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Division of Public Affairs, Quinnipiac University: www.quinnipiac.edu

Admission requirements, fees, rules and regulations and academic programs are updated in official bulletins
of the University. The University reserves the right to change the contents of this catalog at any time.

Photography by Stan Godlewski, John Hassett, Robert Lisak, Frank Poole, Mark Stanczak, Carl Talley

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Statements on Nondiscrimination and Compliance

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the University community. Women, members of minority groups and individuals with disabilities are encouraged to consider and apply for admission. Quinnipiac does not discriminate on the basis of race, color, creed, gender, age, sexual orientation, national and ethnic origin, or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

Quinnipiac is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and inquiries should be directed to the Learning Center or to the Office of Human Resources. Quinnipiac complies with the Student Right to Know and Campus Security Act (PL 103-542) and those reports are available from the Office of Public Affairs. Quinnipiac maintains all federal and state requirements for a drug-free campus and workplace; information on student drug and alcohol programs is published in the Student Handbook and employee information is distributed through the Office of Human Resources. Graduation reports are available upon request from the Offices of Admissions and Registrar. Reports on athletic programs are available from the Department of Athletics and Recreation.
Dear Students,

The essence of a university lies in its people and in its programs. We at Quinnipiac University have reason to be proud of our programs and all the members of our University community. We take care to ensure that the students who enroll at Quinnipiac are prepared to make their contributions as responsible professionals and community leaders in a culturally rich and diverse society.

As you look through the pages of the catalog, consider the three values upon which Quinnipiac University was founded: high-quality academic programs, a student-oriented environment and the fostering of a sense of community among all of the members of the Quinnipiac family. We continue to be committed to these important values and to providing the best possible living and learning environment for our students.

I welcome you to Quinnipiac University, and I look forward to seeing you on campus.

John L. Lahey
President
Accreditations and Professional Memberships

Quinnipiac University is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the association indicates that the institution has been evaluated carefully and found to meet standards agreed upon by qualified educators.

Quinnipiac also is accredited by the Board of Higher Education of the state of Connecticut and is authorized by the General Assembly of the state to confer such degrees and grant such diplomas as are authorized by the board.

All programs in health sciences have been approved by appropriate state and national agencies or are in the process of accreditation. The physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), the occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), and the undergraduate and graduate nursing programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). The physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The pathologists’ assistant program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The athletic training/sports medicine program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Veterinary technology holds accreditation from the American Veterinary Medical Association. The bachelor’s degree program in diagnostic imaging is accredited by the Joint Review Committee on Education in Radiologic Technology. The cardiovascular perfusion program is accredited by the Commission on Accreditation of Allied Health Education Programs.

Quinnipiac’s undergraduate and graduate business programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. As a school of business with AACSB-accredited business programs, Quinnipiac meets or exceeds established standards, as determined by periodic AACSB peer group review. The AACSB quality standards relate to curriculum, faculty resources, admission, degree requirements, library and computer facilities, financial resources and intellectual climate. The BS in computer information systems program is accredited by ABET, Inc.

The State Bar Examining Committee has approved the undergraduate programs of Quinnipiac for prelaw education, and the American Bar Association has approved the legal studies bachelor’s degree program.

Quinnipiac has received full approval from the American Bar Association to award the JD degree through the Quinnipiac University School of Law. The American Bar Association also has acquiesced in the offering by the Quinnipiac University School of Law of the Master of Laws in Health Law (the “Health Law LLM”). (Under its standards, the ABA does not “approve” post-JD programs such as the LLM, but only considers whether it will or will not “acquiesce” in such proposed programs at an accredited law school.) The Quinnipiac University School of Law is also a member of the Association of American Law Schools.

The master of arts in teaching program is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the CT State Department of Education. The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education. The educational leadership program is fully accredited by the CT State Department of Education and is aligned with the leadership standards of NCATE.

Students may review information on the various accrediting agencies and accrediting reports by contacting the Office of the Senior Vice President for Academic and Student Affairs.

Quinnipiac reserves the right to change any provisions of this catalog at any time.
GENERAL INFORMATION

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2010–11 Academic Calendar  *excludes School of Law

**Fall 2010**
August 25–27  Wed–Fri  New undergraduate student orientation
August 30*  Monday  Undergraduate and graduate classes begin
September 3  Friday  Last day for late registration/schedule changes
September 6  Monday  Labor Day—University holiday; no classes
September 11  Saturday  All Saturday classes begin
September 17  Friday  Yom Kippur—University holiday; no classes
September 25  Saturday  Open House for prospective undergraduate students
October 16  Saturday  Open House for prospective undergraduate students
October 22–24  Fri–Sun  Parents & Family Weekend
November 5*  Friday  Last day to withdraw from undergraduate and graduate classes with a grade of “W”
November 13  Saturday  Open House for prospective undergraduate students
November 22–27  Mon–Sat  No classes
November 25–26  Thurs–Fri  Thanksgiving holiday—University closed
December 11*  Saturday  Undergraduate and graduate classes end
December 13–18*  Mon–Sat  Final examination period—undergraduate and graduate classes
December 20  Monday  Final grades due
Dec. 24–Jan 2  Fri–Sun  University closed

**January Term 2011**
January 3  Monday  Undergraduate and graduate classes begin
January 17  Monday  Martin Luther King Jr. Day—University holiday; no classes
January 21  Friday  Classes end
January 21  Friday  Final examinations
January 24  Monday  Final grades due

**Spring 2011**
Jan 20–21  Thurs–Fri  New undergraduate student orientation
January 24*  Monday  Undergraduate and graduate classes begin
January 28  Friday  Last day for late registration or schedule changes
January 29  Saturday  Saturday classes begin
March 14–19  Mon–Sat  Undergraduate and graduate spring recess
March 26–27  Sat–Sun  Admitted Student Days
April 15*  Friday  Last day to withdraw from undergraduate and graduate classes with a grade of “W”
April 22  Friday  Good Friday—University holiday; no classes
April 30  Saturday  Undergraduate Awards Ceremony
May 1  Sunday  Senior Awards Ceremony
May 7*  Saturday  Undergraduate and graduate classes end
May 9–14*  Mon–Sat  Final examination period—undergraduate and graduate classes
May 15  Sunday  Graduate and Law Commencements
May 16  Monday  Final grades due; Junior Open House for prospective students
May 22  Sunday  Undergraduate Commencement
May 30  Monday  Memorial Day—University holiday
June 3–4  Fri–Sat  New Student Orientation
June 10–11  Fri–Sat  New Student Orientation
June 17–18  Fri–Sat  New Student Orientation

**Summer Term 2011 (dates may change)**
Summer I  May 23–June 25 (5 weeks)
Summer I  May 23–July 9 (7 weeks)
Summer II  July 11–August 13 (5 weeks)

*The University reserves the right to revise this calendar.*
2011–12 Academic Calendar *excludes School of Law

Fall 2011
August 24–26 Wed–Fri New undergraduate student orientation
August 29 Monday Undergraduate and graduate classes begin
September 2 Friday Last day for late registration/schedule changes
September 5 Monday Labor Day—University holiday; no classes
September 10 Saturday All Saturday classes begin
September 24 Saturday Open House for prospective undergraduate students
October 7 Friday Yom Kippur—University holiday; no classes
October 14–15 Fri–Sun Parents & Family Weekend
October 22 Saturday Open House for prospective undergraduate students
November 4* Friday Last day to withdraw from undergraduate and graduate classes with a grade of “W”
November 12 Saturday Open House for prospective undergraduate students
November 21–26 Mon–Sat No classes
November 24–25 Thurs–Fri Thanksgiving holiday—University closed
December 10* Saturday Undergraduate and graduate classes end
December 12–17* Mon–Sat Final examination period—undergraduate and graduate classes
December 19 Monday Final grades due
Dec. 25–Jan. 2 Sun–Mon University closed

January Term 2012*
January 2 Monday New Year’s Day observed—University holiday
January 3 Tuesday Undergraduate and graduate classes begin
January 16 Monday Martin Luther King Jr. Day—University holiday; no classes
January 20 Friday Classes end
January 20 Friday Final examinations
January 23 Monday Final grades due

Spring 2012
January 16 Monday Martin Luther King Jr. Day—University holiday; no classes
Jan. 19–20 Thurs–Fri New undergraduate student orientation
January 23* Monday Undergraduate and graduate classes begin
January 28 Saturday Saturday classes begin
February 6 Monday Last day for late registration or schedule changes
March 12–17 Mon–Sat Undergraduate and graduate spring recess
March 31–April 1 Sat–Sun Admitted Student Days
March 30* Friday Last day to withdraw from undergraduate classes with a grade of “W”
April 6 Friday Good Friday—University holiday; no classes
April 21 Saturday Undergraduate Awards Ceremony
April 22 Sunday Senior Awards Ceremony
May 5* Saturday Undergraduate and graduate classes end
May 7–12* Mon–Sat Final examination period—undergraduate and graduate classes
May 13 Sunday Graduate and Law Commencements
May 14 Monday Final grades due; Junior Open House for prospective students
May 20 Sunday Undergraduate Commencement
May 28 Monday Memorial Day—University holiday
June 1–2 Fri–Sat New Student Orientation
June 5 Tuesday Transfer Get Acquainted Day
June 8–9 Fri–Sat New Student Orientation
June 15–16 Fri–Sat New Student Orientation

Summer Term 2012 (dates may change)
Summer I May 21–June 23 (5 weeks)
June 21–July 7 (7 weeks)
Summer II July 11–August 13 (5 weeks)

The University reserves the right to revise this calendar.
About Quinnipiac University

Quinnipiac today is a thriving, three-campus university located in southern Connecticut. It offers more than 70 programs to 5,700 undergraduates and 2,000 graduate and law students.

The University, founded in New Haven in 1929 with an emphasis on business, was known as the Connecticut College of Commerce until it changed its name in 1951 to Quinnipiac College. Soon thereafter, having outgrown its New Haven surroundings, the University moved to its 250-acre Mount Carmel Campus in Hamden, Conn., 90 minutes north of New York City, two hours from Boston and eight miles from metropolitan New Haven.

In 2000, the name Quinnipiac University was adopted to better reflect the quality and diversity of the school’s programs at both the undergraduate and graduate levels.

Over the years, Quinnipiac has experienced dramatic and steady growth in the quality and scope of its academic programs. The early focus on business has now expanded to include nationally recognized programs in health sciences, communications, education, law and arts and sciences.

In 2007, Quinnipiac dedicated its TD Bank Sports Center, the first of several buildings on its 250-acre York Hill Campus. The center houses separate arenas for the University’s Division I men’s and women’s ice hockey and basketball teams. York Hill also contains residence halls for 1,800 students, a student center and fitness facility, and a 2,000-car parking garage.

A third 104-acre campus in nearby North Haven serves as home to the School of Health Sciences as well as many graduate programs. A medical school is planned for this site with an opening date of 2013 or 2014.

Throughout its history, Quinnipiac has remained true to its three core values: high-quality academic programs, a student-oriented environment and a sense of community.

The University is easily reached via the Connecticut Turnpike (Interstates 95 and 91), the Merritt Parkway (Route 15) and Interstate 84.

Quinnipiac University Mission Statement

An education at Quinnipiac embodies the University’s commitment to three core values: high-quality academic programs, a student-oriented environment and a strong sense of community. The University prepares undergraduate and graduate students for achievement and leadership in business, communications, health, education, law and the liberal arts and sciences.

Quinnipiac University educates students to be valued and contributing members of their communities through a vital, challenging and purposeful educational program. Students engage real-world issues through practice and the consideration of different perspectives. The University’s innovative QU seminar series further prepares undergraduates to understand their role and responsibilities as members of the Quinnipiac community, as well as the larger national and global communities.

To fulfill its educational mission Quinnipiac:

• offers degree programs centered on effective practice that are strengthened by the integration of a liberal education;

• cultivates critical thinking, intellectual integrity, curiosity and creativity in the pursuit of knowledge;

• provides a variety of learning and service experiences to facilitate student achievement;

• maintains a strong commitment to a diverse and inclusive student body, faculty and staff;

• fosters an understanding of and respect for the multiplicity of human perspectives and belief systems;

• supports faculty teacher-scholars who are effective teachers and who engage in scholarship with valuable intellectual and practical results.

A Student-Oriented University

Quinnipiac is committed to making each student’s experience a satisfying and rewarding one. It strives to do this in both personal and academic contexts. Students are represented on all key bodies involved in decision making, including the Board of Trustees.

The Student Government Association is involved in fundamental University issues, as well as ongoing campus events. Activity clubs, organizations, societies, fraternities, sororities and ethnic, religious, cultural and political groups all play important roles in the day-to-day life of the community.
In keeping with the value system at Quinnipiac, emphasis is on the individual, not on social or economic standing. Students are selected solely on the basis of merit and qualifications, with major consideration given to the innate qualities of motivation and character.

As a result, the student body reflects a wide spectrum of racial, religious and economic backgrounds, personalities and lifestyles that provide diverse social and cultural experiences. The cosmopolitan student community represents 25 states throughout the United States as well as countries abroad.

**Center for Excellence in Teaching and Service to Students**

The Center for Excellence in Teaching and Service to Students encourages, supports and recognizes superior teaching and service to students at Quinnipiac University. The center serves as an important vehicle in helping the University achieve its educational mission, consistent with its three core values: high-quality academic programs, a student-oriented environment and a sense of community.

The center sponsors a variety of professional development programs and activities using its own role models and expertise within the faculty and staff, as well as external consultants and experts. It also sponsors workshops and seminars, conducts student, faculty and staff surveys, and hosts special recognition events. The annual Excellence in Service to Students Award and Excellence in Teaching Award reflect the highest recognition of excellence at Quinnipiac University.

The center is supported through the president’s office and is guided by a rotating board of directors consisting of representatives from the faculty, staff and students.

**A Community of Learning**

Effective learning takes place at many levels beyond the traditional teacher-classroom situation, and Quinnipiac encourages flexibility in the learning process.

Students in the School of Health Sciences use hospitals and medical and research centers for their clinical laboratory experiences. Students in the School of Business have working contact with private and public business operations. Students in the School of Communications complete internships in the broadcast, print and film media, in cable television and sound recording industries, and in various video production, advertising and public relations operations. Students in the College of Arts and Sciences participate in community activities and programs. Students in the School of Education complete internships in public schools.

Recognizing that the learning process has no bounds, Quinnipiac requires students to take a University Curriculum regardless of their enrollment in a particular school or program. Further, as citizens of a learning community, the faculty members interact in the learning process as participants rather than mere dispensers of facts.

The student affairs offices also support growth and development of the Quinnipiac community through a variety of cocurricular programs that complement academic efforts.
Admission

Admission Procedures
Consistent with the University mission, Quinnipiac welcomes inquiries from serious students of all ages who are interested in professional preparation in fields related to health sciences, business, education, communications, public service, and the theoretical and applied disciplines in arts and sciences. An education at Quinnipiac integrates technical, professional and liberal studies. The students who benefit most from Quinnipiac are those who are motivated for a life of professional service and prepared to undertake a program of studies that is broad in its cultural perspectives, while being focused in its technical and professional dimensions. Quinnipiac University seeks students who wish to pursue professional careers, including those who, as yet, are undecided on their fields.

Students interested in Quinnipiac University are urged to acquaint themselves thoroughly with Quinnipiac as early in their decision-making process as possible. A campus visit and admissions interview is strongly recommended. If a campus visit is not possible, prospective students are advised to meet with one of Quinnipiac’s representatives when they visit the student’s school, or to make arrangements for a telephone conference. The admissions office hosts on-campus interviews Monday through Friday year-round and group information sessions weekdays throughout the year and on Saturday mornings during the fall and spring semesters. Fall and spring open houses, Admitted Student Days (in late March and early April) and online chat sessions also provide opportunities to learn more about Quinnipiac. We welcome your interest. Please call our toll-free number, 800-462-1944 or 203-582-8600, visit our website www.quinnipiac.edu/visit, or email us at admissions@quinnipiac.edu.

Admission Requirements
Admission to Quinnipiac University is competitive, and applicants are expected to present a strong college prep program in high school, along with official scores of all standardized tests taken (SAT and/or ACT). The admissions staff looks for a B or higher grade point average in a challenging academic program through the senior year, and uses the highest individual scores on the SAT in critical reading, math and writing or the highest ACT composite score. The admissions website provides a range of information on the number of applicants and average scores, including ethnic and geographic information about the recent incoming class.

All freshman applicants for admission are expected to present:
1. A high school diploma from an approved secondary school or its equivalent.
2. A secondary school transcript showing as completed, or in progress, a college preparatory sequence including: English, four units; mathematics, three units (physical and occupational therapy, nursing and physician assistant applicants should have four years); science, three units (all health science applicants are expected to have biology and chemistry; physical therapy applicants should also have physics); social science, two units; academic (college preparatory) electives, four units. Total academic units expected: 16. First quarter grades in the senior year should be sent as soon as they are available.
3. All official score results for the Scholastic Reasoning Test (SAT I) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT).
4. A completed Quinnipiac University application, or the Common Application plus Quinnipiac Supplement together with a non-refundable application fee of $45.
5. A personal statement or essay (250-word minimum).
6. An interview is recommended but not required.
7. A teacher or counselor letter of recommendation.

...
Transfer Requirements
Transfer applicants must submit the documents listed above for freshmen with the following exceptions:
1. An official transcript from each post-high school institution attended, even if no courses were completed.
2. Applicants who graduated from high school more than five years ago or have successfully completed the equivalent of one year (30 credits) of college study are not required to submit entrance examination scores.
3. Students seeking a second bachelor’s degree need only submit transcripts of their college work and the application form.
4. The application fee for transfer applicants is $45.

International Student Admission
Applications for undergraduate study from international students are welcomed. Upon application, international students are requested to submit English language descriptions of secondary schools, colleges and universities attended.

In addition, applicants from non-English-speaking countries also must submit the following documents:
1. Certified translations of all prior secondary and collegiate academic records.
2. Scores from the Test of English as a Foreign Language (TOEFL). Information and registration forms can be obtained from the TOEFL Program, Educational Testing Service, Princeton, NJ 08540. Normally a minimum score of 550 (213 on the CBT computer-based TOEFL or 77 on the Internet-based TOEFL) is required for admission.
3. Official documentation of financial support for undergraduate study and living expenses must be submitted to the admissions office before an I-20 can be issued to the student. The statement of financial support can be downloaded from the website.

Admissions Selection Process
Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available. Students applying for PT, PA or nursing should apply by Nov. 1. Students applying for admission into the physical therapy program must supply documentation of two clinical observations. The online application is easy to access online at www.quinnipiac.edu/apply, or you can file a paper application. Students also may apply using the Common Application and the Quinnipiac Supplement.

The admissions staff begins reviewing complete applications in mid-November and begins notifying students in early January. In all cases, students have until May 1 to respond to offers of admission (uniform Candidate Reply Date) with a matriculation deposit of $200 and housing deposit of $350. Feb. 1 is the recommended deadline for applications to assure consideration for the program of choice. Students who are placed on a waitlist are notified by June 1 of any further decision.

Transfer students should apply for admission either early in the fall (for the spring semester) or mid-winter (for the fall semester). Official transcripts from all institutions attended must be provided. Most programs look for a minimum grade point average of 2.5 (some programs may require a 3.0) for consideration. Transfer students are not eligible to apply for the 6-year freshman entry-level physician assistant program.

Quinnipiac works closely with the community and technical colleges in Connecticut and elsewhere, and recommends that students follow a transfer curriculum of study if their plan is to move to a four-year university. Students may wish to arrange an admissions appointment to discuss program requirements.

University Laptop Program
Teaching faculty design their courses with the expectation that students will have computer technology in the classroom when requested. For that reason, all incoming undergraduate students must have a laptop that meets our academic requirements and technical standards. To facilitate this need, Quinnipiac offers a laptop program that is cost effective and exceptionally well supported both on and off campus. The recommended laptops are configured so that they meet the core needs of academic programs and are a key part of the campus computing infrastructure, designed to support new teaching and learning. (See p. 44 for more information on Computing Services).
**Advanced Standing/Placement**

Credits earned prior to admission to Quinnipiac will be evaluated by the Office of Admissions and will then be referred to the dean’s office for evaluation. Transfer credit evaluation begins once a student has been admitted, or by request to the Office of Admissions at 203-582-8612.

Quinnipiac University normally grants transfer credit for courses appropriate to the chosen curriculum completed with a grade of C or better at a regionally accredited postsecondary institution. In some cases, coursework completed more than 10 years earlier may be disallowed. A student who has completed courses at an institution not granting degrees, or who has extensive experience in a specialized field, may request comprehensive examinations to help determine placement.

Advanced standing or placement will be considered for entering freshmen who have successfully completed college-level credit courses (usually with a grade of C or better on an official transcript) through a recognized college or university, or who have achieved an acceptable score on an appropriate examination of (1) the Advanced Placement Program of the College Entrance Examination Board, (2) the International Baccalaureate, or (3) the College Level Examination Program (CLEP).

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**Tuition and Fees**

**Summary of Charges**

Tuition and fees for 2010–11

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Full-time undergraduate</td>
<td>$34,250 per year</td>
</tr>
<tr>
<td>students taking 12–16 credits per semester including student fee</td>
<td>($17,125 per semester)</td>
</tr>
<tr>
<td>More than 16 credits or fewer than 12 credits</td>
<td>$790 per credit</td>
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**Occupational Therapy and Physical Therapy Clinical Affiliation**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
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<tr>
<td>5th yr. OT 500, 580, 581, 582</td>
<td>$725 per credit</td>
</tr>
<tr>
<td>Doctoral PT 571, 572, 581, 582</td>
<td>$725 per credit</td>
</tr>
<tr>
<td>Master’s PT 500, 580, 581, 582</td>
<td>$725 per credit</td>
</tr>
<tr>
<td>Pathologists’ Assistant</td>
<td>$725 per credit</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>$725 per credit</td>
</tr>
<tr>
<td>Radiologist Assistant</td>
<td>$725 per credit</td>
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A student fee of $35 per credit is applicable to students registered for 4–11 credits.

A number of courses have an additional fee usually associated with laboratory classes in the sciences. For more information about specific course fees, contact the bursar’s office.

Miscellaneous expenses (books, laboratory fees, travel and personal) average $2,500 per year.

The University offers a variety of payment plans to help you meet your educational expenses. These plans are available for the fall and spring terms, both on an annual and semester basis. Please note that payment plans are not available for the summer terms. The payment plan is not a loan program and there are no interest or finance charges. The only initial cost to you is a small nonrefundable enrollment fee per agreement.

Families are encouraged to enroll online at www.quinnipiac.edu/bursar.xml through “e-cashier.” Once you have set up your account through this secure website, you can authorize your monthly payments to be electronically sent from your checking, savings or credit card account.
Resident Fee (Room and Board)

The resident fee (room and board) is an all-inclusive fee for students residing in non-apartment residence halls. The resident fee for students living in a traditional style residence hall is $12,730 per year. For students residing in suite-style residence halls, the resident fee ranges from $12,730 to $13,760 per year. The resident fee for students assigned to the apartments ranges from $9,000 to $11,350 per year (non-board). The resident fee for students assigned to University-owned, off-campus housing is $10,600.

All costs are based on the 2010–11 figures. The Office of Undergraduate Admissions and the University website (www.quinnipiac.edu) can supply financial information.

Quinnipiac requires that all students obtain a University ID card, known as the Q-CARD. Two different accounts are associated with the Q-CARD, the Required Meal Plan and Q-CASH.

Quinnipiac requires all resident students, except those residing in Whitney Village or off-campus housing, to subscribe to the required meal plan. This operates as a prepaid debit account into which students are allocated a specified amount of money as part of their residence fees. The card can be used to make purchases in either the dining hall or the Bobcat Den. Any unused balance from the fall semester may be carried over to the spring (provided that the student is enrolled for the spring semester), but no carryover is permitted from spring to the following fall.

Quinnipiac also offers Q-CASH, a prepaid debit account that can be used to make a variety of cashless purchases. Q-CASH can be used at the campus post office, the bookstore, the dining hall, the Bobcat Den and for copy, laundry and vending machines. It also is accepted at many popular off-campus business establishments and restaurants. Students may open an account with a deposit of any amount; additional deposits may be made as needed throughout the semester. Balances are carried forward from semester to semester as long as the student is enrolled at Quinnipiac. Refunds of unused Q-CASH funds are made upon a student’s graduation or withdrawal from Quinnipiac University.

Please visit www.qcardonline.com to find out more information about the Q-CARD.

Financial Aid

Quinnipiac seeks to assist each of its students and his or her parents to receive the maximum federal, state and institutional financial aid for which they are eligible. Institutional financial aid is available to full-time undergraduate students demonstrating eligibility according to Quinnipiac application procedures and funding policies. Aid is provided as a "package" which may include grants, campus employment (Work Study), and loans. It is the goal of Quinnipiac to coordinate aid eligibility so that a Quinnipiac education is within the means of each student and his or her family.

Quinnipiac’s financial aid policy is built on the principle of supplementing student and family contributions toward the cost of attending college. This principle is rooted in the belief that primary responsibility for meeting college costs rests with the student and the family. Financial aid eligibility, therefore, is measured between the cost of attending Quinnipiac and the reasonable support expected from student earnings and savings and from family income, assets and resources. To help Quinnipiac stretch its funds to assist as many students as possible, financial aid applicants are expected to explore all sources of external support for which they might qualify. Check your high school, community and other affiliations for opportunities.

Students should apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA), available on the Internet, by March 1. Currently attending students must file for renewal prior to April 1 and meet Quinnipiac’s standards for satisfactory academic progress for financial aid recipients and applicants. The policy is published in the Student Handbook and is available from the Office of Financial Aid.

Academic Scholarships

Quinnipiac offers entering freshmen a variety of renewable academic scholarships not based on need. The value of most academic scholarships ranges from $6,000 to $16,000 per year. Consideration for all scholarships is given to students who have completed application for admission by February 1. Contact the admissions office or visit the website for academic scholarship criteria.
**Air Force Reserve Officer Training Corps (AFROTC)**

Air Force ROTC is offered to Quinnipiac University students at the University of Connecticut’s main campus located in Storrs, Connecticut.

Through this program, Quinnipiac students can pursue a commission as an officer in the United States Air Force. The 100- and 200-level courses carry no military obligation and are open to all students. The 200-level courses require prerequisites and permission of the appropriate instructor.

Scholarships are available for qualified students. The scholarships pay up to full tuition and fees, plus tax-free stipends of $250 to $400 per month, and $600 per year toward books.

The student selects either a four-year or two-year ROTC sequence of courses taught by Air Force officers at the University of Connecticut. Students commute to Storrs for classes on Thursday afternoons.

Air Force ROTC courses are:
- AIRF 113–114—The Air Force Today I–II
- AIRF 123–124—Development of Air Power I–II
- AIRF 235–236—Air Force Management & Leadership I–II

Interested students should contact the Air Force ROTC office at 860-486-2224 or visit the website at www.airforce.uconn.edu.

AFROTC Det 115
362 Fairfield Road U-2081
Storrs, CT 06269-2081

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**Army Reserve Officers Training Corps (ROTC)**

Army Reserve Officers Training Corps (ROTC) offers a commissioning track to all physically qualified students who are citizens of the United States and who meet other specific requirements. Army ROTC furnishes uniforms, textbooks and other related equipment at no expense to students. Successful completion of the program can qualify the student for a commission in the United States Regular Army, Army Reserve, or Army National Guard.

The basic and advanced courses each cover two years. The basic course includes four one-hour lecture courses consisting of 50 minutes of class time and a leadership lab that requires no military obligation. The advanced course requires four 3-credit courses that meet twice a week for 1.5 hours and a leadership lab.

Quinnipiac students can participate in Army ROTC through the University of Connecticut at Storrs by calling 860-486-4538 or visiting its website at www.armyrotc.uconn.edu.

**Veterans Benefits**

Any student who is eligible to receive veterans benefits from the Department of Veterans Affairs must apply to the veterans representative at the Registrar’s Office. Such a student must submit a Certificate of Eligibility or Supplemental Certificate of Eligibility prior to the start of classes. Any change in credits, marital status, residence and/or attendance (including withdrawal from the school) must be reported to the veterans representative.
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Schools and Colleges

All Quinnipiac University programs fall within six major academic areas:
• The College of Arts and Sciences
• The School of Business
• The School of Communications
• The School of Education
• The School of Health Sciences
• The School of Law

Degree Programs

Quinnipiac offers undergraduate programs leading to bachelor of arts or bachelor of science degrees.

**Bachelor of Arts (BA)**
Communications (p. 107)  
Criminal Justice (p. 76)  
English (p. 61)  
Film, Video and Interactive Media (p. 104)  
Gerontology (p. 75)  
History (p. 63)  
Independent Majors (p. 51)  
Interactive Digital Design (p. 77)  
Journalism (p. 106)
  **Concentrations:**
  Broadcast Journalism  
  Print Journalism  
Legal Studies (p. 64)  
Liberal Studies (p. 145)  
Mathematics (p. 67)  
Political Science (p. 70)  
Psychology (p. 72)
  **Concentrations:**
  Human Services  
  Industrial/Organizational  
Public Relations (p. 108)  
Social Services (p. 75)  
Sociology (p. 74)  
Spanish Language and Literature (p. 68)  
Theater (p. 77)

**Bachelor of Science (BS)**
Accounting (p. 88)  
Advertising (p. 98)  
Athletic Training/Sports Medicine (p. 129)  
Behavioral Neuroscience (pp. 57, 73)  
Biochemistry (p. 58)  
Biology (p. 53)  
Biomedical Marketing (p. 99)  
Biomedical Sciences (p. 114)  
Chemistry (p. 58)  
Computer Information Systems (p. 89)  
Computer Information Systems and Accounting (p. 90)  
Computer Science (p. 67)  
Diagnostic Imaging (p. 119)  
Economics (p. 91)  
Entrepreneurship and Small Business Management (p. 95)  
Finance (p. 92)  
Health and Science Studies (pp. 112, 136)  
International Business (p. 94)  
Management (p. 95)  
Marketing (p. 97)  
Microbiology/Molecular Biology (p. 116)  
Nursing (p. 124)  
Occupational Therapy (see MOT, page 126)  
Physical Therapy (see DPT, page 133)  
Physician Assistant (entry-level) (p. 117)  
Prehealth Professions (p. 55, 60)

**BA/MAT Program**
Elementary Education (pp. 51, 172)  
Secondary Education (pp. 52, 173)

**Master of Arts in Teaching (MAT)** (p. 170)
The master of arts in teaching program for elementary certification prepares students for careers as teachers in elementary schools (grades K–6).

The master of arts in teaching program for secondary education prepares students for careers as teachers in any one or more of the following disciplines:
  **Biology**  
  **English**  
  **History and Social Sciences**  
  **Mathematics**  
  **Spanish**

**Sixth-Year Diploma in Educational Leadership** (p. 176)
The sixth-year diploma in educational leadership program prepares graduates to be exceptional school leaders.

**Master of Business Administration (MBA)**
MBA (p. 160)  
MBA/CFA® (Chartered Financial Analyst Track) (p. 161)
MBA/Health Care Management (p. 162)
MBA/Supply Chain Management (p. 161)
Also:
Combined BA/MBA program (pp. 52, 162)
Combined BS/MBA program (p. 162)
Joint JD/MBA and JD/MBA in Health Care Management (p. 163)

Master of Health Science (MHS)
Cardiovascular Perfusion (p. 178)
Medical Laboratory Sciences with concentrations in Biomedical Sciences, Microbiology and Laboratory Management (p. 179)
Pathologists’ Assistant (p. 182)
Physician Assistant (p. 184)
Radiologist Assistant (p. 186)

Master of Laws in Health Law (LLM)
Admission is through the School of Law. The law school has its own academic catalog and student services handbook, to which readers should refer for information about School of Law policies, procedures and requirements for academic and other matters.

Master of Science (MS)
Information Technology (p. 164)
Interactive Communications (on-campus and online) (p. 166, 201)
Journalism (p. 167)
Molecular and Cell Biology (p. 157)
Organizational Leadership (online) (p. 199)
Public Relations (p. 169)
Teacher Leadership (online) (p. 202)
Also:
Combined BS in Athletic Training/Sports Medicine and Doctor of Physical Therapy (p. 132)
Combined BS/MS in Biology and Molecular and Cell Biology (p. 51, 56, 158)
Combined BS/MS in Information Technology (p. 164)

Master of Science in Nursing (MSN) (p. 188)
Adult Nurse Practitioner
Family Nurse Practitioner

Master of Science in Occupational Therapy
Occupational Therapy—Post-Professional (p. 203)

Entry-Level Master of Occupational Therapy (MOT) (p. 126)
This 5½-year degree program is the only track for occupational therapy students, and begins at the undergraduate level (for freshmen and transfer students). As part of the program, students first earn a bachelor’s degree in health and science studies.

Entry-Level Doctor of Physical Therapy (DPT) (p. 133)
This six- or seven-year degree program is the only track for new physical therapy students and begins in the undergraduate freshman year. As part of the program, students first earn a bachelor’s degree in health and science studies.

Entry-Level Master’s Physician Assistant Program (pp. 117, 184)
This six-year degree program is designed for qualified students who enter as freshmen earning a bachelor’s degree in health and science studies. After successful completion of the undergraduate curriculum, students enter the graduate physician assistant program.

Juris Doctor (JD)
Quinnipiac University School of Law offers a three-year, full-time day and a four-year, part-time evening program. Admission is through the School of Law. The School of Law has its own Academic Catalog and Student Services Handbook, to which readers should refer for information about School of Law policies, procedures and requirements for academic and other matters.

Certificate Programs

Advanced Graduate Study in Occupational Therapy (post-professional) (p. 204)
Export Marketing (p. 144)
Health Care Compliance (pp. 165, 200)
International Purchasing (p. 144)
Long-term Care Administration (p. 165)
Post-Master’s Adult Nurse Practitioner (p. 190)
Post-Master’s Family Nurse Practitioner (p. 190)
Students come to Quinnipiac University eager to develop the knowledge, skills and mindsets that lead to meaningful, satisfying career success. Recognizing the ongoing changes in the world around us, Quinnipiac University supports and broadens these individual aspirations through a rigorous educational experience. Students acquire important skills valued by employers, along with the aptitudes to creatively and responsibly solve problems and use technologies, including those not yet known or invented. We expect our students to become intentional learners who embody confidence and integrity, and who will emerge as informed leaders in their professions, in their communities and in their roles as global citizens in the 21st century.

Deep, disciplinary knowledge lies at the core of a Quinnipiac University education, complemented by a University commitment to prepare students for adaptability, achievement and leadership in a dynamic, unpredictable world. Through a balanced curriculum, Quinnipiac University students examine the forces that have shaped and continue to shape our world, and use this information to integrate their specific interests into the broader context of the local, national and global community. Quinnipiac University graduates are able to consciously and decisively demonstrate a number of key proficiencies essential to the life and practice of a responsible, educated citizen. Graduates acquire these proficiencies through a purposeful integration of the University Curriculum, requirements within one’s major, and experiences beyond the classroom.

**Interpersonal Proficiencies**

- **Written and oral communication**—An ability to think critically, clearly and creatively in both written and oral expression in their areas of interest and expertise.
- **Responsible citizenship**—An ability to recognize, analyze and influence decisions and actions at the local, national and global community, and to engage as responsible citizens.
- **Diversity awareness and sensitivity**—An understanding of and respect for the similarities and differences among human communities. This includes a recognition and appreciation for the unique talents and contributions of all individuals.

- **Social intelligence**—An ability to work effectively with others, to understand and manage interactions, and to act ethically, constructively, and responsibly to achieve individual and common goals.

**Intellectual Proficiencies**

- **Critical thinking and reasoning**—An ability to recognize problems, and to acquire, assess and synthesize information in order to derive creative and appropriate solutions.
- **Scientific literacy**—An ability to understand and apply scientific knowledge in order to pose and evaluate arguments based on evidence and to make decisions and express positions that are scientifically and technologically informed. A scientifically literate person is able to evaluate the quality of scientific information on the basis of its source and the methods used to generate it.
- **Quantitative reasoning**—An ability to represent mathematical information symbolically, visually, numerically and verbally, and to interpret mathematical models such as graphs, tables and schematics in order to draw inferences. Also, an ability to use arithmetical, algebraic, geometric and statistical methods to solve problems.
- **Information fluency**—An ability to find and critically evaluate information from various media, to analyze it, and communicate outcomes in the process of solving problems in a changing and complex world. Also, an ability to use information and computer literacy skills to manage projects and conduct rigorous inquiry.
- **Creative thinking and visual literacy**—An ability to imagine, create and communicate fresh ideas and approaches that connect to and expand upon knowledge through an understanding of and appreciation for the visual, literary and performance arts.

Quinnipiac undergraduates are provided with a variety of opportunities to personally develop the essential learning proficiencies. These include participation in a vibrant intellectual community, the QU seminar series, the University Curriculum as well as the curricular requirements of their school/college and major—all described in this catalog. Additional learning comes from participation in University activities, student organizations and service opportunities, which are described in the Student Handbook.
A Vibrant Intellectual Community

Quinnipiac University students participate in a vibrant intellectual community that extends beyond the classroom and emphasizes experiences that foster exposure to new ideas and spirited but civil discussion of controversial issues, undergraduate student research and creativity.

The University sponsors lectures and small group meetings with a variety of distinguished and accomplished leaders. Speakers in the past several years have included a former president of the United States, Nobel Prize winners, award-winning authors, national media personalities and political candidates. Students and faculty plan, select specific topics, and participate in the University’s common discussion theme program, Exploring the Human Condition Discussion Cycle. During their four years of undergraduate study, students explore and debate issues in each of four recurring themes: sustenance, well-being, security and meaning. Under the 2009-10 theme of sustenance, students and faculty read Robert Glennon’s book “Unquenchable: America’s Water Crisis and What To Do About It.” Each of the University’s schools and colleges explored the issue of fresh water scarcity though their disciplinary perspective.

Each school and college of the University and the Office of Academic Affairs support undergraduate research opportunities. In undergraduate research projects, students work closely with a faculty mentor to develop and apply the skills and knowledge needed to conduct independent and original research. The University celebrates the results of undergraduate research projects through campus events and awards. Students often are awarded grants to conduct their research or present their results at sites around the nation and the globe.

Student creativity is fostered in a variety of ways. Our theater program has an extensive community involvement element that includes students from many different majors. “Studio work” is encouraged in the College of Arts and Sciences while student films are produced by students who major or minor in the School of Communications. Student photography, art and poetry are featured in the University’s student-edited literary magazine, Montage, which sponsors a yearly Creativity Fair. Teams of Quinnipiac students compete against students from other universities in intercollegiate competitions where creativity is valued. Examples of competitions include the Students in Free Enterprise and the Society of Professional Journalists competitions.

The QU Seminar Series

Our innovative QU seminar series is the signature component of a Quinnipiac undergraduate education. This series of three connected courses nurtures in students an attitude of intentional learning that can apply to all of their classes at Quinnipiac. Through close student-faculty interaction, lively class discussion, and high intellectual expectations, students develop the critical reading, writing and thinking skills necessary for success in their majors and their professional lives. In the seminar series students explore complex and contemporary issues that affect their local, national and global communities. The three seminars prepare students to understand their roles and responsibilities as members of the Quinnipiac community, as well as the larger national and global communities.

All freshmen, upon entering their first fall semester, enroll in QU 101, The Individual and the Community. In this discussion seminar, students examine questions of identity, of individuality, and of responsibility to the local community. Students consider perennial questions of human nature, the formation of individual identity and common inheritances, of how communities are formed and sustained. QU 101 also prepares new students to recognize and meet the academic expectations of a challenging university experience.

The second-level seminar course, QU 201, further explores these questions in the national community. Numerous sections are offered each year with a wide variety of topics available for students to select. Recent sections include Digital Community/National Identity, The ESPNization of America, Beyond the Bionic Man and Pledging Allegiance. The third-level seminar course, QU 301, focuses on questions of identity and community in a global context. Students again can select from a wide variety of topics including New Security Challenges, Beyond Human Rights, Journey Out of Apartheid and Meanings of Freedom. Each year several sections of QU 301 are offered that include a study abroad component.

Students are strongly encouraged to choose a
QU 201 and QU 301 section outside the area of their intended major. Each seminar course builds on the previous experiences through linked readings, research projects and outside-the-classroom experiences that strengthen QU seminar series’ ability to create an environment of learning excellence and curricular cohesion.

The University Curriculum

The requirements of the University Curriculum assure that all students receive a broad education that exposes them to different perspectives and ways of knowing, producing lifelong learners who, upon graduation, become leaders in their professions, the communities where they live, and as informed citizens. The University Curriculum also contributes significantly to the development of the Essential Learning Proficiencies for the 21st Century that are expected for graduates of Quinnipiac University. The University Curriculum consists of 46 credits as outlined in the following curriculum structure.

University Seminars (9 credits)
QU 101 The Individual in the Community
QU 201 Seminar on National Community
QU 301 Seminar on Global Community

Freshman Composition (6 credits)
EN 101-102 Elements of Composition I, II

Quantitative Literacy (3 credits)
A mathematics course—MA 110 (Contemporary Mathematics) or higher.

Breadth Requirement
The well-educated Quinnipiac graduate is one who has learned to read with critical curiosity, who is able to weigh contrasting evidence and arguments, and who can seek common ground in the midst of competing and polarizing points of view. In addition to writing and speaking with passion, understanding and prescience in a survey of diverse findings across multiple discourses, the Quinnipiac graduate is familiar with the artistic and aesthetic legacies of humankind. Thus, the successful Quinnipiac graduate is one who can revise and refine his or her judgment, considering the range of intellectual, aesthetic, ethical and civic responsibilities.

Courses in the Sciences (7 credits, including one lab)
Courses offered in this category afford the student the opportunity to develop his/her knowledge in the context of a discipline that integrates the process of science, including experimental design, hypothesis testing, appropriately analyzing scientific data, and comprehending the development and significance of scientific theories.

The scientific tradition requires the completion of two courses (minimum of 7 credits). A student must complete a 4-credit course in the natural sciences (biology, chemistry, physics, etc.) that includes a laboratory component. The other course is a 3- or 4-credit course that embodies the investigative experience.

Because of substantial duplication of course content, the following course pairs may not be taken in combination to complete the 7 credits required for the UC science requirement.
PHY 101/101L and SCI 101/101L
SCI 105/105L and SCI 161
BMS 118/118L and BMS 162
BIO 106/106L and BIO 161

Courses in the Social Sciences (6 credits)
Courses that satisfy the distribution requirement for the social sciences are dedicated to exploring and critically analyzing social, economic and behavioral organization, the complexity of individual behavior and the interaction between the individual and society. Students are able to demonstrate the skills of critical inquiry appropriate to the discipline offering the course, including quantitative and qualitative methods of analysis.

Courses in the Humanities (6 credits)
Courses in the humanities focus their inquiry on exploring what it means to be human through an examination of our ideas, values, ideals and experiences. They generally explore these human constructs and concerns through the intensive study of written texts and other objects that reflect human beings’ efforts to create meaning in their lives. Humanities courses that satisfy the distribution requirement are dedicated to a broad exploration and intensive examination of the human experience. These courses provide students with the analytic skills necessary for active inquiry into existing sources of knowledge while engaging them in new ideas and developments in the respective disci-
plines. Fundamental areas of the humanities include the study of history, literature, philosophy and law.

Courses in the Fine Arts (3 credits)
Courses that satisfy the distribution requirement for the fine arts examine the visual or performing arts, helping students understand the creativity of human beings through the ages. Fulfillment of the requirement enables students to appreciate the arts and have knowledge of their modes and history. Students also develop a critical, aesthetic and creative intelligence essential to the educated citizen.

University Curriculum Electives (6 credits)
Students take 6 credits of UC courses outside the major. Students continue to explore a variety of fields outside their major area of study by selecting additional courses in the sciences, the humanities, the social sciences and the fine arts. These courses enable students to weigh contrasting evidence and carefully examine arguments to arrive at a considered judgment. Consistent with the University’s commitment to writing across the curriculum, this distribution offers students diverse opportunities to read, write and speak with informed intelligence. Above all, these courses challenge students to refine their sensibility and critical acumen to meet the challenges of a complex and ever-changing world.

Policy for Students Who Fail QU 101
Freshmen entering the University in the fall semester who withdraw from or fail to receive a passing grade for QU 101 during that semester are given one chance to repeat the course during the first spring semester that they are enrolled at Quinnipiac. If they fail to complete the course successfully on a second attempt, they may not take QU 101 again. They may not withdraw from the course on the second attempt. The failing student receives no credit for QU 101, the failing grade (F) remains and he/she must substitute 3 credits from any other UC-designated course to count toward required general education credits. A variant procedure form allows the student to proceed to QU 201.

QU 101 Policy for Transfer Students:
A student who transfers to Quinnipiac with less than sophomore standing (fewer than 27 credits) shall enroll in a special section of QU 101, to be offered during the Spring semester. Students who transfer to Quinnipaci with sophomore standing or higher must substitute any UC-designated course for QU 101, to count toward the general education credits needed to graduate. The QU 101 prerequisite is waived for the transfer student to enter a section of QU 201.
The University Honors Program

The University Honors Program has been developed to foster the needs and interests of our most academically talented and committed students. The program is founded on the University’s three core values—excellence in education, sensitivity to students and spirit of community.

Honors students participate in small seminar courses with instructors dedicated to working cooperatively to mold a unique learning environment. This student-centered approach supports increasingly independent learning and also engages students in the larger campus as well as regional, national and world communities.

Honors students are encouraged to actively participate in and contribute to campus culture through lectures, book discussions and unique events that enhance the distinctive learning opportunities available in the University environment. In addition, honors students have the opportunity for off-campus learning experiences in nearby areas such as Boston, New Haven and New York City in addition to learning about the culture and history of Connecticut.

Honors students take a minimum of 21 credits designated at the honors level as part of their existing University Curriculum or major courses; the program does not add additional credit requirements to the students’ major work, and preserves freedom to pursue electives and minors.

Typically students are considered for the University Honors Program as part of their application for admission as freshmen. Students are notified of their selection in early February and are asked to respond by May 1 to indicate their interest in participating. Students who enter Quinnipiac but who were not offered participation in the program may apply internally based on their academic record at Quinnipiac and space availability in the program.

Writing Across the Curriculum

Since 2000, Quinnipiac University has adopted a writing-across-the-curriculum (WAC) approach to teaching writing at the undergraduate level, an effort that has been generously supported by the Davis Educational Foundation. Writing is used extensively throughout the University Curriculum and in all the undergraduate majors to promote good critical thinking and communication skills for all students.

The WAC committee now hosts a biennial conference on Critical Thinking and Writing Across the Curriculum (begun in Fall 2006). The University endorses the position recently taken by the National Commission of Writing For America’s Families, Schools and Colleges that good writing is a “threshold skill” for employment virtually anywhere in the professions. The aim is to ensure that students are prepared to succeed in whatever profession they choose.

Academic Integrity

In its mission statement, Quinnipiac University emphasizes its commitment to the academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies, and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as their foundation. At Quinnipiac, our community has chosen integrity as one of its guiding principles.

Integrity means upholding a code or standard of values. In its most general sense, integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her or his life as a whole, and to understand how the actions he or she takes affect self, others and the community. Individual actions also affect the community of higher education as a whole. In keeping with this commitment to the Quinnipiac community and the larger community of higher learning, Quinnipiac is a member of the Center for Academic Integrity (CAI), a consortium of institutions of higher education committed to the principle of integrity. Our academic integrity policy is based on the five fundamental values outlined by the CAI: honesty, trust, responsibility, fairness and respect. More information on the University’s academic integrity policy is available on the website www.quinnipiac.edu/x1046.xml.
Requirements for Graduation

Students must apply for degrees one semester before they expect to complete all requirements for graduation. Degrees are awarded three times a year: January, May and October.

Commencement exercises are held in the spring. Students may participate in the ceremony provided that: 1) they are within 6–8 credits (two courses) of their degree; 2) they are enrolled in summer school; and 3) they have a minimum 2.0 quality point average. Though faculty advisers assist each student in the selection of courses, the responsibility for fulfilling the requirements of the program and all Quinnipiac University program and departmental academic requirements of study rests with the individual student.

For the Bachelor’s Degree

1. The satisfactory completion of at least 120 credits, of which the final 45 must be taken at Quinnipiac University. (Certain majors in the School of Business and in the School of Health Sciences require the completion of more than 120 credits; see specific departmental requirements.)
2. Completion of the University Curriculum common to all bachelor’s degree programs.
3. The satisfactory completion of the specific course standards and requirements of a student’s chosen major (see curriculum descriptions).
4. A grade point average of at least 2.0, with at least that average maintained during the final 60 hours of study, and any other GPA requirements imposed by the school, department or program.
5. School of Business students must complete a minimum of 50 percent of the business courses required for the degree at Quinnipiac (exclusive of 6 credits of economics).
6. Up to 6 credits of workshop courses and/or physical education courses may be applied toward the degree requirement.
7. Recommendation by the faculty.

Majors

A student’s major must be approved in advance by the department chair, and the student must follow the prescribed course of study leading to the completion of this major. At least one-half of the courses in a major must be taken at Quinnipiac University. The sequence of courses in this catalog represents the most common sequence taken by students and the sequence recommended by the department or program. Course sequences are not intended to be rigid; students who wish to alter them should obtain permission from their adviser or department chair.

Dual Majors

A student may request to major in two areas of study in the same school or college. He or she must fulfill all department requirements in both areas, complete all school requirements in the school granting the degree and be recommended by the faculties of each major department. The student receives one diploma.

Dual Degrees

A student may earn two undergraduate degrees in two separate schools provided (a) all requirements for each degree are completed successfully, and concurrently (b) all pertinent requirements of Quinnipiac and of the departments and schools involved are completed successfully, and (c) both degrees are conferred concurrently.

Second Degree

A second bachelor’s degree may be earned, provided a minimum of 45 additional credits in residence have been earned, and all requirements have been satisfied.
Minors

The purpose of a minor is to provide students with the opportunity to pursue an interest in a field outside of their major. Minors generally consist of six courses within a discipline or set of related disciplines with a progression of course levels. If a minor requires additional prerequisite courses, these courses are clearly indicated in the description of the minor within the University Catalog.

A student may earn a minor in an area of study concurrently with the major degree but not subsequently. Normally credits counted toward the requirements of the major may not be used to meet the requirements of a minor. Each individual school/college may have additional policies on meeting minor requirements, which are listed in the University Catalog. Completed minors are noted on student transcripts.

The University is committed to allowing all students the opportunity to complete a minor. However, this is dependent on early declaration of a minor and flexibility, including the necessity to take additional courses beyond degree requirements. To facilitate the ability to complete a minor, students should submit an application to declare a desired minor prior to the end of their sophomore year.

To have a minor appear on their transcript, students should apply to declare a minor prior to their senior year. Applications to declare a minor may be obtained in the dean’s office of the school/college offering the minor, which will refer the student to the designated adviser for the minor. The adviser will indicate on the application for the student the number of semester hours and the specific courses required. At least one-half of the credits needed for a minor must be taken at Quinnipiac. Under special circumstances a dean, with the permission of Academic Affairs, may suspend the admission of new students into a minor for an academic year.

The following is a list of approved minors:

Accounting (p. 88)
Anthropology (p. 76)
Asian Studies (p. 80)
Biology (p. 56)
Business (p. 86)
Chemistry (p. 60)
Computer Information Systems (p. 90)

Computer Information Systems for Communications Students (p. 91)
Computer Science (p. 68)
Criminal Justice (p. 76)
Dispute Resolution (p. 65)
Economics (p. 91)
English (p. 63)
Entrepreneurship and Small Business Management (p. 96)
Environmental Science (p. 56)
European Union Business Studies (p. 94)
Finance (p. 92)
Fine Arts (p. 78)
French (p. 69)
Gerontology (p. 76)
History (p. 64)
Interactive Digital Design (p. 79)
International Business (p. 94)
International Studies (p. 80)
Journalism (p. 106)
Management (p. 95)
Marketing (p. 98)
Mathematics (p. 67)
Media Studies (p. 107)
Microbiology/Molecular Biology (p. 117)
Middle Eastern Studies (p. 81)
Music (p. 79)
Philosophy (p. 71)
Political Science (p. 71)
Psychology (p. 73)
Public Relations (p. 108)
Science and Values (p. 81)
Scriptwriting (p. 105)
Sociology (p. 76)
Spanish (p. 69)
Sports Studies (p. 82)
Studies in the Law (p. 66)
Theater (p. 79)
Women’s Studies (p. 82)
Service Learning Courses

Course offerings designated SL in the catalog indicate classes or sections of classes that integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. The SL designation helps faculty advisers and students identify service learning courses to plan and prepare for registration. Quinnipiac University is a member of Connecticut Campus Compact. Campus Compact is a national coalition of college and university presidents dedicated to promoting community service, civic engagement and service-learning in higher education.

Service learning is not volunteerism; nor is it an internship. Service learning is a curriculum-based initiative bringing together faculty, students and community organizations. Service Learning courses incorporate the following basic principles:

- Engagement is fostered through service projects with a community partner.
- Reflection on the experience of working on the community project is both an academic and personal process.
- Reciprocity is promoted by addressing real community needs.
- Dissemination means that previous courses serve as models of best practices for new courses.

The purpose is to assist community organizations by providing situation-specific student resources in activities consistent with the goals of a specific course. Through Service Learning, community organizations are more able to meet their objectives, faculty are more able to demonstrate key course concepts, and students are more able to relate course theory with actual situations and practices. For details, see the website (www.quinnipiac.edu/x179.xml).

The Grading System

Achievement in a particular course is indicated by a letter grade that is translated into grade points for the student’s record. Final grades are issued by the registrar at the close of each semester. Mid-semester standings are issued to first-year students in 100-level courses, apprising them of their progress.

Grade points earned in a course are determined by multiplying the point value of the letter grade (shown in the table below) by the number of credits of the course. A cumulative average is obtained by dividing the total number of grade points by the total number of credits taken at Quinnipiac.

Scale of Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Range</th>
<th>Grade Pt. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A -</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B +</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B -</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C +</td>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
</tr>
<tr>
<td>C -</td>
<td>70-72</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*I (incomplete) P (pass) **W (withdrawal) S (satisfactory)
Z (audit) U (unsatisfactory)

*Incomplete means the student has not completed all work required in a course. A period of time is allotted to make up the work. An incomplete grade automatically becomes a failing grade if it is not removed within that period. The period normally cannot extend more than 30 days after the start of the next full semester. In exceptional cases, an extension may be made with the written approval of the department chair (up to one year) or the appropriate dean (any longer period).

**A student may withdraw from a course offered in a traditional semester (15 week) format up to the end of the 10th week of classes. For courses offered during the summer or in accelerated or other non-traditional formats, the withdrawal period extends up to the completion of 60 percent of the scheduled class sessions. Prior to the start of each semester the specific withdrawal deadlines for all classes are published by the Office of the Registrar. Withdrawals must be recorded on an official form available in the registrar’s office.

P indicates “passed with credit” when no letter grade is given.
Z indicates the course was audited.
S indicates “passed with no credit.”
U indicates “unsatisfactory work.”
Academic Good Standing Policy

Math and English Requirements
Full-time students are expected to have completed EN 101, EN 102 and MA 110 (or their equivalents) by the end of three semesters. Part-time students are expected to have met these requirements by the time they have completed 30 credits. Students may not withdraw from EN 101 or EN 101 Intensive. The first time a student fails to complete EN 101 or EN 101 Intensive successfully, a grade of “U” is issued. Each additional unsuccessful attempt at EN 101 or EN 101 Intensive results in a grade of “F.”

