborate in providing care to clients, families, and groups in a variety of health care environments, and 9) use self-evaluation to promote professional growth and lifelong learning.

NURSING ADMISSION

Students interested in majoring in nursing must complete a dual admission process. Initially, students must be accepted into the University by the Admissions Office. Then, application is made for admission to the Department of Nursing at the beginning of the spring semester of the sophomore year. Applications are available once a year on November 1 on the Nursing Department website. All application materials are due no later than February 1. Admission is competitive with a GPA of 3.0 being the minimum considered for acceptance. Historically, students accepted into the program in recent years have had a GPA that has exceeded the minimum requirements. Qualified students may not be accepted because of a limit on the number of clinical placements and limited Department of Nursing resources. Typically, the number of students admitted in recent years has been limited to 60-85.

GPA, evaluation of overall academic record (i.e. number of course withdrawals, prerequisite course failures, and academic success at other colleges and universities), and entry admission testing are used in evaluating students for acceptance into the nursing program. Student performance on entrance testing may be a deciding factor in admission decisions. Consistent with SCSU admission requirements, preference is given to those candidates who, in the judgment of Department of Nursing admission members, present through academic and personal qualifications the greatest potential for program success.

Students are ineligible to apply for admission to the SCSU nursing program if:

--They have been dismissed for academic or clinical reasons from another nursing program.

--They have failed to meet benchmark scores on assessment testing in another nursing program.

During the freshman and sophomore years, students take Liberal Education Program requirements and course prerequisites to the major. During the junior and senior years, students take nursing courses and electives as needed. Throughout the program, students must maintain a GPA of at least 2.0 and receive a grade of "C+" or better in all nursing and prerequisite courses.

Students interested in the nursing major who have completed, or are close to completing, specified coursework for the first two years of the program should submit an application to the Department of Nursing by February 1. The application should be accompanied by the official transcript for all college credit being applied to the nursing degree. At least 7 of the 11 prerequisite courses must be completed at the time of application. These include BIO 110, BIO 111, BIO 120, CHE 120, CHE 125, PHY 103, ENG 112, PSY 100, PSY 219, MAT 107, and MAT 108.

Students newly accepted into the program must submit the following information regarding Health Policies to begin classes:
--Submit by June 15: current health form; results of either PPD skin test or chest x-ray for TB completed within previous 12 months; evidence of rubella, rubeola, mumps, and varicella vaccination and antibody titre; evidence of measles vaccination; and evidence of Hepatitis B vaccination and Hepatitis B titre or signed declination to receive vaccine; TD vaccine within 10 years.

--Submit by June 15 current CPR certification for professional rescuers. CPR certification must be renewed annually.

Students entering the senior year in the program must provide by August 1: results of either PPD skin test or chest x-ray for TB completed within previous 12 months and annual flu vaccination.

Students without documentation of health requirements and/or CPR certification will not be allowed to participate in clinical experiences.

Program Progression

--Continuation in the program is dependent upon satisfactory academic and clinical performance.

--Students must achieve a grade of "C+" or better in all nursing and prerequisite courses.

PROGRAM REQUIREMENTS

All students accepted into the nursing program are required to take the Medication Test during the summer before entering the program. Students must pass the Medication Test with a grade of 100. Students are given three opportunities to achieve the passing standard. The Medication Test is offered prior to start of fall classes. All students are required to take this test at the initial offering. Students who fail to achieve 100 percent by the third Medication Test will not be able to enroll in clinical courses or laboratory courses in the fall or spring semester and must begin as a part-time nursing student. The exam may be repeated the following summer. Failure to meet the passing standard after three additional attempts will result in dismissal from the program. Information regarding this mandatory test is sent with the acceptance packet to students admitted to the program.

All students are required to take a comprehensive nursing exam and achieve the benchmark score of 850 set by the Department of Nursing to successfully complete program requirements. If students have not met the benchmark during the testing period, students are required to submit evidence of registration in a formal NCLEX-RN review course.

Accelerated Program

The Department of Nursing offers an Accelerated Career Entry (ACE) option for individuals who hold bachelor's degrees in other fields and wish to pursue a nursing career.
Students interested in the ACE program must complete a dual admission process. Initially, students must apply to the University. Applications become available on April 1 and are accepted by the Admissions Office. Then, application is made for ACE admission to the Department of Nursing; applications are available once a year on November 1 on the Department of Nursing website. All application materials are due by January 15. Admission is competitive with a GPA of 3.0 being the minimum considered for acceptance. Historically, students accepted into the ACE program in recent years have had a GPA that has exceeded the minimum requirements. Qualified students may not be accepted because of a limit on the number of clinical placements and limited Department of Nursing resources. Typically, the number of ACE students admitted in recent years has been limited to 24–30. The ACE program is a rigorous and intensive academic program that requires a full-time commitment. Individuals who are accepted into the program are strongly encouraged not to be employed during the course of the program.

GPA, evaluation of overall academic record (i.e. number of course withdrawals, prerequisite course failures, and academic success at other colleges and universities), and two letters of recommendation will be used as a way of evaluating students for acceptance into the ACE program. An interview may be required following the initial screening of applicants. Consistent with SCSU admission requirements, preference is given to those candidates who, in the judgment of Department of Nursing admission members, present through academic and personal qualifications the greatest potential for program success.

The following prerequisite courses must be completed with a grade of "C+" or better prior to entering the ACE program: BIO 110, BIO 111, BIO 120 or 233, CHE 120, MAT 107, MAT 108, PSY 100, and PSY 219. At the time of application due date (January 15) no more than 4 course prerequisites can be outstanding. All prerequisites must be completed and reported by June 30.

Students accepted must submit the following information by June: current health form, results of PPD or chest x-ray for TB completed within previous 12 months, evidence of rubella, rubeola, mumps, and varicella vaccination and titre, evidence of measles vaccination, and evidence of Hep B vaccination and titre or signed declination, and TD vaccine within 10 years. Additionally, evidence of current CPR certification must be submitted to the Department of Nursing by June 15. Students without documentation of health requirements and/or CPR certification will not be allowed to participate in clinical experiences.

All students accepted into the ACE program are required to pass the Medication Test with a score of 100 percent prior to entering the program. Students are given five testing opportunities to achieve the passing standard. Students who fail to achieve 100 percent by the fifth opportunity will be unable to commence the ACE program. Information regarding this requirement is sent with the acceptance packet to students admitted to the program.

All students are required to take a comprehensive nursing exam and achieve a benchmark score of 850 set by the Department of Nursing to successfully complete program requirements. If students have not met the benchmark during the testing period,
students are required to submit evidence of registration in a formal NCLEX-RN review course.

**RN Admission**

The University offers a flexible admission policy for RN's who hold an associate degree or diploma in nursing and seek to earn a bachelor's degree in nursing. While RN students must meet the same graduation requirements as basic nursing students, the program takes into account RN's rich background in nursing. Once accepted by the University, RN students should submit a separate application for the B.S. degree program obtained from the Department of Nursing. Students must have at least a GPA of 2.7 for admission to the program. Applications are available throughout the year.

Admission into the professional nursing component of the program requires successful completion of selected prerequisite courses or their equivalent. Credits for prerequisites may be obtained through completion of the course, transfer credit, or examination (College Level Examination Proficiency). Additional information on RN transfer credit can be obtained by contacting the Nursing Department. The University accepts CLEP subject examination results within a specific score range. Students must maintain a cumulative GPA of 2.0 or better and a grade of "C+" or better is required for the prerequisite and nursing courses.

Southern Connecticut State University participates in the Connecticut Articulation Model for Nurse Educational Mobility. Inquiries regarding this agreement should be directed to the RN coordinator in the Department of Nursing. Students must earn at least 30 credits from Southern Connecticut State University to be awarded a degree from the University.

At the time of admission to the Department of Nursing, each RN student must submit evidence of current CPR certification and current Connecticut license. In addition, at the time of admission to the nursing program, each RN student must provide a current health form with evidence of results of either a PPD skin test or chest x-ray for TB completed within the previous 12 months; evidence of rubella, rubeola, mumps, and varicella vaccinations and titres; evidence of Hepatitis B vaccination, a Hepatitis B titer or signed declination to receiving the vaccine; TD vaccine within 10 years.

RN students interested in pursuing a bachelor's degree should contact the Department of Nursing and request an appointment with the RN program coordinator. Students may enroll on a full-time or part-time basis. RN-to-BS nursing courses are offered online.

**Nursing Student Transportation**

Students are responsible for their own individual transportation to and from all clinical agencies. Student learning experiences may be scheduled any time between 7 a.m. and 11 p.m. during weekdays or on weekends.

**CRIMINAL BACKGROUND CHECK**
Clinical practice experiences in healthcare and other agencies are a required component of program completion and graduation with a pre-licensure credential or baccalaureate nursing degree. Students must meet all standards and requirements necessary to complete required clinical placements. Failure to do so will result in an inability to complete the program.

Many agencies providing clinical practice experiences are requiring that students undergo a criminal background check before commencing the clinical practice experience. The Connecticut League for Nursing (CLN) has engaged an outside contractor to perform criminal background checks on students pursuing clinical practice experiences. The results of the background check will be released to the agencies where clinical experiences are planned. Students must apply directly to CLN and pay all costs associated with the background check. CLN's contact information, as well as the costs associated with the criminal background check, can be found in the department's student policies.

It is important to understand that the results of a student's criminal background check may prevent a student from commencing or completing a clinical placement. Failure to complete all required clinical placements will prevent a student from graduating from the Department of Nursing.

The following is a partial list of crimes and offenses that may negatively impact a student's ability to complete required clinical placements: any sexual crime, any crime of violence, any drug crime, any weapons crime, property crimes, theft, robbery, burglary, embezzlement or fraud, public intoxication or substance abuse, and other felonies and serious offenses which would not be appropriate in a healthcare/patient care environment.

The department offers the following:

Nursing, B.S.
NURSING, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

128 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 107 – Elementary Statistics (‘C’ or better)

Tier 1 – Technological Fluency:
PHY 103 - Physics and Technology for Health Professionals (‘C’ or better)

Tier 1 – Written Communication:
ENG 112 – Writing Arguments (‘C’ or better)

Tier 2 – Mind and Body:
PSY 100 – Introduction to Psychology (‘C’ or better)

Tier 2 – Natural World I: Physical Realm:
CHE 120 – General Chemistry I (‘C’ or better)

Tier 2 – Natural World II: Life and Environment:
CHE 125 – Principles and Applications of General, Organic, and Biochemistry (‘C’ or better)

Tier 3 – Capstone:
NUR 443 – Nursing Capstone (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

67 Credits Required

Nursing Program Prerequisites
18 Credits Required
(‘C+’ or better required in all Nursing Program Prerequisites)

BIO 110 – Human Biology I
BIO 111 – Human Biology II

Select one:
• BIO 120 – Microbiology
• BIO 233 – General Microbiology

Select one:
• MAT 108 – Mathematics for the Natural Sciences
• MAT 120 – College Algebra
• MAT 122 – Precalculus
• MAT 139 – Short Course in Calculus for the Social Sciences
• MAT 150 – Calculus I
• MAT 151 – Calculus II

PSY 219 – Lifespan Development

Nursing Requirements
49 Credits Required
(‘C+’ or better required in all Nursing Program Requirements)

NUR 340 – Theoretical Foundations of Professional Nursing
NUR 341 – Health Assessment
NUR 342 – Evidenced Based Nursing Interventions
NUR 343 – Integrated Pathophysiology and Pharmacology I
NUR 344 – Gerontological Nursing
NUR 350 – Therapeutic Nutrition
NUR 351 – Nursing Research
NUR 352 – Adult Health Nursing
NUR 353 – Integrated Pathophysiology and Pharmacology II
NUR 354 – Mental Health Nursing
NUR 430 – The Childbearing Family
NUR 431 – The Childrearing Family
NUR 432 – Adult Response to Complex Health Problems
NUR 433 – Theoretical Foundations of Nursing Practice with Families Across the Lifespan
NUR 442 – Community Health Nursing
NUR 444 – Leadership, Management and Health Care Issues in Nursing
Two 1 credit Nursing electives

**Non-Course Requirements**

All students accepted into the nursing program are required to take the Medication Test during the summer before entering the program. Students must pass the Medication Test with a grade of 100. Students are given three opportunities to achieve the passing standard. The Medication Test is offered prior to start of fall classes. All students are required to take this test at the initial offering. Students who fail to achieve 100 percent by the third Medication Test will not be able to enroll in clinical courses or laboratory courses in the fall or spring semester and must begin as a part-time nursing student. The exam may be repeated the following summer. Failure to meet the passing standard after three additional attempts will result in dismissal from the program. Information regarding this mandatory test is sent with the acceptance packet to students admitted to the program.

All students are required to take a comprehensive nursing exam and achieve the benchmark score of 850 set by the Department of Nursing to successfully complete program requirements. If students have not met the benchmark during the testing period, students are required to submit evidence of registration in a formal NCLEX-RN review course.

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
NURSING, B.S. (FOR RNS)

This program has a separate admission process. Please consult the admission requirements for this program for more information.

128 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 107 – Elementary Statistics (‘C+’ or better)

Tier 1 – Written Communication:
ENG 112 – Writing Arguments (‘C+’ or better)

Tier 2 – Mind and Body:
PSY 100 – Introduction to Psychology (‘C+’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

35 Credits Required (minimum)

RN Nursing Program Prerequisites
18 -22 Credits Required
(‘C+’ or better is required in all RN Nursing Program Prerequisites)
Courses used toward LEP requirements may be used to satisfy these requirements.

BIO 110 – Human Biology I (may be used toward T2-Life and Environment)
BIO 111 – Human Biology II (may be used toward T2-Life and Environment)

Select one:
- BIO 120 – Microbiology (may be used toward T2-Life and Environment)
- BIO 233 – General Microbiology

CHE 101 – Chemistry in Contemporary Issues (or higher)

Select one:
- MAT 100 – Intermediate Algebra
- MAT 102 – Intermediate Algebra Extended
- MAT 108 – Mathematics for the Natural Sciences

PSY 219 – Lifespan Development

**RN Nursing Requirements**

17 Credits Required (minimum)
(‘C+’ or better is required in all RN Nursing Requirements)

NUR 351 – Nursing Research
NUR 457 - Advanced Clinical Concepts: Selected Health Issues for Practice

Select one:
- NUR 459 - Leadership and Management in Contemporary Nursing Practice
- NUR 444 - Leadership, Management and Health Care Issues in Nursing

NUR 460 - Advanced Concepts in Nursing I
NUR 463 - Concepts of Community Health Nursing

Select one:
- NUR 341 - Health Assessment
- NUR 462 - Health Assessment for RN-BSN Students

Select one:
- NUR 465 - Advanced Concepts in Nursing II
- NUR 467 - Care Across the Continuum for Special Populations

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
NURSING, B.S. - ACCELERATED CAREER ENTRY (ACE)

This program has a separate admission process. Please consult the admission requirements for this program for more information.

128 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

• Note: Students in the Accelerated Career Entry (ACE) Program are exempt from Liberal Education Program Requirements.

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

81 Credits Required

Nursing Program Prerequisites

28 Credits Required

(‘C+’ or better required in all Nursing Program Prerequisites)

Requirements:
BIO 110 – Human Biology I
BIO 111 – Human Biology II
Select one:

- BIO 120 – Microbiology
- BIO 233 – General Microbiology

CHE 120 - General Chemistry I
MAT 107 - Elementary Statistics

Select one:

- MAT 108 – Mathematics for the Natural Sciences
- MAT 120 – College Algebra
- MAT 122 – Precalculus
- MAT 139 – Short Course in Calculus for the Social Sciences
- MAT 150 – Calculus I
- MAT 151 – Calculus II

PSY 100 - Introduction to Psychology
PSY 219 – Lifespan Development

**Nursing Requirements**

53 Credits Required

(‘C+’ or better required in all Nursing Program Requirements)

Requirements:
NUR 340 – Theoretical Foundations of Professional Nursing
NUR 341 – Health Assessment
NUR 342 – Evidence-Based Nursing Interventions
NUR 343 – Integrated Pathophysiology and Pharmacology I
NUR 344 – Gerontological Nursing
NUR 350 – Therapeutic Nutrition
NUR 351 – Nursing Research
NUR 352 – Adult Health Nursing
NUR 353 – Integrated Pathophysiology and Pharmacology II
NUR 354 – Mental Health Nursing
NUR 430 – The Childbearing Family
NUR 431 – The Childrearing Family
NUR 432 – Adult Response to Complex Health Problems
NUR 433 – Theoretical Foundations of Nursing Practice with Families Across the Lifespan
NUR 442 – Community Health Nursing
NUR 443 - Nursing Capstone
NUR 444 – Leadership, Management and Health Care Issues in Nursing

Two 1 credit Nursing electives

**Non-Course Requirements**

All students accepted into the nursing program are required to take the Medication Test during the summer before entering the program. Students must pass the Medication Test with a grade of 100. Students are given three opportunities to achieve the passing standard. The Medication Test is offered prior to start of fall classes. All students are
required to take this test at the initial offering. Students who fail to achieve 100 percent by the third Medication Test will not be able to enroll in clinical courses or laboratory courses in the fall or spring semester and must begin as a part-time nursing student. The exam may be repeated the following summer. Failure to meet the passing standard after three additional attempts will result in dismissal from the program. Information regarding this mandatory test is sent with the acceptance packet to students admitted to the program.

All students are required to take a comprehensive nursing exam and achieve the benchmark score of 850 set by the Department of Nursing to successfully complete program requirements. If students have not met the benchmark during the testing period, students are required to submit evidence of registration in a formal NCLEX-RN review course.

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
PHILOSOPHY

Armen T. Marsoobian
CHAIRPERSON
Engleman D 215A
(203) 392-6775 – Fax (203) 392-6779
marsoobiana1@SouthernCT.edu
Department Secretary: (203) 392-6777

Terrell W. Bynum, Professor
Eric Cavallero, Associate Professor
Ken W. Gatzke, Professor
Rex Gilliland, Associate Professor
Krystyna Gorniak-Kocikowska, Professor
Chelsea Harry, Assistant Professor
Heidi Lockwood, Associate Professor
Armen T. Marsoobian, Professor
David Pettigrew, Professor
Sarah Roe, Assistant Professor
Richard Volkman, Professor
Xiaomei Yang, Associate Professor

MAJOR IN PHILOSOPHY

Bachelor of Arts degree, the major in philosophy includes courses in the history of philosophy, logic, recent or contemporary philosophy

The student's major may embody one of several possibilities; for example, a historical emphasis, an applied philosophy focus, a problems approach. Fulfilling whatever pattern a student selects will be under the guidance of a departmental adviser.

If prerequisites are lacking, permission to take a course may be requested of the department. Study of special topics related to the chosen pattern of courses or topics of interest not covered by course offerings may be accomplished by means of independent study (PHI 499).

Students may not count more than 6 credits toward the philosophy major from among the following courses: PHI 207, 208, 301, 302, 303, and 403. Students are strongly advised to complete a year of European history early in their program. For those contemplating graduate study in philosophy, a second foreign language is recommended.

MINOR IN PHILOSOPHY

The minor consists of 18 credits, selected with the advice of the department. Not more than 6 credits may be taken at the 100 level, and at least 6 credits must be taken at the 300 and/or 400 levels. PHI 296 and 306 are required. The philosophy seminar, which is optional for minors, may be taken only with the consent of the department. Students may
count not more than three credits toward the minor from among the following courses:
PHI 207, 208, 301, 302, 303, and 403.

MINOR IN RELIGIOUS STUDIES

(See Religious Studies)

PHILOSOPHY COURSES

Philosophy courses are offered according to a rotation scheme which may be obtained at
the Philosophy Department office.

The department offers the following:

Philosophy, B.A.
Minor in Philosophy
Minor in Religious Studies
PHILOSOPHY, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

There are no categories with specific requirements in this program.

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

33 Credits Required

Requirements:
PHI 215 - Logic
PHI 296 - Ancient Philosophy
PHI 297 - Medieval and Renaissance Philosophy
PHI 306 - The Age of Reason
PHI 307 - 19th Century Philosophy: Fichte to Bradley
PHI 490 - Philosophy Seminar

Select one from:
- PHI 408 - Phenomenology and Existentialism
- PHI 420 - American Philosophy
- PHI 480 - 20th Century Analytic Philosophy
Select an additional 12 credits of PHI in consultation with a departmental advisor. May not include PHI 100, and may not include more than 6 credits at the 100/200 level.

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
PHYSICS

Matthew Enjalran  
CHAIRPERSON (Spring 2015)  
Jennings 119  
(203) 392-5444 - Fax (203) 392-6466  
enjalranm1@SouthernCT.edu  
Department Secretary: (203) 392-6450

Christine Broadbridge  
CHAIRPERSON (Fall 2014)  
Jennings 108  
(203) 392-6450 – Fax (203) 392-6466  
broadbridgc1@SouthernCT.edu

Akbar Bidarian, Professor  
Christine Broadbridge, Professor  
Karen Cummings, Professor  
James Dolan, Professor  
Matthew Enjalran, Associate Professor  
Elliott Horch, Professor  
Todd Schwendemann, Assistant Professor

MAJOR PROGRAMS IN PHYSICS

The Physics Department offers three Bachelor of Science degree options (general program, engineering concentration and secondary education) as well as a Bachelor of Arts degree in physics.

Students in these programs develop a mastery of the important theories, unifying principles, and engineering applications of physics. All students are encouraged to build active curiosity, investigative skills, and intellectual confidence and the ability to think and act independently.

Upper level students typically participate in research with faculty mentors. Projects currently in progress include nano-structured materials, atomic force and electron microscopy, correlated many-body physics, astronomical studies of binary stars, research on the learning and teaching of physics, theoretical condensed matter physics, fluorescence spectroscopy, fiber optics, and superconductivity and materials engineering.

Since all 100-level courses are introductory, a student may not receive credit for more than one of PHY 100, 101, 103, and 111.

**Bachelor of Science Degree in Physics - General**

The general program emphasizes in depth inquiry into the central principles, analytical techniques, and key applications of physics. The program requirements form the core of
the preparation expected for graduate study in fundamental and applied physics, or for initial positions in physics-based careers. Students can prepare for productive industrial and governmental research, development and technical management careers, and for many other science and technology oriented professional opportunities. Students planning to be professional physicists are encouraged to pursue additional courses, independent study, and research beyond the minimum requirement, in physics, mathematics, and other related fields.

**Bachelor of Science Degree in Physics - Engineering Concentration**

This newly-instituted program is designed for students whose primary interest is in the applications of physics in engineering and advanced technology. The engineering concentration integrates intensive study of the underlying science with training in the practice of engineering. An engineering education requires a solid scientific foundation based on principles of mathematics and physics. Some of the technological fields that require a strong background in physics include materials science, nanotechnology, telecommunications, digital imaging, renewable energy systems, and microelectronics. The engineering concentration provides the opportunity to prepare for employment or graduate study in any of these critical areas of innovation. There is also an increasing emphasis on connections among scientific and engineering fields and this degree program provides excellent preparation for an interdisciplinary future. The engineering concentration also offers valuable preparation for technology-oriented careers in business management and marketing.

**Bachelor of Science in Physics - Secondary Education**

The department is actively involved in the preparation of science teachers. Students who successfully receive the B.S. degree and pass Praxis II will be recommended for Initial Teacher Certification.

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

**Bachelor of Arts in Physics**

This program offers students the greatest flexibility in choosing courses of interest. Imaginative combinations are possible which enable the student to relate the study of physics to wide-ranging areas such as the social sciences and the fine arts as well as the other natural sciences. It also develops advanced skills in quantitative and analytical thinking for a career in business, law, medicine, or other professions. Students may elect to pursue a double major in physics and education.

The department offers the following:

Physics, B.A.
Physics, B.S.-Engineering
Physics, B.S.-General
Physics, B.S., 7-12
Minor in Physics
Engineering Concentration Special Offering
PHYSICS, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
128 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 150 – Calculus I

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 - United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Natural World I: Physical Realm:
CHE 120 - General Chemistry I

Tier 3 – Capstone:
PHY 471 - Capstone Experience in Physics

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.
MAJOR REQUIREMENTS

63 Credits Required

Physics Requirements
27 Credits Required

Requirements:
PHY 230 — Physics for Scientists and Engineers I ('C-' or better)
PHY 231 — Physics for Scientists and Engineers II ('C-' or better)
PHY 309 — Modern Physics ('C-' or better)
PHY 370 — Modern Physics Laboratory ('C-' or better)
PHY 400 - Classical Mechanics I
PHY 406 - Electricity and Magnetism
PHY 461 — Methods in Physics Research
Select an additional 6 credits of PHY

Education Requirements
36 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SCE 490 – Science (Secondary School)
SCE 494 – Student Teaching (Science)
SCE 496 – Student Teaching Seminar (Science)
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

COGNATE REQUIREMENTS

15 Credits Required

Requirements:
CHE 121 - General Chemistry II
MAT 151 – Calculus II
MAT 252 – Calculus III
MAT 245 - Differential Equations

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
PHYSICS, B.S. - GENERAL

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 150 – Calculus I

Tier 2 – Natural World I: Physical Realm:
CHE 120 - General Chemistry I

Tier 3 – Capstone:
PHY 471 - Capstone Experience in Physics

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

36 Credits Required

Requirements:
PHY 230 — Physics for Scientists and Engineers I (‘C-’ or better)
PHY 231 — Physics for Scientists and Engineers II (‘C-’ or better)
PHY 309 — Modern Physics (‘C-’ or better)
PHY 370 — Modern Physics Laboratory (‘C-’ or better)
PHY 400 - Classical Mechanics I
PHY 401 - Classical Mechanics II
PHY 406 - Electricity and Magnetism
PHY 461 — Methods in Physics Research
Select an additional 12 credits of PHY; No more than 8 credits numbered below PHY 220

COGNATE REQUIREMENTS

11 Credits Required

Requirements:
CHE 121 - General Chemistry II
MAT 151 – Calculus II
MAT 252 – Calculus III
MAT 245 - Differential Equations
Select one CSC course numbered 102 or higher

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
PHYSICS, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

- **Tier 1 - Quantitative Reasoning:**
  - MAT 150 – Calculus I

- **Tier 2 – Natural World I: Physical Realm:**
  - CHE 120 - General Chemistry I

- **Tier 3 – Capstone:**
  - PHY 471 - Capstone Experience in Physics

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

27 Credits Required

Requirements:
- PHY 230 — Physics for Scientists and Engineers I (‘C-’ or better)
- PHY 231 — Physics for Scientists and Engineers II (‘C-’ or better)
- PHY 309 — Modern Physics (‘C-’ or better)
- PHY 370 — Modern Physics Laboratory (‘C-’ or better)
- PHY 400 - Classical Mechanics I
PHY 406 - Electricity and Magnetism
PHY 461 — Methods in Physics Research
Select an additional 6 credits of PHY

COGNATE REQUIREMENTS

11 Credits Required

Requirements:
MAT 151 – Calculus II
MAT 252 – Calculus III
MAT 245 - Differential Equations

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
PHYSICS, B.S. - ENGINEERING

127 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning:
MAT 150 – Calculus I

Tier 2 – Natural World I: Physical Realm:
CHE 120 - General Chemistry I

Tier 3 – Capstone:
PHY 471 - Capstone Experience in Physics

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

34 Credits Required

Requirements:
PHY 230 — Physics for Scientists and Engineers I (‘C-’ or better)
PHY 231 — Physics for Scientists and Engineers II (‘C-’ or better)
PHY 309 — Modern Physics (‘C-’ or better)
PHY 370 — Modern Physics Laboratory (‘C-’ or better)
PHY 461 — Methods in Physics Research
EGR 151 - Engineering Concepts
PHY 355 - Electricity and Electronics

Select one from:
- EGR 251 - Engineering Mechanics I: Statics
- PHY 251 - Engineering Mechanics I: Statics

Select an additional 9 credits from:
- PHY 220 - Analytical Physics
- PHY 340 - Lasers and Fiber Optics
- PHY 398 - Special Topics in Physics
- PHY 400 - Classical Mechanics I
- PHY 405 - Scientific Computer Interfacing
- PHY 406 - Electricity and Magnetism
- PHY 410 - Optics
- PHY 415 - Solid State Physics
- PHY 430 - Thermodynamics
- PHY 440 - Introduction to Quantum Mechanics
- PHY 499 - Independent Study and Research
- Or other PHY courses at the 200 level or above with permission of Physics Department Chairperson

COGNATE REQUIREMENTS

33 Credits Required (minimum)

Requirements:
CHE 121 - General Chemistry II
MAT 151 – Calculus II
MAT 252 – Calculus III
MAT 245 - Differential Equations

Select two from:
- CSC 152 - Computer Programming I
- CSC 153 - Computer Programming II
- CSC 207 - Computer Systems
- CSC 341 - Digital Imaging
- CSC 370 - Computer Implementation of Statistical Methods
- CSC 375 - Simulation Techniques
- Or other CSC course with the permission of the Physics Department Chairperson

Minor or Credits (12 or 18 Credits Required)

- Minor in Computer Science
- Minor in Chemistry
- Minor in General Management
- 12 additional credits in PHY, EGR, or MAT with advisor approval
FREE ELECTIVES

Student must take remaining credits to reach Overall Credits Required (listed above).
POLITICAL SCIENCE

Arthur C. Paulson  
CHAIRPERSON  
Engleman C 226B  
(203) 392-5657 – Fax (203) 392-5670  
paulsonal@SouthernCT.edu  
Department Secretary: (203) 392-5666

Kevin Buterbaugh, Professor  
Theresa Marchant-Shapiro, Assistant Professor  
Jonathan O’Harra, Associate Professor  
Patricia Olney, Professor  
Arthur Paulson, Professor  
Deborah A. Savage, Associate Professor  
Jonathan Wharton, Assistant Professor

MAJOR PROGRAMS IN POLITICAL SCIENCE

The department of Political Science offers four undergraduate majors: Political Science B.S.; Political Science B.S. with teaching certification (7-12); Political Science B.A.; and Economics B.A. The programs in political science offer the student an understanding of the basic issues in government and politics from the local to the global level, as well as an acquaintance with the methods by which we study the subject. A political science major prepares the student for careers in government service, teaching, law, business, the mass media, international affairs, and organizations advocating public policy. The study of political science may also be of value to many students interested in informed participation in the public life of their society.

Students planning to major in political science may wish to specialize in one or more of the following areas:

**American Politics**

PSC 312 — Media, Polls, and American Politics  
PSC 314 — Urban Politics  
PSC 315 — Issues in U.S. Government  
PSC 316 — U.S. Security Policy  
PSC 319 — Congress and Presidency  
PSC 320 — Gender and Politics  
PSC 321 — The U.S. Legal System  
PSC 322 — U.S. Political Parties & Elections  
PSC 325 — U.S. Politics and Economic Policy  
PSC 326 — Race and Ethnicity in American Politics  
PSC 328 — State and Local Government  
PSC 329 — Political Participation  
PSC 350 — Public Administration
PSC 351 — Analysis of Public Policy  
PSC 353 — Congress and Public Policy  
PSC 356 — Politics and Administration in Connecticut  
PSC 357 — Administrative Law  
PSC 360 — Presidential Politics  
PSC 417 — Constitutional Law

**Comparative Politics**

PSC 300 — Governments of Russia I  
PSC 301 — Governments of Russia II  
PSC 304 — Politics of Japan and Asian-Pacific Rimlands  
PSC 305 — Political Economy of Development  
PSC 306 — Politics in Asian Communist and Postcommunist States  
PSC 307 — Middle East Politics  
PSC 308 — Latin America Politics  
PSC 309 — Politics in India and Pakistan  
PSC 310 — Comparative Public Policy  
PSC 311 — European Politics  
PSC 318 — African Politics and Culture in 21st Century  
PSC 320 — Gender and Politics  
PSC 333 — Latin American Security  
PSC 334 — World Public Opinion  
PSC 409 — Ethnic Groups and Ethnic Conflict: An International Perspective

**International Relations**

PSC 316 — U.S. Security Policy  
PSC 317 — U.S.-Latin American Relations  
PSC 331 — International Organizations  
PSC 333 — Latin American Security  
PSC 334 — World Public Opinion  
PSC 335 — Global Politics  
PSC 336 — The U.S. in World Affairs  
PSC 337 — International Law  
PSC 338 — Contemporary World Politics  
PSC 339 — Foreign Policy Analysis  
PSC 409 — Ethnic Groups and Ethnic Conflict: An International Perspective  
PSC 435 — On War

**Political Thought**

PSC 340 — Political Thought I: Classical and Medieval Eras  
PSC 342 — Political Thought II: Modern Era  
PSC 344 — Political Thought III: Contemporary Era  
PSC 346 — Marxism  
PSC 348 — Western Political Thought
The department offers the following:

Political Science, B.A.
Political Science, B.S.
Political Science, B.S., 7-12
Minor in Political Science
Economics, B.A.
ECONOMICS, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 - Quantitative Reasoning (select one):
MAT 139 – Short Course in Calculus for Social Sciences
MAT 150 – Calculus I

Tier 1 – Technological Fluency: Any option except CSC 200

Tier 2 – Global Awareness: Any option except ECO 101

Tier 2 – Social Structure, Conflict and Consensus: Any option except ECO 100

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

30 Credits Required

Requirements:
ECO 100 – Principles of Macroeconomics
ECO 101 – Principles of Microeconomics
ECO 200 – Macroeconomic Analysis
ECO 201 – Microeconomic Analysis
ECO 221 – Statistics for Economics and Business
Select one from:

- ECO 311 – Public Finance
- ECO 350 – International Economics I: Trade
- ECO 351 – International Economics II: Finance

Select an additional 12 credits in ECO

**COGNATE REQUIREMENTS**

3 Credits Required

Requirement:
CSC 200 – Information Management and Productivity Software

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
POLITICAL SCIENCE, B.A.

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 3 - Capstone  
PSC 475 - Capstone Seminar

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

33 Credits Required

Requirements:

Students who take any of the following 4 toward an LEP requirement, will replace the course in the major with a PSC course at the 200-level or higher, or a course approved by the department.

PSC 200 — Political Change and Conflict  
PSC 240 — Introduction to Political Thought  
PSC 260 — U.S. Government  
PSC 270 — International Relations  
PSC 365 - Research Methods in Political Science

An additional 18 credits of PSC at the 300 level with at least 3 credits in each of the following subfields:
American Politics
Comparative Politics
International Relations
Political Thought

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
POLITICAL SCIENCE, B.S.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 3 - Capstone
PSC 475 - Capstone Seminar

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

33 Credits Required

Requirements:
Students who take any of the following 4 courses toward an LEP requirement, will replace the course in the major with a PSC course at the 200-level or higher, or a course approved by the department.
PSC 200 — Political Change and Conflict
PSC 240 — Introduction to Political Thought
PSC 260 — U.S. Government
PSC 270 — International Relations

PSC 365 - Research Methods in Political Science
PSC 367 - Quantitative Analysis of Political Data
PSC 497 - Political Science Internship (6 credits required)
Select an additional 9 credits of PSC at the 300 level or higher, or other subjects as approved by the political science department. No more than 3 credits of PSC 497 may be applied to this requirement.

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
POLITICAL SCIENCE, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
132 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
HIS 110 – United States History I

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 3 - Capstone: Any approved course except PSC 475 (required in major)

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

66 Credits Required

**Political Science Requirements**

30 Credits Required

Requirements:
Students who take any of the following 4 toward an LEP requirement, will replace the course in the major with a PSC course at the 200-level or higher, or a course approved by the department.

PSC 200 — Political Change and Conflict
PSC 240 — Introduction to Political Thought
PSC 260 — U.S. Government
PSC 270 — International Relations

PSC 365 - Research Methods in Political Science
PSC 475 - Capstone Seminar

An additional 12 credits of PSC at the 300 level or higher, or other subjects as approved by the political science department

**Education Requirements**
36 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
HIS 490 – Social Science (Secondary School)
HIS 494 – Student Teaching (History)
HIS 496 – Student Teaching Seminar - History
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

**COGNATE REQUIREMENTS**

18 Credits Required

Requirements:
HIS 101 - Western Civilization II
HIS 111 - United States History II

Select one non-western HIS course

- HIS 229 - Cuba and Puerto Rico
- HIS 242 - Imperial Russian and Soviet History, 1800-1991
- HIS 243 - Traditional & Modern East Asia
- HIS 244 - Traditional & Modern East Asia
- HIS 245 - History of Africa
- HIS 246 - African Politics & Culture
- HIS 247 - Early Modern France
- HIS 280 - Modern Iraq
• HIS 300 - The Vietnam War Era
• HIS 342 - 20th Century China

Additional 9 credits of HIS (excluding HIS 112)

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
PSYCHOLOGY

Lawrence Brancazio  
CHAIRPERSON  
Engleman D 069  
(203) 392-6868 – Fax (203) 392-6805  
BrancazioL1@SouthernCT.edu  
Department Secretary: (203) 392-6868  

Jo Ann Abe, Professor  
Kristine Anthis, Professor  
Gayle Bessenoff, Associate Professor  
Kelly Bordner, Assistant Professor  
Lawrence Brancazio, Professor  
Deborah Carroll, Professor  
Kevin Colwell, Associate Professor  
Cheryl Durwin, Professor  
William Hauselt, Professor  
Julia Irwin, Associate Professor  
John Jacobs, Professor  
Patricia Kahlbaugh, Professor  
Deborah Kraemer, Associate Professor  
Kate Marsland, Associate Professor  
James Mazur, Professor  
Dina Moore-Brancazio, Associate Professor  
Michael Nizhnikov, Assistant Professor  
Claire Novosad, Associate Professor  
William Sherman, Professor  
Kelly Stiver, Assistant Professor  
Jessica Suckle-Nelson, Associate Professor  
Kenneth Walters, Assistant Professor  

MAJOR IN PSYCHOLOGY

The Psychology Department offers three major courses of study. These lead to a degree in general psychology, psychology with a concentration in mental health, or psychology with a concentration in research. Students with the appropriate prerequisites may take offerings from any psychology concentration, including field practicum and data gathering courses. The degree offers preparation for graduate training in all areas of psychology, meeting the basic entrance requirements of M.A., Ph.D., and Psy.D. programs.

Major Requirements

In order to graduate with a degree in Psychology, a student must be accepted into the Psychology major. Students must be accepted in the program in order to receive
permission to take PSY 300, which is a prerequisite for required upper-level courses and must have a grade of "C" or better in courses counted toward the major.

A student may apply for acceptance when all of the following requirements are met:

• An overall GPA of at least 2.80*
• At least 39 overall university credits (including transfer credits)
• At least 12 credits taken for a grade at SCSU
• A Psychology GPA of at least 2.80. The Psychology GPA is calculated using only PSY courses that count toward the major and were taken at SCSU. PSY courses only count toward the major if they are listed in the major requirements and if the student has received a grade of C or higher.
• At least 6 credits taken at SCSU toward the PSY major beyond PSY 100.

*Students who fall short of the minimum 2.80 overall GPA may be eligible for acceptance under an alternative set of criteria. Under these criteria, the student is allowed to recalculate their GPA with one semester removed. The alternative criteria are:

• An overall GPA of at least 2.90, with one semester removed
• At least 39 overall university credits, with one semester removed
• At least 12 credits taken for a grade at SCSU, with one semester removed
• A Psychology GPA of at least 2.80, including courses taken during the removed semester
• At least 6 credits taken at SCSU toward the PSY major, including courses taken during the removed semester.

Students entering SCSU with 60 or more transfer credits should request advising from the Psychology department on how to best navigate the requirements.

Students may choose one of the degree programs listed below:

**Bachelor of Arts in Psychology, General**

This is the general academic psychology major. It provides training in the experimental methods of scientific psychology as well as an understanding of the dynamic factors underlying human behavior and personality. It also emphasizes the values of a liberal education. Flexible elective offerings permit students to pursue areas determined by their interests.

**Bachelor of Arts in Psychology, Concentration in Mental Health**

Students who choose this concentration are provided with an introduction to issues, problems, and resources in the mental health field. This program consists of coursework more specific to the mental health field and is highlighted by a field practicum and seminar taken concurrently during the senior year. The supervised field placement consists of a minimum of 150 hours of experience in a mental health setting. Upon completion, students will have satisfied the requirements for the B.A. degree in psychology and the concentration in mental health. The concentration provides background for graduate study leading to careers in school, counseling, or clinical
psychology. Interest in the concentration should be explored during the second semester of the sophomore year or the first semester of the junior year.

**Bachelor of Science in Psychology, Concentration in Research**

The program emphasizes skill development in the research process and is highlighted by two senior-level lab courses, which focus on testing, evaluation, data collection, and analysis. Courses have been chosen for their value in preparing for the research job market in psychology and related disciplines as well as for graduate study. Upon completion, students will have satisfied both the requirements for the major in psychology and the concentration in research.

The department offers the following:

- Psychology, B.A.-General
- Psychology, B.A.-Mental Health
- Psychology, B.S.-Research
- Minor in Psychology
PSYCHOLOGY, B.A. - GENERAL

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.8 Required
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Mind and Body
PSY 100 - Introduction to Psychology (‘C’ or better) - (Group 1)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

35 Credits Required
‘C’ or better required in all PSY courses

Requirements:
Group 2: Two of the following (Requires completion of Group 1)
• PSY 210 — Infant and Child Development*
• PSY 215 — Adolescent Development*
• PSY 219 — Lifespan Development*
• PSY 220 — Introduction to Mental Health
• PSY 227 — Social Psychology
• PSY 228 — Personality
• PSY 298 — Special Topics

* PSY 210 and 219 may not both count toward the major. Likewise, PSY 215 and 219 may not both count toward the major.

Group 3: One of the following (Requires at least 3 credits from Group 2)

• PSY 318 — Emotional and Social Development
• PSY 320 — Abnormal Child Psychology
• PSY 321 — Abnormal Psychology
• PSY 361 — Industrial and Organizational Psychology
• PSY 366 — Health Psychology
• PSY 370 — Educational Psychology
• PSY 398 — Special Topics

Group 4: Required course: (Requires 3 credits from Group 2 or 3)

• PSY 259 — Statistics in Psychology

Group 5: Required course: (Requires departmental permission and completed major acceptance form)

• PSY 300—The Psychology Major: Curriculum and Careers (1 credit)

Group 6: Two of the following (Requires completion of Group 4 and Group 5)

• PSY 303 — Perception
• PSY 311 — Learning
• PSY 313 — Cognition
• PSY 383 — Brain and Behavior

Group 7: Required course (Requires completion of Group 4 and Group 5)

• PSY 393 — Experimental Methods

Group 8: Two courses (Requires completion of Group 4 and 5, and at least 3 credits from Groups 3 and/or 6)

• Any two 400-level psychology courses except for PSY 463, 467, 471, 472, 473, and 499.

Group 9: One of the following (specific course prerequisites apply)

• Select one from Group 2, 3 or 6
• PSY 463
• PSY 467
• PSY 499
• HON 495

Group 10: One of the following (specific course prerequisites apply)

• Any Group 3, 6 or 8 psychology course.
COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
PSYCHOLOGY, B.S. - RESEARCH

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.8 Required
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Mind and Body
PSY 100 - Introduction to Psychology (‘C’ or better) - (Group 1R)

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

35 Credits Required
‘C’ or better required in all PSY courses

Requirements:

Group 2R: One of the following (Prerequisites: completion of Group 1R)

• PSY 210 — Infant and Child Development*
• PSY 215 — Adolescent Development*
• PSY 219 — Lifespan Development*
• PSY 227 — Social Psychology
• PSY 228 — Personality
• PSY 298 — Special Topics

* PSY 210 and PSY 219 may not both count toward the major. Likewise, PSY 215 and PSY 219 may not both count toward the major.

Group 3R: One of the following (Prerequisites: at least 3 credits from Group 2R)

• PSY 318 — Emotional and Social Development
• PSY 320 — Abnormal Child Psychology
• PSY 321 — Abnormal Psychology
• PSY 361 — Industrial and Organizational Psychology
• PSY 366 — Health Psychology
• PSY 370 — Educational Psychology
• PSY 398 — Special Topics

Group 4R: Required course: (Prerequisites: 3 credits from Group 2R or 3R)

• PSY 259 — Statistics in Psychology

Group 5R: Required course: (Prerequisites: departmental permission and completed major acceptance form)

• PSY 300 — The Psychology Major: Curriculum and Careers

Group 6R: Three of the following (Prerequisites: completion of Group 4R, with a grade of C or higher, and Group 5R. Some courses have additional requirements)

• PSY 303 — Perception
• PSY 311 — Learning
• PSY 313 — Cognition
• PSY 383 — Brain and Behavior
• PSY 406 — Language
• PSY 484 — Comparative Animal Behavior
• PSY 487 — Psychopharmacology
• PSY 494 — Seminar in the Human Nervous System and Behavior

Group 7R: Required course (Prerequisites: completion of Group 4R, with a grade of C or higher, and Group 5R)

• PSY 393 — Experimental Methods

Group 8R: One of the following (Prerequisites: completion of Group 4R, with a grade of C or higher, Group 5R, and at least 3 credits from Groups 3R and/or 6R. Some courses have additional requirements)

• Any 400-level psychology course except for PSY 463, 467, 471, 472, 473, and 499.

Group 9R: Two courses (Prerequisites: completion of Group 7R)

• PSY 431 — Tests and Measurements
  or PSY 461 — Data Gathering Techniques: Assessment
• PSY 462 — Data Gathering Techniques: Instrumentation
Group 10R One of the following (specific course prerequisites apply)

- PSY 463 — Field Practicum in Psychological Research
- PSY 467 — Laboratory Practicum in Psychological Research

COGNATE REQUIREMENTS

12 Credits Required

Select a minimum of 12 credits from below:

- ANT 102 — Physical Anthropology
- ANT 204 — Language and Culture
- ANT 214 — American Tongues: Everyday Politics of Speaking
- ANT 222 — Modern Human Variation
- ANT 302 — Issues in Biological Anthropology
- BIO 231 — Comparative Vertebrate Anatomy
- BIO 233 — General Microbiology I
- BIO 220 — Genetics
- CHE 260 - Organic Chemistry I
- CHE 261 - Organic Chemistry II
- CHE 450 - Biochemistry I
- CHE 451 — Biochemistry II
- CMD 317 — Anatomy and Physiology of the Speech and Hearing Mechanism
- CSC 102 — BASIC Programming: Programming in BASIC
- CSC 200 — Information Management and Productivity Software
- CSC 204 — Internet: Applications and Management
- CSC 203 — Flash ActionScript
- CSC 306 — Internet Multimedia
- CSC 370 — Computer Implementation of Statistical Methods
- ENG 304 — Technical Writing and Communication
- ENG 316 — Writing for Business and Industry
- ILS 244 — The Use of Information Sources
- MAT 139 — Short Course in Calculus for Social Sciences
- PHI 321 — Philosophy of Science
- SOC 370 — Methods of Social Research

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
PSYCHOLOGY, B.A. - MENTAL HEALTH

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.8 Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Mind and Body
PSY 100 - Introduction to Psychology (‘C’ or better) - (Group 1M)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

‘C’ or better required in all PSY courses

Requirements:

Group 2M: 9 credits total (Prerequisites: completion of Group 1M)

• PSY 220 — Introduction to Mental Health
• PSY 228 — Personality

Select one of the following (specific course prerequisites apply):

• PSY 210 — Infant and Child Development*
• PSY 215 — Adolescent Development*
• PSY 219 — Lifespan Development*
• PSY 227 — Social Psychology
• PSY 298 — Special Topics
• PSY 318 — Emotional and Social Development
• PSY 361 — Industrial and Organizational Psychology
• PSY 366 — Health Psychology
• PSY 370 — Educational Psychology
• PSY 398 — Special Topics

* PSY 210 and 219 may not both count toward the major. Likewise, PSY 215 and 219 may not both count toward the major

Group 3M: One of the following: (Prerequisites: at least 3 credits from Group 2M; specific course prerequisites apply)
• PSY 320 — Abnormal Child Psychology
• PSY 321 — Abnormal Psychology

Group 4M: Required course: (Prerequisites: 3 credits from Group 2M or 3M)
• PSY 259 — Statistics in Psychology

Group 5M: Required course: (Prerequisites: departmental permission and completed major acceptance form)
• PSY 300 — The Psychology Major: Curriculum and Careers

Group 6M: One of the following (Prerequisites: completion of Group 4M, with a grade of C or higher, and Group 5M)
• PSY 303 — Perception
• PSY 311 — Learning
• PSY 313 — Cognition
• PSY 383 — Brain and Behavior

Group 7M: Required course (Prerequisites: completion of Group 4M, with a grade of C or higher, and Group 5M)
• PSY 393 — Experimental Methods

Group 8M: One course (Prerequisites: completion of Group 4M, with a grade of C or higher, Group 5M, and at least 3 credits from Groups 3M and/or 6M. Some courses have additional requirements)
• Any 400-level psychology course except for PSY 463, 467, 471, 472, 473, and 499.

Group 9M: One of the following (specific course prerequisites apply)
• PSY 465 — Seminar in Psychological Counseling and Therapy
• PSY 474 — Seminar in Behavior Theory and Practice

Group 10M: One of the following (specific course prerequisites apply)
• PSY 431 — Tests and Measurements
- PSY 461 — Data Gathering Techniques: Assessment

  Group 11M: Both must be taken concurrently:
  - PSY 471 — Seminar in Psychological Services
  - PSY 472 — Field Practicum in Psychological Services I

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
PUBLIC HEALTH

Jean M. Breny  
CHAIRPERSON  
Orlando 102  
(203) 392-7008 – Fax (203) 392-6965  
brenyj1@SouthernCT.edu  
Department Secretary: (203) 392-6951

Stanley Bernard, Associate Professor  
Jean Breny, Professor  
Sandra Bulmer, Professor  
William Faraclas, Professor  
Deborah Flynn, Associate Professor  
Peggy Gallup, Professor  
Michael Mink, Associate Professor  
John Nwangwu, Professor  
Debra Risisky, Associate Professor  
Christine Unson, Associate Professor  
Michele Vancour, Professor

MAJOR PROGRAM IN PUBLIC HEALTH

Public health is a dynamic field concerned with the promotion of well being, prevention of disease and disability, and the enhancement of quality of life. The B.S. degree program in public health — one of the few undergraduate programs in the country accredited by the Council on Public Health Education, the sole accrediting body of public health programs in the USA — provides the knowledge and skills necessary for effective practice in public and private settings.

The department offers the following:

Public Health, B.S.  
Minor in Public Health  
Minor in Nutrition  
Minor in Wellness
PUBLIC HEALTH, B.S.

Overall GPA of 2.5 is required.
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 107 – Elementary Statistics

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

Major GPA of 2.5 is Required.

48 Credits Required

- PCH 202 — Introduction to Public Health
- PCH 242 — Introduction to Epidemiology
- PCH 275 — Introduction to Health Promotion
- PCH 340 — Public Health Research
- PCH 345 — Health Promotion Interventions I
- PCH 346 — Health Promotion Interventions II
- PCH 351 — Health in Society
- PCH 358 — Health Policy
- PCH 359 — Environmental Health
• PCH 363 — Program Planning
• PCH 365 — Illness and Disease
• PCH 440 — Food Hygiene
• PCH 441 — Water Supply and Waste-Water Treatment
• PCH 446 — Environmental Hazards
• PCH 497 – Public Health Internship (6 credits)

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
RECREATION AND LEISURE STUDIES

Jim MacGregor  
CHAIRPERSON  
Office Building 1  
(203) 392-6388 – Fax (203) 392-6147  
macgregorj1@SouthernCT.edu  
Department Secretary: (203) 392-6388

Mary Jo Archambault, Assistant Professor  
Lee deLisle, Professor  
Michael Dodge, Associate Professor  
Jan Jones, Associate Professor  
Jim MacGregor, Associate Professor  
Deborah Smith, Associate Professor  
Jinhee Yoo, Assistant Professor

MAJOR PROGRAM

The department offers a B.S. degree in Recreation and Leisure Studies and a B.S. degree in Sport Management. The department also offers minors in Leadership Development and Event Management.

B.S., RECREATION AND LEISURE STUDIES

The B.S. in Recreation and Leisure Studies curriculum is designed to provide the student with a broad foundation of professional preparation in the recreation and leisure industries. Recognition is given to the wide diversity of recreation and leisure career opportunities by providing emphasis in professional areas through which the student will obtain orientation to specific careers. Students direct their career aspirations through the selection of a concentration area of study. These areas of concentration are: therapeutic recreation; community recreation and youth development; and tourism, hospitality, and event management.

The professional emphasis focuses on planning, leading, administering, managing, and evaluating in a variety of settings and program fields. A minimum of 123 credits is required for graduation. The choice of electives is available for the individual needs of students.

Students interested in pursuing career options in therapeutic recreation may elect that emphasis area in order to facilitate their eligibility for certification as a therapeutic recreation specialist by the National Council for Therapeutic Recreation Certification (NCTRC). This area of emphasis includes successful completion of REC 231, REC 331, REC 391, REC 431, and REC 441 as well as an approved field experience in therapeutic recreation (REC 433). These credits are taken as part of the 123-credit program.

Any student majoring in recreation and leisure studies receiving a grade lower than a "C" in any recreation course must repeat that course within two semesters. Students...
receiving grades of "C" or lower in more than one recreation course may be dismissed from this major.

**B.S., SPORT MANAGEMENT**

The major in Sports Management is designed to prepare students for positions within all sectors of the sport industry, including professional organizations, college athletics, recreational sports, and sports facilities. Coursework includes instruction in program planning and development, business, practices and financial management principles, sales and marketing, event and facility management, as well as the ethical and legal aspects of sports. Students gain industry experience through internships arranged with professional sports teams, college athletic departments, public and private facilities, sport and convention centers, sports marketing companies, and municipal, non-profit, and for-profit sports organizations.

**MINOR IN EVENT MANAGEMENT**

Students learn the management skills necessary for the planning, organization, direction, and assessment of special events. Included are festivals, sports, tourism, fundraising, meetings, conferences, cultural programming, destination and venue management, and related experiences. Theoretical information is supplemented by event-based service learning projects and practicum experience.

**MINOR IN LEADERSHIP DEVELOPMENT**

The minor consists of 18 credits and is designed to provide students with foundational and contextual leadership principles and practice that expand their ability to exercise leadership in their private, professional, and civic lives.

---

Recreation and Leisure Studies, B.S.-Community Recreation and Youth Development
Recreation and Leisure Studies, B.S.-Therapeutic Recreation
Recreation and Leisure Studies, B.S.-Travel and Tourism Management
Sport Management, B.S.
Minor in Event Management
Minor in Leadership Development
RECREATION, B.S. - COMMUNITY RECREATION AND YOUTH DEVELOPMENT

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.25 is required. Any student majoring in recreation and leisure studies receiving a grade lower than a “C” in any recreation course must repeat that course within two semesters. Students receiving grades of “C” or lower in more than one recreation course may be dismissed from this major.

123 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Mind and Body:
REC 120 – Leadership Development

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

51 Credits Required

Core Requirements
27 Credits Required
REC 100 – Introduction to Recreation and Leisure
REC 210 – Activity Development and Leadership
REC 220 – Inclusive Recreation
REC 320 – Recreation and Park Programs
REC 420 – Organization and Administration of Leisure
REC 470 – Senior Research Methods
REC 480 – Philosophy of Recreation and Leisure
6 Additional Credits of REC

**Community Recreation and Youth Development Concentration**
15 Credits Required
REC 251 – Recreation and Youth Development
REC 321 – Advanced Techniques of Program Planning and Management
REC 351 – Facility Design and Management
REC 390 – Grant Writing
REC 461 – Seminar in Commercial Recreation

**Internships**
9 Credits Required
REC 301 – Internship I
Select one (6 credits):
• REC 400 – Internship II
• REC 433 – Field Experience in Therapeutic Recreation

**Cognate Requirements**
12 Credits Required
PSY 100 – Introduction to Psychology
PSY 219 – Lifespan Development
PSC 351 – Analysis of Public Policy
Select one from:
• MKT 200 – Principles of Marketing
• SOC 322 – Sociology of the Family
• SOC 338 – Juvenile Delinquency

**Free Electives**
Students must take remaining credits to reach Overall Credits Required (listed above).
RECREATION, B.S. - THERAPEUTIC RECREATION

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.25 is required. Any student majoring in recreation and leisure studies receiving a grade lower than a “C” in any recreation course must repeat that course within two semesters. Students receiving grades of “C” or lower in more than one recreation course may be dismissed from this major.

123 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Mind and Body:
PSY 100 – Introduction to Psychology

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

51 Credits Required

Core Requirements
27 Credits Required
REC 100 – Introduction to Recreation and Leisure
REC 210 – Activity Development and Leadership
REC 220 – Inclusive Recreation
REC 320 – Recreation and Park Programs
REC 420 – Organization and Administration of Leisure
REC 470 – Senior Research Methods
REC 480 – Philosophy of Recreation and Leisure
6 Additional Credits of REC

**Therapeutic Recreation Concentration**
15 Credits Required
REC 231 – Foundations of Therapeutic Recreation
REC 331 – Therapeutic Recreation
REC 391 – Interventions and Facilitation Techniques in Therapeutic Recreation
REC 431 – Current Practices in Therapeutic Recreation
REC 441 – Design and Administration of Therapeutic Recreation Services

**Internships**
9 Credits Required
REC 301 – Internship I
Select one (6 credits):
• REC 400 – Internship II
• REC 433 – Field Experience in Therapeutic Recreation

**COGNATE REQUIREMENTS**
12 Credits Required
EXS 280 – Survey of Anatomy and Physiology
PSY 219 – Lifespan Development
PSY 228 – Personality
PSY 321 – Abnormal Psychology

**FREE ELECTIVES**

Students must take remaining credits to reach Overall Credits Required (listed above).
RECREATION, B.S. - TRAVEL AND TOURISM

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.25 is required. Any student majoring in recreation and leisure studies receiving a grade lower than a “C” in any recreation course must repeat that course within two semesters. Students receiving grades of “C” or lower in more than one recreation course may be dismissed from this major.

123 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Mind and Body:
REC 120 – Leadership Development

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

48 Credits Required

Core Requirements
27 Credits Required
REC 100 – Introduction to Recreation and Leisure
REC 210 – Activity Development and Leadership
REC 220 – Inclusive Recreation
REC 320 – Recreation and Park Programs
REC 420 – Organization and Administration of Leisure
REC 470 – Senior Research Methods
REC 480 – Philosophy of Recreation and Leisure
6 Additional Credits of REC

**Travel and Tourism Concentration**
12 Credits Required
REC 360 – Travel and Tourism: Principles and Practices
REC 363 – Event Management
REC 461 – Seminar in Commercial Recreation
REC 463 – Tourism Impacts, Planning, and Management

**Internships**
9 Credits Required
REC 301 – Internship I

Select one (6 credits):
- REC 400 – Internship II
- REC 433 – Field Experience in Therapeutic Recreation

**Cognate Requirements**
15 Credits Required
EXS 280 – Survey of Anatomy and Physiology
PSY 100 – Introduction to Psychology
PSY 219 – Lifespan Development
SOC 100 – Introduction to Sociology
Select an additional 3 credits of PSY

**Free Electives**
Students must take remaining credits to reach Overall Credits Required (listed above).
SPORT MANAGEMENT, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – Mind and Body:
REC 120 – Leadership Development

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

42 Credits Required

REC 100 – Introduction to Recreation and Leisure
REC 271 - Introduction to Sports Management
REC 307 - Disabilities in Society
REC 321 - Advanced Techniques of Program Planning and Management
REC 351 - Facility Design and Management
REC 355 - Ethics in Sport Management
REC 356 - Recreation Marketing and Sales
REC 357 - Legal Issues in Recreation and Sports
REC 363 - Event Management
SOUTHERN CONNECTICUT STATE UNIVERSITY
PROGRAMS AND DEGREES

REC 400 - Internship II
REC 401 - Practicum II
REC 455 - Organization and Administration of Community
REC 457 - Seminar: Contemporary Issues in Sports Management

COGNATE REQUIREMENTS

9 Credits Required
MGT 100 - Introduction to Business

Select two from:
• MKT 200 - Principles of Marketing
• MGT 300 - Management and Organization
• SOC 267 - Sociology of Sports
• HIS 220 - Sports in U.S. History
• REC 361 - Commercial Recreation

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
The Department of Science Education and Environmental Studies coordinates secondary education science certification courses and certification advisement, in addition to the programs in marine studies, environmental studies, and environmental education. The department offers undergraduate minors in environmental studies and marine studies. The interdisciplinary environmental studies program includes areas related, but not limited to, land use planning, pollution prevention and controls, and societal, political, and economic pressures in the environment. The department has close associations with a number of environmental programs and centers throughout Connecticut. Students are encouraged to become involved in research projects, internships, and independent studies in their areas of interest.

**Minor in Marine Studies**

The marine studies minor may be taken as a planned and structured sequence of courses in addition to a chosen major or as one of the minor programs in fulfillment of the requirements for the B.A. degree in liberal studies. Any undergraduate interested in the scientific, environmental, policy and management, geographic, historical, or literary aspects of the coasts and ocean can participate in the minor.

The program provides for flexibility and accommodation of individual interests so students should consult with the program coordinator to optimize her/his course of study. The marine studies minor is well suited for science and non-science majors interested in learning more about the Connecticut coastline, Long Island Sound, coastal and marine processes and environmental issues. Courses provide students an opportunity to learn science and its application to environmental problems using a "hands on" approach at field sites including marshes, estuaries, beaches, rocky intertidal zones, urban harbors, and regional aquaria. Students are encouraged to become involved in research projects, internships, and independent studies in their areas of interest. The minor could lead to graduate study in marine affairs, or to entry level jobs in coastal zone management, environmental planning, or maritime recreation; or to careers in local, state, and federal agencies dealing with the coastal and marine environment. In
combination with a science major, the minor would help to prepare students for graduate studies in marine science. This minor program is also well suited for non-science majors pursuing degrees in education, journalism, and pre-law. Students should consult with the marine studies coordinator before planning this minor.

**Minor in Environmental Studies**

Many students have expressed a desire to relate their major program of study to their concern for the environment. In response to this interest, the University offers an interdisciplinary minor in environmental studies, which students may pursue in consultation with the Environmental Studies Coordinator and their major adviser. Students also may elect a freestanding minor in environmental studies in conjunction with any major, or they may concentrate in environmental studies as part of a major in biology, chemistry, earth science, or geography.

**Secondary Science Certification**

Catherine Koehler  
COORDINATOR  
(203) 392-6608 – Fax (203) 392-6614  
koehlerc2@SouthernCT.edu

Students interested in teaching science in grades 7-12 may become certified in biology, chemistry, physics, earth sciences, and/or general science. Students should inform their academic adviser by the beginning of their sophomore year. It is important that students apply and be accepted as certification candidates by the School of Education prior to the completion of more than two certification courses. Students who successfully receive the B.S. degree and pass Praxis II will be recommended for Initial Teaching Certification.

Criteria for Acceptance:

- Students must have a cumulative grade point average of 2.7 or above.
- Provide evidence of having passed or been waived from Praxis I
- Complete the entrance essay*
- Submit two letters of recommendation*
- Complete the interview requirement with the coordinator.

*The essay and letters of recommendation have a required format that can be obtained from the coordinator at the time of the interview.

**Professional Coursework**

All academic content and professional courses must be completed prior to student teaching. The specific professional requirements for Initial Teaching Certification in Connecticut are listed in the secondary education section of the School of Education.

The department offers the following:
Minor in Environmental Studies
Minor in Marine Studies
SOCIAL WORK

Todd Rofuth
CHAIRPERSON
Lang 201
(203) 392-6573 – Fax (203) 392-6580
rofuth.t1@SouthernCT.edu
Department Secretary: (203) 392-6573

Mark Cameron, Associate Professor
Edgar Colon, Professor
Valerie Dripchak, Professor
Jack Gesino, Associate Professor
Esther Howe, Professor
Elizabeth Keenan, Professor
Heather Pizzanello, Assistant Professor
Jaak Rakfeldt, Professor
Elizabeth Rodriguez-Keyes, Associate Professor
William Rowe, Professor
Todd Rofuth, Professor
Dana Schneider, Associate Professor
Stephen Monroe Tomczak, Assistant Professor
Barbara Worden, Professor

MAJOR PROGRAM IN SOCIAL WORK

Social work has been designated as a growth profession for this century. The social work program prepares students for beginning generalist practice and for graduate degree programs.

Freshmen, sophomores, and transfer students must consult with their social work adviser when registering for classes in order to ensure that they fulfill prerequisite and recommended university requirements. Pre-advisement is available to students currently enrolled in two-year institutions who are interested in transferring to the bachelor's degree program in social work. These students should make an appointment with the BS-SWK program coordinator.

BSW Admission Standards and Procedure

Students interested in majoring in social work must complete a two-step admission process. Initially, students must be accepted into the University by the Admissions Office. Then, application is made for admission to the Bachelor's of Social Work Program in the spring semester prior to the fall semester in which students anticipate enrolling in 300-level social work courses. Applications are available on the Department of Social Work website. The Department of Social Work priority admissions deadline is March 1. The final application deadline each year is June 1.
To be accepted into the program and given permission to enroll in 300-level and above social work courses, all social work prerequisites must be completed:

- Completion of 57 credits of university requirements.
- A minimum grade point average of 2.50 and good standing with the University.
- Successful completion of SWK 200 or its equivalent with a minimum grade of B.
- Successful completion of ENG 112 and MAT 107 or course equivalents.

Admission is competitive, with a GPA of 2.5 being the minimum considered for acceptance. Qualified applicants may not be accepted because enrollment caps are based on Department of Social Work resources. Applications are accepted once a year.

GPA, as well as other pre-admission criteria, will be used as a way of evaluating students for acceptance into the social work program. These may include, but are not limited to, completion of prerequisite courses, personal essay, and an evaluation of the student's program plan for completion of remaining university requirements. Consistent with SCSU admission requirements, preference is given to those candidates who, in the judgment of Social Work Department faculty, present through academic and personal qualifications the greatest potential for program success. Those students who meet eligibility criteria at the time of the priority admission deadline will be accepted provisionally so long as those criteria continue to be met at the end of the spring semester.

After a determination is made concerning the student's readiness to enter the program, a formal letter of acceptance is forwarded to the student. Each student is then assigned to a faculty adviser and a planned program is established.

Students interested in entering the BSW program but who do not meet the minimum academic standards are encouraged to reapply.

**Standards for Continuation in the Program**

Continuation in the program is dependent upon satisfactory academic and professional performance. The minimum criteria for continuation includes a GPA of 2.5 overall, a GPA of 2.75 in social work courses, satisfactory field education practica evaluations, and a minimum of a "C" grade in field practice seminars.

If, in the professional judgment of the faculty, a student demonstrates practices that are harmful to clients, unethical, or unprofessional behavior, he or she will be placed on probation or requested to withdraw from the program.

The social work program is fully accredited by the Council on Social Work Education.

The department offers the following:

Social Work, B.S.
SOCIAL WORK, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 107 – Elementary Statistics

Tier 2 – Social Structure, Conflict, and Consensus:
SWK 200 – Social Welfare and Social Services in America

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

42 Credits Required

SWK 320 — Human Behavior and the Social Environment I
SWK 321 — Human Behavior and the Social Environment II
SWK 330 — Social Welfare Institutions and Policies I
SWK 350 — Social Work Research Methods
SWK 376 — Methods of Intervention I
SWK 377 — Methods of Intervention II
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 378</td>
<td>Methods of Intervention III</td>
</tr>
<tr>
<td>SWK 390</td>
<td>Social Work Interviewing Skills</td>
</tr>
<tr>
<td>SWK 430</td>
<td>Social Welfare Institutions and Policies II</td>
</tr>
<tr>
<td>SWK 490</td>
<td>Field Practice Seminar I (6 credits)</td>
</tr>
<tr>
<td>SWK 491</td>
<td>Field Practice Seminar II (6 credits)</td>
</tr>
</tbody>
</table>

Select one (required elective):

- SWK 380 — Children and Families in Child Welfare: A Practice Perspective
- SWK 381 — Community Mental Health and Substance Abuse Practice with Adults
- SWK 382 — Gerontological Social Work Practice with Elders and Families

Non-Course Requirements
400-hour internship

**COGNATE REQUIREMENTS**

18 Credits Required

To fulfill the 18 credits of cognate requirements, students can choose (in consultation with their adviser) to pursue any minor in the university or select six (6) courses from the list below:

- Any Anthropology, Psychology, or Sociology courses, and/or any of the following*:
  - ENG 317 — Cross-Cultural Literatures and Contexts
  - ENG 383 — American Women Writers
  - ENG 423 — Contemporary African-American Novelists
  - ENG 462 — Gay and Lesbian Film and Literature
  - LIT 382 — Contemporary Latin American Literature
  - GEO 200 — Human Geography
  - GEO 305 — Environmental Economic Geography
  - PCH 270 — Stress Management
  - PCH 280 — Human Sexuality
  - PCH 349 — Men’s Health
  - PCH 450 — Death, Dying and Bereavement
  - PHI 207 — The Religious Dimension of Human Existence
  - PHI 310 — Women and Philosophy
  - PHI 355 — Philosophy of Religion
  - PHI 375 — Philosophies of Political and Social Change
  - WMS/COM 312 — Communication and Gender
  - WMS/PSC 320 — Gender and Politics
  - WMS/PCH 350 — Women’s Health Consciousness

*Note: Some cognates have prerequisite requirements that need to be met prior to enrolling in the course. Additional courses may be selected with the approval of the adviser.

**FREE ELECTIVES**
Remaining credits to reach Overall Credits Required (listed above).
SOUTHERN CONNECTICUT STATE UNIVERSITY

PROGRAMS AND DEGREES

SOCIOLOGY

Gregory Adams
CHAIRPERSON
Engleman C 011
(203) 392-5675 – Fax (203) 392-7087
adams@g1@SouthernCT.edu
Department Secretary: (203) 392-5680

Gregory Adams, Associate Professor
Jon P. Bloch, Professor
Shirley A. Jackson, Professor
Jessica Kenty-Drane, Associate Professor
Cassi Ann Meyerhoffer, Assistant Professor

MAJORS IN SOCIOLOGY

The Sociology Department offers courses of study leading to the Bachelor of Arts degree, the Bachelor of Science degree, and the Bachelor of Science degree in sociology (required for certification) in secondary education. The curriculum is designed to equip students with a broader and deeper understanding of human diversity. Students are rigorously trained in theory and research methods. The degree program in sociology prepares students for employment in the professional and private sector and pursuit of higher degree programs.

Students wishing to declare a sociology major must apply for admission into the department. Applications are available in the Sociology Department. All majors in sociology must have a minimum overall GPA of 2.5. A grade of "C" or better is required in all core sociology courses. Sociology majors are strongly encouraged to take at least one W course in sociology.