Credit and GPA Requirements
To be in academic good standing at Quinnipiac undergraduate students must meet both minimum grade point average (GPA) and completed credit requirements. The requirements for full-time students are listed in the schedule below:

<table>
<thead>
<tr>
<th>Semesters Registered</th>
<th>Minimum Required GPA</th>
<th>Minimum Required Credits Completed as a FT Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.8</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>1.8</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>1.9</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>1.9</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>2.0</td>
<td>50</td>
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<td>6</td>
<td>2.0</td>
<td>60</td>
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<td>7</td>
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<td>70</td>
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<td>8</td>
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<td>80</td>
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<td>90</td>
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<td>2.0</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>2.0</td>
<td>110</td>
</tr>
<tr>
<td>12</td>
<td>2.0</td>
<td>120</td>
</tr>
</tbody>
</table>

The academic good standing requirements for transfer students are based on the number of credits accepted for transfer. For example, students who enter Quinnipiac with 20 transfer credits are considered to have completed two semesters and are subject to the requirements of a third-semester student during her/his first semester at Quinnipiac. However, minimum GPA is based only on courses completed at Quinnipiac. Academic good standing for part-time students is based solely on GPA. For example, a part-time student must have a GPA of 1.8 or better upon the completion of 10 credits and 2.0 or better upon the completion of 50 credits. Individual programs may have GPA and completed credit requirements that are higher than those listed above.

Sanctions
Any student who fails to achieve any of the requirements above is subject to one of the following sanctions:

Probation
Probation serves as an official warning of deficiency. Students on probation may register for courses in the usual fashion. However, students on probation who have completed 30 or fewer credits must attend and successfully complete an Advanced Learning Seminar. This seminar provides students support and strategies to assist them in correcting their deficiencies. Normally students are not permitted to appeal probationary status. However, students who failed to achieve the completed credits requirement for documented medical reasons may appeal a probation decision.

Suspension
Students who have serious or repeated deficiencies are subject to suspension. Suspended students must leave Quinnipiac for a period of one semester. Suspended students are encouraged to use the period of suspension to improve their academic skills. However, credit will not be given for summer courses or courses taken elsewhere during the suspension period. Suspended students are readmitted to Quinnipiac after the completion of the suspension period.

Dismissal
Students with serious or repeated academic deficiencies are subject to dismissal from Quinnipiac. After a period of at least one year, dismissed students who have demonstrated academic achievement elsewhere may file a new application for admission to Quinnipiac.

Procedures
Decisions regarding probation, suspension and dismissal are made by the Academic Deficiency Review Committee (Deficiency Committee). The Deficiency Committee is composed of four faculty members (appointed by the deans of the academic schools) and the registrar, who serves on an ex-officio basis. Normally students are put on probation after their first deficient semester. Individual students may be continued on probation for subsequent semesters if they make progress in address-
ing their deficiency(ies). However, students who are deficient after a total of three semesters on probation, or two semesters after the freshman year, are suspended or dismissed. Any student who has a GPA below 1.2 after two semesters is dismissed.

Suspended and dismissed students may appeal their sanction to the Academic Appeals Committee, consisting of a representative of Academic Affairs, school deans and two students appointed by the student government president. The Appeals Committee may change a suspension or a dismissal to a lesser sanction.

All notifications of decisions and meeting times of the Deficiency and Appeals Committees are sent to the permanent address of affected students by Federal Express or first class mail (probation notices only). It is the responsibility of students to be sure they can be contacted and, if necessary, respond promptly to committee notices.

Course and Credit Requirements

Each course is measured in credits. Each credit normally requires satisfactory completion of a 50-minute class period, or its equivalent, per week for a semester. The usual load is five courses. A student with a superior academic record may secure permission to take more than the normal course load. Conversely, a student who enters with deficiencies may be allowed to take only three or four courses.

Regular class attendance is expected. A student whose attendance is unsatisfactory may be forced to withdraw from a course at the discretion of the instructor and consistent with Quinnipiac's withdrawal policy.

So far as is practicable, final examinations are regarded as part of the regular work for undergraduate courses.

In courses for which a final examination would serve no useful purpose, a term essay or personal conference, problem-solving exercise, or other assignment may be substituted; work on the substitute exercise may take place during the final examination period.

Faculty members may exempt from the final examination students whose work is of high quality. Conditions governing exemptions are determined by the faculty of the school concerned.

Repeat of Courses with Grade of F, D or C-

A student who fails a required course must repeat that course. When the student earns a passing grade for the failed course, that grade and those credits are calculated in the student's cumulative average. The student's transcript will continue to display the failed course as part of the student's complete academic record. A student who fails an elective course may repeat that course to earn a passing grade. The passing grade and credits become part of the student's cumulative GPA; the record of the failing grade remains on the transcript.

Though the D grade normally is a passing grade, it is the prerogative of each department to set higher grade requirements in certain major courses. When such departmental requirements exist, students are so informed by their respective departments.

Courses with C- or D grades may be repeated only if the course is a foundation for further study or meets a specific graduation requirement. If a C- or D grade is repeated, no credits are added, but the most recent grade in the course applies.

Procedure to Appeal a Final Grade

Faculty members are the most appropriate judges of how students perform academically. Therefore, this appeal process applies only in cases in which a student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner. In such a situation, the student must first try to resolve the matter with the faculty member assigning the grade. If the matter cannot be resolved, the student should contact the chairperson of the department offering the course.

If, after consulting with the student and faculty member, the chairperson is unable to mediate a mutually agreeable resolution, the student then contacts the dean of the division/school/college offering the course. If after consulting with the student, faculty member and chairperson, the dean is unable to mediate a mutually agreeable resolution, the student can request the formation of an appeal committee.

The request for an appeal committee must be in writing and include a description of why the
student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner, and all relevant evidence (e.g., course syllabus, exams, projects, etc.). The dean will appoint a three-member faculty committee composed of two from within the department offering the course and a full-time faculty member of the student’s choosing. In the absence of a student preference, the dean will appoint the third faculty member from another department within the college or school. If the dean is unable to appoint two faculty members from within the department, he/she will appoint two or more faculty members from outside the department, with the student having the option of choosing one full-time faculty member. The faculty member assigning the grade and the chairperson may not participate in this decision process.

After consulting with the student and faculty member, and reviewing the evidence, the appeal committee will forward to the dean a written final determination that either allows the grade to stand or requires the faculty member to recalculate the grade, with chairperson oversight. After the faculty member submits the recalculated grade, the chairperson will document the nature and date of any changes and forward the documentation to the dean. The dean will notify the faculty member, department chair and student of the final resolution.

The student must submit her/his written request for an appeal committee to the dean within 45 calendar days from the start of the semester following the semester for which the grade was given. It is expected that within the 45-day period, the student, faculty member, department chairperson and dean will work cooperatively to resolve the matter. If the chairperson is the faculty member who assigned the grade, the student will contact the dean after failing to resolve the matter with the faculty member. If the faculty member who assigned the final grade is unavailable during the semester following the semester for which the grade was assigned, the above process begins with the chairperson. The appeal process will be completed by the end of the semester within which it is initiated. Only final grades may be appealed.

Permission to Study at Another Institution

Quinnipiac University is committed to having its students take courses that best fit their required curricula at the appropriate academic level. Once undergraduate students have matriculated at Quinnipiac, they normally are not allowed to take courses for credit elsewhere. If there is a compelling reason, the University will accept up to two courses from other institutions for transfer credit, assuming grades of “C” or better. To receive credit, the course must be preapproved by the appropriate dean based on an official course description provided by the student. Ordinarily, permission to take a summer or intersession course elsewhere is not given if a) the course if offered during the same period by QU Online, or b) if the course is offered during the same period on the Quinnipiac campus and the student is residing in the State of Connecticut. If either of these two requirements is inappropriate for an individual student, he/she may petition for an exception from the dean through the University’s Variant Procedure process. Once a student has completed (or transferred) a total of 48 credits, he/she will not be permitted to take a course at a junior or community college offering two-year terminal degrees. Students must take their final 45 credits at Quinnipiac. Students who study abroad during the summer or winter intersession are exempt from the two-course limit.

Quinnipiac University has different policies that apply to courses taken elsewhere through its approved Study Abroad and Washington Semester programs (see pp. 42–43).

Leaves of Absence

Leaves of absence may be arranged for one or two semesters through the registrar, subject to departmental and school approval. At the conclusion of the leave of absence, the student receives automatic readmission to the University. The granting of a leave of absence guarantees readmission to the major in which the student is enrolled when applying for a leave and permits the student to graduate by complying with the degree program requirements in effect when the leave is taken, provided that the courses are still offered. If
requirements for graduation are changed after a student is first admitted to Quinnipiac, the student can choose to follow either the former or the new requirements. During the leave of absence, Quinnipiac retains the student’s deposit until completion or withdrawal.

If a student takes a leave of absence and later is suspended, dismissed, placed on warning for unsatisfactory academic performance (including academic integrity sanctions), or suspended or expelled as the result of a judicial decision, the sanctions take precedence over the leave of absence and stand as a matter of record. Any academic warning becomes operative at the time of return to the University. A mandatory medical leave of absence takes precedence over a voluntary leave of absence and the student must comply with the terms of the medical leave.

Leaves of absence are not granted for the purpose of allowing a student to study at another university. In general, courses taken at another institution while a student is on a leave of absence will not be transferred in for credit at Quinnipiac.

Students who do not return after the specified leave of absence period will be administratively withdrawn and will be required to reapply for admission in order to return to the University. In such instances there is no guarantee of readmission.

### Military Leaves

Students in the military reserves who are enrolled when they are called to active duty, are offered the following options:

1. **Withdrawing from courses with a full tuition refund or tuition credit**, in accordance with institutional and federal government guidelines.
2. **If a student has completed at least 50 percent of the course work and upon recommendation of his/her dean**, the student may elect to take incompletes and make special arrangement for course completion with individual instructors.

Students needing to take a military leave should contact the Office of Academic Affairs.

Students are eligible to return within one year following active duty. However, the degree requirements may have changed, and they may be required to comply with degree program requirements in effect at the time of their return to the University.

### Withdrawal from the University

Students considering withdrawal from the University should meet with their academic adviser or department chair to explore the available alternatives. If withdrawal is a student’s final decision, he/she should meet with the dean of his or her school.

Honorable release is granted when all financial obligations to Quinnipiac University have been met. The refund policy is available in the bursar’s office.

A student receiving aid for education for the Veterans Administration must consult with the registrar and comply with Veterans Administration regulations. A student holding a Stafford Loan or Nursing Student Loan must have an interview in the financial aid office to ensure a clear understanding of repayment obligations. For details, see www.quinnipiac.edu/services/bursar/asp.

If a student plans to withdraw and later is suspended, dismissed, placed on warning for unsatisfactory academic performance (including academic integrity sanctions), or suspended or expelled as the result of a judicial decision, the sanctions take precedence over the withdrawal and stand as a matter of record. Any academic warning becomes operative in the event that the student is readmitted to the University.

### Administrative Withdrawal

Students are administratively withdrawn by the University if they have not registered for classes by the end of the drop/add period of any semester, if they have not returned to the University when the approved period of leave of absence has expired, or if they have not returned at the time specified after academic or disciplinary suspension and the period of suspension has not been extended.

Students who have been administratively withdrawn from the University must reapply for readmission. Readmission to the University is not guaranteed. A student who is granted readmission to the University may not be guaranteed readmission to the major in which he or she was enrolled at the time of administrative withdrawal. All students who are readmitted after an administrative withdrawal must comply with degree program requirements in effect at the time of readmission.
Readmission

Students who are not on an official leave of absence and who wish to return to Quinnipiac University must apply for readmission through the admissions office. Any student who has been away from the University for two full semesters must reapply for admission. Official transcripts of any colleges attended while the student has been away from Quinnipiac must be provided. The admissions office, the academic affairs office and the dean of student’s office will determine the student’s eligibility for readmission.

A student who is granted readmission to the University may not be guaranteed readmission to the major in which he or she was enrolled at the time of administrative withdrawal. All students who are readmitted after an administrative withdrawal must comply with degree program requirements in effect at the time of readmission.

Medical Leaves

Medical Leave of Absence

Students who wish to leave the University during an academic term because of physical or psychiatric conditions that necessitate their absence may request a medical leave of absence. Documentation of the serious nature of the medical condition must be provided to the associate dean of student affairs who will review that documentation with the University medical director. A leave of absence may be arranged for one or two semesters. Under special circumstances, the medical leave of absence may be extended. The student may return to classes when medical clearance, provided by a private physician, is reviewed by the University medical director and accepted by the associate dean of student affairs.

Mandatory Medical Leave of Absence

The University reserves the right to place a student on a mandatory medical leave of absence from the Quinnipiac community for physical or psychiatric reasons.

In the case of a physical problem, the associate dean of student affairs, in consultation with the University medical director, determines the appropriateness of a mandatory medical leave of absence. Parents, legal guardians or the emergency contact of the student are notified and arrangements are made immediately to remove the student from campus. Before returning to Quinnipiac from a mandatory medical leave of absence, the student is expected to release all relevant medical information to the University medical director. After reviewing the information, the University medical director and the associate dean of student affairs determine whether the student may return to the University or whether continuation of the mandatory medical leave of absence is warranted.

In the case of a psychiatric problem, the associate dean of student affairs, in consultation with the University psychiatrist, determines the appropriateness of a mandatory medical leave of absence when the student is perceived to be a threat to self or others; when the student is deemed to be unable to withstand the rigors of the college experience; or when the student’s behavior is disruptive to the educational mission of the University. Parents, legal guardians or the emergency contact of the student are notified and arrangements are made immediately to remove the student from campus. The associate dean of student affairs makes this decision on a temporary basis pending results of an evaluation conducted by the University psychiatrist. After reviewing the evaluation results, the associate dean of student affairs, in consultation with the University psychiatrist, determines whether the student may return to the University or whether continuation of mandatory medical
leave of absence is warranted. Before returning to Quinnipiac from a psychiatric mandatory medical leave of absence, the student must undergo a psychiatric evaluation at his or her own expense with the University psychiatrist. The student is expected to release all relevant medical information to the evaluating physician. The results of this evaluation are submitted to the associate dean of student affairs, who, in consultation with the University psychiatrist, determines whether the student may return to the University.

Students may appeal this decision to return following a mandatory medical leave of absence for physical or psychological reasons to the vice president and dean of student affairs. All information submitted becomes part of the student’s health record and remains confidential.

Withdrawal from a Course

A student may withdraw from a course offered in a traditional semester (15-week) format up to the end of the 10th week of classes. For courses offered during the summer or in accelerated or other non-traditional formats, the withdrawal period extends up to the completion of 60 percent of the scheduled class sessions.

Student Records Policy

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

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

2. The right to request the amendment of the student’s education records that he or she believes are inaccurate, misleading or otherwise in viola-

tion of the student’s privacy rights under FERPA. A student who wishes to ask the University to amend a record should write to the Quinnipiac official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Quinnipiac decides not to amend the record as requested by the student, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing.

3. The right to provide written consent before Quinnipiac discloses personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Quinnipiac University in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Quinnipiac has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, Quinnipiac also discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

Public Notice Designating Directory Information

Quinnipiac University designates the following information as public or “Directory Information” under FERPA, that is, information that can be made available to the general public by Quinnipiac without the student’s prior consent:

Name
Address
Telephone number
Email address
Date and place of birth
Secondary school
Hometown or city at the time
School or college
Major field of study
Degree sought
Weight and height of athletic team members
Expected date of completion of degree
requirements and graduation
Degrees and awards received
Dates of attendance
Full- or part-time enrollment status
Previous educational agency application for
admission filed or institution attended
Participation in officially recognized activities
and sports
Name and address of parent or guardian
Photo images from ID cards
A student may refuse to permit the
designation as “Directory Information” of any or
all of the personally identifiable information
listed above, except to school officials with
legitimate educational interests and others as
indicated. To do so, a student must make the
request in writing to the Office of the Registrar
by 5 p.m. on Friday of the first week of classes
of the semester. Once filed, this request becomes
a permanent part of the student’s record until
the student instructs Quinnipiac University, in
writing, to have the request removed.

4. The right to file a complaint with the U.S.
Department of Education concerning alleged
failures by Quinnipiac University to comply with
the requirements of FERPA. The name and
address of the office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Academic Outcomes Assessment

Academic outcomes assessment at Quinnipiac
University is based on objectives identified by fac-
ulty and administrators for specific academic and
support programs. The process employs a variety
of measurements to discover, as accurately as possi-
ble, whether the programs are achieving the stated
objectives in areas such as general education and
major programs of study.

The purpose of academic outcomes assessment
is to produce feedback to the department, school/
college or administrative unit on the performance
of the curriculum, learning process and/or services,
thereby allowing each unit to improve program
offerings. This type of assessment is not for the
purpose of evaluating performance of an individual
student, faculty member or staff member.

Measurements may be drawn from surveys,
course evaluations, placement tests and a variety of
other academic performances. For example,
required course assignments and examinations may
be used first as a basis for course placement or for
assigning grades to a student, and then later used
again in an outcomes assessment for an academic
or support program. In these cases, the outcomes
assessment is conducted as a process separate from
and without influence on the course placement or
grading process for individual students.

Whenever academic performances are used in
outcomes assessment, confidentiality of individual
student identities is strictly maintained. Outcomes
assessment results for academic and support pro-
grams do not disclose analyses at the level of the
individual student without written permission
from the student.

Academic Honors

Dean’s List
Students who excel in scholarship by earning a
grade point average of at least 3.5 with no grade
lower than C are recognized by being placed on the
dean’s list. Full-time students must complete at
least 14 credits in a semester, with at least 12
credits that have been graded on a letter grade basis
(A through C) to be eligible. Part-time students
must complete at least 6 credits during a semester.

Degrees with Honors
Students who have demonstrated superior scholar-
ship and who have attended Quinnipiac for at least
60 credits immediately prior to graduation are eligi-
ble to receive degrees with honors. Designation is
based on grade point averages as follows:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>GPA Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.90–4.00</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.70–3.89</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.50–3.69</td>
</tr>
</tbody>
</table>
Academic Awards and Honor Societies

Advertising Department Student Achievement Award
This award is presented to a graduating student exhibiting outstanding scholarship, independent creativity and extracurricular activities directly related to advertising.

Alumni Association Academic Achievement Awards
At graduation, the Alumni Association presents an award to the honors student from each of the undergraduate schools who has attained the highest scholastic standing and who has completed 90 credits at QU. These awards are made possible by the Alumni Association National Board of Governors.

The Alumni Award for Holistic Nursing Practice
This award recognizes clinical excellence and exceptional potential in the discipline of nursing. It is presented to the senior nursing student who has demonstrated a strong commitment to the unity of body, mind, emotion and spirit in the delivery of health care. The award is supported by The Quinnipiac University Nursing Alumni Fund, which was established by the Class of 1998.

The Alumni Chair Award
A chair is presented to the graduating senior who has done the most to foster student alumni relations at Quinnipiac. This award is made possible by the Alumni Association Board of Governors.

Alpha Delta Sigma Society
The Alpha Delta Sigma Society is a national honors society recognizing scholastic achievement in advertising studies. It is sponsored by the American Advertising Federation to encourage scholarship among students of advertising.

Alpha Iota Mu Society
Alpha Iota Mu is a national honor society that recognizes the academic achievement of information systems management students.

Alpha Kappa Delta
Alpha Kappa Delta is an international sociology honor society designed to stimulate scholarship and promote the scientific study of society.

Alpha Lambda Beta
Alpha Lambda Beta is the University’s chapter of Phi Alpha Theta, the national history honor society. Alpha Lambda Beta seeks to bring students, teachers and writers of history together for intellectual and social exchanges that promote historical understanding, research and publication.

Alpha Mu Alpha
Sponsored by the American Marketing Association, this National Marketing Honorary Award is given to graduating seniors who are in the top 10 percent of the seniors in marketing.

Alpha Psi Omega
Alpha Psi Omega, the largest national honor society in America, recognizes excellence in all areas of theater study and production. Membership is based on cumulative grade point average and achievement during the University main stage theater production season in the areas of performance, technical production and theater administration.

Alpha Sigma Lambda
Alpha Sigma Lambda was the first and remains the only chapter-based honor society established to honor both full-time and part-time adult students who are pursuing their undergraduate degrees. Founded in 1946, the Alpha Sigma Lambda national honor society provides recognition to highly motivated adult students who are continuing their education while managing the responsibilities of work and family.

Arias-Schweitzer Internship
The Arias-Schweitzer internship provides a graduating senior with the opportunity to work with the Arias Foundation for Peace and Human Progress in Costa Rica. The 12-month paid internship is made possible through the efforts of the Albert Schweitzer Institute. The foundation focuses on issues of demilitarization and human security, the promotion of grassroots support for democracy in Latin America, and issues of gender, development and human rights.

Christopher Becker Memorial Prize in History
This award is given to the history major with the highest cumulative grade point average.

Mitchell Berkun Prize in Psychology
Each year, the student majoring in psychology who has completed the Research Methods sequence (PS 206, 307, 308) with the highest grades receives this award. It honors the individual who founded the psychology department founder.

Beta Beta Beta
The biological honor society Beta Beta Beta annually awards an official society key and scroll to the graduating senior member of the Beta Beta Beta majoring in the biological sciences who has attained the highest academic standing.
Beta Gamma Sigma
Beta Gamma Sigma is the National Business Honor Society. Only Schools of Business accredited by AACSB International—The Association to Advance Collegiate Schools of Business, may have a chapter of this society. Membership is by invitation only, and invitees must meet one of the following requirements: a) a junior with a minimum GPA of 3.7 and in the top 5 percent of the junior class, b) a senior with a minimum GPA of 3.5 and in the top 10 percent of the senior class.

The BRAMS Scholar Award
The BRAMS Scholar Award is presented annually to a graduating Quinnipiac senior who is part of the Quinnipiac University/Betsy Ross Arts Magnet School Partnership. Award recipients are selected based on academic achievement.

Economics Department Student Achievement Award
This award is given each year to a senior majoring in economics who has shown outstanding academic achievement and who has contributed significantly to the department.

Entrepreneurship Student Achievement Award
This award is presented to a graduate of the entrepreneurship program who has contributed significantly to the advancement of Quinnipiac, as well as to the program.

The Faculty Prize for Excellence in International Business
An award is presented to a graduating senior in international business exhibiting leadership and independent creativity directly related to international business.

James Fickes Mathematics Award
This award is given to the senior mathematics major who has shown the greatest achievement and future promise as a mathematician, and who has demonstrated leadership both in and outside the classroom.

Barry Fritz Award in Psychology
This prize is given each spring to a senior in psychology who has completed an independent study project that is both creative and relevant. These two qualities characterized the research of Professor Barry Fritz, in whose honor the award was established. To be considered, the project must be completed by the fall of senior year, but also could be completed in previous years.

Department of Sociology Joan Phillips Gordon Prize
This award, in honor of Joan Phillips Gordon, former chair of the department, is presented annually to a senior in sociology, social services, criminal justice or gerontology who demonstrates outstanding academic and leadership qualities.

Highest GPA in Communications
This award is presented to a senior student who is graduating from the School of Communications with the highest overall grade point average, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

The Information Systems Management Student Senior Achievement Award
This award recognizes a senior ISM major who had demonstrated scholastic achievement and shown leadership on campus.

International Business Award
This award is presented to a student who has demonstrated academic excellence and professional qualities in international business.

Albert H. Jente Memorial Prize
A silver key in memory of Albert H. Jente, former treasurer of Quinnipiac, is awarded annually to a member of the sophomore class who has done the most for his or her class through loyalty, cooperation and teamwork.

Olive Kennedy Memorial Scholarship
The award, made to part-time undergraduate women, was established by Olive Kennedy’s family and friends in recognition of the valuable assistance she lent as a counselor to adult students.

Lambda Epsilon Chi
Lambda Epsilon Chi is the national honor society for legal studies/paralegal students and recognizes students who have demonstrated superior academic performance in a legal studies program.

Lambda Pi Eta
Lambda Pi Eta is the communication studies honor society. Quinnipiac’s Tau Delta chapter seeks to recognize, foster and reward outstanding scholastic achievement, promote and encourage professional development, promote closer relationships between faculty and students and explore options for graduate education in communication studies.
Legal Studies Book Award
This award is given annually to the graduating senior legal studies student with the highest overall cumulative grade point average who has demonstrated exceptional ability in the discipline.

Robert G. Leonard Award
The Quinnipiac Sigma Xi Chapter sponsors this annual award for excellence in research by outstanding undergraduate and graduate students in science, mathematics and computers.

Mallinckrodt Award
This award is presented annually to a graduating senior majoring in diagnostic imaging who has exhibited outstanding achievement in the academic and clinical settings.

Management Department Award
This award is presented to a senior, majoring or minoring in management, for outstanding performance in organizing and facilitating the development of work groups and projects related to personal and career development.

Ronald Marangell Memorial Prize for Excellence in Accounting
A plaque and an award are given annually to the outstanding accounting student in memory of Ronald Marangell, a former Quinnipiac accounting student.

Marketing Department Student Achievement Award
This award is presented to a student possessing expertise in marketing who has made contributions to the field and to the marketing department.

Modern Languages Department Spanish Writing Award
The Department of Modern Languages in the College of Arts and Sciences sponsors an annual Spanish writing contest. Eligible students write an essay in Spanish, which is judged by departmental professors. The winning student is honored at the College of Arts and Sciences award dinner and receives a commendation and a monetary prize.

Occupational Therapy Leadership
This award is presented from the faculty to a student who has shown outstanding leadership in academic work, laboratory performance and initiatives within the department.

Occupational Therapy Outstanding Community Contribution
This award recognizes distinguished service in the field of occupational therapy within the Quinnipiac community and the greater community of occupational therapy within the state or nation.

Ryan J. O’Neil Entry-Level Master’s Physician Assistant Award
This award is presented to the ELMPA student in the graduating class who most exemplifies excellent leadership, academic excellence, a cooperative attitude and the strength of character of a future health care professional.

Outstanding Community Service Award—Freshman
This award is given to a student in the freshman class who has a C+ average or better, and has participated in volunteer service to the community beyond Quinnipiac.

Outstanding Community Service Award—Sophomore
This award is given to a student in the sophomore class who has a C+ average or better, and has participated in volunteer service to the community beyond Quinnipiac.

Outstanding Community Service Award—Junior
This award is given to a junior who has a C+ average or better and has participated in volunteer service to the community beyond Quinnipiac.

Outstanding Freshman Award
This award is given to a student who has a 2.75 GPA or better, is involved in one activity and has demonstrated interest in others.

Outstanding Sophomore Award
This award is given to a student with a 3.0 GPA or better who is involved in activities, with a clearly demonstrated leadership role in at least one activity.

Outstanding Junior Award
This award is given to a student who has a 3.0 GPA or better and is involved in a variety of activities, with a clearly demonstrated leadership role in one activity and whose strength of character has affected the Quinnipiac community.

Outstanding Senior Award
This award recognizes a senior who has a 3.0 GPA or better for service, dedication and contribution to Quinnipiac throughout his or her four years.

Outstanding Student Affairs Leadership Award
This award is given to students who have demonstrated outstanding leadership qualities, a cooperative attitude and a commitment to improving the quality of life at Quinnipiac.
The R. Gordon Pauluccy Graduation Prize in Psychology
The Pauluccy family established this endowed fund for an award to be made annually to the senior majoring in psychology who has the highest overall grade point average.

Outstanding Achievement in Broadcast Journalism
This award is presented to a senior who is graduating from the journalism program and who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Film, Video and Interactive Media
This award recognizes distinguished creative achievement in film, video or interactive media.

Outstanding Achievement in Communications
This award is presented to a senior student(s) who is graduating from the Department of Media Studies and who has shown academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Print Journalism
This award is presented to a student who is graduating from the print journalism program and who has shown academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Public Relations
This award is presented to a senior student who is graduating from the public relations program and who has shown academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

H. Pearce Family Community Leadership Award
This award is given to a senior undergraduate who has best exemplified the spirit of volunteer community service during his or her years at Quinnipiac.

Phi Sigma Biological Honors Society
Phi Sigma is an organization devoted to the promotion of research and academic excellence in the biological sciences. Students are invited to become members if they are at least juniors or graduate students, have an overall GPA of 3.0, and are participating in research at Quinnipiac in any area related to the biological sciences.

Phi Theta Epsilon
Phi Theta Epsilon is a national honor society that recognizes outstanding scholarship and service to the occupational therapy profession.

Pi Sigma Alpha
Pi Sigma Alpha, the National Political Science Honor Society, is the only honor society for college students of political science and government in the U.S. Its purpose is to stimulate scholarship and intelligent interest in political science, and to honor political science majors who display leadership and academic achievement.

Political Science Best Senior Thesis Award
The political science faculty has established this award to recognize graduating senior student(s) in political science who have submitted outstanding, as well as original, theses.

Political Science Best Research Project Award
The political science faculty has established this award to recognize graduating senior student(s) in political science who have completed an outstanding, as well as original, research project.

Harold Potts Memorial Physical Therapy Award
This award is given in memory of Harold Potts, former chairman, professor and founder of the physical therapy program at Quinnipiac. The award is presented from the faculty to a fourth-year physical therapy student who has demonstrated academic and leadership excellence, as well as exemplary service to the program and physical therapy profession.

President’s Scholarship Award
This award by the president of Quinnipiac goes to the student who has attained the highest scholastic standing in his or her graduating class and who has completed at least 90 credits at Quinnipiac.

Psi Chi
Psi Chi is the national psychology honor society, founded for the purposes of encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology.

Sigma Phi Omega
Sigma Phi Omega, the national academic honor society in gerontology, recognizes the excellence of those who study gerontology/aging. The society seeks to promote scholarship, professionalism, friendship and services to older persons, and to recognize exemplary achievement in gerontology/aging studies and related fields.
Sigma Theta Tau International Honor Society of Nursing

Tau Rho is the Quinnipiac University chapter of Sigma Theta Tau International Honor Society of Nursing. This global community of nurses seeks to improve the health of the world's people by increasing the scientific basis of nursing practice. The organization provides leadership and scholarship in practice, education and research. Membership is by invitation to undergraduate and graduate nursing students who demonstrate academic excellence, and to nurse leaders in the community who exhibit exceptional achievement in nursing.

The Rachel Ranis Prize in Social Justice

This award is presented to a senior in sociology, social services, criminal justice or gerontology who demonstrates a passion for social justice.

Alice B. Remail Memorial Award

The English department established this award in memory of one of its distinguished members. The award is made to the graduating senior with the highest academic record in English.

Edward J. Scannell Prize

The Scannell family established this endowed prize fund in memory of former trustee, Edward J. Scannell. Two prizes are awarded to graduating seniors enrolled in the School of Business who are elected to “Who’s Who at American Universities and Colleges.”

School of Communications Overall Achievement Award

This award is presented to a senior(s) who is graduating from the communications program who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Aurea C. Schoonmaker Spanish Award

In honor of Professor Aurea C. Schoonmaker's 43 years of exemplary teaching at Quinnipiac, this prize is awarded to the senior Spanish major with the highest overall cumulative grade point average.

The Senior Service Prize in Criminal Justice

This award is presented to the senior criminal justice major who exhibits extraordinary service to the program, campus life and community.

Sigma Delta Pi

Sigma Delta Pi, national honor society in Spanish, honors students who attain excellence in the study of Spanish language and the literatures and cultures of Spanish speaking people. To be considered for membership in Sigma Delta Pi, a student must: be a junior, have a GPA of 3.2 overall, maintain a GPA of 3.2 in all Spanish courses, and have completed 18 credits in Spanish at the 200 level or above, including two semesters of advanced Spanish language courses, as well as an advanced course in Hispanic literature or culture.

Sigma Tau Delta

Sigma Tau Delta’s central purpose is to confer distinction upon students of the English language and literature in undergraduate, graduate and professional studies. Our members have the opportunity to be recognized for their outstanding achievements, enrich their education, and advance their careers.

Alfred P. Stiernotte Memorial Prize

An annual award is made to the student who has earned distinction in the study of philosophy.

Student Involvement Award

An award to an outstanding student is presented by Student Government.

Orville J. Sweeting Memorial Chemistry Award

In memory of Orville J. Sweeting, former professor of chemistry and Quinnipiac provost, this award is presented to the senior(s) who have exhibited outstanding achievement in both the academic and senior research settings in chemistry.

The Benjamin and Juliette Trewin Award for Academic Excellence in Nursing

This award recognizes academic excellence and exceptional potential in the discipline of nursing. It is presented to the senior nursing student with the highest overall grade point average. The award is supported by the Benjamin and Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.
The Benjamin and Juliette Trewin Award for Professional Leadership in Nursing
This award recognizes outstanding leadership and exceptional potential in the discipline of nursing. It is presented to the senior nursing student who has made significant contributions to the nursing program and the greater community of nursing. The award is supported by the Benjamin and Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

Philip Troup Achievement Prize
In memory of Judge Philip Troup, first president of Quinnipiac, a gold key is awarded to a graduating senior who has contributed most to the welfare of Quinnipiac through strength of character and qualities of leadership.

Wall Street Journal Award
This award is presented to a student for achievement in finance.

West Educational Publishing Student Award
This award is given to two graduating legal studies students who have demonstrated outstanding achievement and professional growth.

Who’s Who Among Students in American Universities and Colleges
This prestigious award is given to graduating seniors who have demonstrated outstanding scholarship and leadership.

College of Arts and Sciences Award for Special Achievement
This award is given to the graduating senior in the College of Arts and Sciences who has a record of exceptional achievement in the face of adversity. The award was established in honor of Morris Woskow, former professor of psychology and dean.

Writing Across the Disciplines Student Award
Quinnipiac University's Writing Across the Curriculum (QUWAC) program awards two $250 writing prizes to students nominated by faculty for having produced writing deemed exemplary for the discipline. An impartial subcommittee of QUWAC chooses the winners. The prize works are then published in the First-Year-Writing Program's handbook for the next year.

Wyckoff Moore Family Memorial Scholarship
The fund was established in memory of members of the Wyckoff Moore family. The award is given to a part-time student who has achieved senior status, completed 30 credits and earned a GPA of 3.5.

Other Academic Opportunities

The Albert Schweitzer Certificate for Ethics and Responsibility
This certificate program, affiliated with the Albert Schweitzer Institute, enables students to be recognized for their service to others in keeping with the ideals of the 1952 Nobel Peace Prize Laureate, Dr. Albert Schweitzer. Students earn points toward this certificate through directed academic engagement and volunteer activities. To earn the certificate, eligible students take pre-approved courses that reflect the thought of Dr. Schweitzer or have a service-learning designation, and participate in a variety of service-based activities. Examples of these activities include an alternative spring break opportunity, a semester-long internship program, an internship with a service organization on or off campus, or assuming a leadership role in a campus organization or off-campus non-governmental organization.

The Albert Schweitzer Fellowship Program
This Fellows program, affiliated with the Albert Schweitzer Institute, builds on the Albert Schweitzer Certificate for Ethics and Responsibility by requiring a deeper level of commitment. Interested students are required to organize and lead two off-campus service learning activities, experiences or projects; participate in a national or international service experience; create an ongoing relationship with a local, national or global partner; keep a journal to reflect on their experiences, and, as a senior, write a paper synthesizing their experience as an Albert Schweitzer Fellow. A one-credit course (credit optional) also is required.

Given the strong interest by potential employers, graduate schools, and professional schools in ethical behavior and concern for others, both of these programs are structured to help a student easily demonstrate his or her dedication to these important values.
School of Law
The School of Law offers programs of day and evening courses leading to the JD degree.

A full complement of student organizations exists at the law school, including a nationally honored Student Bar Association. In the tradition of American law schools, the School of Law sponsors student-edited scholarly journals, the Quinnipiac Law Review, the Quinnipiac Health Law Journal and the Quinnipiac Probate Law Journal, which contribute both to student education and to legal scholarship. The law school also is host to two legal fraternities, Phi Alpha Delta and Phi Delta Phi. To contribute to the development of advocacy skills, the law school has a Moot Court Society and a Mock Trial Team. The law school also has a number of law associations such as the Black Law Students Association, the Women’s Law Society, the Latin American Law Association, the Environmental Law Society, the International Human Rights Law Society, and the Sports and Entertainment Law Society.

The School of Law has several clinics and numerous externships through which students do pro bono work in the community and acquire practical legal skills.

Prelaw
Students interested in attending law school must have a BA or BS degree and have taken the Law School Admission Test. No single prelaw course of study is required or recommended. Several broad objectives of prelegal education, however, have been set forth by the Association of American Law Schools.

Students should take a range of courses that provide fundamental skills and understanding of language, the ability to think and write clearly and succinctly, logical reasoning and analytical skills, and an appreciation of social, political and economic foundations and complexities.

Toward this end, every prelaw student should carefully choose, with the assistance of his or her academic adviser and/or the prelaw adviser, courses that hone those skills listed. Students or graduates who have an interest in law school should contact Quinnipiac University prelaw adviser, Jessica Hynes, at 203-582-3688, CLA-1, room 337, or jessica.hynes@quinnipiac.edu for further information and, if appropriate, should join the Prelaw Society to learn more about the LSAT and law school admissions and financial aid.

Prehealth Profession Studies in Medicine and Dental
The health professions include medicine (alopathic and osteopathic), dentistry, physician assistant, optometry, chiropractic, physical therapy and podiatry, and normally require additional study beyond the undergraduate degree. The prehealth professions program provides undergraduate students interested in a career as a health professional with the appropriate educational background necessary to meet the entrance requirements of the different professional schools.

The general requirements for most medical, dental and physician assistant schools include a full year of general biology, general chemistry, organic chemistry, physics and mathematics (including calculus), as well as English. These prerequisite courses provide a basic background knowledge for students to take standardized examinations for admission to professional schools such as the Medical College Admissions Test (MCAT) and the Dental Admis-
These examinations normally are taken in the spring or summer of the junior year, after the completion of all the prerequisite courses. Although the prerequisites may be completed with any undergraduate major, the majority of pre-health professions students elect to pursue one of the degree programs offered by the Department of Biological Sciences, which provides broader preparation. Faculty advisers from the Prehealth Professions Committee help students select courses and suggest extracurricular activities to meet the specific requirements for the field of interest, and also write letters of recommendation for individuals applying to postgraduate studies in the health professions.

**Field Studies**
During summer, winter and spring vacations, Quinnipiac offers faculty-led field trips for credit to sites in the United States and abroad. Field studies trips, to carefully selected locations, are designed to take advantage of the unique educational opportunities made possible by direct contact with other cultures. Pre-trip orientation and on-site instruction are provided by the faculty.

**Washington, D.C., Semester Programs**
Washington, D.C., Semester Programs are interdisciplinary, experiential learning programs bringing students from around the nation and the world to semester-length internships, research projects and seminars in the national capital. Students in any major may apply. Quinnipiac is affiliated with two organizations, which offer modules that focus on students’ particular areas of interest, such as American politics, economic policy, journalism, international development and the arts. Occasionally students have the opportunity for two-week inter-term and summer seminars. All students must complete an independent research project related to their experience in the program.

To be eligible, Quinnipiac students must have a minimum GPA of 3.00 and not be under judicial sanctions. Students must pay full-time Quinnipiac tuition for the semester in Washington, D.C. An additional fee (based on the cost difference between Quinnipiac tuition and the program sponsor’s fee) is assessed each student who selects a Washington semester program whose costs exceed Quinnipiac’s tuition. Students receiving financial aid at Quinnipiac may apply their aid to the Washington, D.C., semester; this includes federal aid, state grants, and college grants and scholarships. Additional scholarships from the affiliated programs or other sources may also be applied to tuition or housing costs. For details about the programs and application deadlines, please contact Professor Scott McLean in the Department of Political Science, at 203-582-8686.

**ALANA Mentoring Program**
Quinnipiac offers a mentoring program for incoming freshmen students. The ALANA (Asian Latino African Native American) mentoring program is designed to enhance the transition from high school to college for students from diverse backgrounds; participation is by invitation. A student in the ALANA mentoring program is paired with a student, faculty or staff mentor at the start of the student’s academic career in order to give the student an expanded support base during the important first year of college. The ALANA mentoring program sponsors social and cultural events as well as offering one-on-one support.

Details regarding the ALANA mentoring program are available in the Office of Multicultural Affairs.

**SQUID Certificate Program**
SQUID stands for Scholars at Quinnipiac University Integrating Difference. This certificate program, offered through the College of Arts and Sciences, is designed to acknowledge the effort students have made to learn about the broad variety of human experience. Students in any undergraduate program who are interested and who complete three SQUID-designated courses of their choice are eligible to achieve a certificate from the College of Arts and Sciences that reflects the commitment they have made to diversify their college curriculum. Many students seek out opportunities to learn about people in societies who have been historically underrepresented and underprivileged. Interested students should contact Prof. William Jellison in the College of Arts and Sciences.

**International Education**
Quinnipiac University is committed to preparing students for the 21st century. An integral part of that preparation includes providing opportunities for international education through study and internships in foreign countries or having interna-
tional professors teach at Quinnipiac. Details regarding application to any of the programs and places of study are available from the Office of International Education.

**Study Abroad Programs—General**

Quinnipiac students participate in study abroad programs for a year, or for a semester, in various countries such as Austria, Australia, England, Ireland, Italy, France, Japan, Germany, Mexico, New Zealand, South Africa and Spain.

All students are advised to plan early for study abroad. Health Sciences majors, in particular, should begin planning for study abroad during the freshman year so as to ensure the required academic progression in the program of study. To be eligible, students must have a minimum GPA of 3.00 and no judicial sanctions. The credits and grades for approved courses taken abroad become part of the students' academic transcript, and all grades are included in the calculation of the students' GPA. Students may not take classes for a pass/fail grade unless there is no other grade given for that course.

Quinnipiac University students who participate for a semester/year abroad pay the equivalent of full-time tuition at Quinnipiac and the cost to live in the Commons Residence Hall, minus the dining service fee. A fee is added to ensure adequate emergency insurance. If the approved program cost exceeds the sum of Quinnipiac's tuition and housing, the difference is paid to Quinnipiac University by the student. Students who receive financial assistance at Quinnipiac may apply their aid for study abroad, including federal aid, state grants, college grants and scholarships.

Quinnipiac faculty also lead short study abroad courses to various countries during the January and summer breaks. Some of the countries visited include Canada, Costa Rica, various European countries and Mexico. Details are available from the Office of International Education.

Also noteworthy is Quinnipiac’s involvement in the Oscar Arias Foundation through its sponsorship of the Arias-Schweitzer Internship. This gives graduates a special opportunity to work on some of the most pertinent issues in Latin America.

**Quinnipiac University in Ireland**

Quinnipiac’s program of study in Ireland is conducted through a formal articulation with University College, Cork. This arrangement allows students to participate fully in the programs and courses offered by UCC.

UCC has an enrollment of approximately 15,000 students with 2,000 international students from more than 70 countries. UCC offers a full range of undergraduate courses in the humanities, sciences, business and management, social sciences and pre-law. The pattern of study differs, depending on the semester selected.

In the fall, students participate in the Early Start program, which is a month-long course running from late August to late September. The early start courses combine lectures with field trips. Students may select from the following offerings:

- Irish Archaeology
- Irish Folklore & Ethnology
- History & Modern Ireland
- Literatures in Ireland
- Irish Ecosystem
- Management & Marketing in the European Union
- Law (Irish & European legal systems)
- Musics

Students then take the balance of their course work during UCC’s fall semester, which runs from late September to mid-December.

The spring semester at UCC begins in early January. In general, classes run through the end of March, followed by Easter recess and a reading period in April. Students sit for examinations in May. There is no early start program in the spring term. More detailed information is available from Quinnipiac’s Office of International Education and from the UCC website: www.ucc.ie/international.

Quinnipiac faculty also may lead classes to Ireland during the summer and winter intersession. These classes use UCC facilities but are taught by Quinnipiac faculty.

Cork, located on the south coast, is the second largest city in Ireland (after Dublin). The city is situated on the Lee River, at the head of Cork Harbor inlet. There is easy access to the countryside and areas such as Cobh, Kinsale, Killarney and Blarney Castle. The city offers a wide array of educational, cultural, social and athletic opportunities.
Other Academic Resources

Arnold Bernhard Library
The Arnold Bernhard Library serves the undergraduate and graduate populations of the University and provides support for the Quinnipiac University School of Law. Approximately 48,000 square feet in size, the Bernhard Library provides 600 seats, 13 group rooms, a 30-seat instructional facility, more than 60 public computer terminals, and nearly 600 power/data connections for laptop computers.

In addition to the group study rooms, students can select from individual study carrels, tables, soft seating and rocking chairs with magnificent views when they visit the facility. A large variety of web-based resources (including a growing number of full text/full image titles) are available, as well as printed volumes, microforms and audiovisual materials. Supporting this new facility are the combined staffs of the library, academic technologies and media services.

This building also houses the clock tower, the executive suite, the Offices of Administrative Services, Undergraduate, Graduate and Part-time Admissions, Financial Aid, the Bursar, Human Resources and Purchasing.

Bioanthropology Research Institute
Quinnipiac’s Bioanthropology Research Institute, administered through the School of Health Sciences, provides research opportunities for students and faculty in a variety of disciplines. Research projects, field experiences and international course work provide unique opportunities to experience current and ancient cultures. Research projects often lead to publications and presentations at professional conferences. The field of bioanthropology naturally crosses many disciplines, including both science and arts. The Bioanthropology Research Institute has formal relationships with international research groups such as Centro Mallqui in Peru as well as with many well-known domestic and international museums.

Students should contact the School of Health Sciences for more information.

The Bristol-Myers Squibb Center for Science Teaching and Learning
Quinnipiac University’s Bristol-Myers Squibb Center for Science Teaching and Learning is a network of scientists and educators working in concert to advance the art of science education from kindergarten to university level.

The center draws on the expertise of:
- Quinnipiac’s departments of biological sciences and chemistry and physical science in the College of Arts and Sciences
- Quinnipiac’s School of Education
- Statewide K-12 school districts
- Schooner, Inc.
- BioBus
- CT Academy for Education
- Various governmental partners, including the Department of Environmental Protection

In recent years, the United States has fallen far behind other developed nations in its preparation of students for careers in science, math and technology (ranking 15th in math and 9th in science worldwide), as well as failing to provide basic science literacy to its citizens. In response to this desperate need, the center offers professional development experiences for K–12 teachers in proven techniques for successful science instruction.

Currently, the Bristol-Myers Squibb Center for Science Teaching and Learning provides professional development workshops for teachers in inquiry-based teaching methods and provides innovative tools with which to teach science. The center strives to support student proficiency and achievement in science.

Clarice L. Buckman Center and Theater
This building houses science laboratories, faculty offices, classrooms, and a 177-seat theater for lectures and theater performances.

Computing Services
All incoming undergraduate students are required to have a laptop computer readily available to them with no exceptions. Information Services annually recommends a specific hardware and software laptop configuration that meets or exceeds these technical standards (specific information on the most current program can be found at (www.quinnipiac.edu/x1209.xml). By selecting the recommended laptop, students will receive
exceptional service and support on and off campus. Students who elect to bring their own laptops to campus (other than the recommended one) also will be afforded technology assistance often of a less comprehensive nature due to the many possible variations of alternatives. Ultimately, it is the responsibility of the student to perform in the classroom.

Although laptops meet the vast majority of student needs, for those disciplines that require more specialized hardware or software, the University has more than 350 computers in 12 computer laboratories throughout the campus. The University maintains a secure and advanced data network that connects all University computers on all three Quinnipiac campuses. Students, faculty and staff are able to access this secure network through wired and wireless access. Wireless access is found across all three campuses, including the residence halls, classrooms, athletic fields and public areas.

The Arnold Bernhard Library is open 24 hours a day during the academic year, and contains more than 100 publically available computers, as well as a Learning Commons where students can receive the services of the Computer Help Desk, as well as media services where faculty and students can use and receive help with equipment for capturing and processing digital audio, images and video. The library also provides an extensive collection of online bibliographic databases and full text journals for use in the library or remotely through the campus network.

**Terry W. Goodwin ’67 Financial Technology Center**

Quinnipiac University created its own state-of-the-art Wall Street trading room with the Terry W. Goodwin ’67 Financial Technology Center in the Lender School of Business. The 2,000 square-foot center allows students to make real-time investment decisions and learn how the financial markets work through management of a real-life student-managed portfolio. Software installed in the center’s 53 computer workstations allows students to access real-time financial data, practice analytical finance methods, conduct trading simulations, analyze economic databases and develop financial models.

**The Learning Center**

The Learning Center assists students in reaching their academic potential by offering various programs of academic support. The center is located in Tator Hall, room 119.

Quinnipiac’s nationally certified peer tutor program offers individual peer tutoring in nearly all 100-level courses, many 200- and 300-level courses and supports many of the graduate degree programs. Tutoring is content-specific and addresses both entry-level and advanced courses such as mathematics, writing, science and many other specialized subject areas.

Content is only one aspect of the educational experience. The Learning Center also offers learning skills seminars, weekly meetings that address specific skills interactively. In addition, class-specific workshops and individual meetings all help students achieve their academic potential. Working with students to identify the strengths and weaknesses they bring to the university experience, the Learning Center staff helps students develop skills and strategies that contribute to their success at Quinnipiac, the better to be prepared for their career.

The Learning Center staff also coordinates the Advanced Learning Seminar. This seminar, meeting weekly, is open to students on academic probation who meet specific criteria. Through assessment and subsequent individual action plans, students work toward specific academic goals that reinforce their success in the University environment.

The Learning Center recognizes that people learn differently. Following the guidance of ADA/504, the coordinator of learning services meets individually with students who disclose a disability, assisting them to meet the academic challenges they face.

The Learning Center offers a venue for academic support. Staffed by helpful professionals, equipped with appropriate technology and texts, the Learning Center is an important facet of a successful student’s experience at Quinnipiac. For more information, contact the director of the Learning Center.
Lender School of Business Center and Ed McMahon Mass Communications Center

This state-of-the-art building contains case study rooms, two local area network (LAN) rooms, classrooms, an executive conference center, faculty offices and executive offices for the senior vice president for academic and student affairs and the dean of the School of Business—all of which are linked by a highly sophisticated computer network. This building also houses the Ed McMahon Mass Communications Center, a modern and well-equipped media production facility which provides students with a new completely digital high-definition television (HDTV) studio, the latest in broadcast technology, a spacious, professional-level television studio, two audio production studios, a fully computerized newsroom with 25 workstations and Associated Press wire service, advanced non-linear digital video editing systems, a digital desktop production lab for interactive multimedia design, website development, electronic publishing and digital imaging, an audiosvisual production resource depot and a screening room with video projection and theater-quality sound. Two cable television channels originate from the McMahon Center, providing the campus with student-produced programming from the Q30 student television organization as well as other cablecasts.

Albert Schweitzer Institute

The Albert Schweitzer Institute is an international, nonprofit organization that conducts educational programs. Inspired by Dr. Albert Schweitzer’s exemplary humanitarian service and concept of “reverence for life,” the institute’s programs:

- focus on health, humanitarian and peace efforts
- support health care development in underserved areas
- motivate young people to serve the community and the environment as a way of life
- increase public awareness of Schweitzer’s philosophy and its potential for a more peaceful and sustainable world.

The institute, located adjacent to the campus at 660 New Road, houses the offices of its executive director as well as the Albert Schweitzer museum, which consists of artifacts from Dr. Schweitzer’s collections and other humanitarian exhibits. Albert Schweitzer was the recipient of the Nobel Peace Prize in 1952.

North Haven Campus

School of Health Sciences

The Quinnipiac University School of Health Sciences occupies the first of four buildings the University is developing on the North Haven Campus. The facility serves upperclassmen and graduate students in the diagnostic imaging, radiologist assistant, nursing, occupational therapy, physical therapy and physician assistant programs. Classes for the MAT and MBA programs are taught here as well.

The facility houses several high-tech labs, including the CT Scan Lab and the MRI Lab. Quinnipiac is the only university to have MRI and CT equipment primarily for teaching and research purposes.

Other labs include two radiography labs, an ultrasound lab and a mammography lab as well as the Movement Study Lab, which enables occupational therapy students to work with people who have sensory integration dysfunction; the Motion Analysis Lab, where movement is studied through a kinematic analysis system; the Biomechanics Lab, the Learning Lab, and the Ergonomics and Assistive Technology Lab.

The Model Apartment provides a space for students to practice the techniques that can make independent living possible for those with physical disabilities.

Additional resources include the Orthopedics Lab and six spacious rehabilitative sciences labs, as well as the Clinical Simulation Labs, carefully crafted hospital rooms that house lifelike simulation mannequins, which can be programmed with a variety of medical ailments and illnesses. QU’s SimMan patient simulator family includes three adults, an infant and a newborn.

The Pediatric/Neonatal Lab, a working laboratory, filled with infant mannequins, introduces students to this special area of health care in the acute setting.

Other state-of-the-art health care facilities include the Clinical Skills Labs and the Intensive Care Unit, which are used to create real-world conditions to prepare students for clinical training assignments; the Physical Diagnosis Lab, Physical Exam Suite and Health Assessment Lab, which duplicate care in an outpatient primary care setting, such as an emergency room or doctor’s office.
# College of Arts and Sciences

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College of Arts and Sciences

Robert W. Evans College of Arts and Sciences Center
203-582-8730 (central office)

Administrative Officers

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<tr>
<th>Position</th>
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<tr>
<td>Dean</td>
<td>Hans Bergmann</td>
<td>CAS1-306</td>
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<tr>
<td>Associate Dean for the Humanities and Social Sciences</td>
<td>Renée Tursi</td>
<td>CAS1-339</td>
<td>203-582-3447</td>
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<tr>
<td>Associate Dean for the Sciences</td>
<td>Allan Smits</td>
<td>BC136</td>
<td>203-582-8701</td>
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<tr>
<td>Assistant Dean for Administration</td>
<td>Mary Paddock</td>
<td>CAS3-210</td>
<td>203-582-8951</td>
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<tr>
<td>Assistant Dean for Career Services</td>
<td>Annalisa Zinn</td>
<td>CAS3-312</td>
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<td>Michelle Geremia</td>
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<tr>
<td>Chemistry and Physical Sciences</td>
<td>Carol Fenn</td>
<td>BC134</td>
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<tr>
<td>English</td>
<td>Robert Smart</td>
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<td>203-582-3325</td>
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<td>CAS1-313</td>
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<td>Mathematics and Computer Science</td>
<td>Stanley Rothman</td>
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<td>Sharon Magnarelli</td>
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<td>Visual and Performing Arts</td>
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Graduate Programs

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<td>MS in Molecular and Cell Biology</td>
<td>Gene Wong</td>
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Other Programs

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<td>Hillary Haldane</td>
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<tr>
<td>Asian Studies</td>
<td>Ron Heiferman</td>
<td>LL-310</td>
<td>203-582-8754</td>
</tr>
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<td>Behavioral Neuroscience</td>
<td>Joan Bombace</td>
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<tr>
<td>Computer Science</td>
<td>Jonathan Blake</td>
<td>CAS3-107</td>
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<td>Criminal Justice</td>
<td>Alan Bruce</td>
<td>CAS1-319</td>
<td>203-582-8458</td>
</tr>
<tr>
<td>Dispute Resolution</td>
<td>Jill Martin</td>
<td>CAS1-313</td>
<td>203-582-8712</td>
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<tr>
<td>Fine Arts</td>
<td>Stephen Henderson</td>
<td>CAS3-306</td>
<td>203-582-3751</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Lynne G. Hodgson</td>
<td>CAS1-314</td>
<td>203-582-8950</td>
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<tr>
<td>International Studies</td>
<td>Sean Duffy</td>
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<td>Nita Prasad</td>
<td>CAS3-304</td>
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<td>Philosophy</td>
<td>Benjamin Page</td>
<td>CAS3-306</td>
<td>203-582-8328</td>
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<td>Prehealth Professions</td>
<td>Gene Wong</td>
<td>TH219</td>
<td>203-582-8467</td>
</tr>
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<td>Prelaw Advising</td>
<td>Jessica Hynes</td>
<td>CAS1-337</td>
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<td>Science and Values</td>
<td>David Valone</td>
<td>CAS3-314</td>
<td>203-582-5269</td>
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<td>Sports Studies</td>
<td>Keith Kerr</td>
<td>CAS1-330</td>
<td>203-582-3810</td>
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<td>Studies in the Law</td>
<td>Jill E. Martin</td>
<td>CAS1-313</td>
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<tr>
<td>Theater</td>
<td>Crystal Brian</td>
<td>CAS2-104</td>
<td>203-582-8394</td>
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<tr>
<td>Veterinary Technology</td>
<td>Steven Carleton</td>
<td>BC109</td>
<td>203-582-8958</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>Jennifer Sacco</td>
<td>CAS3-308</td>
<td>203-582-8972</td>
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Mission Statement

The faculty and students of the College of Arts and Sciences share a belief in the value of a comprehensive college education—an education that requires foundational study in the natural sciences, social sciences and humanities, as well as a concentration in one of 19 majors. A degree in arts and sciences helps students build fulfilling and meaningful lives and is a strong basis for a preprofessional education. Careers in the 21st century require great creativity, critical thinking and fine writing. The ability to think is more important than any narrow job preparation. The arts and sciences curricula require demanding study while providing extensive faculty support in small classes and laboratories.