Bachelor of Science Degree (Secondary Education)

Sociology secondary education majors who successfully receive the B.S. degree will be recommended for Initial Teacher Certification in History and the Social Sciences. Certification in History and the Social Sciences requires 18 credits in History in addition to HIS 490, HIS 494, and HIS 496. Certification candidates are also required to pass HIS 110 or HIS 111 or HIS 112. Passing Praxis II is one of the prerequisites for Student-Teaching and the Student-Teaching Seminar.

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

The department offers the following:

Sociology, B.A.
Sociology, B.S.
Sociology, B.S., 7-12
Minor in Sociology
SOCIOLOGY, B.A.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.5 required
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

There are no categories with specific requirements in this program

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

39 Credits Required

Core
24 Credits Required
Grade of ‘C’ or better is required in all core SOC courses.

Requirements:
SOC 100 — Introduction to Sociology
SOC 370 — Methods of Social Research
SOC 380 — Foundations of Sociological Theory
SOC 480 — Applied Contemporary Theory
Select one from:

- SOC 201 — Social Science Statistics
- MAT 107 — Elementary Statistics

Select one course emphasizing diversity from:

- SOC 310 — Racial and Ethnic Relations
- SOC 315 — Sociology of Gender
- SOC 363 — Social Inequality in the U.S.

One additional methods course:

- SOC 440 — Quantitative Analysis of Social Science Data
- SOC 473 — Qualitative Research Methods

One capstone course from the following:

- HON 495 — Departmental Honors
- SOC 490 — Sociology Seminar
- SOC 497 — Sociology Internship

**Sociology Electives**
15 Credits Required

Additional 15 credits in SOC. Courses used toward LEP may not be counted toward this requirement. With the advice and consent of the department, PSY 227 — Social Psychology may be taken in place of an elective sociology course.

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
SOCIOLOGY, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
132 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
- HIS 110 – United States History I
- HIS 111 – United States History II

Tier 2 – Mind and Body:
- SHE 203 – School Health

**Writing Requirements ("W-Courses")**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

69 Credits Required

**Sociology Core Requirements**

24 Credits Required

Grade of ‘C’ or better is required in all core SOC courses.

Requirements:
SOC 100 — Introduction to Sociology
SOC 370 — Methods of Social Research
SOC 380 — Foundations of Sociological Theory
SOC 480 — Applied Contemporary Theory

Select one from:
• SOC 201 — Social Science Statistics
• MAT 107 — Elementary Statistics

One additional methods course:
• SOC 440 — Quantitative Analysis of Social Science Data
• SOC 473 — Qualitative Research Methods

Select one course emphasizing diversity from:
• SOC 310 — Racial and Ethnic Relations
• SOC 315 — Sociology of Gender
• SOC 363 — Social Inequality in the U.S.

One capstone course from the following:
• HON 495 — Departmental Honors
• SOC 490 — Sociology Seminar
• SOC 497 — Sociology Internship

Sociology Electives
9 Credits Required
• Additional 9 credits in SOC. Courses used toward LEP may not be counted toward this requirement.

Education Requirements
36 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
HIS 490 – Social Science (Secondary School)
HIS 494 – Student Teaching (History)
HIS 496 – Student Teaching Seminar - History
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom

COGNATE REQUIREMENTS
15 Credits Required

Requirements:
HIS 101 - Western Civilization II

Select one non-western HIS course

- HIS 229 - Cuba and Puerto Rico
- HIS 242 - Imperial Russian and Soviet History, 1800-1991
- HIS 243 - Traditional & Modern East Asia
- HIS 244 - Traditional & Modern East Asia
- HIS 245 - History of Africa
- HIS 246 - African Politics & Culture
- HIS 247 - Early Modern France
- HIS 280 - Modern Iraq
- HIS 300 - The Vietnam War Era
- HIS 342 - 20th Century China
- HIS 378 - Early China
- HIS 409 - Ethnic Groups and Ethnic Conflict: An International Perspective

Additional 6 credits of HIS (excluding HIS 112)

Select 3 credits from:

- ECO
- GEO
- PSC

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
SOCIOLOGY, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.5 required
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

There are no categories with specific requirements in this program

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

39 Credits Required

Core
24 Credits Required
Grade of ‘C’ or better is required in all core SOC courses.

Requirements:
SOC 100 — Introduction to Sociology
SOC 370 — Methods of Social Research
SOC 380 — Foundations of Sociological Theory
SOC 480 — Applied Contemporary Theory
Select one from:

- SOC 201 — Social Science Statistics
- MAT 107 — Elementary Statistics

One additional methods course:

- SOC 440 — Quantitative Analysis of Social Science Data
- SOC 473 — Qualitative Research Methods

Select one course emphasizing diversity from:

- SOC 310 — Racial and Ethnic Relations
- SOC 315 — Sociology of Gender
- SOC 363 — Social Inequality in the U.S.

One capstone course from the following:

- HON 495 — Departmental Honors
- SOC 490 — Sociology Seminar
- SOC 497 — Sociology Internship

**Sociology Electives**

15 Credits Required

- Additional 15 credits in SOC. Courses used toward LEP may not be counted toward this requirement. With the advice and consent of the department, PSY 227 — Social Psychology may be taken in place of an elective sociology course.

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
MAJOR PROGRAMS IN SPECIAL EDUCATION AND READING

The department of Special Education and Reading offers two special education certification programs.

- The Comprehensive program prepares students for certification in Comprehensive Special Education (K-12).
- The Collaborative program is offered in collaboration with the Education Department and prepares students for certification in Elementary Education (1-6) and certification in Special Education (K-12).

Elementary Education/Special Education Collaborative Certification

The successful completion of this program fulfills the course requirements for the Comprehensive Special Education and Elementary Education Initial Teaching Certificate in Connecticut. Students who complete the program and who pass Praxis II and the Foundations of Reading test will be eligible for the Collaborative Elementary Education 1-6 and Comprehensive Special Education K-12 certification. Students must also select a subject area major.
Students must meet the requirements outlined in the Academic Standards section of the Undergraduate Catalog and must maintain at least a 2.7 GPA with no grade less than a "C" in professional courses.

Students seek advisement from the department for the most recent updates to the teacher certification changes proposed by the Connecticut State Department of Education. Due to proposed teacher certification changes, programs are subject to change.

Passing scores on Praxis II and the Foundations of Reading test are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification.

To pass through each gate, students successfully complete a certain set of courses and projects. Information regarding admission and gates may be obtained from the Department of Special Education and Reading.

Comprehensive Special Education (K-12)

The successful completion of this program fulfills the course requirements for the Comprehensive Special Education Initial Teaching Certificate in Connecticut to teach children eligible for special education in elementary and secondary schools.

Students must meet the requirements outlined in the Academic Standards section of the Undergraduate Catalog and must maintain at least a 2.7 GPA with no grade less than a "C". Students must pass Praxis II as well as the Foundations of Reading test to be recommended for certification, and must complete the requirements of four gates in professional courses.

Passing scores on Praxis II and the Foundations of Reading test are required for completion of teacher certification for most teacher candidates in the state of Connecticut. Students who are required to take these exams and who do not pass will not be recommended for certification. Students must complete the requirements of four gates.

To pass through each gate, students successfully complete a set of courses and projects. Information regarding admission and gates may be obtained from the Department of Special Education and Reading. Course sequence is subject to advisement.

The department offers the following:

Special Education, B.S.
Special Education/Elementary Education Collaborative, B.S.
SPECIAL EDUCATION - ELEMENTARY EDUCATION COLLABORATIVE, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 is required.
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 200 – Teachers, Schools, and Society (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS
51.5 Credits Required

**Special Education Requirements**
20 Credits Required
No grade less than ‘C’ in professional courses will be accepted.

Requirements:
SED 225 — Introduction to Exceptionalities
SED 335 — Accommodating Individuals with Physical Disabilities and other Health Impairments
SED 365 — Basic Principles of Academic Assess. & Remediation for Exceptional Individuals
SED 375 — Classroom Management Techniques in Educational Settings
SED 435 — Language Arts for Exceptional Individuals
SED 445 — Collaboration in the Schools
SED 447 — Learning Through the Arts

**Education Requirements**
31.5 Credits Required

IDS 449 - Theory to Practice - A School-Based Practicum
IDS 452 - Seminar in Reflective Practice
IDS 471 - English Language Learners in the Classroom
EDU 301 - Reading
EDU 307 - Children’s Literature and Literacy
EDU 320 - Integrated Mathematics and Science for Elementary Education
EDU 321 - Curriculum, Instruction, and Assessment in Social Studies
EDU 414 - Applications of Child Development
EDU 450 - Student Teaching I
EDU 451 - Student Teaching II

---

**COGNATE REQUIREMENTS**

15 Credits Required

MAT 105 - Mathematics for Elementary Education I
PHI 370 - Philosophy of Education
PSY 100 - Introduction to Psychology
PSY 210 - Infant and Child Development
PSY 370 - Educational Psychology

---

**FREE ELECTIVES**

Students must take remaining credits to reach Overall Credits Required (listed above).
SPECIAL EDUCATION, B.S.

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 is required.
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 200 – Teachers, Schools, and Society (‘C’ or better)

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

69.5 Credits
Special Education Requirements
32 Credits Required
Students must maintain a ‘B’ (3.0) average in all Special Education courses with no grade less than ‘C’.

SED 225 — Introduction to Exceptionalities
SED 325 — Curriculum and Methods for Excep. Individuals
SED 335 — Accommodating Individuals with Physical Disabilities and other Health Impairments
SED 355 — Educating Ind. w/Moderate & Severe Disabilities
SED 365 — Basic Principles of Academic Assess. & Remediation for Exceptional Individuals
SED 375 — Classroom Management Techniques in Educational Settings
SED 435 — Language Arts for Exceptional Individuals
SED 445 — Collaboration in the Schools
SED 449 — From Theory to Practice: A School Based Experience in Special Education
SED 452 — Seminar in Reflective Practice

Education Requirements
37.5 Credits Required

EDU 301 - Reading
EDU 307 - Children’s Literature and Literacy
EDU 320 - Integrated Mathematics and Science for Elementary Education
EDU 300 - Student Teaching I
EDU 400 - Student Teaching II
IDS 471 - English Language Learners in the Classroom
MAT 105 - Mathematics for Elementary Education I
PHI 370 - Philosophy of Education
PSY 100 - Introduction to Psychology
PSY 210 - Infant and Child Development
PSY 370 - Educational Psychology

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
THEATRE

Kaia Monroe Rarick, Associate Professor
CHAIRPERSON
Lyman B 17
(203) 392-6106 – Fax (203) 392-6105
monroek2@SouthernCT.edu
Department Secretary: Rebecca Ford
(203) 392-6100
fordr2@SouthernCT.edu

Shelia Garvey, Professor
Kaia Monroe Rarick, Associate Professor
Larry Nye, Associate Professor
Michael Skinner, Assistant Professor
John Carver Sullivan, Professor

MAJOR IN THEATRE

Theatre department provides theatre education of the highest quality within the liberal arts setting while fostering students' personal and artistic development and engagement with the community at large. The Bachelor of Arts degree provides students with excellent training in all facets of theatre: design, performance, dance, history, criticism, and technical theatre. Classroom and production objectives stand at the crossroads of the literary, performing, visual, and electronic arts.

Any theatre major who fails to maintain a cumulative GPA of 2.7 in theatre courses will not be allowed to participate in any departmental productions or department sponsored activities. Students may wish to focus on an area of special interest such as design/technical theatre, acting and directing, musical theatre and theatre education/youth theatre through focused upper level electives.

The department offers the following:

Theatre, B.A.
Minor in Theatre
THEATRE, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

There are no categories with specific requirements in this program

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

40 Credits Required

Requirements:
THR 121 - Introduction to Performance  
THR 122 - Stage Speaking  
THR 131 - Principles of Theatrical Design  
THR 151 - Stagecraft I  
THR 211 - History of Theatre I  
THR 212 - History of Theatre II  
THR 223 - Historic Dance for Actors  
THR 240 - Play Analysis and Dramaturgy  
THR 296 - Technical Theatre Production I (2 credits)  
THR 396 - Technical Theatre Production II (2 credits)
Select an additional 12 credits in THR. You may wish to select courses to specialize in one of the following areas (Theatre majors may not take THR 100 to fulfill major requirements).

- Acting/Directing
- Musical Theatre
- Design/Technical Theatre
- Theatre Education

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
MAJORS IN WORLD LANGUAGES AND LITERATURES

**Liberal Arts and Secondary Education Programs**

The major in a world language develops mastery of a language (French, German, Italian, or Spanish). The primary aim of the beginning courses is to develop effective skills of communication: listening, speaking, reading, writing and cultural awareness; the advanced courses reinforce these while familiarizing the student with foreign culture and literature. Students in the B.S. (required for certification) secondary education program who receive their degrees will be recommended for Initial Teacher Certification. Passing ACTFL at the Advanced Low Level is one of the prerequisites for Student-Teaching and the Student-Teaching Seminar.

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

**French, German, Italian and Spanish Majors**

The program consists of 30 credits in the major language and 3 credits in a world literature course in addition to satisfying the Liberal Education Program Multilingual Communications requirement.
A score of Advanced Low on the ACTFL OPI and WPT is required prior to student teaching. Students seeking world language teaching certification must take WLL 403 in addition to other requirements for the program.

Students planning to major in a world language select courses, with the consent of their adviser, carefully observing sequential relationships.

Study abroad is strongly recommended. The department sponsors summer programs in France, Italy, Mexico, and Spain and exchange programs in Germany and Spain.

World Language majors are required to take a 3-credit literature course in a literature of a language other than their major. They may take one LIT 300- or 400-level course focusing on works by authors of French, German, Italian, Spanish, Portuguese or other literary traditions or related topics, such as literary theory, the relationship of literature and other arts, or comparative approaches. (See options below)

Additional courses of interest that deal with language, considered theoretically or historically, or with the teaching of language to speakers of other languages will be found listed under Linguistics.

WORLD LANGUAGE WAIVER POLICY

Students who have already achieved oral and written fluency in a language other than English may take a waiver examination. They should contact the Department of World Languages and Literatures for details. Students who have studied a language other than English for three years or more in high school or are native speakers cannot take an entry level elementary language course (for example, SPA 100, ITA 100, FRE 100, GER 100) in that language for credit.

Students who are native speakers of a language other than English may be granted a waiver of world language requirement with credit based on one of the following documents:

High school diploma or its equivalent from the student's native language country, not an American high school.

ACTFL Oral Proficiency Interview (OPI) and Written Production Test (WPT) passed at Intermediate Mid level. To register for these tests, you may contact www.languagetesting.com.

STAMP test – contact the department for instructions.

BILINGUAL EDUCATION

Loretta Verplaetse
COORDINATOR

The Department of World Languages and Literatures in conjunction with the School of Education offers a dual program in elementary education and bilingual education. Students who successfully complete the program and receive their B.S. degrees will be recommended for Initial Teacher Certification in both elementary education and
elementary/bilingual education. Passing ACTFL is one of the prerequisites for student-teaching and the student-teaching seminar.

The Elementary Education/Bilingual Education program is a dual major program. Students earn a Bachelor of Science degree in elementary education and complete a second major in a content area of their choice. Additionally, students must pass three courses in bilingual education. Students should be advised that the minimum number of credits required to complete this program is 127. For a complete description of this program, refer to the Elementary Education section of this catalog.

Coursework:

TSL 315 — Foundations of Bilingual Education
TSL 321 — Assessment for English Language Learners
TSL 418 — ESL Methods in Content instruction

MINORS IN WORLD LANGUAGES

Students enroll in one of the languages listed under majors in world languages, at a level consistent with their past background, and complete 18 credits in the sequence of offerings.

COMPARATIVE LITERATURE

Rafael Hernandez
COORDINATOR

For details on comparative literature, please contact the Coordinator.

The department offers the following:

French, B.A.
French, B.S., 7-12
German, B.A.
German, B.S., 7-12
Italian, B.A.
Italian, B.S., 7-12
Spanish, B.A.
Spanish, B.S., 7-12
Minor in French
Minor in Italian
Minor in Linguistics
Minor in Spanish
FRENCH, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
128 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 3 – Capstone:
WLL 403 – Introduction to Second Language Acquisition

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

77 Credits Required

French Requirements
33 Credits Required
Requirements:
FRE 101 – French II
FRE 200 – French III (if student takes FRE 200 toward LEP, must take an additional 3 credits of FRE)
FRE 300 – Expressing Yourself in Writing
FRE 496 – Advanced French Grammar

Select one:
• FRE 206 – French Culture in France
• FRE 210 – Continuing French

Select one:
• FRE 301 – Expressing Yourself in Speaking I
• FRE 302 – Expressing Yourself in Speaking II

Select two:
• FRE 306 – Advanced French Culture and Language Practice in France
• FRE 310 – French Civilization I
• FRE 311 – French Civilization II
• FRE 312 – Contemporary French Culture
• FRE 397 – Internship

Select one:
• FRE 310 – French Civilization I
• FRE 311 – French Civilization II
• FRE 312 – Contemporary French Culture

Select two:
• FRE 400 – Advanced French
• FRE 450 – La Cathédrale et le château
• FRE 460 – La Siécle de Louis XIV
• FRE 465 – Lumiéres et Rococo
• FRE 470 – Le Romantisme
• FRE 475 – Le Roman du XIXème Siécle
• FRE 485 – Le Théatre Moderne
• FRE 490 – Le Roman du XXème Siécle

Education Requirements
44 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom
WLL 211 – Introduction to Linguistics
WLL 452 – Secondary School Student Teaching
WLL 453 – Student Teaching Seminar
WLL 491 – Methods of Teaching Foreign Languages at Secondary School

COGNATE REQUIREMENTS

3 Credits Required
Select 3 credits of World Literature from:

- LIT 326 — Dante and His Times
- LIT 328 — Literature of Medieval Europe
- LIT 330 — Renaissance in Europe 1350-1650
- LIT 338 — Russian Novel of the 19th Century
- LIT 342 — Dostoyevsky
- LIT 346 — Russian Short Story
- LIT 348 — Modern Literature and Other Arts
- LIT 354 — European Novel and Short Story 1945 to Present
- LIT 370 — Contemporary French Novel
- LIT 374 — Modern German Literature
- LIT 382 — Contemporary Latin American Literature
- LIT 406 — Classical Drama
- LIT 488 — Seminar in World Literature

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
SPANISH, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

This program does not have any restrictions within the LEP.

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

30 Credits Required
Major GPA of 2.7 required

Requirements:
Select one from:
- SPA 101 - Spanish II
- SPA 106 - Spanish Language Practice in Spain

Select one from (if SPA 200 is used to satisfy the LEP, student must take an additional 3 credits of SPA)
- SPA 200 - Spanish III
- SPA 206 - Spanish Culture in Spain
Take:

• SPA 210 - Spanish IV

Select two from:

• SPA 300 - Composition
• SPA 301 - Conversation
• SPA 305 - Composition and Conversation for Heritage Learners

Select one from:

• SPA 310 - Spanish Civilization
• SPA 312 - Latin-American Civilization
• SPA 320 - Culture and Civilization of Puerto Rico

Select one from:

• SPA 400 - Spanish Literature I
• SPA 401 - Spanish Literature II

Select one from:

• SPA 402 - Spanish-American Literature I
• SPA 403 - Spanish-American Literature II

Take:

• SPA 405 - Grammar Analysis

Take additional 400-level SPA courses to complete the 30 credit major

COGNATE REQUIREMENTS

3 Credits Required

Select 3 credits of World Literature from:

• LIT 326 — Dante and His Times
• LIT 328 — Literature of Medieval Europe
• LIT 330 — Renaissance in Europe 1350-1650
• LIT 338 — Russian Novel of the 19th Century
• LIT 342 — Dostoyevsky
• LIT 346 — Russian Short Story
• LIT 348 — Modern Literature and Other Arts
• LIT 354 — European Novel and Short Story 1945 to Present
• LIT 370 — Contemporary French Novel
• LIT 374 — Modern German Literature
• LIT 382 — Contemporary Latin American Literature
• LIT 406 — Classical Drama
• LIT 488 — Seminar in World Literature
FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
ITALIAN, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
128 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
• HIS 110 – United States History I
• HIS 111 – United States History II

Tier 2 – Mind and Body:
• SHE 203 – School Health

Tier 3 – Capstone:
• WLL 403 – Introduction to Second Language Acquisition

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

77 Credits Required
Italian Requirements
33 Credits

Requirements:
ITA 101 – Italian II
ITA 200 – Italian III
ITA 210 - Italian Language through Culture
ITA 300 - Composition
ITA 301 - Conversation
ITA 310 - Italian Civilization I
ITA 311 - Italian Civilization II
ITA 400 - Italian Literature I
ITA 401 - Italian Literature II
Two additional ITA courses at the 400-level

Education Requirements
44 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom
WLL 211 – Introduction to Linguistics
WLL 452 – Secondary School Student Teaching
WLL 453 – Student Teaching Seminar
WLL 491 – Methods of Teaching Foreign Languages at Secondary School

COGNATE REQUIREMENTS

3 Credits Required

Requirements:
Select 3 credits of World Literature from:

- LIT 326 — Dante and His Times
- LIT 328 — Literature of Medieval Europe
- LIT 330 — Renaissance in Europe 1350-1650
- LIT 338 — Russian Novel of the 19th Century
- LIT 342 — Dostoyevsky
- LIT 346 — Russian Short Story
- LIT 348 — Modern Literature and Other Arts
- LIT 354 — European Novel and Short Story 1945 to Present
- LIT 370 — Contemporary French Novel
• LIT 374 — Modern German Literature
• LIT 382 — Contemporary Latin American Literature
• LIT 406 — Classical Drama
• LIT 488 — Seminar in World Literature

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
GERMAN, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

**Liberal Education Program**

48 Credits Required

Students must complete a comprehensive 3-tiered Liberal Education Program (LEP). View all requirements of the tiers on the LEP website. Any credits over 48 are counted toward free electives. Of the categories within the LEP tiers, this major has specific requirements for the following:

Tier 3 – Capstone (Select one):
- ITA 380 – Contemporary Italian Culture
- FRE 410 – French and Francophone Studies
- WLL 403 – Introduction to Second Language Acquisition

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

30 Credits Required

- Select 30 credits of GER
COGNATE REQUIREMENTS

3 Credits Required

Select 3 credits of World Literature from:

- LIT 326 — Dante and His Times
- LIT 328 — Literature of Medieval Europe
- LIT 330 — Renaissance in Europe 1350-1650
- LIT 338 — Russian Novel of the 19th Century
- LIT 342 — Dostoyevsky
- LIT 346 — Russian Short Story
- LIT 348 — Modern Literature and Other Arts
- LIT 354 — European Novel and Short Story 1945 to Present
- LIT 370 — Contemporary French Novel
- LIT 374 — Modern German Literature
- LIT 382 — Contemporary Latin American Literature
- LIT 406 — Classical Drama
- LIT 488 — Seminar in World Literature

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
SPANISH, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 is required.
125 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 3 – Capstone:
WLL 403 – Introduction to Second Language Acquisition

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

74 Credits Required

Spanish Requirements
30 Credits Required
Major GPA of 2.7 required

Requirements:
Select one from:
• SPA 101 - Spanish II
• SPA 106 - Spanish Language Practice in Spain

Select one from (if SPA 200 is used to satisfy the LEP, student must take an additional 3 credits of SPA):
• SPA 200 - Spanish III
• SPA 206 - Spanish Culture in Spain

Take:
• SPA 210 - Spanish IV

Select two from:
• SPA 300 - Composition
• SPA 301 - Conversation
• SPA 305 - Composition and Conversation for Heritage Learners

Select one from:
• SPA 310 - Spanish Civilization
• SPA 312 - Latin-American Civilization
• SPA 320 - Culture and Civilization of Puerto Rico
• SPA 330 - Indigenous Cultures of Latin America

Select one from:
• SPA 400 - Spanish Literature I
• SPA 401 - Spanish Literature II

Select one from:
• SPA 402 - Spanish-American Literature I
• SPA 403 - Spanish-American Literature II

Take:
• SPA 405 - Grammar Analysis

Take additional 400-level SPA courses to complete the 30 credit major

**Education Requirements**
44 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom
WLL 211 – Introduction to Linguistics

A passing score on the ACTFL OPI and WPT is required prior to student teaching.

WLL 452 – Secondary School Student Teaching
WLL 453 – Student Teaching Seminar
WLL 491 – Methods of Teaching Foreign Languages at Secondary School

COGNATE REQUIREMENTS

3 Credits Required
Select 3 credits of World Literature from:

• LIT 326 — Dante and His Times
• LIT 328 — Literature of Medieval Europe
• LIT 330 — Renaissance in Europe 1350-1650
• LIT 338 — Russian Novel of the 19th Century
• LIT 342 — Dostoyevsky
• LIT 346 — Russian Short Story
• LIT 348 — Modern Literature and Other Arts
• LIT 354 — European Novel and Short Story 1945 to Present
• LIT 370 — Contemporary French Novel
• LIT 374 — Modern German Literature
• LIT 382 — Contemporary Latin American Literature
• LIT 406 — Classical Drama
• LIT 488 — Seminar in World Literature

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
FRENCH, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

**Liberal Education Program**

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 3 – Capstone (Select one):
ITA 380 – Contemporary Italian Culture
FRE 410 – French and Francophone Studies
WLL 403 – Introduction to Second Language Acquisition

**Writing Requirements (“W-Courses”)**

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

**MAJOR REQUIREMENTS**

30 Credits Required

• Select 30 credits of FRE

**COGNATE REQUIREMENTS**

3 Credits Required

Select 3 credits of World Literature from:

• LIT 326 — Dante and His Times
• LIT 328 — Literature of Medieval Europe
• LIT 330 — Renaissance in Europe 1350-1650
• LIT 338 — Russian Novel of the 19th Century
• LIT 342 — Dostoyevsky
• LIT 346 — Russian Short Story
• LIT 348 — Modern Literature and Other Arts
• LIT 354 — European Novel and Short Story 1945 to Present
• LIT 370 — Contemporary French Novel
• LIT 374 — Modern German Literature
• LIT 382 — Contemporary Latin American Literature
• LIT 406 — Classical Drama
• LIT 488 — Seminar in World Literature

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
GERMAN, B.S. - 7-12

This program has a separate admission process. Please consult the admission requirements for this program for more information.

Overall GPA of 2.7 Required
125 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 3 – Capstone:
WLL 403 – Introduction to Second Language Acquisition

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

74 Credits Required

German Requirements
30 Credits Required
Requirements:
GER 200 - German III

Select one:
• GER 206 – German Culture in Germany
• GER 210 – German IV

Select one:
• GER 300 – Composition
• GER 302 - Grammar Analysis and Review

Select one:
• GER 301 – Conversation
• GER 306 – Advanced German Culture and Language Practice in Germany
• GER 397 – Internship

Select two:
• GER 306 - Advanced German Culture and Language Practice in Germany
• GER 310 - German Civilization
• GER 311 - 20th-Century German Culture Through Film

Select 4 additional GER courses at the 400-level

Education Requirements
44 Credits Required

Requirements:
EDU 201 – Introduction to Teaching Professions
EDU 413 – Secondary Education
IDS 470 – Literacy in the Content Areas
IDS 471 – English Language Learners in the Classroom
PHI 370 – Philosophy of Education
PSY 100 – Introduction to Psychology
PSY 370 – Educational Psychology
Additional 3 Credits of PSY
SED 482 – Teaching Exceptional Students in the Secondary Education Classroom
WLL 211 – Introduction to Linguistics
WLL 452 – Secondary School Student Teaching
WLL 453 – Student Teaching Seminar
WLL 491 – Methods of Teaching Foreign Languages at Secondary School

COGNATE REQUIREMENTS

3 Credits Required

Select 3 credits of World Literature from:
• LIT 326 — Dante and His Times
• LIT 328 — Literature of Medieval Europe
• LIT 330 — Renaissance in Europe 1350-1650
• LIT 338 — Russian Novel of the 19th Century
• LIT 342 — Dostoyevsky
• LIT 346 — Russian Short Story
• LIT 348 — Modern Literature and Other Arts
• LIT 354 — European Novel and Short Story 1945 to Present
• LIT 370 — Contemporary French Novel
• LIT 374 — Modern German Literature
• LIT 382 — Contemporary Latin American Literature
• LIT 406 — Classical Drama
• LIT 488 — Seminar in World Literature

FREE ELECTIVES

Students must take remaining credits to reach Overall Credits Required (listed above).
ITALIAN, B.A.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 45 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 3 – Capstone (Select one):
ITA 380 – Contemporary Italian Culture
FRE 410 – French and Francophone Studies
WLL 403 – Introduction to Second Language Acquisition

Writing Requirements (“W-Courses”)

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — Writing Arguments. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in “W”.

Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

MAJOR REQUIREMENTS

30 Credits Required

• Select 30 credits of ITA

COGNATE REQUIREMENTS

3 Credits Required

Select 3 credits of World Literature from:

• LIT 326 — Dante and His Times
• LIT 328 — Literature of Medieval Europe
• LIT 330 — Renaissance in Europe 1350-1650
• LIT 338 — Russian Novel of the 19th Century
• LIT 342 — Dostoyevsky
• LIT 346 — Russian Short Story
• LIT 348 — Modern Literature and Other Arts
• LIT 354 — European Novel and Short Story 1945 to Present
• LIT 370 — Contemporary French Novel
• LIT 374 — Modern German Literature
• LIT 382 — Contemporary Latin American Literature
• LIT 406 — Classical Drama
• LIT 488 — Seminar in World Literature

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
MINOR IN ACCOUNTING

For Non-Business Majors
18 Credits Required

Requirements:
ACC 200 - Principles of Financial Accounting

Select 14 additional credits which enhance your individual career goals. Departmental faculty advisers assist in the selection of courses.
MINOR IN AFRICAN STUDIES

TBA
COORDINATOR

18 Credits Required

Select 6 courses from (with the advice of the coordinator of the program):

• ANT 205 — Prehistoric Archaeology
• ANT 302 — Issues in Biological Anthropology
• ANT 341 — Sex and Temper. Sub Saharan Ethnology of Africa
• ANT 342 — African Cultural Change
• ART 309 — History of African Art
• ECO 303 — Development Economics
• GEO 345 — Africa
• HIS 245 — History of Africa
• HIS 246 or PSC 318 — African Politics and Culture in the 20th Century
• HIS 344 — West Africa in the Modern World
• HIS 344 — West Africa in the Modern World
• HIS 347 — Cultural Confrontation in the Third World
• LIT 366 — West Africa Culture Through Literacy
• PCH 353 — World Health
MINOR IN ANTHROPOLOGY

18 Credits Required

ANT 101 - Cultural Anthropology
Select 15 additional credits in ANT.
With the approval of the department, courses from other fields may be substituted.
MINOR IN ART HISTORY

18 Credits Required

ART 104 - History of Western Art I
ART 105 - History of Western Art I
Select 12 additional credits in art history, selected with departmental consent.
MINOR IN ASIAN STUDIES

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

18 Credits Required

Select 6 courses from (with the advice of the coordinator):

• ART 303 — History of the Art of East Asia
• ART 312 — History of Japanese Art
• ECO 303 — Development Economics
• ECO 350 — International Economics
• GEO 341 — Asia
• HIS 106 — East Asia to 1850
• HIS 244 — Modern East Asia
• HIS 300 — The Vietnam War Era
• HIS 342 — 20th Century China
• HIS 347 — Cultural Confrontation in the Third World
• HIS 409 — Ethnic Group and Ethnic Conflict
• HON 240 — The Non-Western World
• IDS 455 — Culture of India
• JPN 100 — Japanese I
• JPN 101 — Japanese II
• JPN 200 — Japanese III
• JPN 210 — Japanese IV
• MUS 305 — Non-Western Music
• PHI 208 — Asian Religions
• PHI 211 — Oriental Philosophy: India
• PHI 212 — Oriental Philosophy: Far Eastern
• PHI 303 — History of Islamic Thought
• PSC 304 — Governments of Japan and the Pacific Rimlands
• PSC 306 — Asian Communist States
• PSC 309 — Governments of India and Pakistan
• PSC 346 — Marxism
• SOC 316 — Women of the Third World
MINOR IN BIOLOGY

20 Credits Required
BIO 102 - Zoology
BIO 103 - Botany
BIO 220 - Genetics
Select an additional courses in BIO to reach 20 required credits

The following courses do not apply to the minor:
  • BIO 100 — General Zoology
  • BIO 101 — General Botany
  • BIO 104 — General Biology
  • BIO 110 — Human Biology I
  • BIO 111 — Human Biology II
  • BIO 120 — Microbiology
MINOR IN BUSINESS ADMINISTRATION

18 Credits Required

With the guidance of a School of Business adviser, a plan of study should be prepared in advance that reflects the student’s career objectives.

Select four courses with four different prefixes from the following:

- ACC 200 — Principles of Financial Accounting
- ECO 100 — Principles of Macroeconomics
- ECO 101 — Principles of Microeconomics
- FIN 300 — Corporate Finance
- MGT 240 — Legal Environment of Business
- MGT 300 — Management & Organization
- MIS 361 — Production-Operations Management
- MIS 370 — Business Information Systems
- MKT 200 — Principles of Marketing

Two additional courses in ACC, ECO, FIN, MGT, MIS, and/or MKT should be chosen with advisement.
MINOR IN CENTRAL AND EAST EUROPEAN AND EURASIAN STUDIES

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

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

18 Credits Required

Select six courses from (with the advice of the coordinator):

• GEO 343 — Former Soviet Union
• GEO 344 — Central Asia
• HIS 242 — Imperial Russian and Soviet History, 1800-1991
• HIS 330 — Religion and Society in the Byzantine Empire
• HIS 343 — Modern Eastern Europe
• HIS 375 — Themes in Russian History to 1800
• LIT 338 — Russian Novel of the 19th Century
• LIT 342 — Dostoyevsky
• LIT 346 — Russian Short Story
• PSC 300 — Government of Russia I: 1856-1953
• PSC 301 — Government of Russia II: 1953-Present
• PSC 346 — Marxism

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

23 Credits Required (minimum)

CHE 120 - General Chemistry I
CHE 121 - General Chemistry II
Select three additional 3-4 credit CHE courses at the 200-level or higher; two of which must have labs.
PHY 230 - Physics for Scientists and Engineers I

A second semester of PHY is recommended
MINOR IN COMMUNICATION

18 Credits Required

Students pursuing the minor must meet with a department adviser to receive permission to take courses beyond the core.

COM 101 - Fundamentals of Professional Presentations
COM 200 - Fundamentals of Communication Design
COM 215 - Small Group Communication
COM 225 - Interpersonal Communication
COM 253 - Fundamentals of Video Production

Select one additional COM course at the 300-level or higher with the guidance of a department adviser.
MINOR IN COMPUTER SCIENCE

18 Credits Required

Select 18 credits in CSC

This program is designed with great flexibility so students of any discipline may design the course sequence to support one’s interest and major requirements. Students are encouraged to customize their program to fit their needs. It is highly recommended that students discuss their minor program with an academic adviser from the Computer Science Department.
MINOR IN CRIMINAL JUSTICE

Gregory Adams
COORDINATOR
(203) 392-5641
adamsG1@SouthernCT.edu

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

18 Credits Required

Each student must complete the following: The following courses are required:

SOC 362 — Criminology  
PSC 321 — U.S. Legal System (Note: may substitute PSC 417 — Constitutional Law)  
PHI 327 — Moral Problems and the Law or SOC 368 — Sociology of Law

Select 9 credits from:

Sociology — Law
• SOC 368 — Sociology of Law

Political Science — Policy
• PSC 316 — U.S. Security Policy
• PSC 351 — Analysis of Public Policy

Sociology — Crime and Corrections
• SOC 266 — Socialization and Social Control
• SOC 338 — Juvenile Delinquency
• SOC 367 — Criminal Justice and Cultural Pluralism
• SOC 334 — Probation, Parole, and Pardon
• SOC 366 — Penology
• WMS/SOC 404 — Gender and the Law

Business Management
• MGT 240 — Legal Environment of Business
• MGT 335 — Business Law

Psychology
• PSY 321 — Abnormal Psychology (all prerequisites must apply)
• PSY 320 — Abnormal Child Psychology (all prerequisites must apply)
• PSY 492 — Psychology of Law
MINOR IN EARTH SCIENCE

25 Credits Required

ESC 200 — Physical Geology
ESC 205 — Principles of Meteorology
ESC 210 — Principles of Astronomy
ESC 220 — Physical and Chemical Oceanography
Select one additional ESC course at the 200-level or above.
CHE 100 - Challenge of Chemistry or CHE 120 - General Chemistry I
PHY 200 - General Physics I or PHY 210 - College Physics
MINOR IN ECONOMICS

18 Credits Required

ECO 100 - Principles of Macroeconomics
ECO 101 - Principles of Microeconomics
ECO 200 - Macroeconomic Analysis or ECO 201 - Microeconomic Analysis
Select three additional ECO courses chosen in consultation with the student’s adviser. At least one course must be at the 300 or 400 level.
MINOR IN ENGLISH - CREATIVE WRITING

18 Credits Required

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

• ENG 201 — Introduction to Creative Writing
• ENG 202 — Introduction to Poetry Writing
• ENG 203 — Introduction to Fiction Writing
• ENG 302 — Intermediate Poetry Writing
• ENG 306 — Intermediate Fiction Writing
• ENG 367 — Poetic Theory: Contmp. Amer. Free Verse
• ENG 402 — Advanced Poetry Writing
• ENG 406 — Advanced Fiction Writing
• ENG 407 — Writing the Novel I
• ENG 408 — Writing the Novel II
• THR 310 — Playwriting
MINOR IN ENGLISH - LITERATURE

18 Credits Required

ENG 307 — Literary Analysis for English Majors

One course in multicultural literature at the 300 or 400 level

ENG 423 — Contemporary African-American Novelists
ENG 424 — The Harlem Renaissance
ENG 486 — Seminar in American Literature (Multicultural topic)
ENG 487 — Seminar in British Literature (Multicultural topic)
LIT 382 — Contemporary Latin American Literature
LIT 488 — Seminar in World Literature (Multicultural topic)

Four or more literature courses at the 300 or 400 level (ENG or LIT with departmental permission)
MINOR IN ENGLISH - PROFESSIONAL WRITING

18 Credits Required

Four English courses in professional writing

- ENG 200 — Intermediate Composition
- ENG 240 — Professional Writing: Theory and Practice
- ENG 304 — Technical Writing and Communication
- ENG 313 — The Study of Words
- ENG 316 — Writing for Business and Industry
- ENG 405 — Techniques of Teaching Composition
- ENG 410 — Writing for Audio-Visual Media
- ENG 498 — Professional Writing Internship
- JRN 200 — Basics of Journalism
- JRN 230 — Fundamentals of Public Relations
- JRN 320 — Writing Magazine Articles I
- JRN 321 — Magazine Editing and Production

One course in journalism (JRN)
One course in media studies (MDS)
MINOR IN ENVIRONMENTAL STUDIES

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

18 Credits Required

Many students have expressed a desire to relate their major program of study to their concern for the environment. In response to this interest, the University offers an interdisciplinary minor in environmental studies, which students may pursue in consultation with the Environmental Studies Coordinator and their major adviser. Students also may elect a freestanding minor in environmental studies in conjunction with any major, or they may concentrate in environmental studies as part of a major in biology, chemistry, earth science, or geography.

The minor consists of 18 credits of course work including these five core courses:
ENV 100 — Environmental Studies I
ENV 200 — Environmental Studies II
ENV 350 — Environmental/Earth Systems Inquiry
ENV 400 — Social Sciences Perspectives on Environment
ENV 491 — Seminar in Environmental and Marine Studies

Select at least three credits from one of the following areas (A list of appropriate courses is available from the Coordinator of Environmental Studies):

- Biology
- Chemistry
- Earth Science
- Economics
- Geography
- Philosophy
- Physics
- Political science
- Psychology
- Sociology
MINOR IN ETHNIC STUDIES

18 Credits Required

SOC 310 - Racial and Ethnic Relations

Select 15 credits from:

- ANT 321 — Indians of North America
- ANT 355 — Native American Women
- COM 440 — Cultural Influences on Communication
- ENG 317 — Cross-Cultural Literatures and Contexts
- ENG 423 — Contemporary African American Novelists
- ENG 424 — The Harlem Renaissance
- HIS 210 — U.S. Black History
- HIS 229 — Cuba and Puerto Rico
- HIS 257 — American Indian History to 1850
- HIS 258 — American Indian History since 1850
- HIS 364 — Travel to the Hawaiian Nation
- HIS 365 — Hawaiian History
- JRN 240 — Race and The News
- MDS 350 — Resistive Vernaculars: Hip Hop, Rap and Signifyin(g)
- PSC 210 — Race and Ethnicity in American Politics
- SOC 312 — The African American Experience
- SOC 317 — Women of Color in the U.S.
- WMS 355 — Native American Women

With the consent of the coordinators, students may be advised to enroll in other courses on racial/ethnic minorities in the U.S.
MINOR IN EVENT MANAGEMENT

18 Credits Required

Students learn the management skills necessary for the planning, organization, direction, and assessment of special events. Included are festivals, sports, tourism, fundraising, meetings, conferences, cultural programming, destination and venue management, and related experiences. Theoretical information is supplemented by event-based service learning projects and practicum experience.

Requirements:
REC 100 - Introduction to Recreation and Leisure
REC 356 - Recreation Marketing and Sales
REC 363 - Event Management
REC 364 - Event Management Advanced Applications
REC 401 - Practicum II

Select one of the following:
• REC 261 - Travel and Tourism: Principles and Practices
• REC 361 - Commercial Recreation
• REC 461 - Seminar in Commercial Recreation
• REC 463 - Tourism Impacts, Planning and Management
MINOR IN EXERCISE SCIENCE

18 Credits Required

The minor addresses the foundations of exercise science. For professional specialization, the student is then encouraged to elect to complete 2 additional courses from the list of electives.

Requirements

EXS 281 — Anatomy and Physiology I
EXS 282 — Anatomy and Physiology II
EXS 301 — Exercise and Nutrition
EXS 380 — Sport Psychology
EXS 383 — Kinesiology
EXS 384 — Physiology of Exercise

Select two courses from the following:

• EXS 184 — Introduction to Athletic Injury Care and Prevention
• EXS 381 — Sports Medicine
• EXS 386 — Fitness Management
• EXS 389 — Exercise Physiology II
• EXS 480 — Motor Learning and Development
• EXS 485 — Tests and Measurements
MINOR IN FILM STUDIES

18 Credits Required

Students study film from a theoretical perspective in a variety of critical contexts. Students considering the minor in Film Studies should consult with the Film Studies coordinator, and complete a declaration form.

MDS 224 - Reading Film: Form, Genre, Culture
MDS 324 - Reading Film II: Approaches to International Film
ENG 371 - Literature Into Film
Select 9 credits with advisement of the minor coordinator.
MINOR IN FORENSIC SCIENCE

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

18 Credits Required

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

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

Required:
ANT 252 — Introduction to Forensic Science

Select five courses from:

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

Students enroll in French courses, at a level consistent with their past background, and complete 18 credits in the sequenced offerings.
MINOR IN GEOGRAPHY

18 Credits Required

The student begins his study with one of the introductory courses

Select one:

• GEO 100 - People, Places, and Environments
• GEO 102 - World Regional Geography

Select one:

• GEO 200 - Human Geography
• GEO 201 - Physical Geography

Select four additional GEO courses, one of which must be a regional course and one a 400-level course.
MINOR IN GEOSPATIAL INFORMATION SCIENCE AND TECHNOLOGY

18 Credits Required

The Geospatial Information Science and Technology minor provides students with cutting-edge technical knowledge and skills using state-of-the-art information technology, such as geographical information science (GIS), satellite imagery analysis and global positioning systems (GPS), which are in high demand in business, government, and research platforms. Upon completion of the minor, students are well-positioned to enter the workforce or to pursue advanced degrees in geography or other relevant fields with spatial analysis skills and geographic data processing capabilities.

Required:
GEO 270 — Maps and Map Making Technology
GEO 360 — Introduction to GIS

Select minimum of 7 credits from:
- GEO 370 — Remote Sensing
- GEO 371 — Cartography
- GEO 460 — GIS for Environmental and Spatial Sciences
- GEO 470 — Field Techniques
- GEO 481 — Spatial Analysis

Select Capstone (minimum of 4 credits):
- GEO 461 — Advanced Spatial Analysis for Environmental and Biophysical Applications
- GEO 497 — Internship
MINOR IN GERMAN

Students enroll in German courses, at a level consistent with their past background, and complete 18 credits in the sequenced offerings.
MINOR IN GERMAN STUDIES

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

18 Credits Required

Select 3 courses from the following; no more than one course per grouping

• Group 1:
  • GER 201 — Continuing German: Contemporary German Culture
  • GER 202 — Continuing German: Exploring a German City
  • GER 203 — Continuing German: Exploring German Culture Through Tales, Stories, and Films

• Group 2:
  • HIS 235 — The Holocaust
  • HIS 236 — Origins of Modern Germany
  • HIS 237 — Modern Germany

• Group 3:
  • LIT 328 — Literature of Medieval Europe
  • LIT 374 — Modern German Literature

• Group 4:
  • GEO 330 — Europe
  • PHI 307 — Nineteenth Century Philosophy: Fichte to Bradley
  • PSC 311 — European Politics
  • GEO 330 — Europe

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

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

18 Credits Required
May not include more than two 100 level courses.

HIS 200 - Historical Methods and Materials
Select one 300-level HIS course
Select 12 additional HIS credits
MINOR IN INFORMATION MANAGEMENT SERVICES

18 Credits Required

The minor in information management and services may be used as a pre-professional preparation as a career ladder component for students who have earned an associate of science degree in the field, and as a career-oriented concentration for students in professional studies or liberal arts programs.

For a minor in information management and services, students must complete a minor declaration form which is available in the department’s office.

Required:
ILS 302 — Information Service
ILS 320 — Technical Services
ILS 330 — User Services
ILS 425 — Information Sources

Select an additional 6 credits from:
• CSC 152 — Computer Programming I
• CSC 153 — Computer Programming II
• CSC 204 — Web Technology
• CSC 206 — Web Scripting
• CSC 209 — Web Design
• CSC 212 — Data Structures
• CSC 306 — Internet Multimedia
• CSC 443 — Fundamentals of Internet Programming
• MGT 105 — Managerial Communication
• MGT 300 — Management and Organization
• MGT 305 — Organizational Behavior
• MGT 415 — Developing Team Managerial Skills
• PSY 210 — Infant and Child Development
• PSY 215 — Adolescent Development
• PSY 227 — Social Psychology
• PSY 370 — Educational Psychology or PSY 371 — Educational Psychology for Early Childhood
• SOC 203 — Social Organizations
• SOC 361 — Urban Sociology
• COM 101 — Fundamentals of Professional Presentations
• COM 225 — Interpersonal Communications
• COM 253 — Fundamentals of Video Production
MINOR IN ITALIAN

Students enroll in Italian courses, at a level consistent with their past background, and complete 18 credits in the sequenced offerings.
MINOR IN JOURNALISM

18 Credits Required

Students considering a minor in journalism should consult with the journalism department.

Required:
JRN 200 – Basics of Journalism
Select five additional JRN courses, which may include a journalism internship.
MINOR IN JUDAIC STUDIES

David Levine
INTERIM COORDINATOR
Earl Hall 209
(203) 392-7012 – Fax (203) 392-6658
levined1@SouthernCT.edu

18 Credits Required

The minor in Judaic Studies seeks to interpret the long history of the Jewish people in both its internal development and its relationships with other cultures. In its interdisciplinary and multicultural aspect, the program offers models for the new millennium’s movement toward world community and thus supports majors and careers in areas such as art, geography, history, literature, music, politics, religion, and social work. The minor can also lead to careers in Jewish education and community organization, and prepares students for graduate work in Judaic studies. Questions should be addressed to the coordinator of Judaic Studies.

Required:
JST 101 — Jewish Life and Civilization
15 additional credits, chosen in consultation with the Judaic Studies Coordinator and an appropriate academic adviser. Up to six credits of Hebrew language study at the college level (HBR) may count toward the completion of the minor.
MINOR IN LANGUAGE, LITERATURE, AND WRITING

Requirements:

ENG 307 - Literary Analysis for English Majors
ENG 309 - Rhetorical Strategies in Writing and Communication
   or ENG 200 - Intermediate Composition
ENG 312 - English Grammar Systems
ENG 372 - Young Adult Literature

Select one of the following two options (6 credits):

1. Any two 300-400 level ENG or LIT literature courses
2. Select one from: ENG 201, ENG 202, ENG 203
   and one 300-400 level ENG or LIT literature course
MINOR IN LATIN AMERICAN AND CARIBBEAN STUDIES

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

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

18 Credits Required

Select 9 credits from:

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

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

- GEO 470 — Field Technique
- LIT 382 — Contemporary Latin American Literature
- PCH 490 — Health Studies Abroad
- PSC 497 — Political Science Internship
- SPA 402 - Spanish-American Literature I
- SPA 403 - Spanish-American Literature II
MINOR IN LEADERSHIP DEVELOPMENT

18 Credits Required

Develop knowledge of the foundations of leadership (3 credits):

- REC 120 — Leadership Development

Apply leadership principles to group dynamics and process (select 3 credits):

- REC 210 — Activity Development and Leadership
- REC 241 — Outdoor Adventure Leadership

Foster ethics and an appreciation for diversity, global awareness, and cultural context in leadership (select 6 credits):

- ANT 101 — Cultural Anthropology
- ANT 201 — The Global Community
- GEO 110 — Geography and Conflict: Ethnicity, Race and Economy in the U.S.
- PHI 120 — Ethics
- PHI 207 — The Religious Dimension of Human Existence
- PHI 326 — Business Ethics
- PSY 219 — Lifespan Development
- REC 207 — Adapting Recreational Games and Activities
- REC 220 — Inclusive Recreation
- REC 251 — Recreation and Youth Development
- REC 307 — Disabilities in Society
- SOC 215 — Women in Society
- SOC 216 — Men’s Studies
- SOC 265 — Self and Society
- SOC 310 — Racial and Ethnic Relations

Cultivate leadership in organizational contexts (select 3 credits):

- COM 215 — Small Group Communication
- COM 225 — Interpersonal Communication
- PSC 200 — Political Change and Conflict
- PSC 310 — Comparative Public Policy
- PSC 350 — Public Administration
- PSC 351 — Analysis of Public Policy
- PSC 354 — Public Personnel Administration
- SOC 211 — Social Problems in the U.S.
- SWK 200 — Introduction to the Helping Professions

Demonstrate community engagement and leadership in practice (3 credits):

- REC 401 — Practicum II
MINOR IN LINGUISTICS

Elena Schmitt
COORDINATOR

18 Credits Required

Majoring in one of the related disciplines and minoring in linguistics can prepare students for a variety of careers, including teaching, translating, foreign service, and social work, or graduate study in Linguistics and any of its related fields.

Required:

WLL 211 — Introduction to Linguistics or TSL 502 — Descriptive Linguistics

Select 15 credits from:

• ANT 204 — Language and Culture or WMS 204 — Language and Culture
• ANT 214 — American Tongues: Every Day Politics of Speaking or WMS 214 — American Tongues: Every Day Politics of Speaking
• ANT 374 — Language, Gender, and Sexuality or WMS 374 — Language, Gender, and Sexuality
• ANT 465 — Anthropological Linguistics
• CMD 203 — Phonetics and Phonological Systems
• TSL 315 — Foundations of Bilingual Education
• WLL 403 — Introduction to Second Language Acquisition
• TSL 505 — Pedagogical Grammar of English for TESOL
• WLL 580 — Latin and the Romance Languages
• ENG 415 — History of the Language
• ITA 302 — Phonetics and Phonemics
• ITA 405 — Advanced Grammar Review
• PHI 351 — Philosophy of Language
• SPA 302 — Practical Spanish Phonetics
• SPA 405 — Spanish Grammar Analysis
MINOR IN MANAGEMENT

For Non-Business Majors

18 Credits Required

Requirements:
MGT 300 — Management and Organization
MGT 305 — Organizational Behavior
Select an additional 12 credits of MGT, based on individual career needs and with departmental faculty advisement.
MINOR IN MANAGEMENT INFORMATION SYSTEMS (MIS)

For Non-Business-Majors

18 Credits Required

Requirements:
MIS 361 — Production and Operations Management
MIS 370 — Business Information Systems
Select an additional 12 credits of MIS, based on individual career needs and with departmental faculty advisement.
MINOR IN MARINE STUDIES

Vincent T. Breslin
COORDINATOR
PROFESSOR OF SCIENCE EDUCATION AND ENVIRONMENTAL STUDIES
(203) 392-6602 – Fax (203) 392-6614
breslinv1@SouthernCT.edu

James Tait
PROFESSOR OF SCIENCE EDUCATION AND ENVIRONMENTAL STUDIES
(203) 392-5838
taitj1@SouthernCT.edu

18 Credits Required

Select five courses from:

• MAR 140 - The World Ocean
• MAR 210 - Coastal Marine Studies
• MAR 250 - Introduction to Coastal and Marine Pollution
• MAR 340 - Coastal Processes/Environment
• MAR 460 - Field and Laboratory Techniques in Marine Studies
• MAR 491 - Seminar in Environmental and Marine Studies

Select remaining courses from the above or:

• MAR 200 - Seamanship and Piloting
• MAR 201 - Marine Field Studies
• MAR 298 - Special Topics in Marine Studies
• MAR 398 - Special Topics in Marine Studies
• MAR 498 - Special Topics; Field and Laboratory
• MAR 499 - Independent Study and Research
• BIO 430 - Marine Ecology
• BIO 431 - Ecological Analysis of Harbor Ecosystems
• ESC 106 - General Oceanography or ESC 220 - Physical and Chemical Oceanography
• ESC 421 - Marine Geology
• GEO 357 - Coastal and Marine Geography
• LIT 303 - Literature of the Sea
MINOR IN MARKETING

For Non-Business Majors

18 Credits Required

Requirements:
MKT 200 — Principles of Marketing
MKT 321 — Consumer Behavior
Select an additional 12 credits of MKT, based on individual career needs and with departmental faculty advisement.
MINOR IN MATHEMATICS

18 Credits Required

Requirements:
MAT 150 - Calculus I
MAT 151 - Calculus II

Select one from:
• MAT 178 - Elementary Discrete Mathematics
• MAT 250 - Foundations of Mathematics: An Introduction
• MAT 372 - Linear Algebra

The remaining credit requirements are fulfilled by selecting courses numbered 178 or higher. These courses should be selected with the advice of an adviser in the Mathematics Department.

Pre-engineering students are encouraged to take MAT 245 and MAT 252.
MINOR IN MEDIA STUDIES

18 Credits Required

Students study media in a variety of critical contexts and practices. Students considering the minor in Media Studies should consult with the MDS department coordinator and complete a declaration form.

Requirements:
MDS 200 - How Media Means
MDS 245 - Introduction to Media Studies
MDS 280 - Media Issues and Problems
Select 9 credits in Media Studies at 300 or 400 level
MINOR IN MUSIC

18 Credits Required

The music minor is designed to provide the student with a general background in music theory, literature, and intermediate skills in some performance areas. A student who has had sufficient background to waive any of the required courses must substitute those courses with appropriate advanced courses, e.g. MUS 302 in place of MUS 210, or MUS 325 and MUS 326 in place of MUS 225 and MUS 226. The same rule applies to additional electives (6 credits).

Required:
MUS 210 — Music History I
MUS 211 — Music History II
MUS 225 — Music Theory I
MUS 226 — Music Theory II

Select 6 credits from:
• MUS 220 — Musicianship I
• MUS 221 — Musicianship II
• MUS 231 — Voice Class I
• MUS 232 — Voice Class II
• MUS 235 — Guitar I
• MUS 236 — Guitar II
• MUS 237 — Fundamentals of Piano I
• MUS 238 — Fundamentals of Piano II
• MUS 300 — Beethoven
• MUS 301 — American Music
• MUS 302 — Baroque Music
• MUS 303 — The Classic Era
• MUS 304 — The Romantic Era
• MUS 309 — Popular Music
• MUS 310 — African-American Music
• MUS 311 — Jazz History
• MUS 312 — Musical Literature of the World
• MUS 313 — Musical Experience of the Last Two Decades
• MUS 314 — Music of the Jewish People
• MUS 428 — Electronic Music
• MUS 499 — Independent Study

In addition, the student pursuing a minor in music must participate in a performing group for three semesters.
MINOR IN NUTRITION

18 Credits Required

This minor is intended to provide the student with a background in nutrition for personal and community application.

Requirements:

PCH 200 - Introduction to Nutrition

Select 15 credits from:

• PCH 204 - Food Selection and Preparation
• PCH 205 - Principles of Meal Management
• PCH 273 - Weight Management
• PCH 300 - Food Science
• PCH 306 - Diet and Nutritional Therapy
• PCH 360 - Community Nutrition
• PCH 425 - Nutrition Ecology
• PCH 440 - Food Hygiene
• EXS 301 - Exercise and Nutrition
MINOR IN PHILOSOPHY

18 Credits Required

Requirements:
Not more than 6 credits may be taken at the 100 level, and at least 6 credits must be taken at the 300 and/or 400 levels.

PHI 296 - Ancient Philosophy: Pre-Socratics to Plotinus
PHI 306 - The Age of Reason: Galileo to Kant
Select an additional PHI with the advice of the department.
MINOR IN PHYSICS

Requirements:
PHY 230 - Physics for Scientists and Engineers I
PHY 231 - Physics for Scientists and Engineers II
PHY 309 - Modern Physics
An additional 7 credits of PHY
MINOR IN POLITICAL SCIENCE

18 Credits Required

Required:
PSC 200 - Political Change and Conflict or PSC 260 - U.S. Government
Select 15 additional credits in political science with the advice of the department.
MINOR IN PSYCHOLOGY

18 Credits Required

PSY 100 - Introduction to Psychology
Select an additional 15 credits of PSY
MINOR IN PUBLIC HEALTH

18 Credits Required

This minor focuses on the nature and role of the public health model as it affects health and disease. It provides knowledge and skills for those students in business administration, economics, nursing, the sciences, and other disciplines who see themselves as having professional involvement in public health issues.

Requirements:
PCH 202 - Introduction to Public Health
PCH 242 - Introduction to Epidemiology
PCH 358 - Health Policy

Select 9 credits from:

• IDS 310 - Community Mental Health
• PCH 275 - Introduction to Health Promotion
• PCH 349 - Men’s Health
• PCH 351 - Health in Society
• PCH 356 - Maternal and Child Health
• PCH 359 - Environmental Health
• PCH 362 - Public Health Management
• PCH 365 - Illness and Disease
• PCH 480 - Health Law
• PHI 325 - Bio-Ethics of the Life Sciences
MINOR IN REAL ESTATE

18 Credits Required

The real estate minor is designed to appeal to a broad range of students within and outside the School of Business. The minor consists of four required courses and two courses chosen by the student with advisement from the coordinator of the real estate minor.

Requirements:
FIN 345 — Principles of Real Estate
FIN 457 — Real Estate Finance
ECO 307 — Urban Economics
MGT 345 — Real Estate Law

Select two courses from:
• ECO 353 — Industrial Organization
• ECO 398 — Special Topics in Economics (in an area related to real estate)
• ECO 410 — Managerial Economics
• FIN 346 — Risk Management and Insurance
• FIN 398 — Special Topics in Finance (in an area related to real estate)
• FIN 439 — Advanced Investment
• FIN 497 — Internship
• GEO 205 — Economic Geography
• GEO 270 — Maps and Map Interpretation
• GEO 273 — Land Use Planning
• GEO 362 — Urban Geography
• GEO 460 — Geographic Information Systems (GIS)
• URB 200 — Introduction to Urban Planning
• URB 311 — Problems and Issues in Housing
MINOR IN RELIGIOUS STUDIES

18 Credits Required

For students who 1) wish to explore the influence on and interrelationships between religion and such cultural institutions and areas of human experience as art, history, literature, politics, ethics, business, nursing, and science; 2) wish to be prepared to teach world religions or aspects of religion as part of humanities programs in schools; 3) intend to do graduate work in religious studies programs.

PHI 207 — Religious Dimensions of Human Existence
PHI 403 — Contemporary Religious Issues,

Select an additional 12 credits with the advice of the coordinator from:

• ANT 330 — Anthropology of Religion
• LIT 300 — Literature of the Hebrew Bible
• LIT 302 — Literature of the New Testament
• PHI 208 — Asian Religions
• PHI 211 — Asian Philosophy: India
• PHI 212 — Asian Philosophy: China and Japan
• PHI 301 — History of Jewish Thought
• PHI 302 — History of Christian Thought
• PHI 303 — History of Islamic Thought
• PHI 309 — Women and Religion: The Old and New Eve
• PHI 355 — Philosophy of Religion
MINOR IN SCHOOL HEALTH EDUCATION

Susan Calahan
COORDINATOR
Office Building 1
(203) 392-5451 - Fax (203) 392-6911
calahans1@SouthernCT.edu
Department Secretary: (203) 392-6907

18 Credits Required

This minor offers basic preparation in health education to individuals desiring to teach health in public schools. A description of the minor program, rotation of course offerings, and/or advisement may be obtained from the program coordinator.

Required:
SHE 203 — School Health (Does not count toward minor)
SHE 311 — Health Teaching in Elementary School or SHE 411 — Health Teaching in Secondary School

Select 15 credits from:

- SHE 301 — Drug Education
- SHE 302 — Mental Health Education
- SHE 389 — Holistic Health
- SHE 400 — Health in the Family
- SHE 558 — Group Process in School Health
- SHE 558 — Group Process
- SHE 561 — Sex Education
MINOR IN SOCIAL SCIENCE AND MEDICINE

Kathleen Skoczen
CHAIRPERSON
Anthropology Department
Engleman Hall C 027
(203) 392-5679 - Fax (203) 392-6839
skoczenk1@SouthernCT.edu
Department Secretary: (203) 392-7003

18 Credits Required

Select one course from:
• ANT 312 - Medical Anthropology
• PCH 351 - Health in Society
• SOC 344 - Medical Sociology

Select one course from:
• ANT 206 - Cultural Ecology
• PHI 324 - Computer Ethics
• PCH 359 - Environmental Health

Select one course from:
• ANT 380 - Anthropology of Women and Health or WMS 380 - The Anthropology of Women and Health
• PCH 349 - Men's Health
• SOC 345 - Aging and the Aged

Select 9 credits from:
• ANT 222 - Modern Human Variation
• PSY 318 - Emotional and Social Development
• PSY 366 - Health Psychology
• PCH 505 - Woman, Heal Thyself: Interdisciplinary Approaches to Women's Health Issues or WMS 505 - Woman, Heal Thyself: Interdisciplinary Approaches to Women's Health Issues
• PCH 353 - Global Health
• SHE 389 - Holistic Health
MINOR IN SOCIOLOGY

18 Credits Required

SOC 100 - Introduction to Sociology
Select an additional 15 credits of SOC
MINOR IN SPANISH

Students enroll in Spanish courses, at a level consistent with their past background, and complete 18 credits in the sequenced offerings.
MINOR IN STUDIO ART

18 Credits Required

The studio art minor requires 18 credits in studio art courses. No specific sequence of courses is prescribed.
MINOR IN THEATRE

18 Credits Required

Select one from:

• THR 121 — Introduction to Performance
• THR 131 — Principles of Design
• THR 151 — Stagecraft I

Select one from:

• THR 211 — History of Theatre I
• THR 212 — History of Theatre II
• THR 240 — Forms of Drama

Select one of the following 1 credit courses:

• THR 296 — Technical Theatre Production I
• THR 396 — Technical Theatre Production II
• THR 291 — Rehearsal and Performance I
• THR 391 — Rehearsal and Performance II

Select an additional 11 credits of theatre electives completes the minor. The student is encouraged to seek the advisement of a department member when planning a program.
MINOR IN WELLNESS

18 Credits Required
The wellness minor addresses personal behaviors and environmental conditions that affect the quality of personal and public health. It is intended to increase the capacity of the individual to adopt health-benefiting behaviors and lifestyles.

Required
PCH 201 — Wellness

Select 15 credits from:

• PCH 200 — Introduction to Nutrition
• PCH 204 — Food Selection and Preparation
• PCH 270 — Stress Management
• PCH 273 — Weight Management
• PCH 280 — Human Sexuality
• PCH 350 — Women’s Health
• PCH 365 — Illness and Disease
• PCH 450 — Death, Dying, and Bereavement
MINOR IN WOMEN’S STUDIES

Yi-Chun Tricia Lin
DIRECTOR
PROFESSOR OF WOMEN’S STUDIES
Engleman B 229
(203) 392-6133, (203) 392-6864 – Fax (203) 392-6723
liny4@SouthernCT.edu

18 Credits Required

The women’s studies minor consists of courses taken from a variety of fields.

Requirements:
WMS 215 — Women in Society or SOC 215 — Women in Society
WMS 415 — Contemporary Feminists Theories or SOC 415 — Contemporary Feminists Theories
Select 12 additional credits of WMS
COOPERATIVE EDUCATION

Frank LaDore
DIRECTOR OF ACADEMIC AND CAREER ADVISING
Wintergreen Building
(203) 392-8888 – Fax (203) 392-5252
ladoref1@SouthernCT.edu

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

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

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

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

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

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

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

If at the end of two years, a student finds an interest other than engineering, some courses already taken will help satisfy mathematics and science requirements; others may be used as free electives or to meet major or minor requirements.
HONORS COLLEGE

Terese Gemme  
DIRECTOR  
Engleman B 225  
(203) 392-5499 – Fax (203) 392-5496  
gemmet1@SouthernCT.edu  
Department Secretary: (203) 392-5499

High school students with outstanding academic ability may request to apply to the Honors College. Admissions deadlines and information about the application process may be viewed online at the Honors College website, SouthernCT.edu/honorscollege.

Transfer students and already matriculated students who have completed fewer than 30 credits and who have achieved strong academic records may be considered for admission to the Honors College. Under exceptional circumstances, able students who have completed more than 30 credits may be admitted with permission of the director. Certain Honors College courses are open to upperclass students not enrolled in the Honors College, with the permission of the director; these Honors courses must be counted as electives and may not be accepted as substitutes for Liberal Education Program requirements.

Honors College students must complete eight Honors College courses, which together replace most Liberal Education Program requirements. Four of these eight courses are specifically required: HON 150, HON 260 or 261, HON 270 or 275, and HON 280. In addition, students must complete one of following three courses: HON 210, 220, and 240; they must also complete one of these three courses: HON 230, 250, and 290. Students will select any two additional 200-level courses to complete their requirement. Exceptions to this curriculum require the approval of the director.

Students in the Honors College are required to complete the Quantitative Reasoning requirement appropriate to their major and the Multilingual Communication and Technological Fluency requirements. It is imperative that Honors College students confer with an adviser in their major to determine if any additional Liberal Education Program requirement normally covered by the Honors College curriculum is required for their major.

Students who graduate from the Honors College fulfill the W-course requirement. Students who do not graduate from the Honors College but who successfully complete Honors College courses receive W-course credit as follows: students completing eight Honors courses receive credit for three W-courses; students completing six to seven Honors courses receive credit for two W-courses; students completing three to five Honors courses receive credit for one W-course; students completing fewer than three Honors courses receive no W-course credit.
Students in the Honors College may select a major in any department and may be enrolled in any school of the University. They must complete the same requirements set by their major as would students not in the Honors College.

Honor College juniors must complete HON 350 or an approved upper-level research methods course in their major. After completing this course, students complete a two-semester departmental honors thesis or creative project (HON 494 and HON 495), and also enroll in HON 400 — Research Colloquium for one credit, and HON 401 — Thesis Colloquium for one-half credit. The thesis is completed in the department in which they are majoring, or any other department whose chairperson accepts them as candidates. More information on the thesis may be found at the University Honors Committee website.
The pre-law program offers the broad educational background, practical skills in research, analysis and writing, exposure to American law and legal systems, and the specialized advisement designed to prepare a student to enter and succeed in law school. Preparation can cross a number of academic disciplines, including, for example, political science, business, economics, and philosophy. A student interested in law school usually selects a major in one of the above disciplines, or a related field, but students who choose other majors are frequently admitted to law school. Academic preparation and performance are more important to success in law school than the particular major selected by the student. It is important that students present a transcript which demonstrates that they have been exposed to a rigorous curriculum.

Students considering law school should meet with the pre-law coordinator, Prof. Jonathan O'Hara, in the Department of Political Science as soon as possible after entering the University. It is advised that they join the Pre-law Society, where they can engage in extracurricular activities designed to prepare students for the law school admission process, and for success in law school. Pre-law students are particularly advised to take the following courses:

- PHI 215 — Logic
- PSC 110 — U.S. Government
- PSC 321 — U.S. Legal System
- PSC 417 — Constitutional Law
PRE-MEDICAL, PRE-DENTAL, AND PRE-VETERINARY MEDICINE

JiongDong Pang
COMMITTEE CHAIRPERSON
Jennings 323
(203) 392-6272
pangj1@SouthernCT.edu
Department Secretary: (203) 392-6260

The University’s Pre-medical Committee advises students in preparing for admission to medical, dental, and veterinary schools, and in providing student evaluations requested by most professional schools. In addition, the committee provides information and evaluations for certain other health professions such as optometry, podiatry, chiropractic medicine, osteopathic medicine, and physicians’ assistant programs. Students interested in medical careers register with this committee early in their academic studies at the University. This enables committee members to advise students of courses that enhance opportunities for admission into a professional school. The keen competition for admission to a professional school dictates that applicants achieve a high undergraduate academic average. Should pre-med students fail to achieve these standards, they are advised of other program and possible career options. Medical, dental and veterinary schools generally do not require a specific undergraduate major. However, a strong background in biology, chemistry, and physics is advisable since the course of study in the professional school is a science curriculum. Since the professional schools also are seeking students with well-rounded academic backgrounds, study in the humanities and social sciences is highly recommended.

The following courses are strongly recommended for students to finish before taking MCAT and the committee interview.

**Biology:**

- BIO 102 — Zoology
- BIO 231 — Comparative Vertebrate Anatomy
- BIO 401 — Animal Physiology

**Chemistry:**

- CHE 120-121 — General Chemistry I and II
- CHE 260-261 — Organic Chemistry I and II
- CHE 450 — Biochemistry I
Physics:

PHY 230-231 — Physics for Scientists and Engineers I and II
RESERVE OFFICER TRAINING CORPS-ROTC

Students may earn a commission in the United States Air Force or in the United States Army by completing requirements of the Reserve Officer Training Corp (ROTC) program as part of their studies at the University.

AIR FORCE ROTC (AFROTC)

Students are able to take AFROTC classes at Yale University and receive commissions as second lieutenants.

The AFROTC program is available to Southern Connecticut State University students at Yale University's main campus in New Haven. Through the AFROTC program, Southern Connecticut State University students, without paying extra tuition, can pursue a commission as an officer in the United States Air Force. The freshman and sophomore courses carry no military obligation and are open to all students. Scholarships are also available for qualified students. These scholarships pay up to full tuition and fees, as well as money for books and a monthly tax-free stipend.

Students enroll in a four-year or three-year (if joining in their sophomore year) AFROTC sequence. Students commute to New Haven for AFROTC-specific classes and events. Up to 18 credits may be transferred to Southern and counted toward degree requirements as free electives.

Qualified students should contact the AFROTC office at (203) 432-9431 or visit our website at AFROTC.yalecollege.yale.edu/.

ARMY ROTC - MILITARY SCIENCE

The University of New Haven Army ROTC Program welcomes and challenges students to join "The UNH Corps of Cadets." Students will learn the foundational skills of overall leadership and management, while potentially earning benefits through tuition assistance and monthly stipends based on their performance. The instructors teach dynamic tactical environments or civilian careers.

Prior service and veteran students are particularly welcome in the UNH Corps of Cadets. The experience gained through service is priceless. It will only further develop peers in the ROTC program while refocusing knowledge through the prism of leadership. The UNH Corps of Cadets strongly supports the Yellow Ribbon Program, as well. For any questions, please contact Captain Sean Ritchie (University of New Haven) at (203) 931-2997 or visit the website at NewHaven.edu/31702/.
STUDY ABROAD

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

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

ACC 200 - Principles of Financial Accounting

Financial accounting theory and practice oriented toward the use of financial statements for decision making. Accounting transactions are analyzed, recorded, and summarized for the preparation of general purpose financial statements in accordance with generally accepted accounting principles. 3 hour lecture, 1 hour computer lab. Prerequisite(s): Sophomore status. Last Offered: Summer 2015 4 credits

ACC 202 - Fundamental Financial Accounting Assessment Course

Financial accounting concepts and computer proficiency for students transferring 3 credit introductory accounting courses from other institutions. [Note: May not be used to satisfy a degree requirement for students taking 4 credits in ACC 200.] Prerequisite(s): 3 credit Introduction to Financial Accounting course from transfer institution. Last Offered: Summer 2015 1 credits

ACC 210 - Managerial Accounting for Non-Accounting Majors

Cost concepts and principles used by management in planning, controlling, and decision making. Emphasis on accounting information used by management. Prerequisite(s): ACC 200. Last Offered: Summer 2015 3 credits

ACC 220 - Managerial Accounting for Accounting Majors

Cost accounting as a managerial tool in planning and control. In-depth exploration of various cost systems and methods, budgeting, and responsibility accounting. Prerequisite(s): ACC 200. Last Offered: Summer 2015 3 credits

ACC 310 - Intermediate Accounting I

Analysis of generally accepted accounting principles focusing on revenue and expense recognition and the measurement of assets and liabilities. Concepts and theories underlying financial statements are emphasized. Prerequisite(s): ACC 200. Last Offered: Summer 2015 4 credits

ACC 311 - Intermediate Accounting II

A continuation of ACC 310 emphasizing measurement of long-term investments, long-term liabilities, and stockholders’ equity. Complex topics such as accounting for post-retirement benefits, leases, and income taxes are explored. Prerequisite(s): 'C' or better in ACC 310. Last Offered: Summer 2015 4 credits

ACC 350 - Federal Income Taxation

The federal income tax law as it applies to individuals, corporations, and partnerships. Topics emphasized include individual taxable income and property transactions. Additional topics include corporate taxable income and income from partnerships and S corporations. Prerequisite(s): Junior status, including non-business majors. Last Offered: Summer 2015 3 credits

ACC 351 - Advanced Studies in Taxation

An advanced study of the federal tax law as it applies to sole proprietors, C corporations, S corporations, partnerships, estates, gifts, and limited liability companies. Prerequisite(s): ACC 350. Last Offered: Spring 2015 3 credits

ACC 370 - Accounting Information Systems

Accounting problems arising from data collection, data processing, and report generation, with emphasis on internal controls, including computer-based information systems. Prerequisite(s): ACC 200 and CSC 200 or equivalent. Last Offered: Summer 2015 3 credits
ACC 380 - Fraud and Forensic Accounting
Study of the application of accounting principles, theories, and methods to the detection, investigation, prosecution, and prevention of fraud and financial/white collar crimes. Covers the collection, preservation, and presentation of evidence both in hard copy and electronic formats for purposes of litigation support. Prerequisite(s): ACC 311.
Last Offered: Spring 2014
3 credits

ACC 410 - Advanced Accounting
Advanced corporate topics including business combinations, consolidated financial statements, and other business topics. Additional topics include the definition and valuation of other economic entities. Prerequisite(s): ACC 311.
Last Offered: Summer 2015
3 credits

ACC 424 - International Accounting
A study of International Accounting Standards/International Financial Reporting Standards, including analysis and interpretation with respect to assets, liabilities, shareholders equity, revenues and expenses, accounting for the translation of transactions and foreign subsidiary financial statements. Prerequisite(s): ACC 210 or ACC 220 or departmental permission.
Last Offered: Summer 2015
3 credits

ACC 461 - Auditing
The nature, environment, and process of auditing. Emphasis on auditing concepts and standards, planning the audit, and the auditor’s report. Prerequisite(s): ACC 311 and ACC 370.
Last Offered: Spring 2015
3 credits

ACC 497 - Internship
A supervised internship in business or government with the application of accounting to problems of enterprise administration. Biweekly reporting to the faculty supervisor is necessary. Prerequisite(s): Senior status and departmental permission.
Last Offered: Summer 2015
3 credits

ACC 499 - Independent Study
Research of a high quality meeting the standards of the department faculty director. Prerequisite(s): Senior status and departmental permission.
Last Offered: Summer 2015
3 credits

ANT 100 - Interpreting Cultures
An introduction to the types of critical thinking necessary for the study of culture. A focus on the ways in which cultural anthropologists gather evidence, analyze that evidence, and synthesize conclusions. The course includes material from a variety of cultures around the world and a significant discussion of the diversity of human social life. Prerequisite(s): ACC 311.
Last Offered: Fall 2014
3 credits

ANT 101 - Cultural Anthropology
Study of living cultures, stressing such aspects of social organization as religion, economics, political behavior, language, kinship, and art. While the models used are primarily so-called traditional societies, efforts are directed toward the comparison of all types of cultures and societies existing in the world today. Prerequisite(s): ACC 311.
Last Offered: Summer 2015
3 credits

ANT 102 - Biological Anthropology
Study of humans as biocultural organisms and our place in the animal kingdom. Human origins and the fossil record bearing on humankind’s evolution. Mechanisms of evolution with population genetics emphasized. Human variation (race) considered from an evolutionary perspective and the biological variability between and among modern populations. Prerequisite(s): ACC 311.
Last Offered: Summer 2015
3 credits
ANT 201 - The Global Community
Globalization as a cultural process. The impact of globalization on communities throughout the world with attention to political, social, and economic aspects in regard to gender equity, poverty and inequality, cultural diversity, environment, and social justice and human rights.
Last Offered: Summer 2015
3 credits

ANT 204 - Language and Culture
An introduction to the anthropological study of language including the nature, structure of language; the sociocultural functions and uses of language; theory and the study of meaning; language variations; the evolution and learning of language, and the nature of language change.
Last Offered: Spring 2015
3 credits

ANT 205 - Archaeology and the Human Past
Introduction to the nature and meaning of the archaeological record. Students learn the broad story of the human past—in both prehistoric and historic time periods and in both the Old and New Worlds—as well as the basic methods and theories in archaeology.
Last Offered: Spring 2015
3 credits

ANT 211 - Writing Culture: The Art of Ethnographic Writing
An introduction into ethnographic writing. Students will be expected to write about the society and culture which surround them in their everyday lives. Students will also be reading some examples of ethnographic writing by professional anthropologists. Engagement with the work of fellow students is an important component of this class.
Last Offered: Summer 2015
3 credits

ANT 222 - Modern Human Variation
A survey of the extraordinary range of human biological variability seen today. Emphasizes the functional and adaptive nature of human biological variation, as well as the influence of behavior and environment on biology. Issues examined include the “race” concept, genetic disorders, the influence of the environment on human appearance (e.g. high altitude adaptations), sex differences, and intelligence.
Last Offered: Spring 2015
3 credits

ANT 224 - Children, Language, Socialization
Examines the development of children from a cultural perspective. Special emphasis placed on the induction of children into speech communities and on the social nature of learning. Cognitive abilities are explained in relation to the complex dynamics of socialization.
Last Offered: Summer 2015
3 credits

ANT 235 - Archaeological Fact and Fiction
A critical examination of what and how we know about the human past through the comparison of fictional accounts with the actual archaeological record. Emphasis will be placed on the methods, logic, and analogies used to identify past human behavior. Famous prehistoric frauds and myths conceived by pseudoarchaeologists and novelists also are discussed.
Last Offered: Fall 2010
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>ANT 252</td>
<td>Introduction Forensic Science</td>
<td>An overview of the scientific method and its application to the analysis of physical evidence as it impacts investigations and court proceedings. Topics include the study of basic methods of documentation, collection and preservation of physical evidence; general schemes for the analysis of chemical and biological evidence; identification and individualization of firearms, fingerprints, imprints, documents, hairs, fibers, blood and body fluids, paint, drugs and poisons, patterns, and other materials associated with crimes. The course material is reinforced through the use of actual case studies, hands-on exercises, and class exercises.</td>
<td></td>
<td>Fall 2014</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANT 260</td>
<td>Anthropology of Media</td>
<td>Examines myth, ritual, and kinship filtered through the lens of various forms of media in the United States. Explores films and case studies of movies, TV sitcoms and dramas and news broadcasts.</td>
<td></td>
<td>Fall 2014</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANT 298</td>
<td>Special Topics</td>
<td>Examination of developments, issues, and/or creative work in the field of anthropology.</td>
<td></td>
<td>Fall 2010</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANT 311</td>
<td>Applied Anthropology</td>
<td>Application of the science of anthropology to solutions of contemporary social change problems. Research and experience of anthropologists in various developing areas are examined.</td>
<td>LEP Critical Thinking or ANT 101</td>
<td>Fall 2014</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANT 312</td>
<td>Medical Anthropology</td>
<td>The cross-cultural approach to health behavior, with emphasis on social factors related to the success of public health programs in underdeveloped Third World countries.</td>
<td>LEP Critical Thinking or ANT 101</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANT 320</td>
<td>Visual Anthropology</td>
<td>An exploration of how different cultures are depicted in film, photography, and other visual media, and of the analytical, ethical, and artistic issues such ethnographic images pose.</td>
<td></td>
<td>Spring 2013</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANT 321</td>
<td>Indians of North America</td>
<td>An overview of Indian cultures of the past and present using ethnological reconstruction, anthropological accounts, and historical records. Origins, languages, and current affairs are examined. Considered are major indigenous societies of North America, as well as the Maya and Aztec civilizations.</td>
<td></td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANT 322</td>
<td>Forensic Anthropology</td>
<td>Identification, analysis, and interpretation of human remains in a medico-legal context. Provides training in osteology, forensic method and theory, forensic taphonomy, and research methods. Numerous “real-life” cases are used to illustrate the theory and ideas involved with human remains recovery and identification in the contexts of homicide, suicide, mass disasters, and accidental death.</td>
<td>LEP Critical Thinking, ANT 101, PSY 100, SOC 100, or SOC 211</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANT 323</td>
<td>Women in Prehistory</td>
<td>Examines the roles of women in ancient societies including their roles as healers, warriors, chiefs, and queens.</td>
<td>6 credits in ANT, SOC, or WMS.</td>
<td>Spring 2011</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
ANT 330 - Anthropology of Religion
A cross-cultural analysis of the dynamic aspects of religion and ritual as expressions of cultural values, with examples drawn from every level of culture and diverse world societies.
Prerequisite(s): 3 credits in ANT.
Last Offered: Fall 2014
3 credits

ANT 332 - Bioarchaeology
Study of human remains from archaeological sites as a means to reconstruct the biological and cultural past. Explores topics such as prehistoric health and disease, subsistence patterns, biological relatedness, cultural modification, violent conflict, ancient medical treatments, and physical activity. Case studies drawn from burial populations covering a wide temporal and spatial distribution.
Prerequisite(s): ANT 102 or 205.
Last Offered: Fall 2014
3 credits

ANT 335 - African Prehistory
An examination of the prehistoric archaeological record in Africa, from the earliest archaeological traces (approximately 2.6 million years ago) to the rise of the early African kingdoms. The most prominent sites, particularly in eastern and southern Africa, are featured. Recent discoveries and current debates within the field of Africanist archaeology are highlighted.
Prerequisite(s): ANT 205 or 102.
Last Offered: Fall 2014
3 credits

ANT 340 - Ritual Expressions
An exploration of one of the primary forms of human expressions and creativity, from the humble handshake to senior proms to the complex rituals of birth, initiation, and death.
Last Offered: Spring 2014
3 credits

ANT 352 - Crime Scene Investigation
Provides students with knowledge of basic concepts of case and crime scene investigation; scene and investigative personnel management; nature of investigative personnel roles; steps in the processing of scenes and evidence; methods of documentation; general and specialized techniques for the recognition, identification, and individualization of evidence; sources of investigative information; interview techniques; reconstruction of events; and legal and ethical considerations during criminal investigations.
Prerequisite(s): LEP Critical Thinking, ANT 101 or ANT 205 or SOC 100.
Last Offered: Spring 2015
3 credits

ANT 376 - Anthropology of Education
Examines how the classroom and other learning environments can be understood as cultural spaces. Emphasis is placed upon the intertwined nature of education and socialization, cultural perspectives on the cognitive features of learning, and cross-cultural understanding in the classroom.
Prerequisite(s): LEP Critical Thinking.
Last Offered: Spring 2014
3 credits

ANT 380 - Anthropology of Women and Health
Anthropological analysis of local to global processes impacting women’s health around the world. Ethnographic case studies that look at social organization, kinship, marriage, race, class, religion, etc. that contribute to the well-being of women. Exploration of non-Western healing techniques employed by women through time and space.
Prerequisite(s): LEP Critical Thinking, ANT 101 or ANT 205 or SOC 100.
Last Offered: Spring 2015
3 credits
ANT 390 - Ethics in Anthropology
Explores the ethical dilemmas faced by anthropologists in their search to study the cultural and biological diversity in the human species. Employs numerous case studies in cultural, medical, and biological anthropology and archaeology to examine contemporary ethical issues.
Prerequisite(s): LEP Critical Thinking, ANT 101, PSY 100, SOC 100, or SOC 211.
Last Offered: Spring 2013
3 credits

ANT 422 - Human Osteology
The identification and analysis of the human skeleton, focusing on functional anatomy. Students acquire proficiency in the names and landmarks of all the bones in the skeleton, along with details of the musculoskeletal system and bone growth and biology. Methods taught include the determination of age and sex, biological affinity, stature, and paleopathological conditions. Students receive hands-on experience with skeletal material in a laboratory setting.
Prerequisite(s): ANT 102 or ANT 322.
Last Offered: Fall 2013
3 credits

ANT 432 - Evidence of Human Evolution
A hands-on examination of the fossil evidence of human evolution. Topics include the skeletal anatomy of modern humans and great apes and the fossil evidence of early hominids including Orrorin, Sahelanthropus, Ardipithecus, Australopithecus, early Homo, Homo erectus, Homo neanderthalensis and Homo sapiens. Recent discoveries and controversies in paleoanthropology are highlighted.
Prerequisite(s): ANT 102.
Last Offered: Spring 2015
4 credits

ANT 442 - Advanced Forensic Anthropology
An advanced study of research themes in forensic anthropology. Students examine the primary literature to critically evaluate new research on human skeletal remains. In this seminar-style class, students lead and participate in discussions and produce critical writing pieces on several topics related to forensic anthropology.
Prerequisite(s): ANT 102.
Last Offered: Spring 2012
3 credits

ANT 445 - Stones and Bones
An introduction to the methods used by archaeologists to catalog, curate, and analyze artifacts and ecofacts. Topics include taphonomy, middle-range research including experimental, actualistic and ethnoarchaeological methods, introduction to flintknapping and lithic artifact analysis, and introduction to zooarchaeological identification and faunal analysis.
Prerequisite(s): ANT 102 or ANT 205.
Last Offered: Spring 2014
3 credits

ANT 470 - Ethnographic Fieldwork Methods
Explanation and analysis of ethnographic field methods. Applying anthropological theory to research. Designing and conducting anthropological research and ethnographic writing. Exploration of ethical issues of fieldwork.
Prerequisite(s): 9 credits in ANT or SOC and junior status.
Last Offered: Spring 2015
3 credits
<table>
<thead>
<tr>
<th>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>ANT 475</td>
<td>Methods in Archaeology</td>
<td>Introduction to and participation in the various methods involved in archaeological fieldwork, laboratory analysis and experimental techniques. Emphasizes hands-on experience, demonstrations, and applications of modern techniques to archaeological problems.</td>
<td>3 credits in ANT or GEO. Prerequisite(s): 3 credits in ANT or GEO.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
<tr>
<td>ANT 480</td>
<td>Theory of Anthropology</td>
<td>Major theoretical contributions to the field. Development and evaluation of: culture as a scientific concept, early evolutionism and other determinisms, diffusionism, neo-evolutionism, functionalism, culture and personality, formal semantic analysis, and ethnoscience.</td>
<td>9 credits in ANT and junior status. Prerequisite(s): 9 credits in ANT and junior status.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>ANT 490</td>
<td>Seminar in Anthropology</td>
<td>Students apply theoretical and field knowledge to selected topics drawn from current issues in anthropology. A major research paper and presentation are required.</td>
<td>18 credits in ANT. Prerequisite(s): 18 credits in ANT.</td>
<td>Fall 2013</td>
<td>3</td>
</tr>
<tr>
<td>ANT 497</td>
<td>Anthropology Internship</td>
<td>Practical field training and work assignment in physical anthropology, archaeology, linguistics, or ethnology, under qualified supervision in conjunction with departmental faculty. Repeatable up to 12 credits.</td>
<td>Departmental permission. Last Offered: Summer 2015 3 to 9 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 499</td>
<td>Independent Study</td>
<td>Repeatable up to 12 credits. Prerequisite(s): 15 credits in ANT.</td>
<td>Last Offered: Spring 2015 1 to 6 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARB 100</td>
<td>Arabic I</td>
<td>Basic grammar and vocabulary, mastering reading and writing the Arabic script. Introduction to speaking and listening skills. One-hour session weekly in the language laboratory required to complement and reinforce classroom instruction.</td>
<td>ARB 101 or equivalent. Prerequisite(s): ARB 101 or equivalent.</td>
<td>Fall 2013</td>
<td>3</td>
</tr>
<tr>
<td>ARB 101</td>
<td>Arabic II</td>
<td>Basic grammar and vocabulary, mastering reading and writing the Arabic script. Introduction to speaking and listening skills. One-hour session weekly in the language laboratory required to complement and reinforce classroom instruction.</td>
<td>ARB 100. Last Offered: Spring 2014 3 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARB 200</td>
<td>Arabic III</td>
<td>Reading of texts from literature, poetry, newspapers, and ancient sources. Acquisition of advanced vocabulary, grammatical, and language structures. Extensive use of oral language and practice in written language. Study of Arab culture through movies and music. One-hour session weekly in the language laboratory required to complement and reinforce classroom instruction. Prerequisite(s): ARB 101 or equivalent.</td>
<td>Last Offered: Fall 2013 3 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARB 499</td>
<td>Independent Study</td>
<td>No Description Available</td>
<td>Last Offered: Spring 2014 3 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARF 113</td>
<td>Air Force Studies I</td>
<td>No Description Available</td>
<td>Last Offered: Fall 2011 1 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARF 114</td>
<td>Air Force Studies I</td>
<td>No Description Available</td>
<td>Last Offered: Spring 2011 1 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARF 123</td>
<td>Air Force Studies I</td>
<td>No Description Available</td>
<td>Last Offered: Fall 2011 1 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARF 124</td>
<td>Air Force Studies II</td>
<td>No Description Available</td>
<td>Last Offered: Spring 2011 1 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARF 201</td>
<td>Aviation Ground School</td>
<td>No Description Available</td>
<td>Last Offered: Fall 2011 1 credits.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ART 104 - History of Western Art I

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

Last Offered: Fall 2014
3 credits

ART 105 - History of Western Art II

Painting, sculpture, and architecture from the Renaissance to contemporary times, including works by Botticelli, Leonardo, Michelangelo, Caravaggio, Monet, and Picasso, examined in social, historical, and aesthetic context. Course teaches analytical and viewing skills vital for thinking critically about the visual arts.

Last Offered: Spring 2015
3 credits

ART 106 - Critical Thinking in the Visual Arts

Develops critical thinking skills by examining issues pertaining to the creation and interpretation of visual art. Open to all university students.

Last Offered: Fall 2014
3 credits

ART 112 - Color and 2-D Design

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

Last Offered: Spring 2015
3 credits

ART 113 - 3-Dimensional Design

Investigation of form and structure, based on design principles, employing various materials and techniques. Introduction to figure drawing may be an aspect of the course.

Prerequisite(s): ART 150.
Last Offered: Summer 2015
3 credits

ART 114 - 2-D Design

Investigation of various 2-D design principles and media with emphasis on the development of a concept of visual arts.

Last Offered: Spring 2015
3 credits

ART 150 - Drawing I, Materials and Techniques

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

Last Offered: Spring 2015
3 credits

ART 151 - Drawing II, Drawing and Composition

Investigation of the skills and concepts of drawing particularly in terms of structure and the development of drawing as a form of artistic expression. Introduction to figure drawing may be an aspect of the course.

Prerequisite(s): ART 150.
Last Offered: Spring 2015
3 credits

ART 200 - Color

Study of diverse color qualities and fundamental color theories.

Prerequisite(s): ART 112.
Last Offered: Summer 2014
3 credits

ART 215 - Introduction to Graphic Design

An introduction to graphic design for art majors and non-majors. Basic design principles of composition are reviewed and related to layout for commercial visual communication. A brief history of graphic design and illustration is presented. Students begin developing basic computer graphics skills for desktop publishing.

Prerequisite(s): ART 112 and ART 150.
Last Offered: Summer 2015
3 credits

ART 216 - Typography

The study of typography and its application to problems in visual communication design. Both traditional and computer techniques are used.

Prerequisite(s): ART 215.
Last Offered: Spring 2015
3 credits
ART 218 - Information Graphics
The inventive presentation of diagrammatic visual information. Projects stress the preparation of comprehensive illustrations, using traditional studio techniques and computer graphic methods.
Prerequisite(s): ART 215 and ART 216.
Last Offered: Fall 2014
3 credits

ART 220 - Painting Media and Techniques
Introduction to the techniques, materials, and tools used in painting. A variety of painting media is investigated.
Prerequisite(s): ART 150.
Last Offered: Spring 2015
3 credits

ART 225 - Creative Drawing
Guided exploration of alternative concepts, methods, and materials in the drawing process.
Prerequisite(s): ART 151.
Last Offered: Summer 2013
3 credits

ART 233 - Jewelry/Metals I
Introduction to various techniques in jewelry and metal-working with an emphasis on design, metal forming, and fabrication, basic stone setting, surface embellishment, and creative problem solving.
Last Offered: Summer 2015
3 credits

ART 235 - General Crafts
Basic skills, techniques, and applications are explored in the materials and processes of weaving, macrame, leather, rug making, stitchery, mosaics, enameling and assemblages.
Last Offered: Spring 2015
3 credits

ART 236 - Ceramics I: Hand-Building
Ceramics as an art form. Major work includes experimenting with a variety of hand-building techniques. Includes glazing and kiln firing.
Last Offered: Spring 2015
3 credits

ART 237 - Pottery I
Studio experience concentrates on throwing on the potter’s wheel. Includes glaze techniques and kiln firing.
Prerequisite(s): ART 236.
Last Offered: Spring 2015
3 credits

ART 238 - Ceramic Sculpture I
Sculptural principles of design and form investigated through the ceramic medium. Emphasis is placed on early origins of sculpture and their evolution into contemporary forms. Kiln firing experience.
Prerequisite(s): ART 236.
Last Offered: Fall 2014
3 credits

ART 240 - Introduction to Sculpture: Construction and Subtraction
Introduction to the processes and techniques used in sculpture, including casting, subtractive, and mixed media techniques.
Prerequisite(s): ART 113.
Last Offered: Fall 2014
3 credits

ART 241 - Sculpture: Modeling and Casting
Introduction to the process and techniques used in sculpture, including modeling, casting, and mixed media techniques.
Prerequisite(s): ART 113.
Last Offered: Spring 2015
3 credits

ART 250 - Drawing III: Figure Drawing
Study of the human figure both in terms of structure and as a means of visual expression.
Prerequisite(s): ART 151.
Last Offered: Spring 2015
3 credits

ART 255 - Basketry: Forms, Material and Methods
The study and construction of basket forms as related to traditional and contemporary techniques. Emphasis on methods, materials, and esthetics of container forms.
Last Offered: Summer 2015
3 credits
ART 260 - Etching, Woodcut, Collograph
Investigation of the basic materials and processes of three printmaking areas, woodcut, collograph, and etching.
Last Offered: Spring 2015
3 credits

ART 261 - Lithography and Silkscreen
Basic procedures and processes in both media with emphasis on the formal and expressive potentials of each.
Last Offered: Spring 2015
3 credits

ART 262 - Introduction to Photography
Introduction to the materials, techniques, and concepts of photographic image making.
Last Offered: Summer 2015
3 credits

ART 264 - Introduction to Digital Photography
Introduction to the digital darkroom using Adobe Lightroom, Photoshop, and Creative Suite. Related critical issues are covered.
Last Offered: Spring 2015
3 credits

ART 270 - Introduction to Art Education
A historical, cultural, psychological, and aesthetic study of art education. The analysis of creative teaching strategies, advocacy, research findings, child development, and art media as related to educational settings. Open to all students.
Prerequisite(s): ART 112, ART 113, or ART 150.
Last Offered: Spring 2015
3 credits

ART 294 - Art Tier 3 Capstone
Topics vary.
Last Offered: Spring 2015
3 credits

ART 298 - Special Topics in Art
Special topics courses designed for the exploration and execution of ideas and/or creative work in the areas of art education, art history, or studio art, suitable to an introductory level.
Last Offered: Summer 2015
3 credits

ART 300 - History of Modern Art
Sources and forms of contemporary painting, sculpture, architecture, and related arts, from the mid-nineteenth century to the present. The movements of the early twentieth century in European painting are studied as to their influence on the painting of this country. The emergence, spread and character of modern architecture are discussed.
Prerequisite(s): ART 105.
Last Offered: Fall 2013
3 credits

ART 301 - History of Italian Renaissance Art
Painting, sculpture, architecture and the graphic arts in Italy from 1300 - 1580. Giotto, Donatello, Leonardo, Michelangelo, Raphael, Titian, etc.
Prerequisite(s): ART 105.
Last Offered: Fall 2014
3 credits

ART 302 - History of Art of the United States
Study of forms and styles in the visual arts which express social and cultural forces in the United States from the colonial period to the present.
Prerequisite(s): 3 credits in art history.
Last Offered: Spring 2013
3 credits

ART 303 - History of the Art of East Asia
Monuments of India, China, and Japan, consisting of architecture, sculpture, painting, and related arts.
Prerequisite(s): one course in art history, or East Asian history, or philosophy.
Last Offered: Spring 2015
3 credits

ART 306 - History of Medieval Art
Prerequisite(s): 3 credits in art history.
Last Offered: Spring 2012
3 credits
ART 307 - History of Baroque Art
Painting, architecture, and sculpture in Europe 1580-1700, with emphasis on works of Caravaggio, Bernini, Rubens, Rembrandt, and Velázquez. Prerequisite(s): 3 credits in art history. Last Offered: Fall 2012 3 credits

ART 308 - History of Greek Art
Greek architecture, painting, sculpture, and allied arts ranging from the earliest phases through the Hellenistic period. Last Offered: Spring 2012 3 credits

ART 309 - History of African Art
Study of African art forms as they are used in religious and social ceremonies. Methodology combines formal and historical stylistic analysis. Prerequisite(s): 3 credits in art history. Last Offered: Fall 2014 3 credits

ART 310 - Illustration
Spot, line, and full color assignments are created for print formats using traditional studio mediums. Computer graphics software is used with electronic scanning to manipulate illustrated images. Prerequisite(s): ART 215. Last Offered: Spring 2015 3 credits

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

ART 312 - History of Japanese Art
Important monuments of Japanese architecture, painting, sculpture, and the decorative arts studied from the Archaic Period to the present. Prerequisite(s): 3 credits in art history, Oriental Art, East Asian History, or PHI. Last Offered: Fall 2010 3 credits

ART 315 - Graphic Design II
Advanced problems in visual communication requiring sophisticated judgment in typography and layout for print media. Traditional studio techniques are used as well as computer graphics for desktop publishing. Prerequisite(s): ART 215, ART 216 and ART 218. Last Offered: Fall 2014 3 credits

ART 316 - Print Media Production
A studio course in the preparation of art and copy for offset printing. Projects are designed using both photomechanical and digital page layout methods. Historic development of printing technology is also examined. Prerequisite(s): Art 215 and Art 216. Last Offered: Spring 2015 3 credits

ART 317 - History of Women and Art
A history of women as creators and as images in the visual arts from the middle ages to the present. Prerequisite(s): 3 credits in art history. Last Offered: Spring 2013 3 credits

ART 320 - Form and Structure in Painting
An intermediate course in painting which stresses individual responses to reality. Prerequisite(s): ART 220. Last Offered: Spring 2015 3 credits

ART 321 - Water Based Media in Painting
Water colors, tempera, casein, and acrylic painting techniques and procedures are investigated. Prerequisite(s): ART 220. Last Offered: Summer 2015 3 credits
ART 324 - Art and Architecture in Paris
Provides an overview of the history of art in Paris. Relying on site visits to museums and monuments, students examine the artistic heritage from Roman times to present.
Prerequisite(s): ART 104 or ART 105.
Last Offered: Summer 2014
3 credits

ART 327 - History of Landscape Architecture and Garden Design
Survey of the designed landscape from prehistory to the present. Provides the historical perspective, analytical skills, and specialized vocabulary with which to study landscapes and gardens.
Prerequisite(s): ART 104 and ART 105.
Last Offered: Spring 2015
3 credits

ART 332 - Metalsmithing
Introduction to materials and techniques in handwrought metals, with an emphasis on raising, forging, hollow-forming, die forming, and repousse.
Prerequisite(s): ART 233.
Last Offered: Fall 2014
3 credits

ART 333 - Jewelry/Metals II
Continued exploration of concepts and techniques introduced in ART 233 with an emphasis on fabrication, including mechanisms, unit construction, and combining various materials.
Prerequisite(s): ART 233.
Last Offered: Spring 2015
3 credits

ART 334 - Casting in Jewelry/Metals
Exploration of casting processes, concepts, and techniques in jewelry and metalsmithing. Includes centrifugal, vacuum, split-cavity, lost wax, piece mold, and found object casting.
Prerequisite(s): ART 233.
Last Offered: Spring 2014
3 credits

ART 336 - Ceramics II
A continuation of ART 236 which provides the opportunity to experiment with advanced hand-building projects and techniques.
Prerequisite(s): ART 236.
Last Offered: Spring 2015
3 credits

ART 337 - Pottery II
Advanced experiences in wheel throwing techniques, clay bodies, glazing, and firing techniques.
Prerequisite(s): ART 237.
Last Offered: Spring 2015
3 credits

ART 338 - Ceramic Sculpture II
A continuation of ART 238 with emphasis on independent research and experimentation. Kiln firing experience.
Prerequisite(s): ART 238.
Last Offered: Fall 2014
3 credits

ART 340 - Intermediate Sculpture: Materials and Concepts
Intermediate level experience in processes of construction and subtraction applied to materials such as metal, wood, and mixed media. Emphasis on continued development of form, structure, and presentation of sculpture while investigating historical precedence, materials, and concepts.
Prerequisite(s): ART 240 or ART 241.
Last Offered: Fall 2014
3 credits

ART 341 - Intermediate Sculpture: Process and Content
Intermediate level experience in processes of modeling and casting in a variety of materials. Emphasis on continued development of sculptural content and subjects while investigating contemporary examples and studio practice.
Prerequisite(s): ART 240 or ART 241.
Last Offered: Spring 2015
3 credits

ART 350 - Advanced Drawing I
A variety of contemporary conceptual and perceptual approaches is explored in drawing the figure, still-life and other subject matter.
Prerequisite(s): ART 250.
Last Offered: Spring 2011
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>ART 360</td>
<td>Intermediate Printmaking: Etching, Woodcut or</td>
<td>Specialized work in one medium; woodcut, collograph or etching.</td>
<td>ART 260 or ART 261.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Collograph</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 361</td>
<td>Intermediate Printmaking: Lithography or</td>
<td>Specialized work in one of these two areas.</td>
<td>ART 260 or ART 261.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Silkscreen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 362</td>
<td>Advanced Film Photography</td>
<td>An intensive darkroom course in the various aspects of photovisualization.</td>
<td>ART 262.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Camera required.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 364</td>
<td>Documentary Photography</td>
<td>Photography as a means of communicating information in sequential images,</td>
<td>ART 362.</td>
<td>Fall 2012</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>stressing the photo story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 367</td>
<td>Photographing People</td>
<td>Formal and informal portraiture with emphasis on understanding mood, lighting,</td>
<td>ART 262.</td>
<td>Fall 2012</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>exposure, posing, props, and background in capturing and revealing personality.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 370</td>
<td>Art Education (Elementary School)</td>
<td>Philosophy, curriculum, and methodology of art education in the elementary</td>
<td>ART 270, EDU 201, and passing score on</td>
<td>Fall 2013</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>school. Topics include: the child as a creative individual, the elementary</td>
<td>(or waiver of) the PRAXIS I Exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>art curriculum, and current issues in elementary art education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 371</td>
<td>Art Education (Secondary School)</td>
<td>Philosophy, curriculum, and methodology in the middle and senior high school.</td>
<td>ART 270, ART 370, and passing scores on</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special emphasis is on curriculum planning for adolescent interests and</td>
<td>(or waiver of) the PRAXIS I Exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 392</td>
<td>Methods and Theories of the History of Art</td>
<td>The practice of art history studied through analysis of writings by</td>
<td>ART 270, ART 370, and passing scores on</td>
<td>Summer 2014</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>outstanding scholars in the field. Emphasis on research and presentation</td>
<td>(or waiver of) the PRAXIS I Exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 398</td>
<td>Special Topics in Art</td>
<td>Special topics courses designed for the exploration and execution of ideas</td>
<td>ART 270, EDU 201, and passing score on</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and/or creative work in the areas of art education, art history, or studio</td>
<td>(or waiver of) the PRAXIS I Exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>art, suitable to an intermediate level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 400</td>
<td>History of Architecture</td>
<td>Architectural ideas, forms, and styles from Palladio to Viollet-le-Duc.</td>
<td>ART 270, EDU 201, and passing score on</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prerequisite(s): 3 credits in art history.</td>
<td>(or waiver of) the PRAXIS I Exam.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ART 401 - History of Art Since 1945
New directions in the visual arts; changing ideas about the role of art in society.
Prerequisite(s): ART 300.
Last Offered: Spring 2014
3 credits

ART 415 - Graphic Design III
Focuses on the preparation for professional graphic design practice. Independent assignments enable students to refine a portfolio for the field in their area of interest. Contemporary computer graphics techniques are used for promotional marketing projects.
Prerequisite(s): ART 315 and ART 316.
Last Offered: Spring 2015
3 credits

ART 420 - Advanced Painting
Concentrated work in an aspect of painting.
Prerequisite(s): ART 320.
Last Offered: Spring 2015
3 credits

ART 429 - History of Dutch Art in the Age of Rembrandt
The art of Rembrandt, Hals, Vermeer, Ruysdael, and other masters active in the Dutch Republic during that nation’s “Golden Age.” Explores the nature of Dutch painting while probing ties to other European, (especially Italian and Flemish), traditions. Attention to issues of art theory and current controversies over interpretation.
Prerequisite(s): ART 105.
Last Offered: Fall 2013
3 credits

ART 430 - Advanced Ceramics
Concentrated and independent ceramic project development in pottery, ceramic sculpture, and clay bodies.
Prerequisite(s): ART 238, ART 336, and ART 337.
Last Offered: Spring 2015
3 credits

ART 433 - Jewelry/Metals III
Advanced forming techniques and exploration of the plastic potential of precious and non-precious metals in the creation of large-format pieces. Students continue to develop their skills in casting, metalsmithing, and fabrication through the creation of large projects. Projects emphasize the continuing development of students' ideas and aesthetic.
Prerequisite(s): ART 332, ART 333, and ART 334.
Last Offered: Spring 2015
3 credits

ART 434 - Jewelry/Metals IV
Concentrated research in a specific area of jewelry and metal working, culminating in a representative body of work. Students also focus on professional practices and the development of their portfolio. Included are documenting student artwork, developing and building a resume, and exhibiting work.
Prerequisite(s): ART 433.
Last Offered: Spring 2015
3 credits

ART 440 - Advanced Sculpture
Advanced work in selected area of sculptural activity.
Prerequisite(s): Two of ART 340, ART 341, ART 342; or departmental permission.
Last Offered: Fall 2014
3 credits

ART 441 - Advanced Sculpture: Studio Practice
Advanced work in sculptural activity with an emphasis on thematic development and studio practice.
Prerequisite(s): ART 440 or departmental permission.
Last Offered: Spring 2015
3 credits

ART 450 - Advanced Photography I
Students explore their own ideas and begin to develop a unique project towards senior exhibition. Incorporates both analogue and digital technology. For Upper-Level undergraduate Photography majors. Part 1 of a two-part capstone sequence.
Prerequisite(s): ART 262, ART 264, ART 362, and ART 368.
Last Offered: Spring 2015
3 credits
ART 451 - Advanced Photography II
Students will realize their own creative vision and prepare work for a senior exhibition. Incorporates both analogues and digital technology. For Upper-Level undergraduates. Photography majors. Part 2 of a two-part capstone experience. Prerequisite(s): ART 450. Last Offered: Spring 2015 3 credits

ART 460 - Experimental Printmaking
Exploration of mixed and non-traditional print media. Prerequisite(s): ART 360 or ART 361. Last Offered: Spring 2015 3 credits

ART 461 - Innovative Printmaking
A concentrated study of image making by a process or combination of processes to produce unique pieces or multiple copies. Prerequisite(s): ART 360 or ART 361. Last Offered: Spring 2015 3 credits

ART 464 - Digital Photography
No Description Available Last Offered: Fall 2013 3 credits

ART 466 - Advanced Digital Photography
No Description Available Last Offered: Spring 2013 3 credits

ART 480 - Advanced Art Problems I
Independent work in a studio art area in which the student has taken all available courses. Prerequisite(s): Departmental permission. Last Offered: Spring 2015 3 credits

ART 481 - Advanced Art Problems II
Independent work in a studio art area in which the student has taken all available courses. Prerequisite(s): Departmental permission. Last Offered: Fall 2014 3 credits

ART 482 - Senior Seminar in Art History
Concentrated study and research in a particular aspect of art history. Students select a problem for study and present their findings in a scholarly manner. Required of all art history majors. Prerequisite(s): 18 credits in art history. Last Offered: Spring 2014 3 credits

ART 492 - Senior Seminar in Art History
Concentrated study and research in a particular aspect of art history. Students select a problem for study and present their findings in a scholarly manner. Required of all art history majors. Prerequisite(s): 18 credits in art history. Last Offered: Spring 2014 3 credits

ART 493 - Senior Exhibition
Graduating seniors, specializing in painting, photography, printmaking, ceramics, jewelry/metals, or sculpture, create an exhibition that culminates their studio experience by presenting a body of work consistent with professional practices. Prerequisite(s): senior studio art major enrolled in his/her final semester specializing in painting, photography, printmaking, ceramics, jewelry/metals, or sculpture. Last Offered: Spring 2014 1 credits

ART 497 - Internship
Practical experience in an approved agency which relates to the student’s concentration. Hours to be arranged with the internship coordinator. Prerequisite(s): Departmental permission. Last Offered: Summer 2015 3 to 6 credits

ART 498 - Advanced Special Topics
Special topics courses designed for the exploration and execution of ideas and/or creative work in the areas of art education, art history, or studio art, suitable to an intermediate to advanced level. Prerequisite(s): 9 credits in ART. Last Offered: Spring 2013 3 credits
ART 499 - Independent Study
Research of a high quality meeting the standards of the department faculty director.
Prerequisite(s): Departmental permission.
Last Offered: Fall 2014
1 to 6 credits

BIO 100 - General Zoology
Fundamental principles of zoology are examined. Lecture and laboratory sessions introduce organization, responsiveness, reproduction, and classification on invertebrate and vertebrate animals while also analyzing the role of mankind on biodiversity. Lecture, 2 hours; laboratory, 2 hours. Not for biology majors.
Last Offered: Summer 2015
3 credits

BIO 101 - General Botany
Fundamental principles of botany. Organization, metabolism, responsiveness, reproduction and classification of selected plant forms illustrate the principles in the laboratory. Lecture, 2 hours; laboratory, 2 hours. Not for biology majors.
Last Offered: Spring 2015
3 credits

BIO 102 - Zoology
A more comprehensive treatment of general zoology. For science majors and minors. Lecture, 2 hours; laboratory, 4 hours.
Prerequisite(s): Science majors and minors.
Last Offered: Summer 2015
4 credits

BIO 103 - Botany
A more comprehensive treatment of general botany than BIO 101. For science majors and minors.
Lecture, 2 hours; laboratory, 4 hours.
Prerequisite(s): Science majors and minors.
Last Offered: Summer 2015
4 credits

BIO 110 - Human Biology I
A survey of man’s functional anatomy starting at the molecular level then progressing through various cell and tissue types, organs and organ systems. Labs are anatomically oriented and include the dissection of a representative mammal. Credits not applicable toward biology major. Lecture, 3 hours; laboratory, 2 hours.
Last Offered: Summer 2015
4 credits

BIO 111 - Human Biology II
Man’s functional anatomy is further explored focusing on physiological responses at the molecular and cellular level then progressing through various cell and tissue types, organs and organ systems. Labs are physiologically oriented and designed to examine human physiological responses. Credits not applicable toward biology major. Lecture, 3 hours; laboratory, 2 hours.
Last Offered: Spring 2012
4 credits

BIO 120 - Microbiology
Biology of microorganisms with emphasis on their roles in health and disease. Host defense mechanisms, immunology, and antimicrobial agents will be discussed in the context of infectious diseases. Credits not applicable toward biology major. Lecture, 3 hours; laboratory, 2 hours.
Last Offered: Spring 2012
4 credits

BIO 202 - Ecology
Relationships of plants and animals to each other and to their environment. Investigated by experimental and field studies involving quantitative and qualitative techniques. Lecture, 3 hours; laboratory, 3 hours.
Prerequisite(s): BIO 102 and BIO 103 and BIO 220.
Last Offered: Spring 2012
4 credits

BIO 205 - Forensic Biology
Introduction to the diverse fields of forensic biology, entomology, microbiology, and molecular biology. Includes cases to show real life relevance. Mock scenarios will be used in the lab to learn the techniques and methods of forensic biology. Lecture, 2 hours; laboratory, 4 hours.
Prerequisite(s): BIO 102 and BIO 103 and BIO 220.
Last Offered: Spring 2012
4 credits
**BIO 215 - Animal Behavior**
Catalogs behaviors across multiple taxa of animals. Examines the empirical and conceptual foundations that explain causation of animal behavior and how it can be further shaped by intrinsic and ambient parameters.
Prerequisite(s): BIO 102, and sophomore status.
Last Offered: Spring 2015
3 credits

**BIO 220 - Genetics**
Biological inheritance in organisms from virus to man. Emphasis is on design and analysis of experiments. Topics include the chemistry of the genes and gene action, cytogenetics, genes in development, and the genetic basis of evolution.
Lecture, 3 hours; laboratory, 2 hours.
Prerequisite(s): One year of biology.
Last Offered: Summer 2015
4 credits

**BIO 228 - Vertebrate Zoology**
The natural history, evolution and phylogenetic relationships of vertebrate animals are discussed in lecture; laboratories are devoted to the anatomy and taxonomy of the major vertebrate classes.
Lecture, 2 hours; laboratory, 4 hours.
Prerequisite(s): BIO 102.
Last Offered: Summer 2015
4 credits

**BIO 229 - Invertebrate Zoology**
General introduction to the invertebrates. The classification, morphology, ecology, and phylogeny of major invertebrate phyla is emphasized.
Lecture, 2 hours; laboratory, 4 hours; plus one all day Saturday or Sunday trip late in the course (students must provide transportation).
Prerequisite(s): BIO 102.
Last Offered: Spring 2015
4 credits

**BIO 230 - Plant Anatomy and Morphology**
Study of the external morphology of plants and their internal structures, including cells, tissues, and organs. Each feature is studied within an evolutionary context focusing on developmental and functional aspects, relating how the features arose and their possible functions.
The lab consists of experience with the use of microscopes, the sectioning and staining of plant materials, and the observation of plant structures.
Lecture, 3 hours, laboratory, 3 hours.
Prerequisite(s): BIO 102 and BIO 103 and CHE 120.
Last Offered: Spring 2015
4 credits

**BIO 232 - Morphology of Non-Vascular Plants**
Basic structures, relationships, and life histories of representative algae and fungi are analyzed. Two three-hour lecture-laboratory periods each week.
Prerequisite(s): BIO 103.
Last Offered: Fall 2011
4 credits

**BIO 233 - General Microbiology**
Introduction to the biology of microorganisms; their taxonomy, structure, nutrition, metabolism, and genetics are studied.
Lecture, 2 hours; laboratory, 4 hours.
Prerequisite(s): BIO 102 and BIO 103 and CHE 120.
Last Offered: Spring 2015
4 credits

**BIO 235 - Histology**
Microscopic anatomy of cells and tissues within the organ systems of vertebrates with an emphasis upon structure-function relationships.
Lecture, 2 hours; laboratory, 4 hours.
Prerequisite(s): BIO 102 and BIO 103 and CHE 120 and CHE 121.
Last Offered: Fall 2014
4 credits

**BIO 239 - Introductory Physiology**
No Description Available
Last Offered: Fall 2012
4 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>BIO 250</td>
<td>Plant Taxonomy and Systematics</td>
<td>Study of the origin and diversification of land plants, emphasizing both classical taxonomy and modern systematics. Students learn to identify and classify plant groups based on evolutionary relationships.</td>
<td>Fall 2014</td>
<td>4</td>
</tr>
<tr>
<td>BIO 294</td>
<td>Biology Tier 3 Capstone</td>
<td>Topics vary.</td>
<td>not yet offered</td>
<td>4</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Physiology</td>
<td>Discussion of the basic principles of physiology, including biological molecules and cells, tissue biology, and system physiology. Not appropriate for premeds.</td>
<td>Summer 2015</td>
<td>4</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Genetics</td>
<td>No Description Available</td>
<td>Summer 2013</td>
<td>4</td>
</tr>
<tr>
<td>BIO 327</td>
<td>Field Natural History</td>
<td>Field trips to typical natural environments from seashores to wooded summits for identification, and for understanding the ecological role of common plants and animals. Recommended for those who plan to teach and required for certain upper level biology courses.</td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>BIO 334</td>
<td>Microbial Ecology</td>
<td>Comprehensive study of the interrelationships between microorganisms and their environment with emphasis on physiology as a determinant of habitat and activity.</td>
<td>Spring 2013</td>
<td>4</td>
</tr>
<tr>
<td>BIO 337</td>
<td>Medically Important Arthropods</td>
<td>Students study biology, systematics, distribution, and ecology of arthropods (insects, arachnids, and myriapods) directly or indirectly injurious to humans or domestic animals. Students gain experience necessary to take more advanced courses on applied aspects of this topic.</td>
<td>Spring 2015</td>
<td>4</td>
</tr>
<tr>
<td>BIO 339</td>
<td>Plant Physiology</td>
<td>No Description Available</td>
<td>Fall 2012</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Animal Physiology</td>
<td>No Description Available</td>
<td>Summer 2013</td>
<td>4</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Anatomy of Vascular Plants</td>
<td>Study of the gross and microscopic anatomy of vascular plants. Two three-hour lecture-laboratory periods.</td>
<td>Fall 2013</td>
<td>4</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Histology</td>
<td>No Description Available</td>
<td>Spring 2012</td>
<td>4</td>
</tr>
<tr>
<td>BIO 360</td>
<td>Plant Growth and Development</td>
<td>Study of plant growth and development from embryogenesis through senescence, including pattern formation, cell fate determination, meristem and axis formation, and hormonal responses. Students conduct experiments testing environmental effects on plant growth and development.</td>
<td>Spring 2015</td>
<td>4</td>
</tr>
</tbody>
</table>
BIO 396 - Synthetic Biology: Engineering Life
This emerging interdisciplinary field intersects biology, mathematics, physics, computer science, and engineering. Real-world problems are identified, and student-driven projects are performed using network modeling in order to make predictions and test assumptions, and then molecular biology and genetic engineering laboratory techniques are used to redesign genetic circuits in single-celled organisms.
Prerequisite(s): MAT 122 and completion of LEP: Natural World I and II.
Last Offered: Spring 2014
4 credits

BIO 399 - Mammalian Biology
Evolution, classification, ecology, behavior, and conservation of mammals. Identification and familiarity with a diverse range of both North American and exotic mammalian species. This course includes field trips, during which students must provide their own transportation. Lecture, 2 hours; laboratory, 2 hours.
Prerequisite(s): BIO 102 and either BIO 228 or BIO 231.
Last Offered: Fall 2014
4 credits

BIO 400 - Ecology
No Description Available
Last Offered: Spring 2013
4 credits

BIO 401 - Animal Physiology
Basic principles of physiology with emphasis on the biochemical and cellular mechanisms. Designed for students who wish to pursue a career in biomedical profession. Lecture, 3 hours; laboratory, 3 hours.
Prerequisite(s): BIO 102 and CHE 121; and PHY 201 or PHY 210.
Last Offered: Summer 2015
4 credits

BIO 410 - Ornithology
Comprehensive study of anatomy, physiology, behavior and migration of the birds of the world with stress on the species occurring in the northeastern United States. Laboratory and field methods include identification and censusing.
Lecture, 2 hours; laboratory or field work, 4 hours.
Prerequisite(s): BIO 228 or BIO 231.
Last Offered: Summer 2011
4 credits

BIO 420 - Plant Physiology
Study of the principles of plant physiology including photosynthesis, respiration, gas exchange, transpiration, and metabolism. The interaction of plants and the environment is emphasized focusing on both biotic and abiotic factors.
Lecture, 3 hours; laboratory, 3 hours.
Prerequisite(s): BIO 103 and CHE 120.
Last Offered: Spring 2014
4 credits

BIO 427 - Entomology
General biology and classification of insects with emphasis on local fauna. Entomological techniques, taxonomy and the relationship of insects to their environment are stressed in the field and in the laboratory.
Lecture, 3 hours; laboratory or field work, 3 hours.
Prerequisite(s): BIO 102.
Last Offered: Fall 2014
4 credits

BIO 429 - Limnology
Study of freshwater lake and stream ecosystems. Practical field and laboratory experiences supplement theory. Identification and interpretation of freshwater organisms and their habitats.
Lecture, 2 hours; laboratory or field work, 4 hours. Students must provide transportation.
Prerequisite(s): BIO 102, BIO 103, and CHE 120.
Last Offered: Fall 2013
4 credits

BIO 430 - Marine Ecology
Ecological approach to the study of estuarine-marine environments and organisms. Topics emphasized are productivity, food from the sea, food webs, pollution and environmental limiting factors. Field trips are required.
Lecture, 2 hours; laboratory, 4 hours.
Prerequisite(s): BIO 102 and BIO 103 and CHE 120.
Last Offered: Fall 2013
4 credits
BIO 432 - Mycology
General characteristics of the fungi. Emphasis on the importance of fungi to the environment, industrial application, and their evolutionary history. Lecture, 2 hours; laboratory, 4 hours.
Prerequisite(s): BIO 102 or BIO 103.
Last Offered: Summer 2015
4 credits

BIO 435 - Developmental Biology
Study of the mechanisms and patterns of development in animals. Microscopic examination of prepared slides and selected experiments are used to illustrate principles involved. Two three-hour lecture-laboratory periods each week.
Prerequisite(s): BIO 220; BIO 436 recommended.
Last Offered: Spring 2015
4 credits

BIO 436 - Molecular Biology
The study of the macromolecules and pathways of life that allow cells to store information, replicate, and maintain homeostasis. The structures and functions of the genome, transcriptome, and proteome will be emphasized. Introductory techniques of molecular biology are emphasized in the laboratory. Lecture, 2 hours; laboratory, 3 hours.
Prerequisite(s): BIO 220 and CHE 121.
Last Offered: Fall 2014
4 credits

BIO 451 - Tissue Culture
Methods of growing isolated cells in vitro. Media preparation, inoculation, growth factors and analysis of results are considered. A variety of tissues is cultured subject to facilities, time, and student interest. Two three-hour periods per week of lecture-laboratory.
Prerequisite(s): BIO 233 or BIO 301.
Last Offered: Spring 2013
4 credits

BIO 454 - Brain – Anatomy and Transmission
Discussion of the structure of human brain and the pharmacology and biochemistry of neural transmission. Offered primarily to pre-med, pre-vet and pre-dental students.
Prerequisite(s): BIO 228 or BIO 231, and BIO 301 or BIO 401.
Last Offered: Spring 2015
4 credits

BIO 455 - Taxonomy of Vascular Plants
No Description Available
Last Offered: Spring 2013
4 credits

BIO 460 - Paleontology
Systematic study of the fossil remains of organisms, with emphasis on their evolution, structure, distribution and phylogenetic relationships. Three two-hour lecture-laboratory periods.
Prerequisite(s): Junior status and Biology or Earth Science major.
Last Offered: Spring 2015
4 credits

BIO 467 - Laboratory Course in Biotechnology
Principles and practice of biotechnology in a research context. Laboratory methods, experimental design and research applications. Inquiry-based format designed to explore and analyze specific research problems.
Prerequisite(s): BIO 220 and BIO 436.
Last Offered: Spring 2014
4 credits

BIO 497 - In-Service Training in Biology
Provides the opportunity for upperclass Biology majors to participate in a biological research project being conducted by an industry or governmental agency. Acceptance dependent on student’s qualifications. 3 credits
Prerequisite(s): Departmental approval required.
Last Offered: Summer 2015
3 credits

BIO 498 - Advanced Special Topics
Topics vary.
Last Offered: Spring 2015
4 credits

BIO 499 - Independent Study and Research
No Description Available
Prerequisite(s): Departmental permission and overall GPA of 3.0 or higher.
Last Offered: Spring 2015
1 to 6 credits
CHE 101 - Chemistry in Contemporary Issues
A conceptual approach to the basics of chemistry with emphasis on current environmental, social, political, and ethical issues. Some of the topics are air pollution, global warming, ozone depletion, acid rain, and nuclear energy. Lecture 3 hours; laboratory, 2 hours. Prerequisite(s): MAT 100 or higher. Last Offered: Summer 2015
4 credits

CHE 103 - Crime Scene Chemistry
A forensic science perspective on the fundamental concepts of chemistry with emphasis on applications of scientific methods to criminal investigations. Some of the topics are atomic clues, chemical evidence, drug chemistry, chemistry of addiction, chemistry of explosions, and poisons. Lecture, 3 hours; laboratory, 2 hours. Prerequisite(s): MAT 100 or higher. Last Offered: Summer 2015
4 credits

CHE 120 - General Chemistry I
Atomic structure, gas laws, valence, solutions, ionization, redox reaction, activity series, periodic classification, kinetics, equilibrium, acid-base chemistry, electrochemistry. Lecture, 3 hours; laboratory, 3 hours; recitational session, 1 hour. Prerequisite(s): MAT 100 or MAT 102 or placement in MAT 108. Last Offered: Summer 2015
4 credits

CHE 121 - General Chemistry II
Atomic structure, gas laws, valence, solutions, ionization, redox reaction, activity series, periodic classification, kinetics, equilibrium, acid-base chemistry, electrochemistry. Lecture, 3 hours; laboratory, 3 hours; recitational session, 1 hour. Prerequisite(s): CHE 120. Last Offered: Summer 2015
4 credits

CHE 125 - Principles and Applications of General, Organic and Biochemistry
Fundamental aspects of general, organic, and biochemistry with particular applications to the health professions. This course will not fulfill the prerequisites for any other course in the Chemistry Department. Lecture, 3 hours; laboratory, 3 hours; recitational session, 1 hour. Prerequisite(s): CHE 120. Last Offered: Summer 2015
4 credits

CHE 240 - Analytical Chemistry
In lectures, discussion, and laboratory classes, students develop skills using instruments to analyze inorganic compounds by gravimetric, volumetric, electrometric, and colorimetric methods. Lecture, 3 hours; laboratory, 4 hours. Prerequisite(s): CHE 121. Last Offered: Fall 2014
4 credits

CHE 260 - Organic Chemistry I
Introduction to organic chemistry. Topics include the nomenclature, study of alkanes, modern spectroscopic techniques (including NMR, IR, and MS), stereochemistry and conformational analysis of organic molecules, and reactions and mechanisms of alkenes, alkynes, and alkyl halides. Lecture, 3 hours; laboratory, 4 hours. Prerequisite(s): CHE 121. Last Offered: Summer 2015
4 credits

CHE 261 - Organic Chemistry II
Discussion of nucleophilic substitution and elimination reactions and mechanisms. Nomenclature, characteristic reactions and mechanisms of alcohols, ethers, thiols, aldehydes, ketones, carboxylic acid derivatives, aromatic systems, and amines are covered. Lecture, 3 hours; laboratory, 4 hours. Prerequisite(s): CHE 260. Last Offered: Summer 2015
4 credits
CHE 262 - Organic Chemistry I: Lecture Only
Identical to CHE 260, but without the laboratory. Does not satisfy requirement in Chemistry B.S. or B.A. programs, nor does it satisfy requirements for entrance into most medical, dental, or veterinary schools. Prerequisite(s): CHE 121. Last Offered: Summer 2015 3 credits

CHE 263 - Organic Chemistry II: Lecture Only
Identical to CHE 261, but without the laboratory. Does not satisfy requirement in Chemistry B.S. or B.A. programs, nor does it satisfy requirements for entrance into most medical, dental, or veterinary schools. Prerequisite(s): CHE 260 or CHE 262. Last Offered: Summer 2015 3 credits

CHE 290 - Introduction to Chemistry Research
Experimental research supervised by a member of the chemistry department. Prerequisite(s): CHE 120 and CHE 121. Last Offered: Spring 2011 3 credits

CHE 301 - The Preparation of Scientific Documents for Chemistry
Introduction to the use of current software technology and appropriate style guides for the preparation of professional reports in the field of chemistry. Includes the use of standard word processing, generation of tables, graphs, and diagrams. Prerequisite(s): CHE 120 and CHE 121. Last Offered: Fall 2014 1 credits

CHE 340 - Environmental Chemistry
A study of the chemistry of air, water and soil as well as the various sources of energy and industrial and municipal waste treatment. Cannot be used for graduate credit by chemistry majors. Lecture, 3 hours. Prerequisite(s): CHE120 and CHE 121. Last Offered: Spring 2015 3 credits

CHE 370 - Physical Chemistry I
The properties of gases, chemical thermodynamics, phase and chemical equilibria and solutions. Lecture, 3 hours. Prerequisite(s): CHE 240, PHY 231 and MAT 252 (MAT 252 may be taken concurrently). Last Offered: Fall 2014 3 credits

CHE 371 - Physical Chemistry II
Discussion of electrochemistry and chemical kinetics. Introduction to quantum mechanics as applied to the electronic structure of atoms and molecules and to spectroscopy. Lecture, 3 hours. Prerequisite(s): CHE 370. Last Offered: Spring 2015 3 credits

CHE 372 - Physical Chemistry Laboratory I
Laboratory experiments that reinforce the lecture material covered in CHE 370. Prerequisite(s): CHE 370 (may be taken concurrently). Last Offered: Fall 2014 1 credits

CHE 373 - Physical Chemistry Laboratory II
Laboratory experiments and computational quantum chemistry exercises that reinforce the lecture material covered in CHE 371. Prerequisite(s): CHE 371 (may be taken concurrently) and CHE 372. Last Offered: Spring 2015 1 credits

CHE 434 - Inorganic Chemistry
No Description Available Last Offered: Fall 2011 4 credits
CHE 435 - Inorganic Chemistry I
Discussion of the electronic structure, symmetry, group theory, and bonding theories as they apply to the properties and reactions of the elements and their compounds found on the periodic chart. Lecture: 3 hours.
Prerequisite(s): CHE 240 and CHE 261.
Last Offered: Fall 2014
3 credits

CHE 436 - Inorganic Chemistry Lab
Application of the theory of inorganic chemistry to methods of air free synthesis and manipulation of chemical compounds, characterization of inorganic and catalytic products using spectroscopic and physical methods. Laboratory: 4 hours.
Prerequisite(s): CHE 435.
Last Offered: Spring 2015
1 credits

CHE 440 - Instrumental Methods of Analysis
Introduction to the theoretical background and practical use of modern instruments in the analytical laboratory. Work in spectrophotometry, chromatography, and electrochemistry. Lecture, 3 hours; laboratory, 4 hours.
Prerequisite(s): CHE 240 and CHE 260 and CHE 261.
Last Offered: Spring 2015
4 credits

CHE 445 - Chemical Hazards and Laboratory Safety
The study of the principles and methods of handling hazardous materials in the laboratory. Coverage includes: the nature and scope of hazards in the laboratory, overview of applicable regulations fundamentals of chemical hygiene, material safety data sheets, and chemical toxicity.
Prerequisite(s): CHE 370.
Last Offered: Spring 2015
1 credits

CHE 450 - Biochemistry I
Introduction to biochemistry. Chemistry of biological equilibria, bioenergetics, proteins, carbohydrates, enzymes, and metabolic pathways. Lecture, 3 hours; laboratory, 4 hours.
Prerequisite(s): CHE 261.
Last Offered: Summer 2015
4 credits

CHE 451 - Biochemistry II
Chemistry of lipids, cell membranes, nucleic acids, and signal transduction. Lecture, 3 hours; laboratory, 4 hours.
Prerequisite(s): CHE 450.
Last Offered: Spring 2015
4 credits

CHE 456 - Medicinal Chemistry
A survey of the main classes of drugs with emphasis upon their structures, structure-activity relationships, effects, side effects, and syntheses. Lecture, 3 hours.
Prerequisite(s): CHE 260 and CHE 261.
Last Offered: Fall 2014
3 credits

CHE 490 - Chemistry Research
Experimental research supervised by a member of the chemistry department.
Prerequisite(s): Senior status and permission of research advisor.
Last Offered: Fall 2014
3 credits

CHE 491 - Chemistry Research
Experimental research supervised by a member of the chemistry department. Only seniors may register for this course with written permission from their research adviser.
Last Offered: Spring 2015
3 credits

CHE 496 - Chemistry Seminar
The study of the nature of the chemical literature and the vital role that the literature plays in the development of chemistry. Students conduct literature searches in the different areas of chemistry and present seminars based on these searches. Lecture, 1 hour.
Prerequisite(s): Senior status.
Last Offered: Fall 2014
1 credits

CHI 100 - Chinese I
Conversational approach to Mandarin Chinese; the basic phonetic system, vocabulary, grammar, and logographic systems; rudiments of reading and writing. Introduces fundamental aspects of Chinese culture and civilization. One-hour weekly session in the language laboratory required.
Last Offered: Spring 2015
3 credits
CHI 101 - Chinese II
Continuation of CHI 100. Emphasis on conversation, culture, and civilization; continued practice in reading and writing. One-hour weekly session in language laboratory required. Prerequisite(s): CHI 100. Last Offered: Spring 2014 3 credits

CHI 200 - Chinese III
Practice in understanding, speaking, reading, and writing Chinese in a variety of familiar social contexts. Learning about traditional and modern culture and traditions. One hour sessions weekly in the language laboratory required. Prerequisite(s): CHI 101 or equivalent. Last Offered: Fall 2014 3 credits

CHI 210 - A Taste of China - Culture through Food
Explores the Chinese culture through food and helps students further develop their Chinese language proficiency through the exposure to the authentic Chinese culture. By exploring the cuisines in different regions of China, students will learn about various kinds of styles of the Chinese cuisines and their related ecological, historical, and cultural elements. Students will also learn to appreciate the beauty and delicacy of the Chinese food culture. Lecture 3 hours; language laboratory, 1 hour. Prerequisite(s): CHI 200 or departmental permission. Last Offered: Spring 2013 3 credits

CMD 198 - Special Topics
Topics vary. Last Offered: Summer 2015 1 to 3 credits

CMD 200 - Introduction to Developmental Communication Disorders
Introduction to the major theories of normal and abnormal speech development, etiology, classification, and characteristics of communication disorders, survey and observation of clinical procedures. Prerequisite(s): Departmental permission. Last Offered: Spring 2015 3 credits

CMD 201 - Introduction to Communication Disorders in Medical Settings
Introduction to normal adult communication, acquired disorders of communication and swallowing, and service delivery systems for adult clients. Prerequisite(s): Departmental permission. Last Offered: Spring 2015 3 credits

CMD 203 - Phonetics and Phonological Systems
The study of clinical phonetics and phonological systems. Topics include basic concepts in anatomy, physiology, and acoustics relating to the development and use of phonological systems. Use and application of the International Phonetic Alphabet (IPA) and relevant diacritical markings will be reviewed and practiced. Prerequisite(s): Departmental permission. Last Offered: Spring 2015 4 credits

CMD 294 - Communication Disorders Tier 3 Capstone
Topics vary. Last Offered: not yet offered 3 credits

CMD 317 - Anatomy and Physiology of the Speech Mechanism
The anatomy and physiology of the respiratory system, the larynx, and the head and neck related to speech production and reception. Prerequisite(s): Departmental permission. Last Offered: Spring 2015 3 credits
CMD 319 - Language Development: Ages Birth to Five

Semantic, syntactic, phonological, and pragmatic sequence of normal language development in children. Topics may include language disorders, early cognitive development, and theoretical bases.
Prerequisite(s): CMD 200 and departmental permission.
Last Offered: Spring 2015
3 credits

CMD 320 - Introduction to Hearing Science

The anatomy and physiology of the auditory system, theories of hearing, auditory disorders, and the nature of sound. Introduction to the study of acoustics and psychoacoustics.
Prerequisite(s): CMD 200 and departmental permission.
Last Offered: Spring 2015
3 credits

CMD 321 - Introduction to Audiology

Instrumentation and techniques for the identification and management of peripheral hearing disorders including pure-tone, speech audiometrics, immittance testing, screening procedures and methods of aural rehabilitation.
Prerequisite(s): CMD 200, CMD 320 and departmental permission.
Last Offered: Spring 2015
3 credits

CMD 318 - Neurological Bases of Communication

Study of neuroanatomy and the neurophysiology underlying normal speech production. The central and peripheral systems are considered as well as the embryologic development of the nervous system.
Prerequisite(s): CMD 317 and departmental permission.
Last Offered: Spring 2015
3 credits

CMD 319 - Language Acquisition: School Age: Adolescence

Normal sequence of pragmatic, semantic, syntactic, and phonological development in school age children. Topics may include language-learning disabilities, language disorder, bilingual language processes, and classroom discourse.
Prerequisite(s): CMD 200 and departmental permission.
Last Offered: Spring 2015
3 credits

CMD 320 - Speech Science

Study of the physiological, acoustical, and perceptual bases of speech; the mechanics of phonation, vocal theory, consonant production; and the acoustic and physiologic investigation of speech output. Lecture, 3 hours; laboratory, 2 hours.
Prerequisite(s): CMD 317, CMD 320 and departmental permission.
Last Offered: Spring 2015
4 credits

CMD 418 - Neurological Bases of Communication

Introduction to clinical practice and professional issues in the fields of Speech-Language Pathology and Audiology. Emphasis on observation of practicing clinicians in various professional settings.
Prerequisite(s): 21 CMD credits and departmental permission.
Last Offered: Summer 2015
3 credits

CMD 499 - Independent Study

Independent Study.
Prerequisite(s): departmental permission.
Last Offered: Spring 2014
3 credits
COM 105 - Speech: Discussion and Conference
Emphasis on increased effectiveness in working in small groups: interviewing, fact-finding, and problem solving.
Last Offered: Spring Break 2012 3 credits

COM 135 - Online Communication
This course introduces practical and theoretical issues associated with online communication systems. Focus will center on the analysis of communication practices, the social structures that emerge when people use online tools, and the issues associated with design and implementation of online technologies in local and global contexts.
Last Offered: Spring 2015 3 credits

COM 200 - Fundamentals of Communication Design
Introduces components of the message construction process and principles of effective communication. Applications of computer programs to the design and development of communication material.
Prerequisite(s): Freshman or sophomore status.
Last Offered: Spring 2015 3 credits

COM 201 - Applied Communication Design
Message construction in professional communication environments utilizing electronic applications. Areas covered include communication principles in desktop publishing and presentation graphics.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015 3 credits

COM 205 - Fundamentals of Professional Presentations
No Description Available
Last Offered: Summer 2014 3 credits

COM 215 - Small Group Communication
Analysis of small group communication and group interaction; special attention is given to related communication theories.
Last Offered: Spring 2015 3 credits

COM 225 - Interpersonal Communication
Investigation of interpersonal communication behavior, the effects of communication on relationships, and interactions within a variety of relational contexts.
Last Offered: Spring 2015 3 credits

COM 228 - Capturing, Analyzing, and Presenting Family Stories
Explores existing and student-oriented family story artifacts (photographs, home videos, audio recordings, written documents) as a starting point for a creative, digital multi-media final project.
Last Offered: Summer 2015 3 credits

COM 233 - Communication in Relational Development
Theoretical and applied approaches to the function of communication throughout the initiation, maintenance, and termination phases of relational communication.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015 3 credits

COM 234 - Fundamentals of Copywriting
Basic principles, techniques, and procedures for writing effective copy. Application of creative problem solving and idea generating techniques in advertising. Formerly COM 347 — Creating Persuasive Copy.
Prerequisite(s): ENG 112 and Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015 3 credits
COM 236 - Copywriting for Electronic Media
Communication concepts and technologies for radio, television, and other electronic media. Emphasis is placed on writing of scripts.
Prerequisite(s): ENG 112 and Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Fall 2014
3 credits