Whether a student is pursuing a bachelor of science or bachelor of arts degree, he or she is part of a learning community in which students and faculty are makers of knowledge, not simply receivers and dispensers. Faculty and students study and experience a society increasingly defined by global scientific and cultural awareness and a diversity of populations. The course of study provides ample opportunity for students to participate in internships that help to bridge their education and its application. The college also offers programs that connect directly to professional preparation, including the five-year master of arts in teaching program, taught in conjunction with the School of Education.

Most importantly, the arts and sciences program provides an exciting, well-rounded program of study that is both fulfilling and rewarding.

General Requirements

The requirements for the bachelor of arts degree are qualitative as well as quantitative. Completion of 120 credits with a grade point average of C or better is not in itself sufficient to qualify for graduation. In addition to the general Quinnipiac requirements, eligibility for a bachelor of arts degree also requires the satisfactory completion of both arts and sciences requirements and those in a major or field of concentration. Specific major requirements are noted below under the individual departmental or area descriptions. Students should be cautioned that an average of C, or 2.0, in the student’s major is a minimum requirement for each major and that some departments may require higher standards as noted.

University Curriculum and College of Arts and Sciences Requirements

The College of Arts and Sciences offers two tracks: the liberal arts track and the sciences track. Students on either track are required to pursue a balanced program of study, as described below.

Liberal Arts Track

The requirements listed below apply to students who are pursuing a BA or BS in computer science, criminal justice, English, gerontology, history, independent majors, interactive digital design, legal studies, mathematics, political science, psychology, social services, sociology, Spanish or theater.

Students, in consultation with their advisers, select courses to satisfy the UC requirements in conjunction with their major and College of Arts and Sciences requirements.

The College of Arts and Sciences requirements for this track include:
- one course outside the major in the social sciences
- one course outside the major in the humanities
- one course outside the major in the fine arts
- three 300-level courses outside the major
- one foreign language through the 102-level (chosen from ARB 102, CN 102, FR 102, GR 102, HBR 102, IT 102, JP 102 or SP 102)

A student pursuing a double major is exempt from these College of Arts and Sciences requirements, with the exception of the foreign language requirement.

Some courses may be used to satisfy more than one requirement. For example, a sociology major could use a 300-level English course to satisfy two requirements—the outside-the-major requirement in the humanities and one course in the non-major 300-level courses.

Sciences Track

The requirements listed below apply to students who are pursuing the BS in biochemistry, biology, chemistry or behavioral neuroscience.

Students, in consultation with their advisers, select courses to satisfy the UC requirements in conjunction with their major requirements in the natural sciences. In contrast to students in the lib-
eral arts track, students are advised to enroll in their science core in the first semester of their freshman year.

Whatever their intended major, students in the science track should understand that many of their introductory courses are available only as sequential, fall/spring offerings. For example, BIO 101 General Biology I and CHE 110 General Chemistry I are offered only in the fall, and BIO 102 General Biology II and CHE 111 General Chemistry II are offered only in the spring. Further, advanced courses absolutely require the introductory courses as prerequisites.

Because of these curriculum considerations, students are well advised to review the suggested four-year curriculum for their major in the University Catalog, as well as take full advantage of the recommendations of their faculty adviser.

General Requirements
A minimum of 72 credits must be taken from outside the student’s major. Of the 120 credits required for the bachelor’s degree, only 6 credits of arts and sciences workshop courses and/or physical education courses may be applied.

Primary responsibility for knowing and completing all course requirements rests with the student.

Academic Advising
The College of Arts and Sciences has a program that places every student, upon entrance, with an individual faculty adviser who can best help him or her form a personalized academic plan. An outcome of each academic adviser’s individualized guidance is that students come to understand the relationship between a particular discipline and a profession. Students also learn how an arts and sciences major can prepare them especially well for an extensive range of satisfying careers. Although the primary responsibility for setting academic goals and selecting courses rests with the student, the academic adviser fosters an ongoing conversation that cultivates self-reflection and development. The adviser also maintains an advising record for each student.

Students who enter the College of Arts and Sciences with a declared major are matched with a faculty adviser in that department. Undeclared students are part of the College of Arts and Sciences Academic Pathfinders Program, which offers a variety of workshops and resources to help students explore majors. During the formal advising period each semester, all students in arts and sciences are required to meet with their academic advisers before selecting and registering for courses.

Career Services
In the College of Arts and Sciences, the assistant dean for career services works with students to explore majors and career interests through individual consultations and group sessions, guide them through a career development process, and provide assistance with resume preparation, employment interviews and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. Services also are provided to alumni.
Degrees in Arts and Sciences

**Bachelor’s Degrees**
- Behavioral Neuroscience
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Criminal Justice
- English
- Gerontology
- History
- Independent Majors
- Interactive Digital Design
- Legal Studies
- Mathematics
- Political Science
- Psychology
- Social Services
- Sociology
- Spanish Language and Literature
- Theater

**Independent Majors**
The College of Arts and Sciences offers independent majors. A student may design a unique major program to fit his or her individual goals. The responsibility for the planning of such a program rests with the student proposing it. A proposal for an independent major must be submitted to the dean and must have the approval of a three-member faculty committee, chosen by the student, which will work with the student to plan the program. The proposal must have the approval of the dean and faculty screening committee, and must contain suitable justification and a coherent curricular plan. Independent major proposals should be submitted no later than the first semester of the junior year.

**Combined BS/MS in Biology and Molecular and Cell Biology**
The Department of Biological Sciences offers a combined BS/MS program in biology and molecular and cell biology to qualified undergraduates in any of the concentration curricula: environmental science, evolution and genetics; molecular and cell biology; and physiology and comparative biology. (Students in the environmental science, evolution and genetics concentration may need to take additional courses.)

The MS degree in molecular and cell biology provides an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. It also offers a competitive edge for students wishing to pursue a career in biotechnology and biopharmaceutical industries. A minimum cumulative undergraduate GPA of 2.5 and 70 earned credits at Quinnipiac University are required for admission to the graduate program.

Students intending to pursue a combined degree are advised to elect PHY 110/110L and PHY 111/111L by the end of their sophomore year. BIO 282/282L, BIO 346/346L and CHE 315/315L must be completed by the end of the junior year. BIO 317/317L and BMS 370/370L also are strongly recommended.

Students in the combined BS/MS program complete graduate-level biology courses during their senior year. A maximum of 9 credits may be used to fulfill both undergraduate and graduate requirements. A bachelor of science in biology is granted upon satisfactory completion of all the undergraduate curriculum requirements. Students complete the MS degree in molecular and cell biology in one additional year.

Students applying for admission are strongly encouraged to submit their application during the first semester of the junior year. Interested students should contact the chair of the biology department. For further information on the combined BS/MS program please refer to the graduate molecular and cell biology program. Meeting the minimum admissions standards does not guarantee admission to the program.

**Five-Year Arts and Sciences BA/MAT Program in Elementary Education**
This two-degree program leading to a master of arts in teaching degree is designed for any arts and sciences major who maintains an overall undergraduate GPA of 2.67. Students should make contact with the MAT program director as early as possible for advisement. Students majoring in a science should seek guidance through the chair of the Department of Biological Sciences or Department of Chemistry and Physical Sciences and the MAT program director upon admission into Quinnipiac University.
Five-Year Arts and Sciences BA/MAT Program in Secondary Education
This two-degree program leading to a master of arts in teaching degree is designed for Quinnipiac students who wish to earn Connecticut certification to teach biology, chemistry, English, history/social studies, mathematics or Spanish in the middle grades or secondary level. A student interested in entering this program should contact the MAT program director as early as possible for advisement.

Five-Year Arts and Sciences BA/MBA Program
This program leading to an MBA is designed for outstanding arts and sciences majors at Quinnipiac University. As an undergraduate, a student should make early contact with the dean of arts and sciences for specific direction. Additional information on this program appears on page 162.

Minors
In addition to major programs, a student may apply to have a minor recorded on his or her transcript. The College of Arts and Sciences offers minors in: anthropology, biology, chemistry, computer science, criminal justice, English, environmental science, fine arts, French, history, interactive arts, interactive digital design, mathematics, music, philosophy, political science, psychology, sociology, Spanish, studies in the law, and theater. Interdisciplinary minors in Asian studies, international studies, Middle Eastern studies, science and values, sports studies, and women’s studies also are available (see p. 80). Arts and sciences students may complete a minor in one of the other schools. Through the selection of a minor outside arts and sciences, students can maximize their career or graduate school opportunities while still obtaining the benefits of a flexible arts and sciences education. To declare a minor, a student should see the department chairperson or the faculty member listed for information/advising.

Department of Biological Sciences
Bachelor of Science in Biology
Environmental Science, Evolution and Genetics* Molecular and Cell Biology*
Physiology and Comparative Biology*
Combined BS Biology/MS Molecular and Cell Biology*
Minor in Biology
Minor in Environmental Science
*Program approved for Prehealth Professions option

The mission of the Department of Biological Sciences is to provide students with the breadth and depth of knowledge in biology that will allow them to: 1) incorporate the biological sciences and its scholarly methodologies into the broad perspectives of an arts and sciences education and their own individual lives; 2) continually reconstruct a worldview that is consistent with the current state of scientific knowledge; 3) appreciate the unity of knowledge across disciplinary boundaries, and the ways in which the various fields of knowledge enlighten and illuminate one another; 4) become useful and productive contributors within their chosen professions; 5) continue learning independently throughout their lives; 6) assess, from a critical and analytic perspective, the state of knowledge within a variety of biological subdisciplines, and 7) have at their fingertips the intellectual tools to formulate readily testable hypotheses, design sound experiments, analyze and evaluate data, and draw legitimate conclusions.

General Information
Programs in the Department of Biological Sciences provide scientific training as part of an arts and sciences education and develop an understanding of the nature of biological systems. Courses furnish a broad scientific background for advanced study in various biological and medical areas. The first two years of each program consist of a core of science and liberal arts courses that permit lateral mobility during those years. Students may be admitted to advanced standing by obtaining satisfactory grades in the Advanced Placement Tests or the College Level Examination Program of the College Entrance Examination Board. Students in all majors in the Department of Biological Sciences must achieve a science GPA of...
A score of 4 in the AP biology exam is required to receive credit for BIO 101–102 although taking BIO 101 and BIO 102 is highly recommended by the department, regardless of the AP biology score. A score of 3 on the AP biology exam will result in credit being granted for BIO 105–106. BIO 105–106 meets the needs of students in non-science areas, but not students in the biology majors.

**Bachelor of Science in Biology**

The BS program in biology provides students with a biological and physical science foundation on which they can build a graduate degree in natural science or enter the fields of medicine, dentistry, veterinary medicine, podiatry or education. Those choosing to end their formal education with the bachelor's degree will have a sufficient level of sophistication in biological science to assume a variety of positions with research institutions, governmental agencies or industry.

The curriculum for the BS in biology allows students to pursue one of three different track curricula (environmental science, evolution and genetics; molecular and cell biology; or physiology and comparative biology) based on individual preferences and expressed interests. The University Curriculum, biological sciences and physical science core requirements are common components of all three tracks. Advanced courses and electives within each track are chosen in consultation with expert faculty advisers.

**BS in Biology Recommended Curriculum**

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<tr>
<th>Course</th>
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<tr>
<td><strong>Fall Semester, Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 298</td>
<td>Research Methods</td>
<td>2</td>
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<tr>
<td>CHE 210/210L</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 110/110L</td>
<td>General Physics I</td>
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<tr>
<td>QU 201</td>
<td>Seminar on National Community</td>
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<tr>
<td>UC</td>
<td>University Curriculum</td>
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<tr>
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<tr>
<td><strong>Spring Semester, Second Year</strong></td>
<td></td>
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</tr>
<tr>
<td>BIO</td>
<td>Biology concentration core*</td>
<td>3-4</td>
</tr>
<tr>
<td>CHE 211/211L</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 111/111L</td>
<td>General Physics II</td>
<td>4</td>
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</thead>
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<tr>
<td><strong>Fall Semester, Third Year</strong></td>
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</tr>
<tr>
<td>BIO</td>
<td>Biology concentration core*</td>
<td>3-4</td>
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<tr>
<td>BIO</td>
<td>Biology concentration elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>QU 301</td>
<td>Seminar on Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>UC</td>
<td>University Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Open elective</td>
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<td>3-4</td>
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<tbody>
<tr>
<td><strong>Spring Semester, Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO</td>
<td>Biology concentration core/elective*</td>
<td>3-4</td>
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<tr>
<td>BIO</td>
<td>Biology concentration elective*</td>
<td>3-4</td>
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<tr>
<td>Open elective</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>UC</td>
<td>University Curriculum</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester, Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO</td>
<td>Biology concentration elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology concentration elective*</td>
<td>(if necessary)*</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology non-concentration elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>UC</td>
<td>University Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Open elective</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>15–19</strong></td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester, Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO</td>
<td>Biology concentration elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology non-concentration elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>UC</td>
<td>University Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Open elective</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>Open elective (if necessary)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15–18</strong></td>
</tr>
</tbody>
</table>

**Minimum number of credits required for graduation: 120**

*Some biology courses have no laboratory component and are 3-credit rather than 4-credit courses.

^Biology non-track electives (6–8 credits): One course must be taken from each of the other concentrations and must be different from courses offered within the declared track.

Initial placement in the English and mathematics courses is determined by examination and an evaluation of high school units presented. Students
intending to pursue graduate or professional studies (medicine, dentistry, osteopathy or veterinary medicine) are advised to complete at least one semester of calculus. A minimum of MA 141 is required for graduation. BIO 101 and BIO 102 are required for graduation and may be used to meet the core curriculum’s physical and biological sciences requirement. Students intending to pursue studies in professional health care fields are advised to complete BIO 205, BIO 317/317L, BIO 346/346L, BIO 370/370L, BIO 471/471L and CHE 315/315L. BIO 298, Research Methods in Biology, is taken during the fall semester of the second year.

Environmental Science, Evolution & Genetics Concentration

<table>
<thead>
<tr>
<th>Required Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 331/331L Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>BIO 353/353L General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 383/383L Evolution</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total 12</strong></td>
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</table>

Concentration Electives

<table>
<thead>
<tr>
<th>Required Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 218/218L Vertebrate Natural History</td>
<td>4</td>
</tr>
<tr>
<td>BIO 282/282L Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 328/328L Human Clinical Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 351/351L Natural History of New England</td>
<td>4</td>
</tr>
<tr>
<td>BIO 356/356L Freshwater Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 358/358L Human Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 385/385L Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 498/499 Independent Study in Biology</td>
<td>1–4</td>
</tr>
<tr>
<td>BMS 476/476L Environmental Microbiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total 14</strong></td>
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</tbody>
</table>

Molecular & Cell Biology Concentration

<table>
<thead>
<tr>
<th>Required Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete two of the following three courses for 8 credits total: BIO 317/317L Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 346/346L Cell Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 471/471L Molecular Genetics</td>
<td>4</td>
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<tr>
<td><strong>Total 8</strong></td>
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Concentration Electives

<table>
<thead>
<tr>
<th>Required Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 282/282L Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 317/317L Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 329 Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 346/346L Cell Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 382/382L Human Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 471/471L Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 498/499 Independent Study in Biology</td>
<td>1–4</td>
</tr>
<tr>
<td>BMS 370/370L Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 372/372L Pathogenic Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 375/375L Immunology</td>
<td>4</td>
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<td><strong>Total 16</strong></td>
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Physiology & Comparative Biology Concentration

<table>
<thead>
<tr>
<th>Required Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIO 227/227L Comparative Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 228/228L Comparative Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 223/223L Invertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total 12</strong></td>
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</table>

Concentration Electives

<table>
<thead>
<tr>
<th>Required Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 218/218L Vertebrate Natural History</td>
<td>4</td>
</tr>
<tr>
<td>BIO 328/328L Human Clinical Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 329 Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 350 Cardiovascular Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 352/352L Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 498/499 Independent Study in Biology</td>
<td>1–4</td>
</tr>
<tr>
<td>BMS 318 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 332/332L Histology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 370/370L Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 315/315L Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total 14</strong></td>
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</tr>
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</table>

^ Independent Study in Biology:
1. Within any student’s declared concentration, he/she may take a maximum of 4 credits of Independent Study/Research (BIO 498 or BIO 499) to be counted as an “elective” within the concentration.
2. Within any student’s declared concentration, he/she may take an additional 1–4 credits of Independent Study/Research to meet the maximum of 8 credits allowed provided he/she receives preapproval from the concentration faculty. The additional 4 credits can be applied only to the “open electives.”
3. If a student declared in one concentration wishes to take an additional 1–4 credits within another concentration, he/she may do so. These credits can be counted only as “open electives.” The credits may not count as “biology non-concentration electives.”

Honors in Biology

1. An overall quality point average of 3.0 or better is required. An average of 3.5 in biology is required.
2. Students should announce in writing their intention to pursue honors in biology to both...
the department chair and academic adviser, no
later than September 1 in the fall term of their
senior year.
3. Departmental honors students are required to
take BIO 399H (Honors Research in Biological
Sciences).
4. Students must take an oral examination in areas
related to the proposed student project, which is
administered by a departmental committee com-
posed of a minimum of three members of this
department, including the sponsor of the project
and the department chairman (who serves as
committee chairman). Note: It is the student’s
responsibility to obtain a sponsor for his or her
project prior to this examination.
5. Successful completion of a senior research proj-
et (for example, BIO 498 and/or BIO 499) is
required. The project must include: 1) a written
proposal; 2) the actual completion of an
approved research project under the supervision
and sponsorship of a full-time faculty member
in the Department of Biological Sciences or
another faculty member approved by the depart-
ment chair; 3) the presentation of the outcome
of the research project in the written format
approved by the department; 4) and a seminar
presentation of the outcome of the research
project.
6. Evidence of excellence in speaking and writing
skills must be documented by term papers, Eng-
lish theme papers, oral presentation(s) and
grades, as determined by the committee.
7. The actual granting of honors in biology is
determined by all the full-time faculty in the
Department of Biological Sciences.
A list of the faculty of the department and their
research interests is available to each student. The
list consists of faculty members’ office locations,
major fields of interest, current research, and/or
current listings of research publications. Copies of
such publications are available on reserve in the
library.

Biology Prehealth Professions
The Department of Biological Sciences provides
undergraduate students (in any of the concentra-
tion curricula) who are interested in a career as a
health professional with a comprehensive curricu-
rum and the appropriate educational background
necessary to meet the entrance requirements of
professional schools, including medicine (allopah-
tic, osteopathic and veterinary), dentistry, physician
assistant, optometry, chiropractic, physical therapy
and podiatry. In addition to the regular course
work, the qualified biology prehealth professions
student also has the opportunity to experience
other health-related and research-based opportuni-
ties which complete the student’s academic profile.
The Prehealth Professions Committee provides
information concerning standardized admissions
tests such as the Medical College Admissions Test
(MCAT) and the Dental Admissions Test (DAT),
as well as writing letters of recommendation on
behalf of students.

Prehealth Professions Course Requirements
General Biology (BIO 101/101L & BIO 102/102L)
General Chemistry (CHE 110/110L & CHE 111/111L)
Organic Chemistry (CHE 210/210L & CHE 211/211L)
General Physics (PHY 110/110L & PHY 111/111L)
English (EN 101 & EN 102)

Prehealth Professions Additional Requirements
1. It is highly recommended that students do not
apply to have advanced placement in any of the
prerequisite courses for professional school.
Most professional schools want to see grades in
these courses from an undergraduate institution.
2. Students should complete one year of
mathematics that includes one semester of
calculus (MA 141). Some professional schools
may require a full year of calculus (MA 141
and 142).
3. Recommended electives include Bioethics (BIO
205), Developmental Biology (BIO 317/317L),
Cell Physiology (BIO 346/346L), Molecular
Genetics (BIO 471/471L), General
Microbiology (BMS 370/370L) and
Biochemistry (CHE 315/315L).

Eligible students, on recommendation by their
prehealth professions adviser, are allowed to
participate in Prehealth Professions Clinical
Affiliation (BIO 397).
Combined BS/MS in Biology and Molecular and Cell Biology

The Department of Biological Sciences offers a combined BS/MS program in biology and molecular and cell biology to qualified undergraduates in any of the concentration curricula: environmental science, evolution and genetics; molecular and cell biology; and physiology and comparative biology. (Students in the environmental science, evolution and genetics concentration may need to take additional courses.) The MS degree in molecular and cell biology provides an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. It also offers a competitive edge for students wishing to pursue a career in biotechnology and biopharmaceutical industries. A minimum cumulative undergraduate GPA of 2.5 and 70 earned credits at Quinnipiac University are required for admission to the graduate program.

Students intending to pursue a combined degree are advised to elect PHY 110/110L and PHY 111/111L by the end of their sophomore year. BIO 282/282L, BIO 346/346L and CHE 315/315L must be completed by the end of the junior year. BIO 317/317L and BMS 370/370L also are strongly recommended. Students in the combined BS/MS program complete graduate-level biology courses during their senior year. A maximum of 9 credits may be used to fulfill both undergraduate and graduate requirements.

A bachelor of science in biology is granted upon satisfactory completion of all the undergraduate curriculum requirements. Students complete the MS degree in molecular and cell biology in one additional year. Students applying for admission are strongly encouraged to submit their application during the first semester of the junior year. Interested students should contact the chair of the biology department. For further information on the combined BS/MS program, please refer to the graduate molecular and cell biology program. Meeting the minimum admissions standards does not guarantee admission to the program.

Minor in Biology

A minor in biology requires the completion of at least 20 credits (including five laboratory courses beyond BIO 101-102 or BIO 105-106) with a minimum cumulative GPA of 2.0. A minimum grade of C- must be achieved in all courses for the minor. No more than 8 credits can be part of other major or minor programs. Only one course with the “BMS” designation can be applied to the minor. Under special circumstances, the chair of the department may approve minors with fewer credits or permit other exceptions. Students who wish to minor in biology are required to consult with the chair to design a minor that best meets their needs.

Minor in Environmental Science

The environmental science minor is intended for students majoring in one of the sciences at Quinnipiac University who may be planning a career in the environmental field. The purpose of the environmental science minor is to provide students with an opportunity to study ecosystems and understand environmental issues and the impact of human activity on those systems. Students who complete this minor are well prepared for graduate work or entry-level jobs working with environmental consulting firms, analytical laboratories, government agencies, or environmental advocacy or educational groups. The program consists of a minimum of 20 credits of biology with a minimum cumulative GPA of 2.0. A minimum grade of C- must be achieved in all courses for the minor, distributed between 12 credits of required courses and 8 credits of elective courses consistent with the following specifications:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 352/352L Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 353/353L General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 358/358L Human Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 326/326L Animal Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 351/351L Natural History of New England</td>
<td>4</td>
</tr>
<tr>
<td>BIO 354/354L Marine Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 356/356L Freshwater Ecology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 215/215L Environmental Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 215/215L Analytical Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>
**Bachelor of Science in Behavioral Neuroscience**

The behavioral neuroscience major is an interdisciplinary course of study that emphasizes the interaction between the biological and social foundations of behavior. Interested students should refer to the Department of Psychology.

**Bachelor of Science in Veterinary Technology**

The BS in veterinary technology program is designed to meet the increasing need for qualified technologists in the clinical and biomedical sectors. The program's mission is to prepare students for career entry or advanced studies through its integrated liberal arts and professional curricula. This is accomplished while providing a supportive and stimulating environment for the intellectual and personal growth of the program's students.

At the current time, Quinnipiac University is not admitting students into this program.

### BS in Veterinary Technology Curriculum

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester, First Year</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 101/101L Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td>CHE 110/110L General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>EN 101 Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td>MA 118 Quantitative Literacy (UC)</td>
<td>3</td>
</tr>
<tr>
<td>QU 101 The Individual in the Community</td>
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<tr>
<td><strong>Total 17</strong></td>
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</table>

| **Spring Semester, First Year**                  |         |
| BIO 102/102L Science (UC)                        | 4       |
| CHE 111/111L General Chemistry II                | 4       |
| EN 102 Freshman Composition (UC)                 | 3       |
| UC Social Sciences                               | 3       |
| BIO 115 Administration in Veterinary Technology  | 1       |
| BIO 199 Veterinary Technology Seminar            | 2       |
| **Total 17**                                     |         |

| **Fall Semester, Second Year**                   |         |
| BIO 227/227L Comparative Anatomy & Physiology I  | 4       |
| CHE 211/211L Organic Chemistry I                 | 4       |
| UC Social Sciences                               | 3       |
| PHY 101/101L Elements of Physics                 | 4       |
| **Total 15**                                     |         |

| **Spring Semester, Second Year**                 |         |
| BIO 228/228L Comparative Anatomy & Physiology II | 4       |
| BIO 298 Research Methods in Biology              | 3       |
| CHE 211/211L Organic Chemistry II                | 4       |
| **Total 17**                                     |         |

| **Fall Semester, Third Year**                    |         |
| BIO 326/326L Animal Parasitology                  | 4       |
| BIO 313/313L Introduction to Animal Science       | 4       |
| BMS 370/370L General Microbiology                | 4       |
| UC Humanities                                    | 3       |
| **Total 15**                                     |         |

| **Spring Semester, Third Year**                  |         |
| BIO 315/315L Clinical Veterinary Lab Techniques  | 4       |
| BMS 372/372L Pathogenic Microbiology             | 4       |
| UC Humanities                                    | 3       |
| UC Fine Arts                                     | 3       |
| QU 301 Seminar on Global Community               | 3       |
| **Total 17**                                     |         |

| **Fall Semester, Fourth Year**                   |         |
| BIO 413/413L Veterinary Technology I              | 4       |
| BIO 414 Clinical Practice in Veterinary Tech.     | 4       |
| BIO 417 Small Animal Diseases                     | 3       |
| MA 275 UC Elective                               | 3       |
| Open elective                                    | 3       |
| **Total 17**                                     |         |

| **Spring Semester, Fourth Year**                 |         |
| BIO 319/319L Biology of the Horse & Agricultural Species | 4 |
| BIO 415 Veterinary Technology II                 | 3       |
| BIO 416 Clinical Practice in Veterinary Tech.     | 4       |
| UC UC elective                                   | 3       |
| **Total 15**                                     |         |

**Total credits 127**

Placement in the English and mathematics courses is determined by examination and an evaluation of high school units presented. MA 118 or its equivalent is considered the minimum level of preparation for some advanced courses in the curriculum. Students intending to pursue graduate studies are advised to complete at least one semester of calculus. BIO 101–102 and MA 275 are required for graduation and may be used to meet core curriculum requirements where applicable. Students intending to pursue graduate studies are advised to substitute one year of physics (PHY 110/110L–PHY 111/111L) for PHY 101/101L. BIO 298 may be taken during the spring semester of the second year. Students must achieve a minimum GPA of 2.25 in their science courses to meet graduation requirements.
Department of Chemistry and Physical Science

Bachelor of Science in Chemistry
Bachelor of Science in Biochemistry
Prehealth Professions
Minor in Chemistry

The mission of the Department of Chemistry and Physical Science is to provide undergraduate course work in chemistry and the physical sciences in a student-centered, supportive learning environment characterized by small classes with access to faculty and well-equipped laboratory facilities where students can actively engage in the investigative process of science.

For students majoring in chemistry or biochemistry, the department provides an intensive program of study in the major areas of chemistry with an emphasis on developing skills in analytical thinking and problem-solving, evaluation and interpretation of data, effective communication of scientific information, and research methodologies, while also exploring the applications of chemistry that permeate our lives. Sufficient flexibility through open electives allows students to emphasize personal career goals.

Students are prepared for entry-level positions in chemical, pharmaceutical or academic research laboratory settings or in non-traditional settings, which rely on the background and skills that have been acquired. Their education also prepares them for entry into graduate programs of study in chemistry, biochemistry, environmental science, biomedical sciences, pharmacy, secondary education, medicine or law.

The department also provides a chemistry minor program structured to give students a balanced exposure to the major areas of chemistry and opportunities to develop associated skills. Providing this opportunity is an important asset for students studying in other programs, particularly those pursuing careers in the biomedical and biological sciences.

The department also offers courses in chemistry and physics tailored to the support of programs in the basic and health sciences. These programs all have a strong reliance on the ability of students to understand and apply the fundamental concepts of chemistry and physics and to demonstrate clear analytical thinking and problem-solving skills developed in these courses.

In addition, it is the mission of the department to offer stimulating course work in the physical sciences for non-science majors as part of the University Curriculum so that all students can develop an appreciation of the process of science, engage in scientific investigative experiences, understand the role of science in their everyday lives and be prepared to make informed value judgments in our highly technological society.

Bachelor of Science in Chemistry or Biochemistry

Initial placement in English and mathematics courses is determined by placement examinations and an evaluation of high school units presented. Students who do not place directly into MA 141 should take MA 140. Mathematics requirements for the chemistry and biochemistry majors include MA 141–142 and MA 275, which can be used to satisfy UC Quantitative Literacy and UC elective requirements.

Undergraduates enrolled in the chemistry or biochemistry majors must maintain a minimum grade of C in all chemistry, physics and mathematics courses. Any required course not listed in the course description section may be considered for scheduling when the need arises. All 4-credit science courses have a laboratory component. Chemistry electives must be selected with the advice and approval of the department chairperson. Open electives should be selected based upon student interests and career goals from offerings in all schools.

An independent research project chosen by the student and directed by a full-time faculty member in the department or an approved internship is required of all students in these programs. This research project or internship plays a key role for the student in developing a deeper understanding of the chemistry involved, and builds skills necessary to work independently and communicate the results of the work to a group of scientists.

BS in Chemistry Curriculum
(Typical Course Sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester, First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 110</td>
<td>Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td>EN 101</td>
<td>Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td>MA 141</td>
<td>Calculus of a Single Variable (UC)</td>
<td>3</td>
</tr>
<tr>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>CHE 110 General Chemistry I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHE 215 Analytical Chemistry</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHY 110 General Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MA 275 UC elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total 15

**Spring Semester, Third Year**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 301 Physical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 315 General Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>UC Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 14

**Spring Semester, Fourth Year**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 490 Chemistry Research I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 475 Chemistry Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>CHE 410 Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE Chemistry elective</td>
<td>3–4</td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
</tr>
<tr>
<td>Open elective (if necessary)</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Total 14–17

**Fall Semester, Fourth Year**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 491 Chemistry Research II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 476 Chemistry Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>CHE Chemistry elective</td>
<td>3–4</td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
</tr>
<tr>
<td>Open elective (if necessary)</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Total 14–17

Minimum number of credits required for graduation: 120
### Spring Semester, Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 491</td>
<td>Chemistry Research II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 476</td>
<td>Chemistry Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>UC</td>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>UC</td>
<td>Open elective</td>
<td>3</td>
</tr>
<tr>
<td>UC</td>
<td>Open elective (if necessary)</td>
<td>0-3</td>
</tr>
</tbody>
</table>

**Total 13–17**

**Minimum number of credits required for graduation: 120**

Advanced biology electives for the biochemistry major may be chosen from the following list of suggested electives or similar level biology or biomedical science courses. Check for prerequisites.

#### Prehealth Professions

The prehealth professions program provides an undergraduate student interested in a career as a health professional the appropriate educational background necessary to meet the entrance requirements of a variety of different professional schools, including medicine, podiatry, chiropractic, dentistry, optometry, osteopathy and physician assistant.

The curriculum consists of the program of study outlined for the biochemistry major, with chemistry and biology electives chosen specifically to meet the requirements of the majority of professional schools. Faculty advisers assist students in selecting courses and the Prehealth Professions Committee provides information concerning such admission tests as the Medical College Admission Test (MCAT).

#### The Chemistry Minor

The highly technical nature of our daily living has increased the need for a working knowledge of chemistry in biological sciences, medical sciences, law, business, government, academia and many more areas. Students majoring in programs other than chemistry can be recognized as having additional proficiency in chemistry by successfully completing this balanced program. Candidates must apply to the chemistry department to enter this program and be enrolled concurrently in a

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 110</td>
<td>General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 110L</td>
<td>Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHE 111</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 111L</td>
<td>Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHE 210-211</td>
<td>Organic Chemistry I–II</td>
<td>6</td>
</tr>
<tr>
<td>CHE 210-211L</td>
<td>Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHE 215</td>
<td>Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 215L</td>
<td>Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

**Elective (select one of the courses listed or its equivalent)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 301</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 301L</td>
<td>Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHE 305</td>
<td>Instrumental Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHE 305L</td>
<td>Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHE 310</td>
<td>Qual. Org. Analysis</td>
<td>2</td>
</tr>
<tr>
<td>CHE 310L</td>
<td>Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHE 315</td>
<td>General Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 315L</td>
<td>Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>
Department of English

Bachelor of Arts in English
Minor in English

The Department of English introduces students to the study of literature, rhetoric and composition, and how reading and writing together actively produce knowledge. The department’s mission is to instill a love of language and literature in students by deepening their sense of the reciprocal and complementary relationship between reading and writing. The department views reading and writing as historically and culturally situated and interdependent activities; students develop an increasingly complex sense of what reading and writing entail.

The program in English provides a solid background in literary theory and in the history of literature, rhetoric and writing. Students learn to analyze, interpret and write about literature by studying a variety of literary periods, genres, major authors and rhetorical strategies. The trajectory of the curriculum progresses from the instruction of critical and creative reading techniques and introductory critical analysis in English 101 and 102, to the study of at least four periods of English and American literature, ending with a capstone Senior Seminar in literature.

Classroom instruction follows the belief that a thorough knowledge of literature and a complex understanding of a range of writing strategies are both requisite for graduate study in such fields as education, law and business or employment in English-related areas. The faculty believes that graduating Quinnipiac English majors should be thoroughly grounded in expository and argumentative writing strategies, should know how to read and think carefully about a variety of texts using a variety of critical and theoretical approaches, and should possess the basic skills necessary to conduct research.

The program prepares graduates who—in both their jobs and in their lives—are skilled writers, critical readers and thinkers, and avid students of literature.

General Information
The Department of English supports four programs: the First-Year Writing program, the English major, the English minor and the MAT in English. Students usually apply for the major or minor during their freshman year or early in their sophomore year. They apply to the chair of English, Professor Robert Smart (CAS1-327, phone 203-582-3325), who helps them construct their program of study and selects an adviser with whom the student meets periodically. Students in good academic standing are accepted into the major or minor and must maintain a 2.0 grade point average in the major or minor and must satisfy all liberal arts requirements. According to their inclinations and goals, English majors are encouraged to consider a double major or a minor in another field.

The Department of English supports the English Club, open to all Quinnipiac students, and Montage, the undergraduate literary journal. Students who meet the academic criteria can join Sigma Tau Delta, an international honor society for English majors and minors. For further information, please visit the Quinnipiac website.

Bachelor of Arts in English
The Department of English offers a four-year bachelor’s degree program (minimum 39 credits) in English, American and world literatures. In addition, it allows students in other majors to earn a second major or a minor (19 credits). An emphasis on reading, critical thinking, research and writing produces graduates well-trained to negotiate constantly changing employment opportunities.

The English Major Curriculum
The composition courses (preliminary to the major) impart ways of reading, thinking and writing that are crucial for the successful major. The major program emphasizes a three-pronged approach to understanding the importance of literature: writing, literary theory and criticism, and literary history. These three values are offered in a wide-range of courses including a balance of British, American and world literature, single-author courses, specialized thematic and genre courses, interdisciplinary and multicultural courses.

The English Major Requirements
(39 credits)

Distribution Requirements

<table>
<thead>
<tr>
<th>Course List</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>One course from the following:</td>
<td></td>
</tr>
<tr>
<td>EN 201, EN 202, EN 212, EN 213, EN 214, EN 215</td>
<td></td>
</tr>
<tr>
<td>EN 302, EN 305, EN 351</td>
<td></td>
</tr>
</tbody>
</table>
Period British
Three courses from the following:
• One course from Pre-1785: EN 341, EN 345, EN 348, EN 350
• One course from Post-1785: EN 352, EN 355, EN 326

Period American
Two courses from the following:
• One course must be Pre-1865: EN 365
• One course must be Post-1865: EN 377, EN 380

Criticism & Theory
One course from the following:
EN 204 (new), EN 304 (preferably in sophomore or junior year)

Shakespeare
Three courses from the following:
• EN 343 (preferably in junior or senior year)

Multicultural/Women
Three courses from the following:
EN 235, EN 265, EN 338, WS 235, WS 338

Senior Seminar
Three courses from the following:
24 credits of the major must be completed before taking this course: EN 460

English Electives
Four courses from the following:
• Any 200-level or higher English courses

Note: English majors in the master of teaching program must take EN 325. For these students, EN 325 counts as a British period course.

Internships
The English major allows students to pursue 1-credit, repeatable internships (EN 293) in supervised fieldwork related to writing or reading to investigate career opportunities and to develop professional contacts. Some 3-credit internships are accepted, but are taken in addition to the 39-credit course requirement. Interested students should see their adviser.

The Honors Program in English
English majors with high overall academic standing and a minimum 3.3 grade point average in the major may seek the recommendation of any English faculty member for admission to EN 470 (Senior Thesis). Students interested in this option should discuss the qualifications and options during the junior year, develop a thesis proposal with the counsel of the recommending instructor, and file an application by the November preceding the graduation date. High achievement in a senior thesis, combined with the English grade point average, may lead to the distinction of honors, high honors, or highest honors in English (distinct from the overall University awards).

Career Opportunities
English majors (and double majors) have found employment in education, government, the law, public service, management, advertising, journalism, media work, and traditional and desktop publishing. Moreover, the blend of professional talents derived from training in creative thinking, critical reading, logic, organizing projects for presentation, and effective and varied writing, provides English graduates with a special flexibility rare among college graduates and prized by employers.

The English major offers ideal preparation for advanced study in librarianship, Internet publication and museum studies. In addition, the ability to write with precision, grace and substance is a crucial skill for those students seeking admission to law school. Students pursuing the English major with law school in mind should contact Professor Jessica Hynes, the Quinnipiac pre-law adviser (203-582-3688), and should prepare early to take the LSAT.
The English Minor
The Department of English offers an English minor (literature track or writing track) of 19 credits beyond the composition courses, EN 101-102. Students interested in the English minor apply to the chair of English.

Who Should Consider the English Minor?
• Students who love reading literature and who wish to foster their writing.
• Students whose advancement in professional careers will depend on sound writing, creative thinking, solid communication skills, and sound critical analysis of ideas presented orally and in writing.

Which Courses Are Required?

<table>
<thead>
<tr>
<th>Literature Track</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 150 Advanced Revision &amp; Editing</td>
<td>1</td>
</tr>
<tr>
<td>two 200-level literature courses</td>
<td>6</td>
</tr>
<tr>
<td>four 300-level literature courses</td>
<td>12</td>
</tr>
<tr>
<td>Strongly advised: two period courses</td>
<td></td>
</tr>
<tr>
<td>EN 343 (Shakespeare)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Track Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 150 Advanced Revision &amp; Editing</td>
<td>1</td>
</tr>
<tr>
<td>one 200-level writing course</td>
<td>3</td>
</tr>
<tr>
<td>two 200 or 300-level literature or writing courses</td>
<td>6</td>
</tr>
<tr>
<td>two 300-level writing courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Department of History

Bachelor of Arts in History
Minor in History

The mission of the Department of History is twofold. First, it provides an intensive program of study for students majoring in history. The study of history is a long-established foundation for education since it builds critical skills of gathering and interpreting evidence, crafting arguments, engaging in research, and developing polished presentation skills both written and oral. As a result, students earning a degree in history are prepared to pursue a wide range of career options. Some continue their education in graduate school in the humanities, social sciences, education or law; others pursue careers in public service, business and the arts.

Second, the Department of History provides opportunities for all students at Quinnipiac to familiarize themselves with the past through the study of history across time and around the world. Studying history helps students to appreciate their place in the world through a deeper understanding of the connection between the past and the present, through a better awareness of the varieties of human experience, and through a more complete understanding of the rich diversity of cultures.

The faculty regularly reviews and updates the history curriculum to reflect the changing nature of the historical discipline; conducts exit interviews with graduating seniors to assess their experience in the major; and collects and updates survey information from graduates concerning their experiences after graduation.

Bachelor of Arts in History

Students normally apply for admission to the major during their sophomore year. Applications must be made to, and approved by, the chairperson. Acceptance usually is approved for all applicants in good standing academically.

Continuation in the major is dependent upon a satisfactory level of performance in all courses, with special reference to work in history. In addition to the college requirements, students majoring in history must meet the following departmental requirements:
### Course Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>European History</td>
<td>6</td>
</tr>
<tr>
<td>American History</td>
<td>6</td>
</tr>
<tr>
<td>Global History</td>
<td>6</td>
</tr>
<tr>
<td>Four Electives 200 level or above</td>
<td>12</td>
</tr>
<tr>
<td>HS 303: Historiography &amp; Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>HS 408: Seminar in History</td>
<td>3</td>
</tr>
</tbody>
</table>

**No more than three courses may be at the 100 level**

The minimum requirement (36 credits) must be met with grades of C or better in all courses.  

*Note about internships:* The department is able to provide student internships with area historical societies and also attempts to place qualified students in credit-related internships with area governmental organizations.

### Minor in History

A minor in history is recorded upon completion of at least 18 credits with grades of C or better in all courses. The student must select at least 3 credits from each of the following areas of history: American, European and non-Western. At least 9 credits of the 18 must be at the 200-level or above and should be chosen with the consultation of the department chair.

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### Department of Legal Studies

**Bachelor of Arts in Legal Studies**

**Minor in Dispute Resolution**

**Minor in Studies in the Law**

Quinnipiac University’s BA in legal studies is designed to provide graduates with the full set of knowledge and skills needed to be successful in the evolving paralegal profession. The classic values of a liberal arts education are added to the critical thinking skills of the legal profession, producing graduates who possess both the traditional breadth of understanding of persons educated in liberal arts, and the depth of paralegal studies.

Quinnipiac’s ABA-approved program is planned and taught by lawyers to provide students with a solid grounding in the fundamentals of the legal system. The education focuses on particular core areas of the law and on developing specific legal research, writing and critical thinking skills, all within a framework of the ethical and statutory constraints confronting the paralegal profession. Through the legal studies internship, students are able to integrate their class work with practical office experience. This combination of theoretical class work with real-world experience, along with exposure to the traditional liberal arts and business courses of Quinnipiac (including a minor in a related area of study), prepares legal studies graduates for a broad range of professional opportunities. Many graduates work as paralegals in the public and private sector and in other law-related positions. Other graduates have continued their education and become attorneys, teachers and business owners.

**Bachelor of Arts in Legal Studies**

The legal studies department curriculum, approved by the American Bar Association, prepares students for careers as paralegals by combining a liberal arts education with skills necessary for those interested in law-related employment. A paralegal performs specifically delegated substantive legal work under the supervision of an attorney. While paralegals may not give legal advice to clients or appear in court on their behalf, these highly skilled professionals perform a wide range of tasks and play an integral role in the delivery of legal services.
Legal studies major requirements

Required courses (25 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE 100</td>
<td>Orientation to Legal Studies</td>
<td>1</td>
</tr>
<tr>
<td>LE 101</td>
<td>Introduction to the American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LE 208</td>
<td>Legal Research</td>
<td>4</td>
</tr>
<tr>
<td>LE 210</td>
<td>Legal Writing</td>
<td>3</td>
</tr>
<tr>
<td>LE 301-302</td>
<td>Civil Procedures I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>LE 480-481</td>
<td>Legal Internship I &amp; II</td>
<td>8</td>
</tr>
</tbody>
</table>

Elective courses (12 credits):

Four electives chosen from the following. At least 9 credits must be at the 300 level.

- LE 115 Criminal Law 3
- LE 200 Special Topics 3
- LE 224 Sports Law 3
- LE 225 Alternative Dispute Resolution 3
- LE 250 Gender & the Law 3
- LE 260 Trial Techniques 3
- LE 300 Special Topics 3
- LE 310 Elder Law 3
- LE 311 Administrative Agencies 3
- LE 312 Family Law 3
- LE 315 Wills, Probate & Estate Administration 3
- LE 320 Land Transfers & Closing Procedures 3
- LE 330 Business Entities 3
- LE 340 The Constitution & the Court 3
- LE 345 Intellectual Property 3
- LE 350 Federal Indian Law & Policy 3

Additional Requirements:

Legal studies majors also must take AC 101, a 200-level English course and an American history course. These may be taken in conjunction with the College of Arts and Sciences requirements. Students must complete a minor in any other department within the University.

LE 480-481, Legal Internship I and II, are limited to legal studies majors and must be done within the fall and spring of the student’s senior year. Students must take LE 100, LE 101 and LE 208 by the end of their sophomore year to successfully complete the degree requirements within four years.

Dispute Resolution Minor

The minor in dispute resolution is for students who are interested in learning more about resolving disputes and conflict in both their personal and professional lives. Students study how disputes arise and various means of resolving them, including negotiation, mediation, arbitration and litigation. The minor teaches students how to use these means to resolve problems on a personal and community basis. Role play activities enable students to partake in actual dispute resolution. The minor is not designed to prepare students to work as paralegals.

Required courses (13 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE 101</td>
<td>Introduction to the American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LE 208</td>
<td>Legal Research</td>
<td>4</td>
</tr>
<tr>
<td>LE 225</td>
<td>Alternate Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>LE 300</td>
<td>Special Topics: Mediation</td>
<td>3</td>
</tr>
<tr>
<td>or LE 300</td>
<td>Special Topics: Negotiation</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (6 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE 260</td>
<td>Trial Techniques</td>
<td>3</td>
</tr>
<tr>
<td>LE 300</td>
<td>Special Topics: Mediation</td>
<td>3</td>
</tr>
<tr>
<td>LE 300</td>
<td>Special Topics: Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>LE 301</td>
<td>Civil Litigation I</td>
<td>3</td>
</tr>
<tr>
<td>LE 302</td>
<td>Civil Litigation II</td>
<td>3</td>
</tr>
<tr>
<td>PS 261</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SO 340</td>
<td>Peace and Conflict Resolution</td>
<td>3</td>
</tr>
</tbody>
</table>
**Studies in the Law Minor**

The minor in Studies in the Law is offered for students who are interested in learning more about law and the American legal system. Law is the binding force in society. It reflects the values of society and is constantly changing as society changes. Law deals with issues such as justice, equity and the balance between the rights of individuals and the public interest. This minor introduces students to the historical and current issues facing society through its legal system. The minor is not designed to prepare students to work as paralegals.

**Required courses (7 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE 101</td>
<td>Introduction to the American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LE 208</td>
<td>Legal Research</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective courses (12 credits):**

At least 6 credits must be at the 300-level. Electives may be taken from all legal studies courses, except LE 480/1. Minors may not take LE 480 or LE 481, Legal Internship I and II.

Students must meet the prerequisites for elective courses.

**Other courses that may be used as electives (no more than one from this category):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 372</td>
<td>Law in Literature</td>
<td>3</td>
</tr>
<tr>
<td>LW 121</td>
<td>Business Law &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>LW 122</td>
<td>The Law of Property, Sales &amp; Negotiable Instruments</td>
<td>3</td>
</tr>
<tr>
<td>MSS 440</td>
<td>Communications Law</td>
<td>3</td>
</tr>
<tr>
<td>PL 202</td>
<td>Logical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>PO 317</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>PO 353</td>
<td>American Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>PO 354</td>
<td>Civil Rights I</td>
<td>3</td>
</tr>
<tr>
<td>PO 355</td>
<td>Civil Rights II</td>
<td>3</td>
</tr>
<tr>
<td>PO 357</td>
<td>Supreme Court &amp; Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>PS 383</td>
<td>Psychology &amp; the Law</td>
<td>3</td>
</tr>
<tr>
<td>SO 383</td>
<td>Sociology of Law</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Department of Mathematics and Computer Science**

Bachelor of Arts in Mathematics  
Minor in Mathematics  
Bachelor of Science in Computer Science  
Minor in Computer Science

The disciplines of mathematics and computer science are respectively among of the oldest and newest members of the academy. They share a rich intellectual history encompassing both theoretical and applied work. The mission of the Department of Mathematics and Computer Science is to provide students with a solid understanding of, and appreciation for, both theoretical and applied work. Our commitment to the intellectual growth of our students applies not only to students majoring in mathematics or computer science, but to all students taking courses in the department. In an increasingly technical and technological world, a solid foundation in these disciplines is becoming more vital to students in all fields.

**Mathematics**

Mathematics is the symbolic language of nature. More than numbers and symbols, it encompasses the logic and methodology of reasoning and provides the tools for making decisions, interpreting observations, explaining natural phenomena and solving problems. It is both a subject with widespread applications to the sciences and social sciences and a subject of intrinsic intellectual interest.

**All Quinnipiac students should:**

- learn the mathematical skills necessary to be successful in their chosen field and become an informed and responsible citizen
- appreciate the relevance of mathematics in society

**Students completing a major in mathematics also should:**

- be prepared for employment in mathematics-related careers in fields such as business, science, government and education
- be prepared to pursue graduate studies in mathematics
- be able to work collaboratively on mathematical problems and effectively communicate these results
• be exposed to technological innovations used in mathematics
• be able to read and use the current mathematical literature to further their own education

Computer Science
In our rapidly changing society, technology continues to play an increasingly important role. Much of the new economy is based on advances in computers and communication. The program in computer science emphasizes the synthesis of technological expertise with a traditional arts and sciences education to provide students with the best opportunity for success in one of the fastest growing fields. Solving the problems of tomorrow by learning how to formulate mathematical models of real-life situations, computer science students develop and implement these models and interpret their solutions in terms of the original real-life situation.

Bachelor of Arts in Mathematics
The mathematics major provides a broad background in undergraduate mathematics that prepares students for graduate study, and for positions in teaching, business and government.

The major in mathematics consists of
1. The calculus sequence: MA 141, MA 142, MA 241, MA 242
2. Linear Algebra for mathematics majors: MA 229
3. MA 305
4. MA 321 and MA 341
5. The Senior Seminar: MA 490
6. Three electives chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 285</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MA 361</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MA 365</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MA 371</td>
<td>Mathematical Statistics 1</td>
<td>3</td>
</tr>
<tr>
<td>MA 372</td>
<td>Mathematical Statistics 2</td>
<td>3</td>
</tr>
<tr>
<td>MA 378</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MA 441</td>
<td>Complex Variables</td>
<td>3</td>
</tr>
<tr>
<td>MA 451</td>
<td>Point-Set Topology</td>
<td>3</td>
</tr>
<tr>
<td>MA 580</td>
<td>Geometry</td>
<td>3</td>
</tr>
</tbody>
</table>

While students must consult with their major adviser in planning a course of study, the department provides the following recommendations.

• Students interested in teaching should consider MA 285 and MA 580.
• Students interested in actuarial studies should consider MA 285, MA 361, MA 371, MA 372, AC 101, EC 111, and CSC 110; and possibly EC 112, FIN 201, FIN 310, CIS 212.

Minor in Mathematics
To complete a minor in mathematics, a student is required to complete six courses, including MA 141, MA 142, MA 229, and three electives chosen in consultation with the department chairperson. At least one of the three electives must be at the 300-level. Courses numbered below MA 141 may be approved at the discretion of the department chairperson.

Bachelor of Science in Computer Science
The computer science major in the College of Arts and Sciences offers a foundation of study in computer science within the framework of a traditional liberal arts education. The major requires students to complete a core of 10 courses (29 credits) and four upper-division electives in computer science and mathematics. Note: a C- or better is required for all departmental prerequisites. The core requirements are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 110</td>
<td>Programming &amp; Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>CSC 111</td>
<td>Data Structures &amp; Abstraction</td>
<td>4</td>
</tr>
<tr>
<td>CSC 205</td>
<td>Introduction to Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or MA 305 Applied Discrete Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 210</td>
<td>Computer Architecture &amp; Organization</td>
<td>4</td>
</tr>
<tr>
<td>CSC 215</td>
<td>Algorithm Design &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSC 225</td>
<td>Introduction to Software Development</td>
<td>3</td>
</tr>
<tr>
<td>CSC 310</td>
<td>Operating Systems &amp; Systems Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSC 491</td>
<td>Senior Project 1</td>
<td>1</td>
</tr>
<tr>
<td>CSC 492</td>
<td>Senior Project 2</td>
<td>1</td>
</tr>
<tr>
<td>MA 141</td>
<td>Calculus of a Single Variable</td>
<td>3</td>
</tr>
<tr>
<td>or MA 229 Linear Algebra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The electives are chosen from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 318</td>
<td>Cryptography</td>
<td>3</td>
</tr>
<tr>
<td>CSC 320</td>
<td>Compilers</td>
<td>3</td>
</tr>
<tr>
<td>CSC 325</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 340</td>
<td>Networking &amp; Distributed Processing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 345</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 350</td>
<td>Intelligent Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 355</td>
<td>Programming Language Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>
**Minor in Computer Science**

To complete a minor in computer science, a student is required to take a total of six courses (20 or 21 credits), including CSC 110, CSC 111, either CSC 205 or MA 305, and three additional courses in computer science at the 200 level or above, to be approved by the chair of the Department of Computer Science and Interactive Digital Design. These additional courses must include either CSC 210 or CSC 215 (or both), and at least one computer science course at the 300 level. The following computer science courses are applicable toward the minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 110</td>
<td>Programming &amp; Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>CSC 111</td>
<td>Data Structures &amp; Abstraction</td>
<td>4</td>
</tr>
<tr>
<td>CSC 205</td>
<td>Introduction to Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>or MA 305</td>
<td>Applied Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 210</td>
<td>Computer Architecture &amp; Organization</td>
<td>4</td>
</tr>
<tr>
<td>CSC 215</td>
<td>Algorithm Design &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSC 225</td>
<td>Introduction to Software Development</td>
<td>3</td>
</tr>
<tr>
<td>CSC 310</td>
<td>Operating Systems &amp; Systems Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSC 318</td>
<td>Cryptography</td>
<td>3</td>
</tr>
<tr>
<td>CSC 320</td>
<td>Compilers</td>
<td>3</td>
</tr>
<tr>
<td>CSC 325</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 340</td>
<td>Networking &amp; Distributed Processing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 345</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 350</td>
<td>Intelligent Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 355</td>
<td>Programming Languages Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSC 375</td>
<td>Advanced Topics in Computer Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Department of Modern Languages**

Bachelor of Arts in Spanish Language and Literature  
Minor in French  
Minor in Spanish

The Department of Modern Languages is dedicated to the study of selected languages and aspects of their related cultures. Coverage varies depending on the language. The department offers a major in Spanish Language and Literature and minors in Spanish and French. It also offers instruction in German and Italian through the intermediate level, and instruction in Chinese, Japanese, Hebrew and Arabic through the elementary level.

The study of modern languages is a valuable entry point into parts of the world that use such languages. Our students develop effective communication skills as well as cultural critical thinking and knowledge commensurate with the level of study achieved. In this way, the Department of Modern Languages contributes to their educational foundation for a changing world of diverse cultures and people.

**Bachelor of Arts in Spanish Language and Literature**

In addition to major cultural benefits, the study of how important populations outside and within our borders communicate from day to day enhances the individual’s value in the workplace.
The program has three components: Spanish language (written and oral); culture of Spain and Latin America; and major literary works in Spanish.

Students undertaking the Spanish major are prepared for careers dependent in part on facility with the language and familiarity with the culture. These include employment in international business, journalism and mass communications, health care, government, education, criminal justice and law among others. The Spanish major requires completion of 36 credits, with a grade of C or higher. At least 18 credits of the 36 credits required for the major must be completed on campus.

Double majors are encouraged.

**The Spanish major (36 credits)**

1. **Written and oral fluency in Spanish (9 credits)**
   Demonstrated by completing the following courses or their equivalent
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 301</td>
<td>Advanced Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SP 302</td>
<td>Advanced Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SP 312</td>
<td>Advanced Spanish Conversation</td>
<td>3</td>
</tr>
</tbody>
</table>
   
   (This course might be waived for students with demonstrated proficiency in oral Spanish—those students would take 3 additional credits in component 2 or 3)

2. **Cultural literacy (12 credits), including a familiarity with Hispanic cultures and fine arts, historical and sociopolitical matters, and/or linguistics.**
   Demonstrated by completing 12 credits in courses on Spanish culture or Spanish American culture taught in Spanish.
   
   Possible courses include:
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 343</td>
<td>Culture of Spain</td>
<td>3</td>
</tr>
<tr>
<td>SP 370</td>
<td>History of the Romance Languages</td>
<td>3</td>
</tr>
<tr>
<td>SP 373</td>
<td>Latin American Culture I</td>
<td>3</td>
</tr>
<tr>
<td>SP 374</td>
<td>Latin American Culture II</td>
<td>3</td>
</tr>
<tr>
<td>SP 376</td>
<td>Spanish Caribbean</td>
<td>3</td>
</tr>
</tbody>
</table>

3. **Knowledge of major works of literature written in Spanish (12 credits)**
   Demonstrated by completing 12 credits in courses on Spanish or Spanish-American literature taught in Spanish.
   
   Possible courses include:
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 317</td>
<td>Approaches to Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>SP 321</td>
<td>Masterpieces of Spanish Literature</td>
<td>3</td>
</tr>
<tr>
<td>SP 328</td>
<td>Spanish-American Literature from Conquest to 1880</td>
<td>3</td>
</tr>
<tr>
<td>SP 329</td>
<td>Spanish-American Literature from 1880 to the Present</td>
<td>3</td>
</tr>
</tbody>
</table>

4. **SP 450 Senior Seminar**

**Internships**

The department strongly advocates off-campus experience communicating in Spanish. Internships in area organizations such as radio and television stations, health care facilities, educational institutions and inner-city social work reinforce classroom practice.

**Honor Society**

The department rewards students who do outstanding work in Spanish language courses with membership in Sigma Delta Pi, the national Spanish language honor society.

**Language Placement**

Students who continue the study of a foreign language begun prior to college must take a placement test to be placed at the course level for which they qualify.

**Study Abroad**

Study abroad, especially for students enrolled in the appropriate major/minor program, is encouraged. Quinnipiac facilitates organized opportunities for study abroad, and accepts relevant credit from colleges and universities abroad. (See Office of International Education for additional information).

**Minor in French or Spanish**

*French:* Opens up a worldwide culture by means of intensive language study. To include: six courses, at least one at the 300-level (18 credits). In all courses for the minor, a grade of C or higher must be achieved. At least 9 credits must be taken on campus.

*Spanish:* Offers the student a solid foundation in Spanish and a well-rounded entry to the Spanish-speaking cultures with practical benefits in travel and work. (18 credits) To include: six courses, all of which must be taught in Spanish. SP 363 and SP 375 do not count for the minor. At least one of the six courses must be at the 300 level. In all courses for the minor a grade of C or higher must be achieved. Independent studies may not count toward minor. At least 9 credits must be taken on campus.
Department of Philosophy and Political Science

Bachelor of Arts in Political Science
Minor in Philosophy
Minor in Political Science

The mission of the Department of Philosophy and Political Science is to develop educated students who are responsible for recognizing and respecting diverse worldviews, capable of evaluating systems of thought, oppression and power in communities, and motivated to engage in personal and social action.

The department supports programs in philosophy and political science: each provides a balanced offering of courses that offer both a broad overview of each discipline and the opportunity to focus more specifically in special topic areas. The department also is committed to experiential learning, and offers opportunities to study both philosophy and political science topics in ways that allow for a personal engagement with the topic area through study abroad, seminars in Washington, D.C., Service Learning courses and internship opportunities.

The major in political science fulfills the department’s mission by providing courses that balance social scientific analysis with a focus on the politics and values of community. Students learn to become aware and informed of political processes and power, evaluate and construct logical accounts of political and social causation; take part in the process of social inquiry; and reflect on immediate experiences in social, political and governmental activities. Students engage in the systematic analysis of politics in the areas of political theory, comparative politics, international relations and American government. Students complete the major with a senior seminar in which they engage major questions in political science and develop a sustained, independently conceived contribution to those questions in the form of a senior thesis.

The department works with students to develop an independent major in philosophy, and offers minors in philosophy and political science that are tailored to complement a student’s major field of study. The department also supports a variety of multidisciplinary minor programs including women’s studies, international studies, Latin American studies, European Union studies, and Middle East studies.

The department supports the QU Seminar Series. In addition to supporting the Freshman Seminar on the Individual in the Community (QU 101), a variety of course topics address aspects of National (QU 201) and Global (QU 301) Community.

Bachelor of Arts in Political Science

The BA in political science requires the completion of 36 credits distributed as follows, with a minimum grade of C in all courses. No more than 6 credits of internship (PO 295, PO 395) may count toward completion of the major:

Core requirements (18 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 101</td>
<td>Introduction to Political Science: Justice,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Politics &amp; Power</td>
<td></td>
</tr>
<tr>
<td>PO 131</td>
<td>Introduction to American Government &amp; Politics</td>
<td>3</td>
</tr>
<tr>
<td>PO 201</td>
<td>Political Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>PO 211</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PO 215</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>PO 408</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (15 credits)

Five political science or cognate courses:

Political science courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 216</td>
<td>American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>PO 218</td>
<td>Politics of Health</td>
<td>3</td>
</tr>
<tr>
<td>PO 219</td>
<td>Women &amp; Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>PO 221</td>
<td>Introduction to Latin America</td>
<td>3</td>
</tr>
<tr>
<td>PO 231</td>
<td>Elections and Political Parties</td>
<td>3</td>
</tr>
<tr>
<td>PO 245</td>
<td>International Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>PO 247</td>
<td>Actors &amp; Processes in U.S. Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>PO 270</td>
<td>State &amp; Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PO 280</td>
<td>Congress &amp; the Presidency</td>
<td>3</td>
</tr>
<tr>
<td>PO 287</td>
<td>Women &amp; Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PO 299</td>
<td>Independent Study in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PO 311</td>
<td>Topics in International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PO 315</td>
<td>Democratic Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>PO 317</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>PO 321</td>
<td>Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td>PO 325</td>
<td>Political Psychology &amp; Public Opinion</td>
<td>3</td>
</tr>
<tr>
<td>PO 331</td>
<td>Topics in Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td>PO 332</td>
<td>European Politics</td>
<td>3</td>
</tr>
<tr>
<td>PO 333</td>
<td>Middle Eastern History &amp; Politics</td>
<td>3</td>
</tr>
<tr>
<td>PO 348</td>
<td>Political Communication</td>
<td>3</td>
</tr>
<tr>
<td>PO 350</td>
<td>Topics in Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>PO 353</td>
<td>American Constitutional Law</td>
<td>3</td>
</tr>
</tbody>
</table>
PO 354  Civil Rights & Liberties I  3
PO 355  Civil Rights & Liberties II  3
PO 357  Supreme Court & Foreign Policy  3
PO 360  Topics in American Government  3
PO 365  Inside Washington, D.C.  3
PO 390  Politics & Urban Change  3
PO 399  Intermediate Independent Study in Political Science  3
PO 499  Advanced Independent Study in Political Science  4

Cognate courses: In addition to political science courses, a student may count up to two of the following courses toward completion of the political science major:

IB 201  International Business  3
PS 261  Social Psychology  3
SO 264  Social Welfare Institutions  3
SO 285  Protest & Change  3
SO 340  Peace & Conflict Resolution  3

**Experiential Requirement**

PO 395 Advanced Internship (3–6 credits) or equivalent approved by the department. Students should plan with their academic advisers early to complete this requirement before the start of their senior year. With department approval, PO 395 may be substituted with one of the following:

- A political science course taken in the study abroad program;
- A political science course taken in the Washington, D.C., program;
- A service learning course in any discipline (must have “SL” designation).

**Portfolio Requirement**

In their senior year, students assemble a portfolio of representative academic work done in political science. This portfolio includes the senior thesis, an internship paper (or equivalent), and other key assignments.

**Minor in Philosophy**

This minor in philosophy offers an adventure in thinking and talking about our own ideas as well as those of great philosophers, past and present, with reference to the moral life, power and wealth, and man’s relation to nature and the future of the planet. To include: PL 101 and five courses in philosophy (18 credits).

**Minor in Political Science**

A minor in political science is awarded upon completion of 18 credits with a grade of C or better. At least 6 credits must be earned at the 300 level or above. No more than 3 credits of internship in political science (PO 295 or PO 395) may count toward completion of the minor.

**Washington, D.C., Program**

The Washington, D.C., semester programs are multidisciplinary, experiential learning programs that bring students from around the nation and the world to semester-length internships, research projects and seminars in the nation’s capitol. Quinnipiac students must have a 3.0 GPA or better to be eligible, and they should not be under any judicial sanctions. Students may have the GPA requirement waived by application to the associate vice president for academic affairs. (See p. 42 for details.)
Department of Psychology

Bachelor of Arts in Psychology
Bachelor of Science in Behavioral Neuroscience
Minor in Psychology

The mission of the Department of Psychology is to introduce students in the major to the broad field of scientific psychology while offering them an education in the true liberal arts tradition. Many students begin by assuming that psychology consists primarily of clinical psychology, but they soon learn it includes many other specialties, such as industrial/organizational, developmental, cognitive, physiological and more. Students study psychology from several vantage points: as a natural science, as a social science and as an applied science. In this way, students come to appreciate the complexity of the field.

The psychology faculty is committed to helping students become more sophisticated readers of scientific texts, more effective writers and more articulate speakers. These skills are linked to the development of critical thinking, a primary goal of the faculty. Courses require students to read primary research publications, to write in expository style and to speak their minds. Students engage in these activities as a way to learn about different kinds of research and about competing theories. The faculty prides itself on the way it prepares students to think analytically and express themselves clearly.

The department offers preparation for admission to graduate and professional schools and employment after graduation. All students learn a variety of useful skills in addition to those described above. They learn to design and conduct research, analyze data using statistical software and use academic search engines. Students learn the importance of first impressions and how to behave professionally. They also learn how to be self disciplined; all seniors complete a substantial piece of scholarly work in the form of a thesis. The psychology program is designed to produce independent thinkers and lifelong learners.

Bachelor of Arts in Psychology

Students seeking a BA in psychology must take a set of courses that emphasize scientific reasoning. After taking PS 101, all majors take PS 206, 307, 308, 309 and 409. Of these, PS 206, PS 307, PS 308 and PS 409 must be taken sequentially. Before moving on to PS 307, students must receive a grade of C- or higher in PS 206 and have a psychology GPA that is above 2.0. Students complete a thesis in the capstone course, PS 409, Senior Seminar; PS 409 must be taken as a seminar during the regular academic year.

For breadth, all majors are required to take two psychology courses from the category of natural science (PS 233, PS 251, PS 252, PS 354), two from social science (PS 232, PS 236, PS 261, PS 262, PS 272) and one from applied science (PS 242, PS 250, PS 265, PS 311, PS 325, PS 371, PS 383). In addition, two psychology electives are required, one at the 200-level and one at the 300-level.

Psychology majors also have the opportunity to engage in supervised fieldwork and intensive study within one of two concentrations, which are described next.

Human Services Concentration

Students may elect to enroll in the human services program within the psychology major. The program prepares students for careers in human service and provides the basis for graduate work in fields such as social work, counseling and school psychology.

HS students must take PS 272, PS 371, PS 391, PS 393 and PS 394.

The HS program emphasizes:
1. Mental health fields as possible careers.
2. Conceptions of mental illness and the history of therapeutic methods.
3. Counseling and other treatment techniques.

Industrial/Organizational Psychology Concentration

Students may elect to enroll in the industrial/organizational psychology program within the psychology major. The program exposes students to career possibilities in I/O psychology areas and provides the basis for further study in fields such as I/O psychology and management.

I/O psychology students must take PS 265, PS 366, PS 367 and PS 397.

The I/O Psychology program emphasizes:
1. The traditional research and practice of industrial/organizational psychology.
2. Using psychological principles to study and improve working conditions.
3. Mindfulness of the changing nature of work and the ability of the field to make innovations to match such changes.

**Bachelor of Science in Behavioral Neuroscience**

The behavioral neuroscience major is an interdisciplinary course of study that emphasizes the interaction between the biological and social foundations of behavior.

The curriculum has been designed to meet the needs of students interested in the biological and behavioral sciences and prepare them for graduate study and professional work in fields such as biology research, neuroanatomy, neurophysiology, behavior genetics, ethology and psychopharmacology.

The program also is appropriate for students planning careers in medicine or related sciences.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester, First Year</strong></td>
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</tr>
<tr>
<td>BIO 101</td>
<td>Intro. to Biology</td>
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<tr>
<td>BIO 101L</td>
<td>Intro. to Biology lab</td>
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<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>3</td>
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<tr>
<td>CHE 110L</td>
<td>General Chemistry I lab</td>
<td>1</td>
</tr>
<tr>
<td>EN 101</td>
<td>English Composition I (UC)</td>
<td>3</td>
</tr>
<tr>
<td>QU 101</td>
<td>Individual in the Community</td>
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</tr>
<tr>
<td>MA 141</td>
<td>Calculus I (UC)</td>
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<td>BIO 102</td>
<td>Intro. to Biology</td>
<td>3</td>
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<td>BIO 102 L</td>
<td>Intro. to Biology lab</td>
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<tr>
<td>CHE 111</td>
<td>General Chemistry II</td>
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<tr>
<td>CHE 111L</td>
<td>General Chemistry II lab</td>
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</tr>
<tr>
<td>EN 102</td>
<td>English Composition II (UC)</td>
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<tr>
<td>PS 101</td>
<td>Intro. to Psychology (UC)</td>
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<tr>
<td>MA 275</td>
<td>Biostatistics (UC elective)</td>
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<tr>
<td>BIO 227</td>
<td>Comparative A &amp; P</td>
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<td>Organic Chemistry I</td>
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<td>PS 307</td>
<td>PS Experimental Methods</td>
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<td>PS 307L</td>
<td>PS Experimental Methods lab</td>
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<td>QU 201</td>
<td>National Community</td>
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<td>CHE 211</td>
<td>Organic Chemistry II</td>
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<td>CHE 211L</td>
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<tr>
<td>PS 351</td>
<td>Brain &amp; Behavior</td>
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<tr>
<td>UC</td>
<td>Soc. Sci. (usually PS course)</td>
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<td>Cell Physiology</td>
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<td>General Physics I lab</td>
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<tr>
<td>PS 299/399</td>
<td>Independent Research</td>
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<td>PS 309</td>
<td>History of Psychology</td>
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<td>BIO 298</td>
<td>BIO Research Methods</td>
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<td>BIO</td>
<td>300-level elective with lab</td>
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<td>PS 352</td>
<td>Animal Behavior</td>
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<tr>
<td>UC</td>
<td>Fine Arts</td>
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<td>BIO</td>
<td>300-level elective with lab</td>
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<tr>
<td>BIO 282</td>
<td>Genetics</td>
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<td>PS 409</td>
<td>Senior Seminar</td>
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<td>UC</td>
<td>Humanities</td>
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<tr>
<td><strong>Psychology Electives:</strong></td>
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<tr>
<td>PS 232</td>
<td>The Concept of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PS 233</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PS 251</td>
<td>Intro. to the Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PS 252</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PS 261</td>
<td>Social Psychology &amp; Its Development</td>
<td>3</td>
</tr>
<tr>
<td>PS 272</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PS 311</td>
<td>Group Tests &amp; Measurements</td>
<td>3</td>
</tr>
<tr>
<td>PS 354</td>
<td>Sensation &amp; Perception</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

**Minor in Psychology**

Students wishing to minor take 18 credits in psychology. Course selection should be based on the student’s interest and goals. However, the following are reserved for majors only: PS 206, 307, 308, 309, 409, and internship courses.
The Department of Sociology offers four undergraduate majors, including a degree in sociology—the traditional discipline—and three sub-disciplines: criminal justice, gerontology and social services. All majors in the department share common goals: to provide students with a thorough understanding of the social factors that influence human behavior and to offer students the tools to continue their education in graduate school or assume careers in our rapidly changing social institutions. In each of the four degree programs, student learning is carried out through an integration of theoretical course work in the classroom and applied fieldwork in the community. Graduates of the department are currently represented in careers such as teaching, law enforcement, social work, health care, law, corrections, public administration, medicine and public policy.

The program in social services integrates a traditional liberal arts education with the specialized training and field background that a student will find helpful in pursuit of a career in the social services. Each student’s education occurs both in the classroom and in community agencies. The program—both in the classroom and out—is designed to acquaint students with the nature of social problems, examine how organizations deal with these problems, learn about the people who are being served, and discuss the major policy choices available to society. Students are prepared to enter careers in the social service arena or to continue their education in fields such as social work, criminal justice and public administration.

The state-licensed program in gerontology prepares students to work for and with older Americans. The interdisciplinary curriculum provides background in such additional fields as sociology, psychology, anthropology, health administration, and biology, all of which are relevant to the study of aging. Through a combination of learning in the classroom and in the community, students receive a broad understanding of the aged in today’s society.

The program in criminal justice educates students in a wide range of issues on the social nature of crime and on the strategies and policies of social control. The interdisciplinary curriculum draws not only from criminal justice studies, but from sociology, psychology and legal studies as well. The integration of a liberal arts education and specialized training offers students a solid background in criminal justice. Students are prepared to enter careers in a variety of criminal justice settings or to continue their education in fields such as criminal justice, law, social work or public administration.

Each of these programs has at least one required internship in the community, in widely varying sites that include governmental agencies, health-related settings, public school systems, probation offices, women’s shelters, nursing homes, hospital emergency rooms, police departments, substance abuse facilities, senior centers, and community homes for the developmentally disabled, to name only a few. Career opportunities for graduates are just as varied.

The student who chooses to major in sociology, social services, gerontology or criminal justice must confer with the department chairperson at an early date to plan the program in the major.

**Bachelor of Arts in Sociology**

American society is in the midst of rapid social change, which affects all of our social institutions. Families, schools, the economy, political-legal and health care systems are all experiencing stress. Students in this major study and analyze this change and explore potential solutions to such societal problems. Issues such as globalization and race, gender and class inequality are the focus of course work and fieldwork experience. Each student is required to complete a semester-long internship in the community in such settings as schools, government and social service agencies, treatment centers and non-profits. Students are prepared to continue their education or assume careers in areas such as teaching, social work, public administration, health care, law and criminal justice.

**Requirements (37 credits)**

1. Introductory Sociology (SO 101), Orientation to Sociology (SO 205) and at least two of the following:
Bachelor of Arts in Gerontology
Quinnipiac is one of the few universities to offer an undergraduate major that anticipates one of the growing realities in our society: the rise in the number of older Americans. Because the effects of an aging population are so far-reaching, the program is based on interdisciplinary studies, including courses from sociology, psychology, biology, health administration and law. Gerontology majors also complete two semester-long internships in public or private agencies involved directly with the elderly, such as senior centers, retirement complexes, hospitals, rehabilitation facilities, community aging services, case management agencies and nursing homes. Students are prepared to continue their education or assume careers in aging-related areas such as social work, law, public health, medicine, health administration and public policy.

Requirements (39 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SO 101</td>
<td>Introductory Sociology*</td>
<td>3</td>
</tr>
<tr>
<td>PS 101</td>
<td>Introductory Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>GT 205</td>
<td>Orientation to Gerontology</td>
<td>1</td>
</tr>
<tr>
<td>GT 263</td>
<td>Sociology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>GT 365</td>
<td>Aging: Problems &amp; Policies</td>
<td>3</td>
</tr>
<tr>
<td>PS 234</td>
<td>Adult Development</td>
<td>3</td>
</tr>
<tr>
<td>BMS 200</td>
<td>Biology of Aging*</td>
<td>3</td>
</tr>
<tr>
<td>GT 381</td>
<td>Evaluation Research</td>
<td>3</td>
</tr>
<tr>
<td>GT 385</td>
<td>Senior Seminar</td>
<td>3</td>
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</table>

2. Two internships in the community

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GT 292</td>
<td>Internship in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>GT 392</td>
<td>Advanced Internship</td>
<td>3</td>
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3. Two courses from the following:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SO 241</td>
<td>Race &amp; Ethnicity*</td>
<td>3</td>
</tr>
<tr>
<td>SO 255</td>
<td>Sociology of the Family*</td>
<td>3</td>
</tr>
<tr>
<td>SO 264</td>
<td>Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SO 266</td>
<td>Population &amp; Society*</td>
<td>3</td>
</tr>
</tbody>
</table>

*These courses also satisfy University Curriculum requirements.

Bachelor of Arts in Social Services
American society is increasingly faced with challenges in delivery of social services to a growing set of underserved populations. For students who want to work within the social service delivery sector, this major provides a perfect background. Students choose courses from among four specialized service areas: health, welfare, justice and aging. All students complete two semester-long internships in area agencies such as those providing support services for battered women, neglected children, people with disabilities, veterans and those who are incarcerated. Students are prepared to continue their education or assume careers in areas such as social work, public health, public administration and criminal justice.

Requirements (37 credits)

1. Introductory Sociology (SO 101), Orientation to Sociology (SO 205) and at least two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SO 225</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SO 264</td>
<td>Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SO 266</td>
<td>Population &amp; Society</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Internship (SO 292)

3. Internship (SO 392)

4. Minimum of two courses each in two of the following areas: Health, Welfare, Justice & Aging

5. Social Stratification (SO 244), Evaluation Research (SO 381), Social Policy (SO 385)
Bachelor of Arts in Criminal Justice

This distinctive criminal justice degree program offers students a well-integrated education, placing criminal and deviant behavior within a wider sociological context. Students are exposed to courses ranging from crime response philosophy to public policy in criminal justice. Carefully structured internships assure students of practical applications of theoretical material. Students are prepared to continue their education or assume careers in law enforcement, corrections, law, social work, public administration, teaching and international peacekeeping.

Requirements (37 credits)
2. One internship in the community (CJ 392) is required.
3. The opportunity for an optional second internship is available.
4. One or two crime typologies courses* from the following:
   - CJ 232 Women in the CJ System 3
   - CJ 240 Organized Crime 3
   - CJ 242 Race, Crime and Justice 3
   - CJ 250 Youth Crime 3
   - CJ 262 Politically Motivated Crime 3
   - CJ 271 Public Order Crime 3
5. One or two criminal justice in practice courses* from the following:
   - CJ 241 Police & Policing 3
   - CJ 243 Investigative Techniques 3
   - CJ 251 Probation, Parole & Community Corrections 3
   - CJ 261 Prisons & Jails 3
   *Students need a total of 9 credits from crime typologies and criminal justice in practice courses. They may take one from crime typologies and two from criminal justice in practice or vice versa.
6. Two courses from the following advanced-level courses:
   - CJ/SO 241 Racial & Ethnic Groups 3
   - SO 244 Social Stratification 3
   - CJ/SO 260 Social Control & Deviance 3
   - CJ 300 Special Topics 3
   - CJ 330 Perspectives on Violence 3
   - CJ 333 Drugs, Alcohol & Society 3
   - CJ 340 Practicum in Alternatives to Violence 3
   - CJ 343 Forensic Issues in Law Enforcement 3

**Minor Programs**

A minor in sociology, gerontology, criminal justice or anthropology consists of 18 credits of coursework in the field. Students who wish to minor must confer with the department chairperson to select those courses that enable them to pursue a particular interest or select those courses most related to their major field.
Department of Visual and Performing Arts

Bachelor of Arts in Interactive Digital Design
Bachelor of Arts in Theater
Minor in Fine Arts
Minor in Interactive Digital Design
Minor in Music
Minor in Theater

The Department of Visual and Performing Arts is an interdisciplinary department that offers students the opportunity to study the history, theory and practice of art, design, theater and music. The visual arts programs foster the development of creative processes for the creation of innovative works of art and design while situating the work in the broader contexts of history and culture. The performing arts programs include courses in the history of the disciplines and techniques of performance, which are enriched by an active theater production program and performing ensembles.

Programs in the Department of Visual and Performing Arts offer students a foundation in creative thinking that is recognized as critical to problem-solving and conceptualization, qualities increasingly valued by leaders and organizations in all areas of society.

Bachelor of Arts in Interactive Digital Design

The interactive digital design major provides students with in-depth, hands-on experience in the design and authoring of original interactive work for a range of media including web, print, motion graphics and mobile devices. Students have the opportunity to study graphic design and interactive design, emphasizing both technological proficiency and visual literacy. The curriculum has been carefully planned to situate design practices in the larger context of the humanities and society. Course work includes a balance of theory, concept and practice.

There are a total of 36 credits in the major. The first 27 of those credits are derived from a core of nine required courses. The remaining 9 credits (three courses) are chosen from a list of electives. A C- or better is required in all interactive digital design prerequisites.

Interactive Digital Design Core Requirements (27 credits)

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<td>IDD 110</td>
<td>Design Research &amp; Methods</td>
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<td>IDD 160</td>
<td>Digital Design I</td>
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<tr>
<td>IDD 161</td>
<td>Digital Design II</td>
<td>3</td>
</tr>
<tr>
<td>IDD 250</td>
<td>Interactive Narrative Forms</td>
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<td>IDD 301</td>
<td>Motion Graphics I</td>
<td>3</td>
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<td>IDD 302</td>
<td>3D Graphics &amp; Animation I</td>
<td>3</td>
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<tr>
<td>IDD 315</td>
<td>Scripting for Interactivity I</td>
<td>3</td>
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<tr>
<td>IDD 410</td>
<td>Advanced Interactive Authoring</td>
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<tr>
<td>IDD 480</td>
<td>Senior Seminar &amp; Portfolio</td>
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Interactive Digital Design Electives (9 credits)

With the recommendation of the student’s adviser, two electives are chosen from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDD 270</td>
<td>Type Design &amp; Production I</td>
<td>3</td>
</tr>
<tr>
<td>IDD 305</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>IDD 370</td>
<td>Type Design &amp; Production II</td>
<td>3</td>
</tr>
<tr>
<td>IDD 401</td>
<td>3D Graphics &amp; Animation II</td>
<td>3</td>
</tr>
<tr>
<td>IDD 405</td>
<td>Soundscapes</td>
<td>3</td>
</tr>
<tr>
<td>IDD 420</td>
<td>Alternative Interfaces</td>
<td>3</td>
</tr>
<tr>
<td>IDD 440</td>
<td>Motion Graphics II</td>
<td>3</td>
</tr>
</tbody>
</table>

A third elective can be chosen from the above list or from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 158</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>AR 258</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>IDD 300/400</td>
<td>Special Topics (as needed)</td>
<td>3</td>
</tr>
<tr>
<td>IDD 399/499</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>IDD 490</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>AR 240</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>AR/PL 380</td>
<td>Interactive Arts</td>
<td>3</td>
</tr>
<tr>
<td>CSC 110</td>
<td>Programming &amp; Problem Solving</td>
<td>3</td>
</tr>
</tbody>
</table>

Substitutions to this list are permitted with prior approval of the student’s adviser and the chair.

Bachelor of Arts in Theater

The Quinnipiac University theater major is a preprofessional program that prepares students for careers or graduate studies in areas such as theater production and administration, theater education and drama therapy. The program is distinctive in its applied focus. Each student majoring in theater is strongly encouraged to pursue a secondary program in a specified area, such as education (the courses required by the MAT program), sociology, psychology, political science or history (studies to support the emphasis in community and theater), business or communication (to augment a focus in theater administration) or media production (to
augment a focus in theater production).

Additionally, students are required to complete an internship during their junior or senior year of study. Possible internship sites include the Long Wharf Theatre, Hartford Stage and other professional theaters in the New York area (for theater production, administration and educational theater), the West Haven VA Hospital, the Clifford Beers Institute, the Long Wharf (theater and community) and area elementary and secondary schools (educational theater). The BA in theater allows students to explore their interests in performance areas (acting, directing, playwriting) while gaining the education and work experience to secure employment or to pursue graduate training upon graduation.

Theater Core Requirements (28 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 191</td>
<td>Theater Practicum</td>
<td>4</td>
</tr>
<tr>
<td>DR 140</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>DR 160</td>
<td>Introduction to Acting</td>
<td>3</td>
</tr>
<tr>
<td>DR 270</td>
<td>History &amp; Dramatic Literature of the World Theater, I</td>
<td>3</td>
</tr>
<tr>
<td>DR 275</td>
<td>History &amp; Dramatic Literature of the World Theater, II</td>
<td>3</td>
</tr>
<tr>
<td>DR 230</td>
<td>Directing for the Theater</td>
<td>3</td>
</tr>
<tr>
<td>DR 286</td>
<td>Comparative Drama/Play Analysis</td>
<td>3</td>
</tr>
<tr>
<td>DR 310</td>
<td>Seminar/Lab in Community-Focused Theater</td>
<td>3</td>
</tr>
<tr>
<td>or DR 410</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>DR 370</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to completing courses for the departmental core, students complete courses for one of the following four tracks.

Theater Generalist Track (9 credits)

Students take 9 credits of 200- or 300-level courses chosen from at least two of the following areas: acting, directing, theater history and dramatic literature, design, playwriting, theater production/administration, such as:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 220</td>
<td>Voice &amp; Movement</td>
<td>3</td>
</tr>
<tr>
<td>DR 240, 241</td>
<td>Scenic, Lighting or Costume Design</td>
<td>3</td>
</tr>
<tr>
<td>DR 260</td>
<td>Acting for Film/TV</td>
<td>3</td>
</tr>
<tr>
<td>DR 375</td>
<td>History &amp; Literature of Contemporary Theater</td>
<td>3</td>
</tr>
<tr>
<td>DR 350</td>
<td>Playwriting</td>
<td>3</td>
</tr>
</tbody>
</table>

Theater Education Track (9 credits)

Additional requirement courses satisfy State of Connecticut Theatre Arts Certification guidelines for specialized credential in theater (6/7/05).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 220</td>
<td>Voice &amp; Movement for Actors</td>
<td>3</td>
</tr>
<tr>
<td>DR 350</td>
<td>Playwriting</td>
<td>3</td>
</tr>
<tr>
<td>DR 305</td>
<td>Theater for Young Audiences</td>
<td>3</td>
</tr>
</tbody>
</table>

Theater Production/Administration Track (9 credits)

Students choose three courses from the following list, chosen in consultation with adviser:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 191</td>
<td>Theater Practice I</td>
<td>3</td>
</tr>
<tr>
<td>DR 240</td>
<td>Scenic Design for the Theater</td>
<td>3</td>
</tr>
<tr>
<td>DR 241</td>
<td>Lighting Design for the Theater</td>
<td>3</td>
</tr>
<tr>
<td>DR 242</td>
<td>Costume Design for the Theater</td>
<td>3</td>
</tr>
<tr>
<td>DR 291</td>
<td>Theater Practice II</td>
<td>3</td>
</tr>
<tr>
<td>DR 380</td>
<td>Theater Administration</td>
<td>3</td>
</tr>
<tr>
<td>DR 391</td>
<td>Theater Practice III</td>
<td>3</td>
</tr>
</tbody>
</table>

Theater and Community Track (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 310</td>
<td>Seminar/Lab in Community Focused Theater</td>
<td>3</td>
</tr>
<tr>
<td>DR 350</td>
<td>Playwriting</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus one additional 200- or 300-level theater course (Two courses if Seminar/Lab in Community Focused Theater is taken as core major requirement.)

Minor in Fine Arts

The Department of Visual and Performing Arts offers a minor for students interested in exploring the fine arts. The different tracks in fine arts are designed to advance each student’s unique abilities in creative thinking and artistic processes, in addition to developing a basic foundation in visual literacy. Students electing this minor must complete the courses under one of the following three tracks (18 credits).

**Fine Arts: Studio Art Track**

Either AR 102 or AR 103

AR 140

AR 251

One other 200-level studio art course or AR 158

Two 300-level AR courses, at least one of which must be a studio course

**Fine Arts: Art History Track**

Either AR 102 or AR 103

Any two of the following: AR 102, AR 103, AR 104 or AR 105

Any three 300-level art history courses

**Fine Arts: Interdisciplinary Track**

Either AR 102 or AR 103

Five courses in art, music and/or drama. (In consultation with the chair, certain film courses such as FVI 102 may be applicable.) At least two courses must be at the 200 level or higher. Due to the interdisciplinary nature of this minor, courses from at least two disciplines must be taken with a maximum of four courses from any single discipline.
Minor in Interactive Digital Design
The minor in IDD provides students with a basic literacy, understanding and competency in the design and authoring original interactive work for a range of media including web, print, motion graphics and mobile devices. A minor may be combined with any major inside or outside the College of Arts and Sciences, complementing majors or minors in other disciplines on campus (18 credits).

Minor Core Requirements (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDD 110</td>
<td>Design Research &amp; Methods</td>
<td>3</td>
</tr>
<tr>
<td>IDD 160</td>
<td>Digital Design I</td>
<td>3</td>
</tr>
<tr>
<td>IDD 161</td>
<td>Digital Design II</td>
<td>3</td>
</tr>
<tr>
<td>IDD 250</td>
<td>Interactive Narrative Forms</td>
<td>3</td>
</tr>
<tr>
<td>IDD 301</td>
<td>Motion Graphics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Electives (3 or 4 credits)
At least one course from the following list must be selected in consultation with the chair of the department:

- IDD 270 Type Design & Production I 3
- IDD 302 3D Graphics & Animation I 3
- IDD 305 Digital Photography 3
- IDD 315 Scripting for Interactivity 3
- IDD 405 Soundscapes 3
- IDD 300-400 Special Topics (as needed) 3
- IDD 399-499 Independent Study 3
- IDD 490 Internship 3
- AR 240 Graphic Design 3
- AR/PL 380 Interactive Arts 3
- CSC 110 Programming & Problem Solving 3

Substitutions to this list are permitted with the prior approval of the student’s adviser and the chair.

Minor in Music
The music minor offers students a broad spectrum of the subject both as an art form and as a global “language.” Students are required to master the rudiments of musical theory and applied guitar, and to emerge with a comprehensive view of music history as well as the fundamentals of informed listening. Given the prominence music continues to hold culturally, its interdisciplinary relationships make it well-suited to the interests of students majoring in a variety of fields (18 credits).

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 130</td>
<td>Understanding Music</td>
<td>3</td>
</tr>
<tr>
<td>MU 230</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MU 330</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MU 140</td>
<td>Applied Guitar I</td>
<td>1</td>
</tr>
<tr>
<td>MU 240</td>
<td>Applied Guitar II</td>
<td>2</td>
</tr>
<tr>
<td>MU 340</td>
<td>Applied Guitar III</td>
<td>3</td>
</tr>
<tr>
<td>Music Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Theater
The minor in theater provides students with a background in the primary areas of theater study and production while allowing them the flexibility to explore their particular interests. Students select courses from an array of offerings in acting, directing, playwriting, design, stagecraft, theater history, theater for community, and theater for young audiences. Students also may earn theater practicum credit by working on the Theater for Community main-stage productions. The 4th Wall student theater group produces original one-acts, comedy revues, musicals and staged readings throughout the school year (18 credits).

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 140</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>DR 160</td>
<td>Introduction to Acting</td>
<td>3</td>
</tr>
<tr>
<td>DR 230</td>
<td>Directing</td>
<td></td>
</tr>
<tr>
<td>or DR 350</td>
<td>Playwriting</td>
<td>3</td>
</tr>
<tr>
<td>DR 270</td>
<td>Theater History Part I</td>
<td>3</td>
</tr>
<tr>
<td>or DR 275</td>
<td>Theater History, Part II</td>
<td>3</td>
</tr>
<tr>
<td>Any two 200- or 300-level theater courses</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Performing Arts Workshop
The department invites participation in musical performance workshops, which carry an optional 1-credit academic credit and which can be repeated up to a maximum of 6 credits, the equivalent of two electives in liberal arts. These workshops include:

- MU 190 Quinnipiac Singers
- MU 191 Hamden Symphony Orchestra
- MU 194 Jazz Ensemble
- MU 140 Guitar
Interdisciplinary Minors

Minor in Asian Studies
Minor in International Studies
Minor in Middle Eastern Studies
Minor in Science and Values
Minor in Sports Studies
Minor in Women's Studies

Minor in Asian Studies
This interdisciplinary program introduces students to the people and cultures of East and Southeast Asia. To complete the minor in Asian Studies students are required to take six courses (18 credits) distributed as follows:

Language (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JP 101-102</td>
<td>Japanese</td>
<td>6</td>
</tr>
<tr>
<td>CN 101-102</td>
<td>Chinese</td>
<td>6</td>
</tr>
</tbody>
</table>

History (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 235</td>
<td>Modern China</td>
<td>3</td>
</tr>
<tr>
<td>HS 236</td>
<td>Modern Japan</td>
<td>3</td>
</tr>
<tr>
<td>HS 271</td>
<td>Southeast Asia: the Mainland</td>
<td>3</td>
</tr>
<tr>
<td>HS 272</td>
<td>Southeast Asia: the Islands</td>
<td>3</td>
</tr>
<tr>
<td>HS 305</td>
<td>Vietnam</td>
<td>3</td>
</tr>
<tr>
<td>HS 332</td>
<td>History of India</td>
<td>3</td>
</tr>
</tbody>
</table>

Open Electives (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN 337</td>
<td>Non-Western Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PO 111</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PO 331</td>
<td>Topics in Comparative Government</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in International Studies
A minor program in international studies is designed to stress connections between “classroom” learning and the international experience as well as to increase program options available to students with an interest in international studies who are pursuing major programs of study in fields such as English, history, legal studies, communications, political science, psychology, social services, sociology and Spanish, as well as programs in business and the health sciences. Students pursuing a minor in international studies are required to complete 18 credits in four years. Students are encouraged to meet with the international studies adviser to declare the minor by the end of their sophomore year or early in their junior year.

Course Structure
Students are required to satisfy the following requirements within the 18-credit minor; at least 6 credits must be completed at the 300 level:

1. Two world language courses at the 200-level or above. In languages without advanced course offerings, students may complete two courses in a second language where the first language was pursued through the 102 course.

2. One course that explores a non-American culture. Courses offered in history, art, comparative literature or anthropology can all satisfy this requirement. Examples include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN 101</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>AN 223</td>
<td>Latin American Societies and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>AN 229</td>
<td>Peoples of Africa</td>
<td>3</td>
</tr>
<tr>
<td>AN 304</td>
<td>Cross-Cultural Perspectives on Gender, Sex and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>AN 337</td>
<td>Anthropology of Health &amp; Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HS 227</td>
<td>Russian Cultural &amp; Intellectual History</td>
<td>3</td>
</tr>
<tr>
<td>HS 229</td>
<td>The Irish</td>
<td>3</td>
</tr>
<tr>
<td>HS 235</td>
<td>History of Modern China</td>
<td>3</td>
</tr>
<tr>
<td>HS 236</td>
<td>History of Modern Japan</td>
<td>3</td>
</tr>
<tr>
<td>HS 273</td>
<td>African History &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>SP 363</td>
<td>20th-Century Latin American Fiction</td>
<td>3</td>
</tr>
<tr>
<td>SP 375</td>
<td>Pre-Columbian America</td>
<td>3</td>
</tr>
</tbody>
</table>

3. One course in international business/economics at the introductory or advanced level depending on the student’s major concentration:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 250</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>IB 201</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>IB 280</td>
<td>International Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>IB 311</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>IB 324</td>
<td>International Business Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>IB 325</td>
<td>International Trade, Investment &amp; Competition</td>
<td>3</td>
</tr>
</tbody>
</table>

4. One course in geography, philosophy or political science. Examples include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GP 101</td>
<td>Introduction to Geography</td>
<td>3</td>
</tr>
<tr>
<td>GP 200</td>
<td>Special Topics in Geography</td>
<td>3</td>
</tr>
<tr>
<td>PL 265</td>
<td>Living Religions of the World</td>
<td>3</td>
</tr>
<tr>
<td>PL 300</td>
<td>Special Topics in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PO 211</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PO 317</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>PO 311</td>
<td>Topics in International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PO 331</td>
<td>Topics in Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td>PO 332</td>
<td>European Politics</td>
<td>3</td>
</tr>
<tr>
<td>PO 333</td>
<td>Middle Eastern History &amp; Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

5. One capstone course in international studies: PO 321 (Comparative Government) is a required course for all students who choose to minor in international studies.
Students are encouraged, but not required, to take off-campus studies, either in the form of a study abroad or an internship in, for example, Washington, D.C.

**Minor in Middle Eastern Studies**

The minor in Middle Eastern studies facilitates the interdisciplinary study of the Middle East, offering insights into the language, history, culture, politics and religions of this ethnically diverse geographical region. The program recognizes the interconnectedness of the peoples of the Middle East, and emphasizes the interactions between the Middle East and the wider global community, in both the past and present. Courses included in the minor encompass the Arab World, Turkey, Israel, Iran and North Africa. While current political and military conflicts are covered, no single topic, academic discipline or political ideology dominates the programming; students are able to engage with a number of approaches and disciplines, ranging from ancient Middle Eastern religions to contemporary political economies of Middle Eastern countries.

**Course Structure**

A minor in Middle Eastern studies consists of six courses (18 credits) to be selected from the list below after consultation with the program director.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 101</td>
<td>Elementary Arabic I</td>
<td>3</td>
</tr>
<tr>
<td>ARB 102</td>
<td>Elementary Arabic II</td>
<td>3</td>
</tr>
<tr>
<td>HBR 101</td>
<td>Elementary Modern Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>HBR 102</td>
<td>Elementary Modern Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>HS 307</td>
<td>The Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HS 328</td>
<td>Jewish History</td>
<td>3</td>
</tr>
<tr>
<td>HS 333</td>
<td>The Middle East, 1300–1919</td>
<td>3</td>
</tr>
<tr>
<td>PL 265</td>
<td>Living Religions of the World</td>
<td>3</td>
</tr>
<tr>
<td>PO 333</td>
<td>Middle Eastern History &amp; Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

Special topics courses relevant to the minor are offered on a rotating basis to supplement the courses listed above. Examples include Introduction to Judaism or The Anthropology of Morocco: Gender and Indigeneity.

**Minor in Science and Values**

This interdisciplinary program seeks to introduce students to the social, political, economic and ethical issues raised by the dominant place that science has assumed in our world. For this program, science is defined broadly to encompass both scientific theory and practical applications of scientific knowledge. The minor in science and values therefore includes consideration of technology, the practice of medicine, and aspects of the human sciences in addition to the traditional physical, chemical and biological sciences. The purpose of a minor in science and values is to give students the skills to understand and to prepare for changes in science, technology and health care, and to evaluate the ways in which these changes impact society. A science and values minor provides an understanding of the pace of change in science and medicine, and develops critical thinking and writing skills applicable to a broad range of professional pursuits including technical writing, science journalism and patent law. One specific aim of the program is to expose students to a wide range of courses offered by different schools throughout the University, while giving them a solid foundation in the humanistic tradition of the arts and sciences. The course of study is designed to build upon the knowledge and skills developed in the student’s major by providing a greater interdisciplinary scope and a consideration of ethical issues on topics relating to science, technology and health.

To complete a minor in science and values students are required to complete six courses (18 credits). Students take SV 101: Introduction to Science, Technology, Health and Human Values, and SV 301: Science, Technology and Health Care: Present & Future Challenges. In addition, students take 12 credits from the following list of approved courses, no more than 6 credits of which may be at the 100 level:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN 337</td>
<td>Anthropology of Health &amp; Medicine</td>
<td>3</td>
</tr>
<tr>
<td>BIO 205/PL 222</td>
<td>Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 222</td>
<td>Evolution in Biology &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>BMS 117</td>
<td>The Human Organism</td>
<td>4</td>
</tr>
<tr>
<td>BMS 162</td>
<td>Human Health &amp; Disease</td>
<td>4</td>
</tr>
<tr>
<td>GT 305/SO 305</td>
<td>Death, Grief &amp; Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>HS 330</td>
<td>The History of Western Medicine</td>
<td>3</td>
</tr>
<tr>
<td>ISM 101</td>
<td>Principles of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>PL 220</td>
<td>Ethics &amp; Human Values</td>
<td>3</td>
</tr>
<tr>
<td>PL 234</td>
<td>Philosophies of Health, Healing &amp; Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PL 235</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PL 238</td>
<td>Philosophies of the Future</td>
<td>3</td>
</tr>
<tr>
<td>PO 218</td>
<td>Politics of Health</td>
<td>3</td>
</tr>
<tr>
<td>PS 325</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SO 266</td>
<td>Population &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>SO 280</td>
<td>Illness &amp; Disability</td>
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</tr>
</tbody>
</table>
In consultation with the director of the program, students design a course of study with a coherent focus related to their interests and major field. These courses of study will have a central theme or area of study that falls within the general scope of the program.

**Minor in Sports Studies**

Whether as a participant in sports or as a spectator, people throughout the world have contributed to the creation of a mega-billion dollar industry. Sport is a profound social phenomenon, the study of which can provide the student with deep insights into the dynamics of our society.

The goal of the interdisciplinary sports studies minor is to foster an understanding of the role of sport in society and culture, to explore the complex relationships between sport and various industries and institutions (business, medicine, media, politics, law, etc.), and to prepare students for careers sports-related industries by raising awareness of the major issues facing professionals in these industries. This minor also seeks to make connections between what students learn in the University Curriculum and their major course work by illustrating how sport bridges various disciplines.

Students can complete the minor by taking six courses for a total of 18 credits. All students must take SPS 101: Introduction to Sports Studies. In addition, students must select at least one SPS course from two of the four areas (arts and sciences, business, communications, health science), with the remaining credits coming from any of the courses offered as part of the minor. Students from the School of Communications can take no more than 6 credits in communications. Classes are cross-listed with the SPS designation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPS 101</td>
<td>Introduction to Sports Studies</td>
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</tr>
<tr>
<td>SPS/MEP 105</td>
<td>Video Essentials—Sports Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>SPS/AT 201</td>
<td>Medical Aspects of Sport &amp; Activity</td>
<td>3</td>
</tr>
<tr>
<td>SPS/LE 224</td>
<td>Sports Law</td>
<td>3</td>
</tr>
<tr>
<td>SPS/MA 226</td>
<td>Baseball &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SPS/PL 240</td>
<td>Philosophy of Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPS/SO 307</td>
<td>Sociology of Sport</td>
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</tr>
<tr>
<td>SPS/PRR 311</td>
<td>Sports Public Relations</td>
<td>3</td>
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<tr>
<td>SPS/EC 325</td>
<td>Sports Economics</td>
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<td>History &amp; Social Impact of Baseball</td>
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<td>SPS/JRN 361</td>
<td>Sports Reporting</td>
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<td>SPS/MSS 420</td>
<td>Sports, Media &amp; Society</td>
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<td>SPS 488</td>
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<td>SPS 499</td>
<td>Independent Study</td>
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<table>
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<tr>
<td>WS 210</td>
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</tr>
<tr>
<td>WS 219</td>
<td>Women in Political Thought</td>
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<tr>
<td>WS 232</td>
<td>Women in the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>WS 235</td>
<td>Women’s Literature (UC)</td>
<td>3</td>
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<tr>
<td>WS 244</td>
<td>Psychology of Prejudice</td>
<td>3</td>
</tr>
<tr>
<td>WS 250</td>
<td>Gender &amp; the Law</td>
<td>3</td>
</tr>
<tr>
<td>WS 255</td>
<td>Sociology of the Family (UC)</td>
<td>3</td>
</tr>
<tr>
<td>WS 260</td>
<td>Psychology of Men</td>
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<tr>
<td>WS 262</td>
<td>Psychology of Women (UC)</td>
<td>3</td>
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<tr>
<td>WS 265</td>
<td>Sociology of Work</td>
<td>3</td>
</tr>
<tr>
<td>WS 285</td>
<td>Protest &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td>WS 287</td>
<td>Women &amp; Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>WS 302</td>
<td>Women, Health &amp; Aging</td>
<td>3</td>
</tr>
<tr>
<td>WS 304</td>
<td>Sociology of Gender</td>
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<tr>
<td>WS 308</td>
<td>Women in America, 1770–1920</td>
<td>3</td>
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<tr>
<td>WS 309</td>
<td>Women in America, 1920–1990</td>
<td>3</td>
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<tr>
<td>WS 310</td>
<td>Cross-Cultural Perspectives on Gender, Sex &amp; Sexuality</td>
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<td>WS 311</td>
<td>Diversity in the Media</td>
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<td>WS 315</td>
<td>Women Artists: Sex, Lies &amp; Handbags</td>
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<tr>
<td>WS 330</td>
<td>Philosophy and Gender</td>
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<tr>
<td>WS 335</td>
<td>Images of Women in Psychology &amp; Lit.</td>
<td>3</td>
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<tr>
<td>WS 338</td>
<td>American Literature by Women of Color</td>
<td>3</td>
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<tr>
<td>WS 345</td>
<td>Media Audiences</td>
<td>3</td>
</tr>
<tr>
<td>WS 370</td>
<td>Intimate Partner Violence Seminar</td>
<td>3</td>
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</table>
SCHOOL OF BUSINESS

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School of Business 

Lender School of Business Center 
203-582-8720 (central office) 

Administrative Officers 

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Matthew O’Connor</td>
<td>SB211</td>
<td>203-582-8914</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Richard McCarthy</td>
<td>SB214</td>
<td>203-582-8468</td>
</tr>
<tr>
<td>Assistant Dean—Academic Services</td>
<td>Jennifer M. Driscoll</td>
<td>SB212</td>
<td>203-582-8249</td>
</tr>
<tr>
<td>Assistant Dean—Career Services</td>
<td>Jill Ferrall</td>
<td>SB122</td>
<td>203-582-3655</td>
</tr>
<tr>
<td>Associate Dean—Graduate Studies</td>
<td>Susan McTiernan</td>
<td>FOB6</td>
<td>203-582-3676</td>
</tr>
<tr>
<td>Director of MBA Program</td>
<td>Ed Arnheiter</td>
<td>FOB9</td>
<td>203-582-8029</td>
</tr>
<tr>
<td>Director of MS in Organizational Leadership Program</td>
<td>Lisa Braiewa</td>
<td>FOB8</td>
<td>203-582-3710</td>
</tr>
<tr>
<td>Director of MS in Information Technology Program</td>
<td>Lisa Braiewa</td>
<td>FOB8</td>
<td>203-582-3710</td>
</tr>
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</table>

Departments/Programs 

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Chairperson</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Kathy Simione</td>
<td>SB228</td>
<td>203-582-8367</td>
</tr>
<tr>
<td>Economics</td>
<td>Donn Johnson</td>
<td>SB216</td>
<td>203-582-8205</td>
</tr>
<tr>
<td>Finance</td>
<td>Thomas Coe</td>
<td>SB221</td>
<td>203-582-3455</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Bruce Saulnier</td>
<td>SB232</td>
<td>203-582-8579</td>
</tr>
<tr>
<td>International Business</td>
<td>Chad Nehrt</td>
<td>SB223</td>
<td>203-582-8303</td>
</tr>
<tr>
<td>Management</td>
<td>Dale Jasinski</td>
<td>SB225</td>
<td>203-582-3388</td>
</tr>
<tr>
<td>Marketing and Advertising</td>
<td>Abhik Roy</td>
<td>SB219</td>
<td>203-582-8465</td>
</tr>
</tbody>
</table>

Mission Statement 

The School of Business provides the foundation for lifelong learning to meet the business and leadership challenges of today and tomorrow. 

Values 

We pursue a supportive learning environment—both inside and outside of the classroom—that provides our students with opportunities to develop the expertise required to distinguish themselves academically and professionally. 

We are devoted to the principles of integrity and pledge to be ethical, honest, fair, respectful and responsible in our interactions with others. 

We embrace diversity in people and in ideas. 

We systematically assess our teaching efforts and our curricula to ensure learning. 

We are dedicated to the continual development of our faculty in terms of teaching and research. 

We actively support scholarship that advances business practice and pedagogy. 

We are committed to mutually beneficial collaboration with the business community that advances the education of our students and the research of our faculty.
Learning Goals

Personal and Professional Development
The formulation of an individualized career plan and the development of the personal leadership characteristics and professional skills required to realize that plan.

Expertise in a Business Discipline
An in-depth understanding of a business discipline including technical knowledge, the ability to apply that knowledge, and skill in the evaluation of business strategy within that discipline.

Business Integration
An understanding of the interdependence of the various functional areas of business.

Strategic Decision Making
The ability to make a well-reasoned recommendation concerning a business situation.

Written Communication
The ability to communicate effectively using standard business forms of writing.

Oral Communication
The ability to present information verbally in an organized, clear and persuasive manner.

Teamwork
The interpersonal skills required to work effectively as a member of a team.

Technology
The strategic use of technology, including technical skill and an understanding of the role that technology plays in business.

Ethical Reasoning
The identification of ethical issues related to business practices, the recognition of the complexity and ambiguity of those issues, the application of an ethical decision-making framework, and the formulation of an ethically justifiable solution.

Diversity and Globalization
An awareness and appreciation of diversity in the workplace and of issues surrounding the globalization of both domestic and international business activities as well as the ability to develop strategies to address those issues.

Business Core Curriculum

The common requirements for graduation with the bachelor of science degree for all business majors include completion of the University Curriculum (that covers fundamental areas such as English, quantitative literacy, science, social sciences, the humanities and the arts), the business core curriculum and the major requirements. The business core challenges each student to develop a knowledge and skill base for further study within the business disciplines, and the major requirements provide students with specialized knowledge within a field of business.