COM 257 - Audio Production
An introduction to the basic elements, equipment, and techniques of audio production as they are used in video, multimedia, film, and other media. Emphasis is on improving listening and production skills, and application of techniques in sample audio projects.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 250 - Business and Professional Communication
Study and application of basic business and professional communication in the workplace. Introduction to organization hierarchies and how they affect communication, standards of inter- and intra-organizational communication, and the formulation and evaluation of organizational messages.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 258 - Cinematic Technique
Examines how the elements of film and video production are used to communicate a message from the creator’s viewpoint. Uses illustrative scenes from significant films and episodic television shows to demonstrate how production elements can be used to achieve a desired effect.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 253 - Fundamentals of Video Production
An overview of video production. Introduction to the basic technical theory, vocabulary, procedure, uses, program distribution, and career opportunities.
Prerequisite(s): Freshman or sophomore status only.
Last Offered: Spring 2015
3 credits

COM 259 - Studio Production
Studio experience in producing video programs in a variety of program formats.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 265 - Video Technology
Study of electronic principles and video systems.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 274 - Experimental Media Production
Exploration of video as an experimental art form, integrating theory and practice. Through screenings and discussions, students will study the history of the medium while working on individual, short-form production projects.
Prerequisite(s): C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Fall 2014
3 credits

COM 275 - Persuasion
Investigation of theories, principles, and strategies of social influence in various communication contexts. Emphasis on compliance-gaining communication, methods of persuasion, and ethics of social influence in interpersonal and professional contexts.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits
COM 287 - Introduction to Communication Research
An introduction to communication research methods that focuses on the development, interpretation, analysis, and implementation of communication research.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 298 - Special Topics
Examination of developments, issues, and/or creative work in the field of communication.
Last Offered: Fall 2011
3 credits

COM 300 - Organizational Communication
An overview of internal and external audiences with which organizational members communicate; specific attention to intent of message, message construction, and determination of appropriate channels for message delivery; field research.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Fall 2014
3 credits

COM 312 - Communication and Gender
Explores communication and gender including masculine and feminine communication styles as well as stereotypes of men and women’s communication and gender patterns in communication across a variety of personal and professional contexts.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 322 - Communication Training and Development
Introduction to the field, scope, and process of communication training and development with emphasis on communication skills essential for conducting training and development (formerly COM 222).
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 332 - Interviewing
Application of communication concepts and skills throughout the interview process as they are used in a variety of professional contexts. Special attention to informal, informational, and evaluative interviews.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 333 - Video Script Writing
In-depth understanding of the scriptwriting process. Written exercises and final project provide the opportunity to explore scripting formats and techniques.
Prerequisite(s): ENG 112 and grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 335 - Advertising and Promotional Design
The creative application of communication concepts designed to solve advertising problems for targeted audiences. Focus is on designing creative strategies involved in briefs and concept work. Emphasis is on the creative process.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 201, COM 215, COM 225, COM 234, and COM 253.
Last Offered: Spring 2015
3 credits

COM 340 - Communication and Product Information
The communication means with which the commercial organization disseminates product information; intraorganizational and interorganizational communication concepts of trade shows, advertising, manuals, and audio/visuals.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, COM 253, and COM 335.
Last Offered: Spring 2015
3 credits
COM 360 - Field Production
Introduction to the fundamental principles and technologies of professional field productions.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253. Corequisite: COM 365.
Last Offered: Fall 2014
3 credits

COM 365 - Advanced Postproduction Techniques
An exploration of advanced approaches in postproduction including time code, test instruments and computerized editing.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253. Corequisite: COM 360.
Last Offered: Spring 2014
3 credits

COM 370 - Interpersonal Conflict and Communication
An examination of theoretical and practical approaches to communication in interpersonal conflict. Emphasis on interpersonal conflict resolution, negotiation, and third-party mediation.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 372 - Digital Filmmaking
Explores the phases of producing narrative programs using a single camera, film-style approach. Projects are filmed with HD cameras.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, COM 253, COM 333, COM 360, and COM 365.
Last Offered: Spring 2015
3 credits

COM 375 - Family Communication
Theories, concepts, and issues related to interpersonal and relational communication within the family. Examination of how conceptions of family, family identity, and societal influences impact family communication processes.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Fall 2014
3 credits

COM 377 - Video Directing
Exploration of the role of the video director. Includes an examination of the management, technical, and aesthetic aspects of the position.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, COM 253, and COM 259.
Last Offered: Fall 2010
3 credits

COM 385 - Documentary Production
Application of nonfiction (documentary) production practices. Research, planning, advocacy, and presentation of evidence using traditional and non-traditional shooting and editing styles.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, COM 253, and COM 360.
Last Offered: Fall 2014
3 credits

COM 387 - Communication Theory
An introduction to communication theories with special attention to understanding, evaluating, and applying various theories in multiple contexts.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Spring 2015
3 credits

COM 402 - Advertising and Promotions for the Internet
The use of the Internet in contemporary advertising and promotional settings. Basic design concepts and computer applications relevant to understanding communication processes and strategies for Internet advertising development.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, COM 253, and COM 335.
Last Offered: Spring 2015
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>COM 410</td>
<td>Crisis and Communication</td>
<td>Application of communication strategies in an environment of organizational crisis; a study of the types and characteristics of crises; the communication skills needed to deal with crises, and the steps involved in developing a crisis communication plan.</td>
<td>Grade of C or better in COM 101, COM 200, COM 215, COM 225, COM 253, and COM 300.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>COM 468</td>
<td>Special Effects in Video</td>
<td>An exploration of the techniques and uses of 3-D modeling and animation, computer generated transitions, moving image manipulation, and compositing.</td>
<td>Grade of C or better in COM 101, COM 200, COM 201, COM 215, COM 225, and COM 253.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
<tr>
<td>COM 481</td>
<td>Applied Perspectives in Interpersonal Communication</td>
<td>A capstone course focusing on the integration of Interpersonal and Relational Communication theory, research, and practice throughout all phases of the inquiry process. This course may be taken twice.</td>
<td>Grade of C or better in COM 101, COM 200, COM 215, COM 225, COM 233, COM 253, COM 287, COM 370, COM 387, and COM 440.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>COM 490</td>
<td>Practicum in Organizational Communication</td>
<td>Application of organizational communication practices and issues in professional environments. Students undertake a client project from concept to completion under faculty supervision. This course can be taken twice, up to 6 credits.</td>
<td>Grade of C or better in COM 101, COM 200, COM 215, COM 225, COM 250, COM 253, COM 300, and COM 370.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
</tbody>
</table>
COM 492 - Practicum in Film, Television and Digital Production
Application of professional production techniques for creating effective digital programs. The student undertakes a production from concept through delivery. Can be taken twice for up to 6 credits.
Prerequisite(s): Grade of C or better in COM 101, COM 200, COM 215, COM 225, COM 253, COM 360, and either COM 372 or COM 385.
Last Offered: Spring 2015
3 credits

COM 497 - Field Experience
An intern program available to qualified majors. Assignment is planned with the department.
Prerequisite(s): Departmental permission and grade of C or better in COM 101, COM 200, COM 215, COM 225, and COM 253.
Last Offered: Summer 2015
1 to 12 credits

COM 498 - Advanced Special Topics
Examination of developments, issues, and/or creative work in the field of communication.
Last Offered: Fall 2011
3 credits

COM 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2014
1 to 3 credits

CSC 101 - Introduction to Computers and Applications
Computer concepts, hardware, applications, and utilities in an interactive lab setting. Hands-on exercises using emerging technologies such as web-based communication and information resources, multimedia applications, office productivity software, e-portfolios, and collaboration tools.
Last Offered: Spring 2015
3 credits

CSC 102 - BASIC Programming: Programming in BASIC
Programming concepts and problem solving. BASIC language fundamentals, input/output control, graphics and file processing. Programming work required.
Last Offered: Spring 2014
3 credits

CSC 104 - Web Technology
An introduction to web site development and an examination of societal dimensions of the web. Extensive computer work using HTML and CSS is required.
Last Offered: Summer 2015
3 credits

CSC 152 - Computer Programming I
An introduction to computer science. This course covers problem-solving methods and algorithm development; the design, coding, debugging, and documentation of computer programs.
Prerequisite(s): CSC 102 or math placement of MAT 100 or high school programming.
Last Offered: Summer 2015
3 credits

CSC 153 - Computer Programming II
Systems and applications programming in a modern, high-level production computer language. Lab work required.
Prerequisite(s): Grade C or better in CSC 152 or departmental permission.
Last Offered: Summer 2015
3 credits

CSC 200 - Information Management and Productivity Software
Use of software applications to manage and present data.
Spreadsheet development, database management concepts, and presentation software; linkages among these applications, and to the Internet using examples from business, education, and both natural and social sciences.
Last Offered: Summer 2015
3 credits
CSC 203 - Flash Actionscript
Flash animation and user interaction scripting. Scripting examples include controlling text, information flow, sound, and video. Focus is on educational applications and game development. Extensive hands-on work required.
Last Offered: Fall 2011
3 credits

CSC 204 - Web Technology
No Description Available
Last Offered: Fall 2011
3 credits

CSC 207 - Computer Systems
Study of fundamental principles that form the basis for the operation of computers. Topics include: analysis and design of combinatorial logic circuits, basic computer components, processor instruction set and assembly language. Laboratory experiments required.
Prerequisite(s): MAT 178 and CSC 152.
Last Offered: Summer 2015
4 credits

CSC 212 - Data Structures
Techniques for representing and processing information, including the use of tables, linked lists, trees, and graphs. Comprehensive foundation of data abstraction including stacks and queues using object oriented approach.
Prerequisite(s): Grade C or better in CSC 153.
Last Offered: Summer 2015
3 credits

CSC 305 - Computer Organization
The basic organization of digital computer, including CPU, I/O processing, memory, microprogramming, pipelined computers, parallel processing, arithmetic processor and introduction to computer networks.
Prerequisite(s): CSC 207.
Last Offered: Summer 2015
3 credits

CSC 306 - Internet Multimedia
Technology and use of Internet based multimedia including images, animation, interactive multimedia, audio, full motion video, and streaming slideshows. The study of each topic includes a description of the technology and implementation options, viewing examples, and hands-on lab assignments.
Last Offered: Spring 2014
3 credits

CSC 307 - Computer Systems
Study of fundamental principles that form the basis for the operation of computers. Topics include: analysis and design of combinatorial logic circuits, basic computer components, processor instruction set and assembly language. Laboratory experiments required.
Prerequisite(s): MAT 178 and CSC 152.
Last Offered: Summer 2015
4 credits

CSC 308 - Software Design and Development
Techniques for the design, organization, management, and implementation of large scale computer software projects. Team project and programming work required.
Prerequisite(s): CSC 212.
Last Offered: Spring 2015
3 credits

CSC 321 - Algorithm Design and Analysis
Covers the analysis and application of algorithmic solutions to a range of fundamental computing problems. Topics include hashing, sorting, graph representation and algorithms, string matching, data compression, and computability.
Prerequisite(s): CSC 212 and MAT 178.
Last Offered: Spring 2015
3 credits

CSC 324 - Computer Ethics
Application of moral theories to ethical problems created, aggravated or transformed by computer technology. Topics include privacy, computer crime, replacement of human decision making. Also listed as PHI 324.
Prerequisite(s): 3 credits of PHI or CSC (or equivalent knowledge), or junior status with departmental permission.
Last Offered: Spring 2015
3 credits

CSC 330 - Software Design and Development
Techniques for the design, organization, management, and implementation of large scale computer software projects. Team project and programming work required.
Prerequisite(s): CSC 212.
Last Offered: Spring 2015
3 credits
CSC 334 - Human Computer Interactions
Basic concepts of perceptual design, information processing, skilled behavior, interaction models, user interface design, and implementation and deployment of usability testing procedures. Case studies are analyzed and a show case project is implemented. Prerequisite(s): Junior status; and CSC 102 or CSC 152. Last Offered: Spring 2015 3 credits

CSC 335 - Database Management Systems Design
Synthesis of data structures, algorithms, and hardware to design and implement large scale, integrated information storage and retrieval systems. Secondarily, selection, installation, and management of existing, packaged systems. Prerequisite(s): CSC 212. Last Offered: Summer 2015 3 credits

CSC 341 - Digital Imaging
Enhancement, analysis and classification of digital imaging. Thresholding, filtering, and histogram and curve manipulation. Digital image processing and assembly through use of layers, channels, masks, and paths utilizing object-oriented, bitmapped and image composition software. Prerequisite(s): CSC 153. Last Offered: Spring 2015 3 credits

CSC 380 - Network Technology
This course exposes students to data communications and Local Area Network technologies. The history of LAN, types of LAN, and Wide Area Networking, connecting computers to a LAN topology, standards, and Internetworking. Last Offered: Summer 2014 3 credits

CSC 398 - Special Topics
Examination of developments, issues, and/or creative work in the field of computer science. Last Offered: Summer 2015 1 to 3 credits

CSC 400 - Computer Science Project Seminar
A capstone investigation of selective current computer science topics and independent experience in designing and executing a computer science project. Prerequisite(s): At least 20 credits in CSC. Last Offered: Spring 2015 3 credits

CSC 424 - System Administration
Comprehensive examination of the planning, installation, configuration, and maintenance of operating systems, and their related services including startup and shut down, hardware and software installation, file systems and disks, processes, user management, backups, kernel customization, networking, security, and troubleshooting. Hands-on assignments required. Prerequisite(s): CSC 212 and junior status. Last Offered: Summer 2015 3 credits

CSC 425 - Operating Systems
Overview of operating systems principles, and the interrelationship between the operating systems and the architecture of computer systems. Topics include multithreading, CPU and I/O device scheduling, process synchronization, deadlocks, and virtual memory organization. Prerequisite(s): CSC 207 and CSC 212. Last Offered: Summer 2015 3 credits

CSC 431 - Computer Graphics
Computer graphics concepts, host machines and languages. Graphics functions, display files techniques, and computer graphics applications. Computer projects are required. Prerequisite(s): CSC 212 and MAT 178. Last Offered: Fall 2014 3 credits
CSC 443 - Fundamentals of Internet Programming
A study of programming languages used in developing interactive web sites. Basic experience in the full development cycle including: web site conception, client/server side programming, and web site maintenance. Individual programming intensive web projects are required.
Prerequisite(s): CSC 212.
Last Offered: Fall 2014
3 credits

CSC 453 - Information Security
This course examines issues related to information and network security. Topics include: general security concepts, security attacks and risks, security architectures, security mechanisms, cryptographic algorithms, security standards, and case studies of current security issues.
Prerequisite(s): CSC 380 or CSC 465.
Last Offered: Spring 2015
3 credits

CSC 463 - Development of Distributed and E-Commerce Applications
Basic concepts for developing software applications distributed across computer networks. A number of distributed architectures are considered including client-server and distributed objects models. Team projects are required.
Prerequisite(s): CSC 212.
Last Offered: Spring 2015
3 credits

CSC 465 - Communications and Networks
A study of network communications, from underlying physical principles to high-level network protocols.
Prerequisite(s): CSC 207.
Last Offered: Summer 2015
3 credits

CSC 476 - Fundamentals of Data Warehousing
Basic concepts of project management, data design, architecture, implementation and deployment of data warehouses. A number of case studies are studied and one is implemented.
Prerequisite(s): CSC 335.
Last Offered: Spring 2014
3 credits

CSC 477 - Fundamentals of Data Mining
Basic concepts of data mining including data representation, data visualization, data classification, association discovery and analysis, cluster formation and analysis, and anomaly detection and analysis. Case studies are reviewed and implemented.
Prerequisite(s): CSC 153; and MAT 107 or MAT 221.
Last Offered: Spring 2015
3 credits

CSC 481 - Artificial Intelligence
Applications programming techniques for simulating human intelligent behavior, such as learning, perception, memory, deduction, speech, and creativity, in machines. Case studies of implementations are examined. Projects required.
Prerequisite(s): CSC 212.
Last Offered: Spring 2015
3 credits

CSC 499 - Independent Study and Research
Upon completion of project and oral presentation of 20-30 minutes is required.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
1 to 6 credits

CSP 100 - Understanding Self and College
An analysis of the interaction between self and the college environment by integrating developmental theory, skills building, and common student issues. For freshmen only.
Last Offered: Fall 2011
2 credits
CSP 450 - Peer Counseling With College Students
A study of basic approaches that assist a student through the use of individual and group counseling relationships. Students begin to understand themselves in relation to the social, psychological, and economic world in which they live, and to develop decision-making competency, resolve special problems, and to live successfully in a college environment.
Last Offered: Spring 2011
3 credits

CTR 200 - Career Concepts and Exploration
Career/life planning through an examination of the student’s interests, skills, and values as they interrelate with the individual, the university, and the world of work.
Last Offered: Fall 2012
3 credits

CTR 300 - Cooperative Education
Enables students to gain employment experience as part of their undergraduate program. Students spend a six-month period, either July 1-December 31st or January 1-June 30, employed by an industry, a business firm, or a government agency in order to apply their academic studies to practical employment situations.
Prerequisite(s): Junior status with a minimum overall GPA of 2.0.
Last Offered: Summer 2015
1 to 12 credits

ECO 100 - Principles of Macroeconomics
This introductory course focuses on the basic principles explaining aggregate economic activity. Topics covered include the concepts, measurements, and problems associated with aggregates such as gross domestic product, price level, unemployment and macroeconomic policy.
Last Offered: Summer 2015
3 credits

ECO 101 - Principles of Microeconomics
This introductory course focuses on the basic problem of resource allocation in an economy with particular reference to the market economy.
Last Offered: Summer 2015
3 credits

ECO 200 - Macroeconomic Analysis
Examination of the composition of the national income and the effects of changes in its components upon the level of national income. Also analyzed are the nature of business cycle fluctuations, with attention to the interrelated problems of inflation, balance of payments, unemployment, and economic growth. The problem of forecasting economic activity and the development of private and public stabilization programs are analyzed.
Prerequisite(s): ECO 100 and ECO 101.
Last Offered: Fall 2014
3 credits

ECO 201 - Microeconomic Analysis
Analysis of the economic principles and processes involved in the structure and operation of a predominantly free-enterprise economic system. Attention is given to pricing and distribution theory (micro-analysis).
Prerequisite(s): ECO 100 and ECO 101.
Last Offered: Spring 2015
3 credits

ECO 221 - Statistics for Economics and Business
A first course in statistics concentrates on applications in business and economic decision making. Topics covered include descriptive statistics, basic probability distributions, sampling theory, confidence interval estimation, hypothesis testing, correlation, and simple regression analysis.
Prerequisite(s): ECO 100 and ECO 101, and MAT 120.
Last Offered: Summer 2015
3 credits
ECO 303 - Development Economics
The purpose of this course is fourfold: (1) to introduce the student to the field and tools of development economics; (2) to explore in depth the philosophical, theoretical, and policy-oriented complexities of contemporary development issues facing over two-thirds of the world’s population; (3) to examine the strengths and weaknesses of alternative development strategies in light of country experience, and (4) to evaluate recent policy options introduced in development. Prerequisite(s): ECO 100 or departmental permission. Last Offered: Spring 2015
3 credits

ECO 304 - Labor Economics
This course covers topics in both the supply of and demand for labor, wage determination, the effects of market structure on the equilibrium in the labor market, and the theory of human capital. Additional issues may include labor market discrimination, time allocation between and among house-holds, and the effect of unions. Prerequisite(s): ECO 100 and ECO 101. A knowledge of statistics is helpful. Last Offered: Fall 2014
3 credits

ECO 307 - Urban Economics
An economic analysis of the structure and functioning of contemporary urban communities to identify and study the more pressing economic problems. Attention is directed to the changing structure of central cities, fiscal arrangements, housing markets, and public goods. Prerequisite(s): ECO 100 and ECO 101. Prerequisite(s): ECO 100 and ECO 101. Last Offered: Fall 2014
3 credits

ECO 310 - Management Science
Application of quantitative methods to economics and business. All decision problems are motivated and organized along an economic and business line of thinking. Specific topics are linear programming, transportation problems, probability concepts, Bayes’ decision rule, game theory, Markov chains, queuing, and inventory models. Prerequisite(s): ECO 100, ECO 101, and ECO 221. Prerequisite(s): ECO 100, ECO 101, and ECO 221. Last Offered: Spring 2012
3 credits

ECO 311 - Public Finance
Principles and techniques involved in obtaining and expending funds by governmental bodies. Considered also are the nature of governmental borrowing and indebtedness as well as sources of revenue and fiscal administration. Prerequisite(s): ECO 100 and ECO 101. Last Offered: Spring 2014
3 credits

ECO 321 - Introductory Econometrics
An exposition of methods of the empirical determination of economic laws. Topics include the general linear regression model and the corrective measures to take in the critical use of ready-made econometric computer programs which come with an understanding of the rationale of the various methods of econometrics. Prerequisite(s): ECO 100, ECO 101, and ECO 221. Prerequisite(s): ECO 100, ECO 101, and ECO 221. Last Offered: Spring 2013
3 credits

ECO 334 - History of Economic Thought
Analysis of economic ideas from Aristotle and Plato to the contemporary scene of Keynes, Robinson, and Chamberlin. Included is the study of the mercantilists, and Adam Smith, Karl Marx, Ricardo, and Malthus. Prerequisite(s): ECO 100 and 101. Last Offered: Spring 2015
3 credits
ECO 340 - Money and Banking
A close look at the role of money in determining output, inflation, and interest rates. Topics include money creation, monetary policy, budget deficits, financial intermediation, banking regulations, and the Federal Reserve.
Prerequisite(s): ECO 100 and ECO 101. Prerequisite(s): ECO 100 and ECO 101.
Last Offered: Spring 2015
3 credits

ECO 350 - International Economics I: Trade
Theoretical foundations of why nations trade; the problems that arise from trade and the policies nations adopt to correct the problems.
Prerequisite(s): ECO 100 and ECO 101.
Last Offered: Fall 2014
3 credits

ECO 353 - Industrial Organization
Economic analysis of the organization of industry and an examination of public policy toward industry. Topics include antitrust and natural monopoly regulation.
Prerequisite(s): ECO 100 and ECO 101. Prerequisite(s): ECO 100 and ECO 101.
Last Offered: Spring 2014
3 credits

ECO 398 - Special Topics in Economics
This is a special course that is either in the pilot stage or a course that will be offered up to three times.
Prerequisite(s): based on class content.
Last Offered: Spring 2015
3 credits

ECO 410 - Managerial Economics
Problems solving applications of microeconomic theory to policy level decision-making processes of individual firms competing in local, national, and international markets.
Prerequisite(s): ECO 100, ECO 101, and ECO 221.
Prerequisite(s): ECO 100, ECO 101, and ECO 221.
Last Offered: Fall 2010
3 credits

ECO 431 - Forecasting Methods in Business and Economics
Survey basic quantitative and qualitative methods in forecasting and investigates their applications to problems in business and economics.
Prerequisite(s): CSC 200, ECO 221, and junior status.
Last Offered: Spring 2012
3 credits

ECO 440 - Regional Economic Integration
Examination of the economic integration of regions of the world: EU, APEC, ASEAN, AU, MENCUSOR and others. Students learn about the principles and the process of regional economic integration, the challenges and benefits of economic integration, and how factors of production impact and are impacted by the process. The issue of disparities and convergence are also evaluated.
Prerequisite(s): ECO 100 or ECO 101, and junior status.
Last Offered: Spring 2012
3 credits

ECO 497 - Internship
A supervised internship in business or government with the application of economic theory to problems of enterprise administration. Bi-weekly reporting to the faculty supervisor is necessary.
Prerequisite(s): Senior status and departmental permission.
Last Offered: Fall 2014
3 credits

ECO 499 - Independent Study
Research of a high quality meeting the standards of the department faculty director.
Prerequisite(s): Senior status and departmental permission.
Last Offered: Summer 2015
1 to 3 credits
EDU 106 - New Literacies: Digital Text and Tools for Learning
Highlights the shifting nature of literacy and social practices as new digital texts and tools emerge. Instructs students in the technological fluencies required in the 21st century.
Last Offered: Spring 2015
3 credits

EDU 200 - Teachers, Schools, and Society
Examines the social, cultural, and political contexts of contemporary schooling. A field placement in an elementary school setting provides the opportunity to examine the work of teachers and connections between theory and practice.
Last Offered: Summer 2015
3 credits

EDU 201 - Introduction to the Teaching Professions
Through participation as tutors and teachers’ assistants in selected schools, weekly seminars, field trips, and readings, students are introduced to professional education. For students in special education, art education, and secondary education.
Prerequisite(s): Sophomore status.
Last Offered: Spring 2015
3 credits

EDU 206 - Principles of Early Childhood Education
Focuses on the distinct philosophies, theories, standards, policies, values and issues of collaborations in the field of Early Childhood Education. A 40 hour field placement in an early childhood school setting provides students with an opportunity to experience what it means to be an early childhood teacher and relate theory to practice. Students learn to navigate their role as early childhood professionals.
Last Offered: Spring 2015
3 credits

EDU 298 - Special Topics
Topics vary.
Last Offered: Spring 2012
1 to 6 credits

EDU 300 - Student Teaching I
Guided observation of the teaching process and supervised student teaching coordinated with study of curricula and educational materials.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
6 credits

EDU 301 - Reading
Study of how children learn to read and an analysis of current practices in teaching reading.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
3 credits

EDU 305 - Beginning Readers
Study of how children learn to read and an analysis of current practices in teaching reading and assessing performance at the beginning reading level with emphasis on foundational skills in word identification, comprehension, vocabulary, and fluency. Field work component to link theory to practice.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
3 credits

EDU 306 - Developing Readers
Study of how children refine and expand reading skills with emphasis on narrative and expository comprehension, written response to reading, vocabulary, and fluency. Field work component to link theory to practice.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
3 credits

EDU 307 - Children’s Literature and Literacy
Study of how literature can be used as a springboard for teaching language arts in the elementary grade classroom.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
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>EDU 308</td>
<td>Children’s Literature and Literacy: Early Childhood</td>
<td>Study of ways to help children use and develop language skills to listen, speak, read, and write using children’s literature as a springboard.</td>
<td>Admission to department and departmental permission.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>EDU 309</td>
<td>Curriculum Design and Methods for Preschool</td>
<td>Study of the teacher’s role in facilitating the preschool child’s learning and development. Curriculum planning based on the developmental needs of preschool children. Field work component links theory to practice.</td>
<td>Departmental permission.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Responsive Curriculum and Assessment</td>
<td>Engages future teachers in studying diverse classroom, school, and community contexts; assessing elementary students’ strengths, weaknesses, interests, and background knowledge; and implementing curriculum based on assessment results and context.</td>
<td>Departmental permission.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>EDU 312</td>
<td>Integrated Curriculum in the Primary Classroom</td>
<td>A study of developmentally appropriate, integrated curriculum for K-3. The teacher’s role in planning and implementing curriculum, as well as designing and managing the classroom environment to facilitate learning. Field work component to link theory to practice.</td>
<td>Departmental permission.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>EDU 316</td>
<td>Child Development and Psychology for Educators</td>
<td>Focuses on patterns of typical and atypical development from conception to adolescence. Emphasis on development theory, investigative research methodologies, and observational skills needed to evaluate individual differences and analyze developmental characteristics among early childhood and elementary school-age children through adolescence.</td>
<td>Departmental permission.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>EDU 317</td>
<td>Science Education in the Elementary School</td>
<td>Examines the content, organization, and techniques of instruction in elementary science from Kindergarten through grade 6. Emphasis is on directed teaching; inquiry; discovery and the problem-solving methodologies endorsed by current reform efforts for achievement of optimal learning and comprehension.</td>
<td>Departmental permission.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>EDU 318</td>
<td>Reading — Early Childhood</td>
<td>Study of how children learn to read and an analysis of current practices in teaching reading to young children at the nursery through third grade levels.</td>
<td>Departmental permission.</td>
<td>Fall 2013</td>
<td>3</td>
</tr>
</tbody>
</table>
EDU 319 - Integrated Mathematics, Science, and Technology for Early Childhood Education

An integrated approach to the teaching of mathematics, science, and technology for early childhood educators. Cooperative learning, use of manipulative, hands on lessons, and educational technology designed to motivate students and help them understand the theories, practices, and processes of mathematics and science is emphasized in this course.
Prerequisite(s): Departmental permission.
Last Offered: Fall 2014
3 credits

EDU 320 - Integrated Mathematics and Science for Elementary Education

The content, organization, techniques of instruction, and the application of technology in elementary science and mathematics.
Prerequisite(s): MAT 106 and departmental permission.
Last Offered: Summer 2015
3 credits

EDU 321 - Curriculum, Instruction, and Assessment in Social Studies

Developing a skills-based social studies curriculum in the elementary school; creating interdisciplinary curriculum units; exploring instructional strategies appropriate for social studies in the elementary school.
Prerequisite(s): Departmental permission.
Last Offered: Fall 2014
3 credits

EDU 322 - Family, School, and Community Partnerships

Theories and practices for building strong family, school, and community relationships; programs and approaches to help teachers to encourage parent involvement and effectively support diverse families.
Prerequisite(s): Acceptance into the Education Department.
Last Offered: Spring 2015
3 credits

EDU 324 - Teaching Mathematics in the Elementary School

This course will examine the mathematics covered in grades K to 6. Also examines the use and meaning of numbers in children’s lives and the current trends in mathematics education.
Prerequisite(s): Departmental permission and MAT 106.
Last Offered: Spring 2015
3 credits

EDU 325 - Best Practices in Classroom Management

The proactive and reactive components of effective classroom management; emphasis is on the link between normative student development, academic performance, and behavior. Topics include environmental design, organizational design, establishment of rules and procedures, and management styles.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
3 credits

EDU 400 - Student Teaching II

Guided observation and supervised student teaching in cooperating schools. Eight-week course.
Prerequisite(s): EDU 300 and departmental permission.
Last Offered: Spring 2015
6 credits

EDU 413 - Secondary Education

A study of secondary education which involves philosophy, objectives, content, and techniques, as well as observation in classrooms.
Prerequisite(s): EDU 201 and Praxis I.
Last Offered: Spring 2015
3 credits
### EDU 414 - Applications of Child Development
Study of personality development, growth, needs, and guidance of children from early childhood through age 12.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
3 credits

### EDU 450 - Student Teaching I
Guided observation and supervised student teaching in cooperating schools.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
5 credits

### EDU 451 - Student Teaching II
Guided observation and supervised student teaching in cooperating schools.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
5 credits

### EDU 452 - Secondary School Student Teaching
Guided observation and supervised student teaching in grades 7-12 in cooperating schools.
Prerequisite(s): EDU 490, EDU 491, EDU 492, EDU 493, or EDU 494. Corequisite: EDU 453.
Last Offered: Spring 2011
8 credits

### EDU 453 - Student Teaching Seminar
Discussions of educational issues, in particular, those raised by students' experiences in the field.
Prerequisite(s): EDU 490, EDU 491, EDU 492, EDU 493, or EDU 494. Corequisite: EDU 452.
Last Offered: Spring 2011
1 credit

### EDU 455 - Secondary School Student Teaching in English
Guided observations and supervised student teaching in English, grades 7-12, in a cooperating school. Fifteen-week field experience.
Prerequisite(s): ENG 493 and all other professional education courses. Corequisite: EDU 453.
Last Offered: Spring 2013
12 credits

### EDU 485 - Student Teaching Seminar
Issues and current practices in education are discussed in light of current placements. Topics include Connecticut regulations, classroom management, planning, and implementing curriculum.
Prerequisite(s): Must be taken concurrently with student teaching.
Last Offered: Spring 2015
1 credit

### EDU 492 - Mathematics (Secondary School)
Methods of teaching mathematics grades 7-12. Classroom management, learning styles, tasks, assessments, and incorporating technology. For teaching certification only.
Last Offered: Spring 2011
3 credits

### EDU 493 - Science (Secondary School)
General science concepts are presented through assigned readings, lecture demonstrations and discussions for teaching grades 7-12. For certification only.
Last Offered: Spring 2011
3 credits

### EDU 494 - Social Science (Secondary School)
Current practices in teaching social studies including an examination of teaching materials and resources. For teaching certification only.
Last Offered: Spring 2011
3 credits

### EDU 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
1 to 6 credits

### EGR 151 - Engineering Concepts
An introduction to the tools and problem solving techniques used in the engineering profession.
Prerequisite(s): PHY 230 and MAT 150.
Last Offered: Spring 2015
3 credits
EGR 232 - Materials Science and Engineering
An interdisciplinary introduction to materials science and engineering with topics including historical perspective, structure property relationships, engineering design, characterization techniques, manufacturing/synthesis, nanoscale applications and ethical/society implications. Prerequisite(s): EGR 151 and PHY 200 or PHY 230.
Last Offered: Spring 2014
3 credits

EGR 251 - Engineering Mechanics I: Statics
The emphasis is on analyzing the forces and torques acting on objects and structures which are at rest. Topics include calculation of centers of mass and moments of inertia for extended bodies and the application of Newton’s second law in multiple dimensions to systems of particles and rigid bodies in equilibrium. Prerequisite(s): PHY 230 and MAT 151.
Last Offered: Spring 2015
3 credits

EGR 298 - Special Topics
Examination of developments, issues, and/or creative work in the field of Engineering.
Last Offered: Spring 2015
3 credits

EGR 398 - Special Topics
Topics vary.
Last Offered: Spring 2013
3 credits

ENG 099 - English for Foreign Students
No Description Available
Last Offered: Spring 2011
3 credits

ENG 110 - Fundamentals of Academic Writing
Instruction in multi-stage reading and writing processes in order to comprehend complex texts and write different types of academic essays. A portfolio will be required.
Prerequisite(s): By assignment only.
Last Offered: Summer 2015
3 credits

ENG 111 - Composition I
Instruction and practice in expository writing with appropriate readings and discussion to emphasize the importance of responsible and effective use of language. By assignment only.
Prerequisite(s): By assignment only.
Last Offered: Spring 2014
3 credits

ENG 112 - Writing Arguments
Development of critical reading and writing skills with a focus on intellectually demanding texts. Emphasis on source-based argument writing. By assignment only.
Prerequisite(s): successful completion of ENG 110 or [placement into 'Path 2' and successful completion of INQ 101] or placement in ENG 112.
Last Offered: Summer 2015
3 credits

ENG 119 - ESL College Composition
Instruction in multi-stage reading and writing processes for English Language Learners (ESL and EFL) in order to comprehend complex texts and write different types of academic essays with special emphasis on the conventions of U.S. standard academic English. A portfolio will be required. By assignment only.
Prerequisite(s): By assignment only.
Last Offered: Spring 2015
3 credits

ENG 198 - Special Topics
No Description Available
Last Offered: Spring 2013
3 credits

ENG 200 - Intermediate Composition
Course in expository writing, teaching the command of language.
Last Offered: Spring 2015
3 credits

ENG 201 - Creative Writing
Emphasis on the basic craft of writing poetry and stories. Selections from contemporary literature are used as creative writing models.
Prerequisite(s): ENG 112 (may be taken concurrently) or LEP Critical Thinking and Written Communication.
Last Offered: Summer 2015
3 credits
ENG 202 - Introduction to Poetry Writing
Exercises in the fundamentals of poetry writing: meter, figurative language, tone, and structure. Prerequisite(s): ENG 112. Last Offered: Spring 2015
3 credits

ENG 203 - Introduction to Fiction Writing
Exercises in character, conflict, point of view, tone, plot, setting, scene, and narration—culminating in a complete short story. Prerequisite(s): ENG 112. Last Offered: Spring 2015
3 credits

ENG 209 - Lyrics as Literature: Reading and Writing Song Lyrics
Writing Song Lyrics Study of the song lyric as both a literary and musical form, with emphasis on folk music and the singer-songwriter movement. Discussion and application of the craft of lyric composition. Prerequisite(s): LEP Critical Thinking. Last Offered: Spring 2015
3 credits

ENG 217 - Introduction to Literature
Introduction to the values, purposes, and pleasures of drama, fiction, and poetry, and to basic modes of literary interpretation. Readings on topics such as African-American identity, meaning and madness, sexuality and ethics, or politics. Prerequisite(s): ENG 112. Last Offered: Summer 2015
3 credits

ENG 218 - The American Experience and Literature
American literature in the genres of prose, poetry, and drama in the context of United States culture, society, and politics. Prerequisite(s): English 112. Last Offered: Summer 2015
3 credits

ENG 219 - Time and Place in Literature
Literature studied with attention to the importance of a particular era. Prerequisite(s): ENG 112. Last Offered: Summer 2015
3 credits

ENG 240 - Professional Writing: Theory and Practice
The study of how language works in written expression, from articles in trade journals to poetry. Prerequisite(s): ENG 112. Last Offered: Spring 2015
3 credits

ENG 294 - English Tier 3 Capstone
Topics vary. Prerequisite(s): ENG 112 Last Offered: Spring 2015
3 credits

ENG 298 - Special Topics in English
Examination of developments, issues, and/or creative work in the field of English. Prerequisite(s): LEP Cultural Expression. Last Offered: Fall 2012
3 credits

ENG 301 - Introduction to Literary Analysis and Critical Theory
Introduction to literary criticism theory, rhetorical terms, documentation formats, and literary critical thinking. Prerequisite(s): LEP Cultural Expression and English major. Last Offered: Spring 2012
3 credits

ENG 302 - Intermediate Poetry Writing
Continued practice and instruction in the craft of writing poetry. Prerequisite(s): ENG 202 or departmental permission. Last Offered: Spring 2015
3 credits

ENG 304 - Technical Writing and Communication
Interpreting specialized and technical information for readers at various levels and preparing material for publication. Prerequisite(s): ENG 112. Last Offered: Spring 2015
3 credits

ENG 306 - Intermediate Fiction Writing
Continued practice and instruction in the craft of writing fiction. Prerequisite(s): ENG 203 or departmental permission. Last Offered: Spring 2015
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>ENG 307</td>
<td>Literary Analysis for English Majors</td>
<td>An introduction to the critical vocabulary for analyzing literature, to the practices of close reading and interpretation, and to proper documentation and citation using the MLA style.</td>
<td>ENG 112 or HON 150.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>ENG 308</td>
<td>English Studies: Critical Theories</td>
<td>An introduction to the range of literary-critical, historical, and philosophical theories current in English Studies and to using such ideas to transform reading responses into coherent interpretations.</td>
<td>ENG 307.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>ENG 309</td>
<td>Rhetorical Strategies in Writing and Communication</td>
<td>Instruction in a range of persuasive and argumentative strategies embodied in classical and modern rhetorics.</td>
<td>ENG 307.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>ENG 312</td>
<td>English Grammar Systems</td>
<td>Study of three major English grammar systems (traditional, structural, and transformational), including some history of the language. Emphasis on modern linguistic principles and on social, regional, and functional varieties of English usage.</td>
<td>ENG 112.</td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>ENG 313</td>
<td>The Study of Words</td>
<td>The study of the formation and derivation of words. Emphasis on English words and forms derived from Latin and Greek elements.</td>
<td>ENG 112.</td>
<td>Fall 2011</td>
<td>3</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Poetry</td>
<td>Study of the nature and elements of poetry and of traditions associated with various poetical forms.</td>
<td></td>
<td>Spring 2012</td>
<td>3</td>
</tr>
<tr>
<td>ENG 321</td>
<td>British Literature through History I</td>
<td>Study of selected works of pre-1789 British literature as situated in culture and history.</td>
<td>ENG 307, enrollment in or completion of ENG 308.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>ENG 322</td>
<td>British Literature through History II</td>
<td>Study of selected works of post-1789 British literature as situated in culture and history.</td>
<td>ENG 307, enrollment in or completion of ENG 308.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
<tr>
<td>ENG 317</td>
<td>Cross-Cultural Literatures and Contexts</td>
<td>An introduction to cross-cultural literature and their contexts. Students will become familiar with a range of literatures: African/African American, Asian/Asian American, Latino/Latin American, and Native American literature written by male and female authors; literary texts representing other cultures may be included at individual professors’ discretion.</td>
<td>ENG 307 and ENG 308 (the latter may be taken concurrently).</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>ENG 316</td>
<td>Writing for Business and Industry</td>
<td>Practice in gathering and analyzing data and in writing and editing specialized reports, manuals, and correspondence.</td>
<td>ENG 112.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ENG 323 - American Literature through History
Study of selected works of United States literature as situated in culture and history.
Prerequisite(s): ENG 307, enrollment in or completion of ENG 308.
Last Offered: Spring 2015
3 credits

ENG 325 - English Medieval Literature
No Description Available
Last Offered: Fall 2012
3 credits

ENG 329 - Modern British Poetry
Representative 20th-century British poets, with emphasis on Yeats, Eliot, Pound, and Auden.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Fall 2010
3 credits

ENG 331 - British Novel to 1900
Major and minor novelists including such writers as Defoe, Fielding, Richardson, Behn, Austen, Thackeray, Eliot, and Hardy.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Fall 2014
3 credits

ENG 339 - Modern British Novel
Prominent 20th-century British novelists.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Spring 2014
3 credits

ENG 342 - Shakespeare I: 1564-1601
A study of the development of Shakespeare’s dramatic art through a reading of the histories, comedies, and tragedies from the earliest works through Twelfth Night.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Fall 2014
3 credits

ENG 343 - Shakespeare II: 1601-1616
A study of Shakespeare’s mature art through a reading of the problem comedies, the great tragedies, and the dramatic romances.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Spring 2015
3 credits

ENG 344 - Shakespeare’s Contemporaries
A selection of plays by Shakespeare’s most notable and creative peers, who wrote during a high point in English dramatic production. May include works by Marlowe, Kyd, Jonson, Dekker, Marston, Middleton, Webster, Ford, and Elizabeth Cary.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Summer 2014
3 credits

ENG 346 - American Poetry
Study of American poetry.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Summer 2012
3 credits

ENG 360 - Early American Writers
The major works in the age of settlement, revolution, and early romanticism.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Spring 2015
3 credits

ENG 361 - American Renaissance
American writing of the mid-nineteenth century: Romanticism, Sentimentalism, Transcendentalism.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Summer 2014
3 credits

ENG 362 - American Realism
American writing from after the Civil War to the turn of the century.
Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Spring 2014
3 credits

ENG 366 - American Poetry
ENG 367 - Poetic Theory: Contemporary American Free Verse

Intensive study of contemporary poetry theory with an emphasis on free verse and its development in 20th-century American poetry: prosodic and rhythmic devices. Prerequisite(s): LEP Cultural Expression. Last Offered: Fall 2011 3 credits

ENG 371 - Literature Into Film

An examination of the dynamics involved in the cinematic renderings of literary narratives. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Summer 2013 3 credits

ENG 372 - Young Adult Literature

A critical examination of young adult literature as a category of literature that resists easy definition, but requires careful scrutiny in the changing atmosphere of the 21st century literacy. Students read widely in the field in order to establish generic characteristics of the literature; common archetypes and themes; rhetorical elements of author, audience, and message; and the popular, academic, and critical reception of young adult books. Prerequisite(s): ENG 307 Last Offered: Winter Session 2015 3 credits

ENG 380 - Chaucer

Chaucer’s poetry with special emphasis on The Canterbury Tales. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Fall 2014 3 credits

ENG 385 - English Medieval Literature

A study of the major prose, poetry, and drama of the Medieval period in England. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Fall 2013 3 credits

ENG 398 - Advanced Special Topics in English

Examination of developments, issues, and/or creative work in the field of English. Prerequisite(s): Restricted to juniors or seniors majoring or minoring in English or Literature. Last Offered: Spring 2015 3 credits

ENG 402 - Advanced Poetry Writing

Workshop in poetry writing for advanced students. Prerequisite(s): ENG 302 or departmental permission. Last Offered: Spring 2015 3 credits

ENG 405 - Techniques of Teaching Composition

Provides intensive experience through writing and analysis with a variety of techniques to stimulate and evaluate many forms of writing. For prospective English teachers. Prerequisite(s): ENG 112. Last Offered: Fall 2014 3 credits

ENG 406 - Advanced Fiction Writing

Workshop in fiction writing for advanced students. Prerequisite(s): ENG 306 or departmental permission. Last Offered: Spring 2015 3 credits

ENG 415 - History of the Language

Historical, cultural, political, and linguistic survey of the origins and development of the English language. Prerequisite(s): LEP Cultural Expression. Last Offered: Spring 2015 3 credits

ENG 423 - Contemporary African-American Novelists

An examination of recent African-American novelists such as Morrison, Naylor, Johnson, and Wideman, with particular emphasis on emerging writers. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Spring 2015 3 credits
ENG 424 - The Harlem Renaissance
An examination of the major poets and writers of fiction of the Harlem Renaissance, including Toomer, Johnson, Thurman, McKay, Larsen, and Hughes. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).
Last Offered: Spring 2015 3 credits

ENG 427 - Victorian Poetry
Advanced study of Victorian poetry, exploring the genre’s social and political investments and examining formal features and innovations honed or pioneered by Victorian poets such as Alfred Tennyson, Elizabeth Barrett Browning, Robert Browning, Emily Brontë, Matthew Arnold, Dante Gabriel Rossetti, Christina Rossetti, Algernon Charles Swinburne, William Morris, Augusta Webster, Charlotte Mew, Gerard Manly Hopkins, Amy Levy, Thomas Hardy, and Rudyard Kipling. Prerequisite(s): ENG 217. Last Offered: Fall 2012 3 credits

ENG 428 - Victorian Age Literature
British Literature of the Victorian era, 1837-1901. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Summer 2015 3 credits

ENG 444 - 18th-Century British Literature
Study of the British writers of the 18th century. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Spring 2014 3 credits

ENG 452 - Renaissance in England
Literature of the Renaissance in England, excluding Shakespeare. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Spring 2013 3 credits

ENG 453 - British Women Writers: 1600-1750
An examination of British women writers such as Aphra Behn, Ann Collins, Lady Anne Clifford, and Catherine Trotter. Emphasis on research. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Fall 2011 3 credits

ENG 454 - 17th-Century British Literature
A survey of the major non-dramatic writers (poets as well as prose writers) and the literary movements. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Fall 2014 3 credits

ENG 455 - 19th-Century British Literature: 1837-1900
Major writers from Tennyson to Hardy. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Spring 2012 3 credits

ENG 458 - Romantic Poets
Major British Romantic writers: Blake, Scott, Dorothy Wordsworth, William Wordsworth, Coleridge, Percy Bysshe Shelley, Mary Shelley, Byron, Keats. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Fall 2014 3 credits

ENG 460 - Queer Theory
An investigation of important theorists of sexuality such as Judith Butler, Helene Cixious, Michael Foucault, and Sigmund Freud. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Spring 2013 3 credits

ENG 461 - The Beat Movement
A survey of important Beat writers such as William Burroughs, Diane DiPrima, Allen Ginsberg, Jack Kerouac, and Lawrence Ferlinghetti. Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently). Last Offered: Fall 2014 3 credits
### ENG 462 - Gay and Lesbian Film and Literature

A survey of gay and lesbian literature and film in several genres, including documentaries, comedies, camp parodies, and dramas.

Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).

Last Offered: Fall 2011

3 credits

### ENG 463 - 20th-Century American Novel

Representative 20th-century American novels.

Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).

Last Offered: Spring 2015

3 credits

### ENG 464 - American Modernism

Investigation of poetry, prose, and drama of the major American modernists, such as Djuna Barnes, Elizabeth Bishop, T.S. Eliot, William Faulkner, F. Scott Fitzgerald, Ernest Hemingway, Gertrude Stein, Wallace Stevens, and William Carlos Williams.

Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).

Last Offered: not yet offered

3 credits

### ENG 465 - Postcolonial Literature

A study of works which deal with the experience, causes, and consequences of colonization. Emphasis on twentieth and twenty-first century literary texts from Africa, the Caribbean, the Middle East, and South Asia, within the historical, cultural, and political context of European imperialism and postcolonial resistance.

Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).

Last Offered: not yet offered

3 credits

### ENG 466 - Herman Melville’s Moby-Dick

Investigation of Herman Melville’s epic novel in the context of nineteenth century American literature.

Prerequisite(s): ENG 217.

Last Offered: Summer 2013

3 credits

### ENG 467 - Seminar in British Literature

Intensive study of a major writer or a selected topic, with choices changing each term.

Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).

Last Offered: Spring 2015

3 credits

### ENG 484 - Milton

Study of Milton’s poetry.

Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).

Last Offered: Spring 2014

3 credits

### ENG 486 - Seminar in American Literature

Intensive study of a major writer or a selected topic, with choices changing each term.

Prerequisite(s): ENG 307 and ENG 308 (the latter may be taken concurrently).

Last Offered: Spring 2014

3 credits

### ENG 492 - Teaching Literature to Adolescents

English language arts students learn the theories, pedagogies, and practices associated with teaching poetry, novels, drama, and short fiction to young adults. Work for the course includes a fieldwork component.

Prerequisite(s): Acceptance to the School of Education and junior or senior standing.

Last Offered: Spring 2015

3 credits

### ENG 493 - English (Secondary School)

Methods of and new approaches to teaching subject matter. For teacher-certification candidates only. Taken during the semester before student teaching.

Prerequisite(s): ENG 492.

Last Offered: Spring 2015

3 credits
ENG 494 - Student Teaching–English
Guided observation and supervised student teaching in English, grades 7–12, in a cooperating school. Fifteen-week field experience.
Prerequisite(s): ENG 493 and all other professional education courses. Corequisite: ENG 496.
Last Offered: Spring 2015
12 credits

ENG 496 - Student Teaching Seminar–English
Discussion of educational issues, in particular those raised by students’ experiences in the field. To be taken concurrently with ENG 494.
Prerequisite(s): ENG 493.
Last Offered: Spring 2015
1 credits

ENG 497 - Internship in Teaching Writing
An internship in one of the introductory-level, writing-focused courses offered by the English Department for an upperdivision student with particular interests and strengths in writing.
Prerequisite(s): Junior status.
Last Offered: Spring 2015
3 credits

ENG 498 - Professional Writing Internship
Practical experience in writing and editing reports, correspondence, and technical materials for area businesses, industries, and government and community agencies directed by a company supervisor and a faculty member.
Prerequisite(s): One professional writing course and 'B' or above on the professional writing exam or departmental permission.
Last Offered: Spring 2015
3 credits

ENG 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
3 credits

ENV 100 - Environmental Studies I
An overview of the major scientific concepts that underlie current environmental problems. A multidisciplinary approach to the nature and extent of the pollution jeopardizing our air, water, resources, wildlife, and quality of human life.
Last Offered: Fall 2014
3 credits

ENV 101 - Critical Thinking: Global Environmental Issues
Course teaches basic critical thinking skills through engagement with some of the most fundamental global environmental problems of our time (e.g., energy and oil, climate change, world water resources, biodiversity loss and species extinctions). The course will examine means of living sustainably with the planet and will provide students with the tools to sort through the media hype and distortions of information that are all too common on all sides of these issues. Students will appreciate that critical thinking skills are applicable to all intellectual endeavors as well as to the profitable living of one’s own life.
Last Offered: Spring 2015
3 credits

ENV 200 - Environmental Studies II
Study of the political, legal, and economic dimensions of environmental issues.
Last Offered: Spring 2015
3 credits

ENV 220 - Global Climate Change
Examination of the scientific, social, economic and political aspects of global climate change due to energy production using fossil-fuels.
Last Offered: Spring 2015
3 credits
ENV 350 - Environmental/Earth Systems Inquiry
Local, regional, and global environmental phenomena, events, and issues through inquiry, field studies, and group collaborative research. Topics include environmental field studies, site descriptions and monitoring, and data collection (weather, hydrology, soils, and biometry). A systems analysis approach examines environmental phenomena and events affecting atmosphere, hydrosphere, biosphere and geosphere. Prerequisite(s): One science (BIO, CHE, PHY, GEO) or ENV 100, or departmental permission. Last Offered: Spring 2015
3 credits

ENV 398 - Special Topics
Topics vary. Last Offered: Summer 2015
1 to 6 credits

ENV 400 - Social Science Perspectives on Environment
Investigation of major environmental issues as they relate to culture and other social structures. Last Offered: Fall 2014
3 credits

ENV 401 - Pollution Prevention and Controls
Basic principles of hazardous chemical management and emergency response. Investigates chemical, biologic, and earth science systems and their interactions which influence the fate of chemicals in the environment. Management strategies, identification, and quantitative remediation techniques are discussed. Completion of the course results in eligibility of OSHA 1910.120 40 hour training certificate for Hazardous Materials Training Certificate. Last Offered: Spring 2015
3 credits

ESC 102 - General Earth Science
The sciences pertaining to the earth and its place in the universe. Major aspects of geology, oceanography, meteorology, and astronomy are considered. Lecture, 2 hours; laboratory, 2 hours. Not open to the following majors: biology, chemistry, earth science, and physics majors. Prerequisite(s): Not open to majors: BIO, CHE, ESC, PHY. Last Offered: Spring 2014
3 credits

ESC 103 - General Geology
A survey of the fundamental principles of physical and historical geology. Topics include the formation of rocks and minerals, the structure of the earth's interior, the processes that shape the surface landscape, and the evolution of earth over time. Prerequisite(s): MAT 103 or higher (may be taken concurrently). Last Offered: Summer 2015
3 credits

ESC 104 - Geohazards: The Impact on the Environment
Survey of earth sciences through an examination of natural hazards including causes and effects of earthquakes, tsunamis, volcanoes, floods, landslides, hurricanes, tornados, droughts, wildfires, climate change, and impacts of extraterrestrial objects. Discussion focuses on personal and societal adjustments to these hazards. Prerequisite(s): MAT 103 or higher (may be taken concurrently). Last Offered: Spring 2015
3 credits

ENV 491 - Seminar in Environmental and Marine Studies
Systematic analysis of a topic in environmental or marine studies selected by the student with prior instructor approval. Students learn effective research, writing, and oral communication skills culminating in the preparation of a research paper and a formal seminar presentation. Prerequisite(s): Completed LEP Tier 2 Natural World I and Natural World II, or 6 credits in ENV or MAR. Last Offered: Spring 2015
3 credits

ENV 499 - Independent Study
No Description Available Last Offered: Fall 2013
3 credits
ESC 105 - General Meteorology
An introduction to meteorology for non-science majors. Includes instrument use, data interpretation, making weather forecasts, and climates and their change. Lecture, 2 hours; laboratory 2 hours. Not open to biology, chemistry, earth science, and physics majors. Prerequisite(s): MAT 103 or higher.
Last Offered: Spring 2015
3 credits

ESC 106 - General Oceanography
Physical, chemical, geological, and biological aspects of the ocean basins and waters. The historical development and interdisciplinary nature of oceanography are stressed. Recommended for non-science majors. Not open to biology, chemistry, earth science, and physics majors. Lecture, 2 hours; laboratory, 2 hours. Prerequisite(s): MAT 103 or higher.
Last Offered: Spring 2015
3 credits

ESC 107 - General Astronomy
An introduction to the universe for non-science majors. Lecture, 2 hours; laboratory 2 hours. Not open to students who have credit for or are currently registered for ESC 210. Not open to biology, chemistry, earth science, and physics majors. Prerequisite(s): MAT 103 or higher.
Last Offered: Spring 2015
3 credits

ESC 108 - Geology/Oceanography
No Description Available
Last Offered: Fall 2010
3 credits

ESC 111 - Life Through Time
The origin and evolution of life on earth, including an introduction to the geological and biological foundations of evolutionary theory in addition to an overview of the important evolutionary events in earth history. Laboratory will include examination and comparison of the primary invertebrate and vertebrate fossil groups. Recommended for non-science majors. Lecture, 2 hours; Laboratory, 2 hours. Prerequisite(s): MAT 103 or higher. Not open to Earth Science majors.
Last Offered: Fall 2014
3 credits

ESC 200 - Physical Geology
Introduction to the fundamental concepts of physical geology including the composition, structure, and dynamics of the earth from the atomic scale of minerals to the planetary scale of plate tectonics. Recommended for students with concentrated interest in the sciences and for those who are interested in pursuing a degree in Earth Science or science teaching certification. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): MAT 103 or higher (may be taken concurrently).
Last Offered: Spring 2015
4 credits

ESC 201 - Historical Geology
Evolution of the earth and life through time, with emphasis on the geologic history of North America. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): MAT 103 or higher (may be taken concurrently) or placement above MAT 108.
Last Offered: Spring 2015
4 credits

ESC 205 - Principles of Meteorology
Description of atmospheric phenomena and discussion of their underlying physical principles. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): MAT 103 or higher.
Last Offered: Spring 2015
4 credits

ESC 210 - Principles of Astronomy
A survey of astronomy addressing topics ranging from earth’s time of day to the solar system, stars, galaxies, and origin and evolution of the universe. Exploration of the philosophical and societal interaction with the scientific understanding of the universe. Telescopic observing sessions are included. Lecture, 3 hours; laboratory, 2 hours. Prerequisite(s): MAT 108 or higher; and PHY 200 or PHY 210 or higher.
Last Offered: Fall 2014
4 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Last Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 220</td>
<td>Physical and Chemical Oceanography</td>
<td>Introduction to the physical and chemical characteristics of ocean water and the ocean basins. The course focuses on the composition and properties of sea water, waves, tides, coastal processes, and ocean circulation. The relationships between chemical and physical oceanographic processes and the geology and biology of the oceans will be explored. Recommended for science majors or those with an aptitude for science. Lecture, 2 hours; laboratory, 2 hours.</td>
<td>Prerequisite(s): MAT 108 or higher (may be taken concurrently) or placement above MAT 108.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>ESC 303</td>
<td>Environmental Earth Science</td>
<td>The collection, interpretation and utilization of natural resource information as it applies to environmental decision making. Lecture, 3 hours.</td>
<td>Prerequisite(s): “C” or better in ESC 200 or ESC 201.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>ESC 311</td>
<td>Mineralogy</td>
<td>Systematic study of minerals. Lecture, 3 hours; laboratory, 3 hours.</td>
<td>Prerequisite(s): CHE 120 and “C” or better in ESC 200 or ESC 201.</td>
<td>Fall 2014</td>
<td>4</td>
</tr>
<tr>
<td>ESC 312</td>
<td>Petrology</td>
<td>Occurrence, classification, and genesis of igneous and metamorphic rocks. Silicate melt equilibria, rock associations, petrography and field relations. Lecture, 3 hours; laboratory, 3 hours.</td>
<td>Prerequisite(s): “C” or better in ESC 311.</td>
<td>Spring 2015</td>
<td>4</td>
</tr>
<tr>
<td>ESC 315</td>
<td>Geomorphology</td>
<td>Study of the earth’s surface features with emphasis on fluvial, eolian, and glacial landforms on maps and aerial photographs. Lecture, 2 hours; laboratory, 2 hours.</td>
<td>Prerequisite(s): “C” or better in ESC 200 or ESC 201.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
<tr>
<td>ESC 325</td>
<td>Stratigraphy and Sedimentation</td>
<td>Occurrence, genesis, and physical and chemical properties of sediments. Methods of using ancient sediments to determine geological history. Lecture, 3 hours; laboratory, 3 hours.</td>
<td>Prerequisite(s): ’C’ or better in both ESC 201 and ESC 311.</td>
<td>Spring 2014</td>
<td>4</td>
</tr>
<tr>
<td>ESC 332</td>
<td>Invertebrate Paleontology and the Fossil Record</td>
<td>Overview of the major groups of invertebrate fossils and their depositional environments. Class discussions include important concepts in paleontology and paleobiology including the origins of life, speciation, evolutionary theory and the patterns, taphonomy, biostratigraphy, and also ethical issues in paleontology, which students examine in depth as part of a culminating project. A laboratory component includes examination of fossil invertebrates and plants using hand specimens and microscopes. Lecture, 3 hours; Laboratory, 3 hours.</td>
<td>Prerequisite(s): (BIO 102 or ESC 201) and junior or senior status.</td>
<td>Spring 2015</td>
<td>4</td>
</tr>
<tr>
<td>ESC 350</td>
<td>Structural Geology and Tectonics</td>
<td>Orientation, measurement description, and analysis of planar and linear structures in rocks, including folds, faults, and fabrics. Basic concepts of strain and stress and the behavior of earth materials during deformation, linked to regional and structural data, and construction of geologic maps and cross-sections. Lecture, 3 hours; laboratory, 3 hours.</td>
<td>Prerequisite(s): ’C’ or better in both ESC 201 and ESC 311.</td>
<td>Fall 2014</td>
<td>4</td>
</tr>
</tbody>
</table>
ESC 404 - Air Pollution Meteorology
Physical aspects of the atmosphere that determine air quality. Emphasis on modeling. 3 hours lecture.
Prerequisite(s): “C” or better in ESC 205.
Last Offered: Fall 2014
3 credits

ESC 420 - Earth Resources
Geologic occurrence, methods of exploration, production, and use of the principal metallic and non-metallic ores. Lecture, 2 hours; laboratory, 2 hours.
Prerequisite(s): “C” or better in both ESC 201 and ESC 311.
Last Offered: Spring 2015
3 credits

ESC 421 - Marine Geology
Provides a comprehensive survey of modern marine geology with an emphasis on the deep sea. It will examine the physical and chemical processes that control the geology and structure of the continental margins and ocean basins incuding plate tectonics and marine sedimentation.
Lecture, 2 hours; laboratory, 3 hours.
Prerequisite(s): 'C' or better in (ESC 200 or ESC 201) and ESC 220 and one ESC course at the 300 or 400 level.
Last Offered: Spring 2014
3 credits

ESC 430 - Field Methods
The techniques of geologic mapping and surveying by brunton compass and plane table. Geologic reports and problem solving based on field observations.
Lecture, 1 hour; laboratory, 7 hours.
Prerequisite(s): 'C' or better in ESC 312 or ESC 350 or ESC 325.
Last Offered: Fall 2013
3 credits

ESC 457 - Hydrology
The development and utilization of water resources; groundwater occurrence, stream flow, and flooding.
Lecture, 2 hours; laboratory, 2 hours.
Prerequisite(s): 'C' or better in ESC 200 or ESC 201, and one course above ESC 300.
Last Offered: Fall 2013
3 credits

ESC 458 - Soil Science
Study of the soil-forming processes and properties of soil, with special attention to soils in land use decision making.
Lecture, 3 hours.
Prerequisite(s): “C” or better in ESC 311.
Last Offered: Spring 2014
3 credits

ESC 492 - Undergraduate Thesis Proposal
Preparation of an undergraduate thesis proposal in the earth sciences. Pass/fail only.
Prerequisite(s): Junior or senior ESC majors who have completed a minimum of 24 ESC credits and permission of instructor (faculty mentor).
Last Offered: Fall 2014
1 credits

ESC 493 - Undergraduate Thesis
The completion of a research project and reporting of this work in an undergraduate thesis, which must be defended successfully before the department.
Prerequisite(s): ESC 492 and permission of instructor (faculty mentor).
Last Offered: Spring 2015
3 credits

ESC 498 - Advanced Topics in Earth Science
Advanced study of subdisciplines and of current issues in the earth sciences.
Prerequisite(s): 'C' or better in two courses numbered 300 or higher.
Last Offered: Fall 2010
1 to 3 credits

ESC 499 - Independent Study and Research
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
1 to 3 credits
**EXS 011 - Fit for Life I**
Provide insight and experience into the philosophy of adult fitness, principles of exercise, individualized program construction and the safe use of weight training & aerobic exercise equipment. The course is designed for adults seeking basic knowledge and selective participation in the wholesome use of exercise.
Last Offered: Spring 2015
.5 credits

**EXS 012 - Fit for Life II**
Provide insight and experience into the philosophy of adult fitness, principles of exercise, individualized program construction and the safe use of weight training & aerobic exercise equipment. The course is designed for adults seeking basic knowledge and selective participation in the wholesome use of exercise.
Prerequisite(s): Non-EXS major
Last Offered: Spring 2015
.5 credits

**EXS 131 - Swimming**
Acquaints the exercise science major with diverse activities and equip the student with the water skills and knowledge necessary to be safe in, on, under and around the water.
Prerequisite(s): EXS major
Last Offered: Spring 2015
.5 credits

**EXS 158 - Athletic Training Professional Practice**
Initial exposure to the role of the athletic trainer as a health care provider. Emphasizes the professional responsibilities and foundational knowledge, skills, and behaviors necessary for effective performance as an entry level athletic trainer. Course content includes introduction to sports medicine and the sports medicine team, history of the athletic training profession, standards of practice, medical terminology and basic principles of athletic training.
Prerequisite(s): Athletic Training Major.
Last Offered: Fall 2014
1 credits

**EXS 184 - Introduction to Athletic Injury Care and Prevention**
A basic introduction in injury assessment, emergency care, injury pathology, and injury management procedures are taught. Successful completion of this course will certify students in CPR and First Aid Basics.
Last Offered: Spring 2015
3 credits

**EXS 185 - Concepts and Practices of Athletic Training**
Analysis and application of prevention strategies for musculoskeletal injuries, illnesses, and other health related conditions.
Prerequisite(s): C- or better in EXS 158.
Last Offered: Spring 2015
3 credits

**EXS 191 - Introduction to Exercise Science**
Introduction to physical education, human performance, and sport studies. Includes historical and theoretical foundations along with current practices and professional opportunities within the fields.
Last Offered: Spring 2015
3 credits

**EXS 202 - Athletic Training Clinical Practice I – Professional Practice**
Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing clinical proficiencies within the context of professional practice as an athletic trainer. Satisfactory completion of clinical assignments and a minimum of 30 contact days required.
Prerequisite(s): ’C-’ or better in EXS 185 and EXS 281, acceptance into the athletic training major.
Last Offered: Fall 2014
1 credits
EXS 203 - Athletic Training Clinical Practice II – Injury and Illness Prevention

Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing clinical proficiencies within the context of preventing injuries and medical conditions. Satisfactory completion of clinical assignments and a minimum of 30 contact days required. Prerequisite(s): ‘C-’ or better in EXS 185 and EXS 202. Last Offered: Spring 2015 1 credits

EXS 212 - Lifetime Physical Activity

Designed to encourage the inclusion of lifetime physical activity to promote an understanding of lifelong wellness and advocacy for physical activity, as well as identify its relationship to the prevention of hypokinetic diseases. Last Offered: Spring 2015 3 credits

EXS 227 - Emergency Principles of Athletic Training

Provides the athletic training student with practical and cognitive knowledge necessary to care for emergency situations in the athletic setting. Topics include the care of serious wounds and the prevention of shock, care of sudden illness, and splinting/transporting procedures. Prerequisite(s): Athletic Training Specialization. Last Offered: Fall 2014 3 credits

EXS 280 - Survey of Anatomy and Physiology

An overview of body structure and function with fitness emphasis. Including musculoskeletal, cardiorespiratory, and neuroendocrine systems. Last Offered: Fall 2014 3 credits

EXS 281 - Anatomy and Physiology I

Study of the structure and function of the human body, with emphasis on the skeletal system, muscular system, circulatory, respiratory, urinary, endocrine and nervous systems, and on the physiology of growth and development. Last Offered: Summer 2015 3 credits

EXS 282 - Anatomy and Physiology II

Study of the structure and function of the human body, with emphasis on the skeletal system, muscular system, circulatory, respiratory, urinary, endocrine and nervous systems, and on the physiology of growth and development. Last Offered: Summer 2015 3 credits

EXS 283 - Clinical Anatomy and Kinesiology

An investigation into human anatomy focusing on arthrokinematics and osteokinematics of bone articulations. Emphasis is placed on providing the fundamental knowledge necessary to understand dysfunction and applying therapeutic principles such as joint mobilizations. Included in the course is a review of anatomical structures and their relationship to the kinetic chain. Prerequisite(s): Athletic Training Major, ‘C-’ or better in EXS 281. Last Offered: Fall 2014 2 credits

EXS 286 - Physical Agents for Musculoskeletal Injuries

Analysis and application of pain theories and tissue healing process related to the use of thermal, acoustical, mechanical, electrical, and manual agents. Lecture: 2 hours. Lab: 2 hours. Prerequisite(s): C- or better in EXS 185, EXS 281, and EXS 288. Last Offered: Spring 2015 3 credits
EXS 288 - Orthopedic Assessment of Lumbar Spine and Lower Extremities
Provides an in-depth view of injury assessment to the lower body and lumbar spine. Common injuries seen in the physically active are emphasized. Included are epidemiological, mechanical, and physiological factors that contribute to injuries of the lower body and lumbar spine. Course topics are illustrated within the laboratory setting, permitting students to develop competence in performing assessments prior to commencement of clinical rotations. Lecture, 2 hours; laboratory, 2 hours.
Prerequisite(s): ’C-‘ or better in EXS 281 or departmental permission.
Last Offered: Fall 2014
3 credits

EXS 289 - Orthopedic Assessment of Cervical Spine and Upper Extremities
Provides an in-depth view of injury assessment relative to posture, the thoracic and cervical spines, the head, and the upper extremities. Common injuries seen in the physically active are emphasized. Included are epidemiological, mechanical, postural, and physiological factors that contribute to injuries of the upper body. Course topics are illustrated within the laboratory setting, permitting students to develop competence in performing assessments prior to commencement of clinical rotations. Lecture, 2 hours; laboratory, 2 hours.
Prerequisite(s): C- or better in EXS 281 or departmental permission.
Last Offered: Spring 2015
3 credits

EXS 291 - Exploring the Teaching of Physical Education
A field-based pre-practicum with classroom follow-up. Provides an initial exposure to public school programs (K-12) through 48 hours of field experiences.
Prerequisite(s): EXS 191.
Last Offered: Fall 2014
3 credits

EXS 292 - Instructional Strategies for Physical Education
Focus is on teaching physical education to elementary, middle, and high school students, with instruction on developmental needs, teaching skills, analysis and observation, behavior management, and curriculum.
Prerequisite(s): EXS 291.
Corequisite: EXS 293.
Last Offered: Spring 2015
3 credits

EXS 293 - Movement Foundations
Foundation for conceptual understanding, personal proficiency and instructional demonstration competency for all fundamental human movements and combinations of movement skills. Major conceptual and skill development components of the course are movement education, tumbling, dance movement, rhythms and dance fundamentals, and motor development and motor learning for children K-12, with an emphasis on K-3.
Prerequisite(s): EXS major and EXS 191.
Last Offered: Spring 2015
3 credits

EXS 301 - Exercise and Nutrition
An investigation and clarification of the relationship between exercise and nutrition as it pertains to the sub-discipline of human performance.
Prerequisite(s): PCH 200.
Last Offered: Summer 2015
3 credits
EXS 302 - Athletic Training
Clinical Practice III – Orthopedic Clinical Evaluation

Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of direct patient care specific to orthopedic clinical evaluation. Satisfactory proficiency completion and a minimum of 45 contact days are required.
Prerequisite(s): 'C-' or better in EXS 203, EXS 288, and EXS 289.
Last Offered: Fall 2014
2 credits

EXS 303 - Athletic Training
Clinical Practice IV – General Medicine

Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of injury /illness prevention and patient care. Satisfactory proficiency completion and a minimum of 30 contact days required.
Prerequisite(s): 'C-' or better in EXS 227, EXS 302, and EXS 411.
Last Offered: Spring 2015
2 credits

EXS 308 - Essentials of Strength and Conditioning

Response and adaptations to resistive, anaerobic, and aerobic exercise and training; practical application of scientific principles to human physical conditioning program with emphasis on enhancement of maximal strength, power, and high intensity endurance exercise.
Prerequisite(s): EXS 281 and EXS 282.
Last Offered: Spring 2015
3 credits

EXS 328 - Orthopedic Appliances and Advanced Taping Techniques

The course provides the student with a strong understanding of the various orthopedic braces and advanced wrapping skills used in athletic training. Students are expected to use their knowledge of injury and apply it in the design, fitting and/or application of braces to a patient.
Prerequisite(s): C- or better in EXS 185, EXS 288, and EXS 289.
Last Offered: Spring 2015
2 credits

EXS 350 - Teaching Physical Fitness K-12

Builds on the content and competencies established in movement foundations. Applies conceptual understanding, personal proficiency and instructional demonstration competency for all fundamental human movements and combinations of movement skills to teaching of physical fitness K-12.
Prerequisite(s): EXS major, admission to professional program, and EXS 293.
Last Offered: Fall 2014
3 credits

EXS 352 - Individual and Dual Skills and Sports

Builds on the content and competencies established in Movement Foundations, and Teaching Physical Fitness K-12; applies conceptual understanding, personal proficiency and instructional demonstration competency for all fundamental human movements and combinations of movement skills to the teaching of individual skills and sports K-12.
Prerequisite(s): EXS major, admission to professional program, and EXS 293 and EXS 350.
Last Offered: Spring 2015
3 credits
EXS 380 - Sport Psychology
The study of the behavior of individuals engaged in human movement environments such as play, games, and sport. Emphasis is on selected aspects of psychology pertinent to those interested in sport such as arousal, motivation, perception, and team cohesion.
Prerequisite(s): PSY 100 and ENG 112.
Last Offered: Summer 2015
3 credits

EXS 383 - Biomechanics of Sport and Exercise
Analysis and application of human motion based on anatomical and mechanical principles.
Prerequisite(s): EXS 281 and EXS 282.
Last Offered: Summer 2015
3 credits

EXS 384 - Exercise Physiology
The physiological bases of human performance are covered. Primary concern is directed to the muscular, nervous, cardiovascular, and endocrine systems during periods of exercise.
Prerequisite(s): EXS 281 and EXS 282.
Last Offered: Spring 2015
3 credits

EXS 386 - Fitness Management
Concepts and practice concerning the duties of an exercise leader, his relationship with the general public, and the operation of fitness center facilities.
Prerequisite(s): EXS 383 and EXS 384.
Last Offered: Spring 2015
3 credits

EXS 388 - Therapeutic Exercise for Musculoskeletal Injuries
Analysis and application of rehabilitative principles, equipment, and exercises in the treatment of musculoskeletal injuries to physically active individuals. Students develop and implement programs to correct deficits in the upper and lower extremities, and spine to restore a patient to full physical activity and athletic participation. Lecture: 2 hours. Lab: 2 hours.
Prerequisite(s): C- or better in EXS 288 and EXS 289.
Last Offered: Fall 2014
3 credits

EXS 389 - Exercise Physiology II
An introduction to sports training and the effects of sports training on the musculoskeletal and energy systems of the body.
Prerequisite(s): EXS 384.
Last Offered: Summer 2015
3 credits

EXS 394 - Physical Education (Elementary School)
A prerequisite to elementary student teaching. Content materials of the physical education program from kindergarten through grade 6, with organization of the elementary program and methods of teaching.
Prerequisite(s): Open only to physical education majors who have completed Gate 2 requirements.
Last Offered: Fall 2014
4 credits

EXS 400 - Group and Team Activities, Sports, and Tactics
Builds on the content of movement foundations, teaching physical fitness, and individual dual skills/sports.; applies fundamental human movements and combination skills to the teaching of group and team games and activities, sports, and tactics K-12. Major components of the course are group and team games, sport, and tactical applications of fundamental movements K-12; skill themes in games and activities; conceptual development in games and activities; and tactical concepts and skills.
Prerequisite(s): Exercise Science major, admission to professional program, EXS 293, EXS 350 and EXS 352.
Last Offered: Fall 2014
3 credits
EXS 402 - Athletic Training Clinical Practice V – Treatment and Rehabilitation
Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care with a focus on injury management. Satisfactory proficiency completion and a minimum of 60 contact days required.
Prerequisite(s): C- or better in EXS 286, EXS 303 and EXS 388; EXS 308 must be taken concurrently.
Last Offered: Fall 2014
3 credits

EXS 403 - Athletic Training Clinical Practice VI – Capstone in Athletic Training
Observe and perform professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care specific to prevention, immediate care, clinical evaluation, treatment, rehabilitation, reconditioning, organization and administration, and professional responsibility. Satisfactory proficiency completion and a minimum of 60 contact days are required.
Prerequisite(s): C- or better in EXS 402.
Last Offered: Spring 2015
3 credits

EXS 411 - General Medical Perspectives
Study of pharmacological agents and general medical conditions, disabilities, abnormalities, and diseases of physically active individuals. Included is the etiology, recognition, physical examination, management, prevention and referral of common medical conditions.
Prerequisite(s): EXS 282, formal acceptance into the athletic training or exercise science majors.
Last Offered: Spring 2015
3 credits

EXS 421 - Organization and Administration in Human Performance
Addresses professional competencies required to successfully operate a physical fitness facility and maintain communication with clients and other target populations. Topics include budgeting, facility and personnel management, program development, marketing, and communication skills.
Prerequisite(s): Formal acceptance into Exercise Science Department and Human Performance concentration.
Last Offered: Spring 2015
6 credits

EXS 442 - Practicum Seminar in Physical Education
The practicum seminar in conjunction with the student teaching period is the culminating experience where the students plan, implement, and evaluate the learning environment and their performance as pre-service teachers.
Last Offered: Spring 2015
3 credits

EXS 452 - Elementary Physical Education Student Teaching
Prearranged experiential learning program, to be planned, supervised, and evaluated for credit by faculty and field supervisors.
Prerequisite(s): EXS 394 and EXS 495
Last Offered: Spring 2015
6 credits

EXS 453 - Secondary Physical Education Student Teaching
Prearranged experiential learning program, to be planned, supervised, and evaluated for credit by faculty and field supervisors.
Prerequisite(s): EXS 394 and EXS 495
Last Offered: Spring 2015
6 credits

EXS 480 - Motor Learning and Development
Study of major variables affecting the learning process as related to the acquisition of motor skills. Some laboratory exercises required.
Prerequisite(s): Junior status.
Last Offered: Spring 2015
3 credits
EXS 483 - Adapted Physical Education

This course familiarizes the student to the various disabilities he/she may encounter while teaching in the public school system. Also develops the student’s awareness and understanding of the programming necessary to fulfill the needs of the child who is unable to participate in a regular physical education class.