In addition to the traditional business core course work in accounting, business law, economics, finance, international business, management and marketing, the school also offers a series of seminars in personal and professional development designed to begin the professional development process required to be successful in today’s competitive business world.

As noted below, these seminars cover topics including personal effectiveness, career planning and development, business communications, ethics and diversity.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AC 101</td>
<td>Introduction to Financial Accounting</td>
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</tr>
<tr>
<td>AC 102</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>EC 111</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 112</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 271</td>
<td>Applied Statistical Methods</td>
<td>3</td>
</tr>
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<td>FIN 201</td>
<td>Fundamentals of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>IB 201</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>ISM 101</td>
<td>Principles of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>LW 121</td>
<td>Business Law and Society</td>
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<tr>
<td>MG 210</td>
<td>Essentials of Management &amp; Organizational Behavior</td>
<td>3</td>
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<tr>
<td>MG 211</td>
<td>Operations Management</td>
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<tr>
<td>MK 201</td>
<td>Marketing Principles</td>
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<td>SB 101</td>
<td>The Business Environment</td>
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<tr>
<td>SB 111</td>
<td>Personal Effectiveness</td>
<td>1</td>
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<tr>
<td>SB 112</td>
<td>Career Planning &amp; Development</td>
<td>1</td>
</tr>
<tr>
<td>SB 211</td>
<td>Business Communications</td>
<td>1</td>
</tr>
<tr>
<td>SB 212</td>
<td>Ethics &amp; Diversity</td>
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</tr>
<tr>
<td>SB 450</td>
<td>Strategic Integrated Management</td>
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</table>

Total 46
University Curriculum

University Seminars
QU 101  The Individual in the Community  3
QU 201  Seminar on National Community  3
QU 301  Seminar on Global Community  3

English Composition
EN 101  Elements of Composition I  3
EN 102  Elements of Composition II  3

Quantitative Literacy
MA 118  Introductory Calculus  3

Science  7

Humanities  6

Fine Arts  3

University Curriculum Elective  3

Total 37

Note: EC 111, EC 112 & IB 201 completed as part of the business core fulfill the University Curriculum social science requirement and 3 of the 6 required credits of University Curriculum electives.

Career Services
In the School of Business, members of the Office of Career Services work with students to plan the academic and professional components of each student’s education. They explore career interests, guide students through a career development process and provide assistance with internships, resume preparation and employment interviews.

Internship Program
Undergraduate business students are encouraged to gain valuable career experience by participating in our internship program. Both paid and unpaid internships are available in a range of industries.

With the approval of their department chair and dean, students who have completed a minimum of 57 credits with a GPA of 2.6 or higher and have completed the business core courses within their major are eligible to earn up to 3 academic credits for an internship experience. Students who do not meet these standards may complete an internship, but are not eligible to earn academic credit for that experience. Unless a student is completing a double major, only 3 credits can be earned for internship experiences. Students who are completing a double major can earn up to 3 credits in each major (for a total of 6 credits) for internship experiences. Students may not receive internship credit toward the completion of a minor.

Minor in Business
The minor in business is available to students outside the School of Business who are enrolled in bachelor of arts or the bachelor of science programs. The intention of this minor is to provide students with a broad perspective of the disciplines that affect organizations. Students wishing to receive a minor in business must receive written approval from the assistant dean of academic services.

Students must complete the following four classes, in addition to any two business courses, for which the student has completed the prerequisites.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 101</td>
<td>Introduction to Financial Accounting</td>
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<tr>
<td>FIN 201</td>
<td>Fundamentals of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 210</td>
<td>Essentials of Management &amp; Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MK 201</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus any two business electives (6 credits)

Note: EC 111 is a prerequisite for FIN 201 and MK 201.

Degrees in Business

Bachelor’s Degrees
Accounting
Advertising
Biomedical Marketing
Economics
Entrepreneurship and Small Business Management
Finance
Computer Information Systems
Computer Information Systems and Accounting
International Business Management
Marketing

Certificate Programs
Export Marketing
Health Care Compliance
International Purchasing
Long-term Care Administration
**Master’s Degrees**

Master of Business Administration
with electives available in:
- Computer Information Systems
- Finance
- Health Administration
- International Business
- Management
- Marketing

MBA/CFA® (Chartered Financial Analyst Track)
MBA/HCM (Health Care Management)
MBA/SCM (Supply Chain Management Track)
Master of Science in Information Technology
Master of Science in Organizational Leadership
Fast Track Combined BA/MBA Program
Fast Track Combined BS/MBA Program
Combined BS/MS in Computer Information Systems
JD/MBA
JD/MBA in Health Care Management

**Fast Track Combined Bachelor’s/Master’s Degree Programs**

The Fast Track BA/MBA program is designed for outstanding undergraduate students outside of the School of Business.

The Fast Track BS/MBA and BS/MS programs are designed for outstanding undergraduate School of Business students. Options are available within the MS in computer information systems and master of business administration programs. These programs enable students to start taking courses toward their graduate degrees during senior year. Interested students must apply for admission to one of the programs during the last semester of junior year. For program descriptions refer to page 162 of this catalog.

**Department of Accounting**

Bachelor of Science in Accounting
Bachelor of Science in Computer Information Systems and Accounting
Minor in Accounting

Quinnipiac’s accounting curriculum provides a blend of relevant expertise and rigor that will set a foundation for your career. The bachelor of science in accounting program features a broad business education, designed to foster the technical competence and analytical skills required to maximize each student’s potential as a business professional. Sometimes referred to as the language of business, accounting is used to communicate financial and other information to people, organizations and governments, and is integral to effective management.

An understanding of accounting is necessary to thrive in various accounting, finance and management settings. The accessibility of Quinnipiac’s faculty and staff, the resources provided to students, and the school’s contacts in the business world all contribute to the success of accounting majors.

**Learning Outcomes of the Program**

Graduates of the accounting program demonstrate technical knowledge and skills, such as:

- **classifying**—identifying the appropriate accounting treatment of events and transactions
- **measuring**—calculating inventory, cost of goods sold and depreciation using various accounting methods
- **reporting**—learning to identify the accounting principle or constraint that leads to a particular treatment and to prepare financial statements that comply with principles generally accepted in the U.S.
- **auditing and analytical skills**—understanding and applying generally accepted auditing standards—the guidelines auditors use to ensure accuracy, consistency and verifiability. Students also demonstrate analytical skills by completing an audit simulation in accounting systems, determining when specific performance measures are used and the specific cost of allocating procedures.

Quinnipiac accounting graduates often receive job offers in the summer before their senior year. They connect with potential employers early in their studies by participating in career fairs and
accounting networking events on campus, which bring representatives from local, regional and international accounting firms, as well as representatives from industry and government. Accounting majors also use these opportunities to interact with alumni and other representatives from their future profession.

Through these contacts and through the support of career services staff, many students obtain internships. These on-the-job experiences provide opportunities to integrate classroom learning into a real-world environment to clarify career goals.

Upon graduation, many accounting majors join public accounting firms. These firms generally offer services including auditing, consulting, income tax planning and preparation, accounting compilations and review. Some graduates go into management and private industry accounting, where they prepare financial statements for external reporting, develop budgets, perform cost analyses or internal audits. An accounting background is highly appreciated in industry; many CEOs and presidents come from accounting and finance departments.

CPA Exam
Specific requirements to sit for the CPA exam vary by state and are established by each state’s board of accountancy. Students who plan to take the CPA exam should consult with the appropriate state board to determine the specific state requirements that would apply to them.

Bachelor of Science in Accounting
A total of 125 credits is required for graduation with the degree of BS in accounting. A course in accounting or law with a grade of D or lower must be repeated.

Business Core Curriculum (46 credits)
As described on page 85

University Curriculum (37 credits)
As described on page 86

Accounting Core (27 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>AC 305</td>
<td>Intermediate Accounting I</td>
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<td>AC 306</td>
<td>Intermediate Accounting II</td>
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<tr>
<td>AC 323</td>
<td>Cost Accounting</td>
<td>3</td>
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<tr>
<td>AC 335</td>
<td>Accounting Systems</td>
<td>3</td>
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<tr>
<td>AC 405</td>
<td>Accounting for Business Combinations</td>
<td>3</td>
</tr>
<tr>
<td>AC 411</td>
<td>Auditing Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>AC 412</td>
<td>Advanced Auditing Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>AC 431</td>
<td>Federal Income Tax Procedure</td>
<td>3</td>
</tr>
<tr>
<td>AC 432</td>
<td>Advanced Federal Income Tax Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>

Accounting Elective (select one—3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 402</td>
<td>Internship Program</td>
<td>3</td>
</tr>
<tr>
<td>FIN (any)</td>
<td>Finance Elective</td>
<td>3</td>
</tr>
<tr>
<td>LW 122</td>
<td>Law of Property, Sales &amp; Negotiable Instruments</td>
<td>3</td>
</tr>
</tbody>
</table>

Open Electives (12 credits)

Bachelor of Science in Computer Information Systems and Accounting
Students who wish to specialize in computer information systems with applications in accounting may earn a dual degree in computer information systems and accounting. For a description of this program, see page 90.

Minor in Accounting
Students wishing to augment their field of study with the perspective and tools of accounting are encouraged to consider a minor in accounting.

The minor in accounting requires six courses. Students wishing to minor in accounting complete AC 101 Financial Accounting and AC 102 Managerial Accounting. In addition, students must take AC 305 Intermediate Accounting I. The remaining three courses may be selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 306</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC 323</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 335</td>
<td>Accounting Systems</td>
<td>3</td>
</tr>
<tr>
<td>AC 411</td>
<td>Auditing Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>AC 431</td>
<td>Federal Income Tax Procedure</td>
<td>3</td>
</tr>
<tr>
<td>AC 432</td>
<td>Advanced Federal Income Tax Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>
Department of Computer Information Systems

Master of Science in Information Technology (see p. 164)
Bachelor of Science in Computer Information Systems
Bachelor of Science in Computer Information Systems and Accounting
Minor in Computer Information Systems

The Department of Computer Information Systems is a supportive and inclusive learning community dedicated to the effective and ethical use and management of information systems in the personal, corporate and societal domains.

The mission of the department is to produce graduates who are academically prepared to enter the information systems profession, dedicated to the principles of lifelong learning, able to recognize the need to use information technology resources in a socially responsible manner, and committed to consistently using information systems in an ethically responsible manner.

In pursuit of this mission, the department fosters a supportive learning environment that provides students with opportunities to develop the expertise required to distinguish themselves academically and professionally. The department focuses on excellence in teaching, and provides a course of study that develops knowledge reinforced by interactive contemporary projects.

Computer information systems majors complete an internship as part of their programs of study in preparation for careers in data management, network management, information systems security administration, systems analysis, web development and PDA applications support.

Service learning is an integral program component. Students have an opportunity to work on projects that support public, private and nonprofit organizations while gaining first-hand experience in how these organizations function.

The department also collaborates with the accounting department to offer an undergraduate program of study in information systems management and accounting. A minor in computer information systems is available as well.

Bachelor of Science in Computer Information Systems

Learning Objectives of the Major in Computer Information Systems

The computer information systems program enables students to manage and work with information systems that meet business or organization requirements effectively; this means that students must understand the need for fault tolerant systems that are within the requirements of budgetary constraints, incorporate ethical and legal considerations, and meet specific enterprise goals, including quality requirements for customer service.

Students are provided information systems-specific skill sets, including:

- Analysis and design of information systems that meet enterprise needs. This includes developing a comprehensive understanding in the systems development life cycle, including planning, analysis, data gathering, and acquiring basic project management, data and process modeling, design options, construction, implementation and maintenance skills. Students also acquire basic skills in project management and project control. Among the specific courses that concentrate on these skills are ISM 270, ISM 351, ISM 370, ISM 427 and ISM 440.

- Use and experience with multiple design methodologies (such as the System Development Life Cycle, Agile Development and Joint Application Development), and multiple system models (procedural, enterprise, data-oriented and object-oriented models). Among the specific courses that support the development of these skills are ISM 351, ISM 370 and ISM 427.

- Experience in the use of multiple programming languages, which is used as a tool for system construction and modification, with an understanding of appropriateness for an application and the capabilities and limitations of a language. Among the courses supporting this skill set goal are ISM 110, ISM 210, ISM 301, ISM 381.

- Development of hardware, software and networking skills, including different computing platforms and operating environments. This also includes understanding networking concepts and applications. Among the courses designed to develop these skills are ISM 301, ISM 330, ISM 411 and ISM 484.
• Understanding of data management, including structured query language (SQL) structures and techniques; entity-relation diagrams (ERD); normalization and data optimization. Among the courses that develop this skill set are ISM 351, ISM 370 and ISM 427.

• Understanding of the role of information systems in organizations, including information technology for competitive advantage, value chain, enterprise resource planning; electronic business and electronic commerce; and supply-chain management. Among the courses designed to develop these skills are ISM 101, ISM 260 and ISM 270.

To assist students in meeting these goals, the program is built upon a core of required courses, a distribution of elective courses within the program, and a required internship.

As with all programs within the School of Business, students must meet the requirements of both the University Curriculum and the School of Business core curriculum, as well as the specific requirements of the major for a total of 124 credits.

**Bachelor of Science in Computer Information Systems and Accounting**

Students who wish to specialize in computer information systems with applications in accounting may earn a dual degree in computer information systems and accounting by completing the requirements of the University Curriculum, the School of Business core curriculum and the specific requirements outlined below for a total of 134 credits.

**Business Core Curriculum (46 credits)**
As described on page 85

**University Curriculum (37 credits)**
As described on page 86

**Accounting Course Work (24 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 305</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC 306</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC 323</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 335</td>
<td>Accounting Systems</td>
<td>3</td>
</tr>
<tr>
<td>AC 411</td>
<td>Auditing Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>AC 412</td>
<td>Advanced Auditing Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>AC 431</td>
<td>Federal Income Tax Procedure</td>
<td>3</td>
</tr>
<tr>
<td>AC 432</td>
<td>Advanced Federal Income Tax Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>

**Computer Information Systems Course Work (24 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 110</td>
<td>Introduction to Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>ISM 210</td>
<td>Advanced Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>ISM 270</td>
<td>E-Business Systems</td>
<td>3</td>
</tr>
<tr>
<td>ISM 301</td>
<td>Information Systems Hardware &amp; Software</td>
<td>3</td>
</tr>
<tr>
<td>ISM 330</td>
<td>Networking &amp; Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>ISM 351</td>
<td>Database Programming &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>ISM 370</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>ISM 427</td>
<td>Design &amp; Implementation of Information Systems in Emerging Environments</td>
<td>3</td>
</tr>
<tr>
<td>ISM 440</td>
<td>Project &amp; Change Management</td>
<td>3</td>
</tr>
<tr>
<td>ISM 484</td>
<td>ISM Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

**Computer Information Systems Minor**

By earning a minor in computer information systems, students become better educated consumers of information technology and develop valuable skills. The minor is structured to provide each student with an opportunity to select courses that support his or her own learning objectives.

**The minor in computer information systems requires the completion of 18 credits that must include:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 101</td>
<td>Principles of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ISM 110</td>
<td>Introduction to Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>ISM 270</td>
<td>E-Business Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 9 credits of upper-level ISM courses
Minor in Computer Information Systems for Communications Students

By earning a minor in computer information systems, communications students become better educated in the information technology resources available to, and used within, the communications industry. The minor is structured to help students understand and utilize information retrieval and deployment in an electronic world.

The minor in computer information systems for communications students requires the completion of 18 credits that must include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 107</td>
<td>Principles of Information Technology for Communication</td>
<td>3</td>
</tr>
<tr>
<td>ISM 257</td>
<td>Information Mining</td>
<td>3</td>
</tr>
<tr>
<td>ISM 267</td>
<td>Tools &amp; Techniques for Online Communication</td>
<td>3</td>
</tr>
<tr>
<td>ISM 270</td>
<td>E-Business Systems</td>
<td>3</td>
</tr>
<tr>
<td>ISM 370</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 3 credits of ISM courses.

Department of Economics

Bachelor of Science in Economics
Minor in Economics

Bachelor of Science in Economics

Economics majors examine the development and application of economic theory, consider questions relating to social goals and policies, the role of a market economy in attaining those goals, and the relationship between market and non-market institutions. These studies are supplemented by specialized courses such as environmental economics, law and economics, international economics or labor economics.

Goals

1. To learn the core theories of economics.
2. To become skilled in the application of these theories to business and social problems.

Economics majors have gone on to successful careers in government and business, not only as economists but as buyers, systems analysts, lawyers, securities analysts, bankers, stockbrokers, sales managers and researchers.

BS in Economics (125 credits)

Business Core Curriculum (46 credits)
As described on page 85

University Curriculum (37 credits)
As described on page 86

Required Courses for Economics Majors (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 211</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 212</td>
<td>Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 250</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>EC 365</td>
<td>Econometrics</td>
<td>3</td>
</tr>
</tbody>
</table>

Economics Electives (12 credits)
(EC courses numbered 200 or higher)

Open Electives (18 credits)

Minor in Economics

Students wishing to augment their field of study with the perspective and skills of economics are encouraged to consider a minor in economics. In addition to the University Curriculum economics courses (EC 111, EC 112), the student must complete four economics courses numbered 200 or higher to be approved by the department chair. EC 271 may not be used as part of a minor in economics.
Department of Finance

Bachelor of Science in Finance
Minor in Finance

The Department of Finance is committed to providing high quality teaching and learning activities so that graduates are well prepared to compete in the global community.

The BS in finance prepares graduates for career opportunities in equities and fixed income analysis and portfolio management, corporate finance, financial services, working capital management, asset valuation, banking and credit analysis. The program also prepares students for graduate work in finance, business administration, law and other related disciplines.

Student learning opportunities are enhanced by the Terry W. Goodwin ’67 Financial Technology Center. The center allows students to access real-time financial data, develop financial models, conduct trading simulations and analyze financial and economic data. Students have the opportunity to participate in the Bobcat Fund, a student-managed investment portfolio. Extracurricular activities include the FMA student chapter (QU Investment Club) and the Economics/Finance Club, which sponsor investment challenges, speakers and field trips. The clubs also provide students peer-centered opportunities to develop their networking, team building and leadership skills. Outstanding students are eligible to be inducted into the Financial Management Association National Honor Society.

Bachelor of Science in Finance

Graduation with a BS in finance requires that the student complete 125 credits.

Business Core Curriculum (46 credits)
As described on page 85

University Curriculum (37 credits)
As described on page 86

Finance Core (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 310</td>
<td>Investment Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 320</td>
<td>Financial Modeling</td>
<td>3</td>
</tr>
<tr>
<td>FIN 350</td>
<td>Financial Markets &amp; Institutions</td>
<td>3</td>
</tr>
<tr>
<td>FIN 380</td>
<td>Intermediate Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 430</td>
<td>Portfolio Theory &amp; Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Finance Electives (15 credits)

Students must complete 15 credits of finance electives.

Minor in Finance


Transfer credits may not be used to satisfy the above requirements for a minor. Upon the recommendation of the department chairman, the dean of the School of Business may modify or waive this restriction for individual students.
Department of International Business

Bachelor of Science in International Business
Minor in International Business
Minor in European Union Business Studies

The world around us is fast changing and future business leaders need to meet new challenges every day. As new technologies bring international buyers and sellers closer together, opportunities expand for entrepreneurs, small business managers and multinational corporations. In addition, it is critical that we—as voters, as future employees and as citizens of our increasingly globalized world—understand the pros and cons of this process. What goes on outside of the United States affects us, and the better we understand it, the better we can operate within it.

Recognizing the necessity of global awareness for success in today’s business world, the Department of International Business at Quinnipiac prepares students for a wide range of careers in practically every field and type of organization: business, not-for-profit and government. The following organizations have demonstrated a particular need for graduates in international business:

- manufacturing firms such as start-ups, multinational corporations, or any firm that currently exports, imports or outsources;
- service firms engaged in import-export trading, shipping, banking, insurance, finance, consulting, market research, advertising, accounting, or the law, as well as airlines, hotels and travel agencies;
- government agencies such as the foreign service, consular staff, the Export-Import Bank, and state and federal commerce departments;
- international organizations such as the World Bank, IMF and the United Nations; and
- non-governmental organizations such as Amnesty International, the Red Cross and the Hole-in-the-Wall Gang.

The program’s purpose is to offer a curriculum that helps nurture and develop students’ abilities and interests. Students are exposed to a multiplicity of perspectives and challenged to develop a broad and inquisitive mindset. Concurrently, practical knowledge and skills also are emphasized through the active development of technical and business-related skills. This dual focus is accomplished through:

- specific functional courses (global entrepreneurship, international negotiation, international finance, international marketing and marketing research, international management, international strategy, global supply chain management) that provide students with the theoretical foundations needed for sound practical decisions;
- a focus on developing key conceptual, analytical and practical competencies, including critical thinking, negotiation skills, global awareness and sensitivity toward cultural differences and ethical issues, commitment for lifelong learning, as well as technology-related abilities such as facility with the Internet and its many applications, and expertise in using spreadsheet programs and other business software;
- the development of an area of competence (ideally a minor) early in the program, with a broad range of options including in business (marketing, finance, etc.) and the arts and sciences (languages, political science, etc.);
- frequent interaction with the local business community through adjunct faculty, guest speakers, participation in smaller projects for local businesses, field trips and international as well as domestic internships; and
- hands-on experience with two certificate programs: export marketing and international purchasing.

Study abroad programs (two to four weeks as well as semester-long) offer the opportunity for immersion in a foreign country to better understand its language, history, politics, business and culture. All students are urged to take advantage of these possibilities, once they meet the necessary requirements (junior or senior status with a minimum GPA of 3.0). Quinnipiac University has semester-abroad programs in various countries such as Austria, Australia, England, Ireland, Italy, France, Germany, Mexico, New Zealand, South Africa and Spain. The University also assists students in seeking out opportunities in a broad spectrum of other countries.

The International Business Society is a student organization that provides opportunities to visit internationally oriented companies in the Northeast, and is active in establishing and strengthening ties with local companies through projects on export and foreign market entry for local business and entrepreneurs.
Bachelor of Science in International Business

The BS in international business requires the completion of 125 credits.

Business Core (46 credits)
As described on pages 85

University Curriculum (37 credits)
As described on page 86

International Business Core (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB 313</td>
<td>International Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>IB 320</td>
<td>Introduction to Global Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>IB 324</td>
<td>Negotiating Internationally</td>
<td>3</td>
</tr>
<tr>
<td>IB 335</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>IB 345</td>
<td>Two-Way Management of the Global Supply Chain</td>
<td>3</td>
</tr>
<tr>
<td>IB 352</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>IB 401</td>
<td>International Strategy &amp; Business Plan</td>
<td>3</td>
</tr>
</tbody>
</table>

International Business Electives (6 credits)
Choose two courses (6 credits) from any 300 and 400-level international business elective and/or SB 360.

Study Abroad Requirement
Students are required to study abroad, ideally for a semester; however, in special circumstances a shorter program is possible. Please see the department chair if you have further questions.

Open Electives (15 credits)

Program GPA Requirement
If a student’s GPA falls below 2.3, he or she has one semester to bring it up to 2.3. Otherwise the student is subject to dismissal from the program.

International Business Minor (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB 201</td>
<td>Globalization &amp; International Business</td>
<td>3</td>
</tr>
<tr>
<td>IB 320</td>
<td>Introduction to Global Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>IB 324</td>
<td>Negotiating Internationally</td>
<td>3</td>
</tr>
<tr>
<td>IB 352</td>
<td>International Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus, choose two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB 105</td>
<td>International Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>IB 313</td>
<td>International Marketing &amp; Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>IB 345</td>
<td>Two-Way Management of the Global Supply Chain</td>
<td>3</td>
</tr>
<tr>
<td>IB 335</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>IB 362</td>
<td>Research &amp; Field Experience in the European Union—Part I</td>
<td>3</td>
</tr>
<tr>
<td>IB 363</td>
<td>Research &amp; Field Experience in the European Union—Part II</td>
<td>3</td>
</tr>
<tr>
<td>IB 401</td>
<td>International Strategy &amp; Business Plan</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in European Union Business Studies (18 credits)
The minor is designed to respond to the needs of students from a variety of backgrounds—business, communications, health sciences and/or arts and sciences. The program is recommended to students planning careers in businesses and other organizations dealing with the European Union, America’s largest trading partner and an emerging political, financial and economic powerhouse. This minor complements the skills and knowledge acquired in the student’s major area of study.

The minor consists of six required courses, including an international field experience course that is conducted over six weeks in May and June every year.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB 313</td>
<td>International Marketing &amp; Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>IB 352</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>IB 362</td>
<td>Research &amp; Field Experience in the European Union—Part I</td>
<td>3</td>
</tr>
<tr>
<td>IB 363</td>
<td>Research &amp; Field Experience in the European Union—Part II</td>
<td>3</td>
</tr>
<tr>
<td>PO 332</td>
<td>European Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus, choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB 105</td>
<td>International Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>IB 201</td>
<td>Globalization &amp; International Business</td>
<td>3</td>
</tr>
</tbody>
</table>
Department of Management

Bachelor of Science in Management
Minor in Management
Bachelor of Science in Entrepreneurship and Small Business Management
Minor in Entrepreneurship and Small Business Management

**Bachelor of Science in Management**

The management department’s focus is to prepare students to be both effective business leaders and responsible citizens, and to assume executive positions across a variety of business and non-business organizations. To that end, the department has designed its curriculum to provide students with the knowledge, skills and experience base to equip them to fill those roles. The main goals of the major and minor programs are to:

- Educate students about a conceptual framework for creating, organizing and managing a business enterprise in this global environment
- Teach students the intrapersonal and interpersonal skills necessary to manage individuals, groups and teams in the efficient and effective running of an organization in a culturally diverse environment
- Facilitate student understanding of the integration of qualitative and quantitative management skills in planning, decision making and implementation
- Access cocurricular opportunities for students to apply and practice management concepts learned.

The management curriculum is built on a foundation of knowledge that includes the functional disciplines of business covered in the business core, complemented by a range of arts and sciences subjects appropriate to a full and balanced undergraduate education.

**Management Major**

Students majoring in management are required to complete 125 credits. To graduate as a management major, a student must have earned a minimum of C grade in every management course.

**Business Core Curriculum (46 credits)**
As described on page 85

**University Curriculum (37 credits)**
As described on page 86

**Management Core (21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 203</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>MG 240</td>
<td>Software Applications for Business</td>
<td>3</td>
</tr>
<tr>
<td>MG 301</td>
<td>Organizational &amp; Group Processes</td>
<td>3</td>
</tr>
<tr>
<td>MG 321</td>
<td>Business Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MG 333</td>
<td>Management Thought</td>
<td>3</td>
</tr>
<tr>
<td>MG 401</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 402</td>
<td>Management Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Electives (9 credits)**
**Open Electives (12 credits)**

**Minor in Management**

The minor in management requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 210</td>
<td>Essentials of Management &amp; Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Students also take five management courses (level 300 or higher). The approval of the department chair is required.

**Bachelor of Science in Entrepreneurship and Small Business Management**

Increasingly recognized as an important driver for both the national and international economy, entrepreneurship is more than the creation of a new business venture. Rather, entrepreneurship encompasses seeking opportunity, identifying and acknowledging risk, and, most importantly, persisting until the idea becomes reality. At Quinnipiac University, we strive to develop this perspective in our students; to enable them to apply their entrepreneurial perspective and skills to realize innovative ideas in a variety of settings including profit and not-for-profit organizations, new and exciting ventures, and in business and non-business activities. The development of this perspective has special relevance for the small business environment that many of our students seek upon graduation.

The program includes a rigorous and rounded academic curriculum complemented by extracurricular and service learning involvement in the region’s business activity. The program develops entrepreneurial thinking, establishes a foundation in sound business practices along with an appreciation and understanding of the arts and sciences, and hones the skills necessary for successful entrepreneurship and small business management.

This is accomplished through a distinct and innovative curriculum. The program includes tradi-
tional classroom-based courses, experiential, distance and service learning, independent study, internships, learning modules, case study and case development. Students compete in regional and national business plan competitions and interact with various agencies and financial institutions supportive of entrepreneur and small business success. The program involves local, regional and national companies and small business owners sharing their expertise and experiences as an important element in the program’s educational process.

Entrepreneurship and Small Business Management Major
To graduate as an entrepreneurship and small business management major, a student must have earned a minimum of a C grade in every entrepreneurship and small business management course. Students majoring in entrepreneurship are required to complete 125 credits.

Business Core Curriculum (46 credits)
As described on page 85

University Curriculum (37 credits)
As described on page 86

Entrepreneurship & Small Business Management Core (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 222</td>
<td>Ventures in Social Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>MG 240</td>
<td>Software Applications for Business</td>
<td>3</td>
</tr>
<tr>
<td>MG 332</td>
<td>Achievement, Risk Taking &amp; the Entrepreneur</td>
<td>3</td>
</tr>
<tr>
<td>MG 371</td>
<td>Small Business Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MG 372</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MG 433</td>
<td>Entrepreneurial &amp; Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 470</td>
<td>Entrepreneurial Creativity &amp; Implementation</td>
<td>3</td>
</tr>
</tbody>
</table>

Entrepreneurship Field Experience (complete 3 credits from the following courses):
- MG 488 Internship
- MG 490 Field Projects

Open Electives (18 credits)

Entrepreneurship and Small Business Management Minor
Both business and non-business school students are encouraged to minor in entrepreneurship and small business management. The minor enables students to supplement their main area of interest with the basic skills necessary to create a business plan and engage in the entrepreneurial activities and learning experiences offered by the University.

The requirements of the minor are: MG 210, MG 332, plus four courses from the entrepreneurship core. Approval of the department chair is required.

Career Possibilities
Although some of the entrepreneurship and small business management majors will indeed launch their own new business or firm upon graduation, most opt to begin their careers in already established organizations. Indeed, many Quinnipiac students come from a family business background and use this program as a vehicle to develop ideas and plans to be implemented when they join the business. Others find that the entrepreneurial perspective they gain through this program, along with the rich portfolio of learning experiences, provides them with skills of interest to prospective employers in a wide range of industries.

Successful completion of the major provides students with documented evidence of their ability to integrate and apply their business acumen in both directed and self-managed activities. This, coupled with a rich network of faculty, staff, businesses and entrepreneurs eager to assist them in attaining their career goals from the moment they enter the program, provides students with the tools they need to successfully navigate a rewarding career in today’s business environment.
Student Activity
The management department values experiential learning and direct contact with businesses, practitioners and entrepreneurs, and so provides students majoring in management and in entrepreneurship and small business management many extracurricular opportunities to expand their skills and stretch their capabilities. These currently include:
1. Students in Free Enterprise: SIFE is an international organization that gives students the opportunity to apply what they have learned about the free enterprise system. SIFE challenges students on more than 1,000 college campuses worldwide to take what they are learning in the classroom and use their knowledge to better their communities. Guided by their faculty advisers, SIFE teams design and conduct a variety of community outreach programs that teach free enterprise. For example, they teach concepts such as budgeting, accounting, and supply and demand. They help budding entrepreneurs get their plans off the ground and mentor at-risk students, inspiring them to reach for their dreams.
2. Quinnipiac University Entrepreneur Success Team is the Quinnipiac University chapter of the national Collegiate Entrepreneurs Organization. QUEST’s mission is to inform, support and inspire college students in any major to be entrepreneurial and seek opportunity through enterprise creation. It sponsors activities and events that promote entrepreneurial thought and spirit throughout the Quinnipiac community. QUEST provides global access to and conversations with a network of collegiate and world-renowned successful entrepreneurs through personal appearances and web site chat rooms.
3. Connecticut Venture Group and the Connecticut State Department of Economic and Community Development sponsor an annual statewide university business plan competition. The competition provides more than $50,000 in prize money to student business plans and is designed to educate students in the process of creating and evaluating business ventures; prepare students for opportunities in entrepreneurship during their future careers; and avail students of the use of the resources and skills of CVG members and venture capitalists to further their educational experience. Faculty facilitate and encourage students to enter the contest and assist them in their planning efforts.

Department of Marketing and Advertising

Bachelor of Science in Marketing
Bachelor of Science in Advertising
Bachelor of Science in Biomedical Marketing
Minor in Marketing

The department seeks to empower students with the knowledge and tools necessary to compete successfully in today’s challenging global business environment. Ethical considerations, international aspects and cultural diversity topics are included throughout the department’s programs of study. The department aims to offer high-quality teaching and a small-group learning environment. Through a variety of classroom and internship experiences, and global exchange programs, majors are prepared to apply academic concepts to business situations, and also to use them as personal resources in planning their future. In addition, our students are prepared to enhance their knowledge of the field through active pursuit of lifelong learning. In support of these objectives, the department offers its departmental resources to carry out and enhance faculty activities such as classroom teaching, supervision of internships and independent studies, individual and club advising, professional development, research and the ongoing development of these majors.

Bachelor of Science in Marketing

The Bachelor of Science in Marketing is designed to provide students with a comprehensive understanding of marketing concepts and practices. The marketing major combines core business courses and the technical skills of marketing. The curriculum includes courses such as MK 301 Internet Marketing, MK 334 Product Management, MK 401 Marketing Strategy, MK 210 Consumer Behavior, MK 333 Distribution Management, MK 352 Retail Management, and MK 312 Advertising. Marketing majors are encouraged to complete a minor in another department such as communications or art. A student chapter of the American Marketing Association is active on campus, and the Quinnipiac University Polling Institute offers opportunities for students to gain hands-on experience conducting survey research. Students are encouraged to take advantage of the many internship opportunities available to Quinnipiac marketing students.
Graduates find career opportunities in a variety of businesses such as pharmaceutical manufacturers, financial institutions, high-tech firms, retailers, and small businesses. In addition, marketing career opportunities exist outside business organizations, in government, trade associations, health organizations, and not-for-profit institutions. The marketing program also provides students with the necessary prerequisites for graduate education.

The BS in marketing requires the completion of 125 credits as outlined below:

**Business Core Curriculum (46 credits)**
As described on page 85

**University Curriculum (37 credits)**
As described on page 86

**Marketing Core (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 210</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MK 332</td>
<td>Integrated Marketing Communication</td>
<td>3</td>
</tr>
<tr>
<td>MK 333</td>
<td>Distribution Management</td>
<td>3</td>
</tr>
<tr>
<td>MK 334</td>
<td>Product &amp; Pricing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MK 370</td>
<td>Marketing Research</td>
<td>3</td>
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<tr>
<td>MK 401</td>
<td>Marketing Strategy</td>
<td>3</td>
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</table>

**Marketing Electives (complete 6 credits from the following)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>MK 301</td>
<td>Internet Marketing</td>
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<tr>
<td>MK 312</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MK 315</td>
<td>Media Planning</td>
<td>3</td>
</tr>
<tr>
<td>MK 324</td>
<td>Business-to-Business Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK 340</td>
<td>Database Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK 352</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MK 355</td>
<td>Services Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK 383</td>
<td>Professional Selling &amp; Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MK 450</td>
<td>Marketing History</td>
<td>3</td>
</tr>
<tr>
<td>MK 488</td>
<td>Marketing Internship</td>
<td>3</td>
</tr>
<tr>
<td>MK 497</td>
<td>Advertising Competition</td>
<td>3</td>
</tr>
<tr>
<td>IB 345</td>
<td>Global Supply Chain Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Open Electives (18 credits)**

Program GPA Requirement
If a student's GPA falls below 2.5, the student has one semester limit to bring it up to 2.5. Otherwise he or she is subject to dismissal from the program.

**Minor in Marketing (18 credits)**
The marketing minor requires MK 201 Marketing Principles, MK 210 Consumer Behavior, MK 370 Marketing Research and 9 additional credits of marketing courses approved by the chair of the department.

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**Bachelor of Science in Advertising**
The Quinnipiac University advertising program is based on the process by which advertising is planned, created and managed. With its emphasis on the link between advertising and marketing strategy, the bachelor of science in advertising prepares business students for entry-level positions in the advertising field.

The advertising major combines core business courses and fundamental marketing courses (i.e., Marketing Research & Consumer Behavior) with the technical skills of advertising. The advertising curriculum includes core courses such as Advertising Principles & Practices, Integrated Marketing Communications and Advertising Strategy, as well as technical courses such as Media Planning and Advertising Design for New Media & Technology. Courses are designed to challenge students' problem-solving, strategic planning and communications skills in the context of advertising. To prepare for careers in advertising, students are encouraged to participate in an internship program, and seniors either take part in the National Student Advertising Competition or work on a semester-long advertising campaign.

Quinnipiac’s BS in advertising degree is unique among Connecticut colleges and universities. Job opportunities exist in independent advertising agencies, advertising media organizations (e.g., television and radio), and in-house advertising departments. The growth of the Internet has provided a new advertising medium, thereby increasing job opportunities. The advertising program also provides students with the necessary prerequisites for graduate education. Students who have an interest in advertising design and creative strategy are encouraged to minor in Interactive Digital Design. With an IDD minor, they can acquire art, design and production skills, and possibly develop a portfolio, which they can present to potential employers.

The BS in advertising requires the completion of 125 credits as outlined below:

**Business Core Curriculum (46 credits)**
As described on page 85

**University Curriculum (37 credits)**
As described on page 86

**Advertising Core (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 210</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MK 312</td>
<td>Advertising Principles &amp; Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
program GPA Requirement
A student must maintain a 2.5 GPA. After a one-semester probation period, students failing to bring their GPA above 2.5 are subject to dismissal from the program.

Bachelor of Science in Biomedical Marketing
The marketing of biomedical products, including pharmaceuticals, is a fast growing industry, and a large number of companies specializing in biomedical sciences are located in the Northeast, many in Connecticut. The department offers a degree in biomedical marketing, aimed at satisfying the need for students with knowledge of the fundamentals of marketing as well as an understanding of the science behind the development of biomedical products.

The program requires 27 credits of marketing courses beyond the business core. These courses include traditional marketing core courses (Marketing Research, and Seminar in Marketing Strategy) as well as courses that are important to biomedical marketing and pharmaceutical sales (Business-to-Business Marketing, Integrated Marketing Communications, Distribution Management, Product Management and Pricing, Professional Selling and Sales Management). An internship is an integral part of the program. Electives include Services Marketing, Database Marketing and Consumer Behavior.

The science requirement is made up of 21 credits including: BMS 117 The Human Organism (with lab), BMS 162 Health and Human Disease (with lab), BMS 276 Drug Development, BMS 203 Introduction to Medical Terminology, CHE 101 Fundamentals of Chemistry I (with lab), and CHE 102 Fundamentals of Chemistry II (with lab).

After completion of the program, a Quinnipiac graduate has a degree unique among colleges and universities in the Northeast. Job opportunities exist in the marketing departments of pharmaceutical companies and biotechnology firms; as medical sales representatives; marketing diagnostic testing products to laboratories; medical equipment to hospitals and clinics; marketing of over-the-counter drugs for consumer product companies.

The bachelor of science in biomedical marketing requires the completion of 123 credits as outlined here:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Seminars</td>
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<tr>
<td>QU 101 The Individual in the Community</td>
<td>3</td>
</tr>
<tr>
<td>QU 201 National Community</td>
<td>3</td>
</tr>
<tr>
<td>QU 301 Global Community</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td></td>
</tr>
<tr>
<td>EN 101 Elements of Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EN 102 Elements of Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
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</tr>
<tr>
<td>MA 118 Introductory Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>BMS 117 The Human Organism</td>
<td>3</td>
</tr>
<tr>
<td>BMS 162 Human Health &amp; Disease</td>
<td>3</td>
</tr>
<tr>
<td>These credits are counted in the biomedical science core outlined below.</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
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<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>University Curriculum Electives</td>
<td></td>
</tr>
<tr>
<td>CHE 101 Fundamentals of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 102 Fundamentals of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>These credits are counted in the biomedical science core outlined below.</td>
<td></td>
</tr>
<tr>
<td>Biomedical Science Core (20 credits)</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>BMS 117 The Human Organism</td>
<td>3</td>
</tr>
<tr>
<td>BMS 117L The Human Organism Lab</td>
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<tr>
<td>BMS 162 Human Health &amp; Disease</td>
<td>3</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>BMS 203</td>
<td>Intro to Medical Terminology</td>
</tr>
<tr>
<td>BMS 276</td>
<td>Drug Development</td>
</tr>
<tr>
<td>CHE 101</td>
<td>Fundamentals of Chemistry I</td>
</tr>
<tr>
<td>CHE 101L</td>
<td>Fundamentals of Chemistry I Lab</td>
</tr>
<tr>
<td>CHE 102</td>
<td>Fundamentals of Chemistry II</td>
</tr>
<tr>
<td>CHE 102L</td>
<td>Fundamentals of Chemistry II Lab</td>
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</table>

**Biomedical Marketing Core (24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 324</td>
<td>Business-to-Business Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK 332</td>
<td>Integrated Marketing Comm.</td>
<td>3</td>
</tr>
<tr>
<td>MK 333</td>
<td>Distribution Management</td>
<td>3</td>
</tr>
<tr>
<td>MK 334</td>
<td>Product &amp; Pricing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MK 370</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MK 383</td>
<td>Professional Selling &amp; Sales Mgt.</td>
<td>3</td>
</tr>
<tr>
<td>MK 495</td>
<td>Biomedical Marketing Internship</td>
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</tbody>
</table>

**Biomedical Marketing Electives (complete 3 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 210</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MK 340</td>
<td>Database Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK 355</td>
<td>Services Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Open Electives (3 credits)**

**Program GPA Requirement**

A student must maintain a 2.5 GPA. After a one-semester probation period, students failing to bring their GPA above 2.5 are subject to dismissal from the program.
School of Communications

The Ed McMahon Mass Communications Center, School of Business
203-582-3498 (central office)

Administrative Officers

<table>
<thead>
<tr>
<th>Position</th>
<th>Chairperson/Director</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Dean</td>
<td>Michele A. Moore</td>
<td>SB239</td>
<td>203-582-8440</td>
</tr>
<tr>
<td>Assistant Dean for Career Services</td>
<td>Jennifer Bobrow Burns</td>
<td>SB120</td>
<td>203-582-8725</td>
</tr>
<tr>
<td>Assistant Dean for Student Services</td>
<td>Danielle Reinhart</td>
<td>SB237</td>
<td>203-582-8501</td>
</tr>
<tr>
<td>Director of the McMahon Center</td>
<td>Michael Calia</td>
<td>SB261</td>
<td>203-582-3414</td>
</tr>
<tr>
<td>Associate Director, McMahon Center</td>
<td>Peter Sumby</td>
<td>SB272</td>
<td>203-582-3413</td>
</tr>
</tbody>
</table>

Departments/Programs

<table>
<thead>
<tr>
<th>Department</th>
<th>Chairperson/Director</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film, Video and Interactive Media</td>
<td>William O’Brien</td>
<td>SB255</td>
<td>203-582-8438</td>
</tr>
<tr>
<td>Journalism</td>
<td>Margarita Diaz</td>
<td>SB238</td>
<td>203-582-8785</td>
</tr>
<tr>
<td>Media Studies (BA in Communications)</td>
<td>Nancy Worthington</td>
<td>SB235</td>
<td>203-582-8059</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Kurt Wise</td>
<td>SB236</td>
<td>203-582-3807</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MS in Interactive Communications</td>
<td>Phillip Simon</td>
<td>FOB22</td>
<td>203-582-8274</td>
</tr>
<tr>
<td>• MS in Journalism</td>
<td>Rich Hanley</td>
<td>SB243</td>
<td>203-582-8439</td>
</tr>
<tr>
<td>• MS in Public Relations</td>
<td>Kathy Fitzpatrick</td>
<td>SB257</td>
<td>203-582-3808</td>
</tr>
</tbody>
</table>

Mission Statement

The School of Communications’ mission is to educate undergraduates, graduate students and professionals to excel in an evolving communications environment. The values that guide our mission are professional ethics and social responsibility, creativity and innovation, passion and inquiry, respect for diversity, freedom of expression, and unfettered access to information.

As a school, we encourage and support research and creative endeavors that contribute to public discourse on national and global issues.

As a community that values a free and open exchange of ideas, critical thinking and informed decision making, we nurture and challenge our students to achieve their full potential.

The school offers bachelor’s and master’s degrees in disciplines that are becoming increasingly valuable in our society. Students receive practical training in various production techniques, which complement a thorough grounding in communication history, theory and ethics. Communications students also receive a strong foundation in the arts and sciences, which provides a solid, broad-based education. Advanced students arrange internships in professional media organizations. We have relationships with more than 1,000 private and nonprofit organizations and a director of internships to help with student placement. Our educational philosophy embraces experiential learning, and students gain the critical practical experience and training to develop a portfolio of work before they graduate.

On campus, students work in one of the finest university educational facilities in the Northeast—the Ed McMahon Mass Communications Center. The center features a spacious, professional, all-digital high-definition television studio, two radio studios, a journalism technology center, a multimedia production facility, editing suites and labs, and a mini-theater. The center is equipped with state-of-the-art technology and is staffed with highly skilled media professionals to instruct and assist students. As a result, our graduates enter the communications professions equipped with the training, education and experience to excel in their chosen career.
Undergraduate Studies

General Requirements
The requirements of the bachelor of arts degree are qualitative and quantitative. Completion of 120 credits with a GPA of C or better is not in itself sufficient to qualify for graduation. Students should be cautioned that an average of C, or 2.0, in the student’s program is a minimum requirement for each major and that some programs may require higher standards as noted. In addition to the general University Curriculum requirements (see p. 22), eligibility for a bachelor of arts degree also requires the satisfactory completion of both School of Communications core and major requirements including those in a program of concentration. Specific major requirements are noted below under the individual program descriptions.

School Requirements
The undergraduate majors require students to study the political, social, legal and economic institutions that have shaped the media; the artistic heritage through which broadcasting, film, print media and the Internet have developed; and the social and psychological structures which both influence and are influenced by the media. Through a balanced approach, the programs simultaneously develop technical skill and an understanding of the artistic, historical and theoretical traditions on which the disciplines are built.

Students should apply for formal admission to their program of choice by the beginning of sophomore year.

Beyond the University Curriculum requirements, students majoring in any of the programs in the School of Communications must meet the following requirements:
• two courses in a language sequence; the sequence will be determined by placement testing;
• an additional course in the fine arts;
• three additional courses in the humanities or social sciences, one of which must be at the 200 level or higher.

Program Requirements: School of Communications students are required to achieve a B– or better combined average for the school’s three core courses: MSS 101, JRN 160 and MSS 220.

If a student fails to achieve a combined average of B– for the three core courses, the student must meet with the associate dean in the School of Communications before receiving permission to begin a fourth course.

If the associate dean grants permission for the student to take a fourth course, the student must achieve, at minimum, a B in that course to continue as a student in the School of Communications.

Students who are asked to transfer out of the school due to noncompliance may opt to select a minor in the School of Communications.

Transfer Students and the B– Rule: Students who transfer from other colleges and universities into the School of Communications and have been given academic credit for the communications core courses taken outside of Quinnipiac University must achieve, at minimum, a combined average of B– in the first two School of Communications courses they take at Quinnipiac.

Transfer credits: The School of Communications only accepts for transfer 12 credits in journalism or communications courses.

Minor requirement: In addition, each student in the School of Communications is required to take a minor (18 credits) in a subject offered by one of the other schools within the University. See the specific department program directors for information.

Advising
Faculty and staff of the School of Communications advise all students. Upon entrance to the school, each student works with one faculty member to select course work in accordance with the student’s interests and the school’s requirements. Although the primary responsibility for course selection rests with the student, the adviser maintains a file or program plan for the student and aids in proper course selection. Students are not permitted to register without their advisers’ approval.

Note: While plan sheets are maintained by school and program advisers, the primary responsibility for the completion of all prerequisites for courses is the student’s. Students who take courses without the proper prerequisites, or who complete the prerequisites after taking the courses, may lose credits toward their degree requirements. Students may not repeat a course for credit except to remove an F grade or, under special circumstances, to remove a C– or D grade in a school requirement, a prerequisite, or a major (refer to page 27 for a description of the grading system).
Career Services
In the School of Communications, the assistant dean for career services works with students to explore majors and career interests through individual appointments and group sessions, guide them through the career development process, and provide assistance with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through internships and community service, as well as part-time and summer employment. Workshops on career-related topics are presented each semester, as well as programs connecting students with alumni and employers.

Degrees in Communications

Bachelor’s Degrees
Communications (see p. 107)
Film, Video and Interactive Media
Journalism
Public Relations

Master’s Degrees (see p. 166)
Master of Science in Interactive Communications
Master of Science in Journalism
Master of Science in Public Relations

Department of Film, Video and Interactive Media

Bachelor of Arts in Film, Video and Interactive Media
Minor in Scriptwriting

Bachelor of Arts in Film, Video and Interactive Media
The Department of Film, Video and Interactive Media offers a specialized program that educates students in contemporary media practice so they can excel as technically accomplished, aesthetically grounded and expressively mature professionals. The program is dedicated to skilled storytelling and the creation of documentary and narrative works in visual and audio media as well as other informative and entertaining programming for delivery on film, television, DVD, the Internet, cell phone and all emerging media platforms.

To achieve these goals, students are immersed in techniques of visual storytelling that demand expertise in single and multicamera video production and writing and producing for film, radio, television and the Internet. Because we believe that good media practice requires a solid understanding of media history and theory, this curriculum is balanced with courses that explore the role and impact of mass media in society. Formal course work is not taught only on campus but, in recent years, has taken place in Tralee, Ireland; Nice, France; and in Cape Town and Kruger National Park, South Africa.

Students in majoring in film, video and interactive media explore sequentially all
dimensions of visual and audio storytelling beginning with the historical, cultural, business and professional contexts within which their own work will develop. They learn to conceive and organize ideas clearly and forcefully through writing and to shape those ideas for expression through image and sound. After mastering a myriad of basic techniques, students are immersed in the complex grammar of image and sound editing and the challenging artistry of lighting for both single and multicamera environments. Mastering the acquisition, composition and manipulation of moving images and sound, they are expected to create and execute compelling narratives; factual or fiction, for current and developing distribution platforms.

Graduates of the program are well positioned to pursue careers in the creation (writing, directing, editing, acquisition and distribution) of a broad range of digital material for all current and emerging media platforms. They are prepared to work for corporate, entertainment and not-for-profit institutions engaged in delivering entertainment and information programming to audiences around the world and have a firm foundation to pursue graduate work, including a master of fine arts degree.

Film, Video and Interactive Media

Major Requirements (40 credits)

Required communications core courses to be completed by the end of sophomore year with a minimum B- average (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSS 101</td>
<td>Introduction to Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>JRN 160</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSS 220</td>
<td>Media History</td>
<td>3</td>
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</tbody>
</table>

Other required media production courses (22 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FVI 210</td>
<td>Production Fundamentals I</td>
<td>3</td>
</tr>
<tr>
<td>FVI 212</td>
<td>Production Fundamentals II</td>
<td>3</td>
</tr>
<tr>
<td>FVI 340</td>
<td>Analysis of the Moving Image</td>
<td>3</td>
</tr>
<tr>
<td>FVI 345</td>
<td>Writing &amp; Producing Media</td>
<td>3</td>
</tr>
<tr>
<td>MSS 340</td>
<td>Communications Law &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FVI 450</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FVI 494</td>
<td>Senior Colloquy</td>
<td>1</td>
</tr>
<tr>
<td>FVI 495</td>
<td>Senior Project (capstone)</td>
<td>3</td>
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</tbody>
</table>

Electives (select three courses/9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>FVI 310</td>
<td>Creating Interactive Media</td>
<td>3</td>
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<tr>
<td>FVI 312</td>
<td>Projects in Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>FVI 355</td>
<td>Projects in Single-Camera Production</td>
<td>3</td>
</tr>
<tr>
<td>FVI 372</td>
<td>Scriptwriting</td>
<td>3</td>
</tr>
</tbody>
</table>

FVI 375  Advanced Camera & Lighting 3
FVI 380  Projects in Audio Production 3
FVI 390  Projects in Multicamera Production 3
FVI 392  Post-Production Techniques 3
FVI 393  Animation Techniques 3
FVI 397  Summer Production Project 4
FVI 410  Game Design & Development 3
MSS 490  Internship 3

Other courses with chair's approval.

Minor in Scriptwriting

The scriptwriting minor, designed for undergraduate students who have majors outside the School of Communications, consists of a survey course in communications (MSS 101), a hands-on video production course (FVI 105), a media history course (MSS 220), a film theory course (FVI 340) and two courses in the art and craft of writing the screenplay (FVI 372 and FVI 495). On completion, this minor can result in the authorship of a full-length screenplay of the student’s invention. This minor is not available to students majoring in the School of Communications.

Minor Requirements (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MSS 101</td>
<td>Introduction to Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>FVI 105</td>
<td>Video Essentials—News</td>
<td>3</td>
</tr>
<tr>
<td>MSS 220</td>
<td>Media History</td>
<td>3</td>
</tr>
<tr>
<td>FVI 340</td>
<td>Analysis of the Moving Image</td>
<td>3</td>
</tr>
<tr>
<td>FVI 372</td>
<td>Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>FVI 495</td>
<td>Senior Project—Scriptwriting</td>
<td>3</td>
</tr>
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</table>
Department of Journalism

Bachelor of Arts in Journalism
Minor in Journalism

Bachelor of Arts in Journalism
The Quinnipiac undergraduate program in journalism focuses on the principles and practices of news reporting across distribution technologies. The program’s mission is to prepare journalism professionals who reflect and can effectively report on the diversity of the human experience. To that end, the program’s curriculum emphasizes skills courses, community engagement, racial, ethnic and gender awareness, rigorous scholarly inquiry, and ethical training.

The wide range of elective courses enables students to focus on a specific medium (such as television) or news subject (such as sports).

Print Journalism Concentration
Requirements (40 credits minimum)
Required School of Communications core courses to be completed by the end of the sophomore year with a minimum B- average:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSS 101</td>
<td>Introduction to Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>JRN 160</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSS 220</td>
<td>Media History</td>
<td>3</td>
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</table>

Required journalism courses (22 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>JRN 105</td>
<td>Electronic News Gathering</td>
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</tr>
<tr>
<td>JRN 260</td>
<td>Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JRN 305</td>
<td>Reporting for the Web</td>
<td>3</td>
</tr>
<tr>
<td>JRN 365</td>
<td>Editing for Print</td>
<td>3</td>
</tr>
<tr>
<td>MSS 340</td>
<td>Communications Law &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>JRN 450</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>JRN 495</td>
<td>Advanced Reporting for Print (Capstone)</td>
<td>3</td>
</tr>
<tr>
<td>MSS 490</td>
<td>Internship</td>
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Electives (select three)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>JRN 263</td>
<td>Broadcast News Writing</td>
<td>3</td>
</tr>
<tr>
<td>JRN 291</td>
<td>Reporting for TV</td>
<td>3</td>
</tr>
<tr>
<td>JRN 360</td>
<td>Public Affairs Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JRN 361</td>
<td>Sports Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JRN 363</td>
<td>Computer-Assisted Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JRN 470</td>
<td>Writing for Magazines</td>
<td>3</td>
</tr>
<tr>
<td>PRR 201</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSS 231</td>
<td>Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>MSS 331</td>
<td>Media Influence</td>
<td>3</td>
</tr>
<tr>
<td>MSS 345</td>
<td>Media Audiences</td>
<td>3</td>
</tr>
<tr>
<td>MSS/WS 311</td>
<td>Diversity in the Media</td>
<td>3</td>
</tr>
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</table>

Other courses with chair’s approval

Broadcast Journalism Concentration
Requirements (40 credits minimum)
Required School of Communications core courses to be completed by the end of the sophomore year with a minimum B- average:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSS 101</td>
<td>Introduction to Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>JRN 160</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSS 220</td>
<td>Media History</td>
<td>3</td>
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</table>

Required journalism courses (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 105</td>
<td>Electronic News Gathering</td>
<td>1</td>
</tr>
<tr>
<td>JRN 263</td>
<td>Broadcast News Writing</td>
<td>3</td>
</tr>
<tr>
<td>JRN 291</td>
<td>Reporting for TV</td>
<td>3</td>
</tr>
<tr>
<td>JRN 305</td>
<td>Reporting for the Web</td>
<td>3</td>
</tr>
<tr>
<td>JRN 311</td>
<td>Advanced Reporting for TV</td>
<td>3</td>
</tr>
<tr>
<td>MSS 340</td>
<td>Communications Law &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>JRN 450</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>JRN 496</td>
<td>Producing &amp; Presenting the News (Capstone)</td>
<td>3</td>
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<tr>
<td>MSS 490</td>
<td>Internship</td>
<td>3</td>
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</table>

Electives (select two)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 361</td>
<td>Sports Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JRN 363</td>
<td>Computer-Assisted Reporting</td>
<td>3</td>
</tr>
<tr>
<td>FVI 380</td>
<td>Projects in Audio Production</td>
<td>3</td>
</tr>
<tr>
<td>JRN 395</td>
<td>Broadcast Performance</td>
<td>3</td>
</tr>
<tr>
<td>PRR 201</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSS 231</td>
<td>Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>MSS 331</td>
<td>Media Influence</td>
<td>3</td>
</tr>
<tr>
<td>MSS 345</td>
<td>Media Audiences</td>
<td>3</td>
</tr>
<tr>
<td>MSS/WS 311</td>
<td>Diversity in the Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Other courses with chair’s approval

Minor in Journalism
Students wishing to minor in journalism must complete 18 credits chosen in consultation with the department chair.
Department of Media Studies

Bachelor of Arts in Communications
Minor in Media Studies

**Bachelor of Arts in Communications**

The mission of the BA in communications program is to equip students with an adaptable approach to the rapidly evolving nature of media-related careers. The breadth and flexibility of the major enables a strategic integration of courses in which students learn professional practices, analytical techniques and in-depth expertise on the media's wider social, cultural and economic relationships. The program's required courses emphasize the skills sought by both demanding employers and competitive graduate programs: critical thinking, creativity, research and effective communication. Communications students obtain positions in diverse professional environments, including television networks, music corporations, public relations and marketing firms, advertising agencies and media research organizations. The program also prepares students to enter graduate training in business, law, journalism, public relations and education.

**Communications**

**Major requirements (39 credits)**

Required media studies core courses to be completed by the end of sophomore year with a minimum B- average (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSS 101</td>
<td>Introduction to Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>JRN 160</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSS 220</td>
<td>Media History</td>
<td>3</td>
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</table>

Other required media studies courses (18 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSS 231</td>
<td>Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>MSS 332</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>MSS 340</td>
<td>Communications Methods &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MSS 450</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MSS 490</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>MSS 495</td>
<td>Media Influence (capstone)</td>
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Electives (select three):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MSS 307</td>
<td>The Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>MSS 311</td>
<td>Diversity in the Media</td>
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<td>MSS 320</td>
<td>Communication Technologies</td>
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<td>MSS 344</td>
<td>Popular Culture &amp; the Media</td>
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<tr>
<td>MSS 345</td>
<td>Media Audiences</td>
<td>3</td>
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</table>

MSS 346  Global Communication 3
MSS 348  Song & Dance 3
MSS 349  Political Communication 3
MSS 400  Special Topics 3
MSS 420  Sports, Media & Society 3

And/or any PRR, JRN or FVI courses

Other non-School of Communications courses with chair's approval.

**Open elective (3 credits)**

Any 3-credit course; MSS 150 recommended 3

**Minor in Media Studies (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSS 101</td>
<td>Introduction to Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>MSS 220</td>
<td>Media History</td>
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</tr>
<tr>
<td>MSS 450</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
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</table>

Plus three School of Communications courses (electives) (9 credits)

SCHOOL OF COMMUNICATIONS 107
Department of Public Relations

Bachelor of Arts in Public Relations
Minor in Public Relations

**Bachelor of Arts in Public Relations**
The mission of the public relations major is to prepare entry-level practitioners for careers in agency, corporate, government and nonprofit public relations. The program emphasizes research, writing, campaigns, speaking and service learning. The Quinnipiac University public relations program focuses on helping students acquire the knowledge and skills necessary to manage the relationships between an organization and its publics.

**Public Relations**

**Major Requirements (39 credits)**
Required public relations core courses to be completed by end of sophomore year with a minimum B- average (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MSS 101</td>
<td>Introduction to Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>JRN 160</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSS 220</td>
<td>Media History</td>
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Other required communications courses (21 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PRR 101</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PRR 201</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>PRR 332</td>
<td>Public Relations Research</td>
<td>3</td>
</tr>
<tr>
<td>PRR 495</td>
<td>Public Relations Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>MSS 340</td>
<td>Communications Law &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PRR 450</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MSS 490</td>
<td>Internship</td>
<td>3</td>
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Electives, select two (6 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PRR 311</td>
<td>Sports Public Relations</td>
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</tr>
<tr>
<td>PRR 341</td>
<td>Corporate Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PRR 343</td>
<td>Nonprofit Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PRR 344</td>
<td>International Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PRR 345</td>
<td>Investor Relations</td>
<td>3</td>
</tr>
<tr>
<td>PRR 346</td>
<td>Health Care Public Relations</td>
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<td>PRR 340</td>
<td>Public Relations Management</td>
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</tr>
<tr>
<td>PRR 400</td>
<td>Special Topics</td>
<td>3</td>
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</table>

Other courses with chair's approval.

**Open Elective (3 credits)**
Any School of Communications elective 3

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**Minor in Public Relations (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PRR 101</td>
<td>Principles of Public Relations</td>
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<tr>
<td>JRN 160</td>
<td>Introduction to Media Writing</td>
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<tr>
<td>PRR 201</td>
<td>Public Relations Writing</td>
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Plus three School of Communications courses (electives) 9
## Administrative Officers

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Edward R. O’Connor</td>
<td>NH1-160G</td>
<td>203-582-5202</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Betsey C. Smith</td>
<td>NH1-160F</td>
<td>203-582-8327</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>William Kohlhepp</td>
<td>EC216</td>
<td>203-582-5226</td>
</tr>
<tr>
<td>Assistant Dean for Career Services</td>
<td>Cynthia Christie</td>
<td>NH1-160E</td>
<td>203-582-3656</td>
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</table>

## Departments/Programs

### Undergraduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Chair/Coordinator</th>
<th>Office</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Physical Therapy</td>
<td>Donald Kowalsky</td>
<td>NH1-380E</td>
<td>203-582-8681</td>
</tr>
<tr>
<td>Athletic Training/Sports Medicine</td>
<td>Lennart Johns</td>
<td>EC230</td>
<td>203-582-8557</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>Thomas C. Brady</td>
<td>EC220</td>
<td>203-582-8609</td>
</tr>
<tr>
<td>Health and Science Studies</td>
<td>Edward R. O’Connor</td>
<td>NH1-160G</td>
<td>203-582-5202</td>
</tr>
<tr>
<td>Microbiology/Molecular Biology</td>
<td>Thomas C. Brady</td>
<td>EC220</td>
<td>203-582-8609</td>
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<tr>
<td>Diagnostic Imaging</td>
<td>Shelley L. Giordano</td>
<td>NH1-265F</td>
<td>203-582-3650</td>
</tr>
<tr>
<td>Nursing</td>
<td>Lynn Price</td>
<td>NH1-405M</td>
<td>203-582-8678</td>
</tr>
<tr>
<td>BSN</td>
<td>Lisa O’Connor</td>
<td>NH1-400J</td>
<td>203-582-8549</td>
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</table>

### Combined Undergraduate/Graduate Programs

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<tr>
<th>Program</th>
<th>Chair/Coordinator</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry-Level/Master’s Physician Assistant Program</td>
<td>William Kohlhepp</td>
<td>EC216</td>
<td>203-582-5226</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Kimberly D. Hartmann</td>
<td>NH1-305F</td>
<td>203-582-8679</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Donald Kowalsky</td>
<td>NH1-380E</td>
<td>203-582-8681</td>
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### Graduate Programs

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</thead>
<tbody>
<tr>
<td>Biomedical Sciences</td>
<td>Thomas C. Brady</td>
<td>EC220</td>
<td>203-582-8609</td>
</tr>
<tr>
<td>MHS Cardiovascular Perfusion</td>
<td>Michael J. Smith</td>
<td>EC224</td>
<td>203-582-3427</td>
</tr>
<tr>
<td>MHS Medical Laboratory Sciences</td>
<td>Kenneth Kaloustian</td>
<td>EC214</td>
<td>203-582-8676</td>
</tr>
<tr>
<td>MHS Pathologists’ Assistant</td>
<td>Kenneth Kaloustian</td>
<td>EC214</td>
<td>203-582-8676</td>
</tr>
<tr>
<td>MHS Physician Assistant</td>
<td>Cynthia Lord</td>
<td>NH1-480E</td>
<td>203-582-5297</td>
</tr>
<tr>
<td>Diagnostic Imaging</td>
<td>Shelley L. Giordano</td>
<td>NH1-265F</td>
<td>203-582-3650</td>
</tr>
<tr>
<td>MHS Radiologist Assistant</td>
<td>Ramon Gonzalez</td>
<td>NH1-265B</td>
<td>203-582-3765</td>
</tr>
<tr>
<td>Nursing</td>
<td>Lynn Price</td>
<td>NH1-405M</td>
<td>203-582-8678</td>
</tr>
<tr>
<td>MSN Nurse Practitioner</td>
<td>Jeanne LeVasseur</td>
<td>NH1-405F</td>
<td>203-582-5397</td>
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### Post-Professional Programs

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<tbody>
<tr>
<td>Occupational Therapy</td>
<td>Catherine Meriano</td>
<td>NH1-300</td>
<td>203-582-5307</td>
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</table>

110 School of Health Sciences
Mission Statement

The belief that access to good health care is an individual’s right is prominent in our society. Underscoring this belief is the need to make adequate health services and health personnel available and to develop an environment that is conducive to good health and long life. The School of Health Sciences is committed to developing professionals through comprehensive career-oriented programs at the bachelor’s, master’s and clinical doctorate levels. To this end, the school has developed a series of aims upon which it conceives, plans, develops and evaluates its educational programs to ensure the following:

• Programs are based upon a comprehensive foundation in the liberal arts and sciences.
• Opportunities are provided for those who wish to pursue careers in health care delivery and basic science preparation.
• Scientific knowledge is supplemented by actual and simulated clinical and field experiences locally and throughout the country.
• Innovative, flexible programs meet both present and future needs of the health care system.
• Opportunities to maintain and upgrade skills through courses are designed with the option to pursue graduate education.
• Faculty engage in research that informs their teaching and contributes to their clinical and/or professional discipline.

Career Services

In the School of Health Sciences, the assistant dean for career services works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment.

Degrees in Health Sciences

Please note—Academic programs with clinical components use multiple clinical education centers. Students are responsible for their transportation to and from these clinical agencies.

Bachelor’s Degrees

Athletic Training/Sports Medicine
Biomedical Sciences
Diagnostic Imaging
Health and Science Studies
Microbiology/Molecular Biology
Nursing

Graduate Degrees

Five-year Master’s in Biomedical Sciences
Master of Health Science—major in:
  Cardiovascular Perfusion
  Medical Laboratory Sciences with concentrations in biomedical sciences, microbiology and laboratory management
  Pathologists’ Assistant
  Physician Assistant
  Radiologist Assistant
Master of Science in Nursing
  Adult Nurse Practitioner
  Family Nurse Practitioner
Master of Occupational Therapy

Entry-Level Master of Occupational Therapy (MOT)

This 5½-year degree program is the only track for new freshmen. As part of the program, students first earn a BS in health and science studies. See p. 126.

Post-Professional Master of Science in Occupational Therapy

This unique program is designed for practicing occupational therapists and combines online learning with residency requirements. For information, contact quonlineadmissions@quinnipiac.edu. See p. 203.

Five-Year Master’s in Biomedical Sciences

In addition to its four-year bachelor of science degree in biomedical sciences, the Department of Biomedical Sciences offers a five-year master’s degree in biomedical sciences. This program allows
students who qualify to complete their master’s degree immediately following the four-year undergraduate program. To qualify for this program, the student must earn a minimum GPA of 3.0 after the third year of the program. Students who do not attain this GPA may continue on with the four-year undergraduate degree program in biomedical sciences.

**Entry-Level Master’s Radiologist Assistant**
This 24-month program is designed for radiologic technologists already possessing a bachelor’s degree in the field. The program prepares advanced practitioners in the field of radiography. See p. 186.

**Entry-Level Master’s Physician Assistant**
This six-year degree program is designed for qualified students who enter as freshmen earning a BS in health and science studies. After successful completion of the undergraduate curriculum, they enter the graduate physician assistant program. See pp. 117 and 184.

**Entry-Level Doctor of Physical Therapy (DPT)**
This six- or seven-year degree program is the only track for new physical therapy students and begins in the freshman year. As part of the program, students first earn a bachelor of science in health and sciences studies. See p. 133.

**Certificates**
Post-master’s Adult Nurse Practitioner
Post-master’s Family Nurse Practitioner

**Health and Science Studies**
The bachelor of science program in health and science studies is designed for students entering the School of Health Sciences who have interest in the basic sciences and health-related career paths at both the undergraduate and graduate levels. Upon admission, students choosing this option are assigned to academic advisers who will assist them in designing a customized program to meet their career goals.

For many students, the BS in health and science studies is a foundation degree, which prepares them for specific graduate programs offered by the University. For example, students pursuing the 5½-year bachelor’s/master’s degree in occupational therapy, the six- or seven-year entry-level doctor of physical therapy, and the six-year bachelor’s/physician assistant programs all complete their undergraduate bachelor of science requirements in health and science studies prior to entering the professional phase of their program.

Qualified students may complete the bachelor of science in health and science studies and move directly into graduate programs in cardiovascular perfusion (total of six years), medical laboratory science (total of five years), or radiologist assistant (total of six years); move into the MBA in health care management in the School of Business (total of five years); or even start classes in their junior year in the master of arts in teaching program (total of five years).

First-year students in the School of Health Sciences who are undecided about professional career goals also can use the health and science studies major as preparation for graduate study in a field not offered by Quinnipiac such as nutrition, optometry, chiropractic medicine or dentistry.

Consistent with other four-year specific programs in the basic and health sciences, the School of Health Sciences provides a general curriculum for the undeclared students. During this time, students pursue course work in biology, chemistry, mathematics and the liberal arts while exploring potential areas of concentration. Students also are encouraged to enroll in a career exploration course to help them identify their interests. Given the broad applicability of course work in the first two years of study, it is often quite possible for a student to meet specific program requirements that will enable them to matriculate into a different major in the School of Health Sciences by the end of their sophomore year.

**Health and Science Studies Curriculum** *(122 credits)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall Semester, First Year</td>
<td>Biography I (UC)</td>
<td>3</td>
</tr>
<tr>
<td>B101L</td>
<td>General Biology Lab I (UC)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>or CHE 101</td>
<td>Fundamentals of Chemistry I*</td>
<td></td>
</tr>
<tr>
<td>CHE 110L</td>
<td>General Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>or CHE 101L</td>
<td>Fundamentals of Chemistry Lab I*</td>
<td></td>
</tr>
<tr>
<td>EN 101</td>
<td>Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td>MA 275</td>
<td>Quantitative Literacy (UC)*</td>
<td>3</td>
</tr>
</tbody>
</table>
or alternate UC requirement (Social Sciences, Fine Arts, Humanities)

QU 101 The Individual in the Community 3

Total 17

Spring Semester, First Year

BIO 102 General Biology II (UC) 3
BIO 102L General Biology II Lab (UC) 1
CHE 111 General Chemistry I 3
or CHE 102 Fundamentals of Chemistry I*
CHE 111L General Chemistry I Lab 1
or CHE 102L Fundamentals of Chemistry Lab I*
EN 102 Freshman Composition (UC) 3
UC Social Sciences, Fine Arts or Humanities course 3
UC Social Sciences, Fine Arts or Humanities course 3
MA 275 Quantitative Literacy**

Total 17

*Chemistry courses depend on individual major and/or career plan
** Quantitative Literacy (math) depends on intended major, career plan and placement

Subsequent Course and GPA Requirements

Following the first year of study, health and science studies students meet with their academic advisers and develop a customized plan of study that incorporates their academic and career goals. To remain in good standing within the program, students must maintain an overall GPA of 2.0 and earn 122 credits for degree completion. Course selections must fulfill the following:

<table>
<thead>
<tr>
<th>Course Categories</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic science core (biology, chemistry &amp; physics)</td>
<td>20</td>
</tr>
<tr>
<td>Health/science electives</td>
<td>30</td>
</tr>
<tr>
<td>Open electives</td>
<td>33</td>
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<tr>
<td>University Curriculum Requirements</td>
<td>39</td>
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<tr>
<td><strong>Total 122</strong></td>
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</tbody>
</table>

Department of Biomedical Sciences

Bachelor of Science in Biomedical Sciences
Bachelor of Science in Microbiology/Molecular Biology
Entry-level Master’s Physician Assistant
Five-year Master’s in Biomedical Sciences
Minor in Microbiology/Molecular Biology

The programs within the Department of Biomedical Sciences are designed to provide students with knowledge and skills of the rapidly expanding fields of basic science, medicine and research. The integration of courses from these areas with a broad range of courses taken from other disciplines such as the arts and sciences and business provides the student with the maximum educational background and the critical thinking skills required to succeed in the increasingly demanding field of biomedical sciences.

The department offers three programs leading to the bachelor of science degree. These include microbiology/molecular biology, biomedical sciences and an entry-level master’s physician assistant program. Because of the expansion of medical information and techniques, the department also offers several graduate degree programs including physician and pathologists’ assistant, medical laboratory science with specialties in biomedical sciences, microbiology and laboratory management, and molecular and cell biology. The focus of each of these programs is to educate students for the critical thinking necessary to function successfully within their chosen profession.

The Department of Biomedical Sciences integrates and coordinates the activities of related biomedical sciences programs that may be conveniently grouped under the generic title “biomedical sciences.” The inclusion of these programs, which have many elements in common, under the direction of a single administrative unit, encourages the mixing of ideas and disciplines. It allows both the lateral and the upward mobility of students enrolled in closely related curricula and permits the faculty to cut across traditional disciplinary boundaries.

The rapid expansion of basic medical information, methodology and technology in recent years has increased the demand for specially trained personnel to perform in the clinical and research laboratories of hospitals, medical schools and government
health facilities, and in the pharmaceutical and biotechnology industries. The health care system has a need for development of interdisciplinary skills to keep pace with sophisticated scientific developments and their applications in the biomedical sciences.

**Bachelor of Science in Biomedical Sciences**

The Department of Biomedical Sciences offers a bachelor of science degree in biomedical sciences. The curriculum for this degree program provides the student with a solid foundation in the basic and biomedical sciences, which allows the student to pursue many different avenues of opportunity depending upon his/her goals and interests. In addition to courses in science and mathematics, students are required to take a selection of University Curriculum courses (designated UC on the curriculum). The entire curriculum is designed to provide students with a strong program in basic and biomedical sciences, as well as a well-rounded educational experience through the University Curriculum.

Students completing this degree may qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories. Additionally, a student with this degree may wish to continue his/her education in graduate/professional school in: biological and/or biomedical sciences, medicine, dentistry, veterinary medicine, physician assistant, pathologists’ assistant, forensic sciences, microbiological sciences, molecular biology, biotechnology, toxicology, neurobiology, plus many other areas.

Students who excel in this program (>3.2 GPA overall and in science/math) may be eligible for an internship in an area company sometime after the junior year. This depends upon the availability of internships at the particular time. Additionally, students who excel may participate in a research project with a faculty member.

Admission to this program is dependent on the applicant’s potential to pursue a university program and on past academic performance. Transfer students wishing to enter this program will be given appropriate transfer credit for previous college work.

The technical standards for individuals working in the biomedical field may include the following abilities: to effectively communicate via oral and written expression; exhibit general fine motor skills and hand-eye coordination appropriate to performing delicate procedures; distinguish between subtle shades of color; read comprehend, and interpret scientific/medical information from professional sources. Reasonable accommodations will be considered on a case-by-case basis.

To remain in good standing within the program, the student must maintain a GPA of 2.5 overall, as well as in math and science. The program curriculum is outlined below.

### Biomedical Sciences Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester, First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>EN 101</td>
<td>Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td>QU 101</td>
<td>The Individual in the Community</td>
<td>3</td>
</tr>
<tr>
<td>MA 140</td>
<td>Quantitative Literacy (UC)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 17</strong></td>
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<td></td>
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<tr>
<td><strong>Spring Semester, First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 102</td>
<td>Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td>CHE 111</td>
<td>General Chemistry II</td>
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<tr>
<td>EN 102</td>
<td>Freshman Composition (UC)</td>
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</tr>
<tr>
<td>UC</td>
<td>Social Sciences</td>
<td>3</td>
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<tr>
<td>UC</td>
<td>Humanities</td>
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</tr>
<tr>
<td><strong>Total 17</strong></td>
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<tr>
<td><strong>Fall Semester, Second Year</strong></td>
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<td></td>
</tr>
<tr>
<td>BIO 211</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 210</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 110</td>
<td>General Physics I</td>
<td>4</td>
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<tr>
<td>UC</td>
<td>Social Sciences</td>
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<td><strong>Total 15</strong></td>
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<td><strong>Spring Semester, Second Year</strong></td>
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<tr>
<td>BIO 212</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 211</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics II</td>
<td>4</td>
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<tr>
<td>QU 201</td>
<td>Seminar on National Community</td>
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<td><strong>Fall Semester, Third Year</strong></td>
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<td>BMS 370</td>
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<tr>
<td>CHE 315</td>
<td>Biochemistry</td>
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<td>MA 275</td>
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<td><strong>Spring Semester, Third Year</strong></td>
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<tr>
<td>BMS 375</td>
<td>Immunology</td>
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<tr>
<td>BIO 298</td>
<td>Research Methods in Biology</td>
<td>3</td>
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<tr>
<td><strong>Total 14</strong></td>
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</table>

114 School of Health Sciences
QU 301 Seminar on Global Community 3

Fall Semester, Third Year
BMS 370 General Microbiology 4
CHE 315 Biochemistry 4
Science Elective 3
BIO 298 Research Methods in Biology 3

Total 14

Spring Semester, Third Year
BMS 375 Immunology 4
UC Social Sciences 3
Science Elective 4
QU 301 The Global Community 3

Total 14

Fall Semester, Fourth Year
BMS 518 Pathophysiology 3
Science Elective 3
Science Elective 3
UC Fine Arts 3
UC Humanities 3

Total 15

Spring Semester, Fourth Year
BIO 568 Molecular and Cell Biology 4
BIO 346 Cell Physiology 4
BMS 579 Molecular Pathology 3
UC UC Elective 3

Total 14

Fall Semester, Fifth Year
BMS Specialization Course 4
BMS Specialization Course 3
BMS Elective 4
BMS Elective 3

Total 15

Spring Semester, Fifth Year
(all graduate courses)
BMS Specialization Course 4
BMS Specialization Course 3
BMS Elective 4
BMS Elective 3
BMS 670 Comprehensive Exam 2

Total 16

Total Credits 151

1 Minimum mathematics requirement: MA 140 (Pre-Calculus) and MA 275 (Biostatistics)

For those interested in graduate or professional school, MA 141-142 (Calculus) is recommended.

2 The comprehensive exam must be completed by April 15th of the 5th year.

For more information about the undergraduate biomedical sciences program, please contact the chair of the Department of Biomedical Sciences.
**Bachelor of Science in Microbiology/Molecular Biology**

The program in microbiology/molecular biology provides the student with fundamental knowledge of the theories, principles and research techniques in this exciting and rapidly evolving field. The mission of the program is to help the student develop the ability to ask significant scientific questions and then utilize critical thinking skills and modern research laboratory technology to solve these problems successfully.

Students learn about molecular biology with hands-on student-directed laboratory projects where thinking, planning and problem-solving skills are developed. Independent research projects under the guidance of faculty allow development of these skills with “real-world” experiences.

Student skills are evaluated continuously with written and oral presentations, encouraging the refinement of communication skills critical to a successful career. Products of student research activity are presented in seminars and at regional or national scientific meetings.

**General Information**

Rapid and expanding advances in the field of microbiology/molecular biology have created a need for employees with expertise in a variety of areas. Our graduates are prepared for exciting careers in the expanding medical, clinical, pharmaceutical, biotechnological, molecular and health industries. This program also prepares the student for advanced study in specialized graduate science, health and medical programs.

The program offers students a range of classroom, laboratory and independent research experiences. All courses consist of lecture and hands-on laboratories where students perform the most current research techniques. In addition to courses in the sciences, the University Curriculum course offerings prepare students with a broad-based conceptual understanding of science and its role in society.

Included in this program is a two-semester required undergraduate seminar/research experience performed with faculty in research laboratories. This experience allows the student to develop the expertise and experience to be successful in beginning a career or in graduate study. All of our students give formal presentations of their independent research projects. Many have presented the results of research experiences at professional scientific meetings. Successful third- and fourth-year students may be able to obtain internships or part-time work experiences during the school year and/or summer in government labs and major pharmaceutical or biotechnology companies located in the region.

**BS in Microbiology Curriculum**

<table>
<thead>
<tr>
<th>Course Title Credits</th>
<th>Fall Semester, First Year</th>
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</thead>
<tbody>
<tr>
<td>BIO 101 General Biology I (UC)</td>
<td>4</td>
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<tr>
<td>CHE 110 General Chemistry I</td>
<td>4</td>
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<td>EN 101 Freshman Composition I (UC)</td>
<td>3</td>
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<tr>
<td>MA 140 Quantitative Literacy (UC)</td>
<td>3</td>
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<tr>
<td>QU 101 The Individual in the Community</td>
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<th>Course Title Credits</th>
<th>Spring Semester, First Year</th>
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</thead>
<tbody>
<tr>
<td>BIO 102 General Biology II (UC)</td>
<td>4</td>
</tr>
<tr>
<td>CHE 111 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>EN 102 Freshman Composition II (UC)</td>
<td>3</td>
</tr>
<tr>
<td>UC Humanities elective</td>
<td>3</td>
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<tr>
<td>UC Social sciences elective</td>
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<tr>
<th>Course Title Credits</th>
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<tbody>
<tr>
<td>BMS 370 General Microbiology</td>
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<tr>
<td>CHE 210 Organic Chemistry I</td>
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<tr>
<td>PHY 110 General Physics I</td>
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<tr>
<td>UC Fine Arts elective</td>
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<tr>
<td>CHE 211 Organic Chemistry II</td>
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<tr>
<td>PHY 111 General Physics II</td>
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</tr>
<tr>
<td>BMS 372 Pathogenic Microbiology</td>
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<td>QU 201 Seminar on National Community</td>
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<table>
<thead>
<tr>
<th>Course Title Credits</th>
<th>Fall Semester, Third Year</th>
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</thead>
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<td>CHE 315 Biochemistry</td>
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<td>Microbiology elective</td>
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<td>Science elective</td>
<td>4</td>
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<tr>
<td>BMS 478 Microbiology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Microbiology elective</td>
<td>3–4</td>
</tr>
<tr>
<td>Science elective</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry elective</td>
<td>4</td>
</tr>
<tr>
<td>UC UC Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15–16</strong></td>
</tr>
</tbody>
</table>
Spring Semester, Fourth Year

BMS 479 Microbiology research 2
Microbiology electives 8
UC Social science elective 3
Humanities elective 3

Total 16

1. Minimum mathematics requirement: MA 140 (Pre-Calculus). For those interested in graduate or professional schools, MA 141–142 (Calculus) is recommended.
2. MA 275 (Biostatistics) strongly recommended.
3. BIO 471 (Molecular Genetics) and BMS 470 (Virology) strongly recommended.
4. CHE 215 (Analytical Chemistry) strongly recommended.

Recommended Science electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 211-212</td>
<td>Anatomy &amp; Physiology I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 251</td>
<td>General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 282</td>
<td>Human Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 317</td>
<td>Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 332</td>
<td>Histology</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional electives may be selected with the approval of the department chair.

Microbiology electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 326</td>
<td>Animal Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 346</td>
<td>Cell Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 373</td>
<td>Mycology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 470</td>
<td>Virology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 471</td>
<td>Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BMS 472</td>
<td>Biotechnology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 473</td>
<td>Infections of Leisure</td>
<td>3</td>
</tr>
<tr>
<td>BMS 474</td>
<td>Power of Plagues</td>
<td>3</td>
</tr>
<tr>
<td>BMS 476</td>
<td>Environmental Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 482</td>
<td>Independent Study in Biomedical Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

Minor in Microbiology/Molecular Biology

The minor in microbiology/molecular biology is available to students in bachelor’s degree programs. Students wishing to receive a minor in microbiology must receive written approval from the department chair.

Students must complete at least five of the courses listed below with a grade of C or better. Students from other institutions are allowed a maximum of two transfer microbiology courses toward the minor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 326</td>
<td>Animal Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 346</td>
<td>Cell Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 370</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 372</td>
<td>Pathogenic Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 373</td>
<td>Mycology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 375</td>
<td>Immunology</td>
<td>4</td>
</tr>
</tbody>
</table>

Entry-Level Master of Health Science—Physician Assistant Preprofessional Component

The mission of the Quinnipiac University entry-level master’s physician assistant program is to begin the education and preparation of master’s level physician assistants who practice medicine with physicians and other members of health care teams. The program has been designed to benefit from faculty expertise in both the graduate and undergraduate divisions as well as practitioners from a variety of clinical specialties. It is our expectation that these collaborative strategies will ultimately result in outstanding health care providers.

The program offers the qualified pre-physician assistant student the opportunity to pursue a master’s degree in the physician assistant program at Quinnipiac. The program is divided into a four-year preprofessional component and a 27-month professional component. To progress to the professional phase, all ELMPA courses must be completed within four years. Following successful completion of the preprofessional component, students receive a BS in health and science studies.

The preprofessional component provides students with a well-rounded education and a strong focus in biological and health science studies. This very structured and organized undergraduate program not only prepares students for the rigors of the professional component of the program, but also introduces students to the role and responsibilities of physician assistants. The program addresses the need for medical experience by providing students with emergency medical technician (EMT) training as well as extensive time “shadowing” and “mentoring” with practicing physician assistants. Shadowing and mentoring experiences take place at off-campus sites generally within 30 miles of the Mount Carmel Campus. Students are responsible for transportation to and from all off-campus sites.

Initial evaluation of the pre-physician assistant student by the Review and Evaluation Committee
takes place at the end of the spring semester of the second year. To continue in the program, students must have a minimum cumulative GPA of 3.0 and a minimum cumulative science GPA of 3.0. Following the initial evaluation, students are evaluated after completion of each semester. Failure to maintain a minimum cumulative GPA of 3.0 and a minimum cumulative science GPA of 3.0 results in dismissal from the program. In addition, a minimum GPA (both cumulative and science) is required for participation in clinical affiliations.

By the beginning of the fourth year, students are required to have accumulated 500 hours of documented direct patient contact through summer paid and/or volunteer experiences (i.e., certified nurse's aide, phlebotomy technician, emergency room technician). Students are responsible for making their own arrangements to obtain these clinical hours.

Admission to the Program
Candidates applying for admission must have:
a minimum of three years of high school mathematics including geometry, algebra and pre-calculus; one year of biology; one year of chemistry and one year of physics. In addition, advanced electives in the biological sciences are recommended. Related health care experience is highly desirable. Prospective candidates must also satisfy the admission requirements of Quinnipiac. Transfer students are not admitted to the entry-level master's physician assistant program. Admission into the preprofessional component of the program does not guarantee admission into the professional component of the program.

Please see the physician assistant program curriculum in the Graduate Studies section (p. 184) for information on the professional component.

Entry Level Master's Physician Assistant Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester, First Year</td>
<td>BIO 101 Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EN 101 Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MA 141 Quantitative Literacy (UC)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHE 110 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>QU 101 The Individual in the Community</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total 17</strong></td>
<td></td>
</tr>
<tr>
<td>Spring Semester, First Year</td>
<td>BIO 102 Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EN 102 Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>UC Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total 17</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Fall Semester, Second Year | BIO 211 Anatomy & Physiology I | 4       |
|                            | CHE 210 Organic Chemistry I | 4       |
|                            | PY 388 Clinical Training I* | 3       |
|                            | **Total 15** |         |

| Fall Semester, Third Year | BIO 212 Anatomy & Physiology II | 4       |
|                           | CHE 211 Organic Chemistry II | 4       |
|                           | PY 397 Pre-Health Clinical Affiliation | 3       |
|                           | PY 389 Clinical Training II* | 3       |
|                           | **Total 17** |         |

| Fall Semester, Fourth Year | BIO/BMS Biology/Biomedical Science elective | 3       |
|                           | BMS 330 Endocrine Physiology | 3       |
|                           | PY 401 Introduction to Problem Solving | 3       |
|                           | BMS 200 UC elective (UC) | 3       |
|                           | PS 272 Social Science (UC) | 3       |
|                           | **Total 15** |         |

| Spring Semester, Fourth Year | PY 204 Orientation to PA Seminar II | 1       |
|                              | BMS 332 Histology | 4       |
|                              | BIO/BMS BIO/BMS elective | 3–4      |
|                              | UC UC elective | 3       |
|                              | UC UC Humanities | 3       |
|                              | **Total 14–15** |         |

Total number of credits required for completion of the preprofessional component 123–124

*If student has current EMT licensure on admission to the program, BMS 482, BMS 498 is taken instead of PY 388, PY 389.
Students placing out of an introductory-level science course with a minimum of 4 on the Advanced Placement examinations are required to take the equivalent number of credits at a higher level in the same area of course work.

**Acceptable Biology/Biomedical electives (Take 3 courses)**
- BMS 310 Neuroanatomy 3
- BMS 320 Pharmacology 3
- BMS 325 Toxicology 3
- BIO 329 Neurobiology 3
- BMS 375 Immunology 4
- BMS 595 Transplantation Immunology 3
- HSC 375 Immunology 3

**Acceptable UC/Social Sciences**
- PS 101 Introduction to Psychology 3
- PS 272 Abnormal Psychology 3

**Acceptable UC elective outside major**
- BMS 200 Biology of Aging 3

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**Department of Diagnostic Imaging**

Bachelor of Science in Diagnostic Imaging
Bachelor of Science in Diagnostic Imaging
(Continuing Education)

**Bachelor of Science in Diagnostic Imaging**

The diagnostic imaging program supports the mission statements of both Quinnipiac University and the School of Health Sciences and their commitment to excellence in education. The mission of the diagnostic imaging program at Quinnipiac University is to develop students' technical and interpersonal communication skills through a logical and organized sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to diversified radiographic procedures and imaging protocols. In addition, the program prepares multi-skilled graduates competent in the art and science of radiography. Graduates of the program will meet the needs of the community for highly qualified professionals, and the program prepares students for career entry and advanced study.

**General Information**

Radiographers are essential members of the health care team. Their knowledge of radiation protection, physics and biology, as well as technical procedures, allows them to deliver the safest and highest quality patient care through the use of multiple imaging modalities. In the evolving world of medicine, high technology imaging has become multifaceted, both in modalities and operationally.

This program offers both knowledge and basic clinical cross-training in diverse aspects of patient care for the student who is motivated to become a member of this specialty. Courses also are offered to introduce the student to the subspecialties of computed tomography (CT), magnetic resonance imaging (MR), mammography (M), bone densitometry (BD), forensic imaging, quality management (QM) and sonography.

To prepare students for careers in radiography and to introduce them to the subspecialty areas within diagnostic/interventional radiology, as well...
as its management, Quinnipiac offers a BS degree in diagnostic imaging. Graduates are ready for entry-level employment as radiographers with expanded skills in advanced imaging and quality management.

The first year of the bachelor’s degree program consists of University Curriculum studies on the Quinnipiac campus. The professional component begins in the second year of study. During the second and third years, the students concentrate on didactic radiography classes and laboratory sessions on campus and clinical education at multiple clinical education centers. The curriculum is structured so students can apply the knowledge and skills developed in the classroom and laboratory to the care of patients in the clinical setting. Didactic and clinical courses are taken concurrently to provide the opportunity for immediate application and reinforcement.

Upon satisfactory completion of the junior year, students are eligible to apply for the American Registry of Radiologic Technologists (ARRT) certification examination. Upon satisfactory achievement on this national examination, students are eligible for radiologic technology licensure in Connecticut and other states. This component of the program is accredited by the Joint Review Committee on Education in Radiologic Technology.

The fourth year of the program provides the student with an opportunity to select from four areas of concentration: advanced imaging, science, management, marketing/business. In the advanced imaging track, the student selects from among advanced modalities such as computed tomography (CT), magnetic resonance imaging (MR), mammography (M) and sonography (ARDMS/ARRT) in preparation for the advanced level ARRT certification examination in a particular modality. Students intending to continue their education beyond the bachelor’s degree level select the science track, which concentrates on completing requirements for most professional schools. The management track introduces students to various concepts of managerial principles, organizational behaviors and other foundations necessary for future professional roles as supervisors and managers. Students interested in business may select the marketing/business track in preparation for careers in medical advertising, marketing and sales.

### Policies
In addition to the general policies of Quinnipiac University, such as due process and academic honesty, the following apply to students enrolled in the diagnostic imaging program:

#### Progression in the Program
BIO 101-102 and MA 110 must be completed with a minimum grade of C- (70) and C+ (77) respectively before admission to the clinical component of the program. Physics or chemistry also is required with a passing grade. All students must be CPR certified prior to admission to clinical practicum and must maintain certification throughout the duration of the program. In addition, all diagnostic imaging courses with the prefix RS, including RS 101, must be successfully completed with a minimum grade of B- (80). A student who earns a grade of less than B- (80) in an RS course must repeat the course before enrolling in a more advanced diagnostic imaging course. Students are allowed to repeat one diagnostic imaging course one time only. After completion of the freshman year, a cumulative GPA of 2.5 is required for continued good standing. Students whose averages fall below 2.5 are subject to dismissal from the program.

#### Transportation
Multiple clinical education centers are used throughout the professional component of the program. Students are responsible for their own transportation to and from these sites.

#### Summer Study
All students are required to perform one clinical assignment during the summer semester, second year (RS 252). This clinical practicum consists of a 10-week, 40-hour-per-week assignment and may be performed only in a clinical affiliate currently approved by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the program.

### BS in Diagnostic Imaging Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester, First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Elements of Physics</td>
<td></td>
</tr>
<tr>
<td>or CHE 101</td>
<td>Fundamentals of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>EN 101</td>
<td>UC</td>
<td>3</td>
</tr>
</tbody>
</table>
### Spring Semester, First Year
- **BIO 102** Science (UC) 4
- **EN 102** Freshman Composition (UC) 3
- **RS 101** Introduction to Diagnostic Imaging 3
- **UC** Social Sciences 3
- **UC** Humanities 3

**Total**: 17

### Fall Semester, Second Year
- **RS 210** Radiographic Procedures I 2
- **RS 211** Laboratory Practicum I 1
- **RS 240** Image Production & Evaluation I* 3
- **RS 250** Clinical Education I 2
- **RS 298** Methods of Patient Care* 3
- **BIO 211** Anatomy & Physiology I 4

**Total**: 15

### Summer Semester, Second Year
- **RS 252** Clinical Education III 2
- **RS 497** Directed Studies in Diagnostic Imaging 1

**Total**: 3

### Fall Semester, Third Year
- **RS 230** Radiographic Procedures III 2
- **RS 231** Laboratory Practicum III 1
- **RS 330** Diagnostic Assessment 3
- **RS 350** Clinical Education IV 2
- **RS 322** Sectional Anatomy
  or **RS 300** Introduction to Sonography** 3
- **RS 260** Radiographic Physics & Instrumentation 3
- **QU 201** Seminar on National Community 3

**Total**: 17

### Spring Semester, Third Year
- **RS 215** Radiation Protection & Biology 3
- **RS 290** Radiographic Procedures IV* 3
- **RS 351** Clinical Education V 2
- **RS 498** Radiography Seminar 1
- **BMS 200** UC elective (UC) 3
- **BMS 318** UC elective (UC) 3

**Total**: 15

### Fall Semester, Fourth Year
- **QU 301** Seminar on Global Community 3
- **UC** Humanities 3

### Spring Semester, Fourth Year
- **RS** Concentration Courses*** 6–9

**Total**: 12–15

### Fall Semester, Second Year
- **RS 205** Radiation Protection & Biology 3
- **RS 415** Introduction to Magnetic Resonance Imag. 3
- **RS 416** Advanced MRI Principles & Imaging 3
- **RS 417** Clinical Practicum: Magnetic Resonance Imaging (MRI) I (7 wks) 1
- **RS 418** Clinical Practicum: Magnetic Resonance Imaging (MRI) I 2
- **RS 419** Clinical Practicum: Magnetic Resonance Imaging (MRI) II 2
- **RS 421** Non-Traditional Applications of Diagnostic Imaging 1
- **RS 422** Non-Traditional Applications of Diagnostic Imaging II 1
- **RS 425** Cadaver Imaging 1
- **RS 430** Clinical Practicum: Mammography I 2
- **RS 431** Clinical Practicum: Mammography II 2
- **RS 438** Clinical Practicum: Computed Tomography (CT) II 2
- **RS 439** Clinical Practicum: Computed Tomography (CT) II 2
- **RS 440** Artifact Imaging Practicum 1

**Total**: 15

### Total Credits

- **Spring Semester, First Year**: 17
- **Fall Semester, Second Year**: 16
- **Summer Semester, Second Year**: 3
- **Fall Semester, Third Year**: 17
- **Spring Semester, Third Year**: 15
- **Fall Semester, Fourth Year**: 15
- **Spring Semester, Fourth Year**: 12–15

**Total Credits**: 125–128

*These courses have a laboratory component
**Sonography track only
***Students complete courses in one of the following areas of concentrations: advanced imaging, science, management or marketing/business.

**Concentrations**

Students select courses for their concentration in consultation with the faculty adviser (15–16 credits for a concentration).

**Advanced Imaging (15–16 credits)**

- **RS 300** Introduction to Diagnostic Medical Sonography 3
- **RS 320** Ultrasound Physics & Instrumentation 3
- **RS 323** Advanced Sectional Anatomy 3
- **RS 331** Electrocardiography 1
- **RS 332** Phlebotomy & Vital Signs 1
- **RS 333** Pharmacology for the Radiographer 1
- **RS 334** Bone Densitometry (DE) 1
- **RS 338** Introduction to CT Scanning 3
- **RS 340** Principles of Mammography 3
- **RS 355** Radiographic Pathology for the Practicing Technologist (DE) 3
- **RS 401** Quality Management in Diagnostic Imaging 3
- **RS 414** Research: Analysis & Critique 3
- **RS 415** Introduction to Magnetic Resonance Imag. 3
- **RS 416** Advanced MRI Principles & Imaging 3
- **RS 417** Clinical Practicum: Magnetic Resonance Imaging (MRI) I (7 wks) 1
- **RS 418** Clinical Practicum: Magnetic Resonance Imaging (MRI) I 2
- **RS 419** Clinical Practicum: Magnetic Resonance Imaging (MRI) II 2
- **RS 421** Non-Traditional Applications of Diagnostic Imaging 1
- **RS 422** Non-Traditional Applications of Diagnostic Imaging II 1
- **RS 425** Cadaver Imaging 1
- **RS 430** Clinical Practicum: Mammography I 2
- **RS 431** Clinical Practicum: Mammography II 2
- **RS 438** Clinical Practicum: Computed Tomography (CT) II 2
- **RS 439** Clinical Practicum: Computed Tomography (CT) II 2
- **RS 440** Artifact Imaging Practicum 1
Bachelor of Science in Diagnostic Imaging (Continuing Education)

Registered radiographers and sonographers may enroll in the bachelor of science degree program on either a full time or part time basis. Students who are graduates of a JRCERT accredited radiology program and/or are credentialed by the American Registry of Radiologic Technology (ARRT) or the American Registry of Diagnostic Medical Sonographers (ARDMS) are eligible for advanced placement in the bachelor’s degree program. Additional transfer credits are granted for Advanced Level ARRT certification.

Students who are not graduated but enrolled in another JRCERT accredited program may transfer into the Quinnipiac diagnostic imaging program.

Quinnipiac University normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of “C” or better, at regionally accredited postsecondary institutions. Based on transfer of credit, at a minimum, students must fulfill the 45-credit residency requirement. All students complete 39–40 credits in radiologic sciences at Quinnipiac University. Contact the diagnostic imaging program director for further information about transfer assessment.

Radiologic technology articulation programs are in place with Gateway Community Technical College, Middlesex Community Technical College, Naugatuck Valley Technical Community College and St. Vincent’s College.

1. Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 110 or its equivalent.

2. BIO 101–102 are required courses for the diagnostic imaging program and may be used to meet the University core sciences requirement.

3. All diagnostic imaging course requirements must be completed in the appropriate semester as indicated above. Any deviations from the prescribed program require the approval of the program director.

4. The diagnostic imaging program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Dr., Suite 900, Chicago, Illinois 60606-2901.
Department of Nursing

Bachelor of Science in Nursing
Traditional BSN Track for High School Graduates
Accelerated BSN Track for Second Degree Students

The mission of the Department of Nursing at Quinnipiac University is to prepare graduates for professional nursing practice who are capable of providing holistic care for diverse individuals, families, communities and populations in a variety of settings. The faculty affirm that nursing is both a science and an art that is creative, goal-directed, research-based and concerned with the health and dignity of the whole person. Learning occurs in a highly personalized, student-centered community, which promotes academic excellence.

“Caring To Make a Difference”
Nursing is a profession based on a culture of compassion, commitment and connection to individuals. Quinnipiac nursing students are taught that caring makes a difference in the health and well-being of all individuals.

General Information
The undergraduate nursing curriculum, utilizing a holistic framework, fosters professional socialization for future roles and responsibilities within the profession. Graduates are prepared as generalists to provide evidence-based care. Bachelor’s degree nursing education prepares the graduate for entry into professional nursing practice and provides the foundation for graduate study. A master of science in nursing preparing adult and family nurse practitioners also is available. Both programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). For more information about these offerings, please see the Graduate Studies section of the catalog.

Admission Requirements
The requirements for admission into the undergraduate nursing program are the same as those for admission to Quinnipiac University. Students must complete all preprofessional component courses, including all sciences, by the end of the spring semester prior to starting the professional component in the fall. A cumulative GPA of 3.0 is required for progression.

Current Quinnipiac students who wish to change into the nursing major will be evaluated on a space-available basis. Interested students should contact the undergraduate nursing program director by January of their sophomore year.

Freshman and sophomore students who cannot mathematically achieve a cumulative GPA of 3.0 by the end of their sophomore year may be advised to change their major. Junior and senior students, to progress and remain in good standing, must attain a semester GPA of 3.0 (B) and a grade of P (Pass) in each clinical rotation and laboratory. A grade of C or less in a nursing course may result in dismissal from the program.

The policy for Advanced Standing/Placement, as stated in the Quinnipiac catalog, applies to the student seeking admission into the undergraduate program in nursing. Quinnipiac normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of C or better, at a regionally accredited post-secondary institution. Transfer students are accepted on a space-available basis. Advanced standing or placement is considered for entering freshmen who have completed college-level credit courses through a recognized college or university, achieved an acceptable score on an appropriate examination of (1) the Advanced Placement Program of the College Entrance Examination Board, (2) the International Baccalaureate, or (3) the College Level Examination Program (CLEP).

Graduates are eligible for registered nurse licensure in Connecticut or other states upon satisfactory achievement of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). In Connecticut, the laws of the state provide limitation to eligibility for licensure for any person convicted of a felony (according to Public Act 86.385). A copy of the act is available for review in the nursing department.

Select learning experiences across the health care continuum begin with the first nursing course and continue throughout the curriculum. Students are responsible for transportation to and from clinical agencies. CPR certification must be obtained prior to enrolling in the first nursing course, and renewed annually. The nursing department has several additional health requirements in addition to those specified by the University, as well as technical standards. A criminal background check and drug testing may be required.
Bachelor of Science in Nursing

Undergraduate Program Outcomes
The undergraduate nursing program prepares a graduate to:
1. Synthesize knowledge from holistic nursing theory and the biological, physical, social and behavioral sciences in providing health care to diverse individuals, families and communities.
2. Apply critical thinking, ethical decision making, independent judgment and appropriate technologies in the utilization of the nursing process as a basis for providing holistic care.
3. Utilize leadership, management, delegation and collaborative skills in providing high quality, holistic nursing care.
4. Demonstrate professional role competency through accountability, social consciousness, advocacy and a commitment to lifelong learning, commensurate with bachelor's degree nursing preparation.
5. Utilize effective communication skills and teaching/learning strategies to meet client health teaching needs.
6. Apply theory and research findings to inform clinical practice.
7. Practice holistic nursing and ethical and professional standards, in accordance with the legal parameters of a registered nurse.

BS in Nursing Curriculum

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester, First Year</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 101 Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td>CHE 101 Fundamentals of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>EN 101 Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td>MA 275 Quantitative Literacy (UC)</td>
<td>3</td>
</tr>
<tr>
<td>QU 101 The Individual in the Community</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>Spring Semester, First Year</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 102 Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td>CHE 102 Fundamentals of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>EN 102 Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td>UC Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>UC Social Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>Fall Semester, Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 211 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BMS 213 Microbiology &amp; Pathology</td>
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<tr>
<td>or Open elective</td>
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<td>UC Humanities</td>
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<td><strong>17</strong></td>
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<tr>
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</tr>
<tr>
<td>BIO 212 Anatomy &amp; Physiology II</td>
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<tr>
<td>UC Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Open elective or QU 201</td>
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<tr>
<td>UC UC elective</td>
<td>3</td>
</tr>
<tr>
<td>Open elective or BMS 213</td>
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<tr>
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<tr>
<td><strong>Fall Semester, Third Year</strong></td>
<td></td>
</tr>
<tr>
<td>NU 301 Alterations in Holistic Integrity of Individuals I*</td>
<td>5</td>
</tr>
<tr>
<td>NU 304 Alterations in Holistic Integrity Managed in the Community I</td>
<td>3</td>
</tr>
<tr>
<td>NU 311 Holistic Health Assessment*</td>
<td>4</td>
</tr>
<tr>
<td>QU 301 Seminar on Global Community or NU 310</td>
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<tr>
<td>BMS 318 Elective</td>
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<tr>
<td><strong>Spring Semester, Third Year</strong></td>
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<tr>
<td>NU 302 Alterations in Holistic Integrity of Families I*</td>
<td>5</td>
</tr>
<tr>
<td>NU 303 Alterations in Holistic Integrity of Individuals II*</td>
<td>5</td>
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<tr>
<td>NU 310 Theoretical Basis for Nursing or QU 301</td>
<td>3</td>
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<tr>
<td>NU 356 Elective</td>
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<td>NU 401 Alterations in Holistic Integrity of Families II*</td>
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<tr>
<td>NU 403 Alterations in Holistic Integrity Related to Behavioral Health*</td>
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<td>NU 404 Alterations in Holistic Integrity of Individuals III*</td>
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<td>NU 402 Alterations in Holistic Integrity Managed in the Community II*</td>
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<tr>
<td>NU 405 Alterations in Holistic Integrity of Individuals IV</td>
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<tr>
<td>NU 410 Introduction to Nursing Research</td>
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<tr>
<td>NU 420 Issues &amp; Leadership in Nursing</td>
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<tr>
<td><strong>Total Credits 132</strong></td>
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</table>

*TThese courses have a campus practice lab and/or clinical practicum components.

NU 410 is also offered in the fall semester, senior students wishing to take 18 credits in fall semester senior year may take it at this time. NU 310 must be completed before taking NU 410.

The curriculum for the professional component is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience.
Initial placement in English and mathematics courses is determined by examination. The minimum mathematics requirement is MA 275 or its equivalent. Courses must be taken in the semester indicated unless prior approval is obtained from the student’s academic adviser.

**Accelerated BSN Track for Second Degree Students**

The accelerated BSN track is designed for individuals with a bachelor’s degree in another discipline who are interested in pursuing nursing as a second bachelor’s degree. The curriculum builds on the individual’s prior educational preparation, and the degree is completed in one calendar year, starting in May, with students concentrating solely on nursing courses.

Accelerated BSN students complete an intensive summer session and then join undergraduate students in the traditional program to complete the remainder of the nursing major requirements in the fall and spring. The accelerated BSN must be pursued on a full-time basis.

Admission requirements include graduation from a regionally accredited college or university with a cumulative GPA of at least 3.0 (B) and completion of prerequisite course work (may be taken at Quinnipiac). All prerequisite courses must be taken with a grade of C or better; and must be completed prior to entering the accelerated track. Transfer credit is evaluated according to University policy. The application deadline is October 1; applicant information is available on the Quinnipiac website.

The BSN degree is 132 credits, including: prerequisites, general education requirements and nursing courses distributed as follows:

<table>
<thead>
<tr>
<th>Nursing Course Prerequisites</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Anatomy &amp; Physiology I &amp; II (with labs)</td>
<td>8</td>
</tr>
<tr>
<td>Microbiology (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
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<table>
<thead>
<tr>
<th>General Education Courses</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Fine Arts</td>
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<td>Social Science</td>
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<td>Humanities</td>
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<tr>
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<table>
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</tr>
</tbody>
</table>

A detailed curriculum plan and additional information are available from the accelerated track coordinator. Graduates are eligible to take the NCLEX-RN® examination, and qualify for entry-level nursing positions, or graduate study. Those students contemplating applying for graduate study in nursing at Quinnipiac should refer to the Graduate Studies section of the catalog (p. 188).
Department of Occupational Therapy

Entry-Level Master’s Degree in Occupational Therapy

The Department of Occupational Therapy embodies three fundamental values: excellence in education, a sensitivity to students, and a spirit of community.

The foundation on which the occupational therapy professional education is built consists of University Curriculum requirements. The occupational therapy faculty’s mission is to create an atmosphere that promotes student self-actualization, intellectual growth, service to the community, clinical scholarship and research.

The occupational therapy program cultivates student growth within a developmental-humanistic model. This process acknowledges that the student has physical, psychosocial and cultural needs and abilities. These abilities are developed through professional, arts and sciences experiences that provide a general education, a professional knowledge base, and entry-level skills and judgment.

In addition, faculty encourage practical and clinical reasoning and problem solving, based on the principles and current philosophy, frame of reference and theory of the occupational therapy profession.

The three levels of the curriculum design—foundation, application and integration—provide a developmental framework for active learning. This design enables students to develop as entry-level therapists who can advocate for clients within the occupational therapy process using evidence to inform practice through practical and critical thinking. Graduates have the skills to learn for a lifetime with a strong professional identity in occupational therapy.

The faculty facilitates professional development by promoting a continuum of lifelong learning founded on classroom education, fieldwork experiences, laboratory experiential learning, contribution and service to the community. This program prepares graduates for entry-level practice and collaboration within a diverse health care community.

General Information

Occupational therapy is a health care profession that includes the use of purposeful activities, or occupations, to assist persons in achieving their highest level of functioning or self-actualization. The definition which was adopted and approved by the Representative Assembly of the American Occupational Therapy Association (1986) states that: “Occupational therapy is the therapeutic use of self-care, work and play activities to increase independent function, enhance development and prevent disability. It may include the adaptation of tasks or the environment to achieve maximum independence and to enhance quality of life.”