Last Offered: Spring 2015
3 credits

EXS 485 - Tests and Measurements

Elementary statistics and testing as applied to health and physical education, with detailed study of the following types of tests: anthropometric, strength, cardiovascular, general motor ability, specialized skills, and knowledge tests.

Prerequisite(s): Exercise Science major.

Last Offered: Spring 2015
3 credits

EXS 490 - Organization and Administration in Athletic Training

A comprehensive examination of issues related to the operation and function of athletic training programs. Topics covered include legal liability, certification, and licensing of athletic trainers, insurance management, record keeping, professional development, personnel management, facility design, budgeting, position statements of relevant organizations and current professional trends.

Prerequisite(s): Athletic Training major.

Last Offered: Spring 2015
3 credits

EXS 491 - Internship in Sport Studies

A supervised internship in Sport Studies related setting, such as sports information, sports statistics, sport photography, sports retail, sports merchandising, coaching, and others at the discretion of the internship supervisor/department. Students are required to complete 3 credits of internship and can complete up to 6 credits at one or more internships.

Prerequisite(s): Open only to physical education majors who have completed Gate 2 requirements.

Last Offered: Fall 2014
4 credits

EXS 492 - Principles of Sport Studies

Analysis of sport studies with respect to cultural, psychological, and philosophical forces and factors that determine scope and function.

Prerequisite(s): Departmental permission.

Last Offered: Winter Session 2014
3 credits

EXS 495 - Physical Education (Secondary School)

Practices, methods, and materials of teaching physical education in secondary schools. Emphasis is on development of knowledge and skill in teaching selected physical education activities. A prerequisite for student teaching in the secondary school.

Prerequisite(s): Open only to physical education majors who have completed Gate 2 requirements.

Last Offered: Fall 2014
4 credits

EXS 496 - Sport in American Culture

The study of sport in social groups, process, institutions, economics, religion, the black athlete, women, education, and the media.

Last Offered: Summer 2015
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>EXS 497</td>
<td>Human Performance Practicum</td>
<td>Practical experience in applying human performance methods and procedures in an exercise science environment, complying with each student’s professional interests.</td>
<td>EXS 287, EXS 386, EXS 387, and departmental permission.</td>
<td>Summer 2015</td>
<td>6 credits</td>
</tr>
<tr>
<td>EXS 499</td>
<td>Independent Study</td>
<td>No Description Available</td>
<td>Departmental permission.</td>
<td>Summer 2015</td>
<td>6 credits</td>
</tr>
<tr>
<td>FIN 300</td>
<td>Corporate Finance</td>
<td>Study of the private sector, for-profit publicly traded corporations from the standpoint of managers.</td>
<td>ECO 100, ECO 101, and ECO 221.</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 340</td>
<td>Financial Markets and Institutions</td>
<td>The structure and functioning of the nation’s financial institutions as the providers and regulators of money and credit. Special attention is given to the role of capital markets.</td>
<td>ECO 100 and ECO 101.</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 341</td>
<td>Principles of Investment</td>
<td>An introduction to types of securities, sources of information, securities exchanges and regulations, with emphasis on equity valuation.</td>
<td>FIN 300 and FIN 340.</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 343</td>
<td>Commercial Banking</td>
<td>Study of depository institutions emphasizing the application of finance theories covering asset and liability policies, opportunities, and the problems of deregulation.</td>
<td>FIN 340.</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 345</td>
<td>Principles of Real Estate</td>
<td>Study of real estate principles, including real estate contracts, real estate management, appraisal, mortgages, license law, and agency.</td>
<td>ECO 100 and ECO 101.</td>
<td>Fall 2014</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 346</td>
<td>Risk Management and Insurance</td>
<td>Basic concepts of risk management through the use of insurance programs for the household and business sectors.</td>
<td>ECO 100 and ECO 101.</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 347</td>
<td>International Financial Management</td>
<td>A study of the financial issues faced by a firm operating in a multinational environment. Topics include: balance of payments concepts, exchange rates theories, currency markets, corporate treasury management, capital budgeting, international cost of capital, risk management, derivatives, security markets and their valuations.</td>
<td>FIN 300.</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 348</td>
<td>Personal Financial Planning</td>
<td>Examines the principal financial issues facing an individual in today’s complex financial environment. The course enables students to make informed decisions in the context of their own specific situations so that the chance of success is maximized and risks are minimized. Focus is on practical strategies that produce results. Areas of study include budgeting, taxation, managing credit, investments, health, life, disability, and long-term care insurance; retirement and estate planning.</td>
<td>ECO 100 and ECO 101.</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
FIN 432 - Financial Management
In-depth study of the theories of corporation finance. Topics: valuation models, capital budgeting, cost of capital, capital structure, portfolio theory, and capital asset pricing models, innovations in treasury management, and financial planning.
Prerequisite(s): FIN 300.
Last Offered: Spring 2015
3 credits

FIN 455 - Securities Markets
An analysis of securities markets, including, interest rate analysis, portfolio strategy, and investment management.
Prerequisite(s): FIN 300 and FIN 340.
Last Offered: Fall 2010
3 credits

FIN 460 - Treasury Management
Examines the treasury management function of an enterprise in both the public and private sectors. Topics include cash, receivables, payables, and short-term debt management as well as an introduction to e-commerce. The course is required for the Certified Treasury Professional examination of the Association for Financial Professionals.
Prerequisite(s): FIN 300.
Last Offered: Spring 2015
3 credits

FIN 470 - Practicum of Investing
Students are part of the investment management team of student-run investment portfolio funded by the SCSU Foundation (The Ad Astra Fund). This lab course can be taken once for credit in the finance sequence. Subsequent registrations will count as elective courses repeatable up to 9 credits. This course is a practical application of the theories learned in the classroom. Grading on pass/fail basis.
Prerequisite(s): FIN 300 and GPA 3.0 or better. Corequisite FIN 341 and departmental permission.
Last Offered: Spring 2015
3 credits

FIN 497 - Internship
A supervised internship in business or government with the application of finance to problems of enterprise administration. Bi-weekly reporting to the faculty supervisor is necessary.
Prerequisite(s): Senior status and departmental permission.
Last Offered: Summer 2015
3 credits

FIN 499 - Independent Study
Research of a high quality meeting the standards of the department faculty director.
Prerequisite(s): Senior status and departmental permission.
Last Offered: Summer 2015
1 to 3 credits

FRE 100 - French I
Basic grammar and vocabulary: speaking, reading, and writing elementary French. One-hour session weekly in the language laboratory required to complement classwork through video, tape, practice, and films. Native speakers of French and students who have taken four years or more of French in high school may not take FRE 100 for credit.
Last Offered: Summer 2015
3 credits

FRE 101 - French II
Speaking, reading, and writing skills. One-hour session weekly in the language laboratory required. Prerequisite(s): FRE 100 or two years of secondary school French.
Last Offered: Summer 2015
3 credits

FRE 102 - Travel French: French I
No Description Available
Last Offered: Fall 2010
3 credits

FRE 103 - Paris: French II
No Description Available
Last Offered: Spring 2011
3 credits
FRE 106 - French Language Practice in France
Study of elementary French for a period of at least four weeks in France under the supervision of the Foreign Language Department faculty. No credit toward major. Course taken in conjunction with either FRE 100 or FRE 101. Prerequisite(s): Departmental permission. Placement test required for students with previous foreign language experience.
Last Offered: Summer 2015
3 credits

FRE 200 - French III
Grammar, reading, and conversation. One hour session weekly in the language laboratory required.
Prerequisite(s): FRE 101 or three years of secondary school French.
Last Offered: Summer 2015
3 credits

FRE 204 - French IV
Concentrates on the reading of French. No credit given towards French major. Students who complete this course cannot take 300-level French courses without permission from the department chairperson.
Prerequisite(s): FRE 200 or 4 years of secondary school French.
Last Offered: Summer 2010
3 credits

FRE 206 - French Culture in France
Study of French culture and civilization, for a period of at least four weeks in France under the supervision of Foreign Language department faculty. Course taken in conjunction with either FRE 200 or FRE 204.
Prerequisite(s): Departmental permission and FRE 200 or placement test.
Last Offered: Summer 2015
3 credits

FRE 210 - Continuing French
Practice in speaking, reading, and writing French based on modern writings. Grammar review. Prepares students for the further study of French. One hour a week in language laboratory required.
Prerequisite(s): FRE 200 or 4 years secondary school French.
Last Offered: Summer 2015
3 credits

FRE 300 - Expressing Yourself in Writing
Practice in writing correct, idiomatic French, based on French models. Review of grammar and syntax, and exercises in vocabulary building.
Prerequisite(s): FRE 210.
Last Offered: Fall 2014
3 credits

FRE 301 - Expressing Yourself in Speaking I
Conversational situations and class discussion based on daily life experiences in France. Emphasis on oral practice through class reports and lab work.
Prerequisite(s): FRE 210.
Last Offered: Spring 2014
3 credits

FRE 302 - Expressing Yourself in Speaking II
Phonetic description and phonemic analysis of French with attention given to individual problems in pronunciation. Intensive training in class and lab using television as a corrective device.
Prerequisite(s): FRE 210.
Last Offered: Spring 2015
3 credits

FRE 306 - Advanced French Culture and Language Practice in France
Advanced study of French culture and civilization, for a period of at least four weeks in France under the supervision of Foreign Language department faculty. A paper or research project evaluated by a departmental committee and/or examination administered by the department are required. Course taken in conjunction with FRE 206 or FRE 499.
Prerequisite(s): Departmental permission and FRE 204 or equivalent or placement test.
Last Offered: Summer 2015
3 credits
FRE 310 - French Civilization I
Study of French history from the Roman conquest to the end of the “Ancien Régime,” 1789; discussions of literary texts, slides, and films. Class is taught in French, but non-majors may do the written work in English.
Prerequisite(s): FRE 210.
Last Offered: Spring 2014
3 credits

FRE 311 - French Civilization II
Study of French history from the revolution of 1789 to the 5th Republic; discussions of selected literary works, slides, and films. Class is taught in French, but non-majors may do the written work in English.
Prerequisite(s): FRE 210.
Last Offered: Fall 2013
3 credits

FRE 312 - Contemporary French Culture
A study of France today; its physical, social, political and economic, and cultural characteristics and values. Class taught in French, but non-majors may do the written work in English.
Prerequisite(s): FRE 210.
Last Offered: Fall 2012
3 credits

FRE 397 - Internship
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
3 credits

FRE 398 - Special Topics in French
Examination of developments, issues, and/or creative work in the field of French.
Prerequisite(s): FRE 300 and FRE 301 or departmental permission.
Last Offered: Fall 2014
3 credits

FRE 400 - Advanced French
Learning to read French literature by studying language, style, themes, and genres. Texts chosen from a variety of periods.
Prerequisite(s): FRE 210.
Last Offered: Summer 2015
3 credits

FRE 410 - French and Francophone Studies
Introduction to the critical theories of French and Francophone studies. Students explore contemporary France and Francophone speaking areas of the world, the relationship between France and its former colonies, as well as issues of immigration, family, language, and gender and sexuality.
Prerequisite(s): One 300-level FRE course.
Last Offered: Spring 2015
3 credits

FRE 415 - Sexual Citizenship in the French-Speaking World
Exploring issues of sexual deviancy in the French-speaking world; examines presentations of and reactions to sexual difference in an effort to understand what makes a good sexual citizen according to the culture in which the cultural object (literature, film, advertisements, parades, among others) is found.
Prerequisite(s): One 300-level FRE course.
Last Offered: not yet offered
3 credits

FRE 450 - La Cathédrale et le Château
Medieval French literature: the themes of quest, love, and laughter in medieval aristocratic and bourgeois writings. Texts are read in modern French.
Prerequisite(s): One 300-level French course.
Last Offered: Spring 2015
3 credits

FRE 455 - Renaissance Literature
Sixteenth century literature including readings from Rabelais, the Humanists, the poets of “La Pleiade,” and Montaigne.
Prerequisite(s): One 300-level French course.
Last Offered: Fall 2012
3 credits
FRE 460 - Le Siècle de Louis XIV
17th century French literature with emphasis on Corneille, Molière, and Racine.
Prerequisite(s): one 300-level French course.
Last Offered: Spring 2013
3 credits

FRE 470 - Le Romantisme
Literature of the early 19th century. Includes Lamartine, Musset, Vigny, Hugo.
Prerequisite(s): one 300-level French course.
Last Offered: Fall 2010
3 credits

FRE 490 - Le Roman du XXème siècle
French novels from Proust to the present.
Prerequisite(s): one 300-level French course.
Last Offered: Spring 2014
3 credits

FRE 496 - Advanced French Grammar
Study of spoken and written French and practice in using French source material.
Prerequisite(s): FRE 300, FRE 301, or GRE 302.
Last Offered: Fall 2013
3 credits

FRE 498 - Special Topics in French
Examination of developments, issues, and/or creative work in the field for French.
Prerequisite(s): FRE 300 and FRE 301 or departmental permission.
Last Offered: Spring 2011
3 credits

FRE 499 - Directed Reading
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
1 to 3 credits

GEO 100 - People, Places, and Environments
Study of the world’s natural habitats and cultural landscapes and the interrelationships that may develop among them.
Last Offered: Summer 2015
3 credits

GEO 102 - World Regional Geography
Examination of some geographic principles and relationships in regions on every continent.
Provides a background for understanding contemporary world events.
Last Offered: Summer 2015
3 credits

GEO 105 - Food Systems: A Geography
A critical examination of the current food system from a geographical perspective. The course will provide a multi-scalar (from the local to the global) analysis of food production, distribution, consumption, and food waste disposal. Lecture, 2 hours; laboratory, 2 hours.
Last Offered: Fall 2014
4 credits

GEO 110 - Geography and Conflict: Ethnicity, Race, and Economy in the U.S.
This course focuses on the economic processes and resulting spatial patterns that created today’s multicultural America. Students use emerging geographic methods and technologies to unlock and explore the decennial censuses of the growing United States since 1790. Through studying how various ethnic and racial groups were culturally and geographically transformed in America and by applying geographic information systems to real population data, students will develop a rich understanding of diversity in America and the skills to make powerful interdisciplinary connections.
Last Offered: Spring 2015
4 credits

GEO 190 - Exploring Geography: Opportunities and Your Future
Introduction to the multifaceted discipline of geography, providing a platform for subsequent geographical study. Students will work towards developing preparatory understandings of sub-fields in the discipline, traditions in geographic scholarship, geographic techniques, and the professional practice of geography. Students will meet the faculty of the SCSU geography department and have the opportunity to listen to professional geographer guest speakers. Intended for new majors.
Last Offered: Spring Break 2015
1 credits
GEO 200 - Human Geography
Introduction to population, economic, cultural, political, urban, and marine geography and to ecology.
Last Offered: Summer 2015
3 credits

GEO 201 - Physical Geography
Physical environments of representative areas: landforms, climates, vegetation, and soils are emphasized, as well as their distribution and significance for man.
Last Offered: Summer 2015
4 credits

GEO 205 - Economic Geography
A geographical perspective of contemporary economic issues in the context of globalization and uneven development. The objectives of the course are to discuss concepts related to the evolution, spread, and spatial distribution of economic activity and to explore how the resulting emerging locational patterns of economic activity are affected by globalization. Discussions will focus on issues such as trade, technological change, and government policy from the variegated perspectives of labor, the firm, the consumer, and the state.
Last Offered: Fall 2014
3 credits

GEO 208 - Political Geography
The interrelationships between geographic and political factors in the modern world. Current international, national, and local problems, viewed in their geographic settings, form an important part of the course.
Last Offered: Spring 2015
3 credits

GEO 260 - Population Geography
A study of the distribution of people on the earth and the reasons therefore: patterns of population growth and decline, both historical and contemporary; migrations; and biological and cultural characteristics of population.
Last Offered: Fall 2013
3 credits

GEO 265 - Recreation Geography
A systematic geography course focusing on the spatial aspects of recreation in both its urban and rural settings with special reference to the United States. The course utilizes the field resources of New Haven and southern Connecticut in analyzing the geographic dimensions of recreation.
Prerequisite(s): Junior status.
Last Offered: Fall 2013
3 credits

GEO 270 - Exploring and Interpreting Maps and Mapmaking Technology
Surveys the social and cultural significance of general purpose and thematic maps as well as the science and technology of their creation. Shows many interdisciplinary uses of maps and explores their importance to scientific inquiry, commerce, and everyday life. Teaches fundamental components of map interpretation including georeferencing, map projections, scale, generalization, symbolization, uses of color, types of maps, and misuse of maps. Introduces the student to mapmaking software/geographic information systems and its applications to display and query data for any portion of the earth’s surface.
Last Offered: Spring 2015
3 credits

GEO 273 - Land Use Planning
An introduction to the principles of land use planning at the local, regional, state and federal levels.
Last Offered: Spring 2014
3 credits
GEO 280 - GIS for the Social Sciences
Steps for successfully planning and carrying out geographic information systems (GIS) analysis for any study area in the social science disciplines. Integrates GIS into both qualitative and quantitative research and demonstrates the capabilities of and approaches to GIS so that students can use GIS to work with socio-spatial data in their own fields. Topics include fundamental aspects of coordinate systems and spatial databases; selecting topics for GIS analysis; research design; data collection and sampling; analysis and model development; output; interpretation; and, future directions for GIS and social research.
Prerequisite(s): At least one introductory course in ANT, GEO, HIS, PSC, PCH, PSY, or SOC; or departmental permission.
Last Offered: Spring 2012
3 credits

GEO 290 - Research Methods in Geography
An introduction to research methods, research design, and research dissemination in geography. Topics addressed include the formulation of research questions; the development of research projects; qualitative, quantitative and field based research approaches; and research ethics. Lecture and group discussion format.
Prerequisite(s): GEO 190 and (GEO 200 or GEO 201 or departmental consent).
Last Offered: not yet offered
3 credits

GEO 294 - Geography Tier 3 Capstone
No Description Available
Last Offered: Winter Session 2015
3 credits

GEO 298 - Special Topics
Examination of developments, issues, and/or creative work in the field of geography.
Prerequisite(s): Sophomore status.
Last Offered: Spring 2015
1 to 3 credits

GEO 301 - Landforms
A study of landforms and the processes involved in their origin and development with special reference to North America. Occasional field trips are part of the course.
Last Offered: Spring 2014
3 credits

GEO 302 - World Climates
The effects of climatic elements and controls and their combinations throughout the world as well as their influences on humans and their activities. The course covers microclimatic factors, influence of climate on humans, global climate change, climatic classifications, and regional climates.
Last Offered: Spring 2013
3 credits

GEO 303 - Principles of Sustainability
Introduction to the study of sustainability and human-environment interactions from a geographic perspective. The course is taught through a complex systems perspective considering environmental and societal challenges and human-environmental issues in a variety of contexts.
Last Offered: Fall 2014
3 credits

GEO 305 - Environmental Economic Geography
Theory and applications of economic geography to environmental issues. The course outlines four core themes, which all contribute to the understanding of sustainable economic geographies and the roots and compass of an environmental economic geography. The four themes are: ecological modernization, natural resources, institutions and environmental governance, and globalization and sustainability.
Last Offered: Summer 2015
3 credits
GEO 311 - The United States and Canada
Examination of the regional geography of North America, including analysis of its physical environments, historical development, cultural patterns, and socioeconomic systems. Interactions between physical and anthropogenic systems are stressed.
Last Offered: Spring 2015
3 credits

GEO 315 - Connecticut
A systematic geographic overview of the state. Emphasis on the distribution, function, and structure of various geographical phenomena.
Last Offered: Summer 2014
3 credits

GEO 325 - Latin America
The countries, regions, and peoples of Latin America, including the Caribbean area, and their regional organizations. Emphasis upon the changing societies of the region and the changing relationships between the cultural and the physical environments.
Last Offered: Summer 2015
3 credits

GEO 330 - Europe
Geographic factors useful in interpreting conditions in Europe now and in the past. Current European and world situations are emphasized.
Last Offered: Spring 2014
3 credits

GEO 342 - Middle East
A systematic, historical, cultural, political and economic overview of the region, followed by an in-depth analysis of the individual countries.
Last Offered: Spring 2015
3 credits

GEO 344 - Central Asia
A systematic and regional examination of the physical and cultural environments of the countries of Central Asia. Emphasis on current conditions related to geographic factors are discussed and analyzed.
Last Offered: Spring 2015
3 credits

GEO 345 - Africa
Analysis of the geographical complexities of the African continent, both from a systemic and regional perspective. Discussions focus on the interrelationships of nature and society and how these relationships define and influence a particular region and produce the landscapes of contemporary Africa. A special emphasis is placed on current conditions as they relate to the discipline of geography.
Last Offered: Fall 2014
3 credits

GEO 357 - Coastal and Marine Geography
Examination of the relationships between humans and the world’s oceans and coasts, including the biophysical, socioeconomic, and cultural aspects of this relationship and interrelationships between these elements. An essential theme is the use and management of coastal and marine resources.
Last Offered: Fall 2014
3 credits

GEO 360 - Introduction to GIS
Provides a broad understanding of concepts and general theory of Geographic Information Systems (GIS). Students utilize GIS software to complete a series of tutorials and labs. GIS theory is emphasized over software training. Lecture, 3 hours; laboratory, 2 hours. Prerequisite(s): GEO 270.
Last Offered: Fall 2014
4 credits

GEO 362 - Urban Geography
Study of the distribution, function, internal structure of cities. The focus is on structure and pattern.
Last Offered: Spring 2015
3 credits
GEO 370 - Remote Sensing
Examination of how we view and evaluate our environment using various remote sensing techniques. Topics include land use/land cover change, vegetation patterns, geologic mapping, and anthropogenic effects (e.g., oil spills, water contamination). Interpretation of remotely sensed images through in-class labs and research projects emphasize the study of spatial and environmental relationships. Lecture, 2 hours; laboratory, 4 hours. Prerequisite(s): GEO 270. Last Offered: not yet offered 4 credits

GEO 371 - Cartography
Computer methods for visualizing qualitative and quantitative geographic information for data exploration, analysis, and communication. Trains the student to determine and construct suitable map projections for any study area; techniques for classifying and symbolizing data based on spatial and frequency distributions and the underlying behavior of the phenomena being mapped; and, effective map design and the use of color and lettering for different communication media. Lecture, 2 hours; laboratory, 4 hours. Prerequisite(s): GEO 270 or departmental permission. Last Offered: Spring 2014 4 credits

GEO 400 - Geography of Wine
A critical examination of the global wine industry from a geographical perspective. The cultivation of vines and the production and consumption of wine is considered through a focus on the spatial variations of the embedded bio-physical, environmental, socio-economic, and cultural complexities of the wine industry. Last Offered: Summer 2015 3 credits

GEO 403 - Applied Sustainability
Field laboratory experience intended to put principles of sustainability concepts into practice through an applied project-based learning experience. Projects may address water, energy, food systems and environmental justice related topics in campus and/or community based settings. Prerequisite(s): GEO 303. Last Offered: Spring 2015 3 credits

GEO 405 - Environmental Justice
Examination of the role of social inequalities, particularly those of class and race, and the dissemination of environmental risks in societies at different geographic scales. Also includes study of legal solutions and public policy measures that address environmental injustices. Last Offered: not yet offered 3 credits

GEO 460 - Geographic Information Systems for Environmental and Spatial Sciences
Teaches students in environmental and spatial sciences how to use geographic information systems (GIS) to visualize, query, and begin to analyze key aspects of terrain (such as elevation, slope, and aspect, landuse, landcover, and vegetation) as well as human modifications and the built environment. Input and edit georeferenced data from multiple sources such as paper maps and global positioning systems (GPS) and learn aspects of various coordinate systems and spatial database designs in order to link attribute data to inputted geographic features. Classify and symbolize data in order to create maps; embed graphs and reports in maps; and output maps in digital and paper form. Export GIS data to other software packages and import spatial data from other software packages into GIS software. Prerequisite(s): One course in an environmental science (biology, chemistry, earth science, geography, science education and environmental studies), or one course in computer science, or departmental permission. Last Offered: Spring 2015 4 credits
GEO 461 - Advanced Spatial Analysis for Environmental and Biophysical Applications

Extends skills learned in GEO 460 to include 2D and 3D surface and sub-surface modeling for interrelated applications in natural resource management, biology, and the physical environment. Applications include determination and visualization of viewsheds and watersheds; least cost path analysis and network analysis for modeling flows through biophysical and human systems such as streams, habitat corridors, and roads; and, proximity analysis for any application, such as habitat suitability or flood risk, in which the spatial context of features on the landscape is important. Methods such as interpolation to calculate and map unknown values or probabilities for locations using measured values at sample sites. Develop simple and complex spatial models, including regression models and process models, for multifaceted environmental processes and relationships such as soil erosion and surface and sub-surface groundwater flow. Integrate GIS analysis with statistical software and other software packages and methods. Prerequisite(s): GEO 460. Last Offered: Spring 2014 4 credits

GEO 470 - Field Techniques

Course involves field study in either the southern Connecticut region or an area outside the United States. Areas are visited and mapped, and techniques of field research are studied dealing with the physical and human aspects of the environment. Prerequisite(s): Senior status and 12 credits in GEO. Last Offered: Spring 2015 3 credits

GEO 470 - Field Techniques

Course involves field study in either the southern Connecticut region or an area outside the United States. Areas are visited and mapped, and techniques of field research are studied dealing with the physical and human aspects of the environment. Prerequisite(s): Senior status and 12 credits in GEO. Last Offered: Spring 2015 3 credits

GEO 470 - Field Techniques

Course involves field study in either the southern Connecticut region or an area outside the United States. Areas are visited and mapped, and techniques of field research are studied dealing with the physical and human aspects of the environment. Prerequisite(s): Senior status and 12 credits in GEO. Last Offered: Spring 2015 3 credits

GEO 481 - Spatial Analysis

Application of statistical techniques to analyze geographic phenomena. Prerequisite(s): 3 credits in GEO. Last Offered: Spring 2011 3 credits

GEO 490 - Seminar in Geographic Thought

A capstone experience for Geography majors focusing on the integration of geographic theory and geographic practice in the context of selected contemporary issues, events, or processes through a combination of seminar style discussions and field-research project based learning. The course also provides an overview of the historical and philosophical development of the discipline. Prerequisite(s): GEO 200, GEO 201, and senior status. Last Offered: Spring 2015 4 credits

GEO 497 - Internship

Practical training in a variety of government agencies and private firms, working under supervision of the employer’s representative and a faculty administrator. Prerequisite(s): Senior status and 12 credits in GEO. Last Offered: Spring 2015 3 to 6 credits

GEO 499 - Independent Study

No Description Available
Prerequisite(s): Departmental permission. Last Offered: Spring 2015 3 credits

GER 100 - German I

Basic German with practice in understanding, speaking, reading, and writing the language. An hour session in the language laboratory is required each week. Students with one or two years of secondary school German should elect GER 101. Native speakers of German and students who have taken four years or more of German in secondary school may not take GER 100 for credit. Last Offered: Spring 2015 3 credits

GER 101 - German II

Basic German with practice in understanding, speaking, reading, and writing the language. An hour session in the language laboratory is required each week. Prerequisite(s): GER 100 C or better, two years high school German with a C or better, or placement exam. Last Offered: Spring 2015 3 credits
GER 201 - Continuing German: Contemporary German Culture

Using German to explore cultural aspects of the German speaking world. Focus on physical and political geography, education, the arts, travel, and living situations. An hour session in the language laboratory is required each week. GER 201, GER 202, GER 203 can be taken in any sequence.
Prerequisite(s): GER 101 C or better, three years high school German with a 'C' or better, or placement exam.
Last Offered: Fall 2014
3 credits

GER 202 - Continuing German: Exploring a German City

Using German to explore cultural aspects of the German speaking world. Focus on a major German city, including history, culture, economy, political structure, media, and transportation. Emphasis on daily events and interactions. An hour session in the language laboratory is required each week. GER 201, GER 202, GER 203 can be taken in any sequence.
Prerequisite(s): GER 101 C or better, three years high school German with a C or better, or placement exam.
Last Offered: Spring 2015
3 credits

GER 203 - Continuing German: Exploring German Culture Through Tales, Stories, and Films

Using German to explore cultural aspects of the German speaking world. Practice in hearing, reading, and writing German narrative. An hour session in the language laboratory is required each week. GER 201, GER 202, GER 203 can be taken in any sequence.
Prerequisite(s): GER 101 C or better, three years high school German with a C or better, or placement exam.
Last Offered: Fall 2010
3 credits

GER 300 - Composition

Practice in writing with grammar and syntax review. Idiomatic use of written and spoken German is stressed.
Prerequisite(s): Any two of GER 201, GER 202 or GER 203 or four years of secondary school German.
Last Offered: Fall 2012
3 credits

GER 301 - Conversation

Emphasis is on aural-oral practice and performance. Class discussions and conversations are based on supplemental reading and listening materials. An hour session in the language laboratory is required each week.
Prerequisite(s): Any two of GER 201, GER 202, or GER 203.
Last Offered: Spring 2014
3 credits

GER 302 - Grammar Analysis and Review

Systematic review of German grammar with emphasis on points of contrast with English. Intensive practice in areas of special interest.
Prerequisite(s): Any two of GER 201, GER 202, or GER 203 or the equivalent.
Last Offered: Spring 2014
3 credits

GER 310 - German Civilization

Studies in German history and culture before 1900 based on selected literary works and visual materials.
Prerequisite(s): Any two of GER 201, GER 202 or GER 203.
Last Offered: Fall 2010
3 credits

GER 311 - 20th-Century German Culture Through Film

Study of significant trends and events in German history and society as seen through German films. Films serve as a basis for discussions about their historical, sociological, and psychological aspects.
Prerequisite(s): Any two of GER 201, GER 202 or GER 203 or the equivalent.
Last Offered: Spring 2015
3 credits
GER 400 - German Literature I
Comprehensive survey of German literature from its beginnings to modern times, with reading and discussions of selected masterpieces.
Prerequisite(s): Any two of GER 201, GER 202 or GER 203.
Last Offered: Fall 2013
3 credits

HBR 100 - Hebrew I
An introduction to the contemporary Hebrew language through the mastery of listening and speaking skills, the learning of basic grammar and vocabulary, and the mastery of reading and writing Hebrew text and script. One-hour session weekly in the language laboratory required to complement and reinforce classroom instruction.
Last Offered: Spring 2015
3 credits

HBR 101 - Hebrew II
A continuation of Hebrew 100. An introduction to the contemporary Hebrew language through the mastery of listening and speaking skills, the learning of basic grammar and vocabulary and the mastery of reading and reinforce classroom instruction. Satisfies B.S. degree world language requirement.
Prerequisite(s): HBR 100 or two years of secondary school Hebrew.
Last Offered: Spring 2014
3 credits

HBR 200 - Hebrew III
Reading of texts from literature, poetry, newspapers, and ancient sources. Acquisition of advanced vocabulary, grammatical, and language structures. Extensive use of oral language and practice in written language. Study of Israeli culture through movies and music. One hour session weekly in the language laboratory is required.
Prerequisite(s): HBR 101 or equivalent.
Last Offered: Spring 2015
3 credits

HBR 210 - Hebrew IV
Extensive reading of texts from literature, poetry, newspapers, and ancient sources. Extensive acquisition of advanced vocabulary, grammatical, and language structures. Extensive use of oral language and practice in written language. Study of Israeli culture through movies and music. One hour session weekly in the language laboratory is required.
Prerequisite(s): HBR 200 or equivalent.
Last Offered: Spring 2014
3 credits

HIS 101 - Western Civilization II
Survey of Western Civilization from the Renaissance and Reformation to modern times. Topics include: The Age of Discovery, the French Revolution, the emergence of nationalism, the colonial and imperial eras, the wars of the 20th century, and the Cold War.
Last Offered: Spring 2015
3 credits

HIS 104 - Islamic Civilization
Survey of the history of the Islamic world from 600 C.E. to present. Topics include the rise of Islam, the creation of an Islamic empire, the spread of Islam beyond the Near East, the development of Islamic law, theology, and ritual, and Islam in the modern world.
Last Offered: Summer 2015
3 credits

HIS 105 - Introduction to Southeast Asia: Southeast Asia to 1500.
Introduction to the history of the 10 countries of contemporary Southeast Asia. Examines artistic, geological, ecological, economic, linguistic, literary, medical, political, and religious patterns of the pre-modern period, ca. 500 B.C.E. to 1500 C.E. Serves as an introduction to modern Southeast Asia and its relationship to other regions of the world.
Last Offered: Spring 2015
3 credits
HIS 106 - East Asia to 1850
Survey of East Asian history from the Bronze Age to the nineteenth century. Topics include the social, political, intellectual, and religious trends of pre-modern East Asian nations, and their increasing contact with the West. Serves as an introduction to upper division courses in East Asian history.
Last Offered: Summer 2015
3 credits

HIS 110 - United States History I
America from the Colonial period to Reconstruction. Emphasis is on political, social, economic, and cultural developments. Students taking either HIS 110 or HIS 111 will not receive credit for HIS 112.
Last Offered: Summer 2015
3 credits

HIS 111 - United States History II
America from Reconstruction to the present time. Emphasis is on political, social, economic, and cultural developments. Students taking either HIS 110 or HIS 111 will not receive credit for HIS 112.
Last Offered: Spring 2015
3 credits

HIS 112 - U.S. History
Economic, social, political, and cultural developments from the 17th century to the present. Students taking HIS 112 will not receive credit for HIS 110 or HIS 111.
Last Offered: Fall 2012
3 credits

HIS 120 - Connecticut
No Description Available
Last Offered: Fall 2011
3 credits

HIS 150 - Critical Thinking Through Historical Biography
Development of critical thinking, writing, and reading skills through the examination of a selection of historical individuals, whose representations are analyzed through standard historical literary sources, film, and art. Students investigate historical individuals and their relations to their historical contexts through the critical analysis of primary and secondary sources.
Last Offered: Spring 2015
3 credits

HIS 162 - Connecticut
No Description Available
Last Offered: Fall 2011
3 credits

HIS 163 - Connecticut
No Description Available
Last Offered: Fall 2011
3 credits

HIS 164 - Connecticut
No Description Available
Last Offered: Fall 2011
3 credits

HIS 165 - Connecticut
No Description Available
Last Offered: Fall 2011
3 credits

HIS 166 - Connecticut
No Description Available
Last Offered: Fall 2011
3 credits

HIS 200 - Historical Methods and Materials
Examination of problems in historical analysis and interpretation. Emphasis on historical reasoning, research, and writing. Consideration of methodological approaches and historical materials.
Last Offered: Spring 2015
3 credits

HIS 201 - U.S. History Through Film
As primary documents of their time, films are studied to illuminate the historical era in which they were made. They also are used to demonstrate how films can reflect many of the distortions, inaccuracies, and myths about America’s past.
Last Offered: Summer 2015
3 credits

HIS 204 - History of American Family
Studies changing roles and relationships within the American family in its many forms and examines the relationship between government, society, and the family, with emphasis on the 19th and 20th centuries.
Last Offered: Winter Session 2014
3 credits

HIS 210 - U.S. Black History
The origins of the black migration to American and contributions of black men and women in American historical development.
Last Offered: Fall 2013
3 credits

HIS 211 - History of Criminal Justice in the Americas
Examination of the evolution of criminal justice in the Americas.
Last Offered: Fall 2014
3 credits

HIS 220 - Sports in U.S. History
An examination of the history of organized sports and their cultural and social impact in the U.S.
Last Offered: Winter Session 2015
3 credits
HIS 221 - Ancient History: Classical Greece and Rome
The social and political history of the Classical world from the origin of the Greek city-state to the empire of Rome under Julius Caesar. Topics include tyranny and democracy in Classical Greece, the Republic of Rome, and the creation of the Roman Empire.
Prerequisite(s): HIS 100.
Last Offered: Fall 2014
3 credits

HIS 222 - Medieval Europe
Society, culture, and institutions of Europe during the Middle Ages. Topics include theories of economic collapse and recovery, problems of Church and State, monasticism, heresy, feudalism, and the creation of modern Europe.
Prerequisite(s): HIS 100.
Last Offered: Fall 2014
3 credits

HIS 227 - Colonial Latin America
Latin America from pre-Columbian times to Independence. Examines the lives of European, indigenous, and African people before the Conquest and after the Encounter through written texts, films, art, music, and dance. Conquest of Mexico, Conquest of Brazil, the Columbian Exchange, uprisings and rebellions, the Catholic Church, slavery, family, gender, sex, honor, Bourbon Reforms, and Independence movements.
Last Offered: Fall 2014
3 credits

HIS 228 - Modern Latin America
Latin America from the revolutions to the present.
Last Offered: Spring 2014
3 credits

HIS 229 - Cuba and Puerto Rico
The development of modern Puerto Rico and Cuba. Topics include Fidel Castro, Communist influence, and independent movements in Puerto Rico.
Last Offered: Winter Session 2012
3 credits

HIS 231 - England from Romans to Cromwell
The social, constitutional and political changes as England progressed from a number of small, semi-independent states to a well-organized national monarchy. Anglo-Saxon England; the Norman conquest and the newly-developed Norman form of government; the rise of parliamentary government and the emergence of a modern, bureaucratically controlled government taking England through its religious reformation are major areas.
Last Offered: Fall 2013
3 credits

HIS 232 - England and the British Empire
The dramatic constitutional crises of the 17th century. The Puritan movement, the development of Parliament, the industrial age, and expansion of the empire are major topics. The problems of an industrialized state moving toward democratic control are stressed in the last section of the course.
Last Offered: Spring 2015
3 credits

HIS 235 - The Holocaust
Examines the origins, development, and consequences of the Nazi attack on European Jews. Important questions about the motives, options, and experiences of the victims, perpetrators, and bystanders of the Holocaust. Reading, discussing, and writing about surviving primary sources. Historical debates around questions of guilt, responsibility, anti-Semitism, racism, faith, resistance, and memory.
Last Offered: Spring 2014
3 credits
HIS 236 - Origins of Modern Germany
The rise of Germany from a politically, culturally, and economically fragmented nation to the dominant power on the European continent. Stress is placed on the developments that allow for the rise of Prussia and exclusion of Austria in German unification, German development after unification, and the events leading to war and the collapse of the German Empire.
Last Offered: Fall 2011
3 credits

HIS 237 - Modern Germany
The origins and collapse of Weimar Germany; Weimar culture, the rise of the Nazi party and its seizure of power; the road to World War II; the collapse of Nazi Germany; Allied occupation and the division of Germany; and German reunification and the role of Germany in the 21st century.
Last Offered: Spring 2011
3 credits

HIS 240 - The Middle East from Muhammad to the Mongols
History of the Muslim Middle East from ca. 500 C.E. to 1500 C.E. Topics include the rise of Islam, its expansion and cultural achievements, and the impact of migration from the East, culminating in the Mongol invasion.
Last Offered: Summer 2010
3 credits

HIS 242 - Imperial Russian and Soviet History, 1800-1991
Examines the major political, social, and cultural developments, and assesses their impact on European and world history. Emphasis on the Great Reforms, the role of the intelligentsia, the February and October revolutions of 1917, and the Stalin era.
Last Offered: Fall 2014
3 credits

HIS 247 - Early Modern France
Governmental, societal, and cultural developments in France from 1400-1815. Influence of the intellectual movements from the Renaissance to the Enlightenment of French society and culture. The relationship between Church and State and the rise of a bureaucratic government. Political, social, and economic tensions surrounding the end of the old regime.
Last Offered: Fall 2013
3 credits

HIS 248 - American Constitution in Historical Perspective
The American Constitutional System — written and unwritten — from its origins to 1953. Issues surrounding the evolution of constitutional and legal structures; rights and remedies; the content of justice; the organization of government and the sociopolitical impact of significant political and judicial decisions are examined in historical context. This course may be taken for American Political Foundations credit.
Last Offered: Spring 2014
3 credits

HIS 256 - The City in U.S. History
Study of the city and its impact upon American society. Attention is given to the European municipal inheritance and the American colonial town during the 17th and 18th centuries, but the primary focus is upon the 19th century industrial city and the 20th century metropolis.
Last Offered: Spring 2014
3 credits

HIS 257 - American Indian History to 1850
Surveys the histories of the First Peoples of North America (north of Mexico) from earliest times up to the mid-1800s.
Last Offered: Fall 2013
3 credits

HIS 258 - American Indian History since 1850
Surveys the histories of the First Peoples of North America (north of Mexico) from the mid-1800s to the present day.
Last Offered: Spring 2015
3 credits
HIS 260 - American Revolution
An examination of the origins, events, and consequences of the American struggle for national independence and republican government. Exploring the lives of men and women: rich and poor, slave and free, Indian and settler, northern and southern, Loyalist and Patriot, soldier and pacifist, within this struggle. Includes discussions on why the colonies revolted, the legacy of the Revolution, and its meaning to ordinary Americans. Prerequisite(s): HIS 110 and ENG 112.
Last Offered: Spring 2015
3 credits

HIS 262 - Connecticut
Public perception of Connecticut and its past portrayed in museums, landscapes, and popular media; understanding the role narrative, authors and audience play in the construction of our state's history; useful for future teachers, librarians, archivists, and curators in Connecticut. All class meetings will be held at pulic history locations around Connecticut (students must provide transportation). Prerequisite(s): 3 credits in HIS.
Last Offered: Summer 2014
3 credits

HIS 285 - Careers in History
Exploration of careers in History; meet with professionals outside of academia; prepare application materials; and learn how to choose next step after graduation. Prerequisite(s): BA-History Program and 9 credits in HIS
Last Offered: Spring Break 2015
1.5 credits

HIS 298 - Special Topics
Examination of developments, issues, and/or creative work in the field of history.
Last Offered: Spring 2015
3 credits

HIS 300 - The Vietnam War Era
Historical, cultural, social, and geopolitical aspects of the first and second Indochina Wars. Attention to French Colonial issues; Vietnamese anti-colonialism; military strategy and major battles; U.S. international and domestic concerns; and the effect on American society of America’s involvement in Indochina. Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 301 - The Roman Empire
The politics, personalities, and society of imperial Rome from the settlement of Augustus to the fall of Rome. Topics include the imperial peace, the rise of Christianity, and the decline and fall of the empire in the West. Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2014
3 credits

HIS 304 - Renaissance and Reformation
Development of medieval institutions under the stimuli of growing capitalism and technology, new geographical discoveries, and the rediscovery of the ancient world. Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2013
3 credits

HIS 307 - Europe in the 19th Century
The major socio-political movements of the nineteenth and early twentieth centuries, including the age of Metternich, the rise of nationalism, the impact of European imperialism, and the meaning of World War I. Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 308 - Europe in the 20th Century
Interpretation of the present by studying the immediate past. The “new” internationalism, social, political, and philosophical thought in the 20th century, the rise of dictatorships, World War II, the Cold War, and the political and cultural problems facing the new united Europe. Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2011
3 credits
HIS 311 - Workers in America I
History of workers and work in America from 1500 up to the Great Depression. Focus is on experiences of different groups of workers and labor regimes, including indentured servitude, slavery, “women’s work,” and wage work. Origins and rise of capitalism as well as rise of the labor movement are also analyzed.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 312 - Workers in America II
History of workers and work in America from the Depression through present. Focus is on the momentous changes in the socio-economic landscape since the 1930’s and the efforts of diverse groups of workers to cope with and adapt to them. Examines the rise of the AFL-CIO as well as radical alternatives, the rise and fall of the industrial workplace, the onset of service – and technology – sector jobs, and the efforts of working people to achieve broader racial and gender equality.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2012
3 credits

HIS 313 - English Origins of American Law
The English Constitutional - Legal System from the Anglo-Saxon period to its completion in 1715. History of the primary public and private institutions of governance, including the Common Law and Justice; Writs, Rights, and Remedies; Royal Courts and Local Administration; Kingship and Prerogative Powers, Parliament and Policy; Private Land Tenures and Property Rights; Church and State; Application of English precedent to American practice.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 314 - American Roots
A study of the family as a major institution in American culture, and examination of immigration and migration patterns of several ethnic and racial groups. Discussion of the effects of historical forces upon ordinary people; problems associated with prejudice and assimilation; tracing the changing roles of women, men, and children; utilizing different kinds of records and evidence to write a three generational family history.
Prerequisite(s): 9 credits in HIS.
Last Offered: Winter Session 2015
3 credits

HIS 315 - American Roots
History of workers and work in America from 1500 up to the Great Depression. Focus is on experiences of different groups of workers and labor regimes, including indentured servitude, slavery, “women’s work,” and wage work. Origins and rise of capitalism as well as rise of the labor movement are also analyzed.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 316 - History of Ancient Greece
The political and social history of ancient Greece, from the Minoan and Mycenaen periods to Roman annexation in BC 146.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2014
3 credits

HIS 317 - History of Rome from its Origins to Caesar
The history of ancient Rome and the Roman Republic, from the founding of the city of the Civil Wars and the dictatorship of Caesar.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2014
3 credits

HIS 318 - Women in American History 1620-1890
Examines the variety of experiences of groups of American women and presents a broad outline of major social, economic, political, legal, and cultural changes in women’s lives from the 17th through the late 19th centuries.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2014
3 credits

HIS 319 - Women in American History 1865 - Present
Examines the variety experience of groups of American women and presents a broad outline of major social, economic, political, and cultural changes in women’s lives from the late nineteenth century to the present.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2011
3 credits
HIS 320 - History of the Indochina Wars 1965-1993
History of the Indochina Wars in Cambodia, Laos, and Vietnam from the introduction of U.S. ground troops in March 1965 through the U.N. sponsored elections in Cambodia 1993. Discusses the international political arena, domestic dissent, military strategy and tactics, and the results of the Indochina Wars for the Indochinese peoples.
Prerequisite(s): 9 credits in HIS of which 3 credits must be HIS 300.
Last Offered: Fall 2014
3 credits

HIS 330 - Religion and Society in the Byzantine Empire
The evolution of Eastern Orthodox Christianity in the social, cultural, and political contexts of the Byzantine Empire.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2013
3 credits

HIS 340 - The Crusades
History of the crusades from the 11th century through the fall of the last Latin state in the Middle East in 1291. Discusses why crusading became a central agenda for European leaders, the theological implications of religious violence, and the significance of political and cultural exchanges between crusaders and Middle Eastern peoples.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 342 - 20th Century China
The political developments in 20th century China from the National Revolution of 1911 through the years of Nationalist rule and the birth of the People’s Republic of China to the present.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 343 - Modern Eastern Europe
Examines the history of Eastern Europe in the nineteenth and twentieth centuries. Topics include nationalism, the formation of nation states, modernization, war, and Soviet overlordship.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2014
3 credits

HIS 345 - Colonial U.S. History I
Study of Spanish, French, Dutch as well as English efforts to settle the New World. Certain key problems such as the London Company’s settlement of Virginia, the expulsion of Roger Williams from Massachusetts Bay, Bacon’s Rebellion, the Colonial wars with France, the growth of English Imperial policies, the cultural development of the Colonies, the coming of Revolution, and the struggle for independence are given special attention.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2014
3 credits

HIS 350 - The Early Republic
The launching of the new government under the Articles of Confederation and the Constitution of 1787; the establishment of America’s place among the nations; the emergence of political parties; the beginning of westward expansion and the shaping of the distinctive American character.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 352 - The Era of Civil War and Reconstruction
Nineteenth century America: 1848-1877. Focus on the sectional conflicts of the 1850s, the Civil War and its consequences, and the issues of reunion and race-relations during Reconstruction.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2014
3 credits

HIS 353 - The New Nation: 1865-1918
Political, economic and social developments in the United States beginning with Reconstruction through the rise of big business and the progressive era.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2013
3 credits
HIS 355 - America Between Two Wars: 1919 to 1945
The “lost” peace of 1919-1920, the politics and culture of the 1920’s, the onset of the Great Depression and the policies of the Hoover Administration, the New Deal, the breakdown of the peace, American policy up to Pearl Harbor, and American participation in World War II with special attention given to the home front.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2014
3 credits

HIS 357 - Recent American History: 1945 to the Present
The beginning of the Cold War with special attention to its domestic effects, political and cultural problems through the 1960’s, and intellectual developments since the end of World War II.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2014
3 credits

HIS 358 - American Frontiers
Examines the histories of the multiple frontiers that have existed in North America, from those created by American Indians prior to 1492 to those developed by various European nations – and offshoots of European nations (e.g., the USA) – after 1492. Also assesses the ways in which Americans have used and interpreted their frontier histories.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2012
3 credits

HIS 359 - American Environmental History
History of the interactions between people and the environment in North America from before European contact to the present. Assesses the changes over time in human cultural views of nature, the actions those views encouraged, and the consequences of those actions for people as well as the environment.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2013
3 credits

HIS 360 - U.S. Foreign Policy I
American foreign policy from 1776-1895 with emphasis on the place of cultural attitudes, geographic location, English cultural heritage and slow evolution of the machinery and philosophy of foreign policy.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2014
3 credits

HIS 361 - U.S. Foreign Policy II
U.S. foreign policies from 1895 to the present. Emphasis is on imperialism, practices, wars, measures to secure the peace, world organizations, the method of establishment, and presidential foreign policies from McKinley to the present.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2014
3 credits

HIS 363 - New England: 1620-1860
The political, economic, and social forces which existed in New England and their contributions to the growth of the American democratic process.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2014
3 credits

HIS 365 - Hawaiian History
Survey of the ancient and contemporary indigenous cultures of Hawaii and Hawaiian interactions with colonial and imperialist powers over time. Topics include ancient Hawaiian society and culture, the rise of the Hawaiian monarchy, and the formation of Hawaii as an American territory and state.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 367 - The 20th-Century World
Ideas, events, and movements that changed the world for better and for worse. Analysis of select problems and controversies from multiple perspectives.
Prerequisite(s): 3 credits in HIS.
Last Offered: Summer 2015
3 credits
HIS 372 - The Major Powers of Latin America
This course examines the modern development of the leading countries in Latin America (Brazil, Argentina, Chile, and Mexico). The focus is on the 19th and 20th centuries. Past problems and future prospects for the entire region are discussed.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2011
3 credits

HIS 373 - Bourbons, Revolution and Napoleon: France 1789-1870
The period 1789-1871 includes the study of the Revolution, Napoleonic France, the Congress of Vienna, the Restoration, Louis-Philippe and the July Monarchy, Louis Napoleon, the Second Republic and the Second Empire, the Franco-Prussian War, clericalism, royalism, and intellectual contributions.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2014
3 credits

HIS 375 - Themes in Russian History to 1800
Russian history from its beginnings to 1800. Examines the major geographic, economic, social, political, and cultural factors that have shaped the history of Russia to 1800.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2014
3 credits

HIS 376 - Alexander the Great and the Hellenistic Age
Exploration of Alexander the Great’s conquest of the Persian Empire and the rise of the Hellenistic kingdoms until the advent of Rome (ca. 404 B.C.E.–31 B.C.E.). Topics include the fall of the Greek polis, the formation of the Hellenistic monarchies, and “Hellenism” (Greek Culture) within the contexts of Macedonia, the Near East, Egypt, and Central Asia. Lecture format with periodic discussion/debates on various historiographic issues.
Prerequisite(s): HIS 100 plus 6 additional credits of HIS.
Last Offered: Fall 2014
3 credits

HIS 378 - Early China
Chinese history from the beginning of the Bronze Age to the first century B.C.E. Special emphasis on the political, social, intellectual, and religious history of the Warring States Period, the Qin dynasty, and the Western Han dynasty.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2014
3 credits

HIS 398 - Special Topics
Examination of developments, issues, and/or creative work in the field of history.
Last Offered: Spring 2015
3 credits

HIS 409 - Ethnic Groups and Ethnic Conflict: An International Perspective
A comparative analysis of the causes and implications of ethnic conflict. Case studies from Europe, Asia, and Africa are examined to illustrate the topics of ethnicity, race, and nationalism.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2015
3 credits

HIS 410 - U.S. Social and Intellectual History
U.S. social and intellectual development from Colonial days to the present.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2013
3 credits

HIS 450 - Narrative History: Telling the Story of Our Past
Narrative approach to history and its implications for today's society. Analysis of a single event in the past, and creation of a new narrative using multimedia. Evaluation of the ethical and civic consequences of those interpretations.
Last Offered: Spring 2015
3 credits

HIS 485 - Seminar in History
The tools necessary for becoming an historian are presented by the methodologies of noted American and European historians. Required of all majors.
Prerequisite(s): HIS 200 and 18 additional credits in HIS and senior status.
Last Offered: Spring 2015
3 credits
HIS 490 - Social Science — Secondary School
Current practices in teaching social studies including an examination of teaching materials and resources. For teacher-certification candidates only.
Last Offered: Spring 2015
3 credits

HIS 494 - Student Teaching — History
Guided observation and supervised student teaching in grades 7–12 in cooperating schools. Ten-week course.
Prerequisite(s): HIS 490.
Last Offered: Spring 2015
8 credits

HIS 496 - Student Teaching Seminar — History
Discussion of educational issues, in particular those raised by students’ experiences in the field. To be taken concurrently with HIS 494.
Prerequisite(s): HIS 490.
Last Offered: Spring 2015
1 credits

HIS 497 - History Internship
A supervised public history internship in museum work, historic preservation, historical societies, libraries, or other history-related fields in public or private institutions.
Prerequisite(s): Departmental permission.
Last Offered: Fall 2014
3 to 6 credits

HIS 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
1 to 3 credits

HON 150 - Introduction to Critical Inquiry
The development of skills necessary for reading critically and for writing correct, clear, well-organized prose.
Last Offered: Fall 2014
3 credits

HON 210 - The Idea of Self: The Ancient World
Selected aspects of ancient cultures are examined. Students’ written work is emphasized.
Last Offered: Spring 2014
3 credits

HON 220 - The Idea of Self: Middle Ages to Renaissance
Examination of the culture of the Middle Ages to the Renaissance through the study of art, literature, science, religion, philosophy, and social structure.
Last Offered: Fall 2012
3 credits

HON 231 - Male Spirit, Female Flesh: Religion and Sexuality in America
A scholarly and creative inquiry into the intersection of religion and sexuality in both the indigenous and European colonial cultures of North America.
Prerequisite(s): Permission of Honors College Director.
Last Offered: Spring 2015
3 credits

HON 240 - The Non-Western World
A survey of selected non-Western cultures through the study of significant indigenous literature, art, religion, philosophy, or history, as well as the political and social structures of the time.
Last Offered: Spring 2015
3 credits

HON 250 - The City in Western Civilization.
Interdisciplinary study of western cities, which emphasizes mechanisms of integration and disintegration in their evolution. Individual cities such as Venice, Florence, Amsterdam, Paris, London, New York, San Francisco, and Mexico City may be presented as illustrations.
Last Offered: Spring 2015
3 credits

HON 251 - Race and Ethnicity in the 20th Century
The historical and cultural roots of racial and ethnic prejudice and discrimination in the 20th century.
Last Offered: Fall 2014
3 credits

HON 253 - Society and Politics as Theatre
An examination of how elements of theatre participate in personal, social, and international relations.
Last Offered: Fall 2014
3 credits
HON 254 - Utopias and Dystopias
Exploration through primary sources of the philosophical, political, literary, and historical aspects of utopian thinking and its implications, including the modern disenchantment and dystopian ideas expressed in fiction and political discourse. Prerequisite(s): Permission of Honors College Director. Last Offered: Spring 2015. 3 credits

HON 255 - Ambiguity and Uncertainty in the Arts and
What is ambiguity? What is uncertainty? How do they differ? What role do they play in helping and hindering learning and understanding different fields? Focus is upon one discipline from the fine arts and humanities and one selected from mathematics and the sciences. Last Offered: Spring 2015. 3 credits

HON 260 - The Idea of Nature I
Ancient and modern science compared; the roles of experiment; the concepts and meanings of science. Lecture/Laboratory, 4 hours. Last Offered: Spring 2015. 3 credits

HON 261 - The Idea of Nature II
A comparative examination of the historical development of the ideas/models of nature as devised in the West with those in Eastern traditional cultures. Last Offered: Fall 2014. 3 credits

HON 270 - Science and Technology: Triumph or Tragedy?
The growth of scientific processes and knowledge with special emphasis on the 250-year period beginning with the scientific revolution. Contributions of great men and women of science are emphasized. Last Offered: Fall 2014. 3 credits

HON 275 - Science and Writing
Exploration of the logic of science by examining the literature of science. While exploring fundamental principles and analyzing knowledge structures of scientific writing, students write cause-and-effect explanations of a variety of phenomena by building them up from first principles; science essays are developed using standard rhetorical devices of scientific discourse. Prerequisite(s): Permission of Honors College Director. Last Offered: Spring 2015. 3 credits

HON 278 - The Language of Art
Art as a visual language. Concepts such as aesthetics, abstraction and imitation, and qualities such as shape, texture and color, studied through studio work and through lectures and readings in art history. Studio/Lecture, 4 hours. Prerequisite(s): Permission of Honors College Director. Last Offered: Spring 2015. 3 credits

HON 280 - The Research Act: Encounter of Theory & Fact
An intensive examination of the interdependence between the conceptualization of a research problem and the practice of research methods, with emphasis on social and behavioral science applications. Prerequisite(s): Permission of Honors College Director. Last Offered: Fall 2014. 4 credits

HON 298 - Special Topics
Examination of developments, issues and/or creative work in topics related to the various areas of knowledge. Last Offered: Spring 2015. 1 to 3 credits

HON 350 - Research Seminar
Practical research skills and principles used in the preparation and presentation of a senior research thesis or creative project. Last Offered: Spring 2015. 3 credits

HON 400 - Research Colloquium
Presentation and discussion of prospectuses and research during the research stage of Departmental Honors theses and projects. One hour discussion each week. Last Offered: Spring 2015. 1 credits
HON 401 - Thesis Colloquium
Presentation and discussion of research during the preparation stage of Departmental Honors thesis or creative project. One hour discussion per week for eight weeks.
Last Offered: Spring 2013
.5 credits

HON 492 - Honors College Capstone: Prospectus
First semester of work with an academic adviser to complete the research/development stage of an Honors College senior project, including the creation and presentation of the prospectus. Students must meet Honors College guidelines for eligibility. Prerequisite(s): Students must have completed all Honors College 200-level courses and LEP requirements and obtain all required signatures.
Last Offered: Summer 2015
3 credits

HON 493 - Honors College Capstone: Thesis
Second semester of work with an academic adviser to complete an advanced research or creative project, including the defense of the project which is presented to and approved by the University Thesis Committee. Prerequisite(s): Successful completion of HON 492 and approval of a prospectus.
Last Offered: Spring 2015
3 credits

HON 494 - Honors Prospectus
First semester of work during the research stage of departmental honors thesis, including the creation and presentation of the prospectus. Students must meet departmental and Liberal Education Program requirements. Prerequisite(s): Students must obtain all required signatures.
Last Offered: Summer 2015
3 credits

HON 495 - Honors Thesis
Research of exceptionally high quality involving preparation of a thesis and its defense before the student’s thesis committee. Students who successfully complete and defend their project and earn a grade of B or higher graduate with departmental honors. Prerequisite(s): HON 494 and completion of an approved prospectus.
Last Offered: Spring 2015
3 credits

HON 499 - Independent Study
Research and completion of a paper under guidance of a faculty sponsor. Prerequisite(s): Permission from the Honors College director.
Last Offered: Fall 2013
.5 to 3 credits

IDS 100 - Introduction to the College Experience
Introduction to the college experience.
Last Offered: Summer 2014
4 credits

IDS 110 - Experiencing the Arts
Experiential orientation to the creative art — music, art, drama, dance—and their relationships. Materials, processes and basic skills of each of the arts explored through a variety of class activities. No previous experience necessary.
Last Offered: Summer 2015
3 credits

IDS 198 - College Readiness
No Description Available
Last Offered: Summer 2015
3 credits

IDS 294 - Interdisciplinary Tier 3 Capstone
Topics vary.
Last Offered: Spring 2015
3 credits

IDS 298 - Special Topics
Topics vary.
Last Offered: Fall 2012
1 to 3 credits

IDS 300 - Study Abroad, Direct Exchange
Holding credits for SCSU students participating in part- or full-time, short-term or semester-long foreign study on a direct-exchange program. Upon successful program completion, students are awarded transfer credits. Students must meet entrance requirements, complete all paperwork, maintain contact with the appropriate SCSU instructor while abroad, and present official transcript in a timely manner upon return. 3-
Last Offered: Spring 2015
3 to 15 credits
IDS 301 - Study Abroad, Non-Direct Exchange

Holding credits for SCSU students participating in part- or full-time, short-term or semester-long foreign study on a non-direct-exchange program. Upon successful program completion, students are awarded transfer credits. Students must meet entrance requirements, complete all paperwork, maintain contact with instructor while abroad, and present official transcript in a timely manner upon return. Last Offered: Summer 2015 0 to 15 credits

IDS 302 - National Student Exchange

No Description Available
Last Offered: not yet offered 15 credits

IDS 401 - Interdisciplinary Investigations of Globalization

Develops methodological frameworks and gains structured research experience in interdisciplinary studies. Examines the economic, sociopolitical, and cultural aspects of globalization and draws on three or more disciplines to formulate an original line of inquiry, research a complex problem related to globalization, and propose a solution. Final projects, which may take the form of a written proposal, or a product/deliverable in the public service, educational, technological, multi-media, fine arts, or entrepreneurial domains, will be publicly presented; all final projects will include an accompanying research journal and process analysis essay. Prerequisite(s): ENG 112 and permission of the program director. Last Offered: Spring 2015 3 credits

IDS 449 - Theory to Practice - A School-Based Practicum

Students spend three hours a week in a local public school under the supervision of faculty in partnership with classroom teachers, applying what they have learned in courses. Prerequisite(s): SED 225, SED 335, SED 365, SED 375 and SED 435. Last Offered: Summer 2015 3 credits

IDS 452 - Seminar in Reflective Practice

Provides an opportunity to discuss and problem-solve issues pertinent to student-teaching assignments, updating professional portfolio, and issues related to first year teaching. Last Offered: Spring 2015 2 credits

IDS 470 - Literacy in the Content Areas

A study of important literacy strategies for content area teachers to scaffold instruction so that all learners can access content area texts and instruction. Strategies for vocabulary acquisition, word decoding, reading comprehension, writing, and study skills are covered. Class participants learn research-based methods of curriculum adaptation and modification. Special Condition: Gate 3. Prerequisite(s): Passing score of Praxis I or waiver and EDU 413, or ART 370, or EXS 352. Last Offered: Summer 2015 1.5 credits
IDS 471 - English Language Learners in the Classroom
This course is for future and current public school teachers, to increase their effectiveness in helping English Language Learners (ELLs) learn and remember selected content (i.e., math, science, social studies, and literature). The course focuses on ESL methodologies and ways to modify mainstream course materials and instructional strategies so that ELLs can engage in course content while simultaneously developing their new language.
Prerequisite(s): Passing score of Praxis I or waiver and EDU 413, or (EDU 301 or EDU 307) and (EDU 311 or EDU 312), or SED 435, or ART 370, or EXS 352 and admission to Gate 3 in the certification program or departmental permission.
Last Offered: Summer 2015
1.5 credits

ILS 244 - The Use of Information Sources
The range of media, technology and services available to students in the modern library is examined and applied. Cannot be used to fulfill requirements for major in Library Information Service.
Last Offered: Spring 2015
3 credits

ILS 300 - Literature for Children
Critical study of literature for children. Included are folklore, poetry, fiction and nonfiction, as well as discussions of outstanding writers and illustrators, past and present.
Last Offered: Summer 2014
3 credits

ILS 302 - Library - Information Service
An overview of the information field: library science, instructional technology, information science, communications.
Last Offered: Fall 2014
3 credits