Occupational therapy is both an art and a science. An occupational therapist is able to administer and analyze a variety of evaluations that are utilized in the therapeutic relationship to establish intervention goals with the client involved in the occupational therapy process. The therapeutic interventions meet the needs of people of all ages who may have limitations because of physical, developmental, psychosocial, or challenges of the normal developmental process. The therapeutic interventions are adapted to meet individual needs and are in collaboration with the environment in which the person lives, works and plays. Occupational therapists also are committed to promoting health, preventing injury or disability, and improving one’s abilities.
Students are engaged in a variety of learning experiences to prepare them for the diverse practice of occupational therapy. The curriculum objectives include an emphasis on the arts and sciences with knowledge, skills and attitudes developed through an integration of classroom learning, experiential learning and laboratory fieldwork level I and II experiences. The content is delivered through collaborative and cooperative teaching strategies involving academic and clinical faculty, to promote the integration of theory into practice for individuals with diverse needs in varied practice environments, across the ages, with individual cultural, economic and social needs.

Inherent within the profession and the program is the value and regard for all human beings as unique individuals who have the capacity to choose and seek their own meaning and purpose in life, reinforcing the developmental–humanistic curriculum design. The occupational therapy student learns to become an effective change agent in this process of helping others to achieve their own satisfactory life occupations.

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE’s phone number c/o AOTA is 301-652-AOTA. The ACOTE on-site evaluation awarded the program full accreditation status in August 2009. The next evaluation will be 2018/2019. Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). Most states require licensure to practice; however, state license eligibility is usually based on the results of the NBCOT certification examination. A summary of the pass rate is available upon request from the chair and is on the University website.

Admission to the Program
The high school student applying for admission to the occupational therapy program should present four years of mathematics and four years of science. The general Quinnipiac University requirements for admissions must be met. All students applying for admission are strongly encouraged to have at least 30 hours of observation in occupational therapy. The department is prepared to provide reasonable accommodations for students who have special needs or challenges.

Transfer Students from Other Colleges and Universities
Transfer students from other colleges and universities are accepted into the occupational therapy program dependent upon successful completion of the University Curriculum and sciences prerequisite courses with a GPA of 3.0. In addition the 30 hours of observation are strongly encouraged.

Once accepted into the program, students need to complete OT 111, 112, 210, 212 before they enter the junior year with a grade of B- or better in each course. These courses are offered in the summer, in January and during the semester.

Transfer Students from within Quinnipiac
Students currently attending Quinnipiac in other programs are accepted into the occupational therapy program. Students may apply through the department. All prerequisite courses as listed in the catalog must be completed with a GPA of 2.75. In addition, 30 hours of observation in occupational therapy is strongly encouraged. Once accepted into the program, students need to complete OT 111, 112, 210, 212 before they enter the junior year with a grade of B- or better in each course.

Professional Component
Entry into the junior year (professional program) depends upon a B- or better in OT 111, 112, 210, 212, and satisfactory completion of all lower division requirements with a minimum 2.75 quality point average. A GPA of 3.0 each semester must be maintained in the occupational therapy courses during the junior, senior and graduate years. All professional courses in the junior, senior and graduate years are accepted only if the student earns a grade of “C+” or above. A grade of “C” or lower and a semester GPA of less than 3.0 may result in dismissal from the program. All three fieldwork level II experiences must be completed with a “P” or pass to graduate.

If a student is dismissed from the program because of low grades, a semester GPA below a 3.0, or an “F” or “W” in Fieldwork Level II Experience (OT 500, OT 580, and/or OT 581), the
student may follow the appeal process in the student manual. If the OT Department Progression and Retention Committee overturns the dismissal and places the student on probation, the terms of the probation are final and no subsequent future appeals will be allowed. If a student does not meet a probation contract, then dismissal from the program will occur without the right of appeal.

All students are responsible for transportation to all fieldwork experiences and maintaining viable health insurance, malpractice insurance, CPR certification, and immunizations according to their fieldwork placements.

Initial placement in the English and mathematics courses is determined by examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent. BIO 101-102 are required for graduation and may be used to meet the University Curriculum sciences requirement. The occupational therapy course requirements must be fulfilled in the appropriate semester as indicated. The final three years of the program are a full-time, day program. Deviations from the sequence, waivers from occupational therapy courses and transfer courses from other occupational therapy programs must be approved by the Occupational Therapy Progression Committee and the department chairperson.

A felony conviction may affect a graduate’s ability to sit for the certification exam or attain state licensure. Criminal background checks are required during the junior year and are updated, if required, before each Fieldwork Level II experience.

Entry-Level Master’s Degree in Occupational Therapy Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall Semester, First Year</td>
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<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>Science (UC)</td>
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<tr>
<td>EN 101</td>
<td>Freshman Composition (UC)</td>
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</tr>
<tr>
<td>MA 275</td>
<td>Quantitative Literacy (UC)</td>
<td>3</td>
</tr>
<tr>
<td>UC</td>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>QU 101</td>
<td>The Individual in the Community</td>
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</tr>
<tr>
<td>OT 111</td>
<td>Fundamentals of Occupational Therapy</td>
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<tr>
<td>Spring Semester, First Year</td>
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<td></td>
</tr>
<tr>
<td>BIO 102</td>
<td>Science (UC)</td>
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<tr>
<td>EN 102</td>
<td>Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td>UC</td>
<td>Humanities</td>
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<tr>
<td>UC</td>
<td>UC elective</td>
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</tr>
<tr>
<td>UC</td>
<td>Social Sciences</td>
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<thead>
<tr>
<th>Course</th>
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<tr>
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<tr>
<td>BIO 211</td>
<td>Anatomy &amp; Physiology I</td>
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<tr>
<td>PHY 101</td>
<td>Physics 101</td>
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<td>UC</td>
<td>Humanities</td>
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<td>OT 210</td>
<td>OT Skills in the Therapeutic Use of Self</td>
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<tr>
<td>Spring Semester, Second Year</td>
<td></td>
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<tr>
<td>BIO 212</td>
<td>Anatomy &amp; Physiology II</td>
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<td>UC</td>
<td>Fine Arts</td>
<td>3</td>
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<td>Open elective</td>
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<tr>
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<td>OT 212 SL</td>
<td>Group Leadership (Service Learning)</td>
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<td>QU 201</td>
<td>Seminar on National Community</td>
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<tr>
<td>Fall Semester, Third Year</td>
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<td></td>
</tr>
<tr>
<td>OT 315</td>
<td>Anatomy &amp; Lab</td>
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<tr>
<td>OT 325</td>
<td>Principles of Human Development &amp;</td>
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<tr>
<td>Occupation</td>
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<tr>
<td>OT 335</td>
<td>Functional Neuroanatomy</td>
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<tr>
<td>OT 345</td>
<td>Theory of Occupation &amp; Fieldwork I: Wellness</td>
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<tr>
<td>OT 355</td>
<td>Occupational Therapy Framework (SL)</td>
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<td>OT 355L</td>
<td>Community Service Learning</td>
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<tr>
<td>Spring Semester, Third Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OT 316</td>
<td>Kinesiology &amp; Lab</td>
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<tr>
<td>OT 326</td>
<td>Principles of Human Development—</td>
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<tr>
<td>The Older Adult</td>
<td>3</td>
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<tr>
<td>OT 336</td>
<td>Functional Neuro-behaviors</td>
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</tr>
<tr>
<td>OT 356</td>
<td>Documenting OT Practice &amp; FW1</td>
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<tr>
<td>OT 365</td>
<td>Problem Based Learning:</td>
<td></td>
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<tr>
<td>Risk Factors Impacting Human Occupation</td>
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<td>QU 301</td>
<td>Seminar on Global Community</td>
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<td>Fall Semester, Fourth Year</td>
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<tr>
<td>OT 415</td>
<td>Health Conditions I</td>
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<td>OT 420</td>
<td>Evaluative Process &amp; Lab with FWI</td>
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<td>OT 445</td>
<td>Applied Theory in OT</td>
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<tr>
<td>OT 466</td>
<td>Problem Based Learning:</td>
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<tr>
<td>Health Conditions &amp; Occupation I</td>
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<td></td>
<td><strong>Total</strong></td>
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<tr>
<td>Spring Semester, Fourth Year</td>
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<tr>
<td>OT 416</td>
<td>Health Conditions II</td>
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<td>OT 421</td>
<td>OT Intervention Strategies &amp; Lab with FW I</td>
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<tr>
<td>OT 446</td>
<td>Group Process &amp; Lab</td>
<td>4</td>
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<tr>
<td>OT 467</td>
<td>Problem Based Learning Groups</td>
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<tr>
<td>Health Conditions &amp; Occupation II</td>
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<td></td>
<td><strong>Total credits</strong></td>
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</table>
Upon successful completion of the fourth year, the BS in Health and Science Studies is awarded. Award of this degree leads to matriculation into the graduate level of the program.

**Summer Between Fourth Year and Graduate Year**

OT 500  Fieldwork Level II  6
Twelve weeks of full-time supervised experience. All FWI policies must be followed according to the OT program manual available from the chairperson.

**Fall Semester, Graduate Year**

OT 510  Impact of Laws & Regulations on OT Practice 2 (Hybrid)
OT 511  Administration & Management in OT (Hybrid) 4
OT 535  Integrative Interventions: Sensory Integration & Neurorehabilitation 6
OT 550  OT Research 4
OT 560  Contemporary Modalities 2

Total 18

**Spring Semester, Graduate Year**

OT 536  Intervention: Ergonomics & Assistive Technology, FW, Lab 6
OT 555  Pharmacology & Environmental Toxins Affecting Human Performance 3
OT 556  Professional Development (Hybrid) 3
OT 565  Integrative Case Studies 2
OT 570  Capstone Project 3

Total 17

**Summer and Fall Following Graduate Year**

OT 580  Fieldwork Level II 6
OT 581  Fieldwork Level II 6

Total 12

All fieldwork must be completed within 12 months from completion of course work.

All course work and fieldwork must be completed with grades as stated in the occupational therapy program manual. Retention and dismissal criteria are also written in the occupational therapy program manual which is available from the chairperson. Any variations in the program of study leading to the MOT must be approved by the Occupational Therapy Retention and Progression committee. The occupational therapy course work must be completed in the sequence provided on a full-time basis. The only exceptions, which require approval from the Occupational Therapy Retention and Progression Committee, may be transfer students. The curriculum, as designated occupational therapy courses, is subject to modification as deemed necessary to maintain a high quality educational experience.

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**Department of Physical Therapy**

Bachelor of Science in Athletic Training/Sports Medicine
Bachelor of Science in Athletic Training/Sports Medicine and Doctor of Physical Therapy
Doctor of Physical Therapy (three- or four-year preprofessional option and three-year professional component)

**Bachelor of Science in Athletic Training/Sports Medicine**

The athletic training/sports medicine program functions within the mission and goals of the institution. Quinnipiac University acknowledges its role in providing a supportive and stimulating environment for the intellectual and personal growth of the students. The primary mission of the athletic training/sports medicine program is to provide a quality education program through which students may obtain the knowledge and psychomotor skills necessary to practice as athletic trainers certified by the Board of Certification. Importance is placed upon the provision of opportunities within the curriculum for the development of skills encompassing the domains of athletic training/sports medicine. Strong emphasis is placed on the practical clinical experience coupled with specific professional course work.

Recognizing the importance of excellence in teaching and instruction, the faculty, in its commitment to the combination of diverse clinical and intellectual experiences, collaborates in educating students. Through successful completion of the athletic training/sports medicine program, graduates are prepared to enter the profession of athletic training/sports medicine and assume a leadership role.

The athletic training/sports medicine program offers a highly personalized learning environment featuring small classes and ready access to faculty, reflecting the University’s commitment to excellence in teaching, as well as support for scholarship and professional development. The athletic training/sports medicine faculty share a service orientation toward the students and their needs. The program also strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments, and who possess an educational foundation for...
continued growth and development in a changing world of diverse cultures and people.

**Admission to the Program**

Candidates applying for admission to the athletic training/sports medicine program from high school are required to have not less than three years of high school college preparatory mathematics, one year of biology, one year of chemistry and one year of physics. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University admission requirements.

All applications must include three letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant’s professional interests and commitments.

Applications are accepted for admission to the fall semester only.

Admission to Quinnipiac University does not guarantee admission to the program in athletic training/sports medicine, unless officially accepted into the program. Students enrolled in the program’s preprofessional component (semester 1–3) must achieve a B- or better in AT 114, AT 214 and AT 230 and a minimum cumulative GPA of 2.67 upon completion of all additional preprofessional requirements including all program science and math requirements to qualify for admission into the professional component of the program. (D and F grades in the required science and math courses are unacceptable). All AT courses must be taken and completed at Quinnipiac University.

Professional component students (semesters 4–8) must earn at least a B- in all professional component courses and maintain a GPA of 3.0 each semester during the professional component.

Students who fail to maintain these grade requirements are subject to dismissal from the program.

**Technical Standards for Admission**

The athletic training/sports medicine program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the athletic training program establish the essential qualities considered necessary for admitted students to this program to achieve the knowledge, skills, and competencies of an entry level athletic trainer, as well as meet the expectations of the program’s accrediting agency Commission on Accreditation of Athletic Training Education (CAATE). All students admitted to the program must meet the established abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted or may be dismissed from the program.

Candidates for selection to the program are required to verify they understand and meet the technical standards or that they believe that, with certain reasonable accommodations, the technical standards can be met. Verification of understanding includes the student reading, signing and returning a copy of the Technical Standards Agreement to the program director prior to arrival on campus in the fall semester. A listing of the technical standards and an agreement form for the athletic training program can be found on the program’s web page (www.quinnipiac.edu). If the student fails to complete the agreement form prior to the first day of classes, the student is admitted to the University but may be required to reapply for the athletic training/sports medicine program.

**Background Check**

All students entering the health care profession in general and in athletic training should be aware that most professional credentialing agencies require a background check prior to awarding professional credentials. Information regarding background checks for those seeking to become certified athletic trainers can be found at http://www.bocatc.org/. For athletic training, the affidavit portion of the exam application requires candidates to report any felony or misdemeanor conviction. During the application process, candidates must submit an explanation of the events that led to the conviction(s), copy of court documents(s), including, but not limited to, an arrest report, sentence recommendation, compliance of all court requirements and proof of payment of all related fines. Candidates may request a predetermination of eligibility at any time by submitting their documentation prior to their application. The
Professional Practice and Discipline Committee reviews all convictions. Candidates are notified in writing of the committee’s decision. Please review the Professional Practice and Disciplinary Guidelines and Procedures for details.

Transfer Students from Other Colleges and Universities
Transfer students from other colleges and universities may be accepted into the athletic training/sports medicine program based on space availability. These students must meet the course requirements, performance standards (GPA of 2.67) and technical standards of the program. The students must complete the general science requirements, AT 114, AT 214 and AT 230 prior to entry into the professional component of the program or the fourth semester of the course sequence. AT 114, AT 214 and AT 230 must be taken at Quinnipiac. Athletic training courses from the student’s previous institution will not be considered for replacement of BMS 300, BMS 301 or any of the athletic training courses offered at Quinnipiac.

Transfer Students from within Quinnipiac
Students currently attending Quinnipiac in another program may be accepted into the athletic training/sports medicine program based on space availability and review of qualification by the program director. Students may apply through the department upon completion of the general science requirements, AT 114, AT 214 and AT 230 and prior to entry into the professional component of the program or the fourth semester of the course sequence. These students must meet the course requirements, performance standards (GPA of 2.67) and technical standards of the program.

Course of Study: Athletic Training/Sports Medicine Program Preprofessional Component
Examination and an evaluation of high school units presented determine initial placement in the English and mathematics courses. The minimum mathematics requirement is MA 275. It is strongly suggested that biology and athletic training courses are completed in the appropriate semesters as indicated. The following courses must be completed with a C- or better and a minimum GPA of 2.67.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 275</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 101-102</td>
<td>General Biology I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>CHE 101-102</td>
<td>Fund. Gen., Org, Biol. Chemistry I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>BIO 211-212</td>
<td>Anatomy &amp; Physiology I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Elements of Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

Where applicable, courses may be used to satisfy University Curriculum requirements. Progression to the professional component occurs in the fourth semester or second year, spring semester. The following courses must be completed with a minimum of a B- at Quinnipiac and prior to entry into the professional component of the athletic training/sports medicine program. All AT courses must be taken at Quinnipiac.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 114</td>
<td>Introduction to Athletic Training/ Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>AT 214</td>
<td>Care &amp; Prevention of Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>AT 214L</td>
<td>Care &amp; Prevention of Athletic Training Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 230</td>
<td>Nutrition, Conditioning &amp; Fitness</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Component
The Admissions Progression and Retention Committee for the program in athletic training/sports medicine is responsible for evaluating and screening candidates for the professional component of the program. Program requirements are established in conjunction with the guidelines established by the Educational Council of the National Athletic Trainers’ Association and are acceptable to the school and University administration. While a good deal of the athletic training students’ clinical assignments (clinical practicum I–V) occur at Quinnipiac, off-campus assignments also are required. Students are responsible for transportation to and from all off-campus sites. Most off-campus sites are within 15 miles from the main campus. Moreover, students involved in varsity athletics may require additional semester(s) to complete the program.

BS in Athletic Training/Sports Medicine Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester, First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td>CHE 101</td>
<td>Fundamentals of Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>EN 101</td>
<td>Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td>UC</td>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>QU 101</td>
<td>The Individual in the Community</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>17</td>
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</table>

SCHOOL OF HEALTH SCIENCES 131
<table>
<thead>
<tr>
<th>Spring Semester, First Year</th>
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</thead>
<tbody>
<tr>
<td>BIO 102 Science (UC)</td>
<td>4</td>
</tr>
<tr>
<td>CHE 102 Fundamentals of Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>EN 102 Freshman Composition (UC)</td>
<td>3</td>
</tr>
<tr>
<td>UC Social Sciences*</td>
<td>3</td>
</tr>
<tr>
<td>AT 114 Introduction to AT/SM</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 17**

Students interested in graduate school or AT/DPT dual major should substitute CHE 110/111 for CHE 101/102.

<table>
<thead>
<tr>
<th>Fall Semester, Second Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 211 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 101 Elements of Physics</td>
<td>4</td>
</tr>
<tr>
<td>MA 275 Quantitative Literacy (UC)</td>
<td>3</td>
</tr>
<tr>
<td>AT 214 Care &amp; Prevention of Athletic Injuries**</td>
<td>4</td>
</tr>
<tr>
<td>AT 230 Nutrition, Conditioning &amp; Fitness</td>
<td>3</td>
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</tbody>
</table>

**Total 18**

Students interested in graduate school or AT/DPT dual major should substitute PHY 110/111 for PHY 101.

<table>
<thead>
<tr>
<th>Spring Semester, Second Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIO 212 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>AT 215 Therapeutic Modalities**</td>
<td>4</td>
</tr>
<tr>
<td>AT 298 Clinical Practicum I**</td>
<td>3</td>
</tr>
<tr>
<td>AT 338 Kinesiology &amp; Athletic Injury Evaluation I**</td>
<td>4</td>
</tr>
<tr>
<td>QU 201 Seminar on National Community</td>
<td>3</td>
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</tbody>
</table>

**Total 18**

**Fall Semester, Third Year**

| BMS 300 Physiology of Human Performance I** | 4 |
| AT 339 Kinesiology & Athletic Injury Evaluation II** | 4 |
| AT 398 Clinical Practicum III ** | 3 |
| AT 410 Therapeutic Exercise I** | 4 |

**Total 15**

<table>
<thead>
<tr>
<th>Spring Semester, Third Year</th>
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</thead>
<tbody>
<tr>
<td>BMS 301 Physiology of Human Performance II**</td>
<td>4</td>
</tr>
<tr>
<td>AT 498 Clinical Practicum III **</td>
<td>4</td>
</tr>
<tr>
<td>AT 411 Therapeutic Exercise II **</td>
<td>4</td>
</tr>
<tr>
<td>AT 440 Biomechanics **</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total 16**

**Fall Semester, Fourth Year**

| UC UC elective | 3 |
| AT 450 Administration & Management | 3 |
| AT 399 Clinical Practicum IV ** | 3 |
| QU 301 Seminar on Global Community | 3 |

**Total 12**

<table>
<thead>
<tr>
<th>Spring Semester, Fourth Year</th>
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</thead>
<tbody>
<tr>
<td>AT 499 Clinical Practicum V **</td>
<td>3</td>
</tr>
<tr>
<td>UC Social Sciences *</td>
<td>3</td>
</tr>
<tr>
<td>UC UC elective</td>
<td>3</td>
</tr>
<tr>
<td>UC Humanities</td>
<td>3</td>
</tr>
<tr>
<td>UC Humanities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 15**

**Total Credits 128**

*Take PS 101 and PS 272 for UC Social Sciences, if interested in AT/DPT dual degrees.

**These AT courses have a laboratory and/or clinical component.

The curriculum for the professional component is subject to modification as deemed necessary to present to the students a progressive and meaningful educational experience. A GPA of 3.0 must be maintained each semester during the professional component; C, D and F grades are unacceptable in the professional component of the program.

**Bachelor of Science in Athletic Training/Sports Medicine and Doctor of Physical Therapy (7 years)**

Select candidates from high school may apply to the combined AT-DPT degree. Upon completion of four years of study, students will receive a bachelor of science in athletic training/sports medicine and will be guaranteed admission into the three-year graduate DPT program. All preprofessional requirements of the professional graduate DPT program are required for those students selected for admission into the combined AT-DPT degree.

Students enrolled in the athletic training/sports medicine program may apply for entry into the dual program in athletic training/sports medicine and doctor of physical therapy at the completion of their third year. Students applying from the athletic training/sports medicine program are required to follow the dual program curriculum in their freshman, sophomore and junior years and meet all of the academic performance standards of both athletic training/sports medicine and physical therapy programs. Following a joint review of the applicants by the program directors of physical therapy and athletic training/sports medicine, students would be accepted into the dual major at the completion of the junior year, based on performance and space availability.

See physical therapy for required standards to successfully complete the preprofessional component of that program. Additionally, the following courses in athletic training/sports medicine must be completed with a B- or better and an overall GPA of 3.0: AT 114, 214, 215, 230, 298, 338, 339, 398, 399, 410 and 411 and BMS 300, 301.
**Entry-Level Doctor of Physical Therapy**

The mission of the program in physical therapy is to graduate a doctoral-prepared, entry-level therapist who will practice as a generalist, serve as an advocate for clients and the profession, and interact collaboratively with a variety of health care professionals. As a practitioner of physical therapy, the graduate is prepared to practice autonomously, assess risk, promote health and wellness and provide education at all levels of service. The graduate should be able to employ critical thinking skills to assess the efficacy of interventions and engage in research to support the scope of practice as it continues to evolve. Emphasis on community service, lifelong learning and professional development strengthen the educational foundation of the physical therapy program. To achieve its mission, the program in physical therapy shares the University’s commitment to three major values: high quality academic programs, a student-oriented environment and a strong sense of community. The foundation of its curriculum consists of the arts and sciences, including humanistic and social science traditions. This foundation allows the program to cultivate the student’s critical and creative thinking skills, communication skills and clinical competencies. The program uses a model of evidenced-based learning and authentic assessment in a highly personalized learning environment that features small classes, multiple hands-on and authentic laboratory activities.

**General Information**

The program in physical therapy is divided into a three- or a four-year preprofessional component leading to a bachelor of science in health and sciences studies and a three-year professional graduate component leading to the doctor of physical therapy. The preprofessional component provides a broad liberal arts education, as well as the basic science foundation for the professional component.

Consistent with Quinnipiac’s mission, this integration of the arts and sciences with graduate professional studies prepares students to be responsible decision makers in a society that increasingly demands its professionals understand the humanities, the social and natural sciences, and technology. During the professional graduate DPT component, the students develop the specific knowledge base, clinical skills, problem-solving ability and professionalism necessary to become entry-level physical therapists. The program objectives are: to prepare physical therapy clinicians sensitive to the evolving concept of comprehensive health care and prepared to cooperate with other health professionals in meeting the changing health needs of society; assist the student in the acquisition of the basic skills for assuming beginning responsibilities in the areas of patient care, administration, education and research; cultivate in the student a knowledge, understanding and appreciation of the social, political and economic aspects of health in conjunction with the humanities. The program in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

At the end of the spring semester of the first year, students are required to select and adhere to course work in either the three- or four-year preprofessional track. If the three-year track is selected, students will not be allowed transfer into the four-year curriculum at a later date. If a student does choose to transfer into the four-year preprofessional track after having previously selected the three-year option, acceptance into the professional graduate DPT program cannot be guaranteed.

**Admission to the Program**

Candidates applying for admission to the physical therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University admission requirements.

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant’s professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings is required. Applicants should forward to Admissions...
a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

Preprofessional Bachelor’s Degree Program Requirements
To be eligible for the professional graduate DPT program, students must achieve a minimum overall GPA of 3.2 during the preprofessional component of the program. In addition, a 3.2 cumulative GPA in preprofessional program science, math and clinically related course work is required for admission to the professional graduate DPT component of the program. (D and F grades in the required preprofessional science, math and clinically related courses are unacceptable.) Initial placement in the English and mathematics courses is determined by examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 141. The following courses in the preprofessional component must be successfully completed with a C- or better and are calculated into the GPA for science, math and clinically related course work.

Entry-Level Doctor of Physical Therapy Preprofessional Undergraduate Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 440</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>AT 214, 214L</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>4</td>
</tr>
<tr>
<td>BIO 101-102</td>
<td>General Biology</td>
<td>8</td>
</tr>
<tr>
<td>BIO 205</td>
<td>Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 211-212</td>
<td>Anatomy &amp; Physiology</td>
<td>8</td>
</tr>
<tr>
<td>BIO 329</td>
<td>Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 200</td>
<td>Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>BMS 300-301</td>
<td>Human Performance Physiology</td>
<td>8</td>
</tr>
<tr>
<td>CHE 110-111</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>MA 141</td>
<td>Calculus of a Single Variable I</td>
<td>3</td>
</tr>
<tr>
<td>MA 275</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 72

AP Credits and Course Substitutions
A student who scores a 4 on the AP exam for biology will be awarded credit for BIO 101–102.
A student who scores a 5 on the AP exam for calculus will be awarded credit for MA 141. If AP credits are awarded and accepted for CHE 110-111, BIO 211-212, PHY 110-111 or MA 275, the following courses must be taken in their place.

CHE 110-111 General Chemistry I & II substitutions:
CHE 201L Lab Fundamentals of Organic Chemistry
CHE 205L Lab Fundamentals of Physiological Chemistry
BIO 211-212 Anatomy & Physiology I & II

BIO 346L Lab Cell Physiology
BIO 347 General Physiology
PHY 110-111 General Physics I & II substitutions:

BIO 282L Lab Genetics
BIO 317L Lab Developmental Biology
MA 275 Biostatistics substitution:
MA 381 Experimental Design

The Review and Evaluation Committee for the program in physical therapy is responsible for evaluating and screening candidates during the preprofessional and professional graduate components of the program. Requirements for the program in physical therapy were approved in conjunction with the accreditation of the program and are acceptable to the School of Health Sciences and Quinnipiac University administration.

Professional DPT Program Requirements
Students in the professional graduate DPT component of the curriculum are required to achieve a GPA of 3.0 in each semester. In addition, a grade of C+ or better is required in all professional graduate component courses. Students whose averages for each semester fall below 3.0 or receive a grade below C+ are subject to dismissal from the program. Transfer students are considered for admission to the professional graduate DPT program on a space-available basis.
Combined Athletic Training (AT) Doctor of Physical Therapy (DPT) Degree
Select candidates from high school may apply to the combined AT-DPT degree. Upon completion of four years of study, students receive a bachelor of science in athletic training and are guaranteed admission into the three-year graduate DPT program. All preprofessional requirements of the professional graduate DPT program are required for those students selected for admission into the combined AT-DPT degree.

Curriculum for four-year BS in Athletic Training for Freshman Entry (4+3) DPT majors
Total of 129 credits for BS in Athletic Training

<table>
<thead>
<tr>
<th>Fall Semester, First Year</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>General Biology I (UC Science)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 101L</td>
<td>General Biology I Lab (UC Science)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>3</td>
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<tr>
<td>CHE 110L</td>
<td>General Chemistry I Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>UC</td>
<td>Written English (placement by exam)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>UC</td>
<td>Mathematics (placement by exam)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>QU 101</td>
<td>Core Seminar I—Individual in the Community</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>17</strong></td>
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<tr>
<th>Spring Semester, First Year</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 114</td>
<td>Introduction to Athletic Training/ Sports Medicine</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 102</td>
<td>General Biology II (UC Science)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 102L</td>
<td>General Biology II Lab (UC Science)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHE 111</td>
<td>General Chemistry II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHE 111L</td>
<td>General Chemistry II Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>UC</td>
<td>Written English (usually EN 102)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>UC</td>
<td>Social Sciences elective</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>17</strong></td>
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<thead>
<tr>
<th>Fall Semester, Second Year</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 214</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>4</td>
<td></td>
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<tr>
<td>AT 230</td>
<td>Nutrition, Conditioning &amp; Fitness</td>
<td>3</td>
<td></td>
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<tr>
<td>BIO 211</td>
<td>Anatomy &amp; Physiology I with lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHY 110</td>
<td>General Physics I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHY 110L</td>
<td>General Physics I Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>UC</td>
<td>Mathematics (MA 275—Biostatistics program requirement)</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>18</strong></td>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AT 215</td>
<td>Therapeutic Modalities</td>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AT 298</td>
<td>Clinical Practicum I</td>
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<tr>
<td>AT 338</td>
<td>Kinesiology &amp; Athletic Evaluation I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIO 212</td>
<td>Anatomy &amp; Physiology II with lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHY 111L</td>
<td>General Physics II Lab</td>
<td>1</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<tr>
<th>Spring Semester, Third Year</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>AT 398</td>
<td>Clinical Practicum II</td>
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</tr>
<tr>
<td>AT 410</td>
<td>Therapeutic Exercise I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BMS 300</td>
<td>Human Performance Physiology I with lab</td>
<td>4</td>
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Curriculum for three-year BS in Health and Science Studies for Freshman Entry (3+3) PT majors
Total of 122 credits for BS in Health and Science Studies

<table>
<thead>
<tr>
<th>Fall Semester, First Year</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>BIO 101</td>
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<td>BIO 101L</td>
<td>General Biology I Lab (UC Science)</td>
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<td>Mathematics (placement by exam)</td>
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<tr>
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<td>Core Seminar I—Individual in the Community</td>
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<tr>
<td>AT 411</td>
<td>Therapeutic Exercise II</td>
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<tr>
<td>AT 440</td>
<td>Biomechanics</td>
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<td></td>
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<tr>
<td>BMS 301</td>
<td>Human Performance Physiology II with lab</td>
<td>4</td>
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<td><strong>Total Credits</strong></td>
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<th>Credits</th>
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<tbody>
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<td>Clinical Practicum V</td>
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<td>Core Seminar III</td>
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<tr>
<td>UC</td>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AT 500</td>
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<tr>
<td>AT 399</td>
<td>Clinical Practicum IV</td>
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<tr>
<td>QU 201</td>
<td>Core Seminar II—Global Community</td>
<td>3</td>
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<tr>
<td>UC</td>
<td>Fine Arts</td>
<td>3</td>
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<tr>
<td>UC</td>
<td>Humanities elective</td>
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<tr>
<td>AT 398</td>
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<td>Therapeutic Exercise I</td>
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<tr>
<td>BMS 300</td>
<td>Human Performance Physiology I with lab</td>
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<tr>
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<td>QU 201</td>
<td>Core Seminar II—Global Community</td>
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<td></td>
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<tr>
<td>UC</td>
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<td>UC</td>
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<td><strong>Total Credits</strong></td>
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</table>
Spring Semester, First Year

BIO 102 General Biology II (CC Science) 3
BIO 102L General Biology II Lab (CC Science) 1
CHE 111 General Chemistry I 3
CHE 111L General Chemistry II Lab 1
UC Written English (usually EN 102) 3
UC Social Sciences elective (PS 101—General Psychology) 3
UC Humanities elective 3

Total Credits 17

Summer Online

Free elective 3
UC open elective 3

Total Credits 6

Fall Semester, Second Year

BIO 211 Anatomy & Physiology I with lab 4
PHY 110 General Physics I 3
PHY 110L General Physics I Lab 1
UC Mathematics (MA 275—Biostatistics program requirement) 3
MSS150 Speech as Communication 3
QU 201 Core Seminar II—Global Community 3

Total Credits 17

Spring Semester, Second Year

BIO 212 Anatomy & Physiology II with lab 4
PHY 111 General Physics II 3
PHY 111L General Physics II Lab 1
UC Humanities elective 3
BIO 205 Bioethics 3
QU 301 Core Seminar III 3

Total Credits 17

Summer Online (social sciences elective)

PS 272 (UC) Abnormal Psychology 3
UC Open elective 3

Total Credits 6

Fall Semester, Third Year

BMS 300 Human Performance Physiology I with lab 4
BMS 200 Biology of Aging 3
BIO 329 Neurobiology 3
UC Fine Arts elective 3
Free elective 3

Total Credits 16

J TERM (three weeks online during intersession)

Free elective 3

Total Credits 3

Spring Semester, Third Year

BMS 301 Human Performance Physiology II with lab 4
AT 440 Biomechanics 3
AT 214L Care & Prevention of Athletic Injuries 4
NU 351 Nutrition in Health & Illness 3
UC Science elective 3

Total Credits 17

Summer Online

HM 404 Legal aspects of Health Admin 3
Free elective 3

Total Credits 6

Curriculum for four-year BS in Health and Science Studies for Freshman Entry (4+3)

Total of 122 credits for BS in Health and Science Studies

Fall Semester, First Year

Course Title Credits
BIO 101 General Biology I (UC Science) 3
BIO 101L General Biology I Lab (UC Science) 1
CHE 110 General Chemistry I 3
CHE 110L General Chemistry II Lab 1
UC Written English (placement by exam) 3
(Usually EN 101)
UC Mathematics (placement by exam)
(MA 141 Calculus I—program requirement) 3
QU 101 Core Seminar I—Individual in the Community 3

Total Credits 17

Spring Semester, First Year

BIO 102 General Biology II (CC Science) 3
BIO 102L General Biology II Lab (CC Science) 1
CHE 111 General Chemistry II 3
CHE 111L General Chemistry II Lab 1
UC Written English (usually EN 102) 3
UC Social Sciences Elective
(PS 101—General Psychology) 3
UC Humanities elective 3

Total Credits 17

Fall Semester, Second Year

BIO 211 Anatomy & Physiology I with lab 4
UC Mathematics
(MA 275—Biostatistics program requirement) 3
QU 201 Core Seminar II—Global Community 3
UC Open elective 3
Free elective 3

Total Credits 16

Spring Semester, Second Year

BIO 212 Anatomy & Physiology II with lab 4
UC Social Sciences Elective
(PS 272 - Abnormal Psychology) 3
MSS150 Speech as Communication 3
UC Fine Arts elective 3
Free elective 3

Total Credits 3

Fall Semester, Third Year

BMS 300 Human Performance Physiology I with lab 4
PHY 110 General Physics I 3
PHY 110L General Physics I Lab 1

Total Credits 16
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<thead>
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<tr>
<td>PT 512</td>
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<tr>
<td>PT 505</td>
<td>Kinesiology I</td>
<td>3</td>
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<td>PT 503</td>
<td>Physical Therapy Process I</td>
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<tr>
<td>PT 514</td>
<td>Neuroanatomy I</td>
<td>2</td>
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<tr>
<td>PT 548</td>
<td>Physical Agents</td>
<td>3</td>
</tr>
<tr>
<td>PT 519</td>
<td>Issues/Topics in Physical Therapy</td>
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**Total Credits 16**

**Spring Semester, First Year**

<table>
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<td>PT 506</td>
<td>Kinesiology II</td>
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<td>PT 515</td>
<td>Neuroanatomy II</td>
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<td>PT 504</td>
<td>Physical Therapy Process II</td>
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<td>PT 528</td>
<td>Musculoskeletal I</td>
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<tr>
<td>PT 502</td>
<td>Introduction to Clinical Decision Making</td>
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**Total Credits 17**

**Summer Semester**

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<tr>
<td>PT 531</td>
<td>Acute Care &amp; Cardiopulmonary I</td>
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<tr>
<td>PT 520</td>
<td>Pathophysiology I</td>
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</tr>
<tr>
<td>PT 523</td>
<td>Applied Pharmacology I</td>
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</table>

**School of Health Sciences 137**
PART-TIME UNDERGRADUATE STUDIES

Administrative and Program Information .................................................. 140
Part-time Admission Procedures .............................................................. 141
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Academic Programs ............................................................................. 144
Part-time Undergraduate Studies

Office of Undergraduate Admissions
Echlin Center

Director of Part-time Admissions Mary Wargo EC112 203-582-8612

Quinnipiac University recognizes that the desire to obtain a college education may be limited for the adult student. The demands of work or family may not allow continuation or completion of a degree in the traditional manner. Quinnipiac offers the part-time student an opportunity to attend classes and pursue a degree with flexible scheduling and customized degree programs. Quinnipiac offers a variety of ways to use previous collegiate and noncollegiate learning experiences to award college credit and shorten the time needed to earn a degree.

Part-time students are an integral part of the University and benefit from the resources of Quinnipiac’s highly regarded schools of Business, Communications, Education and Health Sciences, and the College of Arts and Sciences. Instruction is provided by faculty experienced in working with adult students. Departmental chairpersons and select faculty work with part-time students as academic advisers. Free tutoring services are available in the Learning Center, which maintains evening hours.

Quinnipiac also recognizes student financial needs through creative payment plans and financial assistance. Part-time students receive personal service from a committed staff and faculty with access to offices at times compatible with their schedules.
Part-time Admission Procedures

Adult students starting college for the first time, returning to school after an absence, or considering transferring to the College of Arts and Sciences or the schools of Business, Communications or Health Sciences should contact the Office of Part-time Admissions at 203-582-8612 for an appointment at any time of the year to discuss the courses or programs offered by Quinnipiac.

Applications for admission may be obtained from the Quinnipiac website (www.quinnipiac.edu). The admissions requirements for undergraduate applicants listed in this catalog are the same for part-time candidates, with the following exceptions:

1. Applicants who graduated high school more than five years ago or who have successfully completed the equivalent of one year (30 credits) of college study are not required to submit score results for the Scholastic Assessment Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT).

2. Applicants who have earned an associate’s degree from a regionally accredited college need not submit high school transcripts.

3. An interview is recommended.

Non-Matriculated Students

Adult part-time students may take a limited number of courses without applying for admission (non-matriculated) if they are attempting to build an academic record after many years of absence from school, or are not ready to pursue a degree program. To be considered for non-matriculated study, the student must have earned a high-school diploma at least five years ago. A maximum of 6 credits may be taken in any semester. Advanced courses may require specific prerequisites and permission for registration. Non-matriculated students must contact the registrar’s office for further information about registration.

A student who does not meet the above requirements may not register as a non-matriculated student and must contact the admissions office at 203-582-8612 to apply for part-time study and provide official high-school and college transcripts. Current non-matriculated students are encouraged to apply for admission/change of status as soon as possible to ensure guidance with course selection and a degree program. No more than 12 credits may be completed by non-matriculated students in the School of Business.

Changing Status—Non-degree to Degree

Students who have earned credit at Quinnipiac and wish to apply for matriculation into a degree program in the College of Arts and Sciences or the Schools of Business, Communications or Health Sciences, should initiate the admission process by filing a “Change of Status” form available from the Office of Part-time Admissions. All appropriate documents required by the University for admission should be sent to the same office. Course work already completed at Quinnipiac as a non-degree student is considered in the admission process, as well as course work transferred from other institutions. Students should contact the Office of Part-time Admissions at 203-582-8612 with any questions.

Financial Assistance

Quinnipiac Tuition Assistance Program

Undergraduate part-time students who are beginning their study in traditional course work and those who have special financial needs can apply for Quinnipiac Tuition Assistance (QTAP) grants. QTAP grants are awarded shortly before the start of the fall and spring semesters and may be used only to defer tuition costs. The application and a copy of the applicant’s most recent tax return should be submitted by the deadline dates: Jan. 4 for the spring semester and Aug. 15 for the fall semester. Students must file a new application for each semester they request aid. Applications may be obtained through the Office of Part-time Admissions.

Federal Financial Aid Programs

Undergraduate part-time students who have been admitted by Quinnipiac into a degree program and are registered for a minimum of 6 credits each semester are eligible to apply for federal financial aid programs (loans and grants). The free application for Federal Student Aid (FAFSA) is available on the Web at www.fafsa.ed.gov. Students taking fewer than 6 credits may be eligible for federal Pell Grants. Contact the financial aid office for information and assistance.
Get Acquainted Program
In partnership with Connecticut community/technical colleges, Quinnipiac University offers a one-course scholarship to students admitted into a degree program in a Connecticut community/technical college who are considering transfer to a four-year college. Applications and information can be obtained through the Office of Part-time Admissions.

Employer Tuition Benefits
Quinnipiac University works with students to make the most of their employer’s educational benefits plan. If your company does not have a formal agreement with Quinnipiac but does offer educational benefits, you can defer two-thirds of your tuition charges. All that is needed is an original employer letter verifying participation in the company tuition reimbursement plan during the semester for which they are registering. At registration, the student pays one third of the tuition plus fees and signs a promissory note for the tuition balance. The final tuition payments are due five weeks after the last day of the semester, which allows time for tuition reimbursement checks to be issued by the employer. Contact the bursar’s office for information.

Payment Plans
Students who do not participate in company tuition reimbursement plans can still set up a tuition payment plan. Plans are offered through Nelnet Business Solutions on an annual semester basis. There is a charge of $75 to enroll. Contact the bursar’s office for assistance.

Dislocated Worker Program
In cooperation with the New Haven and Meriden-Middlesex Regional Workforce Development Boards, Quinnipiac offers certified dislocated workers wishing to explore new educational opportunities a one-course scholarship. Individuals who have been certified as dislocated workers should contact the New Haven or Meriden-Middlesex Regional Workforce Development Boards for information and an application prior to making an appointment with the Office of Part-time Admissions.

Academic Policies
The detailed academic policies that govern all students are found in the Quinnipiac University Student Handbook and in this catalog. Below are the basic academic policies that govern part-time students.

Placement Tests
To ensure appropriate placement in English courses, all transfer students with only one semester of English transferring in from another school must take the English placement test.

A math placement exam is also required to determine appropriate placement before registering for math courses required in all majors; and a language placement test is required for students continuing in a language from high school.

There is no fee for the placement exams, and arrangements can be made for taking the tests by calling the Office of Part-time Admissions.

Transfer of Credit
Credits for college courses taken at other regionally accredited institutions normally may be transferred if they carry a grade of C or better. Evaluation of University Curriculum transfer credit is completed by the transcript evaluator. Additional credits are reviewed by the school to which the student has transferred. Official acceptance of transfer credit is completed upon matriculation.

CLEP, Challenge Exam Policies
Quinnipiac University participates in the College Level Examination Program (CLEP), which provides an opportunity for adult and non-traditional students to obtain credit through examination (credits are accepted as transfer).

Information regarding CLEP exams may be obtained from the Office of Part-time Admissions. Students also may petition to earn credit through challenge examinations. Applications for these exams are reviewed by the dean or associate dean of the schools of Communications, Health Sciences or College of Arts and Sciences.
Credit for Prior Learning
Adults with high school diplomas or equivalency who have acquired, through life experience, knowledge that they can document and verify, may have a head start on a degree from Quinnipiac. Examples may include:
- past and present paid work
- military service
- community service work
- in-service training
- independent reading, viewing and listening
- non-credit courses

The first step is to schedule an interview with part-time admissions. We will discuss your work/life experience and any college credit you may have accumulated previously to determine whether or not this program meets your needs. If credit for prior learning is appropriate for you, your next step is to discuss possible course equivalencies with the dean of the school in which you are seeking credit. Students must be matriculated at Quinnipiac to earn credit for prior learning.

Registration
Course schedules for each semester may be obtained by calling the Office of Part-time Admissions at 203-582-8612. Registration may be completed in person, by mail or by FAX at the Office of the Registrar. Continuing students may register via the Web for a limited time each semester. Registration dates and procedures are listed in the course schedule. Students should check course descriptions for any specific prerequisites prior to registering. Course changes and updates are posted on the Quinnipiac website: www.quinnipiac.edu. New students should make an appointment with the Office of Part-time Admissions prior to registration.

Special Programs

No-Risk Enrollment—Our Guarantee of 100% Satisfaction
We guarantee the quality of our courses through our No-Risk Enrollment option. Register for your first course as a part-time student and, if you decide to withdraw within the first three weeks, receive a full refund. (The No-Risk period varies in length for accelerated courses.) Forms are available through the Office of Part-time Admissions and must be submitted with your course registration form.

Accelerated, Online and Saturday Courses
Part-time students may be able to complete some requirements more rapidly and shorten the path to their degrees with these options. A limited number of accelerated, online and Saturday courses are offered during the fall and spring semesters.

Auditing Courses
Alumni and seniors (65 and older) may audit courses on a space-available basis. The student is responsible for the registration fee and any lab or course fees. In addition, seniors may take courses for credit, on a space-available basis, by paying the registration fee and any lab or course fees. Questions should be directed to the registrar's office.
Academic Programs

Export Marketing Certificate
This career-directed program is designed in response to the growing need and opportunity for export of American goods and services. Both small and large businesses have an increasing need for managers trained in export marketing management.

The five courses of the certificate program can be applied to the BS program in international business.

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IB 201</td>
<td>Globalization &amp; International Business (UC)</td>
<td>3</td>
</tr>
<tr>
<td>IB 313</td>
<td>International Marketing &amp; Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>IB 324</td>
<td>Negotiating Internationally</td>
<td>3</td>
</tr>
<tr>
<td>IB 335</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>IB 345</td>
<td>Two-way Management of the Global Supply Chain</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

International Purchasing Certificate
Facing a growing demand for trained global purchasing managers from industries, this career-directed program is designed in response to the growing needs of manufacturing, retail and service companies moving toward global sourcing of their raw materials, components and services. How can a firm use global supply chain to hedge against fluctuations in world market demand, price or exchange rate? In integrating a global supply chain, a firm faces many challenges including areas of trade law, product safety, environment protection, as well as logistics and finance.

The five courses of the certificate program can be applied to the BS program in international business.

Required:

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
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<td>Globalization &amp; International Business (UC)</td>
<td>3</td>
</tr>
<tr>
<td>IB 335</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>IB 345</td>
<td>Two-way Management of the Global Supply Chain</td>
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</tr>
<tr>
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Plus, choose one of the following courses:

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<tr>
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</thead>
<tbody>
<tr>
<td>IB 324</td>
<td>Negotiating Internationally</td>
<td>3</td>
</tr>
<tr>
<td>or IB 498</td>
<td>Internship in Purchasing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Individualized Bachelor Degree Program
Many part-time students who return to college already have a substantial amount of college credit earned in an associate's degree program, Credit for Prior Learning, or part-time studies. In addition, experienced students often have unique educational goals that are not met by traditional programs. These students need degree programs which a) can accommodate the maximum amount of previously acquired credit, and b) allow maximum flexibility in choosing courses to meet individual needs without adding to the total number of credits needed to graduate. To meet these needs Quinnipiac offers special general studies degree programs. These bachelor's degree programs (health and science studies and liberal studies) are built around Quinnipiac's University Curriculum. The dean or faculty adviser works with each student to establish a curriculum plan that makes maximum use of previously obtained credit and incorporates new courses that build in-depth knowledge in the student's area of interest. Health and science studies and liberal studies programs are described in detail below.

Bachelor of Science in Health and Science Studies
The health and science studies program provides an excellent opportunity for health care and science professionals who hold an associate's degree to obtain the bachelor's degree. The program provides the maximum utilization of previously acquired credits from academic and clinical training. An individual curriculum plan, approved by an academic adviser, can be designed that allows flexibility in choosing courses to build concentrations in the health and science fields, as well as in other areas such as business, management, psychology and sociology.

Program Requirements: (122 credits)

Foundational Science (20 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>4</td>
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</tbody>
</table>

Health/Science Courses (30 credits)
Courses taken in a health or basic science area outside the requirement of the foundational science listed above.

Electives (33 credits)

University Curriculum Requirements (39 credits)
Course | Title | Credits
--- | --- | ---
EN 101 | Elements of Composition I | 3
EN 102 | Elements of Composition II | 3
| Quantitive Literacy | 3
| QU 101, 201, 301 | 9
| Fine Arts | 3
| Social Sciences | 6
| Humanities | 6
| UC electives | 6

Science requirement may be satisfied through basic science core courses.

**Bachelor of Arts in Liberal Studies**

The liberal studies major offers the opportunity for adult and non-traditional students to choose concentrations in a number of fields. Students have maximum flexibility in the utilization of previously earned credit and in the selection of new courses to meet their personal goals. Each program is individually designed by the student with approval by the dean of the College of Arts and Sciences. Students complete the College of Arts and Sciences requirements, 15 credits at the 300-level and 9–10 courses in the area of concentration. Students entering under the new University Curriculum should consult with the dean of the College of Arts and Sciences.

**Bachelor of Arts and Bachelor of Science Degrees—Traditional Majors**

Part-time students may enroll in virtually all of the bachelor’s degree programs offered by the academic schools of the University (athletic training/sports medicine, nursing and occupational therapy require full-time status).

The following bachelor's degree programs usually can be completed through evening study and normally do not require students to take classes during the day.

**Bachelor of Science**

Diagnostic Imaging †

Health and Science Studies

†Available evenings to licensed professionals seeking advanced placement.

Other majors in business, arts and sciences, health sciences and communications may be pursued on a part-time basis, but course work will need to be completed during the day. More information on these programs can be found in the sections for the Schools of Business, Communications, Health Sciences and College of Arts and Sciences.
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## Graduate Studies

### Administrative Officers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Graduate Admissions</td>
<td>Scott Farber</td>
<td>NH1-260B</td>
<td>203-582-8795</td>
</tr>
<tr>
<td>Associate Director of Graduate Admissions</td>
<td>Jennifer Boutin</td>
<td>NH1-260D</td>
<td>203-582-3721</td>
</tr>
<tr>
<td>Associate Director of Graduate Admissions</td>
<td>Kristin Parent</td>
<td>NH1-260C</td>
<td>203-582-3639</td>
</tr>
<tr>
<td>Director of Graduate Financial Aid</td>
<td>Heather Hamilton</td>
<td>NH1-260G</td>
<td>203-582-8384</td>
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### Program Directors

#### College of Arts and Sciences

<table>
<thead>
<tr>
<th>Program</th>
<th>Director</th>
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<tbody>
<tr>
<td>MS in Molecular and Cell Biology</td>
<td>Gene Wong</td>
<td>TH221C</td>
<td>203-582-8467</td>
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#### School of Business

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<th>Program</th>
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<tbody>
<tr>
<td>Master of Business Administration</td>
<td>Ed Arnheiter</td>
<td>FOB9</td>
<td>203-582-8029</td>
</tr>
<tr>
<td>MBA in Health Care Management</td>
<td>Ed Arnheiter</td>
<td>FOB9</td>
<td>203-582-8029</td>
</tr>
<tr>
<td>MS in Information Technology</td>
<td>Lisa Braiewa</td>
<td>FOB8</td>
<td>203-582-3710</td>
</tr>
<tr>
<td>MS in Organizational Leadership</td>
<td>Lisa Braiewa</td>
<td>FOB8</td>
<td>203-582-3710</td>
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#### School of Communications

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<tbody>
<tr>
<td>MS in Interactive Communications</td>
<td>Phillip Simon</td>
<td>FOB22</td>
<td>203-582-8274</td>
</tr>
<tr>
<td>MS in Journalism</td>
<td>Rich Hanley</td>
<td>SB243</td>
<td>203-582-8439</td>
</tr>
<tr>
<td>MS in Public Relations</td>
<td>Kathy Fitzpatrick</td>
<td>SB257</td>
<td>203-582-3808</td>
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#### School of Education

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<th>Program</th>
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<tbody>
<tr>
<td>Associate Dean</td>
<td>Beth Larkins-Strathy</td>
<td>CAS3-107</td>
<td>203-582-3510</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>Kevin Basmadjian</td>
<td>CAS3-105</td>
<td>203-582-3497</td>
</tr>
<tr>
<td>Sixth-Year Educational Leadership</td>
<td>Gary Alger</td>
<td>NH1-300D</td>
<td>203-582-3289</td>
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#### School of Health Sciences

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<tbody>
<tr>
<td>Doctor of Physical Therapy</td>
<td>Donald Kowalsky</td>
<td>NH1-380E</td>
<td>203-582-8681</td>
</tr>
<tr>
<td>MHS Cardiovascular Perfusion</td>
<td>Michael Smith</td>
<td>EC224</td>
<td>203-582-3427</td>
</tr>
<tr>
<td>MHS Medical Laboratory Sciences</td>
<td>Kenneth Kaloustian</td>
<td>EC214</td>
<td>203-582-8676</td>
</tr>
<tr>
<td>MHS Pathologists’ Assistant</td>
<td>Kenneth Kaloustian</td>
<td>EC214</td>
<td>203-582-8676</td>
</tr>
<tr>
<td>MHS Physician Assistant</td>
<td>Cynthia Lord</td>
<td>NH1-480E</td>
<td>203-582-5297</td>
</tr>
<tr>
<td>MHS Radiologist Assistant</td>
<td>Ramon Gonzalez</td>
<td>NH1-265B</td>
<td>203-582-3765</td>
</tr>
<tr>
<td>MS Nursing</td>
<td>Jeanne LeVasseur</td>
<td>NH1-405F</td>
<td>203-582-5397</td>
</tr>
<tr>
<td>MS in Occupational Therapy</td>
<td>Catherine Meriano</td>
<td>NH1-300</td>
<td>203-582-5307</td>
</tr>
</tbody>
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#### School of Law

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<th>Program</th>
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</thead>
<tbody>
<tr>
<td>Admissions Office</td>
<td>School of Law Center</td>
<td>203-582-3400</td>
</tr>
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Mission Statement

Through its graduate programs, Quinnipiac University recognizes a substantial trend toward greater professionalism and the rapidly expanding body of knowledge in the fields of business, communications, education, health management and the health care, rehabilitative and laboratory sciences. The provision of graduate degrees is a logical extension of Quinnipiac’s special mission, which is “to provide opportunity for an integrated liberal and technical education” that will enable students to prepare for and advance in their professional careers and to “make responsible decisions in a society that increasingly demands understanding of the humanities, the social and natural sciences and technology.”

All graduate programs at Quinnipiac share three foundations. Instruction is provided by a team of academicians who hold the highest available academic credentials and practicing professionals who hold advanced positions in their field. Every graduate student is provided with the opportunity to obtain practical experience through supervised residencies, thesis research, special projects or small laboratory classes. Study in all graduate programs is advanced and builds on both undergraduate education and professional experience. Additional prerequisite courses are available and are needed by students who enter new fields at the graduate level.

Graduate Admission

Applications for all graduate programs may be obtained from the Office of Graduate Admissions or on the University website at www.quinnipiac.edu/gradadmission. For information about online admissions, visit the website at www.quinnipiac.edu/quonline. The application, along with the appropriate fee, is to be returned with official transcripts of all college-level work completed at other institutions. Applicants also are required to submit an autobiography, essay or resume (as stipulated by each specific program) and to make arrangements to have two letters of reference submitted.