ILS 310 - The Book Trade
No Description Available
Last Offered: Fall 2010
3 credits

ILS 320 - Technical Services
Organization of the technical services structure: acquisition processes, cataloging-classification systems.
Last Offered: Fall 2014
3 credits

ILS 330 - User Services
Utilization of reference tools and the development of library—information programs.
Last Offered: Spring 2015
3 credits

ILS 380 - Instructional Design Basics
Basic theories of the instructional design process.
Last Offered: Spring 2015
3 credits

ILS 398 - Special Topics in Library Science
Examination of developments, issues, and/or creative work in the field of library science.
Last Offered: Summer 2015
3 credits

ILS 400 - Library - Information Service Practice
A 150-hour work experience in a library-information service agency.
Last Offered: Summer 2015
3 credits

ILS 410 - Literature for Young Adults
No Description Available
Last Offered: Fall 2011
3 credits

ILS 421 - Organization of the Information Center
The structure and function of information service agencies.
Last Offered: Spring 2015
3 credits

ILS 425 - Library - Information Sources
Sources of information in the public and private sectors: selection, acquisition, utilization.
Last Offered: Summer 2015
3 credits

ILS 440 - Information Service Technology
Utilization of major technologies in library-information service agencies: video, microforms, computers.
Last Offered: Spring 2015
3 credits
ILS 470 - Multi-Media Production
Utilization and production of mixed media presentations.
Last Offered: not yet offered
3 credits

ILS 499 - Independent Study
Independent study.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2014
1 to 6 credits

INQ 101 - Intellectual and Creative Inquiry
Seminar designed to assist first-year students in becoming enthusiastic and engaged members of the SCSU community. Seminars are organized thematically; topics vary by instructor. All seminars focus on the process of learning how to learn and cultivating the habits of mind for lifelong achievement and success. Students will learn and practice the process of academic inquiry common to all university disciplines, while exploring their reasons for seeking a university education and the choices they make as first-year university students.
Prerequisite(s): First-year students only.
Last Offered: Spring 2015
3 credits

INQ 390 - Peer Mentoring in the First-Year Classroom
This course will assist students in developing the leadership skills and knowledge necessary to become effective mentors of students in the first-year seminar classroom and beyond. The study of student development theory combined with the practice of experiential methods will provide students with an opportunity to raise their self-awareness and increase their understanding of student maturation, intercultural competence, interpersonal communication, problem-solving techniques, and group processes, as well as campus resources and referral, follow-up and support techniques. Students will increase their knowledge-base through study and develop new skills through demonstration, hands-on activities, self-reflection, role-playing, case studies, feedback, discussion, writing and revision.
Prerequisite(s): Instructor permission required.
Last Offered: Spring 2015
3 credits

INQ 391 - Peer Mentoring Practicum
The peer mentoring practicum is a continuation of INQ 390: Peer Mentoring in the first-year classroom and provides a forum for first-year-classroom peer mentors to process, reflect upon, theorize, problem-solve, and document their experiences mentoring first-year students. Peer mentors will be required to take this course during the semester they mentor.
Prerequisite(s): INQ 390 and instructor permission. Open only to approved Inquiry 101 mentors.
Last Offered: Fall 2014
3 credits

ITA 100 - Italian I
Reading of simple Italian and the fundamentals of composition and conversation. An hour session in the language laboratory is required each week. Students with one year of secondary school Italian should elect ITA 101. Native speakers of Italian and students who have taken four years or more of Italian in high school may not take ITA 100 for credit.
Last Offered: Summer 2015
3 credits

ITA 101 - Italian II
Reading of simple Italian and the fundamentals of composition and conversation. An hour session in the language laboratory is required each week.
Prerequisite(s): ITA 100 with C or better, two years of secondary school Italian, or placement exam.
Last Offered: Summer 2015
3 credits
ITA 200 - Italian III
Elementary Italian grammar reviewed with stress on pronunciation and conversation. Modern Italian literary works are read and discussed. An hour session in the language laboratory is required each week. Prerequisite(s): ITA 101 with C or better, three years of secondary school Italian, or placement exam. Last Offered: Summer 2015 3 credits

ITA 210 - Italian Language through Culture
Review of elementary Italian grammar and refining of oral and written skills in the target language while enhancing awareness of Italian culture. Topics are explored through authentic texts and a variety of media. Prerequisite(s): 'C' or better in Italian 200 or 4 years of secondary school Italian, or appropriate placement exam level. Last Offered: Summer 2015 3 credits

ITA 220 - Italian Food Culture in Italy and America
A critical examination of Italian food culture from a historical socio-political and environmental perspective. Investigates the role that the production, preparation and consumption of food has played in the development of Italian and Italian-American culture identity. Considers food culture as a means of preserving regional identity and explores issues of sustainability and food culture in a global context. Last Offered: Summer 2015 3 credits

ITA 300 - Composition
Practice in composition with intensive grammar and syntax review. Idiomatic use of Italian is stressed as it applies to the written and spoken language. Prerequisite(s): ITA 210 or four years of secondary school Italian. Last Offered: Spring 2015 3 credits

ITA 301 - Conversation
Designed primarily for conversation. Oral and written reports are required. Class discussions and supplementary readings stimulate oral use of the language. An hour session in the language laboratory is required each week. Prerequisite(s): ITA 210 or ITA 300. Last Offered: Fall 2013 3 credits

ITA 310 - Italian Civilization I
Reading and discussion of selected texts provide background in Italian culture and civilization. Prerequisite(s): ITA 210. Last Offered: Spring 2011 3 credits

ITA 311 - Italian Civilization II
A continuation of ITA 310 that focuses on Italian culture in the 20th century. An alternative to literature courses and fulfills a need for courses in modern culture. Prerequisite(s): ITA 310. Last Offered: Fall 2012 3 credits

ITA 320 - Italian Cinema and Literature
An analysis of modern Italian culture through film and literature. Emphasis on Verga, Moravia, Pavese (literature); DeSica, Visconti, Bertolucci (film). Prerequisite(s): ITA 210. Last Offered: Fall 2011 3 credits

ITA 380 - Contemporary Italian Culture
Refines oral and written skills in the target language while enhancing awareness of major social and cultural trends of contemporary Italy. Topics are explored through authentic texts and a variety of media. Prerequisite(s): ITA 210 or departmental permission. Last Offered: Fall 2014 3 credits
ITA 398 - Special Topics in Italian
Examination of developments, issues, and/or creative work in the field of Italian.
Prerequisite(s): ITA 300 and 301 or departmental permission.
Last Offered: Spring 2014
3 credits

ITA 400 - Italian Literature I
Artistic and historical background of Italian literature from its beginning to the present, with reading and discussion of selected masterpieces.
Prerequisite(s): ITA 210.
Last Offered: Fall 2014
3 credits

ITA 453 - Dante and His Times
Life, religion, and philosophy of the Middle Ages are discussed as the background for the Divine Comedy.
Prerequisite(s): ITA 300.
Last Offered: Fall 2012
3 credits

ITA 454 - 14th Century Writers
Readings from Petrarch, Boccaccio, and others.
Prerequisite(s): ITA 300 and ITA 301.
Last Offered: Spring 2012
3 credits

ITA 456 - Literature of the 15th Century
Readings from Lorenzo, Poliziano, and the epic poets.
Prerequisite(s): ITA 300 and ITA 301.
Last Offered: Spring 2014
3 credits

ITA 457 - Prose Writers of the 16th Century
Selected works of Castiglione, Machiavelli, and others.
Prerequisite(s): ITA 300 and ITA 301.
Last Offered: Fall 2011
3 credits

ITA 487 - Short Story
Development and influence of the Italian short story from its origins to the present.
Prerequisite(s): ITA 300 and ITA 301.
Last Offered: Fall 2013
3 credits

ITA 498 - Special Topics in Italian
Examination of developments, issues, and/or creative work in the field of Italian.
Last Offered: Spring 2015
3 credits

ITA 499 - Directed Reading
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Spring 2012
1 to 3 credits

JPN 100 - Japanese I
Conversational approach to Japanese; the basic phonetic system, grammar, and syllabary; rudiments of reading and writing. Introduces fundamental aspects of Japanese culture and civilization for business. One-hour weekly session in the language laboratory required.
Prerequisite(s): JPN 101 or equivalent.
Last Offered: Fall 2014
3 credits

JPN 200 - Japanese III
Third semester of Modern Japanese. Extensive readings of texts, grammatical analysis, practice in both written and spoken Japanese. Continuation of Chinese character (Kanji) study.
Prerequisite(s): JPN 101 or equivalent.
Last Offered: Spring 2012
3 credits
JRN 101 - The Media: Freedom and Power
Analyzing how the media, including the Internet, provide news and information to the public with emphasis on the First Amendment, media power, ethics and taste. Develops skills in written and oral communication.
Last Offered: Summer 2015
3 credits

JRN 135 - Journalism Technology
This course teaches journalism majors the skills and mechanics of using the technical equipment needed to be a successful journalist.
Last Offered: Spring 2015
3 credits

JRN 200 - Basics of Journalism
A survey of the print and broadcast media for an overview of the principles and techniques of journalistic processes. Development of basic skills in reporting, news and feature writing, editing and production. Prerequisite(s): ENG 112 (JRN majors may take JRN 200 concurrent with ENG 112 with departmental permission.)
Last Offered: Spring 2015
3 credits

JRN 201 - Reporting and Writing
Intensive practice in news reporting and writing with critiques and discussions of technical and ethical problems. Prerequisite(s): JRN 200.
Last Offered: Spring 2015
3 credits

JRN 210 - Broadcast News
Techniques of reporting and evaluating news, writing and editing for radio and television news programs, including documentaries and panel shows. Prerequisite(s): ENG 112 and JRN 135 or departmental permission.
Last Offered: Fall 2014
3 credits

JRN 225 - Multimedia Journalism
Intensive practice in online journalism. Students will learn to create online multimedia news packages for an online audience. Prerequisite(s): JRN 201 and JRN 135 or departmental permission.
Last Offered: Spring 2015
3 credits

JRN 230 - Fundamentals of Public Relations
Principles, practices, and techniques of public relations in business, industry, government, and social agencies. Prerequisite(s): ENG 112.
Last Offered: Fall 2014
3 credits

JRN 240 - Race and the News
Examination of the role of race in American news media. Open to journalism and nonjournalism majors seeking understanding of how race affects the news process and the news process affects race. Prerequisite(s): ENG 112.
Last Offered: Summer 2015
3 credits

JRN 260 - Anthropology of Media
An examination of myth, ritual, and kinship filtered through the lens of various forms of media in the United States. Explores films and case studies of movies, TV sitcoms, and dramas and news broadcasts.
Last Offered: Fall 2014
3 credits

JRN 270 - Introduction to Photojournalism
An introductory course to photojournalism using digital cameras. Students learn the roots and theory of photojournalism, as well as gain practical experience shooting and editing pictures for print and online news media. Prerequisite(s): JRN 135 or departmental permission.
Last Offered: Spring 2015
3 credits

JRN 298 - Special Topics
Examination of developments, issues, and/or creative work in the field of journalism. Last Offered: Spring 2015
3 credits

JRN 300 - News Writing
Practical aspects of news gathering, news writing, and copy editing. Prerequisite(s): JRN 201 and JRN 225.
Last Offered: Fall 2014
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>JRN 301</td>
<td>The News Media in America</td>
<td>An examination of the relationship between the news media and American society covering the basic issues in journalism through case histories of print and electronic news coverage.</td>
<td>ENG 112.</td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>JRN 302</td>
<td>Political Reporting</td>
<td>Practical training in the coverage of the decision-making process in state, local and campus government combined with an analysis of approaches to presenting news stories.</td>
<td>JRN 200, history and/or political science courses recommended.</td>
<td>Fall 2012</td>
<td>3</td>
</tr>
<tr>
<td>JRN 304</td>
<td>Sports Reporting</td>
<td>Reporting sports events for the news media; writing, and preparing sports material for publication.</td>
<td>ENG 112.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
<tr>
<td>JRN 305</td>
<td>News Editing</td>
<td>Discussion and practice in news judgment, copy editing, headline writing, proofreading, typography, newspaper makeup, and design.</td>
<td>JRN 200.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
<tr>
<td>JRN 306</td>
<td>News Design and Desktop Publishing</td>
<td>Principles and techniques of news design and desktop publishing based on editorial values, readership studies, and comparative studies of publications using computer design software.</td>
<td>JRN 135. JRN 135.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>JRN 311</td>
<td>Television News Workshop</td>
<td>Practical aspects of broadcast news gathering, news writing, editing, and on-camera performance for television news programs.</td>
<td>JRN 210 or COM 253.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>JRN 319</td>
<td>Writing Magazine Articles I</td>
<td>The process of writing and selling freelance articles and an analysis of the magazine market.</td>
<td>ENG 112.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>JRN 320</td>
<td>Literary Journalism</td>
<td>Creative techniques in form and style in nonfiction writing through readings, writing assignments and discussions.</td>
<td>JRN 101, JRN 200, or JRN 301.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>JRN 330</td>
<td>Public Relations Workshop</td>
<td>A workshop in public relations covering such areas as press relations, news releases, special events, press conferences, brochures, and other printed material.</td>
<td>JRN 230.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>JRN 350</td>
<td>American Journalism History</td>
<td>The history of American journalism through the reading of key documents and the writings of major journalists, and through interviews with professionals.</td>
<td>ENG 112.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>JRN 351</td>
<td>Media Law and Ethics</td>
<td>Legal and ethical problems of the mass media, First Amendment landmark decisions, and current issues concerning the gathering and dissemination of information.</td>
<td>JRN 101, JRN 200, or JRN 301.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>JRN 375</td>
<td>Courts and Crime</td>
<td>Introduction to the knowledge and techniques for covering state and federal courts.</td>
<td>JRN 201 and JRN 225.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
</tbody>
</table>
JRN 398 - Advanced Special Topics
An examination of developments, issues, and/or creative work in the field of journalism.
Last Offered: Spring 2013
1 or 3 credits

JRN 410 - Television News Workshop II
Advanced techniques and projects in writing and producing documentaries, news reports, news magazine programming with portable digital video.
Prerequisite(s): JRN 311.
Last Offered: Spring 2015
3 credits

JRN 490 - Capstone Seminar in Journalism
The Journalism capstone project is the centerpiece and exclamation mark encapsulating the journalism theories and skills journalism majors have learned in their classes and in the field. Journalism students focus on a project of impact that can range from social, political, economic, educational, or other topics/issues centered on Southern's campus, greater New Haven, statewide, nationally, or globally. Students critically examine the topic/issue throughout the process.
Prerequisite(s): JRN 225
Last Offered: Fall 2014
3 credits

JRN 497 - Journalism Internship
Practical experience working with participating publications, broadcast studios, advertising and public relations agencies, and government and community organizations, under supervision of media or agency representatives and a faculty member.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
1 to 9 credits

JRN 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
1 to 3 credits

JST 101 - Jewish Life and Civilization
An introduction to literature, history, culture, and religion of the Jewish people, from ancient to modern times, intended for students of all religious faiths. No prior knowledge of Judaism required.
Last Offered: Spring 2015
3 credits

JST 200 - Jewish Stories
A multinational, multicultural, and trans-historical introduction to the Jewish story from the Hebrew bible to the contemporary period.
Prerequisite(s): ENG 112 and LEP Tier 1 Critical Thinking.
Last Offered: Summer 2015
3 credits

JST 204 - Introduction to Holocaust and Genocide Studies
An introduction to the field of Holocaust and genocide studies through true stories of resistance, rescue, and survival. Students investigate dimensions common to all genocides, including the deliberate social construction of the identity of the targeted group, an objectification designed to engender fear and hatred through the propagation of dehumanizing stereotypes and hate speech. As a result of interdisciplinary analyses of the causes of genocide, through historical accounts, witness literature, and film, students reflect on possible strategies for genocide prevention through modes of intervention and education.
Last Offered: Summer 2015
3 credits

JST 207 - The Religious Dimension of Human Existence
The origin, nature, forms, and social manifestations of religious experience; relation to other cultural institutions and expressions; analysis of diverse types of religious experiences.
Last Offered: Spring 2015
3 credits
JST 210 - Jewish American Literature
An introduction to multicultural Jewish American literature from the mid-19th century to the contemporary period, with emphasis on the immigrant experience, the Holocaust, and Jewish humor.
Prerequisite(s): ENG 112 and LEP Tier 1 Critical Thinking.
Last Offered: not yet offered
3 credits

JST 217 - Themes in Literature
Survey of important Jewish American writers, including Ozick, Malamud, Henry and Philip Roth, Rich, Singer, Spiegelman, Bellow, and others in various literary genres.
Prerequisite(s): ENG 112.
Last Offered: Fall 2012
3 credits

JST 218 - Sociology of American Jewry
Study of contemporary American Jewish life and society from a sociological perspective. Pluralism, sociohistorical development, religious ritual, and gender issues as shapers of the American Jewish community.
Last Offered: Fall 2014
3 credits

JST 219 - Sociology of Modern Israel
The social factors, pre-statehood through the present, that have influenced the emergence of Israeli society as a new social and cultural entity in the Middle East.
Last Offered: Spring 2014
3 credits

JST 235 - The Holocaust
Examines the origins, development, and consequences of the Nazi attack on European Jews. Important questions about the motives, options, and experiences of the victims, perpetrators, and bystanders of the Holocaust. Reading, discussing, and writing about surviving primary sources. Historical debates around questions of guilt, responsibility, anti-Semitism, racism, faith, resistance, and memory.
Last Offered: Spring 2014
3 credits

JST 241 - The Modern Middle East
History of the Middle East from ca.1500 C.E. through World War II. Topics include the rise and fall of the Ottoman and Safavid Empires, the impact of colonialism and world trade, and the emergence of nationalism and fundamentalism.
Last Offered: Summer 2011
3 credits

JST 294 - Judaic Studies Tier 3 Capstone
No Description Available
Last Offered: Spring 2015
3 credits

JST 300 - Literature of the Hebrew Bible
Study of the literature of the Hebrew Bible in light of genre (similar to tragedy, the novel, essay and romance). Critical methods such as source criticism and form criticism are used as aids to literary interpretation.
Prerequisite(s): LEP Cultural Expression.
Last Offered: Spring 2015
3 credits

JST 301 - History of Jewish Thought
Thought Judaism from the Biblical period to the present: the Rabbinic tradition and Talmud; philosophical and mystical movements; modern American forms; Zionism; contemporary Jewish religious and ethical responses to modernity; ecumenical dialogue.
Prerequisite(s): LIT 300 or PHI 207.
Last Offered: Spring 2015
3 credits

JST 302 - Literature of the New Testament
Study of the literature of the New Testament in light of genre (gospel, epistle, apocalypse) and literary development. Critical methods such as source criticism and form criticism are used as aids to interpretation.
Prerequisite(s): LEP Cultural Expression.
Last Offered: Fall 2012
3 credits
JST 314 - Music of the Jewish People
A survey of Jewish music from the Biblical Period to the present day. Topics include discussion of Ashkenazic and Sephardic liturgical and secular music, traditions, music from the Holocaust, and the contemporary American Jewish music scene.
Last Offered: Fall 2013
3 credits

JST 342 - Middle East
A systematic, historical, cultural, political, and economic overview of the region, followed by an in-depth analysis of the individual countries.
Last Offered: Spring 2015
3 credits

JST 398 - Advanced Special Topics
Examination of developments, issues, and/or creative work in Judaic studies.
Last Offered: Spring 2015
3 credits

LAT 100 - Latin I
Introduction to Latin vocabulary and grammar. Reading of brief literary texts.
Last Offered: Fall 2014
3 credits

LAT 101 - Latin II
Introduction to Latin vocabulary and grammar. Reading of brief literary texts.
Prerequisite(s): LAT 100.
Last Offered: Spring 2015
3 credits

LAT 200 - Latin III
Student-centered communicative, content-based, and task-based approach to the study of Latin. Comprehensive third-semester course, which includes instruction and practice in all four language skills: listening, speaking, reading, and writing. By the end of the course, students will be able to use basic Latin in reading, writing, oral situations, and have begun to cultivate an awareness of the cultures and civilizations of the Latin-speaking world.
Prerequisite(s): LAT 100 and LAT 101.
Last Offered: not yet offered
3 credits

LAT 298 - Special Topics in Latin
Examination of developments, issues, and/or creative work in the field of Latin studies.
Last Offered: Fall 2014
3 credits

LAT 300 - Literature of the Hebrew Bible
Study of the literature of the Hebrew Bible in light of genre (similar to tragedy, the novel, essay and romance). Critical methods such as source criticism and form criticism are used as aids to literary interpretation.
Prerequisite(s): LEP Cultural Expression.
Last Offered: Spring 2013
3 credits

LAT 302 - Literature of the New Testament
Study of the literature of the New Testament in light of genre (gospel, epistle, apocalypse) and literary development. Critical methods such as source criticism and form criticism are used as aids to interpretation.
Prerequisite(s): LEP Cultural Expression.
Last Offered: Summer 2015
3 credits

LIT 310 - Mythology
Greek and Roman myths that have influenced the literature, art, speech of Western civilization.
Prerequisite(s): LEP Cultural Expression.
Last Offered: Fall 2014
3 credits

LIT 311 - Norse and Celtic Mythology
Norse and Celtic (including Irish and Welsh) myth, with a particular focus on the development of Celtic myth into Arthurian Romance.
Prerequisite(s): LEP Cultural Expression.
Last Offered: Fall 2014
3 credits

LIT 326 - Dante and His Times
Highlights of the Divine Comedy are read and analyzed against the historical and philosophical backdrop of Dante’s times.
Prerequisite(s): LEP Cultural Expression.
Last Offered: Summer 2013
3 credits
LIT 328 - Literature of Medieval Europe
Narrative, lyric, and dramatic literature reflecting medieval life and the developing concept of self in France, Germany, Italy and Spain, between 1100 and 1500. Prerequisite(s): LEP Cultural Expression. Last Offered: Fall 2014 3 credits

LIT 330 - Renaissance in Europe 1350-1650
Against the background of history and intellectual movements, reading in the works of Petrarch, Boccaccio, Machiavelli, Castiglione, Michelangelo, Erasmus, Rabelais, Montaigne, and Cervantes. Prerequisite(s): LEP Cultural Expression. Last Offered: Spring 2013 3 credits

LIT 354 - European Novel and Short Story 1945 to Present
A study of representative prose writers of the world since the war such as Sartre, Camus, Solzhenitsyn, Boll, and Grass. Prerequisite(s): LEP Cultural Expression. Last Offered: Spring 2015 3 credits

LIT 370 - Contemporary French Novel
Study of selected novels of Proust, Gide, Mauriac, Celine, Malraux, Sartre, Camus, Beckett, and Robbe-Grillet. Prerequisite(s): LEP Cultural Expression. Last Offered: Spring 2014 3 credits

LIT 374 - Modern German Literature
Reading and discussion of modern German works about the outsider, the individual at odds with society or with the environment. Prerequisite(s): LEP Cultural Expression. Last Offered: Fall 2014 3 credits

LIT 382 - Contemporary Latin American Literature
Exploring the richness of contemporary Latin American literature, with emphasis on social and esthetic implications. Works by major and representative authors read in English translation. Prerequisite(s): LEP Cultural Expression. Last Offered: Spring 2015 3 credits

LIT 398 - Special Topics in Literature
Examination of developments, issues, and/or creative work in the field of literature. Last Offered: Summer 2015 3 credits

LIT 406 - Classical Drama
A study of Greek and Roman tragedy and comedy. Prerequisite(s): LEP Cultural Expression. Last Offered: Spring 2015 3 credits

LIT 488 - Seminar in World Literature
Intensive study of a major writer or a selected topic, with subject changing each term. Prerequisite(s): LEP Cultural Expression. Last Offered: Summer 2015 3 credits

LIT 498 - Advanced Special Topics
Examination of developments, issues, and/or creative work in the field of literature. Last Offered: Spring 2014 3 credits

LIT 499 - Independent Study
No Description Available Prerequisite(s): departmental permission. Last Offered: Spring 2013 3 credits

MAR 140 - The World Ocean
Introduction to contemporary marine environmental science, focusing on the relationship between basic marine systems and processes and current marine environmental concerns. Open to non-science majors. Last Offered: Spring 2015 3 credits

MAR 150 - Coastal Marine Studies
No Description Available Last Offered: Fall 2013 4 credits
MAR 210 - Coastal Marine Studies
Classroom and field activities in marine biology, geology, meteorology, and coastal zone management along Long Island Sound. Lecture and field activities.
Last Offered: Fall 2014
4 credits

MAR 250 - Introduction to Coastal and Marine Pollution
Examination of sources, transport, and fate of toxic and non toxic contaminants in the ocean. Physical, chemical, and biological processes that control distribution and cycling of contaminants are considered along with relevant state, federal, and international water pollution control policies. Emphasis placed on case studies in Long Island Sound. 
Prerequisite(s): MAR 140 or MAR 150 or ESC 320 or CHE 120 or BIO 100 or BIO 102.
Last Offered: Spring 2015
3 credits

MAR 340 - Coastal Processes/Environment
Various coastal environments, their origins, and the processes that shape them including impacts of humans.
Prerequisite(s): ENG 111, MAT 100 or MAT 102 or higher, and one of the following: MAR 140, MAR 150, ESC 320.
Last Offered: Fall 2013
3 credits

MAR 398 - Special Topics in Marine Studies
Topics vary.
Last Offered: Summer 2015
3 credits

MAR 460 - Field and Laboratory Techniques in Marine Studies
Investigations of regional environmental processes and problems using state-of-the-art instrumentation and techniques. 
Prerequisite(s): MAR 250 or MAR 340.
Last Offered: Spring 2014
4 credits

MAR 491 - Seminar in Environmental and Marine Studies
Systematic analysis of a topic in environmental or marine studies selected by the student with prior instructor approval. Students learn effective research, writing, and oral communication skills culminating in the preparation of a research paper and a formal seminar presentation. 
Prerequisite(s): MAR 150 or ENV 100 and ENV 200.
Last Offered: Fall 2014
3 credits

MAR 499 - Independent Study and Research
Provides properly qualified students an opportunity for independent study and/or research in selected topics in marine studies. 
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
1 to 3 credits

MAT 001 - Elementary Algebra Emporium
No Description Available
Last Offered: Summer 2015
0 credits

MAT 095 - Elementary Algebra
Linear equations, polynomials, straight lines, graphing, exponents, and word problems.
Last Offered: Summer 2015
3 credits

MAT 100 - Intermediate Algebra
Solutions to linear equations and inequalities, polynomials, quadratic equations, exponential equations, graphing, rational and radical expressions, and functions. 
Prerequisite(s): 'C-' or better in MAT 095 or appropriate mathematics placement.
Last Offered: Summer 2015
3 credits

MAT 102 - Intermediate Algebra (Extended)
Solutions to linear equations and inequalities, polynomials, quadratic equations, exponential equations, graphing, rational and radical expressions, and functions. 
Prerequisite(s): MAT 095 or MAT 101 or appropriate mathematics placement.
Last Offered: Summer 2015
3 credits
### MAT 103 - Mathematics for Liberal Arts

Intended for the student whose major field of study requires no specific mathematical preparation. Topics include probability, statistics, and aspects of consumer mathematics. Other topics chosen by the instructor could include critical thinking/problem solving, geometry, graph theory, linear and exponential models, and voting theory.  
Prerequisite(s): MAT 100 or MAT 102, or appropriate mathematics placement.  
Last Offered: Summer 2015  
3 credits

### MAT 105 - Mathematics for Elementary Education I

Problem solving, mathematical reasoning, sets, whole numbers, numeration systems, number theory and integers. Required of all students in an elementary school certification program. Does not satisfy the Liberal Education Program Quantitative Reasoning requirement.  
Prerequisite(s): MAT 100, MAT 102, or appropriate mathematics placement.  
Last Offered: Summer 2015  
3 credits

### MAT 106 - Mathematics for Elementary Education II

Geometry, measurement, rational numbers, irrational numbers, ratio, proportion, percent, problem solving, mathematical reasoning and connections, probability and statistics. Required of all students in an elementary school certification program.  
Prerequisite(s): "C-" or better in MAT 105.  
Last Offered: Summer 2015  
3 credits

### MAT 107 - Elementary Statistics

Topics include measures of central tendency and measures of variation; elements of probability; random variables; introduction to estimation and hypothesis testing; linear regression analysis.  
Prerequisite(s): MAT 100 or MAT 102 or appropriate mathematics placement.  
Last Offered: Summer 2015  
3 credits

### MAT 108 - Mathematics for the Natural Sciences

Elementary mathematical modeling using linear functions, exponential functions, and power functions. Additional topics include logarithms, curve sketching, and curve fitting. Examples from the natural sciences.  
Prerequisite(s): MAT 100 or MAT 102 with a grade of C- or better or appropriate mathematics placement.  
Last Offered: Spring 2015  
3 credits

### MAT 109 - Short Course in Calculus for Social Sciences

A one-semester course emphasizing techniques and applications for social science and business students: functions and models, the derivative, exponential and logarithmic functions, integration.  
Prerequisite(s): 'C-' or better in MAT 120 or MAT 122, or appropriate mathematics placement.  
Last Offered: Summer 2015  
3 credits

### MAT 120 - College Algebra

Algebraic problem solving and quantitative reasoning skills needed for business and social science majors; equations and inequalities in one variable; linear, quadratic, exponential, and logarithmic functions; systems of linear equations in two variables. Prerequisite(s): C- or better in MAT 100 or MAT 102, or appropriate mathematics placement.  
Last Offered: Summer 2015  
3 credits

### MAT 122 - Precalculus

Functions and their graphs, polynomial functions and their zeros, exponential and logarithmic functions, trigonometric functions and analytic trigonometry. Function modeling of data and problems from the sciences. Prerequisite(s): 'C-' or better in MAT 100 or MAT 102, or appropriate mathematics placement.  
Last Offered: Summer 2015  
4 credits

### MAT 139 - Short Course in Calculus for Social Sciences

A one-semester course emphasizing techniques and applications for social science and business students: functions and models, the derivative, exponential and logarithmic functions, integration.  
Prerequisite(s): 'C-' or better in MAT 120 or MAT 122, or appropriate mathematics placement.  
Last Offered: Summer 2015  
3 credits
MAT 150 - Calculus I
Functions, limits, differentiation of algebraic and trigonometric, exponential, and logarithmic functions with applications, indeterminate forms, elementary integrations, Riemann sums. Prerequisite(s): 'C-' or better in MAT 122 or appropriate mathematics placement.
Last Offered: Summer 2015
4 credits

MAT 151 - Calculus II
Continuation of MAT 150. Calculus of inverse trigonometric functions, techniques, and applications of integration, numerical integration, improper integrals, integration with polar coordinates, parametric curves, infinite sequences and series, power series, Taylor’s formula, vectors in two and three-dimensions. Prerequisite(s): 'C-' or better in MAT 150.
Last Offered: Summer 2015
4 credits

MAT 178 - Elementary Discrete Mathematics
Set theory, logic, methods of proof, relations and functions, mathematical induction, recursion, graph theory, and algorithms. Prerequisite(s): MAT 120 or MAT 122, and one of CSC 102, 152.
Last Offered: Spring 2015
3 credits

MAT 207 - Mathematics for Middle School Teachers
Examines the concepts of functions and patterns, geometry, counting principles, recursion, and statistical analysis while modeling middle school mathematics teaching. Prerequisite(s): MAT 106 (or MAT 105 with departmental permission).
Last Offered: Spring 2015
3 credits

MAT 221 - Intermediate Applied Statistics
A treatment of statistics concentrating on techniques used in science and industry. Topics include probability, sampling distributions, estimation, hypothesis testing, regression analysis, and correlation. Use of appropriate calculator is required. Prerequisite(s): MAT 120 or MAT 122 or appropriate mathematics placement. MAT 139 or MAT 150 recommended.
Last Offered: Summer 2015
4 credits

MAT 225 - Differential Equations
Study of ordinary differential equations. Thorough investigation of first order equations. Additionally, second order linear equations with constant coefficients, systems of differential equations, Laplace transforms, and numerical methods. Prerequisite(s): 'C-' or better in MAT 151.
Last Offered: Summer 2015
3 credits

MAT 245 - Differential Equations
Study of ordinary differential equations. Thorough investigation of first order equations. Additionally, second order linear equations with constant coefficients, systems of differential equations, Laplace transforms, and numerical methods. Prerequisite(s): 'C-' or better in MAT 151.
Last Offered: Summer 2015
3 credits

MAT 250 - Foundations of Mathematics: An Introduction
A bridge between the calculus and upper level mathematics courses. Logic, sets, relations, functions, methods of proof. Prerequisite(s): “C-” or better in MAT 151.
Last Offered: Summer 2015
3 credits

MAT 252 - Calculus III
Continuation of MAT 151. Vector-valued functions, three-dimensional geometry, functions of several variables, partial differentiation with applications, double and triple integrals with applications, vector calculus. Prerequisite(s): 'C-' or better in MAT 151.
Last Offered: Summer 2015
4 credits

MAT 260 - Geometry and the Arts
The purpose of the course is to provide students with an adequate geometric background allowing them to understand basic Euclidean geometry. The course will enable students with basic tools for geometric reasoning and proof and will promote their geometric thinking skills. Throughout the course, students will explore and appreciate the use of geometry in the arts. They will identify, analyze, replicate and produce art work using geometric figures and transformations. Prerequisite(s): MAT 103 or higher.
Last Offered: Summer 2015
3 credits
MAT 298 - Special Topics in Mathematics
Examination of developments, issues, and/or creative work in the field of mathematics.
Last Offered: Spring 2013
1 to 6 credits

MAT 300 - History of Mathematics
History of mathematics from earliest days to the discovery of calculus, the proliferation of mathematics in modern times, and the implications of these developments for the present day.
Prerequisite(s): MAT 139 or MAT 150.
Last Offered: Spring 2015
3 credits

MAT 320 - Probability and Statistics I
Introduction to probability and statistics, probability axioms, conditional probability, probability distributions, random variables, probability densities, multivariable distributions and densities, sampling distributions, central limit theorem, inferences concerning the mean, type I and type II errors, inferences concerning variances, estimation of variances, inferences concerning proportions, analysis of frequency tables, goodness of fit, regression.
Prerequisite(s): ‘C-’ or better in both MAT 250 and MAT 252.
Last Offered: Fall 2014
4 credits

MAT 321 - Mathematical Statistics
Mathematical development of sampling distributions, estimation of parameters, confidence intervals, hypothesis testing, introduction to nonparametric methods.
Prerequisite(s): MAT 320.
Last Offered: Spring 2013
3 credits

MAT 322 - Numerical Analysis I
Topics include approximate solutions of equations, polynomial approximations of functions, interpolation, numerical integration and their corresponding techniques of error analysis. Computers and calculators are used.
Prerequisite(s): CSC 152 and “C-” or better in MAT 151.
Last Offered: Spring 2014
4 credits

MAT 325 - Design of Experiments
Fundamental concepts in the design of experiments: review of statistical inference, completely randomized designs, randomized block designs, Latin Square designs, factorial experiments, confounding, and fractional replications.
Prerequisite(s): MAT 221 or MAT 320.
Last Offered: Spring 2014
3 credits

MAT 326 - Regression Analysis
Model building and analysis focusing on regression. Topics include method of least squares, ANOVA, model assumptions, inferences about parameters, residual analysis, model adequacy, dummy variables, non-linear terms, pitfalls, and limitations.
Prerequisite(s): MAT 320 or MAT 221.
Last Offered: Spring 2015
3 credits

MAT 360 - Foundations of Geometry
Introduction to the geometries of Bolyai-Lobachevsky and Riemann and their mathematical significance, critique of Euclid, axiomatic approach to geometry with modern standards of rigor, introduction to metamathematics.
Prerequisite(s): “C-” or better in MAT 250.
Last Offered: Spring 2015
3 credits

MAT 372 - Linear Algebra
Course emphasizes matrices, systems of linear equations, vector spaces, elementary properties of linear transformation, eigenvalues, and applications.
Prerequisite(s): ‘C-’ or better in MAT 150.
Last Offered: Summer 2015
3 credits
MAT 375 - Abstract Algebra I
Introduction to the study of algebraic structures. Topics include binary operations, abstract groups, cyclic and permutation groups, homomorphisms, isomorphisms, normal subgroups, quotient groups, and a brief introduction to rings and fields. Prerequisite(s): 'C-' or better in both MAT 250 and MAT 372. Last Offered: Fall 2014 3 credits

MAT 376 - Abstract Algebra II
Study of rings, and fields. Topics include rings, ideals, homomorphisms, polynomial rings, integral domains, divisibility, irreducibility criteria, field extensions, finite fields, geometric constructions and elements of Galois Theory. Prerequisite(s): MAT 375. Last Offered: Fall 2010 3 credits

MAT 378 - Discrete Mathematics
Rigorous introduction to the basic elements of discrete mathematics: recursion, combinatorics, and graph theory. Prerequisite(s): CSC 152, 'C-' or better in MAT 151, and 'C-' or better in MAT 250 or MAT 178. Last Offered: Spring 2015 3 credits

MAT 405 - Elementary Mathematics from an Advanced Standpoint
An examination of the theoretical bases for fundamental mathematics topics which are normally taught in secondary school. Prerequisite(s): Junior status and mathematics major. Last Offered: Fall 2014 3 credits

MAT 450 - Analysis
Theoretical foundations of functions of one real variable: limits, continuity, differentiability, Riemann integral. Prerequisite(s): “C-” or better in both MAT 250 and MAT 252. Last Offered: Fall 2014 3 credits

MAT 480 - Topology
Metric spaces and fundamental concepts, topological spaces, subspaces and product spaces, countability properties, separation properties, compactness and connectedness. Prerequisite(s): “C-” or better in both MAT 250 and 372. Last Offered: Spring 2015 3 credits

MAT 488 - Seminar in Mathematical Modeling
The process of constructing and using mathematical models. Investigations focus on deterministic, probabilistic, and axiomatic models in the physical, social, and life sciences. Emphasis on independent work and on student written and oral presentations. Prerequisite(s): MAT 320, CSC 152, and “C-” or better in both MAT 252 and 372. Last Offered: Spring 2015 3 credits

MAT 490 - Teaching Mathematics in the Secondary School
Methods of teaching mathematics grades 7-12. Lesson and unit planning, classroom management, learning styles, tasks, assessment, incorporating technology, state and national standards. This course has a required field experience component. For secondary certification candidates only. Prerequisite(s): Departmental permission. Last Offered: Fall 2014 3 credits

MAT 494 - Student Teaching — Mathematics
Guided observation and supervised student teaching in grades 7–12 in cooperating schools. Ten-week course. Prerequisite(s): MAT 490. Last Offered: Spring 2015 8 credits
MAT 496 - Service Learning for Mathematics Education

Student teachers design, analyze, and reflect on teaching techniques to be used in the field. Student teachers also perform case studies that encompass and address various issues and demonstrate positive impact on the learning of their secondary students. This course is taken concurrently with MAT 494, Student Teaching (Mathematics).
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
3 credits

MAT 499 - Independent Study

Provides properly qualified students with an opportunity for independent study and careful discussion from an advanced standpoint of selected topics in undergraduate mathematics.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
1 to 4 credits

MDS 101 - Media Persuasion and Everyday Life

An exploration of classical forms of persuasion as compared to the form and structure of persuasion in contemporary media sources (e.g., mass media advertising, opinion news, political messages, etc.) and the way those sources exemplify, modify, and/or avoid these classic forms.
Last Offered: Spring 2015
3 credits

MDS 150 - Buy This Course: Media and Self

The dynamic relationships between media, culture, and self that render a consumerist world view. Using a critical lens, this course explores research and theory of media’s role in sustaining the American way of life and its consequences on the individual. Open to freshmen, sophomores, and non-majors only.
Prerequisite(s): Freshman or Sophomore, non-MDS major.
Last Offered: Spring 2013
3 credits

MDS 200 - How Media Means

Analysis of media composition, contexts, and intentions using visual and language theories. Addresses how overall perceptual impact of specific words and images influences our response to the content itself.
Last Offered: Spring 2015
3 credits

MDS 222 - Media Theory

An introduction to media theory that explores ways to observe, explain, and predict the role and place of media in society and culture.
Last Offered: Spring 2015
3 credits

MDS 224 - Reading Film: Form, Genre, Culture

A study of the various structures and codes from which an audience makes meaning from mainstream narrative cinema.
Last Offered: Fall 2014
3 credits

MDS 245 - Introduction to Media Studies

Provides an introduction to the field of media studies by studying forms of the mass media.
Last Offered: Spring 2015
3 credits

MDS 280 - Media Issues and Problems

An examination of the ethical, economic, political, and social issues that influence the characteristics and content of contemporary media.
Prerequisite(s): MDS 245.
Last Offered: Spring 2015
3 credits

MDS 294 - Media Studies Tier 3 Capstone

Topics vary.
Last Offered: Spring 2015
3 credits

MDS 298 - Special Topics

Examination of developments, issues, and/or creative work in the field of media studies.
Last Offered: Spring 2014
3 credits

MDS 320 - Propaganda in Media

Explores historical and current perspectives of propaganda in various forms that affect and shape attitudes, perceptions, beliefs, and behavior. It explores propaganda at institutional and personal levels.
Prerequisite(s): ENG 112 and LEP Tier I Critical Thinking requirement.
Last Offered: Fall 2014
3 credits
MDS 324 - Reading Film II: Approaches to International Film
A critical exploration of cinematic forms and their social, economic, and cultural contexts that depart significantly from (and are at times a reaction to) films constructed in the classical Hollywood style.
Prerequisite(s): MDS 200 or MDS 224, or departmental permission.
Last Offered: Spring 2014
3 credits

MDS 333 - Media Research
An introduction to the development, design, analysis, and implementation of a variety of media research methods.
Last Offered: Fall 2014
3 credits

MDS 340 - Media Literacy Education for Students and Teachers
Students learn to critically read media texts, analyze the impact of media and technology on society and culture from the perspective of educators and educational institutions, understand and evaluate the current place of media and technology in curriculum, and design and develop improved curriculum based on theory and research.
Prerequisite(s): ENG 112 or MDS 280 or departmental permission.
Last Offered: Spring 2015
3 credits

MDS 350 - Resistive Vernaculars: Hip Hop, Rap, and Signifyin(g)
Analyzes and critiques the historical, cultural, and artistic elements of Hip Hop and Rap from the Signifyin(g) Monkey legend to contemporary trends and assesses its position in various mediated texts.
Prerequisite(s): MDS 245.
Last Offered: Fall 2014
3 credits

MDS 360 - Romance to Ruin: Media and Relationships
A study of culturally created ideologies concerning intimate relationships including attraction, romance, intimacy, sexuality, commitment, power, and gender roles as systematic and mediated constructions.
Prerequisite(s): Sophomore status.
Last Offered: Spring 2015
3 credits

MDS 375 - Television, Comedy, Culture
Explores the relationship between television comedy and the American culture past and present. Through postmodern and comedy theory, students study television as a commercial enterprise, its potential and effectiveness for moral agenda, and its impact on cultural attitudes.
Prerequisite(s): Junior status.
Last Offered: Fall 2011
3 credits

MDS 380 - Hidden Agendas in the Media
Exposes students to multiple mainstream and alternative media channels and examines roles each play in shaping and defining our cultural and political world.
Prerequisite(s): ENG 112 and junior status.
Last Offered: Spring 2013
3 credits

MDS 385 - Political Satire and New Media
Explores political satire of television and internet in our current postmodern era and satire’s role in shaping political thought and public consciousness of social issues. From Jon Stewart and Stephen Colbert to more independent forms of satire, this course studies the conventions and transformations of irony, parody, and satire within new media practices.
Prerequisite(s): Sophomore status.
Last Offered: Spring 2015
3 credits

MDS 398 - Special Topics
Examination of specific developments, issues and/or creative work in media studies.
Last Offered: Spring 2013
3 credits

MDS 442 - Media Criticism
Examines and applies dominant critical perspectives used to critically analyze media.
Prerequisite(s): MDS 245 and MDS 280.
Last Offered: Fall 2014
3 credits
MDS 450 - Sex, Violence, and the American Dream
Analyze the merging of sex and violence in media treatments of the American dream from dime novels to films and music videos. Prerequisite(s): Junior status. Last Offered: Spring 2015 3 credits

MDS 482 - Seminar in Media Studies
Application of historical knowledge, theoretical concepts, research methods, and critical perspectives to a media project that reflects the student’s individual research interest. Project involves conducting a review of literature, framing a research question, considering appropriate methodology, and designing a systematic plan for completion. This course can be taken twice. Prerequisite(s): MDS 200, MDS 222, MDS 245, MDS 280, MDS 333, and MDS 442. Last Offered: Spring 2015 3 credits

MDS 497 - Media Studies Internship
A supervised internship permitting the opportunity to apply theoretical training and critical thinking of the media studies curriculum to an applied practical situation and/or career in a media related area. Prerequisite(s): 12 credits in MDS and/or departmental permission. Last Offered: Summer 2015 1 to 6 credits

MDS 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission. Last Offered: Spring 2015 1 to 3 credits

MGT 100 - Introduction to Business
An overview of the significance of general business functions like marketing, finance, and management. Designed for non-business and undecided majors interested in learning about business. Last Offered: Summer 2015 3 credits

MGT 105 - Managerial Communication
Provides students with an opportunity to understand written and oral managerial communication in order to respond appropriately and create effective professional presentations using various multimedia. Included are written business modes (e.g. executive summaries, reports and proposals using standard business APA; outlines, e-mail, memos); and oral presentations of persuasive arguments/debates. Prerequisite(s): MGT concentration. Last Offered: Summer 2015 3 credits

MGT 240 - Legal Environment of Business
An examination of basic legal principles that affect relationships of business with governments, investors, employees, customers, creditors, suppliers, and competitors. Included is a review of the U.S. legal system, international legal environment, administrative law, torts, crimes, contracts, property, agency, business association, product liability, consumer law, labor law, environmental law, discrimination law, and securities law. Last Offered: Summer 2015 3 credits

MGT 294 - Management Tier 3 Capstone
No Description Available
Prerequisite(s): MGT 300 and junior or senior status. Last Offered: not yet offered 3 credits

MGT 300 - Management and Organization
Management functions of planning, organizing, leading, and controlling. Establishes frameworks for understanding the nature of managerial work and human behavior in task groups as well as large, complex organizations. Prerequisite(s): Junior or senior status. Last Offered: Summer 2015 3 credits
MGT 301 - Entrepreneurship and Small Business Development

The process of developing a small business from the conception of an idea to a viable growth business. Growth strategies, professional management, creative ideas, feasibility studies, franchising, venture plan and entrepreneurship.
Prerequisite(s): ACC 200, MGT 240, MGT 300, or departmental permission.
Last Offered: Summer 2015
3 credits

MGT 305 - Organizational Behavior

The roles of the individual, group, and organizational patterns. Organizational theory, behavior in organizations, role relationships, impact of personality and leadership styles on morale and development of healthy and cohesive organizations.
Prerequisite(s): MGT 300.
Last Offered: Summer 2015
3 credits

MGT 335 - Business Law

An examination of the basic legal principles relating to business organizations and business transactions. Included is a review of the law as it pertains to partnership, corporation, bailment, bankruptcy, insurance, and uniform commercial code, with emphasis on sales, commercial paper, and secured transactions.
Prerequisite(s): MGT 240 or Departmental permission.
Last Offered: Spring 2015
3 credits

MGT 345 - Real Estate Law

Law of real property, transfers, deeds, leases, title insurance, escrow, land contracts, foreclosures, recordings and law as it effects brokers and salespersons.
Prerequisite(s): MGT 240 or junior status.
Last Offered: Fall 2012
3 credits

MGT 385 - Human Resources Management

Emphasis on effective human resources practices and requirements from the point of view of the operating manager.
Prerequisite(s): MGT 300.
Last Offered: Summer 2015
3 credits

MGT 400 - Values and Conflicts in Managerial Decision Making

Government and society as the legal and moral custodian of the free enterprise system. Emphasis on the government’s role of providing legal inducements and safeguards for managerial decision making as an ethical and pragmatic balance between market imperatives and public needs.
Prerequisite(s): MGT 240 and MGT 300.
Last Offered: Spring 2015
3 credits

MGT 403 - Women’s Multidisciplinary Entrepreneurship

A historical and sociological examination of the multidisciplinary entrepreneurial accomplishments women from 1776 to present in the broad categories of agriculture and mining; construction; communication; manufacturing; service — both for profit and not-for-profit; transportation; and wholesale and retail trade. Their contributions to the U.S. and global economies are assessed through the critical lens of the social, political, and legal constraints within which they lived.
Prerequisite(s): Junior status or departmental permission.
Last Offered: Spring 2013
3 credits

MGT 405 - Employment Law

Introduction to laws that apply to the employer/employee relationship. Examines a broad range of issues that arise in employment law such as the employment relationship, hiring, arbitration, aspects of employment discrimination law including Title VII and other Civil Rights laws, affirmative action, family and medical leave, and the regulation of employment.
Prerequisite(s): Junior status and Business major or Management minor.
Last Offered: Fall 2013
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>MGT 412</td>
<td>MGT 412 - Diagnosing Management Problems</td>
<td>Learning to recognize and handle typical problems managers face through survey research and with various problem solving techniques. Prerequisite(s): ECO 221 and MGT 300. Last Offered: Spring 2015</td>
<td>3 credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 414 - Creativity and Innovation</td>
<td>Understanding and practicing various techniques for improving an individual’s ability to be creative in organizations. Prerequisite(s): Junior status. Last Offered: Spring 2015</td>
<td>3 credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 415 - Developing Team Managerial Skills</td>
<td>Experiential classroom environment designed to practice the personal and interpersonal skills required of managers. Discussions directed at integrating experience with theory, and at enhancing professional growth and development. Prerequisite(s): MGT 305. Last Offered: Spring 2015</td>
<td>3 credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 418 - Negotiation and Conflict Resolution</td>
<td>Introduction to the fundamentals of negotiation and conflict resolution. Topics include integrative vs. distributive negotiations, best alternative to negotiated agreement, reservation point, barriers to reaching an agreement, cognitive biases, building and assessment trust, and forms of alternative dispute resolution. Prerequisite(s): Junior or senior status. Last Offered: not yet offered</td>
<td>3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGT 425 - Managing for People, Planet, and Profit</td>
<td>Examines (1) how companies can advance the &quot;triple bottom line&quot; of people, planet, and profit and (2) more broadly, how the tools of business may be used to address environmental and social challenges. Topics include pollution prevention, product stewardship, sustainable development, the triple bottom line, and systems thinking. Prerequisite(s): Junior status. Last Offered: Spring 2015</td>
<td>3 credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 430 - Management of Multinational Corporations</td>
<td>The nature, functions, and structure of Multinational Corporations (MNCs) in today’s global economy. Management strategies, policies, and practices, peculiar to MNCs, in the context of economic, social, cultural, legal, political, and ownership constraints faced by managers in MNCs, are explored. Prerequisite(s): Junior status and MGT 300. Last Offered: Spring 2015</td>
<td>3 credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 450 - Business Policy and Strategy Seminar</td>
<td>Capstone course for business majors, integrating concepts learned in previous business courses. Readings and case studies deal with formulation, implementation and evaluation of managerial strategies and plans for ongoing organizational survival and success. Appreciation for general management perspectives stressed in written and oral analyses. Prerequisite(s): Completion of nine of the Business Common Core courses and senior status. Last Offered: Summer 2015</td>
<td>3 credits</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
MGT 451 - Senior Seminar
Provides students the opportunity to demonstrate their ability to integrate material across the business curriculum and the School of Business Assurance of Learning goals. Students are guided through a research process applying multiple theories and frameworks with involvement from various stakeholders. Prerequisite(s): [ACC 200 (4 credits) or ACC 200 (3 credits in transfer) and ACC 202 (1 credit)] and (ACC 210 or ACC 220), ECO 221, FIN 300, MGT 240, MGT 305, MKT 200, and MIS 370; and MGT 450 (which may be taken concurrently)
Last Offered: not yet offered
1 credits

MGT 460 - International Business
Political, economic, technological, and cultural setting of international business topics, including international trade and problems, policies, operation of multinational corporations, adjustment to foreign cultures and governments. Review of development, organization, and structure of international firms and their transactions. Prerequisite(s): Junior status and MGT 300.
Last Offered: Spring 2015
3 credits

MGT 497 - Internship
A supervised internship in business or government with the application of management to problems of enterprise administration. Bi-weekly reporting to the faculty supervisor required. Prerequisite(s): Senior status and departmental permission.
Last Offered: Summer 2015
3 credits

MGT 498 - Advanced Special Topics in Management
Examination of developments, issues, and current ideas in the field of business administration, which are pertinent to management. Prerequisite(s): Junior status; majoring in Business or minorin in Management.
Last Offered: Spring 2015
3 credits

MGT 499 - Independent Study
An approved topic of specialized interest that leads to a well-researched management paper of professional quality. Bi-weekly reporting to faculty supervisor required. Prerequisite(s): Overall cumulative GPA of at least 3.0, senior status in Management concentration, and departmental permission.
Last Offered: Spring 2014
1 to 3 credits

MIS 200 - Introduction to MIS
Overview of the field of Management of Information Systems. Review of current job opportunities in this career field and the identification of necessary skills. Computer exercises to demonstrate nature of MIS work. Prerequisite(s): Sophomore status.
Last Offered: Fall 2012
3 credits

MIS 230 - Introduction to Project Management
Principles of project management work are presented to understand what must be planned and controlled. Includes learning to create Work Breakdown Structure (WBS) charts, GANTT charts, PERT charts, and CPM charts. Prerequisite(s): Sophomore status.
Last Offered: Fall 2010
3 credits

MIS 260 - Introduction to MIS Security
Introduction to the problems and threats in protecting information and a firm’s ability to operate and be managed in a digital economy. Includes detecting that an information security breach has occurred and the techniques and tools to protect and recover the business from such an occurrence. Prerequisite(s): Sophomore status.
Last Offered: Fall 2012
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>MIS 361</td>
<td>Production and Operations Management</td>
<td>Effective production/operations management including facilities of production, production and quality control systems, material inputs, and the economics and costs of production. Prerequisite(s): ECO 100 or ECO 101; or junior status.</td>
<td>Last Offered: Spring 2015</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIS 365</td>
<td>Systems Thinking for MIS</td>
<td>Establishing guidelines for development of the application of System Theory to problem-solving necessary for MIS work. Organizing problems into the standard systems mental model of input, process, output, feedback, and control. Prerequisite(s): Junior status.</td>
<td>Last Offered: Spring 2015</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIS 370</td>
<td>Business Information Systems</td>
<td>The relationship of management and systems. Planning, design, and implementing of management information systems decision making with MIS. Prerequisite(s): Junior status or 6 credits in CSC.</td>
<td>Last Offered: Summer 2015</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIS 371</td>
<td>Information System Analysis and Design Techniques</td>
<td>Overview of the system development life cycle. Emphasis on current documentation through the use of both classical and structured tools, techniques for describing process flows, data structures, file designs, input/output designs, security and system backup and recovery. Discussion of implementation and system maintenance issues. Prerequisite(s): MIS 361 or MIS 370.</td>
<td>Last Offered: Fall 2014</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIS 375</td>
<td>Decision Support Systems</td>
<td>A study of the various information systems used to support the decision-making process of managers and executives in a business organization. Includes collection of data in data warehouses to support decision-making. Prerequisite(s): MIS 361 or MIS 370.</td>
<td>Last Offered: Fall 2014</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIS 380</td>
<td>Cloud Computing for Business</td>
<td>An overview of the application of cloud computing for business use, with a focus on understanding what “cloud computing” offers a business and to provide the ability to address the major drawback limiting cloud computing implementation which is the business concern for data security in the “cloud”. Prerequisite(s): MIS 361 or MIS 370.</td>
<td>Last Offered: Fall 2012</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIS 400</td>
<td>Global Information Systems</td>
<td>Study of issues involved in adapting information systems for use in a global business environment. Techniques for designing systems for multi-country use. Includes review of current enterprise-wide ERP software such as SAP. Prerequisite(s): MIS 361 or MIS 370.</td>
<td>Last Offered: Summer 2015</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIS 410</td>
<td>Intelligent and Expert Systems</td>
<td>A study of artificial intelligent applications of computer use with a focus on expert system development for business with storage expertise in a knowledge-base used by managers or knowledge workers. Prerequisite(s): Junior status and CSC 200, and MIS 370.</td>
<td>Last Offered: Fall 2010</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
MIS 430 - Advanced Project Management
Advanced coverage of the process of project management used to plan activities involved with MIS work. Detail of what needs to be planned and controlled as well as standard tools and techniques used for this purpose follow guidelines for preparing for certification as PMP. Includes learning to use Microsoft Project software provided with text and to train to create “Work Breakdown Structure” charts, GANTT charts, PERT charts and CPM charts. Prerequisite(s): MIS 361 or MIS 370 and senior status. Last Offered: Fall 2014 3 credits

MIS 460 - Advanced Security Management
Advanced coverage of managing security for a business with regard to protecting the firm’s operations, the information systems used in the business, the employees involved in the business, and the data collected during the operation of the business. Attention is paid to protecting customers from identity theft or any access to their private financial information while doing business with the firm. Prerequisite(s): Senior status and MIS 370. Last Offered: Spring 2013 3 credits

MIS 470 - Management of Information Systems Design
Capstone course in MIS program including issues involved in managing the IS function in an organization, experiencing the project work of designing, and building a system to solve a business problem. Prerequisite(s): MIS 361 or MIS 370. Last Offered: Spring 2015 3 credits

MIS 497 - Internship
A supervised internship in business or government with the application of management information systems to problems of enterprise administration. Biweekly reporting to the faculty supervisor required. Prerequisite(s): Senior status and departmental permission. Last Offered: Fall 2014 3 credits

MIS 499 - Independent Study
An approved topic of specialized interest that leads to a well-researched MIS paper of professional quality. Bi-weekly reporting to faculty supervisor required. Prerequisite(s): Overall GPA of at least 3.0, senior status and departmental permission. Last Offered: Spring 2011 1 to 3 credits

MKT 200 - Principles of Marketing
The fundamental functions of marketing in a free enterprise system: development of product, price, place, and promotion policies in relation to buyer behavior, market segmentation, and marketing information systems. Last Offered: Summer 2015 3 credits

MKT 321 - Consumer Behavior
The internal and external forces that affect the consumer’s buying decisions: perceptions, attitudes, learning, personality, motivation, family, group and individual influences, and culture. Prerequisite(s): MKT 200. Last Offered: Spring 2015 3 credits

MKT 327 - Marketing Management
The analysis, planning, and control of the marketing effort, with emphasis on the planning and implementation of marketing strategy. Prerequisite(s): MKT 200. Last Offered: Summer 2015 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>MKT 330</td>
<td>Retail Management</td>
<td>Retailing provides the classic “place” component for the exchange process in many traditional marketing transactions. This course may be viewed from both the supply side and from a demand or consumer-oriented perspective. Both views are developed with the objective of providing a balanced understanding to the student. In addition, the evolution of retailing institutions with a global perspective is also provided in order to better acquaint the student with this dynamic and creative segment of the global economy.</td>
<td>MKT 200</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 331</td>
<td>Principles of Advertising</td>
<td>The role and functions of advertising in a free enterprise system. The selection and development of advertising campaigns and their economic, social, and legal impacts. Students develop and present an original, team-created advertising campaign.</td>
<td>MKT 200</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 334</td>
<td>Professional Selling</td>
<td>The principles of selling while concentrating on a sales operating system that emphasizes the need for setting sound sales strategies and practicing good sale tactics.</td>
<td>MKT 200</td>
<td>Fall 2014</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 335</td>
<td>Business to Business Marketing</td>
<td>The industrial marketing system: characteristics that differentiate industrial from consumer marketing; nature of industrial demand; buyer behavior; industrial marketing research; sales and strategy.</td>
<td>MKT 200</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 336</td>
<td>Sales Management</td>
<td>Study of sales management function: its importance to the organization; ways of organizing the sales activity so as to maximize revenue generation; a basic understanding of the techniques of sales presentation, sales planning, and market and sales forecasting; examination of the relevant issues associated with recruiting, hiring, sales forecasting; examination of the relevant issues associated with recruiting, hiring, motivating, and compensating the sales force. Emphasis on managerial function.</td>
<td>MKT 200</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 338</td>
<td>Services Marketing</td>
<td>Examination of marketing in service industries, with particular emphasis on the unique aspects of service marketing, the services marketing mix, and the implementation of service strategy.</td>
<td>MKT 200</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 339</td>
<td>Product and Market Planning</td>
<td>Comprehensive study of the techniques of product planning and development. Team approach to product idea generation, concept development, technical and economic screening, and product concept testing and commercialization, including the development of a marketing plan.</td>
<td>MKT 200</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 340</td>
<td>Global Marketing</td>
<td>The foreign environment as it affects international marketing strategies, the importance of international marketing to American business, and the application of marketing principles to foreign markets.</td>
<td>MKT 200</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 345</td>
<td>Marketing Research</td>
<td>An examination of the nature, scope, fundamentals, and application of marketing research as an essential tool in the marketing manager’s problem solving and decision making process. Computer lab focuses on the use of statistical software for data analysis and presentation.</td>
<td>CSC 200, ECO 221, and MKT 200</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 347</td>
<td>Marketing Management</td>
<td>No Description Available</td>
<td></td>
<td>Spring 2011</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
MKT 440 - E-Marketing
An overview of marketing online: the how and why of online research, the impact of an online strategy on the 4 Ps (product, price, place, and promotion), and relationship marketing through online strategies. A computer lab will focus on web site design issues from a marketing perspective. This hands-on course culminates with the development of an original, team-based e-marketing plan.
Prerequisite(s): MKT 200 and 6 additional credits in MKT; and CSC 200 or equivalent. Internet proficiency required.
Last Offered: Spring 2015
3 credits

MKT 450 - Strategic Marketing
Strategic marketing is used to develop the functions of marketing management in organizations and stresses the integration of product, consumer, research, distribution, budget and promotional development into a structure amenable for today’s global firm. Emphasis is on strategic market planning and decision-making and the use of financial and analytical methods for the decision-maker. Case analysis is used to illustrate marketplace decisions and students are expected to produce a comprehensive research paper.
Prerequisite(s): MKT 321, MKT 425, and senior status; or departmental permission.
Last Offered: Summer 2015
3 credits

MKT 497 - Internship
A supervised internship in business or government with the application of marketing to problems of enterprise administration Bi-weekly reporting to the faculty supervisor required.
Prerequisite(s): Senior status and departmental permission.
Last Offered: Summer 2015
1 to 3 credits

MKT 499 - Independent Study
Research of a high quality, meeting the standards of the department faculty director.
Prerequisite(s): Senior status and departmental permission.
Last Offered: Summer 2014
3 credits

MUS 102 - University Choir
Music of all periods and styles is studied and performed by this group of mixed voices. The choir represents the University in concerts and at festivals. Membership is by audition. May be repeated for credit.
Last Offered: Fall 2012
1 credits

MUS 104 - University Band I
The fall semester concert band. Concert performances of high quality music ranging from show tunes to symphonic repertoire. May be repeated for credit.
Last Offered: Fall 2014
1 credits

MUS 105 - University Band II
The spring semester concert band. Concert and festival performances of high quality repertoire, including symphonic and popular works. May be repeated for credit.
Last Offered: Spring 2015
1 credits

MUS 106 - Orchestra
The Creative Music Orchestra performs a variety of modern and older compositions with a focus on improvisation. The ensemble performs several concerts a semester both on and off campus. This ensemble is open to all students interested in developing their creative music skills regardless of level of musical proficiency. May be repeated for credit.
Last Offered: Spring 2015
1 credits

MUS 108 - Jubilee Singers
Jubilee Singers is a university choral performance group whose focus is the music of African-American culture. This includes Black spirituals, gospels, folk genres and the music of various African-American composers. The group performs both on and off campus. May be repeated for credit.
Last Offered: Spring 2015
1 credits
MUS 109 - Stage Band
Stage Band includes the SCSU jazz ensembles, both small groups and big band. The groups perform in jazz styles ranging from 30’s swing to contemporary funk and fusion. May be repeated for credit.
Last Offered: Spring 2011 1 credits

MUS 110 - Music History of the Western World
Survey of Western art music from the Middle Ages to the present, with emphasis on its development, structure, and relationship to its cultural environment.
Last Offered: Summer 2015 3 credits

MUS 115 - Music in World Culture
Survey of world music cultures, with an emphasis on development, structure, relationship to the environment, and human diversity. Cultures to be studied include the United States, Japan, West Africa, and Eastern Europe. Fine arts elective.
Last Offered: Summer 2015 3 credits

MUS 141 - Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required. Prerequisite(s): MUS 141 and departmental permission.
Last Offered: Summer 2015 .5 credits

MUS 142 - Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required. Prerequisite(s): MUS 141 and departmental permission.
Last Offered: Summer 2015 .5 credits

MUS 171 - Chamber Singers
A small ensemble of mixed voices that performs repertoire of various musical and cultural styles, including acappella music. Membership is by audition. Prerequisite(s): Membership is by audition.
Last Offered: Spring 2015 1 credits

MUS 200 - Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite(s): Departmental permission.
Last Offered: Spring 2015 1 credits

MUS 201 - Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite(s): Departmental permission.
Last Offered: Spring 2015 1 credits

MUS 202 - Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite(s): Departmental permission.
Last Offered: Spring 2015 1 credits

MUS 203 - Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite(s): Departmental permission.
Last Offered: Spring 2015 1 credits

MUS 204 - Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite(s): Departmental permission.
Last Offered: Spring 2015 1 credits

MUS 205 - Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite(s): Departmental permission.
Last Offered: Spring 2015 1 credits
MUS 206 - Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
1 credits

MUS 207 - Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite(s): Departmental permission.
Last Offered: Spring 2013
1 credits

MUS 208 - Small Ensembles
Preparation and performance of solo and ensemble chamber music, including music for string, wind, brass, percussion, vocal/instrumental, and jazz ensembles. Prerequisite(s): Departmental permission.
Last Offered: Spring 2012
1 credits

MUS 210 - Music History I
The first in a two-course music history sequence for serious music students. A chronological survey of music in the Western art tradition from the Middle Ages up to Beethoven. Does not satisfy Fine Arts History elective.
Last Offered: Fall 2014
3 credits

MUS 211 - Music History II
The second in a two-course music history sequence for serious music students. A chronological survey of music in the Western art tradition, covering Romanticism and the Twentieth Century.
Last Offered: Spring 2015
3 credits

MUS 220 - Musicianship I
Training in the recognition, singing/playing, and notation of intervals, rhythms, melodic phrases and triads. Aural recognition of diatonic chord progressions and melodies.
Corequisite(s): MUS 225
Last Offered: Fall 2014
2 credits

MUS 221 - Musicianship II
Continuation of MUS 220. Training in the recognition, singing/playing, and notation of simple and compound rhythms, seventh chords and melodic phrases. Aural recognition of chord progressions and melodies containing both diatonic and chromatic harmony.
Prerequisite(s): MUS 220.
Corequisites: MUS 226.
Last Offered: Spring 2015
2 credits

MUS 225 - Music Theory I
Introduction to music theory. Studies in notation and visual recognition in all clefs and key signatures; major and all minor scales; modes, intervals, standard meters, triads and diatonic sevenths.
Corequisite(s): MUS 220.
Last Offered: Fall 2014
3 credits

MUS 226 - Music Theory II
Continuation of MUS 225. Triads and seventh chords, in melodic settings and harmonic progressions, including dominant and substitute dominant relationships. Principles of harmonic motion, modulation, and chord progression. Basic principles of form in music. Analysis of chord progressions found in popular music.
Prerequisite(s): MUS 225.
Corequisite(s): MUS 221.
Last Offered: Spring 2015
3 credits

MUS 230 - Introduction to Musical Improvisation
Hands-on introduction to basic skills, ideas, and approaches musicians use to create improvised music as is practiced in a wide range of styles in various world cultures. Students will gain a deeper insight into the creative drive, develop creative thinking skills, and create innovative, artistically satisfying improvised music.
Course culminates with a public performance of original improvised music.
Prerequisite(s): Must already play a musical instrument.
Last Offered: Spring 2015
3 credits

MUS 231 - Voice Class I
Study of basic vocal techniques and an introduction to vocal literature including art songs in English and Italian.
Last Offered: Fall 2012
3 credits
MUS 232 - Voice Class II
Study of more advanced vocal techniques with a continuation of songs in English, and an introduction to the vocal literature of France and Germany.
Last Offered: Spring 2013
3 credits

MUS 235 - Guitar I
A basic course in playing the guitar, serving as an introduction to the technique of the instrument and to the literature for the instrument.
Last Offered: Summer 2015
3 credits

MUS 236 - Guitar II
Studies of more advanced guitar skills with an opportunity for students to improve both classical and folk skills and to expand their repertory.
Last Offered: Spring 2014
3 credits

MUS 237 - Fundamentals of Piano I
Beginning piano class aimed at developing basic keyboard skills in finger dexterity. Parallel coordination, melodic and chordal coordination and elementary sight-reading.
Last Offered: Spring 2015
3 credits

MUS 238 - Fundamentals of Piano II
Studies of more advanced piano skills with the opportunity for the student to become more proficient in the playing and interpretation of standard literature for the piano.
Last Offered: Spring 2014
3 credits

MUS 241 - Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required.
Prerequisite(s): MUS 141, MUS 142, and departmental permission.
Last Offered: Summer 2015
.5 credits

MUS 242 - Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required.
Prerequisite(s): MUS 141, MUS 142, MUS 241, and departmental permission.
Last Offered: Summer 2015
.5 credits

MUS 245 - Arts and Ideas: Experiencing the Arts in New Haven
Examines creative expression through experiencing the diversity of the arts in New Haven and subsequently tapping into each individual's potential for creativity and creative thinking. Through studying a variety of musical styles and attending cultural events at New Haven's Festival of Arts and Ideas, students discern their philosophy of the arts and evaluate the value of the arts in society. Students expand their creative potential by identifying and developing artistic projects based on the interdisciplinary experience of the arts offered through the Festival of Arts and Ideas.
Last Offered: Summer 2015
3 credits

MUS 251 - Music and Movement in Early Childhood
Examines creative expression by integrating music (including vocal songs, instruments, recordings and videos, movement and rhythmic speech) into early childhood activities and learning environments. Surveys current research on creativity and its impact on learning, as well as the value of the arts in society.
Last Offered: Summer 2015
3 credits

MUS 300 - Beethoven and Revolution
A study of the life, times, and music of Beethoven, with attention to the ideas of revolution, Beethoven's relationship to Napoleon, and ultimately, the triumph of the human spirit. Listening examples include a broad range of repertoire, with life performances to enhance the class experience.
Prerequisite(s): MUS 110 or MUS 210 or HIS 101 or HIS 306.
Last Offered: Spring 2014
3 credits

MUS 301 - American Music
American music from the settlement of this country to the present day, emphasizing the cultural processes which have been contributing factors.
Prerequisite(s): MUS 110, MUS 115, or MUS 210.
Last Offered: Fall 2014
3 credits
MUS 303 - The Classic Era
Music from the early 18th century through the works of Haydn, Mozart, and early Beethoven.
Prerequisite(s): MUS 110 or MUS 210.
Last Offered: Spring 2015
3 credits

MUS 311 - Jazz History
Traces the origins and evolution of jazz from a sociological and musical context. Topics include: ragtime, New Orleans traditions, swing, bebop, hard bop, cool, free, avant garde, fusion and contemporary styles; emphasis on artists such as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis and John Coltrane.
Prerequisite(s): MUS 110, MUS 115, or MUS 210.
Last Offered: Spring 2015
3 credits

MUS 314 - Music of the Jewish People
A survey of Jewish music from the Biblical Period to the present day. Topics include discussion of Ashkenazic and Sephardic liturgical and secular music, traditions, music from the Holocaust, and the contemporary American Jewish music scene.
Last Offered: Fall 2013
3 credits

MUS 320 - Musicianship III
Continuation of MUS 221. Training in the aural recognition, singing/playing, and notation of complex rhythmic and harmonic material using seventh and ninth chords. Emphasis on modern chord progressions in the major and minor modes. Transcriptions of music recordings.
Prerequisite(s): MUS 221.
Corequisite: MUS 325.
Last Offered: Fall 2014
2 credits

MUS 321 - Musicianship IV
Continuation of MUS 320. Training in the aural recognition, singing/playing, and notation of more complex rhythmic and harmonic material. Emphasis on chromaticism and modulation. Dictation of two- and three-part contrapuntal material. Transcriptions of music from recordings.
Prerequisite(s): MUS 320.
Corequisite: MUS 326.
Last Offered: Spring 2015
2 credits

MUS 325 - Music Theory III
Continuation of MUS 226. Ninth chords, in melodic settings and harmonic progressions. Use of non-chordal tones, including suspensions, anticipations, and appoggiaturas. Principles of form in music. Analysis of chord progressions found in contemporary music, including introductions, modulations, and deceptive cadences.
Prerequisite(s): MUS 226.
Corequisite: MUS 320.
Last Offered: Fall 2014
3 credits

MUS 326 - Music Theory IV
Continuation of MUS 325. Advanced principles of modern chord progressions including the minor mode. Alternative harmonizations of standard progressions. Analysis of selected examples of music. Introduction to Schenkerian analysis.
Prerequisite(s): MUS 325.
Corequisite: MUS 321.
Last Offered: Spring 2015
3 credits

MUS 330 - Improvisation in Contemporary Music Culture
Advanced concepts of musical improvisation. Emphasis on imitating and assimilating the improvisational language of a single musician’s creative work. This process will be enhanced by discussing, utilizing, and synthesizing the values that underlie the LEP program.
Prerequisite(s): Instructor permission.
Last Offered: Summer 2015
3 credits

MUS 341 - Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required.
Prerequisite(s): MUS 141, MUS 142, MUS 241, MUS 242, and departmental permission.
Last Offered: Summer 2015
.5 credits
MUS 342 - Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required.
Prerequisite(s): MUS 141, MUS 142, MUS 241, MUS 242, MUS 341, and departmental permission.
Last Offered: Summer 2015
.5 credits

MUS 420 - Improvisation I
Improvisation in theory and practice. Hands-on development of the musical vocabulary of improvisation of jazz, Indian classical music, and other world cultures. Application of melody-harmony relationships to instrumental/vocal performance. Techniques for the composition and improvisation of original melodies with emphasis on melodic sequences, nuance, and mixed rhythmic patterns.
Prerequisite(s): MUS 221 and MUS 226, or departmental permission.
Last Offered: Fall 2013
2 credits

MUS 421 - Improvisation II
Prerequisite(s): MUS 420.
Last Offered: Spring 2014
2 credits

MUS 425 - Advanced Form and Analysis
Melodic, harmonic, and contrapuntal analysis of representative works of the eighteenth, nineteenth and twentieth centuries.
Prerequisite(s): MUS 326.
Last Offered: Spring 2011
3 credits

MUS 426 - Arranging
Students learn to write for musical instruments and the human voice. Orchestrating for particular performing groups is required.
Prerequisite(s): MUS 326.
Last Offered: Fall 2011
3 credits

MUS 428 - Electronic Music
Exploration of the basic concepts involved in electronic sound and electronic sound production.
Last Offered: Spring 2015
3 credits

MUS 429 - Producing Music for Visual Media
An introduction to creating music for commercials, jingles — audio buttons and corporate logos — as well as other commercial applications using electronic media.
Prerequisite(s): MUS 428.
Last Offered: Spring 2015
3 credits

MUS 430 - Advanced Audio Recording, Editing, and Sound Manipulation
Recording and editing audio — for musical and commercial purposes.
Prerequisite(s): MUS 428.
Last Offered: Fall 2014
3 credits

MUS 441 - Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required.
Prerequisite(s): MUS 141, MUS 142, MUS 241, MUS 242, MUS 341, MUS 342, and departmental permission.
Last Offered: Summer 2015
.5 credits

MUS 442 - Applied Music
Private instrumental/vocal instruction. Available only to music majors. Audition required.
Prerequisite(s): MUS 141, MUS 142, MUS 241, MUS 242, MUS 341, MUS 342, MUS 441, and departmental permission.
Last Offered: Spring 2015
.5 credits

MUS 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
1 to 3 credits

NUR 340 - Theoretical Foundations of Professional Nursing
Designed as an introduction to selected concepts that contribute to the foundation of professional nursing. This foundation encompasses various philosophies, theories and frameworks that allow nurses to engage in quality nursing practice.
Prerequisite(s): Acceptance into the nursing program.
Last Offered: Summer 2015
3 credits
NUR 341 - Health Assessment
Concepts of wellness and growth and development throughout the life cycle provide the basis for the study of health assessment. Emphasizes data collection of physiologic and psychosocial parameters for obtaining nursing diagnoses. Clinical experiences for integration of theory and skill mastery are utilized.
Prerequisite(s): Completion of all prerequisites for the nursing major and acceptance into the nursing program.
Last Offered: Fall 2014
3 credits

NUR 342 - Evidence-Based Nursing Interventions
Provides theory and lab practice in performing therapeutic nursing interventions. Exposure to a variety of skills which lay the foundation for professional nursing practice. Emphasis is placed on current research and evidence bases for skills, psychomotor skills acquisition, patient responses, and professional responsibilities including documentations and delegation.
Prerequisite(s): Acceptance into the nursing program.
Last Offered: Fall 2014
3 credits

NUR 343 - Integrated Pathophysiology and Pharmacology I
Focuses on the body system’s responses to changes in the internal and external environments. Manifestations of selected health problems are presented with consideration given to their physiological basis. Application of concepts to the nursing process is emphasized.
Prerequisite(s): Acceptance into the nursing program.
Last Offered: Fall 2014
3 credits

NUR 344 - Gerontological Nursing
Identifies the unique body of knowledge necessary to provide holistic and comprehensive nursing care to the older adult. The nursing process as applied to the adaptive experience of the older adult will draw upon research relevant to nursing intervention and evaluation of outcome.
Prerequisite(s): Acceptance into the nursing program.
Last Offered: Fall 2014
2 credits

NUR 345 - Therapeutic Nutrition
Nutritional therapy as a basis for nursing intervention of major health problems is the focus. The role of nutrition in maintaining and restoring health and in preventing illness is discussed.
Prerequisite(s): Acceptance into the nursing program.
Last Offered: Summer 2015
2 credits

NUR 351 - Nursing Research
An overview of the research process as it is used in nursing. Emphasis is placed on evaluating research for its applicability to clinical practice.
Prerequisite(s): NUR 340.
Last Offered: Spring 2015
2 credits

NUR 352 - Adult Health Nursing
Holistic approach to the care of adults with moderate biopsychosocial health problems. The clinical practicum focuses on the care of clients with ineffective behaviors and stimuli related to selected biopsychosocial alterations.
Prerequisite(s): NUR 340, NUR 341, NUR 342, NUR 343, and NUR 344.
Last Offered: Spring 2015
4 credits

NUR 353 - Integrated Pathophysiology and Pharmacology II
A continuation of Nursing 343. Utilizes a body systems approach in addressing selected health problems and associated pharmacological interventions. Major concepts related to pathophysiology and pharmacology are interwoven. Application of concepts to nursing process across the life span is emphasized.
Prerequisite(s): NUR 343.
Last Offered: Spring 2015
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>NUR 354</td>
<td>Mental Health Nursing</td>
<td>Issues of mental health nursing, including adaptive and ineffective behaviors, major psychiatric illnesses and high risk populations, are addressed in this course. The student applies theoretical knowledge in a clinical practicum.</td>
<td>NUR 340, NUR 341, NUR 342, NUR 343, and NUR 344.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>NUR 421</td>
<td>Spirituality and Nursing Assessment</td>
<td>Introduction to the spiritual dimensions of caring and spiritual assessment in health care settings by exploring topics such as: health and illness, curing and caring, religion and spirituality, and belief and the spiritual healing practices of major religious traditions. Uses a multicultural and interdisciplinary focus.</td>
<td>Senior status in Nursing program or departmental permission.</td>
<td>Spring 2011</td>
<td>1</td>
</tr>
<tr>
<td>NUR 422</td>
<td>Interpersonal Violence and the Critical Role of the Nurse</td>
<td>This course addresses the nursing role with survivors of violence. The major focus of the course is assessment, intervention, and analysis of specific situations within the dysfunctional family. Specific nursing strategies are discussed and evaluated.</td>
<td>Senior status in Nursing program or departmental permission.</td>
<td>Winter Session 2015</td>
<td>1</td>
</tr>
<tr>
<td>NUR 423</td>
<td>Transcultural Issues in Nursing</td>
<td>Provides nursing students with a broadened understanding of multicultural and multiethnic concerns in providing comprehensive nursing care to clients.</td>
<td>Senior status in Nursing program or departmental permission.</td>
<td>Spring 2015</td>
<td>1</td>
</tr>
<tr>
<td>NUR 425</td>
<td>Palliative and End-of-Life Care Colloquium</td>
<td>Development of knowledge in the specialized field of palliative and end-of-life nursing care for patients across the lifespan and their families. Physical, psychological, social, and spiritual needs of patients and their families are explored, using the end-of-life nursing education consortium (ELNEC) modules as a conceptual framework.</td>
<td>Senior status in the Nursing program.</td>
<td>Spring 2015</td>
<td>1</td>
</tr>
<tr>
<td>NUR 426</td>
<td>The Mind’s Role in Illnesses: Application to Nursing Practice</td>
<td>The role of the mind in maintaining health and preventing illness is explored. Specific illnesses for which research has evaluated the effectiveness of mind/body approaches are presented including techniques widely used by health care professionals.</td>
<td>Senior status in Nursing program or departmental permission.</td>
<td>Fall 2014</td>
<td>1</td>
</tr>
</tbody>
</table>
NUR 428 - Legal Issues in Nursing
Legal issues in areas of employment and nursing practice are examined. Legal processes and case examples involving nurses are explored and provided a basis for analysis and decision making.
Prerequisite(s): Senior status in Nursing program or departmental permission.
Last Offered: Spring 2015
1 credits

NUR 430 - The Childbearing Family
Emphasis on the childbearing experience and the impact on the family. The content includes clients who are at risk for potential physical, emotional and developmental health problems. Clinical experiences provide students the opportunity to apply theory to patients/families during all phases of the childbearing experience.
Prerequisite(s): NUR 340, NUR 341, NUR 342, NUR 343, NUR 344, NUR 350, NUR 351, NUR 352, NUR 353, and NUR 354.
Last Offered: Spring 2015
3 credits

NUR 431 - The Child Rearing Family
Focuses on health and illness issues common to families with children, from infancy through adolescence. Assessments of health and illness will be conducted and nursing interventions formulated using Gordon’s Functional Health Patterns Model. Clinical experiences provide opportunities for the integration of theory to nursing practices in the area of health promotion, health maintenance, and health restoration of children within the family context.
Prerequisite(s): 'C' or better in NUR 340, NUR 341, NUR 342, NUR 343, NUR 344, NUR 350, NUR 351, NUR 352, NUR 353, and NUR 354.
Last Offered: Summer 2015
3 credits

NUR 432 - Adult Responses to Complex Stressors
Holistic approach to the nursing of adults with complex biopsychosocial health needs. Clinical practicum in nursing enables students to apply advanced theoretical knowledge to complex illness situations.
Prerequisite(s): NUR 340, NUR 341, NUR 342, NUR 343, NUR 344, NUR 350, NUR 351, NUR 352, NUR 353 and NUR 354.
Last Offered: Summer 2015
4 credits

NUR 433 - Theoretical Foundations of Nursing Practice with Families Across the Lifespan
This course focuses on the responses of families and family members to health and illness. The nursing role in health promotion across the lifespan is emphasized. The nurse’s role with individual and family adaptation responses is identified as the foundation of the nursing process.
Prerequisite(s): NUR 340, NUR 341, NUR 342, NUR 343, NUR 344, NUR 350, NUR 351, NUR 352, NUR 353, and NUR 354.
Last Offered: Summer 2015
3 credits

NUR 440 - Seminar on Health Care Issues: Implications for Nursing Practice
No Description Available
Last Offered: Summer 2010
1 credits

NUR 441 - Leadership and Management in Nursing
No Description Available
Last Offered: Summer 2010
2 credits
NUR 442 - Community Health Nursing
Community health nursing presents a synthesis of nursing theory applied to promoting and preserving health of populations. The clinical focus of this course is on the community as a whole with nursing care of individuals, families and groups.
Prerequisite(s): NUR 340, NUR 341, NUR 342, NUR 343, NUR 344, NUR 350, NUR 351, NUR 352, NUR 353, and NUR 354.
Last Offered: Summer 2015
3 credits

NUR 443 - Nursing Capstone
The focus of this senior level capstone courses is holistic, professional nursing practice through synthesis, analysis, and application of knowledge. An increase in clinical competence is gained through integration of theoretical knowledge, clinical, and cognitive skills, and professional values and behaviors from previous liberal arts and nursing courses. During this course, the student provides comprehensive nursing care to patients, families, groups of patients, and the community. This course is designed to prepare students for the role of graduate registered nurse.
Prerequisite(s): NUR 340, NUR 341, NUR 342, NUR 343, NUR 344, NUR 350, NUR 351, NUR 352, NUR 353, NUR 354, NUR 430, NUR 432, and NUR 433.
Last Offered: Summer 2015
3 credits

NUR 444 - Leadership, Management and Health Care Issues in Nursing
During this seminar course students explore the principles of nursing leadership and management related to current workplace and health care issues affecting regional, national, and global populations. Issues are investigated from various perspectives including the patient/client, nurse, health care team, health care organization, and society.
Prerequisite(s): NUR 340, NUR 341, NUR 342, NUR 343, NUR 344, NUR 350, NUR 351, NUR 352, NUR 353, NUR 354, NUR 430, NUR 432, and NUR 433.
Last Offered: Summer 2015
3 credits

NUR 445 - Advanced Clinical Concepts: Selected Health Issues for Practice
Selected national health priorities identified in the document “Healthy People” are used as the organizing framework for this course. National goals and initiatives to achieve them along with evidence based interventions the nurse can use are discussed for application across the lifespan. Pharmacological and other interventions are correlated with the underlying pathological processes responsible for each health pattern.
Prerequisite(s): Admission to RN/BS Program.
Last Offered: Fall 2014
4 credits

NUR 457 - Advanced Concepts in Nursing I
Focuses on the essential elements of professional nursing practice and on issues related to nursing as an evolving profession. Topics such as leadership, autonomy, change theory, adult learning, research and communication are discussed and related to nursing practice. Nursing theories/models and their application to practice will also be discussed.
Prerequisite(s): Acceptance into RN/BS Program and completion of all prerequisites to nursing.
Last Offered: Fall 2014
3 credits
NUR 462 - Health Assessment for RN-BSN Students

This nursing assessment course is designed to prepare the Registered Nurse student with the theoretical knowledge and skills necessary to perform a comprehensive health assessment. Focuses on history taking, interviewing, and assessment techniques with respect to both health and illness needs of clients. Students have the opportunity for laboratory practice as well as the opportunity to apply these skills in the community setting.
Prerequisite(s): Acceptance into the RN/BS program and completion of all prerequisites to nursing.
Last Offered: Summer 2015
4 credits

NUR 467 - Care Across the Continuum for Special Populations

Vulnerable populations are those with increased risk to develop poor health outcomes such as those experiencing homelessness, violence, or compromised medical conditions. Exploration of the role of the nurse as advocate, educator, case manager, collaborator, and health care partner to achieve mutually satisfactory outcomes for vulnerable clients.
Prerequisite(s): NUR 460.
Last Offered: Summer 2015
3 credits

NUR 469 - Advanced Special Topics in Health Care

Advanced exploration of current developments, issues, and trends in the field of health care.
Prerequisite(s): Acceptance into the NUR major.
Last Offered: Spring 2015
1 to 3 credits

NUR 498 - Independent Study

No Description Available
Last Offered: Fall 2012
1 to 3 credits

PCH 100 - Introduction to Wellness

Overview of attitudes, behaviors, and lifestyles that can foster personal well-being. 1 credit.
Last Offered: Spring 2015
1 credits

PCH 201 - Wellness

Personal pursuit of well-being of mind, body and spirit.
Last Offered: Summer 2015
3 credits

PCH 202 - Introduction to Public Health

Overview of the field of public health: historical context; current issues; trends and practices; goals, roles and methods of practitioners; principles for professional application.
Last Offered: Summer 2015
3 credits

PCH 204 - Food Selection and Preparation

Factors contributing to optimal nutritional use of foods. Food preparation demonstrations.
Last Offered: Spring 2015
3 credits

PCH 205 - Principles of Meal Management

Factors and problems in the application of delivering institutional and commercial food services, including budgeting, purchasing, safety, energy conservation, personnel, and menu planning for various occasions and settings.
Last Offered: Spring 2015
3 credits
PCH 242 - Introduction to Epidemiology
Principles underlying the measurement of health and illness in humans. Survey of methods and techniques used by the epidemiologist investigating the distribution and causes of disease. Prerequisite(s): MAT 107 and PCH 202.
Last Offered: Summer 2015
3 credits

PCH 250 - Occupational Safety and Health
Principles of creating, maintaining and monitoring a healthful and accident-free work environment. Laws, regulations and enforcement policies, economic and health impact. Last Offered: Spring 2013
3 credits

PCH 270 - Stress Management
Interaction between stress and health, identification of sources of stress and methods to control; development of stress management skills. Last Offered: Summer 2015
3 credits

PCH 273 - Weight Management
Biological, environmental, and behavioral forces affecting body weight and composition: comprehensive strategy and plan to manage body weight/composition. Last Offered: Summer 2015
3 credits

PCH 275 - Introduction to Health Promotion
Role in public health; nature, scope, and foundations; intervention priorities and strategies. Last Offered: Summer 2015
3 credits

PCH 280 - Human Sexuality
Exploration of the biological, psychological, sociological and philosophical aspects of human sexuality. Experience in therapeutic effects of dialogue about sex and values. Last Offered: Spring 2015
3 credits

PCH 300 - Food Science
In-depth analysis of human nutritional requirements and the nutritional properties of food; controversies in nutrition addressed. Prerequisite(s): PCH 200.
Last Offered: Spring 2013
3 credits

PCH 306 - Diet and Nutritional Therapy
Exploring and exposing fact and fiction in nutritional and dietary responses to various major and minor disorders. Last Offered: Spring 2015
3 credits

PCH 340 - Public Health Research
Introduction to the methods essential for planning, conducting and evaluating research in the health field. Written class projects and an individual research project are required. Prerequisite(s): PCH 202. Last Offered: Summer 2015
3 credits

PCH 345 - Health Promotion Interventions I
Strategies, methodologies, technology, and resources used in the design and development of health promotion interventions utilizing classroom communication and community organization strategies. Prerequisite(s): PCH 202 and PCH 275.
Last Offered: Spring 2015
3 credits

PCH 346 - Health Promotion Interventions II
Strategies, methodologies, technology, and resources used in the design and development of health promotion interventions utilizing marketing and advocacy strategies. Prerequisite(s): PCH 202 and PCH 275.
Last Offered: Summer 2015
3 credits
### Course Descriptions

<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>PCH 349</td>
<td>Men’s Health</td>
<td>Contemporary issues related to men’s health are presented, along with specific strategies for maintaining health in contemporary society. Topics relating to men’s health throughout the life-cycle are explored.</td>
<td></td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 350</td>
<td>Women’s Health</td>
<td>Exploration of health issues specifically related to women aged 18-40: fertility control and behavior, alternatives in childbirth, and medical self-care.</td>
<td></td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 351</td>
<td>Health in Society</td>
<td>Examination of health services and institutions; the role of health professionals and their relationships with clients; and the relationship between illness and the social process.</td>
<td>Prerequisite(s): PCH 202.</td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 352</td>
<td>Health, Disease and Culture</td>
<td>The interaction of cultural forces and health. Special attention is given to the interplay of primitive, folk, and scientific medicine; and cultural forces and social stresses in rural and urban living. Case material on health programs in developing countries.</td>
<td></td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 353</td>
<td>Global Health</td>
<td>A study of health status and health resources in nations across the globe, and the factors influencing each.</td>
<td>Prerequisite(s): Junior status.</td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 354</td>
<td>Maternal and Child Health</td>
<td>Study of maternal and child health and social programs in the U.S., with emphasis on the needs and problems of mothers, and patterns of health services.</td>
<td></td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 355</td>
<td>Health Policy</td>
<td>An investigation of issues and legislative procedures which shape health policy; a survey of important health legislation.</td>
<td>Prerequisite(s): PCH 202.</td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 356</td>
<td>Environmental Health</td>
<td>Overview of the interdependency and interrelationship of the major environmental stressors and their impact on the health and well-being of human populations.</td>
<td></td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 357</td>
<td>Community Nutrition</td>
<td>Practical application of nutrition within the area of public and community health; the service role of the nutritionist.</td>
<td>Prerequisite(s): PCH 200 or PCH 300.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 358</td>
<td>Public Health Management</td>
<td>Management of public health services, organizations, resources, and personnel in the United States; theories and practices.</td>
<td>Prerequisite(s): PCH 202.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 359</td>
<td>Program Planning</td>
<td>Design, development, implementation, and evaluation of strategies to improve individual and community health.</td>
<td>Prerequisite(s): PCH 202 and PCH 275.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 360</td>
<td>Illness and Disease</td>
<td>Ecological perspective of illness and disease; etiological agents, environmental factors and prevention/control strategies.</td>
<td></td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>PCH 361</td>
<td>Emergency Medical Technician (EMT) Training</td>
<td>Training in prehospital life support and transportation techniques prerequisite to State certification as an emergency medical technician.</td>
<td></td>
<td>Spring 2015</td>
<td>6</td>
</tr>
<tr>
<td>PCH 362</td>
<td>Nutrition Ecology</td>
<td>An ecological perspective of human diets and providing foods for people from various geographic, cultural, and socio-economic backgrounds.</td>
<td>Prerequisite(s): PCH 200.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
</tbody>
</table>
PCH 440 - Food Hygiene
Analysis of food-borne diseases and toxins. Survey of methods and techniques utilized in food sanitation.
Prerequisite(s): BIO 120, PCH 202, and PCH 359.
Last Offered: Spring 2015
3 credits

PCH 441 - Water Supply and Waste-Water Treatment
Analysis of environmental health parameters involving public and private water supplies and waste-water treatment and disposal.
Prerequisite(s): BIO 120, PCH 202, and PCH 359.
Last Offered: Spring 2015
3 credits

PCH 446 - Environmental Hazards
Analysis of environmental parameters involving solid and hazardous waste, pest and vector control, housing issues, natural and man-made disasters from the perspective of an environmental health inspector.
Prerequisite(s): BIO 120, PCH 202, and PCH 359.
Last Offered: Spring 2015
3 credits

PCH 450 - Death, Dying, and Bereavement
Understanding death in our culture and social and personal mechanisms for responding to death, dying and bereavement.
Last Offered: Summer 2015
3 credits

PCH 490 - Health Studies Abroad
Study of health status, health care delivery, epidemiology, diseases, and nutrition in a selected culture. Visits to local health facilities and interaction with natives complement lectures and observation.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
6 credits

PCH 497 - Public Health Internship
A pre-professional application of acquired skills in a community health program. Weekly seminars.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
6 credits

PCH 499 - Independent Study
Faculty-supervised, specialized independent study.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
1 to 6 credits

PHI 100 - Introduction to Philosophy
Introduction to the approach, questions, and schools of the philosophical tradition. Deals with such important philosophical matters as questions of knowledge, value, the individual in society.
Last Offered: Summer 2015
3 credits

PHI 120 - Ethics
No Description Available
Last Offered: Fall 2013
3 credits

PHI 200 - Problems in Philosophy
Analysis of specific philosophical problems, such as the problem of knowledge, the nature of the real, value and obligation, religious belief, and the foundations of society. Selected readings on each topic from a variety of viewpoints.
Last Offered: Spring 2015
3 credits

PHI 207 - The Religious Dimension of Human Existence
The origin, nature, forms, and social manifestations of religious experience; relation to other cultural institutions and expressions: analysis of diverse types of religious experiences.
Last Offered: Spring 2015
3 credits

PHI 208 - Asian Religions
The religious dimension of cultures informed by the Hindu, Buddhist, Confucianist,Taoist and Shinto traditions, including historical development, similarities and differences, present encounters, and future prospects.
Last Offered: Fall 2013
3 credits

PHI 211 - Asian Philosophy: India
Historical study of the religious and philosophical thought of India from the Vedic literature to representative contemporary philosophers, e.g. Aurobindo, Radhakrishnan, and Gandhi.
Last Offered: Spring 2015
3 credits
PHI 212 - Asian Philosophy: China and Japan
Study of Chinese philosophy: Confucianism, Neo-Taoism, the later Mohists, the Yin-Yang school, Mahayana Buddhism, Ch’anism, modern Chinese philosophy. Shinto and Zen Buddhism in Japan.
Last Offered: Fall 2014
3 credits

PHI 215 - Logic
Basic principles of logical and formal reasoning, analyses of argumentation and the importance of inductive and deductive reasoning. 3 or
Last Offered: Spring 2015
3 or 4 credits

PHI 220 - Ethics: Know Thyself
Ethics is the study of what there is most reason to do or want, which inevitably assumes an account of who one is and what it means to be excellent at being who one is. We examine past and present philosophical attempts to understand what is right, good, and just, with special emphasis on how these accounts relate to the nature of the self and the embodied pursuit of the good life. Contemporary ethical issues are analyzed in light of this understanding.
Last Offered: Summer 2015
3 credits

PHI 222 - The Creative Process
Examination of debates about the creative process and includes creative projects in a range of disciplines.
Last Offered: Spring 2015
3 credits

PHI 242 - Death and the Meaning of Life
One of the few certainties about life is that it is going to end. But what should we make of that fact and how might it influence our thoughts about the meaning of life? This course explores the work of philosophers and philosophical thinkers who have grappled with questions related to our mortality. Is death an evil? If so, how and why? Would immortality be desirable? What does it mean to say that a person has died? Why do we lament our post-mortem non-existence but not our pre-natal non-existence?
Students will reflect on how our response to the end of life informs our view of the meaning of life and will propose, design, and produce a creative work which offers a view of the meaning of life and is cognizant of the inevitability of death.
Last Offered: Summer 2015
3 credits

PHI 296 - Ancient Philosophy: Pre-Socratics to Plotinus
Development of Western philosophy from its beginnings in Pre-Socratics. Main emphasis is on the works of Plato and Aristotle. Included are the Stoics, Epicureans, and Plotinus.
Last Offered: Spring 2015
3 credits

PHI 297 - Medieval and Renaissance Philosophy: Augustine to Machiavelli
Philosophical thought in the Middle Ages and the Humanist tradition of the Renaissance. Emphasis upon the thought of Augustine, Aquinas, Scotus, Ockham, and Machiavelli.
Prerequisite(s): PHI 296.
Last Offered: Spring 2015
3 credits

PHI 298 - Special Topics in Philosophy
Reflection on recent developments, issues, and/or creative work in the field of philosophy.
Last Offered: Spring 2014
3 credits

PHI 301 - History of Jewish Thought
Judaism from the Biblical period to the present: the Rabbinic tradition and Talmud; philosophical and mystical movements; modern American forms; Zionism; contemporary Jewish religious and ethical responses to modernity; ecumenical dialog.
Prerequisite(s): LIT 300 or PHI 207.
Last Offered: Spring 2015
3 credits
PHI 302 - History of Christian Thought
Major thinkers and movements in Eastern, Roman Catholic, and Protestant Christianity in the Early, Medieval, Reformation and Modern Periods; contemporary focus—the II Vatican Council, Ecumenism, and theologies of Liberation.
Prerequisite(s): LIT 302 or PHI 207.
Last Offered: Fall 2011
3 credits

PHI 303 - The History of Islamic Thought
Examination of Muslim beliefs and practices, origin of Islamic religious ideas in historical perspective: Muhammad, Quran, religious law, philosophy, theology, mystical sects, modern trends.
Prerequisite(s): 3 credits in PHI or religious studies; or junior status.
Last Offered: Fall 2013
3 credits

PHI 306 - The Age of Reason: Galileo to Kant
Beginnings of the modern tradition of philosophy; the great rationalists (Descartes, Spinoza, Leibniz); the empiricists (Locke, Berkeley, Hume); and the critical philosophy of Kant.
Prerequisite(s): PHI 296.
Last Offered: Fall 2014
3 credits

PHI 307 - 19th Century Philosophy: Fichte to Bradley
Major currents of philosophy of this period; the German Idealist movement of Fichte, Schelling, and Hegel; Marxist Materialism; Schopenhauer, Kierkegaard, Nietzsche, Mill, Bradley.
Prerequisite(s): PHI 296.
Last Offered: Spring 2015
3 credits

PHI 308 - Women and Religion: The Old and New Eve
Influence of religion on women’s image, role, and status in Western Culture; cross cultural comparison; contemporary liberation theology; new roles in church and synagogue; sex and marriage.
Prerequisite(s): 3 credits in PHI or junior status.
Last Offered: Fall 2013
3 credits

PHI 309 - Women and Philosophy
Examines philosophical issues relating to women; surveys works of women philosophers, ancient to contemporary.
Prerequisite(s): 3 credits in PHI or junior status.
Last Offered: Fall 2014
3 credits

PHI 310 - Thinking, Language and Culture
Symbolic and other patterns of human thinking examined for their bearing upon the foundations of the human sciences, logic, language, the fine and useful arts, the natural sciences, mathematics, religion, history, and education.
Prerequisite(s): 3 credits in PHI or relevant major.
Last Offered: Spring 2013
3 credits

PHI 312 - Philosophy of Science
Structures and methods of mathematics, physics, biology, psychology, and the social sciences analyzed in light of the writings of classical and modern philosophers and of recent American, British, and Continental philosophers and scientists.
Prerequisite(s): 3 credits in PHI or relevant major.
Last Offered: Fall 2011
3 credits
PHI 323 - Ethical Individualism
Ethical individualism is an orientation in ethics according to which living rightly and living well come together in one's honest efforts to realize her own highest conception of who she is and who she might become as the concrete ultimate particular judged by practical wisdom. This conception of ethics, discernible in Plato, Aristotle, and the Stoics and most clearly exemplified in the 19th century works of Emerson, Nietzsche, and Mill is explored in a course that enjoins each student to ask, "Who am I?"
Last Offered: not yet offered
3 credits

PHI 324 - Computer Ethics
Application of moral theories to ethical problems created, aggravated or transformed by computer technology. Topics include: privacy, computer crime, replacement of human decision-making.
Prerequisite(s): 3 credits in PHI or CSC or junior status.
Last Offered: Spring 2015
3 credits

PHI 325 - Bio-Ethics of the Life Sciences
Moral and social issues arising from present practices, research and technology in medicine and biology; genetics, interventions in human birth, human experimentation, abortion, health-care delivery, euthanasia, life prolongation, etc.
Prerequisite(s): 3 credits in PHI and junior status in relevant major.
Last Offered: Spring 2015
3 credits

PHI 326 - Moral Problems in the Law
Examination of the moral and philosophical problems in the law such as privacy, due process, and the death penalty.
Prerequisite(s): 3 credits in PHI or junior status.
Last Offered: Spring 2015
3 credits

PHI 351 - Philosophy of Language
Investigation of various theories of language in terms of a set of concepts internal to language and for which any theory must provide an account.
Prerequisite(s): 3 credits in PHI.
Last Offered: Spring 2015
3 credits

PHI 355 - Philosophy of Religion
A conceptual investigation of religion within several major problem areas, e.g., the definition of religion; theories of religion; knowledge and belief; theism, non-theism and atheism; the religious versus the secular; the logic of religious language; morality and religion.
Prerequisite(s): 3 credits in PHI.
Last Offered: Fall 2013
3 credits

PHI 370 - Philosophy of Education
Prerequisite(s): 3 credits in PHI or junior status Education major.
Last Offered: Spring 2015
3 credits

PHI 375 - Philosophies of Social and Political Change
Analysis of the philosophic assumptions of prominent advocates of social and political change and their impact on contemporary political and social dialogue. Included are Locke, Plato, Marx, Dewey, Marcuse, Skinner, Tillich, and Augustine.
Prerequisite(s): 3 credits in PHI or relevant major.
Last Offered: Spring 2015
3 credits
PHI 398 - Special Topics in Philosophy
Reflection on recent developments, issues, and/or creative work in the field of PHI. Last Offered: Fall 2014 3 credits

PHI 403 - Contemporary Challenges to Religion
Major critiques of Western religion and Jewish-Christian responses to the challenges of science, Marxism, psychoanalysis, secularization, new religions and contemporary world problems. Prerequisite(s): 6 credits in religious studies. Last Offered: Fall 2013 3 credits

PHI 408 - Phenomenology and Existentialism
Parallel themes of existentialism are introduced, concomitantly, in Dostoyevsky’s “Underground Man” and in Kierkegaard and Nietzsche. Continuing the theme of the Cartesian cogito, first raised by Husserl, analysis of Heidegger’s investigations into Being, Sartre’s writings on the contingency of human freedom. Prerequisite(s): 6 credits in PHI. Last Offered: Fall 2014 3 credits

PHI 420 - American Philosophy
Major themes of the pragmatists: the logic of discovery, adaptation of scientific method and of social Darwinism, historical relations to Hume and British empiricism, to Kant, Hegel and Continental rationalism. Included are Peirce, James, and Dewey. Prerequisite(s): 6 credits in PHI. Last Offered: Spring 2015 3 credits

PHI 425 - Metaphysics
Inquires into being as such, whether material or immaterial, actual or possible, real or mental, and seeks to discover its most general principles, properties, and structure. Representative theories and problems examined. Prerequisite(s): 6 credits in PHI. Last Offered: Spring 2013 3 credits

PHI 455 - Philosophy and the Problem of Nihilism
Nietzsche and Kierkegaard as divergent responses to the breakdown of European intellectual and social traditions. Readings include Nietzsche’s Birth of Tragedy, Genealogy of Morals, and “The Anti-Christ,” Kierkegaard’s Either/Or and Sickness Unto Death. Prerequisite(s): 6 credits in PHI or relevant major. Last Offered: Spring 2011 3 credits

PHI 490 - Philosophy Seminar
Research and in-depth analysis of selected philosophical problems. Independent study and seminar work on the basis of student interest. Required for senior majors, open to minors. May be taken twice. Prerequisite(s): 12 credits in PHI. Last Offered: Spring 2015 3 credits

PHI 499 - Independent Study
No Description Available Prerequisite(s): 12 credits in PHI or departmental permission. Last Offered: Summer 2015 1 to 3 credits

PHY 100 - Physics through Inquiry
Fundamental physics necessary to understand a particular contemporary social issue such as electric energy production and alternatives to fossil fuels. Laboratory activities involve genuine scientific inquiry including using observation to develop, evaluate, and refine models of the physical world. Topics are selected from electricity and magnetism, mechanics, heat, waves, and modern physics. Lecture, 2 hours; laboratory, 2 hours. Last Offered: Summer 2015 3 credits
PHY 101 - Inquiries in Elementary Physics
Central topics and applications of physics studied through laboratory-based investigations. Emphasis on processes of science such as observation, measurement, and construction of theories. Recommended for prospective teachers, especially K-6. Some lab periods used for visits to school science classes. Lecture, 1 hour; laboratory, 4 hours.
Prerequisite(s): MAT 105 or EDU major.
Last Offered: Fall 2012
3 credits

PHY 103 - Physics and Technology for Healthcare Professionals
An introduction to physics concepts and applications associated with the medical professions. There is an emphasis on technological applications and potential ethical/societal impacts.
Prerequisite(s): MAT 095 or placement in MAT 100, MAT 102, or higher.
Last Offered: Summer 2015
3 credits

PHY 111 - Physics for Today
An introduction to physics concepts with emphasis on class demonstrations and everyday applications. Lecture-demonstration, 3 hours.
Last Offered: Summer 2015
3 credits

PHY 120 - Physics for Tomorrow: Nanotechnology
An introduction to the science and engineering of nanoscale materials (nanotechnology). Emphasis on technological applications and potential ethical/societal impacts.
Last Offered: Spring 2015
3 credits

PHY 123 - Critical Thinking and Science for Future Leaders
A critical analysis of contemporary science and physics topics. The primary goal of this course is development of the critical thinking skills and habits of mind necessary to think like a leader.
Last Offered: Spring 2015
3 credits

PHY 200 - General Physics I
Examines motion, force, energy, momentum, vibrations, temperature, heat, and fluids using algebra and trigonometry with an emphasis on applications.
Lecture, 3 hours; laboratory, 3 hours.
Prerequisite(s): MAT 107 or higher, may be taken concurrently.
Last Offered: Summer 2015
4 credits

PHY 201 - General Physics II
A continuation of PHY 200. Electricity, magnetism, circuits, waves, optics, and the atomic and nuclear structure of matter are studied using algebra and trigonometry with an emphasis on applications.
Prerequisite(s): PHY 200.
Last Offered: Summer 2015
4 credits

PHY 210 - College Physics
Selected topics from the field of basic physics employing algebra and trigonometry. Lecture, 3 hours; laboratory, 3 hours.
Prerequisite(s): MAT 107 or higher taken prior or concurrently.
Last Offered: Spring 2015
4 credits

PHY 220 - Physics for Scientists and Engineers I
Basic principles of mechanics, heat, and oscillatory motion using calculus with an emphasis on applications. Lecture, 3 hours; laboratory, 3 hours.
Prerequisite(s): C- or better in MAT 150.
Last Offered: Summer 2015
4 credits

PHY 230 - Physics for Scientists and Engineers II
Basic principles of electricity, magnetism, and optics are studied using calculus with an emphasis on applications. MAT 151 must be taken prior to, or concurrent with, this course.
Prerequisite(s): PHY 230 and C- or better in MAT 150.
Last Offered: Summer 2015
4 credits
PHY 251 - Engineering Mechanics I: Statics
The emphasis is on analyzing the forces and torques acting on objects and structures which are at rest. Topics include calculation of centers of mass and moments of inertia for extended bodies and the application of Newton’s second law in multiple dimensions to systems of particles and rigid bodies in equilibrium. Prerequisite(s): PHY 230 and MAT 151.
Last Offered: Spring 2013
3 credits

PHY 298 - Special Topics
Examination of developments, issues, and/or creative work in the field of Physics. Last Offered: Spring 2015
3 to 6 credits

PHY 309 - Modern Physics
Relativity, atomic structure, quantum physics, and nuclear transformations are studied. Prerequisite(s): ENG 111 or ENG 112 and C- or better in MAT 151, PHY 230, and PHY 231.
Last Offered: Fall 2014
3 credits

PHY 340 - Lasers and Fiber Optics
Coherent light and photons, fundamentals of laser theory, semiconductor lasers, laser applications. Multi-mode and single-mode optical fibers. Fiber optic systems and telecommunications. 2 hours lecture, 3 hours laboratory.
Prerequisite(s): PHY 231 and MAT 151.
Last Offered: Fall 2013
3 credits

PHY 355 - Electricity and Electronics
An operational introduction to DC and AC circuits and electronic devices (diodes and transistors) emphasizing laboratory skills. Lecture, 2 hours; laboratory, 6 hours. Prerequisite(s): PHY 201, PHY 210, or PHY 231.
Last Offered: Fall 2014
4 credits

PHY 370 - Modern Physics Laboratory
Selected major experiments from modern physics. Data analysis and presentation skills are emphasized. Lecture, 1 hour; laboratory, 3 hours. Prerequisite(s): PHY 231 and PHY 309.
Last Offered: Spring 2015
2 credits

PHY 398 - Special Topics in Physics
Examination of developments, issues, and/or creative work in the field of physics. Prerequisite(s): PHY 210, PHY 201, or PHY 231.
Last Offered: Spring 2015
3 credits

PHY 400 - Classical Mechanics I
Application of Newton’s laws in one and multiple dimensions, to moving coordinate systems, and to systems of particles. MAT 252 must be taken prior to, or concurrent with this course. Prerequisite(s): PHY 231 and MAT 151.
Last Offered: Spring 2015
3 credits

PHY 401 - Classical Mechanics II
A continuation of PHY 400. A study of rigid body motion, the Lagrange and Hamilton equations of motion, and small oscillations. It is recommended that MAT 245 be taken prior to or concurrent with this course. Prerequisite(s): PHY 400 and MAT 252.
Last Offered: Fall 2014
3 credits

PHY 405 - Scientific Computer Interfacing
Computer peripherals, interfacing method standards. Use of machine language and digital electronics for measurement and control of physical phenomena. Prerequisite(s): PHY 355.
Last Offered: Spring 2015
3 credits
PHY 406 - Electricity and Magnetism
Basic principles of electromagnetism, electrical, and magnetic properties of matter, Maxwell’s equations. It is recommended that MAT 245 and PHY 400 be taken prior to or concurrent with this course.
Prerequisite(s): PHY 231 and MAT 252.
Last Offered: Fall 2014
3 credits

PHY 415 - Solid State Physics
Crystal structure, X-ray diffraction, lattice vibrations, band theory of metals, electrical conductivity of metals and semiconductors, semiconductor devices, and superconductivity.
Prerequisite(s): PHY 309 and MAT 151.
Last Offered: Spring 2014
3 credits

PHY 430 - Thermodynamics
Basic principles of heat and energy transfer applied to the properties of matter.
Prerequisite(s): PHY 231; MAT 252 which may be taken concurrently.
Last Offered: Fall 2014
3 credits

PHY 440 - Introduction to Quantum Mechanics
Physical concepts and mathematical formalism of quantum mechanics. Topics include the Schrodinger equation, and eigenfunctions and approximation methods. It is recommended that MAT 245 and MAT 372 be taken prior to, or concurrent with this course.
Prerequisite(s): PHY 309 and MAT 252.
Last Offered: Spring 2015
3 credits

PHY 461 - Methods in Physics Research
Exposes students to the areas of research in which our faculty are engaged. Students carry out a series of research related activities each under the supervision of a different faculty member. 6 laboratory hours per week.
Prerequisite(s): PHY 370.
Last Offered: Fall 2014
2 credits

PHY 471 - Capstone Experience in Physics
A continuation of PHY 461, this course is the culminating capstone experience in physics. It requires an independent research project or design activity and a significant written report. Course consists of a six-hour laboratory per week and outside work.
Prerequisite(s): PHY 461 or PHY 470.
Last Offered: Spring 2015
3 credits

PHY 499 - Independent Study and Research
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Fall 2014
1 to 4 credits

POR 100 - Portuguese I
An introduction to Portuguese language through speaking, writing, reading several texts, and interacting with different cultural manifestations. An hour session in the language laboratory is required each week. Students with one or two years of secondary school Portuguese may not take POR 100 for credit.
Last Offered: Fall 2014
3 credits

POR 101 - Portuguese II
A continuation of POR 100. An introduction to Portuguese language through speaking, writing, reading original texts, and interacting with different cultural manifestations. An hour session in the language laboratory is required each week.
Prerequisite(s): POR 100 or equivalent.
Last Offered: Spring 2015
3 credits
POR 200 - Portuguese III
Third semester of contemporary Portuguese. Reading original texts and interacting with different cultural manifestations through movies, music, literature, and the press. One hour session weekly in the language laboratory is required to complement and reinforce classroom instruction. Prerequisite(s): POR 101 or equivalent.
Last Offered: Spring 2015
3 credits

PSC 100 - Power and Conflict in Modern Societies
An introductory explanation of the meaning of political life in the modern world, of some of the ideas behind its democratic and nondemocratic forms, and of political structures, institutions, behavior, and processes. The objective of the course is to acquaint the student with the basic terms and concepts of political analysis.
Last Offered: Fall 2013
3 credits

PSC 110 - U.S. Government
No Description Available
Last Offered: Fall 2013
3 credits

PSC 130 - International Relations
No Description Available
Last Offered: Fall 2013
3 credits

PSC 140 - U.S. Political Thought
An examination of political ideas and theories in the United States from the colonial period to the contemporary era, with special emphasis on the development of democratic theory since the industrial revolution.
Last Offered: Spring 2013
3 credits

PSC 150 - Thinking about Politics
Development of the critical thinking skills necessary for academic, professional, and personal success in life. Students will critically read classic approaches to the major dimensions of political conflict and consensus. They will also evaluate the arguments of modern incarnations of the classic debates in terms of the validity of their assumptions and the quality of their evidence. In evaluating evidence, the focus will be on developing competency in informations literacy. By the end of the semester students will be able to identify their own political assumptions. The course will encourage civic engagement by empowering students to make well-reasoned and supported arguments.
Last Offered: Spring 2015
3 credits

PSC 200 - Political Change and Conflict
Analysis of conflicts among political, social, and economic groups within nations and the responses of governments through consensus, cooperation, or violence to maintain order or expand rights and opportunities.
Last Offered: Summer 2015
3 credits

PSC 210 - American Political Experience
Examination of the American political experience, including the historical development of the American political system, structures of power in American society, the relationship among politics, economy and culture in American society, and America’s relationship with the world.
Prerequisite(s): INQ, LEP Critical Thinking.
Last Offered: Spring 2014
3 credits

PSC 230 - War
Examination of war as part of human existence. Topics discussed include the causes of war, the ethics of war, the effects of war on participants (soldiers and civilians), and the impact of war on societies.
Prerequisite(s): INQ, LEP Critical Thinking.
Last Offered: Spring 2015
3 credits
PSC 240 - Introduction to Political Thought

Introduction to normative political theories, that is, theories about the normal foundations of politics. Most political science addresses questions about how the world does work. Answers questions about how the world ought to work. Political philosophy is therefore a component of the realm of philosophical inquiry known as “ethics.” Explores different ethical theories in the class, but the focus is on applying them specifically to political problems.

Last Offered: Spring 2015
3 credits

PSC 260 - U.S. Government

Examination of American national government, its philosophy, political, legislative, executive, judicial and administrative processes, and the policies that govern us.

Last Offered: Summer 2015
3 credits

PSC 270 - International Relations

An examination of the characteristics of the international system and of the factors which determine the political relations between states and other actors. Develops an understanding of world political issues.

Last Offered: Spring 2015
3 credits

PSC 301 - Governments of Russia II: 1953 to Present

Intensive analysis of contemporary political, legal, social, economic, military and cultural institutions of the former USSR, Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and former Yugoslavia. The role of the Communist Party and the unity and diversity of the area is discussed.

Prerequisite(s): PSC 200 or departmental permission.
Last Offered: Spring 2014
3 credits

PSC 305 - Political Economy of Development

Introduction to theories of political economy as applied to developing countries and regions. Case studies of development issues in various regions are examined.

Prerequisite(s): PSC 200 or departmental permission.
Last Offered: Spring 2015
3 credits

PSC 306 - Politics in Asian Communist and Post-Communist States

Analysis of the government and politics of China, Vietnam, Kampuchea, Laos, Mongolia, North Korea, and Central Asia.

Prerequisite(s): PSC 200 or departmental permission.
Last Offered: Fall 2011
3 credits

PSC 307 - Middle East Politics

A survey of the Arab and non-Arab governments and politics of the region. Particular emphasis on the problems of the political culture, development, modernization, identity, and integration as they present themselves in the area.

Prerequisite(s): PSC 200 or departmental permission.
Last Offered: Spring 2013
3 credits

PSC 308 - Latin American Politics

Comparative examination of the contemporary political process. Topics include the nature of political change, the role of the military, and the roles of political parties, and government institutions in the democratization process. Studies of selected countries are used to illustrate cases of national political development.

Prerequisite(s): PSC 200 or departmental permission.
Last Offered: Fall 2014
3 credits

PSC 309 - Politics in India and Pakistan

The nature of political institutions and of political behavior as well as the influence of religion on politics, the nature of Western impact, the crisis of modernization, and the performance of the political systems of India and Pakistan.

Prerequisite(s): PSC 200 or departmental permission.
Last Offered: Spring 2012
3 credits
PSC 310 - Comparative Public Policy
A comparison of the process of making, implementing, and evaluating public policy in different kinds of nation-states, with a focus on substantive issues such as health policy, education, human rights, taxation, and transportation.
Prerequisite(s): PSC 200 or departmental permission.
Last Offered: Fall 2014
3 credits

PSC 311 - European Politics
Analysis of governmental institutions, processes, and political behavior in the larger democracies of Western Europe and the European Union. Includes some basic comparisons between European and American politics.
Prerequisite(s): PSC 200 or departmental permission.
Last Offered: Spring 2014
3 credits

PSC 314 - Urban Politics
The governmental structure and the nature of policy making in urban settings. Emphasis is how urban political issues are dealt with in a federal system and a market society.
Prerequisite(s): PSC 260 or departmental permission.
Last Offered: Fall 2014
3 credits

PSC 315 - Issues in U.S. Government
Survey of the chief activities of U.S. national government, including the promotion and regulation of business, labor, agriculture, education, civil rights, and welfare.
Prerequisite(s): PSC 260 or departmental permission.
Last Offered: Spring 2013
3 credits

PSC 316 - U.S. Security Policy
Analysis of the formulation and implementation of American security policy. The role of each of the governmental components concerned with security affairs are emphasized.
Prerequisite(s): PSC 260 or PSC 270 or departmental permission.
Last Offered: Spring 2014
3 credits

PSC 317 - U.S.-Latin American Relations
Analysis of U.S. relations with Latin America focusing on trade, immigration, drug control, and military affairs.
Prerequisite(s): PSC 270 or departmental permission.
Last Offered: Fall 2013
3 credits

PSC 318 - African Politics and Culture in the 21st Century
An analysis of political and economic trends in the countries of Africa during the 21st century.
Prerequisite(s): PSC 200 or departmental permission.
Last Offered: Summer 2011
3 credits

PSC 319 - Congress and the Presidency
Exploration of policy making in the national government, concentrating on both the machinery and personnel of Congress and the Executive, with emphasis on the interrelationship between the two branches.
Prerequisite(s): PSC 260 or departmental permission.
Last Offered: Spring 2011
3 credits

PSC 321 - The U.S. Legal System
Survey of the principles and nature of U.S. criminal and civil law and the court procedures and personnel used to apply it.
Prerequisite(s): PSC 260 or departmental permission.
Last Offered: Spring 2015
3 credits

PSC 322 - U.S. Political Parties and Elections
Study of contemporary political parties and the functions of voting and elections in the United States.
Prerequisite(s): PSC 260 or departmental permission.
Last Offered: Fall 2014
3 credits

PSC 325 - U.S. Politics and Economic Policy
Examination of the role of the national government in economic policy-making since 1945 with a focus on budgeting, deficits, debt, taxation, banking, and trade relations.
Prerequisite(s): PSC 260 or departmental permission.
Last Offered: Spring 2012
3 credits
PSC 326 - Race and Ethnicity in American Politics
An examination of the roles of Blacks, Hispanics, Asians, and Native Americans in comparison with Whites in the U.S. political system. Issues about political participation, voting behavior, affirmative action, and public policy are examined. Prerequisite(s): PSC 260 or departmental permission. Last Offered: Summer 2012 3 credits

PSC 328 - State and Local Government
Examination of the types of interrelations and policy-making powers of state and local governments. Prerequisite(s): PSC 260 or departmental permission. Last Offered: Spring 2014 3 credits

PSC 329 - Political Participation
Examination of how and why citizens participate in politics through organizing groups, campaigning for candidates, and voting in elections. Prerequisite(s): PSC 260 or departmental permission. Last Offered: Fall 2011 3 credits

PSC 331 - International Organizations
Examination of international and regional organizations whose major functions are conflict resolution and economic and political cooperation. This course focuses on the United Nations and the European Community. Prerequisite(s): PSC 270 or departmental permission. Last Offered: Fall 2014 3 credits

PSC 333 - Latin American Security
Analysis of Latin American major security issues, including revolution, guerrilla warfare, and transnational crime. Prerequisite(s): PSC 200 or PSC 270 or departmental permission. Last Offered: Spring 2014 3 credits

PSC 335 - Global Politics
Analysis of globalization and its impact on political institutions and transnational policies. Prerequisite(s): PSC 270 or departmental permission. Last Offered: Spring 2013 3 credits

PSC 336 - The U.S. in World Affairs
Analysis of U.S. foreign relations with the regions of the world focusing on policy makers, political institutions, and strategic decision-making. Prerequisite(s): PSC 270 or departmental permission. Last Offered: Fall 2013 3 credits

PSC 337 - International Law
Principles of international law, their historical development and application in the modern world. Prerequisite(s): PSC 270 or departmental permission. Last Offered: Fall 2012 3 credits

PSC 338 - Contemporary World Politics
Analysis of the major causes and consequences of contemporary world conflicts and possible conflict resolution strategies. Prerequisite(s): PSC 270 or departmental permission. Last Offered: Fall 2014 3 credits

PSC 339 - Foreign Policy Analysis
Methods and techniques for analyzing foreign policy decisions in the U.S. and other nations. Prerequisite(s): PSC 270 or departmental permission. Last Offered: Fall 2011 3 credits

PSC 340 - Political Thought I: Classical and Medieval Eras
An examination of the problems of political philosophy in the contexts of the city-state, the Roman Empire, and the Medieval Christian order, as seen through the writings of major theorists from Plato to Marsilius. Prerequisite(s): PSC 240 or departmental permission. Last Offered: Fall 2013 3 credits
PSC 342 - Political Thought II: Modern Era
An examination of the problems of political philosophy in the context of the nation-state and the modern scientific world view as seen through the writings of major theorists from Machiavelli to Marx.
Prerequisite(s): PSC 240 or departmental permission.
Last Offered: Spring 2015
3 credits

PSC 344 - Political Thought III: Contemporary Era
An examination of the major philosophic and scientific approaches to politics in the 20th century through analysis of writers from Marx to Marcuse.
Prerequisite(s): PSC 240 or departmental permission.
Last Offered: Fall 2014
3 credits

PSC 346 - Marxism
Historical analysis of political and economic thought of Marx, Engels, Lenin, Stalin, Mao, and their successors; and Marxism’s impact on the 20th and 21st centuries.
Prerequisite(s): PSC 240 or departmental permission.
Last Offered: Spring 2011
3 credits

PSC 348 - Western Political Thought
Examination of the major western political theories from ancient to modern times.
Prerequisite(s): PSC 240 or departmental permission.
Last Offered: Spring 2013
3 credits

PSC 351 - Analysis of Public Policy
An introduction to policy analysis and the policy process. Techniques for the systematic examination and explanation of the formation of public policy, its substance, and its impact and consequences.
Prerequisite(s): PSC 260 or departmental permission.
Last Offered: Spring 2015
3 credits

PSC 365 - Research Methods in Political Science
Exploration of recent methodological developments in the field of political science. Systematic political analysis and approaches to the study of politics are emphasized.
Prerequisite(s): 9 PSC credits or departmental permission.
Last Offered: Spring 2015
3 credits

PSC 409 - Ethnic Groups and Ethnic Conflict: An International Perspective
A comparative analysis of the causes and implications of ethnic conflict. Case studies from Europe, Asia, and Africa are examined to illustrate the topics of ethnicity, race, and nationalism.
Prerequisite(s): PSC 200 or PSC 270 or departmental permission.
Last Offered: Fall 2013
3 credits

PSC 417 - Constitutional Law
Study of the interpretation of the Constitution through the examination of Supreme Court decisions.
Prerequisite(s): PSC 260 or departmental permission.
Last Offered: Spring 2015
3 credits

PSC 435 - On War
Major philosophies of violence, strategy, and tactics are discussed followed by examinations of total thermonuclear war, limited thermonuclear war, conventional war, guerrilla warfare, and military potential and organization. Also studied are means to control or stop violence — deterrence, arms control, disarmament, etc.
Prerequisite(s): PSC 270 or departmental permission.
Last Offered: Spring 2015
3 credits
PSC 475 - Capstone Seminar
Demonstration of knowledge accumulated over the course of the major, including research writing skills and the ability to evaluate either statistical data or qualitative evidence.
Prerequisite(s): PSC 244 or PSC 365; Political Science major and senior status.
Last Offered: Spring 2015
3 credits

PSC 497 - Political Science Internship
A supervised internship in political institutions at the local, state, national, or international level providing practical training in public administration, and permitting the application of social science methods to appropriate topics. Periodic seminars required.
Prerequisite(s): Junior status and departmental permission.
Last Offered: Summer 2015
3 to 15 credits

PSC 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
3 to 6 credits

PSY 100 - Introduction to Psychology
Introduction to psychology as a science. Core topics are: psychology as a profession, research methods, biological bases of behavior, and learning. Additional topics are selected from: personality (normal and abnormal), sensation and perception, cognition, social, intelligence, and development. As part of the course requirements, students participate in an approved research study or an equivalent non-research activity.
Last Offered: Summer 2015
3 credits

PSY 197 - Research Internship
Research experience under direct faculty supervision. Involvement in planning and carrying out a research program, learning basics of data collection and management, and examination of issues within specific content areas. Grading on pass/fail basis.
Prerequisite(s): PSY 100 and departmental permission.
Last Offered: Summer 2015
1 to 3 credits

PSY 208 - Sleep: Implications for Mind and Body
This course will cover many aspects of sleep from many different perspectives. Topics to be included are the types and patterns of sleep, the functions of sleep, the physiological bases of sleep, the evolution of sleep, the development of sleep over the lifespan, sleep disorders, and dreaming. Cultural and individual differences will be addressed. Students will be introduced to the research of sleep and will learn how this research can drive social policy. Students will also gain insight into how current and past events in their own lives are related to their own sleep patterns and dreaming experiences.
Last Offered: Summer 2015
3 credits

PSY 210 - Infant and Child Development
Overview of child development from conception up to adolescence with an emphasis on important issues for healthy development during infancy and childhood.
Prerequisite(s): PSY 100.
Last Offered: Summer 2015
3 credits

PSY 215 - Adolescent Development
Overview of normal development from preadolescence through young adulthood. Major themes include: identity formation, formal operations, family and peer relationships, and puberty.
Prerequisite(s): PSY 100.
Last Offered: Summer 2015
3 credits
PSY 219 - Lifespan Development

An examination of the physical, cognitive, and socio-emotional changes that occur from birth until death.
Prerequisite(s): PSY 100.
Last Offered: Summer 2015
3 credits

PSY 220 - Introduction to the Mental Health Field

Overview of the history of mental health care, the current mental health care system, clinical cases, and therapeutic communication. Additionally, this course explores careers within the field.
Prerequisite(s): PSY 100.
Last Offered: Summer 2015
3 credits

PSY 227 - Social Psychology

The influence of others on an individual’s cognitions, emotions, and behaviors. Attention is directed to conformity, aggression, interpersonal relations, stereotyping, and the role of culture.
Prerequisite(s): PSY 100.
Last Offered: Spring 2015
3 credits

PSY 228 - Personality

Examines the concept of personality: theories, methods of research, controversies, and empirical evidence. The major approaches to personality theories are discussed in light of their historical and current significance.
Prerequisite(s): PSY 100.
Last Offered: Summer 2015
3 credits

PSY 259 - Statistics in Psychology

Introduction to descriptive and inferential statistics including measures of central tendency, probability, and hypothesis testing. Emphasis upon computation and psychological applications of correlational procedures, t-tests, ANOVA, and an introduction to non-parametric statistics.
Prerequisite(s): PSY 100 and successful completion of LEP Quantitative Reasoning requirement.
Last Offered: Summer 2015
3 credits

PSY 300 - The Psychology Major: Curriculum and Careers

Designed to give psychology majors an overview of the academic, professional, and scientific aspects of the field of psychology. Helps students appreciate psychology as a science; navigate the psychology major requirements; identify and plan career options; and develop skills in library database searching, writing in APA format, and addressing ethical questions in psychology. Grading is Pass/ Fail.
Prerequisite(s): 39 credits, with at least 12 earned at SCSU; PSY 100; 6 credits toward the Psychology major at the 200 or 300 levels taken at SCSU, with a grade of C or higher; an overall GPA of 2.8 or higher; and a PSY GPA of 2.8 or higher. Departmental permission required.
Last Offered: Summer 2015
1 credits

PSY 303 - Perception

Topics include the physiological nature of the senses and their relationship to behavior in phenomena such as perceptual illusions, color blindness, depth in graphic arts, and the perception of time and motion. Complex interactions between perception and culture, past experience, and personality are examined.
Prerequisite(s): PSY 100 and 3 credits in psychology.
Last Offered: Spring 2015
3 credits

PSY 306 - Understanding Intelligence: A Capstone Seminar

Critical analysis of intelligence from multiple perspectives, including historical, social, and comparative. Students will consider intelligence as individual characteristic shaped by socio-historical context, and will examine intelligence in terms of its definitions, uses and misuses, developmental considerations, and appearance in humans, nonhuman animals and machines. Readings of primary expository texts and current research will provide students with tools to thoughtfully debate issues surrounding the concept of intelligence in modern life.
Prerequisite(s): 3 credits in PSY at the 200 level.
Last Offered: Summer 2015
3 credits
PSY 311 - Learning
Problems, methodology, empirical findings, theories and controversies about both basic and advanced forms of learning and behavioral change.
Prerequisite(s): PSY 100 and 3 credits in psychology.
Last Offered: Spring 2015
3 credits

PSY 313 - Cognition
Recent and classic theory and research regarding human learning and memory, including models of attention, memory storage, retrieval, forgetting, language, and decision making.
Prerequisite(s): PSY 100 and 3 credits in psychology.
Last Offered: Summer 2015
3 credits

PSY 318 - Emotional and Social Development
An overview of basic emotions, the development of complex emotions, with an emphasis on the purpose of these emotions and the importance of emotional regulation over the lifespan. As emotions are inextricably interwoven with human social relationships, the development of attachment, friendships, and romantic relationships are also covered, with an emphasis on aggression, pro-social behavior, and morality. Current influences, such as the media, on development, are considered.
Prerequisite(s): PSY 100 and 3 credits in psychology at the 200 level.
Last Offered: Spring 2015
3 credits

PSY 320 - Abnormal Child Psychology
Examination of basic issues in child and adolescent psychopathology. Exploration of symptoms and determinants of children’s behavioral problems with emphasis on motivation, learning, development and interpersonal interactions.
Prerequisite(s): PSY 100 and one of the following courses: PSY 210 or PSY 215 or PSY 219.
Last Offered: Spring 2015
3 credits

PSY 321 - Abnormal Psychology
Concepts of abnormal behavior are examined in light of historical, cultural, psychological and psychobiological perspectives. Empirical research and methodology are emphasized; other topics may include etiology, diagnosis and treatment.
Prerequisite(s): PSY 100 and 3 credits in PSY at the 200 level.
Last Offered: Summer 2015
3 credits

PSY 322 - Abnormal Child Psychology
Examination of basic issues in child and adolescent psychopathology. Exploration of symptoms and determinants of children’s behavioral problems with emphasis on motivation, learning, development and interpersonal interactions.
Prerequisite(s): PSY 100 and one of the following courses: PSY 210 or PSY 215 or PSY 219.
Last Offered: Spring 2015
3 credits

PSY 326 - Health Psychology
Exploration of the role of psychology in the promotion and maintenance of health and in the prevention and treatment of illness. Topics may include: the biopsychosocial model, theories of health behavior, stress and coping, and the personality-health link.
Prerequisite(s): PSY 100 and 3 credits in psychology at the 200 level.
Last Offered: Spring 2015
3 credits

PSY 361 - Industrial and Organizational Psychology
A survey of the psychological factors that influence the individual in work settings. Topics may include employee attitudes, job satisfaction, personnel selection, decision making, leadership, group dynamics, stress, substance abuse, performance assessment, and market research and advertising.
Prerequisite(s): PSY 100 and 3 credits in psychology at the 200 level.
Last Offered: Fall 2013
3 credits

PSY 366 - Health Psychology
Exploration of the role of psychology in the promotion and maintenance of health and in the prevention and treatment of illness. Topics may include: the biopsychosocial model, theories of health behavior, stress and coping, and the personality-health link.
Prerequisite(s): PSY 100 and 3 credits in psychology at the 200 level.
Last Offered: Spring 2015
3 credits
PSY 370 - Educational Psychology
Exploration of psychological theories, principles, and their applications to educational settings. Topics may include development, learning, intelligence, learning differences and styles, motivation, and educational measurement and evaluation. Students may not receive credit for both PSY 370 and PSY 371.
Prerequisite(s): PSY 100 and 3 credits in psychology at the 200 level.
Last Offered: Summer 2015
3 credits

PSY 371 - Educational Psychology for Early Childhood Majors
Exploration of psychological theories, principles, and their applications to educational settings for young children. Topics include development, learning, intelligence, learning differences and styles, motivation, and educational measurement and evaluation. Students may not receive credit for both PSY 370 and PSY 371.
Prerequisite(s): PSY 100 and 3 credits in psychology at the 200 level.
Last Offered: Spring 2015
3 credits

PSY 383 - Brain and Behavior
Basic physiological mechanisms underlying human and animal behavior. Sensory, neural, endocrine, and motor response systems are considered within the context of various psychological functions; sensation, perception, learning, thinking, motivation, and personality. Variations in behavior resulting from maturational or pathological processes are also considered.
Prerequisite(s): PSY 100 and 3 credits in psychology.
Last Offered: Spring 2015
3 credits

PSY 389 - Experimental Methods
Introduction to research procedures and experimental design. Students learn to design and carry-out experiments through demonstrations and ‘hands-on’ experience. Laboratory exercises include critically reading research reports from psychological journals, using computerized databases to locate primary source literature, analyzing data with computerized statistical software, and writing research reports in APA format.
Prerequisite(s): Grade of C or higher in PSY 259.
Last Offered: Summer 2015
4 credits

PSY 398 - Special Topics
Examination of developments, issues, and research in the field of psychology.
Last Offered: Summer 2015
3 credits

PSY 401 - Seminar in History and Systems of Psychology
Philosophical and scientific antecedents to major systems in psychology including behaviorism, Gestalt psychology, and psychoanalysis, humanism, developmental and cognitive psychology.
Prerequisite(s): 12 credits in psychology.
Last Offered: Spring 2015
3 credits

PSY 406 - Language
An examination of the psychological processes involved in language production and comprehension. Topics include speech perception, structure of language, language acquisition, language disorders, and the relationship of language to meaning and thought.
Prerequisite(s): 12 credits in psychology.
Last Offered: Fall 2013
3 credits

PSY 412 - Psychology of Women
Surveys influential contributions in the psychology of women. Topics include alternative research approaches, gender differences, human development, interpersonal relationships, and social problems.
Prerequisite(s): 12 credits in psychology.
Last Offered: Spring 2015
3 credits
PSY 415 - Topics in Development
Empirical investigation into physical, cognitive, and/or socio-emotional development during childhood, adolescence, and/or adulthood.
Prerequisite(s): 12 credits in psychology.
Last Offered: Spring 2015
3 credits

PSY 427 - Seminar in Close Relationships
Examination of the factors which affect intimate relations with emphasis on both content and research methods. Topics include love and intimacy, pre-marital relations, marriage, divorce, and remarriage.
Prerequisite(s): 12 credits in psychology.
Last Offered: Summer 2015
3 credits

PSY 431 - Tests and Measurements
Types of psychological and educational tests and their major uses will be covered. Topics include: test construction; test administration; scoring, and interpretation; psychometrics; test selection and evaluation; IQ testing; achievement testing; behavioral and personality assessments; ethics; and testing special populations.
Prerequisite(s): PSY 393. PSY 393 may be taken concurrently.
Last Offered: Spring 2015
3 credits

PSY 461 - Data Gathering Techniques: Assessment
Training in data gathering techniques in different content areas of psychology with emphasis on construction and scoring of selected psychological instruments. Lecture: 3 hours; Laboratory 2 hours.
Prerequisite(s): PSY 393 and departmental permission.
Last Offered: Fall 2014
4 credits

PSY 462 - Data Gathering Techniques: Instrumentation
Training in data gathering techniques in different content areas of psychology with emphasis on electronic instrumentation in psychological research. Lecture: 3 hours; Laboratory, 2 hours.
Prerequisite(s): PSY 393 and departmental permission.
Last Offered: Spring 2015
4 credits

PSY 463 - Field Practicum in Psychological Research
Field experience in a psychological research setting. Exposure to and application of theoretical and practical aspects of various data collection environments. Repeatable up to 6 credits.
Prerequisite(s): PSY 393 and departmental permission.
Last Offered: Spring 2015
3 credits

PSY 465 - Seminar in Psychological Counseling and Therapy
Theories and practice of psychological counseling and psychotherapy.
Prerequisite(s): 12 credits in psychology including PSY 228.
Last Offered: Summer 2015
3 credits

PSY 467 - Laboratory Practicum in Psychological Research
Advanced laboratory experience under the direction of an SCSU faculty sponsor. Exposure to and application of theoretical and practical aspects of various types of psychological research. Grading is Pass/Fail.
Prerequisite(s): PSY 300, 'C' or better in PSY 393, and departmental permission.
(Repeatable up to 6 credits only if student has not received credit for PSY 463; a maximum of 6 total credits may be completed for PSY 463 and PSY 467.)
Last Offered: Spring 2015
3 credits

PSY 471 - Seminar in Psychological Services
Contemporary issues and problems in providing psychological services. Course is composed of lecture, case studies, and student presentations.
Prerequisite(s): Departmental permission and 12 credits in psychology including PSY 465 or PSY 474.
Last Offered: Spring 2015
3 credits
PSY 472 - Field Practicum in Psychological Services I
Field experience in a psychological mental health setting such as a mental hospital, public school or community mental health clinic. Prerequisite(s): Departmental permission. Corequisite: PSY 471. Last Offered: Spring 2015 3 to 6 credits

PSY 473 - Field Practicum in Psychological Services II
Field experience in a psychological mental health setting such as a mental hospital, public school, or community mental health clinic. Prerequisite(s): PSY 472 and departmental permission. Last Offered: Spring 2015 3 to 6 credits

PSY 474 - Seminar in Behavior Theory and Practice
Basic principles and ethics of applied behavior analysis and behavior management/ modification are considered from theoretical and practical standpoints. Students will apply these principles in real life settings. Prerequisite(s): 12 credits in psychology including at least one of the following courses: PSY 311, PSY 320, or PSY 321. Last Offered: Spring 2015 3 credits

PSY 484 - Comparative Animal Behavior
A study of adaptive behavior in humans and non-human animals. Behavior is examined within a species comparative context from an evolutionary and ecological perspective. Topics include sexual and social behavior, predator-prey interactions, and communication. Apparently maladaptive or abnormal behavior is also discussed, as are comparative physiology, development, and learning. Prerequisite(s): PSY 300 and 'C' or better in PSY 259 and a 'C' or better in at least 3 additional credits in PSY at the 300-level or higher; or departmental permission. BIO majors with junior status may register with permission. Last Offered: Fall 2014 3 credits

PSY 487 - Psychopharmacology
Basic principles of psychopharmacology. Topics include: drug classification systems, pharmacokinetics, pharmacodynamics, therapeutic effects, adverse effects, mechanisms of tolerance, and dependence. Emphasis on latest research developments. Prerequisite(s): 12 credits in psychology including PSY 383. Last Offered: Fall 2014 3 credits

PSY 490 - Seminar for Psychology Majors
An in-depth study of a selected area of psychology with emphasis on latest developments in research. Prerequisite(s): 12 credits in psychology. Last Offered: Summer 2015 3 credits

PSY 492 - Psychology and Law
The relationship between psychology and law with emphasis upon psychological theory and research. Topics may include criminal justice, competency, courtroom procedure, jury deliberation, social justice and the mentally disabled. Prerequisite(s): 9 credits in psychology including PSY 321. Last Offered: Summer 2015 3 credits

PSY 494 - Seminar in the Human Nervous System and Behavior
Foundations of neuropsychology, current models of integrative brain functioning including brain systems mediating basic and complex human behaviors, and brain function within a clinical context. Prerequisite(s): 12 credits in psychology and BIO 100 or departmental permission. Last Offered: Spring 2015 3 credits
PSY 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission. Not acceptable as 400-level course required for graduation.
Last Offered: Summer 2015
1 to 4 credits

REC 100 - Introduction to Recreation and Leisure
Introduction to the broad field of recreation and leisure studies. Explores career opportunities in the following four concentration areas: community recreation and youth development, therapeutic recreation, travel and tourism management, and sports management.
Last Offered: Summer 2015
3 credits

REC 105 - Recreation and Lifetime Skills
Stress is on increasing knowledge and performance in the outdoor recreation activities. Includes casting and angling, shooting sports, sailing, canoeing, power boating, snow skiing, hiking, bicycling and scuba diving.
Last Offered: Spring 2015
1 credits

REC 120 - Leadership Development
Exploration of concepts of leadership leading to the acquisition of skills useful in developing and directing recreation and leisure services to meet the needs of service participants. Leadership theories, styles, methods, and techniques are analyzed.
Last Offered: Summer 2015
3 credits

REC 200 - Leadership Development

REC 207 - Adapting Recreational Games and Activities
Explores the myriad of recreational activities that can be utilized in educational and community settings that meet the needs, interests, and abilities of each participant. How to adapt and modify activities to meet the needs of a diverse population is addressed.
Last Offered: Summer 2015
3 credits

REC 210 - Activity Development and Leadership
Application of methods and materials utilized to lead people in games of low organization, informal activities, and individual and team sports. Analysis of activities and specific techniques for adapting activities in recreation.
Last Offered: Spring 2015
3 credits

REC 220 - Inclusive Recreation
Awareness of and sensitivity to the needs of persons with disabilities with regard to assessing, planning, implementing, and evaluating recreation and leisure services in the community.
Last Offered: Spring 2015
3 credits

REC 231 - Foundations of Therapeutic Recreation
Introduction to history, philosophy, theories, and concepts of therapeutic recreation services in clinical and community-based settings. Description of special population groups, terminology, and the role of therapeutic recreation specialist.
Last Offered: Fall 2014
3 credits

REC 241 - Outdoor Adventure Leadership
Provides students with knowledge of the historical, cultural, psychological, spiritual, and educational values and benefits associated with outdoor adventure recreation and application of methods utilized to lead people through numerous outdoor adventure activities that may include: canoeing, kayaking, rock climbing, hiking and navigation, mountain biking, snowshoeing, and trail maintenance.
Last Offered: Fall 2014
3 credits
REC 251 - Recreation and Youth Development
Examination of youth development practices and principles in a recreation context. Prerequisite(s): REC 210. Last Offered: Spring 2015 3 credits

REC 260 - Introduction to Tourism, Hospitality and Event Management
Explores the world's largest industries, tourism, hospitality, and event management. Topics include the history foundations, and career opportunities in industries such as food, lodging, resorts, commercial tourism enterprises, entertainment and event management. Industries are studied from both regional and global contexts including an overview of the history, geography, and economics of tourism in world cultures. Last Offered: Spring 2015 3 credits

REC 261 - Travel and Tourism: Principles and Practices
Principles and practices involved in the planning, development, and operation of travel and tourism delivery systems. Last Offered: Fall 2014 3 credits

REC 271 - Introduction to Sports Management
A study of the historical evolution of professional sports management and focus on practice, current issues and future trends in the various sectors of the sports industry, while exploring career opportunities available in sport management. Enhances the students' written and verbal communication skills, critical thinking skills, and their ability to discuss and formulate a position on various issues in sports. Students learn how fundamental principles and structures in management, marketing, law, finance, and ethics interrelate as components in the overall operation of sports management. Last Offered: Spring 2015 3 credits

REC 298 - Special Topics
Examination of developments, issues, and/or creative work in the field of recreation. Last Offered: Spring 2015 3 credits

REC 300 - Practicum I
Supervised practicum of 320 hours in a professional setting with emphasis on supervisory teaching, or program leadership in various laboratory settings relating to outdoor, community, rehabilitative, or non-profit recreation programs. Scheduled in junior year. Prerequisite(s): REC 320, departmental permission. Last Offered: Spring 2014 6 credits

REC 301 - Internship I
Supervised eight-week internship. 320 hours in a professional setting with emphasis on program leadership in various settings related to the delivery of community recreation, youth development, therapeutic recreation, sports, and travel and tourism programs. Prerequisite(s): REC 320 and departmental permission. Last Offered: Summer 2015 3 credits

REC 307 - Disabilities in Society
Exploration of the range of human experiences of individuals with disabilities and the associated attitudes which shaped historic treatment leading to reforms, advocacy techniques useful in arranging services for people with disabilities. The interrelationships of societal institutions, methods to exert control, the responses of societies to these issues current best practices, and the forecasting of future trends and issues. Emphasis on inclusion, integration, and community membership are explored. Last Offered: Spring 2013 3 credits
REC 311 - Introduction to Child Life Therapy
Introduction to the history, philosophy, theories, and concepts relating to child life services in a hospital setting. The role of child life specialist as a member of the healthcare team will be examined. Concepts include the recognition of the importance and therapeutic value of recreation/play in a hospital setting, effective design of play areas within a hospital setting, and the effects of hospitalization on children and families. Theories explored include the use of recreation and play as a therapeutic modality in a hospital setting and the relationship between developmental stages and the play/coping skills of the hospitalized child.
Last Offered: Fall 2014
3 credits

REC 320 - Recreation and Park Programs
Principles of planning and the procedures and techniques used for the development and delivery of recreation programs and leisure services.
Prerequisite(s): REC 120 and REC 210.
Last Offered: Spring 2015
3 credits

REC 321 - Advanced Techniques of Program Planning and Management
Advanced principles of program planning, and the procedures and techniques used for the development, implementation, staffing, delivery and evaluation of community and youth based recreation programs and leisure services. Special Information: Field trips required.
Prerequisite(s): REC 320.
Last Offered: Fall 2014
3 credits

REC 331 - Therapeutic Recreation: Assessment and Individualized Programming
Introduction to various assessment techniques used in the practice of therapeutic recreation, methods used to conduct client assessments, and development of client specific individualized program plans.
Prerequisite(s): REC 231.
Last Offered: Fall 2014
3 credits

REC 351 - Facility Design and Management
Principles of planning, construction, maintaining and managing recreation and sport facilities.
Prerequisite(s): 6 credits in REC.
Last Offered: Spring 2015
3 credits

REC 355 - Ethics in Sport Management
Ethical and moral issues as they relate to sport. Historical foundations of moral and ethical thinking are examined to provide a framework for contemporary issue analysis. Students examine and clarify their personal ethical and moral values in order to integrate them into their professional lives.
Prerequisite(s): REC 271.
Last Offered: Spring 2015
3 credits

REC 356 - Recreation Marketing and Sales
Examination, comprehension, and application of the fundamental principles of sales and marketing. Addresses the specific demands of non-profit, governmental, and commercial organizations that provide leisure and recreational experiences for diverse populations.
Prerequisite(s): REC 251 or REC 271 or REC 360.
Last Offered: Spring 2015
3 credits

REC 357 - Legal Issues in Recreation and Sports
An introduction of legal issues, topics and principles related to the management of sports and recreation services. Students develop an awareness of and the application of legal requirements in the management of services.
Prerequisite(s): REC 271.
Last Offered: Spring 2015
3 credits
REC 360 - Travel and Tourism: Principles and Practices
Investigations of the principles and practices of the global tourism system. Topics include, tourism development, policies and marketing strategies, structures of local and global tourism agencies, tourism operating sectors, and the associated social, cultural, environmental impacts of tourism.
Prerequisite(s): REC 100.
Last Offered: not yet offered
3 credits

REC 363 - Event Management
Explores theoretical concepts and practical applications designed to provide a framework for the management of resources associated with the planning, implementation, and evaluation of special events. Serves as the foundation for the event management minor.
Prerequisite(s): REC 100.
Last Offered: Spring 2015
3 credits

REC 364 - Event Management Advanced Applications
Apply concepts from event management to plan, organize, direct, and evaluate an actual event on campus or in the local community.
Prerequisite(s): REC 363.
Last Offered: not yet offered
3 credits

REC 381 - Leisure in Contemporary Society
Examines leisure as a human, cultural mirror and social instrument. Utilizes literature from several academic disciplines. Explores the importance of leisure on both the individual’s quality of life and for society’s well-being.
Prerequisite(s): Sophomore status and ENG 112.
Last Offered: Spring 2015
3 credits

REC 390 - Grant Writing
Fundamental principles of writing powerful proposals. Examination of finding funds, designing winning grant projects, and writing grant proposals. An exploration of skills, knowledge, and ability to pursue funding opportunities from a variety of foundation, corporation, and state and federal sources. Basic components of a grant proposal are explored.
Last Offered: Fall 2014
3 credits

REC 391 - Interventions and Facilitation Techniques in Therapeutic Recreation
Interventions and facilitation techniques in the provision of therapeutic recreation services for individuals with disabilities. Focus is on identifying and applying the principles of planning, leading, and evaluating therapeutic interventions and techniques used throughout the rehabilitation process.
Prerequisite(s): REC 231.
Last Offered: Spring 2015
3 credits

REC 400 - Internship II
Supervised 480-hour practicum over a 12-week period in a professional setting. Emphasis on programming, leadership, and management skills in various laboratory settings related to community, youth development, therapeutic recreation, sports, and travel and tourism programs.
Prerequisite(s): REC 300 or REC 301 and departmental permission.
Last Offered: Summer 2015
6 credits

REC 401 - Practicum II
Supervised practicum in a professional setting. Intended to provide students with the opportunity to apply, practice, and enhance leadership, programming, and/or management skills learned in the classroom through workplace experience.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
3 credits

REC 420 - Organization and Administration of Leisure
Entry-level practitioners are provided with understanding of basic principles of administration and management and their application to delivery of services. Administrative duties at all levels of service are analyzed.
Prerequisite(s): REC 320.
Last Offered: Summer 2015
3 credits
REC 431 - Current Practices in Therapeutic Recreation

Examination of therapeutic recreation and its role within the rehabilitation process. Focus includes behavioral intervention techniques, quality improvement systems, and current issues facing therapeutic recreation practices. Prerequisite(s): REC 231. Last Offered: Spring 2015 3 credits

REC 433 - Field Experience in Therapeutic Recreation

Supervised 480 hours practicum over a 12-week period in a therapeutic recreation setting under the direction of a certified therapeutic specialist. Emphasis upon leadership, documentation, and programming. Prerequisite(s): REC 300 or REC 301; and REC 331 and departmental permission. Last Offered: Summer 2015 6 credits

REC 441 - Design and Administration of Therapeutic Recreation Services

Through both instruction and observation, students will gain a management perspective that relates to the delivery and evaluation of therapeutic recreation services provided across a continuum of care/services. Prerequisite(s): REC 231. Last Offered: Summer 2015 3 credits

REC 457 - Seminar: Contemporary Issues in Sports Management

An exploration of issues and topics related to the societal, behavioral, ethical, and legal environment of sports organizations. Students explore, analyze, and apply the current thinking to a myriad of issues facing sports organizations. They demonstrate mastery of analysis of assigned case studies and topics extant in sports management, developing appropriate practical management strategies in their capacity as sports organization managers. Prerequisite(s): REC 271 and REC 320. Last Offered: Fall 2014 3 credits

REC 461 - Seminar in Commercial Recreation

A synthesis of the components of commercial recreation with emphasis upon the conceptualization of commercial recreation, its relationship to social, economic, and demographic factors and business principles. Prerequisite(s): REC 420 or departmental permission. Last Offered: Spring 2015 3 credits

REC 463 - Global Tourism Impacts and Management

Investigation and critical analysis of case studies relating to cultural, environmental, and economic impacts of tourism development in a global context. Topics include a review of tourism ethics and their application in tourism management principles to ensure the sustainability of tourism-related resources. Prerequisite(s): REC 260. Last Offered: Spring 2015 3 credits

REC 470 - Senior Research Methods

Basic principles of research, with specific characteristics and tools related to types of research germane to recreation and leisure services. Prerequisite(s): Departmental permission. Last Offered: Spring 2015 3 credits

REC 480 - Philosophy of Recreation and Leisure

Analysis of the history and foundation of leisure, synthesis of leisure related concepts, and the development of a professional philosophy to guide decisions and conduct as a practitioner in the fields of: community recreation, youth development, therapeutic recreation, travel and tourism, and sports management services. Prerequisite(s): REC 300 and REC 301 and REC 420. Last Offered: Spring 2015 3 credits
REC 499 - Independent Study
Independent study.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2013
1 to 3 credits

RUS 100 - Russian I
Basic Russian stressing conversation, vocabulary building, and idiomatic use of the language. An hour session in the language laboratory is required each week. Students with one or two years of secondary school Russian should elect RUS 101.
Last Offered: Fall 2013
3 credits

RUS 101 - Russian II
Basic Russian stressing conversation, vocabulary building, and idiomatic use of the language. An hour session in the language laboratory is required each week. Students with one or two years of secondary school Russian should elect RUS 101.
Prerequisite(s): RUS 100, placement in RUS 101, or 3 years high school Russian.
Last Offered: Spring 2014
3 credits

RUS 200 - Russian III
Principles of elementary Russian grammar are reviewed and extended with further training in understanding, speaking, reading, and writing. Works of classical writers of the nineteenth century are studied and discussed in Russian. An hour session in the language laboratory is required each week.
Prerequisite(s): RUS 101 or three years of secondary school Russian.
Last Offered: Fall 2013
3 credits

RUS 210 - Russian IV
Principles of elementary Russian grammar are reviewed and extended with further training in understanding, speaking, reading, and writing. Works of classical writers of the nineteenth century are studied and discussed in Russian. An hour session in the language laboratory is required each week.
Prerequisite(s): RUS 200 or four years of secondary school Russian.
Last Offered: Spring 2014
3 credits

SCE 490 - Science (Secondary School)
General science concepts are presented through assigned readings, lecture demonstrations, and discussions for teaching grades 7-12. For teaching certification only.
Last Offered: Fall 2014
3 credits

SCE 494 - Student Teaching (Science)
Guided observation and supervised student teaching in grades 7-12 in cooperating schools. Ten-week course.
Prerequisite(s): SCE 490.
Last Offered: Spring 2015
8 credits

SCE 496 - Student Teaching Seminar-Science
Discussion of educational issues, in particular those raised by students’ experiences in the field. To be taken concurrently with SCE 494.
Prerequisite(s): SCE 490.
Last Offered: Spring 2015
1 credits

SED 225 - Introduction to Exceptionalities
Overview of special education legislation and procedural guidelines for addressing the legal, education, and instructional needs of all students with exceptionalities.
Last Offered: Summer 2015
3 credits

SED 235 - Early Childhood Special Education for the Exceptional Individual
Offers an overview of typical and atypical child development and the programming and assessment of young children with special needs; emphasis is on the use of play to facilitate the development of cognitive, language, motor and social and emotional skills.
Prerequisite(s): SED 225.
Last Offered: Spring 2015
3 credits
SED 325 - Curriculum and Methods for Exceptional Individuals

The writing and choosing of appropriate curriculum and the utilization of effective educational strategies for exceptional individuals.
Prerequisite(s): SED 225.
Last Offered: Summer 2015
3 credits

SED 335 - Accommodating Individuals with Physical Disabilities and Other Health Impairments

The most prevalent disabling conditions and health impairments are studied with an emphasis on classroom accommodations for students’ education, comfort, and safety. Emergency procedures as well as issues concerning accessibility, advocacy, and death and dying are also addressed.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
3 credits

SED 355 - Educating Individuals with Moderate and Severe Disabilities

Characteristics and needs of the moderately and severely disabled. School options and components of a functional school curriculum that prepare for adult community work and living opportunities. Review of community support groups and services.
Prerequisite(s): SED 225 and SED 325.
Last Offered: Fall 2014
3 credits

SED 365 - Basic Principles of Academic Assessment and Remediation for Exceptional Individuals

Approaches to assessing, teaching, and modifying mathematics and science skills for students with special needs are discussed, demonstrated, and applied.
Prerequisite(s): MAT 105 and MAT 106, and departmental permission
Last Offered: Summer 2015
3 credits

SED 375 - Classroom Management Techniques in Educational Settings

A survey of psychoeducational and behavior modification approaches in the classroom with individuals and groups, emphasizing observation skills, data collection, goal-setting, classroom design, and developmentally appropriate teaching and management strategies.
Prerequisite(s): PSY 210 and departmental permission.
Last Offered: Summer 2015
3 credits

SED 410 - Fingerspelling and Instructional Sign Language for Exceptional Children

An introduction to manual sign systems. Emphasis is on expressive sign language for language and/or hearing impaired children.
Last Offered: Fall 2014
3 credits

SED 411 - Fingerspelling and Instructional Sign Language II

Increases competence in expressive and receptive language. The study of different sign language systems and use with various populations.
Prerequisite(s): SED 410.
Last Offered: Spring 2015
3 credits

SED 435 - Language Arts for Exceptional Individuals

Approaches to assessing and teaching language arts (with an emphasis on reading, spelling, writing) for children with special needs are discussed, demonstrated, and applied.
Prerequisite(s): SED 325, and departmental permission.
Last Offered: Spring 2015
3 credits

SED 445 - Collaboration in the Schools

A survey of professional collaboration among special and regular educators, support specialists, paraprofessionals, and parents.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
3 credits
SED 447 - Learning Through the Arts
An experiential, hands-on workshop format will introduce future teachers to the value and application of the visual and performing arts to the education of children.
Prerequisite(s): Three credit all university art course; departmental permission.
Last Offered: Fall 2014
2 credits

SED 449 - From Theory to Practice: A School Based Experience in Special Education
Students spend three hours a week in a local public school under the supervision of special education faculty in partnership with classroom teachers. They apply what they have learned in coursework to true-to-life situations while working with individuals and small groups of children.
Prerequisite(s): SED 225, SED 235, SED 325, SED 335, SED 355, SED 365, SED 375, SED 435, and departmental permission.
Last Offered: Summer 2015
3 credits

SED 452 - Seminar in Reflective Practice
Examine current and significant issues in the field of special education.
Last Offered: Spring 2015
2 credits

SED 481 - Teaching Exceptional Students in Elementary Education Classroom
Acquaint regular educators with the characteristics and needs of exceptional students. Introduce methods for identifying, planning for and working effectively with exceptional students. Grades K-12 are covered with an emphasis on the elementary classroom.
Prerequisite(s): Not open to freshmen.
Last Offered: Summer 2015
3 credits

SED 482 - Teaching Exceptional Students in Secondary Education Classroom
Acquaint regular educators with the characteristics and needs of exceptional students. Introduce methods for identifying, planning for and working effectively with exceptional students. Grades K-12 are covered with an emphasis on the secondary classroom.
Prerequisite(s): Not open to freshmen.
Last Offered: Summer 2015
3 credits

SED 499 - Independent Study
No Description Available
Last Offered: Summer 2012
3 credits

SHE 203 - School Health
Current organization, content and practices of school health programs, covering healthful school living, health instruction, and school health services.
Last Offered: Summer 2015
3 credits

SHE 301 - Drug Education
Historical and contemporary aspects of drug consumption: the nature and uses of drugs; motivation for drug use and abuse; responsible drug use; treatment modalities; societal implications. Emphasis on the role of the educator.
Last Offered: Summer 2015
3 credits

SHE 302 - Mental Health Education
Relationship of mental health to the person’s physical, emotional and social well-being. Emphasis is placed on the educator’s relationship to mental health.
Last Offered: Spring 2015
3 credits

SHE 389 - Holistic Health
Development of concepts that assist the individual to understand holistic measures that promote health and prevent illness.
Prerequisite(s): Junior status.
Last Offered: Spring 2015
3 credits

SHE 411 - Health Teaching in Secondary Schools
Competencies essential to the health educator teaching in secondary schools: planning, development, management, evaluation.
Last Offered: Fall 2014
3 credits

SHE 499 - Independent Study
No Description Available
Last Offered: Summer 2012
1 to 6 credits
SOC 100 - Introduction to Sociology
Study of the structures and processes of society with emphasis on American institutions and the socio-cultural context of human behavior and its consequences. Examination of population, urbanization, social stratification, social conflict, and social change.
Last Offered: Summer 2015
3 credits

SOC 102 - Critical Thinking: Exploring Social Issues
Training in how to construct critical thinking arguments on social issues, utilizing sociological theory and data.
Last Offered: Spring 2015
3 credits

SOC 201 - Social Statistics
Principles and problems of collecting, analyzing, and interpreting statistical data applied to the field of sociology.
Prerequisite(s): 3 credits in social science.
Last Offered: Spring 2015
3 credits

SOC 203 - Social Organizations
Essential concepts on social organizations, including ways in which social organizations are shaped by the larger society, as well as ways in which social organizations impact the larger society. Includes analysis of private, public, for-profit, and non-profit organizations across social institutions and domains, and how organizational processes contribute to a group’s success or failure.
Last Offered: Summer 2015
3 credits

SOC 205 - Critical Thinking: Exploring Social Issues
Training in how to construct critical thinking arguments on social issues, utilizing sociological theory and data.
Last Offered: Spring 2015
3 credits

SOC 211 - Social Problems in the U.S.
Analysis of major current social problems in the United States. The definition of, causes for, and sociological theories related to such important problems as: dependency, juvenile delinquency, criminal justice, drugs, migration, population increase, mass communication, environmental pollution, family disruption, mental illness, and prejudice.
Last Offered: Summer 2015
3 credits

SOC 215 - Women in Society
Problems of women’s roles in society. Comparative perspectives on the status of women across social institutions. An exploration of feminism and consideration of its goals and methods.
Last Offered: Spring 2015
3 credits

SOC 216 - Men’s Studies
Sociological research in men’s studies. Theories of masculinity, male socialization, interactive patterns, intimacy patterns, and roles in the family. Data and discourse on change and persistence of male roles in society.
Last Offered: Summer 2015
3 credits

SOC 218 - Sociology of American Jewry
Study of contemporary American Jewish life and society from a sociological perspective. Pluralism, sociohistorical development, religious ritual, and gender issues as shapers of the American Jewish community.
Last Offered: Fall 2014
3 credits

SOC 219 - Sociology of Modern Israel
The social factors, pre-statehood through the present, that have influenced the emergence of Israeli society as a new social and cultural entity in the Middle East.
Last Offered: Spring 2014
3 credits
SOC 235 - Environmental Sociology
Study of how social structure, behavior, attitudes and inequalities impact the physical environment. Topics include the environmentalist movement and its opponents, organizational mobilization to alleviate environmental hazards, and future planning for environmental protection in both urban and rural settings.
Last Offered: Spring 2015
3 credits

SOC 250 - Apocalypse Now?
An examination of how apocalyptic predictions in this new millennium shape human organization and activity in the U.S. The culture of fear pervading American society as it relates to apocalyptic prophecies, messages, and catastrophic threats is a key theme in the course. Both secular and religious apocalypse is examined making historical and global comparisions.
Last Offered: Fall 2014
3 credits

SOC 251 - Sociology of Religion
Sociological perspectives on religion as both a persistent and changing social institution. The role of religion in both implementing and impeding social change, policy, and discourse; sociological explanations and studies on religious experience, identity, affiliation, and structure; and the impact of religion on controversial public issues, other social institutions and issues pertaining to class, race, and gender.
Last Offered: Spring 2015
3 credits

SOC 258 - Economic Sociology
Examination of the social positions of economic institutions and social factors that effect economic outcomes. Emphases on social and organizational contexts of economic life, social facets of market competition, the modern transition to finance capitalism, and the social side of monopolies and monopoloid arrangements. Attention is given to the international, social generation of poverty.
Last Offered: Spring 2015
3 credits

SOC 265 - Self and Society
Relationship of self to others and society through exploration of micro-sociological theory and data. An emphasis on interpersonal and organizational behavior as shaped by social forces.
Last Offered: Summer 2015
3 credits

SOC 267 - Sociology of Sports
Sociological exploration of the world of sports and related leisure activities, and how these domains reflect, reify, and change society, as well as how body image plays a role in sports and leisure, which in turn impacts perceptions of self and society.
Last Offered: Winter Session 2015
3 credits

SOC 288 - Economic Sociology
Examination of the social positions of economic institutions and social factors that effect economic outcomes. Emphases on social and organizational contexts of economic life, social facets of market competition, the modern transition to finance capitalism, and the social side of monopolies and monopoloid arrangements. Attention is given to the international, social generation of poverty.
Last Offered: Spring 2015
3 credits

SOC 298 - Special Topics
Topics vary.
Last Offered: Spring 2013
3 credits

SOC 310 - Racial and Ethnic Relations
Analysis of race and ethnicity with an emphasis on diversity and culture, intergroup conflict and competition.
Prerequisite(s): SOC 100, plus 3 additional credits of SOC.
Last Offered: Spring 2015
3 credits

SOC 312 - The African American Experience
Analysis of the lives of African Americans in the United States. Emphasis on patterns of interaction, social and economic stratification, areas of conflict, and participation in the institutional life of U.S. society.
Prerequisite(s): SOC 100, plus 3 additional credits of SOC.
Last Offered: Fall 2014
3 credits
SOC 315 - Sociology of Gender
Overview of women’s and men’s roles in society. Sociological perspectives and data on gender role formation, interaction, conflict, and change across social institutions. Theoretical insights on gender from a wide range of perspectives.
Prerequisite(s): SOC 100, plus 3 additional credits in SOC.
Last Offered: Spring 2015
3 credits

SOC 316 - Women in the Developing World
Explores the nature of the lives of women across the globe; their changing social, economic and political roles; the impact of development, revolutionary movements, and international feminism.
Prerequisite(s): 3 credits in sociology or women’s studies.
Last Offered: Fall 2014
3 credits

SOC 317 - Women of Color in the U.S.
Exploration of major themes and issues in the history and contemporary lives of women of color in the United States, with an emphasis on culture, diversity, and adversity.
Prerequisite(s): SOC 100, plus 3 additional credits of SOC.
Last Offered: Fall 2012
3 credits

SOC 318 - Global Race Relations
Exploration of race and ethnicity in the social, familial, political, and economic lives of groups in nations other than the U.S.
Prerequisite(s): SOC 100, plus 3 additional credits of SOC.
Last Offered: Spring 2014
3 credits

SOC 320 - Sociology of Children and Childhood
Examination of the social position of children and childhood in contemporary American and global society with recognition that children are active participants in their world. Emphasis upon basic areas of family, education, child care, work, juvenile justice, and peer culture. Analysis of the intersection of childhood, gender, social class, race, and ability/disability. Methodological considerations of studying children will also be discussed.
Prerequisite(s): SOC 100, plus 3 additional credits in SOC.
Last Offered: Fall 2013
3 credits

SOC 322 - Sociology of the Family
Sociological theory and data on the family as a major social institution. How social forces impact the roles, configurations, problems and needs of the family — and how family issues, in turn, influence the larger society, and both uphold and conflict with societal values. Includes emphasis on diversity along ethnic and lifestyle dimensions.
Prerequisite(s): SOC 100, plus 3 additional credits of sociology.
Last Offered: Spring 2015
3 credits

SOC 334 - Probation, Parole, Pardon
Sentencing patterns and problems, social investigation, release organization, and administrative procedures, group process, and role modification.
Prerequisite(s): 3 credits of sociology or a criminal justice cognate course.
Last Offered: Fall 2013
3 credits

SOC 338 - Juvenile Delinquency
Examination of juvenile delinquency. Studies kinds of offenses, police reactions, detention, court decisions, probation, rehabilitation, theories of causation and methods of prevention.
Prerequisite(s): SOC 100, plus 3 additional credits in sociology.
Last Offered: Spring 2015
3 credits
SOC 344 - Medical Sociology
Examination of the influences of social factors such as race, class, and gender on health and illness of individuals and groups in society. Included are discussions about ethical issues in health care research and application of sociological theories, as well as the review of global health issues such as AIDS, and the structure and outcomes of different health care systems including the U.S.
Last Offered: Spring 2015
3 credits

SOC 345 - Aging and the Aged
The social position of the aged in contemporary society. Emphasis upon basic areas of family, work and community and the role of formal and informal community institutions. Some type of community involvement by the student is required.
Prerequisite(s): 3 credits of SOC, ANT, or PSY.
Last Offered: Fall 2013
3 credits

SOC 350 - Drugs and the Making of the Modern World
Drug use is a constant, a phenomenon as common to the human experience as religion and music. The use of various substances to change states of feeling and conscious experience is woven into modern societies’ conflicts about valid norms and beliefs as well as concerns about public health. Paradoxically, the societies that have the highest rates of illicit dependency also have the most visible anti-drug norms. In this course we pursue what can be learned by examining drug use as a phenomenon and how it continues to shape our social world.
Prerequisite(s): 3 credits in SOC.
Last Offered: Spring 2015
3 credits

SOC 360 - Social Change
Examination of a range of theoretical and practical issues about the change of American institutions. Student participation and topics of current concern are emphasized.
Prerequisite(s): 6 credits in SOC.
Last Offered: Fall 2012
3 credits

SOC 361 - Urban Sociology
The growth of cities, their physical and demographic characteristics, planning and redevelopment, and particularly the behavior patterns and social relationships of modern urban living are considered.
Prerequisite(s): SOC 100, plus 3 additional credits in SOC.
Last Offered: Summer 2015
3 credits

SOC 362 - Criminology
Study of who makes laws, who breaks laws, and people’s reaction to the breaking of laws. Analyzes the formulation of criminal law, major types of crime, theories of criminal behavior, social organization of law enforcement, the courts, and the prisons.
Prerequisite(s): 6 credits SOC, PSC and/or ANT.
Last Offered: Spring 2015
3 credits

SOC 363 - Social Inequality in the U.S.
Explores social stratification in the U.S., including social class as well as aspects of race, ethnicity, and gender, along with its causes and consequences.
Prerequisite(s): SOC 100, plus 3 additional credits of SOC.
Last Offered: Fall 2014
3 credits

SOC 366 - Penology
Analysis of the definition and punishment of the offender in relation to social structure and historical context; the rise of the prison and possible alternatives to current methods of incarceration.
Prerequisite(s): 6 credits in SOC or PSC.
Last Offered: Spring 2014
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>SOC 367</td>
<td>Criminal Justice and Cultural Pluralism</td>
<td>The impact of law enforcement, judicial process, and correctional agencies on racial, ethnic, socio-economic, and other subcultural groups.</td>
<td>3 credits in SOC.</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 368</td>
<td>Sociology of Law</td>
<td>The relationship of law, society, and the individual. The origin, evolution, and function of law. The legal profession, criminal justice system, and social change.</td>
<td>SOC 100.</td>
<td>Winter Session 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 370</td>
<td>Methods of Social Research</td>
<td>Logic of scientific investigation of social phenomena: analysis of theoretical statements, problem formulation, and selection of indicators. Survey of major procedures and principal techniques of empirical work, and practical experience with some phases of the research process.</td>
<td>12 credits in SOC. or junior status.</td>
<td>Summer 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 380</td>
<td>Foundations of Sociological Theory</td>
<td>Classic and minority theorists of the nineteenth and early twentieth centuries, their fundamental principles, and their contributions to the field. An emphasis on theory construction as applied to social issues.</td>
<td>12 credits of SOC, or junior status.</td>
<td>Fall 2014</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 394</td>
<td>Civic Engagement and Service Learning</td>
<td>Experiential learning opportunity that connects students at the university to service opportunities in the community. Provides an opportunity to engage in a project-based service project at an organization or non-profit agency in the community.</td>
<td>SOC 100.</td>
<td>Winter Session 2015</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 398</td>
<td>Special Topics</td>
<td>Topics vary.</td>
<td>6 credits in SOC.</td>
<td>Fall 2014</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 404</td>
<td>Gender and the Law</td>
<td>Survey course for the non-law student. Basic overview of the American legal system with emphasis on 19th and 20th century case law affecting women, including constitutional protections for equity, Title VII (including sexual harassment and comparable worth) and Title IX (including Educational and Sports equivalents).</td>
<td>HIS 213 or PSC 320 or SOC 215.</td>
<td>Fall 2013</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 415</td>
<td>Contemporary Feminist Theories</td>
<td>Seminar on recent feminist thought, including sexual rationalism, socialist and radical feminism, and analysis of the patriarchal state. Relationship to other sociological, psychological, and political thinking.</td>
<td>HIS 213 or PSC 320 or SOC 215.</td>
<td>Spring 2013</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 440</td>
<td>Quantitative Analysis of Social Science Data</td>
<td>The application of statistical methods applied to problem situations typical of the social and behavioral sciences. Emphasis is placed upon the statistical analysis of problem situations and interpretation of statistics using the computer to perform standard statistical routines.</td>
<td>SOC 370.</td>
<td>Spring 2015</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
SOC 473 - Qualitative Research Methods
Fundamental techniques and principles of qualitative research. Strategies for observation and interviewing, analytic induction, analysis of material culture, and ethics in social research. Students will complete an ethnographic study.
Prerequisite(s): SOC 370.
Last Offered: Spring 2015
3 credits

SOC 480 - Applied Contemporary Theory
Sociological theories from the mid-20th century to the present, their fundamental principles, and their contributions to the field. An emphasis on applying theory to social issues.
Prerequisite(s): SOC 380.
Last Offered: Spring 2015
3 credits

SOC 490 - Seminar in Sociology
Selected problems in sociology in which theory and research are integrated. Seminar presentation and a research paper are required.
Prerequisite(s): 18 credits of SOC including SOC 370 and SOC 380.
Last Offered: Spring 2015
3 credits

SOC 497 - Sociology Internship
The internship is a basis for performing sociological research. Work assignment to a governmental or private agency and a related research project explicitly grounded in sociology. Joint supervision by agency representative and departmental faculty.
Prerequisite(s): Departmental permission, plus SOC 370 and SOC 380.
Last Offered: Spring 2015
3 to 6 credits

SOC 499 - Independent Study
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
1 to 6 credits

SPA 100 - Spanish I
Basic grammar and vocabulary learned through practice in speaking, writing and reading of simple Spanish texts. An hour session in the language laboratory is required each week.
Prerequisite(s): C or better in SPA 101 or C or better in SPA 106 or three years of secondary school Spanish, or placement exam.
Last Offered: Summer 2015
3 credits

SPA 101 - Spanish II
Basic grammar and vocabulary learned through practice in speaking, writing and reading of simple Spanish texts. An hour session in the language laboratory is required each week.
Prerequisite(s): SPA 100 C or better, three years of high school Spanish, or placement exam.
Last Offered: Summer 2015
3 credits

SPA 106 - Spanish Language Practice in Spain
Study of elementary Spanish for a period of at least four weeks in Spain under the supervision of World Language department faculty.
Prerequisite(s): Departmental permission and Corequisite(s): SPA 100 or SPA 101.
Last Offered: Summer 2015
3 credits

SPA 200 - Spanish III
Grammar review plus practice in speaking and writing. Reading short pieces of literature. One hour lab each week.
Prerequisite(s): C or better in SPA 101 or C or better in SPA 106 or three years of secondary school Spanish, or placement exam.
Last Offered: Summer 2015
3 credits

SPA 206 - Spanish Culture in Spain
Study of Spanish culture and civilization, for a period of at least four weeks in Spain under the supervision of World Language department faculty. Course taken in conjunction with either SPA 200 or SPA 206.
Prerequisite(s): Departmental permission and SPA 200 or placement test.
Last Offered: Summer 2015
3 credits
SPA 210 - Spanish IV
Advanced grammar review plus practice in speaking and writing. Reading short pieces of literature. One hour a week in lab required.
Prerequisite(s): C or better in SPA 200 or C or better in SPA 206 or four years of secondary school Spanish, or placement exam.
Last Offered: Summer 2015
3 credits

SPA 220 - Medical Spanish
Intermediate Spanish language course designed to help students planning to work in the healthcare professions to better serve Spanish-speaking patients and their families. Builds in all language skills and emphasizes healthcare-specific vocabulary and grammar.
Prerequisite(s): C or better in SPA 101 or C or better in SPA 106 or three years of secondary school Spanish, or placement exam.
Last Offered: Summer 2015
3 credits

SPA 300 - Composition
Practice in composition, based on Hispanic models. Intensive grammar, and syntax review. Idiomatic use of Spanish. Designed to improve written expression. One hour a week in lab required.
Prerequisite(s): SPA 210.
Last Offered: Summer 2015
3 credits

SPA 301 - Conversation
Practice in conversation. Oral reports and activities to stimulate expression in the language. One hour a week in lab required.
Prerequisite(s): SPA 210.
Last Offered: Summer 2015
3 credits

SPA 302 - Practical Spanish Phonetics
Analysis of the phonetic system of Spanish. Intensive practice in the language laboratory (ear training, transcription, and corrective exercises). Consideration is given to the problems of teaching Spanish pronunciation to English speaking students.
Prerequisite(s): Open to majors or minors or with departmental permission.
Last Offered: Spring 2014
3 credits

SPA 305 - Composition and Conversation for Heritage Learners
Practice in composition and conversation for heritage learners of Spanish who have little or no formal training in the language. Intensive grammar and syntax review. Oral reports and activities to stimulate expression in the language. One hour a week in lab required.
Prerequisite(s): SPA 210.
Last Offered: Fall 2013
3 credits

SPA 306 - Advanced Spanish Culture and Language Practice in Spain
Advanced study of Spanish culture and civilization, for at least four weeks in Spain under the supervision of World Language department faculty.
A paper or research project evaluated by a departmental committee and/or examination administered by the department are required. Course taken in conjunction with SPA 206 or SPA 499.
Prerequisite(s): Departmental permission and SPA 210 or equivalent or placement test.
Last Offered: Summer 2011
3 credits

SPA 310 - Spanish Civilization
Spanish culture from the earliest days to modern times.
Prerequisite(s): SPA 300 or SPA 301.
Last Offered: Summer 2015
3 credits

SPA 312 - Latin-American Civilization
Extensive cultural interpretation of the history, literature, art, and peoples of Latin America from pre-Colombian times to the present day.
Prerequisite(s): SPA 300 or SPA 301.
Last Offered: Fall 2014
3 credits
SPA 320 - Culture and Civilization of Puerto Rico
Overview of the culture and civilization of mainland and island Puerto Ricans from early times to the present. Readings include selections from literary, historical, political, and sociological texts. Also included is a study of Puerto Rican music and film.
Prerequisite(s): SPA 300, SPA 301 or SPA 305.
Last Offered: Spring 2012
3 credits

SPA 330 - Indigenous Cultures of Latin America
Understanding of indigenous cultures, indigenous cultural expressions, and non-native representations of indigenousness throughout Latin America from Pre-Colombian times to the present.
Prerequisite(s): SPA 300, SPA 301 or SPA 305.
Last Offered: not yet offered
3 credits

SPA 397 - Internship
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
3 credits

SPA 398 - Special Topics in Spanish
Examination of developments, issues, and/or creative work in the field of Spanish.
Prerequisite(s): SPA 300 and SPA 301 or departmental permission.
Last Offered: Summer 2015
3 credits

SPA 400 - Spanish Literature I
Masterpieces of Spanish literature from the Middle Ages to the present.
Prerequisite(s): SPA 300, and either SPA 310 or SPA 312.
Last Offered: Summer 2015
3 credits

SPA 401 - Spanish Literature II
Masterpieces of Spanish literature from the Middle Ages to the present.
Prerequisite(s): SPA 300, and either SPA 310 or SPA 312.
Last Offered: Spring 2015
3 credits

SPA 402 - Spanish-American Literature I
Comprehensive survey of the literary movements in Spanish America from their origin to modern times by reading and discussion of selected masterpieces.
Prerequisite(s): SPA 300, and either SPA 310 or SPA 312.
Last Offered: Fall 2014
3 credits

SPA 403 - Spanish-American Literature II
Comprehensive survey of the literary movements in Spanish America from their origin to modern times by reading and discussion of selected masterpieces.
Prerequisite(s): SPA 300, and either SPA 310 or SPA 312.
Last Offered: Spring 2015
3 credits

SPA 405 - Grammar Analysis
Intensive study of grammar in order to prepare students to teach Spanish in high school and to give advanced practice in the structure of spoken and written Spanish. One hour a week in lab required.
Prerequisite(s): SPA 300 or SPA 305.
Last Offered: Summer 2015
3 credits

SPA 459 - Latin American Theater and Performance
A course focused on the theater and performance art of Latin America. Students move from traditional literary analysis of written theatrical works towards a cultural studies approach to interpreting performance art pieces and happenings.
Prerequisite(s): SPA 300, SPA 301 and either SPA 310 or SPA 312.
Last Offered: Spring 2014
3 credits

SPA 460 - The Golden Age
Reading and interpretation of masterpieces of the Spanish Golden Age. Cervantes, Lope de Vega, Góngora, Quevedo, and others.
Prerequisite(s): SPA 300, and either SPA 310 or SPA 312.
Last Offered: Spring 2014
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>SPA 470</td>
<td>Romanticism and the Novel of Customs</td>
<td>Study of the major Spanish romantics and their counterparts the “Costumbristas,” including works of Espronceda, Zorrilla, Bécquer, and Larra.</td>
<td>SPA 300, and either SPA 310 or SPA 312.</td>
<td>Summer 2010</td>
<td>3</td>
</tr>
<tr>
<td>SPA 480</td>
<td>Generation of ‘98</td>
<td>Study of the main tendencies of the Generation of ‘98 through selected works of Ganivet, Unamuno, Valle Inclán, Baroja, Azorín, and others.</td>
<td>SPA 300, and either SPA 310 or SPA 312.</td>
<td>Fall 2011</td>
<td>3</td>
</tr>
<tr>
<td>SPA 485</td>
<td>Modern Spanish Drama</td>
<td>Study of the contemporary Spanish theatre, including the works of Benavente, García Lorca, Casona, Buero Vallejo, and Arrabal.</td>
<td>SPA 300, and either SPA 310 or SPA 312.</td>
<td>Summer 2012</td>
<td>3</td>
</tr>
<tr>
<td>SPA 490</td>
<td>Modern Novel in Spain</td>
<td>Study of representative 20th-century Spanish novels, including works of Cela, Laforet, Matute, and Goytisolo.</td>
<td>SPA 300, and either SPA 310 or SPA 312.</td>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>SPA 496</td>
<td>20th-Century Spanish-American Fiction</td>
<td>Study of the trends in 20th-century Spanish-American narrative. Representative authors include Rulfo, Fuentes, Borges, Cortazar, García Márquez, and R. Arenas.</td>
<td>SPA 300, and either SPA 310 or SPA 312.</td>
<td>Fall 2012</td>
<td>3</td>
</tr>
<tr>
<td>SWK 200</td>
<td>Social Welfare and Social Services in America</td>
<td>Addresses the social structures, policies, values, tensions, and collaborations associated with social work practice. Knowledge regarding the relationships between institutions, context, interactions, and activities of social workers is presented for a range of practice settings. Particular attention is paid to the tensions and competing interests between social services and social change. The course includes 30 hours of community service in a social service organization. Required for social work majors and an elective for others who think they might be interested in a career in the helping professions.</td>
<td>SPA 300, and either SPA 310 or SPA 312.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>SWK 294</td>
<td>Social Work Tier 3 Capstone</td>
<td>Topics vary.</td>
<td></td>
<td>not yet offered</td>
<td>3</td>
</tr>
<tr>
<td>SWK 320</td>
<td>Human Behavior and the Social Environment I</td>
<td>Application of a social systems framework to identify and understand the relationships between such variables as race, culture, ethnicity, sex, and class, and their impact on human behavior.</td>
<td>SWK major.</td>
<td>Fall 2014</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Prerequisite(s)</td>
<td>Last Offered</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>SWK 321</td>
<td>Human Behavior and the Social Environment II</td>
<td>Study of families, groups, communities, and organizations from social systems framework, and how they interact with variables such as race, culture, ethnicity, sex, and class. Prerequisite(s): SWK major. Last Offered: Spring 2015 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 330</td>
<td>Social Welfare Institutions and Policies I</td>
<td>Theoretical and philosophical foundations of the social work profession focusing on the social, cultural, political, economic, and historical factors of social welfare services in the United States. The community survey method is used in applying these concepts. Prerequisite(s): SWK major. Last Offered: Fall 2014 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 350</td>
<td>Social Work Research Methods</td>
<td>Introduction to the methods for conducting practice evaluation in social work. Written class projects based on agency practice are required. Prerequisite(s): SWK major. Last Offered: Fall 2014 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 376</td>
<td>Methods of Intervention I</td>
<td>Theories, principles, tasks, and skills of the generic helping process in social work practice. Introduces the student to the engagement, assessment, planning, intervention, and interviewing processes as applied to individuals and families. Prerequisite(s): SWK major. Last Offered: Spring 2015 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 377</td>
<td>Methods of Intervention II</td>
<td>Group processes and structures; generic method applied to groups as client, target and action systems; professional teamwork; phases of group development and worker roles, tasks and direct/indirect interventions. Prerequisite(s): SWK major. Last Offered: Spring 2015 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 378</td>
<td>Methods of Intervention III</td>
<td>Analysis of methods and skills underlying generalist social work practice in larger settings, focusing on organizations and communities. Emphasis is on the development of beginning competence in interventive methods with formal/informal organizations and communities. Prerequisite(s): SWK major. Last Offered: Spring 2015 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 380</td>
<td>Children and Families in Child Welfare: A Practice and Perspective</td>
<td>Presents a family-focused, child-centered model for helping families at risk. Examines the complex interplay of policy and law as they affect practice and service delivery. Utilizes knowledge from ecological approaches, cultural competency, principles of family continuity, and the historic values of the social work profession. Prerequisite(s): SWK major. Last Offered: Spring 2015 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 381</td>
<td>Community Mental Health and Substance Abuse Practice with Adults</td>
<td>Explores innovative community care approaches as well as emerging trends for working with persons with severe and prolonged mental disorder and substance abuse/addictions in the field of community mental health. Focuses on social work intervention using psychosocial rehabilitation approaches for individuals and families seeking services from public mental health agencies, emphasizing evidence-based best practices, and client-centered, recovery-oriented approaches. Prerequisite(s): SWK major. Last Offered: Spring 2015 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SWK 382 - Gerontological Social Work Practice with Elders and Families

Provides a theoretical understanding of growing older, including concepts related to social theories of aging, the biological and physiological context of aging, health status, social context of aging, including family and social supports, racial/ethnic aging, and societal context of aging, including social and health care policies. Focuses on specific skills of intervention for gerontological social work practice.
Prerequisite(s): SWK major.
Last Offered: Spring 2015
3 credits

SWK 390 - Social Work Interviewing Skills

A study of the communication skills used in the professional helping process. Focus is on the deliberate selection and application of interpersonal skills for relationship building, assessment, planning, intervention, evaluation, and termination. Students practice and evaluate their skills using specific client/worker situations in order to develop a beginning competency level.
Prerequisite(s): SWK major.
Last Offered: Spring 2015
3 credits

SWK 398 - Advanced Special Topics

Topics vary.
Last Offered: Spring 2011
3 to 6 credits

SWK 430 - Social Welfare Institutions and Policies II

Study of social welfare policies and programs as a means to bring about social change.
Prerequisite(s): SWK major.
Last Offered: Spring 2015
3 credits

SWK 490 - Field Practice: Seminar I

The student assumes progressive responsibility for professional practice and is expected to function at a higher level of professional competence and more autonomously. Concurrent with 16 hours of weekly field practice in a social agency.
Prerequisite(s): SWK major.
Last Offered: Fall 2014
6 credits

SWK 491 - Field Practice Seminar II

Concurrent with 16 hours of weekly field practice in the SWK 490 social agency.
Prerequisite(s): SWK major and SWK 490.
Last Offered: Spring 2015
6 credits

THR 100 - Understanding Theatre

Survey of dramatic literature and theatrical styles with an emphasis on the individual artistry of collaborating theatre practitioners. Students attend live performances, read plays, and write production critiques. From ancient Greek to hip-hop theatre, students will evaluate the role of theatrical performance in human life and culture.
Last Offered: Summer 2015
3 credits

THR 121 - Introduction to Performance

An introduction to basic stage performance skills and techniques for the beginning actor. Appropriate for the major and non-major. Classwork emphasizes theatre games, improvisation, theatrical terminology and monologue work.
Last Offered: Spring 2015
3 credits

THR 122 - Stage Speaking

Study of individual readiness for performance. Ways of achieving relaxation, freedom from self-consciousness, and free expression of the voice.
Last Offered: Fall 2014
3 credits

THR 131 - Principles of Theatrical Design

Theories, principles and practices of design as they specifically apply to the special temporal and spatial demands of the script and the actor working within a created environment.
Last Offered: Fall 2014
3 credits

THR 151 - Stagecraft I

Survey of technical production areas including sets, props, costumes, lighting and sound. Course includes lectures on materials, tools and techniques, and practical work on department productions.
Last Offered: Spring 2014
3 credits
THR 211 - History of Theatre I
Evolution of the theatre as an art form with stress upon the major developments and changes of emphasis: Greek theatre; Roman theatre; Medieval theatre; and Renaissance and Elizabethan theatre.
Last Offered: Fall 2014
3 credits

THR 212 - History of Theatre II
Evolution in the last three centuries of the theatre as an art form, with stress upon the major developments and changes of emphasis: the Neo-Classic theatre; the Restoration stage; the eighteenth-century theatre; the nineteenth-century, and the birth of realism.
Last Offered: Spring 2014
3 credits

THR 220 - Acting I
The Stanislavski method for making choices through scene work. Preparation and presentation of scenes. Advanced improvisational exercises, sensory tasks, and text analysis are stressed. Involves outside class work with scene partners.
Prerequisite(s): THR 121.
Last Offered: Spring 2015
3 credits

THR 221 - Beginning Modern Dance
Exploring the styles of Graham, Limon, Cunningham, and others. Establishes a foundation in the art of modern dance, using mind and body awareness. Develops physically and artistically while gaining skills in musicality and phrasing enabling them to progress as a movement artist.
Last Offered: Spring 2014
3 credits

THR 223 - Historic Dance for Actors
Survey of pre-classic, classic, and contemporary forms as needed in theatrical presentations.
Last Offered: Fall 2014
3 credits

THR 224 - Beginning Tap and Jazz Dance
To establish a technical and artistic foundation in the art of Tap and Jazz Dance. The student will develop physically and attain proper alignment. The student also will gain skills in phrasing and musicality, and acquire an appreciation and understanding for the universal art forms.
This course enables students to progress to the next level and to better prepare them for future auditions and employment.
Last Offered: Fall 2014
3 credits

THR 227 - Oral Interpretation
Oral Interpretation of prose, poetry, and dramatic literature covering a variety of genres. Projects will cover adaptation, cutting, personal interpretations, and performance styles of communicating the written word orally.
Prerequisite(s): LEP Critical Thinking and INQ 101.
Last Offered: Spring 2015
3 credits

THR 228 - Shakespeare Workshop
An opportunity for the novice student to explore and perform the works of William Shakespeare. Exploring the plays and poetry in order to improve communication skills. Exposure to the acting demands of the theatre.
Prerequisite(s): LEP Critical Thinking and INQ 101.
Last Offered: Spring 2015
3 credits

THR 232 - Costume Construction
Techniques and practices involved in the construction of stage costumes. Emphasis is on the craft of sewing, the making and use of patterns, and the selection and use of materials. A brief study of historical costumes and designing procedures for the stage is included.
Last Offered: Spring 2014
3 credits

THR 236 - Stage Makeup
Principles and practices of stage makeup.
Last Offered: Fall 2014
3 credits
THR 238 - Lighting I
Introduction to stage lighting design and equipment.
Participation in design and crew work on department productions on both Lyman Center mainstage and Kendall Drama Lab.
Last Offered: Fall 2014
3 credits

THR 240 - Play Analysis and Dramaturgy
Introductory study of the play as a literary form. Recommended for freshmen.
Last Offered: Spring 2015
3 credits

THR 251 - Stagecraft II
Study of the problems involved in the mechanics of building, rigging, and shifting stage scenery for various types of theatrical production.
Prerequisite(s): THR 151.
Last Offered: Fall 2013
3 credits

THR 291 - Rehearsal and Performance I
Responsibilities for rehearsal and performance in the Kendall Drama Lab.
Prerequisite(s): Permission of the faculty director. Repeatable for credit. Maximum of 6 credits in combination with THR 391.
Last Offered: Spring 2015
1 credits

THR 296 - Technical Theatre Production I
Shop or backstage crew work on a drama lab production. Pre-production shop assignments may include construction, painting, props, wardrobe, lighting and sound areas. Running crew positions require significant weekend and evening time commitment during technical rehearsal and performance weeks.
Prerequisite(s): Departmental permission. May be repeated.
Last Offered: Spring 2015
.5 to 2 credits

THR 298 - Special Topics in Theatre
Examination of development as, issues, and/or creative work in the field of theatre.
Last Offered: Spring 2015
3 credits

THR 299 - Technical Theatre Production II
Shop or backstage crew work on a drama lab production. Pre-production shop assignments may include construction, painting, props, wardrobe, lighting and sound areas. Running crew positions require significant weekend and evening time commitment during technical rehearsal and performance weeks.
Prerequisite(s): Departmental permission. May be repeated.
Last Offered: Fall 2013
3 credits

THR 308 - Technical Theatre Production III
Shop or backstage crew work on a drama lab production. Pre-production shop assignments may include construction, painting, props, wardrobe, lighting and sound areas. Running crew positions require significant weekend and evening time commitment during technical rehearsal and performance weeks.
Prerequisite(s): Departmental permission. May be repeated.
Last Offered: Fall 2013
3 credits

THR 310 - Playwriting
A writing intensive course in which students write exercises and scenes which culminate in a one-act play. Students also examine the diversity of contemporary drama, reading plays as diverse as Joe Orton’s The Ruffian on the Stair to Mac Wellmah’s Sincerity Forever. Selected plays are given staged readings at the end of the semester.
Last Offered: Fall 2011
3 credits

THR 315 - The American Musical Theatre
Study of the American Musical Comedy form and its variations as they have developed from the origins in the Viennese Operetta, Gilbert and Sullivan, the Minstrel Show, Vaudeville, and Burlesque.
Last Offered: Fall 2013
3 credits

THR 320 - Acting II: Advanced Scene Study
Prerequisite(s): THR 122 and/or departmental permission.
Last Offered: Fall 2013
3 credits

THR 324 - Intermediate Tap and Jazz Dance
To further develop the student’s technical proficiency in the art of Tap and Jazz Dance. The student will further his or her skills in phrasing and musicality and attain a deeper appreciation and understanding of the universal art forms. The student will build upon previous beginning course work. This course will enable the student to progress to the next level and will further prepare them for future auditions and employment.
Prerequisite(s): THR 224.
Last Offered: Spring 2015
3 credits
THR 325 - Directing I
An overview of the history of directing and the role of the director. Lectures and scene study which focus specific directorial problems such as composition, line and movement, working with actors, use of imagery and metaphor.
Last Offered: Fall 2014
3 credits

THR 325 - Directing I
An overview of the history of directing and the role of the director. Lectures and scene study which focus specific directorial problems such as composition, line and movement, working with actors, use of imagery and metaphor.
Last Offered: Fall 2014
3 credits

THR 391 - Rehearsal and Performance II
Responsibilities for rehearsal and performance in the Lyman Center Stage.
Prerequisite(s): Permission of the faculty director. Repeatable for credit. Maximum of 6 credits, in combination with THR 291.
Last Offered: Spring 2015
1 credits

THR 351 - Scene Painting
Principles of color and techniques of scene painting. Proficiency in the actual painting of stage scenery is the goal.
Prerequisite(s): THR 151.
Last Offered: Spring 2015
3 credits

THR 373 - Puppetry I
The many uses of puppetry in education, recreation, therapy, and the media. Instruction in the making and manipulation of various types of simple puppets.
Last Offered: Summer 2013
3 credits

THR 396 - Technical Theatre Production II
Shop or backstage crew work on a Lyman mainstage production. Pre-production shop assignments may include construction, painting, props, wardrobe, lighting and sound areas. Running crew positions require significant weekend and evening time commitment during technical rehearsal and performance weeks.
Prerequisite(s): departmental permission.
Last Offered: Spring 2015
.5 to 2 credits

THR 375 - Theatre for Young People
A survey of children’s theatre which includes selection, designing, and directing of plays for young people. Observation and/or involvement in production of a children’s play in progress.
Last Offered: Spring 2015
3 credits

THR 397 - Special Topics in Theatre
Examination of developments, issues, and/or creative work in the field of theatre.
Last Offered: Fall 2013
.5 to 3 credits

THR 382 - The Movies
Examination of film through the use of the narrative mode focusing on theme and genre.
Last Offered: Summer 2015
3 credits

THR 415 - Dramatic Criticism
Critical Analysis of plays and productions with practice in the writing of reviews and critiques of currently produced plays.
Last Offered: Fall 2013
3 credits

THR 425 - Directing II
Practice in directing scenes and a one-act play. Making choices; the script, the cast, the floor plan. Methods of conceptualizing a playwright’s text through set design and lighting. Scheduling time, space, and task. Working collaboratively while supervising designers, actors and technical staff.
Prerequisite(s): THR 325 and/or departmental permission.
Last Offered: Spring 2015
3 credits

THR 390 - Practicum in Video Drama
A workshop course in acting before the camera. Participants present rehearsed scenes filmed by the advanced video students. Students are afforded hands-on opportunities to work with video cameras and computerized editing equipment and will also learn directorial storyboarding techniques.
Prerequisite(s): THR 121.
Last Offered: Spring 2011
3 credits

THR 497 - Internship in Theatre Studies
Practical experience in an approved professional theatre or related organization. Course may be repeated once for credit.
Prerequisite(s): Departmental permission and junior status.
Last Offered: Spring 2015
1 to 6 credits
THR 498 - Advanced Special Topics
Examination of developments, issues, and/or creative work in the field of theatre.
Last Offered: Spring 2015
1 to 3 credits

THR 499 - Independent Study in Theatre
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Summer 2015
1 to 6 credits

TSL 315 - Foundations of Bilingual Education
History and philosophy of bilingualism in American Schools. Models, approaches, and materials employed in effective bilingual education.
Prerequisite(s): Junior status.
Last Offered: Fall 2014
3 credits

TSL 321 - Assessment for English Language Learners
Provides bilingual education and ESL teachers with knowledge and practice of language and academic testing and placement techniques for languages minority students.
Prerequisite(s): Junior status.
Last Offered: Spring 2015
3 credits

TSL 418 - ESL Methods in Content Instruction
Prepares mainstream, bilingual education, and ESL teachers to apply ESL methodologies in the teaching of course content to limited English proficient students.
Prerequisite(s): TSL 315 and [EDU 301 or EDU 307] and [EDU 311 or EDU 312].
Last Offered: Summer 2015
3 credits

URB 200 - Introduction to Urban Planning
No Description Available
Last Offered: Spring 2011
3 credits

WLL 204 - Language and Culture
An introduction to the anthropological study of language including the nature, structure of language; the sociocultural functions and uses of language; theory and the study of meaning; language variations; the evolution and learning of language, and the nature of language change.
Last Offered: not yet offered
3 credits

WLL 208 - Contemporary Chinese Society and Culture
Provides an overview of the contemporary Chinese society and culture and examines the major social and cultural issues of China. Specific topics include social and economic reforms, economic success and social problems, youth and education, marriage and family.
Last Offered: not yet offered
3 credits

WLL 211 - Introduction to Linguistics
A variety of approaches to the study of language: including the historical, the structural, and transformational.
Last Offered: Fall 2014
3 credits

WLL 214 - American Tongues: Everyday Politics of Speaking
Investigates the ways that language practice constructs, maintains, and complicates ideas about social cohesion with an emphasis on inequality. Stresses intersections of race, class, and gender.
Last Offered: not yet offered
3 credits

WLL 298 - Special Topics
Examination of developments, issues, and/or creative work in the field of World Languages.
Prerequisite(s): Departmental Permission.
Last Offered: Fall 2011
3 credits

WLL 374 - Language, Gender, and Sexuality
Traverses scholarship on the significance of gender in language from early emphases on universal to more recent ethnographically grounded approaches. Relates gender to expressions of sexuality.
Prerequisite(s): ANT 204 or WLL 204.
Last Offered: not yet offered
3 credits
WLL 397 - Internship
No Description Available
Prerequisite(s): Departmental permission.
Last Offered: Spring 2015
3 credits

WLL 398 - Special Topics
Examination of developments, issues, and/or creative work in the field of World languages.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2014
3 credits

WLL 401 - Language Teaching and Technology
Overview of the history and the concepts/issues in educational technology particularly related to language teaching and learning. Examination of available resources and their pedagogical application in the language classroom. Use of modern technology tools and resources and their application to teaching.
Prerequisite(s): Junior status.
Last Offered: Spring 2011
3 credits

WLL 403 - Introduction to Second Language Acquisition
An introduction to theories of second language acquisition (SLA) that outlines nativist, environmental, sociocultural, and psycholinguistic perspectives on SLA and discusses factors that influence the L2 learning process. Also explores the application of SLA theory to understanding L2 learners’ interlanguage production.
Prerequisite(s): WLL 211.
Last Offered: Spring 2015
3 credits

WLL 404 - Methods and Materials for Teaching World Languages in the Elementary Schools
Rationale, history, theoretical, and practical foundations of foreign language instruction in the elementary school. Models for curriculum, program implementation, planning, and assessment. Through video, practice, demonstrations, guest lectures, and the Internet, students acquire a wide range of teaching activities.
Prerequisite(s): 24 credits in World Languages or departme
Last Offered: Summer 2015
3 credits

WLL 452 - Secondary School Student Teaching
(World Languages) Guided observation and supervised student teaching in grades 7–12 in cooperating schools.
Prerequisite(s): WLL 491.
Last Offered: Spring 2015
12 credits

WLL 480 - Latin and the Romance Languages
Development of Latin into the modern romance languages (principally French, Italian, and Spanish), one of the great case studies in linguistic history. Some attention to applying history to classroom instruction. Scheduled once every three years.
Prerequisite(s): Successful completion of a third-year course in FRE, ITA, or SPA (or the equivalent), or one year of Latin.
Last Offered: not yet offered
3 credits

WLL 491 - Foreign Languages (Secondary School)
Critical study of the theories, methods, and techniques of foreign language teaching with an extensive experience in the field.
Prerequisite(s): 18 credits of foreign language including literature. For certification only.
Last Offered: Fall 2014
4 credits

WLL 498 - Special Topics
Examination of developments, issues, and/or creative work in the field of World Languages.
Prerequisite(s): Departmental permission.
Last Offered: Summer 2011
3 credits
WLL 499 - Independent Study
Students work with a faculty member on a project as outlined and approved on an Independent Study form. Forms are available in the Dean's Office.
Last Offered: Summer 2015
1 to 3 credits

WMS 100 - Dynamics of Gender, Race and Class
Examines the intersections of gender, race, and class from the perspective of women’s studies.
Last Offered: Spring 2015
3 credits

WMS 150 - Women, Community, Technology
This course examines (1) the past, present, and future of women’s critical employment of technologies in the shaping and building of communities and (2) the gender dynamic in the digital age. The perspectives will be interdisciplinary, intersectional, global, and comparative.
Last Offered: Spring 2015
3 credits

WMS 215 - Women in Society
Problems of women’s roles in society. Comparative perspectives on the status of women across social institutions. An exploration of feminism and consideration of its goals and methods.
Last Offered: Spring 2015
3 credits

WMS 280 - Human Sexuality
Exploration of the biological, psychological, sociological and philosophical aspects of human sexuality. Experience in therapeutic effects of dialogue about sex and values.
Last Offered: Fall 2014
3 credits

WMS 294 - Women's Studies Tier 3 Capstone
No Description Available
Last Offered: Fall 2014
3 credits

WMS 298 - Special Topics
Examination of developments, issues, and/or creative work in the field of women’s studies.
Last Offered: Spring 2015
3 credits

WMS 309 - Women and Religion: The Old and New Eve
Influence of religion on women’s image, role and status in western culture; cross-cultural comparisons: contemporary liberation theology; new roles in church and synagogue; sex and marriage.
Prerequisite(s): 3 credits in PHI or relevant major or minor and junior status.
Last Offered: Fall 2013
3 credits

WMS 310 - Women and Philosophy
Examines philosophical issues relating to women; androcentrism in philosophy; surveys works of women philosophers, ancient to contemporary.
Prerequisite(s): 3 credits in PHI, or relevant major or minor and junior status.
Last Offered: Fall 2014
3 credits

WMS 312 - Communication and Gender
Explores communication and gender including masculine and feminine communication styles as well as stereotypes of men’s and women’s communication; and gender patterns in communication across a variety of personal and professional contexts.
Prerequisite(s): COM 225.
Last Offered: Spring 2015
3 credits

WMS 315 - Sociology of Gender
Overview of women’s and men’s roles in society. Sociological perspectives and data on gender role formation, interaction, conflict, and change across social institutions. Theoretical insights on gender from a wide range of perspectives.
Prerequisite(s): SOC 100, and 3 additional SOC credits.
Last Offered: Spring 2015
3 credits
WMS 316 - Women in the Developing World
Explores the nature of the lives of women across the globe; their changing social, economic and political roles; the impact of development, revolutionary movements, and international feminism.
Prerequisite(s): 3 credits in SOC or WMS.
Last Offered: Fall 2014
3 credits

WMS 318 - Women in American History 1620-1890
Examines the variety of experiences of groups of American women and presents a broad outline of major social, economic, political, legal, and cultural changes in women’s lives from the seventeenth through the late nineteenth centuries.
Prerequisite(s): 9 credits in HIS.
Last Offered: Fall 2014
3 credits

WMS 319 - Women in American History 1865 - Present
Examines the variety of experience of groups of American women and presents a broad outline of major social, economic, political, and cultural changes in women’s lives from the late nineteenth century to the present.
Prerequisite(s): 9 credits in HIS.
Last Offered: Spring 2011
3 credits

WMS 323 - Women in Prehistory
Examines the roles of women in ancient societies including their roles as healers, warriors, chiefs, and queens.
Prerequisite(s): 6 credits in ANT, SOC, or WMS.
Last Offered: Spring 2011
3 credits

WMS 325 - Representations of Motherhood
Analysis of the concept of motherhood as a social, cultural, and man-made construction. Examination of the meaning of motherhood from prehistoric times to the present, as represented in religions, the arts, business, the mass media, as well as contemporary feminist theories.
Prerequisite(s): Sophomore status.
Last Offered: Spring 2014
3 credits

WMS 350 - Women’s Health Consciousness: Ages 18-40
Exploration of health issues specifically related to women aged 18-40: fertility control and behavior, alternatives in childbirth, and medical self-care.
Last Offered: Summer 2015
3 credits

WMS 360 - Romance to Ruin: Media and Relationships
A study of culturally created ideologies, concerning intimate relationships including attraction, romance, intimacy, sexuality, commitment, power, and gender roles as systematic and mediated constructions.
Prerequisite(s): Sophomore status.
Last Offered: Spring 2015
3 credits
WMS 403 - Women’s Multidisciplinary Entrepreneurship

A historical and sociological examination of the multidisciplinary entrepreneurial accomplishments of women from 1776 to the present in the broad categories of agriculture and mining; construction; communication; manufacturing; service — both for profit and not-for-profit; transportation; and wholesale and retail trade. Their contributions to the U.S. and global economies are assessed through the critical lens of the social, political, and legal constraints within which they lived.

Prerequisite(s): Junior status or departmental permission.

Last Offered: Spring 2013
3 credits

WMS 412 - Psychology of Women

Psychological assumptions about women and how these assumptions are being questioned or verified by recent experimental studies.

Prerequisite(s): 12 credits in psychology.

Last Offered: Spring 2015
3 credits

WMS 415 - Contemporary Feminist Theories

Seminar on recent feminist thought, including sexual rationalism, socialist and radical feminism and analysis of the patriarchal state. Relationship to other sociological, psychological, and political thinking.

Prerequisite(s): HIS 213 or PSC 320 or SOC 215.

Last Offered: Spring 2015
3 credits

WMS 499 - Independent Study

Provides students with an opportunity for independent study and in-depth research on selected topics on women’s studies issues.

Prerequisite(s): Departmental permission.

Last Offered: Spring 2013
3 to 6 credits