Individual graduate programs have additional application requirements. For example, GMAT scores are required for admission into the MBA program. GRE scores are required for the MS in public relations program.

The Quinnipiac physician assistant program participates in the Central Application Service for Physician Assistants. Go to www.caspaonline.org for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. Applicants may contact the Office of Graduate Admissions for information.

Submission of Graduate Record Examination scores is not required for admission into Quinnipiac’s master’s degree programs except for the MS in public relations program. However, many program faculty find GRE scores a useful indication of a student’s ability. Information about specific admissions requirements or standardized exams can be obtained from the Office of Graduate Admissions.

International Student Admission

Applications for graduate study from international students are welcomed. International applicants must complete their application at least three months prior to their intended start term. Upon application, international students are requested to submit English language descriptions of universities and colleges attended including status as a public or private institution as well as recognition by government and accrediting agencies of the respective country.

All applicants from non-English-speaking countries must, in addition to all of the regular admissions requirements, provide TOEFL (Test of English as a Foreign Language) scores (go to www.ets.org). In general, a minimum TOEFL iBT score of 90, Internet-based (575 paper-based, 233 computer-based) is required for admission. In lieu of TOEFL, applicants may submit IELTS (International English Language Testing System) scores (go to www.ielts.org). A minimum score of 6.5 on this exam, “B” or above on the CAE (Certificate of Advanced English), or “C” or above on the CPE (Certificate of Proficiency in English) is required. TOEFL and IELTS scores are valid for two years.

Candidates holding degrees from foreign institutions must provide notarized English translations and an official evaluation of their post-secondary records from an academic credential evaluation service.

International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac before a visa application can be issued.
Combined Undergraduate/Graduate Programs in the College of Arts and Sciences

The Department of Biological Sciences offers a combined BS/MS program in biology and molecular and cell biology to qualified undergraduates in any of the concentration curricula: environmental science, evolution and genetics; molecular and cell biology; and physiology and comparative biology. (Students in the environmental science, evolution and genetics track may need to take additional courses.)

The MS degree in molecular and cell biology provides an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. It also offers a competitive edge for students wishing to pursue a career in the biotechnology and biopharmaceutical industries. A minimum cumulative undergraduate GPA of 2.5 and 70 earned credits at Quinnipiac University are required for admission to the graduate program.

Students in the combined BS/MS program complete graduate-level biology courses during their senior year. A maximum of 9 credits may be used to fulfill undergraduate requirements. A bachelor of science in biology is granted upon satisfactory completion of all the undergraduate curriculum requirements, and is mandatory for matriculation into the degree-granting graduate program. Students complete the MS degree in molecular and cell biology in one additional year.

Students applying for admission are strongly encouraged to submit their application during the first semester of their junior year. Interested students should contact the chair of the department for an application. Meeting the minimum admissions standards does not guarantee admission to the program.

Combined Undergraduate/Graduate Programs in Business

Quinnipiac University offers outstanding undergraduate students the opportunity to enroll in linked undergraduate/graduate degree programs that can be completed in five to six years. Combined-degree programs offered in the School of Business include the MBA, MBA/HCM (health care management), MBA-CFA® track (chartered financial analyst), MBA-SCM track (supply-chain management) and the MS in information technology. Students may apply for admission to the combined business programs upon earning 75 credits at Quinnipiac with a cumulative GPA of at least 3.0. If admitted, students may complete up to 10 credits of MBA courses during the senior year, 9 credits of which also fulfill undergraduate open elective requirements.

Admission Standards

Students who meet the admission requirements are considered for matriculation into a degree granting graduate program. To apply, students must satisfy the following standards:

1. A bachelor’s degree from a regionally accredited institution of higher learning.
2. A minimum overall GPA of 3.0 or better on a 4.0-point scale (or equivalent) in undergraduate studies is desired. (Note: Individual programs may have higher standards.)
3. Demonstrated potential for the desired field of graduate study.

Meeting minimum admission standards does not guarantee admission.

If admitted, successful candidates should plan to meet with their adviser to review the program requirements for graduation.

Conditional Admission

Students who do not meet all admissions requirements may be granted a conditional admission on a case-by-case basis.

Non-Degree Study

Some applicants may be offered an opportunity to take up to two courses as a non-degree student if they are not able to complete their entire application on time. Upon completion of these two courses, the applicant must complete the process to be admitted to the graduate program and continue taking courses.

Transfer of Credit and Challenge Policy

Graduate course credit completed with a grade of B or better at other accredited institutions may be transferred into a graduate program at Quinnipiac. The normal limit for transfer credits is 9 credits, though additional transfer credits may be
considered on an individual basis. Requests for transfer of credit must be submitted to the appropriate graduate program director along with official transcripts from the institution(s) where the credits were earned. Ordinarily, transfer of credit is granted for courses demonstrated to be similar in content, level of instruction and objectives to courses within a student’s graduate curriculum at Quinnipiac.

The cardiovascular perfusion, physician assistant and pathologists’ assistant programs do not accept transfer credits and do not accept applications for challenge examinations. The master of arts in teaching program may accept up to 6 credits.

The MBA program accepts up to 9 credits. The MS in information technology accepts up to 6 credits. The MS in organizational leadership accepts 3 credits.

Graduate level courses taken to complete a degree program at Quinnipiac may be applied to a second graduate degree. These courses must be part of the approved curriculum of the second degree. Further, a minimum of 15 credits of additional course work must be completed before the conferral of a second degree.

In individual graduate programs, students with documented graduate level training or experience may petition to earn credit through challenge examinations. Applications for challenge examinations are submitted to the appropriate graduate program director. The application must include a detailed description and documentation of the nature and scope of the student’s training together with specific reference to the content of the graduate course(s) the student wishes to challenge. Applications for challenge exams are evaluated by the normal instructor of the course(s) and are reviewed by the appropriate academic dean. If the application is approved, an examination is prepared and administered by the course instructor. The examination may be taken only once and if successfully completed, it becomes part of the student’s permanent file and credit for the graduate course(s) is awarded. Challenge exams are not permitted in the MBA, MS in public relations, MS in information technology or MS in organizational leadership. Note: There is a fee for challenge exams.

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**Graduate Financial Assistance and Scholarship Information**

**Graduate Financial Assistance**
Financing a graduate education is a significant investment for students. To assist students, Quinnipiac provides several financial aid programs to help graduate students fund their education. Financial aid is available to both full-time and part-time students. Graduate students who are matriculated, enrolled at least half-time (5–8 credits) and making satisfactory academic progress in a degree programs are eligible to receive financial aid.

**Graduate Assistantships**
Graduate assistantships are available on a limited basis to both full-time and part-time graduate students. There are two types of assistantships. Students whose services and skills are utilized in practical, clinical or research within the University receive a partial tuition waiver. Students whose services are in administrative areas within the University receive a paycheck.

The number of graduate assistantships vary each semester. Students who wish to be considered for an assistantship should contact either the program director or the director of graduate admissions.

**Internship Waivers and Clinical Affiliations**

**Internship Waivers:** Students accepted full time into the master of arts in teaching program have the opportunity to serve as graduate student interns in a single public school. Interns receive a tuition reduction during the internship semesters.

**Clinical Affiliations:** Students accepted into certain health science programs will receive a reduced tuition charge during their required clinical affiliations.

**Quinnipiac University Graduate Merit Scholarship**
Quinnipiac University’s graduate merit scholarships are awarded on a competitive basis to a select number of newly admitted full-time on-campus graduate students who demonstrate exceptional promise of achieving academic excellence. The scholarships are offered to full-time students who are entering the following traditional on-campus programs: physician assistant, pathologists’ assistant, radiologist
assistant, cardiovascular perfusion, molecular and cell biology, medical laboratory sciences, nursing, interactive communications, journalism and business administration. Candidates are evaluated based on academic potential in their chosen graduate degree field, as evidenced by academic and related performance to date. Eligibility is determined by a scholarship committee based on the program director's recommendations during the application process. Financial need is not a factor in the selection.

Candidates interested in merit scholarships are encouraged to apply early in the application process. Every admitted full-time applicant is considered for the scholarship and recipients are determined no later than March 15 for programs that begin in the summer. Scholarship recipients for programs that begin in the fall are determined no later than July 15. Due to limited funding, these scholarships are not available to international students.

Scholarships are renewable so long as students maintain full-time enrollment and a cumulative grade point average of 3.25 each semester.

**Graduate Assistance Program Grant**

The University also offers a limited number of institutional grants. Incoming full-time students are automatically considered for this grant, which is a one-time award of a designated amount with respect to financial need as demonstrated by the FAFSA.

**Loan Programs**

Graduate students may be eligible for several different types of loan programs offered at the University. Federal loans are available to students who: a) meet the general requirements; b) are U.S. citizens or eligible non-citizens; and c) are registered with Selective Service (male students only). Private alternative loans also are available and do not require the same criteria as listed above. These types of loans are based on enrollment and an individual's personal credit standings.

**Applying for Financial Aid**

Students seeking financial aid should complete, as soon as possible, a “Free Application for Federal Student Aid.” This may be completed online at www.fafsa.ed.gov. Be sure to indicate the federal school code 001402. In addition, a financial aid application is required to award student aid. The form can be downloaded from the “Graduate Financial Aid” section of Quinnipiac's website.

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**Requirements for Graduation**

**For the Master of Arts in Teaching Program**

1. Satisfactory completion of all MAT program requirements.
2. Satisfactory completion of the Connecticut State Department of Education's certification requirement of demonstrated competence in language arts, mathematics, natural sciences, social sciences (including a U.S. history course), the fine arts, physical education and health, a world language, and computer and other technology.
3. Satisfactory results on the appropriate PRAXIS II and CT Foundation of Reading tests.

**For the Master of Business Administration**

1. Satisfactory completion of all MBA program requirements. (46 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MBA program courses taken at Quinnipiac.

**For the Master of Business Administration in Health Care Management**

1. Satisfactory completion of all MBA in health care management program requirements (46 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MBA program courses taken at Quinnipiac.

**For the Master of Health Science in Medical Laboratory Sciences, Pathologists’ Assistant and Physician Assistant**

1. Satisfactory completion of the curriculum requirements for the selected graduate program
2. Satisfactory completion of specific course requirements.
3. A cumulative GPA of at least 3.0.

**For the Master of Health Science in Radiologist Assistant**

1. Satisfactory completion of American Registry of Radiologic Technologists and program requirements.
For the Master of Science in Information Technology
1. Satisfactory completion of all MS in information technology program requirements (36 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MS program courses taken at Quinnipiac.

For the Master of Science in Interactive Communications
1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0.

For the Master of Science in Journalism
1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0

For the Master of Science in Molecular and Cell Biology
1. Satisfactory completion of at least 34 credits of graduate study.
2. Satisfactory completion of specific course requirements.
3. A cumulative GPA of at least 3.0.

For the Master of Science in Nursing
1. Satisfactory completion of all core courses and appropriate specialty courses.
2. A cumulative GPA of at least 3.0.
3. Satisfactory completion of the precepted practice hour requirement.

For the Master of Science in Public Relations
1. Satisfactory completion of 36 credits of graduate study, including a research thesis or professional project.
2. A cumulative GPA of at least 3.0.

For the Sixth-Year Diploma in Educational Leadership
1. Satisfactory completion of all program course work, including the internship.
2. Satisfactory results (passing) on the Connecticut Administrator test (CAT).
3. Successful completion of all performance tasks.
Graduate Academic Policies

Academic Achievement and Graduation Requirements
All graduate students are expected to maintain a GPA of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon the completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter.

Individual programs may have additional achievement requirements. For example, a program may require students to achieve a grade of B or better (or pass in a pass/fail format) in key specified courses. Alternatively, a program may limit the number of courses in which a student is permitted to receive a grade of B- or less. Individual programs also may require that full-time graduate students complete a minimal number of credits per semester to retain full-time status within the program.

At the end of each semester, the academic dean provides each program director a list of students who do not meet academic achievement requirements. Utilizing the review process established by his or her program's faculty committee, the graduate program director prepares and forwards to the academic dean the program's decision regarding each deficient student. Deficient students are notified by the academic dean of a decision on their status. Deficient students may be: a) placed on probation, b) suspended or c) dismissed. Students placed on probation remain in their program but must meet specified performance standards. Suspended students may apply for readmission into their program after the term of their suspension has expired. Dismissed students may not apply for readmission.

Dismissed or suspended students may appeal the sanctions placed on them by their program to the academic dean. Appeals must be submitted in writing within 10 days of the receipt of a suspension or dismissed notice. Appeals should be based on errors in the facts considered by their program or extenuating circumstances. Upon hearing the appeal the academic dean may decide:
1. To concur with the program's initial decision.
2. To send the matter back to be reconsidered by the program.
3. To change the sanctions decided by the program by decreasing or increasing the sanctions.

To be eligible for graduation, all students must satisfy the following requirements:
1. Meet all conditions of admission.
2. Achieve a cumulative GPA of 3.0.
3. Meet all program academic achievement requirements.
4. File an application for graduation.

Variant Procedure Policy
All Quinnipiac University and program specific graduate policies are designed to maintain the standards and quality of graduate studies. Graduate students and faculty are bound by the policies outlined in this catalog. However, individual circumstances may warrant a student to petition to be exempted or granted a variance from a particular policy. This petition should be stated briefly on a variant procedure form by the student. It is strongly recommended that the variant form be accompanied by a letter of explanation and supportive documentation.

The variant procedure form must be examined in turn by the program director, academic dean and the vice president for academic affairs.

Graduate Student Council
The Quinnipiac Graduate Student Council is comprised of concerned students whose purpose is to serve as the united governing body for all graduate students at Quinnipiac. Specifically, the organization acts as the medium for expression for graduate student concerns and serves as the official voice of the graduate student population. The Graduate Student Council also has the authority to organize, sponsor and promote activities or events deemed to further the objectives of Quinnipiac’s graduate student body. For more information, please contact graduatestudentcouncil@quinnipiac.edu.

Background Checks
Students should be aware that certain clinical sites or internship locations may require a criminal background check before a student is placed in the clinic or intern site. The University has procedures to assist students in obtaining such a background check. The cost of the background check is the responsibility of each individual student.
Graduate Academic Honors

Academic Awards

Faculty Award for Academic Excellence
These awards recognize the outstanding achievement of the student who has maintained the highest GPA in his or her program of study, and who has distinguished him/herself by a superior academic project and/or contribution to the program, as determined by the faculty.

Master of Business Administration
Master of Science in Information Technology
Master of Science in Interactive Communications
Master of Science in Journalism
Master of Science in Organizational Leadership
Master of Science in Public Relations

Academic Excellence Awards
These awards recognize the outstanding academic achievement of graduate students who have completed their programs of study. In the opinion of the program directors, these graduates have excelled in both the didactic and clinical/laboratory phases of their post-bachelor's degree education.

Master of Health Science/Medical Laboratory Sciences
Master of Health Science/Pathologists’ Assistant
Master of Health Science/Physician Assistant
Master of Science in Molecular and Cell Biology
Master of Science in Nursing
Master of Science in Occupational Therapy (post-professional)

Alpha Iota Mu Society
Alpha Iota Mu Society is a national honor society that recognizes graduate computer information systems students for academic achievement.

Beta Gamma Sigma
Beta Gamma Sigma is the National Business Honor Society. Only schools of business that are accredited by the Association to Advance Collegiate Schools of Business (AACSB) may have a chapter of this society. Membership is by invitation only and invitees must meet the criteria established by Beta Gamma Sigma.

Excellence in Occupational Therapy Award
The Department of Occupational Therapy presents an award to a graduate student who has exhibited outstanding scholarship in academics and fieldwork and who has contributed significantly to the program and to Quinnipiac.

Excellence in Scholarship and Leadership Award, Education
This award, from the faculty in the School of Education, goes to the graduate of the Sixth-Year Diploma in Educational Leadership program who has demonstrated the best combined performance in course work and during the internship.

Excellence in Scholarship and Teaching Award, Education
The award, from the faculty in the School of Education, goes to the graduate of the program who has demonstrated the best combined performance in course work and student teaching. Two awards are granted: one to a graduate in elementary education and one to a graduate in secondary education.

Richard K. Gershon, MD, Memorial Scholarship
This scholarship was established in 1986 in memory of Dr. Gershon, professor of immunology, biology and pathology at the Howard Hughes Medical Institute. The fund was established by his wife for graduate students enrolled in health sciences, public health and microbiology.

Carissa M. Neubig Award
This award is given by Gaylord Hospital to a physical therapy student in his/her final year of the program. The award is given in honor of Carissa Neubig, a former graduate of the Quinnipiac University physical therapy program and longtime employee of Gaylord Hospital, where she served as chief operating officer. The award gives recognition to a student who exemplifies Gaylord Hospital's five values: integrity, compassion, accountability, respect and excellence. These values are the foundation in helping Gaylord provide and achieve the dedicated caring service that has become the hallmark of its employee philosophy.
William B. Shaffer Jr. Award
The cardiovascular perfusion program presents this award to a graduate student who exhibits outstanding performance in both academic and clinical areas of study. The individual is chosen based on high moral character, leadership qualities and a significant contribution to both the program and to Quinnipiac University.

Sigma Theta Tau International Honor Society of Nursing
Tau Rho is the Quinnipiac University chapter of Sigma Theta Tau International Honor Society of Nursing. This global community of nurses seeks to improve the health of the world’s people by increasing the scientific basis of nursing practice. The organization provides leadership and scholarship in practice, education and research. Membership is by invitation to graduate nursing students who demonstrate academic excellence.

Mark F. Tantorski Memorial Award
In memory of Mark F. Tantorski, a 1980 graduate of the physical therapy program, an award is made to a sixth-year student majoring in physical therapy who has exhibited academic excellence, high moral character and leadership qualities and, through extracurricular activities in the area of physical therapy, has added to his or her professional growth.

Tutorial Study
Quinnipiac University makes every effort to schedule courses so graduate students can complete their curriculum in a convenient period of time. Occasionally, a student may need to take a course not scheduled during a particular semester to complete a program or meet a professional requirement. In such cases, students may request to take a course on an individual, tutorial basis. Courses taught on a tutorial basis may not have regularly scheduled class times. However, tutorial courses have the same academic standards and performance requirements of regularly scheduled courses. Applications for tutorial courses (“Individual Study Form”) can be obtained from the program director, who will refer the student to the proper faculty member. The application with the instructor’s signature must be filed before the first day of classes together with a registration form.

Undergraduate Students in Graduate Courses
Advanced undergraduate students who lack a bachelor’s degree may take graduate courses in some programs as part of their undergraduate curriculum. Graduate courses are taught at an advanced level and no special consideration is made for undergraduate students who have enrolled in graduate classes on a space available basis. In individual graduate programs, graduate credits taken by an undergraduate may be used to fulfill curricular requirements of a subsequent master’s degree. However, a minimum of 30 additional graduate credits beyond those counted toward the bachelor’s degree must be completed to obtain a master’s degree. Only 9 credits may be used to satisfy the requirements of both the undergraduate and the graduate degrees.
College of Arts and Sciences

Master of Science

Master of Science in Molecular and Cell Biology

MS Program
Combined BS/MS

Master of Science in Molecular and Cell Biology

The College of Arts and Sciences offers a master’s degree program in molecular and cell biology to both part-time and full-time students. Through the graduate program, the mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. To achieve this goal, the program provides the students with highly specialized lecture and laboratory courses relevant in this rapidly growing field.

In addition to comprehensive training in advanced biochemistry, molecular genetics, cell biology and laboratory methods, electives cover a wide range of specialties such as virology, microbiology, immunology, oncology and molecular pathology. The program supplements Quinnipiac University’s faculty expertise with scientists from local pharmaceutical, biotechnology and medical school settings. This provides the students with the most efficient and effective educational arena to maximize their success upon completion of their studies.

Students are provided with a choice of thesis options. Each student selecting the thesis option then carries out original laboratory research either in a faculty laboratory or an industrial/hospital research laboratory. Students who choose the non-thesis option must take additional course work and a written comprehensive examination to test their knowledge of core curricula.

Admission

Students who have a bachelor’s degree in a biological, medical or scientific field are eligible for admission to the molecular and cell biology graduate degree program. Applications may be obtained from the Office of Graduate Admissions (see www.quinnipiac.edu/gradadmission) and are accepted during the fall, spring or summer semesters. A complete application consists of the following:

• application form and fee
• a letter of intent including a detailed autobiography of personal, professional and educational achievements
• two letters of recommendation
• official transcripts of all undergraduate and graduate work completed

Applicants must have a minimum undergraduate cumulative GPA of 2.5. Although Graduate Record Examination (GRE) scores are not required, the scores can provide another indication of a student’s intellectual ability. Applicants should refer to the graduate admission requirements found in this catalog.

MS Program of Study

The 34 credits required for the MS degree in molecular and cell biology include five courses (20 credits) in the science core, elective courses chosen in consultation with the program director and a thesis or non-thesis option (the non-thesis option requires the successful completion of a comprehensive examination).

Curriculum

Core Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 515</td>
<td>Advanced Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIO 568</td>
<td>Molecular &amp; Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 571</td>
<td>Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 605</td>
<td>Molecular &amp; Cell Laboratories I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 606</td>
<td>Molecular &amp; Cell Laboratories II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
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</table>

Thesis Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 650</td>
<td>Core Curriculum Requirements</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Thesis I</td>
<td>4</td>
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<tr>
<td></td>
<td>Thesis II</td>
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<tr>
<td></td>
<td>Graduate electives</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>34</strong></td>
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</tbody>
</table>
Non-Thesis Option

Core Curriculum Requirements 20

BIO 675 Comprehensive examination 2
Graduate electives 12

Total 34

Graduate Elective Courses

BIO 500 Writing and Science 3
BIO 560 Protein Biochemistry & Enzymology 3
BIO 562 Bioinformatics 3
BIO 580 Animal Cell Culture 4
BIO 589 Neurophysiology 3
BIO 650 Thesis I 4
BIO 651 Thesis II 4
BIO 675 Comprehensive Exam 2
BIO 688/689 Independent Study 4
BMS 510 Biostatistics 3
BMS 517 Human Embryology 3
BMS 518 Pathophysiology 3
BMS 522 Immunology 3
BMS 526 Principles of Epidemiology 3
BMS 527 Pharmacology 3
BMS 532/532L Histology 4
BMS 533 Air, Water & Soil Microbiology 4
BMS 534 Industrial Microbiology/Biotechnology 4
BMS 542/542L Advanced Microbiology 4
BMS 564 Fundamentals of Oncology 4
BMS 565 Leukemia 3
BMS 569 Antimicrobial Therapy 3
BMS 570 Virology 4
BMS 572/572L Pathogenic Microbiology 4
BMS 573 Mycology 4
BMS 574 Microbial Physiology 4
BMS 576 Drug Discovery & Development 3
BMS 578 Cellular Basis of Neurobio. Disorders 3
BMS 579 Molecular Pathology 3
BMS 581 Receptors & Regulatory Mechanisms 3
BMS 583 Forensic Pathology 3
BMS 595 Transplantation Immunology 3
BMS 596 Immunology of Infectious Diseases 3
PA 515 Human Physiology 4
PY 535 Disease Mechanisms 4
CHE 552 Introduction of Biochemical Toxicology 3

The thesis involves original laboratory research performed under the guidance of a thesis committee and the director of the molecular and cell biology program. The thesis committee evaluates a student’s progress by approving the research project and subsequently advising the student whenever the need arises.

Comprehensive Examination

The written comprehensive exam (BIO 675) is a requirement of the non-thesis option for the MS degree in molecular and cell biology. Students must demonstrate both breadth and depth of knowledge by illustrating a command of the subject matter obtained from individual courses into unified concepts, which link the student’s own specialization to other fields of study. Students are encouraged to meet with the program director before registering for the comprehensive exam.

Combined BS in Biology/MS in Molecular and Cell Biology

The Department of Biological Sciences offers a combined BS/MS program in biology and molecular and cell biology to qualified undergraduates in any of the concentration curricula: environmental science, evolution and genetics; molecular and cell biology; and physiology and comparative biology. (Students in the environmental science, evolution and genetics track may need to take additional courses.)

The MS degree in molecular and cell biology provides an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. It also offers a competitive edge for students wishing to pursue a career in the biotechnology and biopharmaceutical industries. A minimum cumulative undergraduate GPA of 2.5 and 70 earned credits at Quinnipiac University are required for admission to the graduate program. Students in the combined BS/MS program complete graduate-level biology courses during their senior year. A maximum of 9 credits may be used to fulfill undergraduate requirements.

A bachelor of science in biology is granted upon satisfactory completion of all the undergraduate curriculum requirements, and is mandatory for matriculation into the degree-granting graduate program. Students complete the MS degree in molecular and cell biology in one additional year.

Students applying for admission are strongly encouraged to submit their application during the first semester of their junior year. Interested students should contact the chair of the department for an application. Meeting the minimum admissions standards does not guarantee admission to the program.
Program of Study
Students interested in the combined BS/MS program are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHY 110/110L</td>
<td>General Physics I</td>
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<tr>
<td>PHY 111/111L</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 282/282L</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 346/346L</td>
<td>Cell Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 315/315L</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

The following courses are strongly recommended in preparation for graduate study:

BIO 317/317L Developmental Biology 4
BMS 370/370L Microbiology 4

Students must work with their undergraduate advisers as well as the director of the graduate program in molecular and cell biology to ensure that the appropriate courses are taken and that the courses are applicable to both degree programs.

Recommended Curriculum (Fourth Year)
Students in the combined BS/MS program follow the first three years of the recommended curriculum for the BS in biology (see College of Arts and Sciences: Department of Biological Sciences—Undergraduate Studies section).

During the fourth year of the program, in addition to the courses listed in the recommended curriculum for the BS in biology, students should take a minimum of two graduate courses in preparation for the MS degree in molecular and cell biology. These courses from the core curriculum (BIO 515, BIO 568, BIO 571, BIO 605, BIO 606) will substitute for the “open elective” requirements for the BS in biology.

Upon successful completion of all of the requirements for the BS degree in biology as well as the graduate admission standards for the MS in molecular and cell biology, students enter the fifth year.

Recommended Curriculum (Fifth Year)

Non-Thesis Option

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<td>Graduate Core Requirement</td>
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<td>Graduate Core Requirement</td>
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<td>Graduate elective</td>
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<td><strong>Total</strong></td>
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<tr>
<td>Spring Semester</td>
</tr>
<tr>
<td>Graduate elective</td>
</tr>
<tr>
<td>Graduate elective</td>
</tr>
<tr>
<td><strong>BIO 675</strong> Comprehensive exam</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Thesis Option

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core Requirement</td>
</tr>
<tr>
<td>Graduate Core Requirement</td>
</tr>
<tr>
<td><strong>BIO 650</strong> Thesis I</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Spring Semester</td>
</tr>
<tr>
<td>Graduate elective</td>
</tr>
<tr>
<td><strong>BIO 651</strong> Thesis II</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
School of Business

Master of Business Administration (MBA)
- MBA Program*
- MBA-CFA® Track (Chartered Financial Analyst)*
- MBA-SCM Track (Supply Chain Management)*
- Combined BA/MBA
- Combined BS/MBA
- MBA/HCM (Health Care Management)*
- JD/MBA (Juris Doctor) and JD/MBA in Health Care Management

Master of Science in Information Technology
- MS IT Program*
- Combined BS/MS in Information Technology

Certificates in Health Care Administration
- Health Care Compliance*
- Long-term Care Administration

For specific information about the mission and learning goals for each of the graduate programs, please visit the University website at www.quinnipiac.edu.

*Programs marked with an asterisk also are offered online.

Master of Business Administration

The School of Business offers an MBA program for working adults and full-time students whether or not they have formal business education.

The MBA program provides individuals with a broad professional education and acquaints them with the theories, principles and strategies needed for successful careers in business.

Beyond acquiring the knowledge of course content and an understanding of business systems, students are taught to be innovative in their approach to solving problems and making decisions. Exposure to sound ethical standards and skill development in the areas of negotiation, cooperation and interpersonal relations are an integral part of the curriculum. Graduates are action-oriented and can effectively apply the competencies and skills they have acquired at Quinnipiac. Courses are offered in a traditional classroom format, online and in a limited-residency hybrid format.

MBA Program

Admission

Admission to the MBA program at Quinnipiac University is competitive. Applications are considered on a rolling basis and students may apply to enter during the fall, spring or summer semesters. Applications are evaluated once all materials and fees are received by the University. A complete application consists of the following:

- application form and fee
- letter of intent
- official GMAT score report
- two letters of recommendation
- current resume
- official transcripts of all undergraduate and graduate work completed

Applications for the MBA program are accepted throughout the year for both full- and part-time study. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired.
**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Core Courses</strong></td>
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</tr>
<tr>
<td>AC 600</td>
<td>Strategic Cost &amp; Profitability Analysis</td>
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</tr>
<tr>
<td>CIS 600</td>
<td>Information Systems Strategy</td>
<td>3</td>
</tr>
<tr>
<td>EC 600</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 600</td>
<td>Financial Analysis &amp; Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>IB 600</td>
<td>Managing in a Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 600</td>
<td>Strategic Business Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Business Communications</td>
<td>1</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Business Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MG 600</td>
<td>Business Ethics &amp; Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>MG 610</td>
<td>Managing People &amp; Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MG 690</td>
<td>Strategic Management (capstone taken in final semester)</td>
<td>3</td>
</tr>
<tr>
<td>MK 600</td>
<td>Managing Customers &amp; Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

**MBA Electives**

All MBA students take 12 credits of electives.

MBA students may choose to take elective courses within one area, creating a concentration in a specific discipline, or may choose to take electives across multiple business disciplines, enhancing a broad interdisciplinary perspective.

Electives are available in computer information systems, finance, health care management, management and marketing. Elective courses are listed by department in the graduate course descriptions section of the catalog.

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**MBA-CFA® Track (Chartered Financial Analyst)**

The MBA-CFA® is a specialized track within the MBA program and targets MBA students whose career choices require more extensive finance training and preparation than the traditional MBA. Students completing the track receive an MBA from Quinnipiac University. They also are prepared to sit for Level I of the Chartered Financial Analyst® Exam. The MBA-CFA® track program has the same number of credits as the MBA program. The first 28 credits of the track are the same as the MBA program. Students then take specialized concentration courses and finance electives to complete the 46 credits required for the MBA.

A student interested in the MBA-CFA® track must designate this track to their adviser prior to completing all of the Foundations for Effective Management core courses.

The MBA-CFA® track program of study is listed below.

---

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations for Effective Management</strong></td>
<td></td>
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</tr>
<tr>
<td>AC 600</td>
<td>Strategic Cost &amp; Profitability Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EC 600</td>
<td>Managerial Economics</td>
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</tr>
<tr>
<td>FIN 600</td>
<td>Financial Analysis &amp; Decision Making</td>
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</tr>
<tr>
<td>IB 600</td>
<td>Managing in a Global Economy</td>
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</tr>
<tr>
<td>MBA 600</td>
<td>Strategic Business Problem Solving</td>
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<tr>
<td>MBA 605</td>
<td>Business Communications</td>
<td>1</td>
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<tr>
<td>MBA 610</td>
<td>Business Decision Analysis</td>
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<tr>
<td>MG 600</td>
<td>Business Ethics &amp; Legal Environment</td>
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<tr>
<td>MG 610</td>
<td>Managing People &amp; Organizations</td>
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</tr>
<tr>
<td>MK 600</td>
<td>Managing Customers &amp; Markets</td>
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</tr>
</tbody>
</table>

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 613</td>
<td>Financial Statement Analysis</td>
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<tr>
<td>FIN 610</td>
<td>Global Investment Analysis</td>
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</tr>
<tr>
<td>FIN 612</td>
<td>Fixed Income Investments</td>
<td>3</td>
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<tr>
<td>FIN 690</td>
<td>Capstone Seminar in Investment Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (6 credits)**

In addition to the courses listed above, students must complete 6 additional credits in finance.

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**MBA-SCM Track (Supply Chain Management)**

The MBA-SCM is a specialized track within the MBA program. Supply chain management is an approach to coordinating the functions, processes and enterprises associated with the order-fulfillment cycle. A supply chain typically extends across multiple tiers, including manufacturers and their suppliers, transportation carriers, warehouses, retailers and the customers themselves. SCM focuses on the integration across functions within a firm as well as across enterprise lines.

The MBA-SCM track has the same number of credits as the MBA program. The first 34 credits of the track are the MBA core. Students then take specialized concentration courses to complete the 46 credits required for the MBA. A student interested in the MBA-SCM track should indicate this to his/her adviser early in their program.

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Strategic Business Problem Solving</td>
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<tr>
<td>MBA 605</td>
<td>Business Communications</td>
<td>1</td>
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<td>MBA 610</td>
<td>Business Decision Analysis</td>
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</tr>
<tr>
<td>AC 600</td>
<td>Strategic Cost &amp; Profitability Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CIS 600</td>
<td>Information Systems Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Graduate Studies 161**
**Fast Track Combined BA/MBA**

The Fast Track BA/MBA program is designed for outstanding undergraduate School of Business students. The program enables students to take courses toward an MBA during the senior year and complete their MBA in one year beyond the bachelor’s degree. Interested students must apply for admission to the BS/MBA program during the last semester of the junior year using a special application form available in the School of Business. Admission into the combined program is competitive. Only students who have earned at least 75 credits at Quinnipiac with an overall GPA of 3.0 are considered.

Students in the Fast Track program may complete up to 9 credits of graduate courses during their senior year, which also fulfill undergraduate open electives. Students must work with their undergraduate adviser and the MBA director to ensure that the courses fit into both degree programs. Students are officially admitted into the graduate program upon completion of their BS degree.

**MBA in Health Care Management**

Quinnipiac University, as part of its long tradition of education in health sciences and health care administration, offers a master of business administration in health care management. This program prepares students for administrative roles in the health care industry and emphasizes the training of managers who work collaboratively with highly trained professionals from a variety of clinical disciplines in all health care settings, gaining a comprehensive knowledge of business subjects that are increasingly important in the complex health care industry.

The MBA in health care management is taught by doctoral-trained or professionally qualified faculty with extensive experience in health services. The program offers students new to the health care industry, as well as students already in the industry, the opportunity to expand their theoretical and practical knowledge of health services.

The program requires a total of 46 credits. A maximum of 6 credits may be taken as a health care industry residency or as a consulting practicum to fulfill the requirements of the health administration curriculum.

Admission to the MBA in health care management program is on a rolling basis throughout the year for both full- and part-time students, allowing students to begin their studies during the summer.
fall or spring semesters. Applications are reviewed when all materials and the application fee are received by the University graduate admissions office. A complete application consists of an application form accompanied by the application fee, GMAT scores, two recommendations, a current resume and letter of intent, and transcripts of all undergraduate and graduate work.

Work experience and recommendations also are considered in the admissions process.

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Strategic Cost &amp; Profitability Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 600</td>
<td>Financial Analysis &amp; Decision Making</td>
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</tr>
<tr>
<td>MBA 600</td>
<td>Strategic Business Problem Solving</td>
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<td>MK 600</td>
<td>Managing Customers &amp; Markets</td>
<td>3</td>
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<tr>
<td>HM 600</td>
<td>Foundations of Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>HM 621</td>
<td>Quality Management in Health Care Facilities</td>
<td>3</td>
</tr>
<tr>
<td>HM 663</td>
<td>Integrated Health Systems &amp; Managed Care (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>HM 668</td>
<td>Legal Aspects of Health Care Delivery</td>
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<tr>
<td>HM 670</td>
<td>Health Economics</td>
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<tr>
<td>HM 630</td>
<td>Corporate Compliance in the Health Care Industry</td>
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<tr>
<td>HM 660</td>
<td>Human Resource Management in Health Care Administration</td>
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<td>HM 664</td>
<td>Financial Management in Health Care Organizations</td>
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</tr>
<tr>
<td>HM 667</td>
<td>Strategic Planning &amp; Marketing in Health Care</td>
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</tr>
<tr>
<td>HM 669</td>
<td>Organization &amp; Management of Long-Term Care Facilities</td>
<td>3</td>
</tr>
<tr>
<td>HM 780/781</td>
<td>Internship I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>HM 783/784</td>
<td>Consulting Practicum I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>MG 603</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 641</td>
<td>Operations &amp; Supply Chain Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**JD/MBA and JD/MBA in Health Care Management**

Students may apply for acceptance to both the Law School and the MBA program and, upon completion of both programs, receive a business and a law degree. This specialized joint program shortens the length of time necessary to receive the degrees. Four law courses are used to fulfill the four-elective course requirement of the MBA program.

Admissions for these programs are handled separately, but a student should inform both admissions offices of an interest in this joint degree program. Students accepted into the School of Law are not required to take the GMAT.

Once accepted to both programs, a student typically completes one year of law studies and then begins taking courses from both programs concurrently, finishing both programs’ requirements in the same semester. However, students who wish to complete the joint program in three years can accomplish this by starting their MBA courses in the summer before their first year in the School of Law. A student may be admitted to one program and, prior to meeting the graduation requirements for that program, apply for the joint degree program.
Master of Science in Information Technology

MS in Information Technology
The target audience for this degree is twofold. One group is information systems management majors who wish to continue their education in this discipline to obtain in-depth knowledge of the information technology field and to be better equipped to manage information technology projects and organizations. Another group consists of persons who are, or desire to be, employed in information systems-related areas and who wish to gain in-depth knowledge in the field to both improve their performance and productivity in their current positions and enhance career opportunities with current and/or future employers.

Applications to the MS in information technology program at Quinnipiac University are considered on a rolling basis and are not evaluated until all materials and fees are received by the University. A complete application consists of the following: an application form, application fee, two recommendations, a recent resume and official transcripts of all undergraduate and graduate work completed.

To be admitted to the program, an applicant must have completed an undergraduate degree program with a GPA of at least 2.7. Work experience and recommendations also are strongly considered in the admission process.

The prerequisites for the program are:
1. An undergraduate degree in a field of business, computer science or computer technology completed within the last five years or
2. Completion of the Quinnipiac courses ISM 351 and ISM 370 or their equivalent.

Program of Study
The program consists of 36 credits at the 600 level consisting of six required courses (18 credits) and six elective courses (18 credits).

Six required core courses as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 600</td>
<td>Information Systems Strategy</td>
<td>3</td>
</tr>
<tr>
<td>CIS 620</td>
<td>Data Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 630</td>
<td>Business Design &amp; Object-oriented Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CIS 640</td>
<td>Communications &amp; Networking</td>
<td>3</td>
</tr>
</tbody>
</table>

Six elective courses chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 622</td>
<td>Database Architecture &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>CIS 625</td>
<td>ERP Design &amp; Implementation</td>
<td>3</td>
</tr>
<tr>
<td>CIS 627</td>
<td>Data Warehousing &amp; Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CIS 628</td>
<td>Business Intelligence &amp; Knowledge Based Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 642</td>
<td>Network Design &amp; Implementation</td>
<td>3</td>
</tr>
<tr>
<td>CIS 650</td>
<td>Information Systems Security</td>
<td>3</td>
</tr>
<tr>
<td>CIS 652</td>
<td>Advanced Topics in Information System</td>
<td>3</td>
</tr>
<tr>
<td>CIS 660</td>
<td>Electronic Commerce Implementation</td>
<td>3</td>
</tr>
<tr>
<td>CIS 685</td>
<td>Emerging Information Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CIS 690</td>
<td>Managing Information Technology Projects &amp; Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Combined BS/MS in Information Technology
The combined BS/MS in information technology program is designed for outstanding undergraduate School of Business students. The program enables students to start taking courses toward an MS in information technology during their senior year. Interested students must apply for admission to the BS/MS program during the last semester of their junior year.

A special application form for the combined program is available in the School of Business. Admission into the program is competitive. Applicants must have earned at least 75 credits at Quinnipiac with an overall GPA of 3.0.

Students in the combined BS/MS program may complete up to three graduate business courses during their senior year, which also fulfill undergraduate requirements. Students work with their undergraduate adviser and the MS in information technology director to ensure that the appropriate courses are taken and fit into both degree programs.

Students are not officially admitted into the MS in information technology program until they graduate with their BS degree and meet all other program requirements.
Certificates in Health Care Administration

**Health Care Compliance**
Quinnipiac University, through a program jointly developed by the School of Business and School of Law, is certified by the Health Care Compliance Association to offer the first university-based program in the country to train health care compliance officers. Recognizing the importance of compliance officers in all areas of the health care industry and the need to raise the level of professionalism of those officers, the two schools jointly offer a six-course certificate program in health care compliance.

Quinnipiac’s health care compliance certificate program provides qualified students with a sound academic foundation and the skills to successfully implement the administrative and management principles required to function as competent and knowledgeable health care compliance professionals.

Health care compliance certificate program courses cover: the principles and specifics of health care compliance, general management, legal aspects of health care compliance and financial management. Graduate courses in both the School of Business and the School of Law make up the six-course certificate program. Students without a background in law are required to complete HM 668: Legal Aspects of Health Care Delivery as a prerequisite for the other law courses in the program.

After completing these courses, Quinnipiac University awards a health care compliance certificate, which makes students eligible to immediately take the HCCA national certifying examination.

**Required: 3 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM 630</td>
<td>Corporate Compliance in the Health Care Industry</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Management: two courses (6 credits) required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM 621</td>
<td>Quality Management in Health Care Facilities</td>
<td>3</td>
</tr>
<tr>
<td>HM 660</td>
<td>Human Resource Management in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>MG 600</td>
<td>Business Ethics &amp; Legal Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Law Courses: two courses (6 credits) required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM 668</td>
<td>Legal Aspects of Health Care Delivery (prerequisite for non-law students)</td>
<td>3</td>
</tr>
<tr>
<td>LAW 345</td>
<td>Law &amp; Medicine</td>
<td>2</td>
</tr>
<tr>
<td>LAW 348</td>
<td>Advanced Law &amp; Medicine</td>
<td>2</td>
</tr>
<tr>
<td>LAW 352</td>
<td>Health Care Business Transactions</td>
<td>2</td>
</tr>
<tr>
<td>LAW 542</td>
<td>Regulation of Health Care Industries</td>
<td>2</td>
</tr>
</tbody>
</table>

**Financial Management: 3 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM 664</td>
<td>Financial Management in Health Care Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Long-Term Care Administration**

Individuals who wish to become licensed nursing home administrators in the state of Connecticut must pass a licensure examination offered by the Department of Public Health. To be eligible for this examination, applicants must complete either the master’s degree outlined (MBA/HCM) above or a nondegree certificate of study.

The certificate course of study consists of two components: an academic course and a 900-hour residency in a skilled nursing facility. The academic course, HM 669 Organization and Management of Long-term Care Facilities, is generally offered once a year.

The residency program is offered in a two-course sequence—HM 790 and HM 791, each of which grants 450 hours of residency (for 4 credits each). Two restrictions apply to the residency program. First, the residency must be started within one year of the completion of the academic course. (Students may petition the Department of Public Health in writing if there is justification to begin the residency at another time.) Second, at least one half of the residency (450 hours) must be completed at a site where the student has had no previous financial or employment relationship. Information on this program is available in the Office of Graduate Admissions.
The School of Communications master of science in interactive communications program focuses on the principles and practices of creating content for distribution through the Internet, portable media devices and related digital platforms.

Through a balance of courses that teach students how to create and deploy text, graphics, animation, audio, video and user-generated content into a narrative form, students learn how to transform traditional media and create a non-linear, multimedia experience for the audience.

Graduates of the program can compete for a range of job opportunities, including producers for advertising, entertainment, education, corporate information and news organizations engaged in the creation and distribution of content through digital platforms.

The program encourages applications from prospective students who want to apply skills acquired during their undergraduate education or professional careers to multimedia content development to mirror the audience shift from traditional, linear media (such as broadcast and print) to interactive, non-linear media found online.

In addition to course work that emphasizes professional interactive production techniques and tools, students engage in rigorous academic study of communications theory and innovative thinkers whose work is indispensable to understanding the shift from legacy media to online. The combination of study in the intellectual and production aspects of interactive communications transforms students into leading practitioners and leaders.

Students also have the opportunity to enroll in a 3-credit internship. Graduate students have served as interns at local, national and global media companies and web development firms. Also available is an optional 3-credit independent study for students who want to do advanced work or research in a particular topic.

Students must complete the program with an individual capstone in the form of a master's project, such as an interactive program, website or an in-depth work of research that advances knowledge of the field. Planning for the master's project at the outset of studies is strongly encouraged.

The program is offered in two formats: a traditional on-campus program and an online-only program. Both are identical in terms of courses and outcomes. Students must select one when applying but can elect to take courses in the other program as schedule and space permits.

In the on-campus program, students follow the traditional arc of the 14-week semester, taking up to four courses per semester, and can finish in two years. Alternatively, students may choose to enroll in two courses per semester on a part-time basis. On occasion the on-campus program will offer a 14-week online course as part of its schedule.

The online-only program follows a seven-week sequence. Students take one course in each of the two seven-week modules in the fall and spring and take two courses concurrently during the 12-week summer semester. Students complete a total of six courses per calendar year, finishing the program in two years.

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA. The master's project counts for 3 credits toward the 36 credits required to graduate.

Admission

The graduate programs in the School of Communications invite applications from prospective students who wish to pursue the professional practice of interactive communications. Recent graduates of a bachelor's program outside of the communications field are welcome to apply, as are prospective students who are presently working and wish to either shift careers or enhance their professional standing.

Admission to each program is highly competitive and is based on the following:

• undergraduate performance as measured by GPA
• experience in the chosen field either as a student or professional
• two professional recommendations
• a portfolio of written, visual or audio work
• a 500-word personal statement (see application)
Program of Study

Note: Students who demonstrate proficiency in any required course or courses may take electives instead with the expressed written permission of the graduate program director.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICM 501</td>
<td>Introduction to the Study of Interactive Communications</td>
<td>3</td>
</tr>
<tr>
<td>ICM 502</td>
<td>Visual Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>ICM 504</td>
<td>Information Animation</td>
<td>3</td>
</tr>
<tr>
<td>ICM 505</td>
<td>Web Programming</td>
<td>3</td>
</tr>
<tr>
<td>ICM 506</td>
<td>Writing for Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>ICM 508</td>
<td>Media Imaging &amp; Sound Design</td>
<td>3</td>
</tr>
<tr>
<td>ICM 512</td>
<td>User Centered Design</td>
<td>3</td>
</tr>
<tr>
<td>ICM 522</td>
<td>Communications, Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>ICM 552</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>ICM 601</td>
<td>Master’s Project</td>
<td></td>
</tr>
<tr>
<td>or ICM 602</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (Any two)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICM 503</td>
<td>Advanced Visual Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>ICM 513</td>
<td>Applied Usability</td>
<td>3</td>
</tr>
<tr>
<td>ICM 520</td>
<td>Game Design &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>ICM 525</td>
<td>Media Management</td>
<td>3</td>
</tr>
<tr>
<td>ICM 530</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>ICM 531</td>
<td>Graduate Internship</td>
<td>3</td>
</tr>
<tr>
<td>ICM 540</td>
<td>Special Topics in Media</td>
<td>3</td>
</tr>
<tr>
<td>ICM 542</td>
<td>Graduate Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ICM 590</td>
<td>Project Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Science in Journalism

The master of science in journalism prepares students for professional careers as reporters, editors and producers in broadcast, print and online media. Through systematic training in both beginning and advanced reportorial practices and technologies, students learn how to write news, shoot and edit video, create audio reports and assemble multimedia stories.

Our alumni are pursuing careers as reporters and producers in many major broadcast television markets, for the Associated Press, for ESPN and Fox News Channel, and for numerous online news sites, newspapers and magazines including patch.com. The journalism program welcomes qualified students who do not have journalism experience and encourages prospective students with some experience who wish to upgrade or polish existing skills to apply and ultimately join our network of highly successful alumni.

To earn the master’s degree, students must complete 36 credits with a minimum 3.0 GPA. It is possible to complete the program in one calendar year. Students admitted to the program may enroll for full-time (three or more courses per semester) or part-time study. A 3-credit capstone masterwork experience is required. Students can meet this requirement in the form of a master’s project such as an investigative magazine piece or a thesis that advances knowledge of the field.

Quinnipiac University’s journalism professors and instructors have served as staff reporters, editors and producers with decades of experience at the highest levels of news gathering. Guest speakers drawn from leading news organizations such as the Associated Press appear frequently to address classes on specific developments and issues in news coverage.

In addition to classes, students may enroll in a 3-credit internship as an elective to acquire professional experience while still attending school. Students have completed internships at CNBC, ESPN, Fox News Channel, The Hartford Courant, New Haven Register and National Geographic, at network affiliate broadcast stations throughout the U.S. and at emerging media companies such as patch.com, among many others. The program maintains close ties with traditional and emerging news organizations and routinely
posts career opportunities for students to pursue.

All journalism graduate students have access to the school’s news technology production facilities within the fully staffed Ed McMahon Mass Communications Center. The center features a high-definition television studio, access to video and audio production gear for covering stories, and digital editing suites. Most classes are held at the center, giving students first-hand, in-class experience in a professional environment.

Admission
The graduate programs in the School of Communications invite applications from prospective students who wish to pursue the professional practice of journalism. Recent graduates of a bachelor’s program outside of the communications or journalism fields are welcome to apply, as are prospective students who are presently working and wish to either shift careers or enhance their professional standing.

Admission to each program is highly competitive and is based on the following:
• undergraduate performance as measured by GPA
• experience in the chosen field either as a student or professional
• two professional recommendations
• a portfolio of written, visual or audio work
• a 500-word personal statement (see application)

Program of Study
Note: Students who demonstrate proficiency in any required course or courses may take electives instead with the expressed written permission of the graduate program director.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 502</td>
<td>Introduction to the Practice of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 503</td>
<td>Computer-Assisted Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JRN 504</td>
<td>Reporting for Print</td>
<td>3</td>
</tr>
<tr>
<td>JRN 521</td>
<td>Writing for the Ear</td>
<td>3</td>
</tr>
<tr>
<td>JRN 522</td>
<td>Communications, Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>JRN 524</td>
<td>Broadcast Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 534</td>
<td>Story in Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 538</td>
<td>Reporting for the Web</td>
<td>3</td>
</tr>
<tr>
<td>JRN 552</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>JRN 601</td>
<td>Master’s Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (any two)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 525</td>
<td>Media Management</td>
<td>3</td>
</tr>
<tr>
<td>JRN 526</td>
<td>Editing for Print</td>
<td>3</td>
</tr>
<tr>
<td>JRN 527</td>
<td>Covering Government &amp; Politics</td>
<td>3</td>
</tr>
<tr>
<td>JRN 530</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>JRN 531</td>
<td>Graduate Internship</td>
<td>3</td>
</tr>
<tr>
<td>JRN 532</td>
<td>Advanced Broadcast Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 533</td>
<td>Advanced Print Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JRN 536</td>
<td>Opinion Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 539</td>
<td>History of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 540</td>
<td>Broadcast Performance</td>
<td>3</td>
</tr>
<tr>
<td>JRN 542</td>
<td>Graduate Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Please note: electives are offered on an as-needed basis and some may not be offered during a given academic cycle.
Master of Science in Public Relations

The master of science in public relations program offers students the opportunity to pursue an advanced degree in a highly competitive and growing field. The program is designed for early- to mid-career professionals interested in advancing their careers in public relations and/or transitioning into public relations from complementary fields such as (but not limited to) finance, law, health care, technology, human resources, journalism and marketing. The program helps recent graduates with bachelor’s degrees in public relations and other disciplines gain a competitive edge as they enter the workforce.

Graduates of the program are qualified to work as public relations specialists in both the public sector and private sector with expertise and skills applicable to corporate, nonprofit and government institutions. Students study the conceptual and theoretical foundations of public relations, learn how to conduct and analyze public relations research and evaluation, and hone their skills in contemporary public relations practices and techniques. The program stresses professional competence, global consciousness and professional and social responsibility.

Admission

New students are admitted only in the fall term. Applications are accepted on a rolling basis. Admission is competitive and based on the following application requirements:

• application form and fee
• resume
• two letters of reference (preferably from individuals familiar with the applicant’s academic potential)
• official undergraduate and graduate transcripts from all institutions attended
• responses to questions regarding the applicant’s interest in and potential for graduate study in public relations (see application packet)
• professional portfolio (e.g., writing samples that demonstrate the applicant’s ability to communicate effectively with diverse audiences)

• Graduate Record Exam scores (Note: the GRE requirement may be waived at the discretion of the program director for applicants holding a graduate degree from an accredited institution and/or documented professional accomplishments in their field)
• minimum 3.0 undergraduate GPA

Program of Study

Students attending full-time can complete the 36-credit program in one calendar year. They take 15 credits in the fall and spring terms, respectively, and complete a 6-credit research thesis or professional project during the summer or subsequent terms. Students also may elect to complete the program on a part-time basis.

Course | Title | Credits
--- | --- | ---
PRR 501 | Principles and Theories of Public Relations | 3
PRR 502 | Public Relations Research Methods | 3
PRR 503 | Public Relations Research Design | 3
PRR 504 | Law and Ethics in Public Relations | 3
PRR 505 | Public Relations Writing | 3
PRR 506 | Public Relations Management | 3
PRR 507 | Strategic Planning in Public Relations | 3

Public relations elective requirements: (6 credits)

Two courses from the following:

PRR 510 | Crisis Management | 3
PRR 511 | International Public Relations | 3
PRR 512 | Investor Relations | 3
PRR 513 | Issues Management in Health Care | 3
PRR 514 | Public Relations and New Media | 3
PRR 515 | Special Topics in Public Relations | 3
PRR 531 | Graduate Internship in Public Relations | 3
PRR 606 | Independent Study | 3
ICM 501 | Introduction to the Study of Interactive Communication | 3
ICM 506 | Writing for Interactive Media | 3

Free elective: (3 credits)

Public relations elective (from list above) or outside elective approved by adviser

Capstone requirement (6 credits)

PRR 601 | Professional project | 6
or PRR 602 | Research thesis | 6

Total requirements 36 credits
School of Education

Five-Year BA/MAT Programs in Elementary and Secondary Education
Five-Year BA/MAT Program in Elementary Education
Five-Year BA/MAT Program in Secondary Education
Five-Semester MAT Programs in Elementary and Secondary Education
Five-Semester MAT Program in Elementary Education
Five-Semester MAT Program in Secondary Education
Sixth-Year Diploma in Educational Leadership

Master of Arts in Teaching

Five-Year BA/MAT Programs in Elementary and Secondary Education

The purpose of Quinnipiac’s five-year BA/MAT program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the master of arts in teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the teaching standards for the state of Connecticut and to the standards of the National Council for the Accreditation of Teacher Education. The three values of “excellence in education, a sensitivity to students, and a spirit of community” which are at the heart of Quinnipiac’s mission statement are woven through the program.

General Information

The five-year BA/MAT program offers Quinnipiac students a bachelor’s degree in an academic major and a master of arts in teaching degree leading to certification through the Connecticut State Depart-
Admission
Students are admitted into the five-year BA/MAT program upon meeting the following admission requirements:

a) at least a B- (2.67) overall undergraduate GPA (from all colleges and universities attended) for 45 credits of course work with a subject area major or appropriate interdisciplinary major;
b) a passing score on the PRAXIS I test (PPSTs) or a PRAXIS I waiver;
c) at least two written recommendations from individuals who have recent knowledge (within the past two years) of the applicant’s suitability as a prospective educator;
d) a written essay completed on site that meets program standards;
e) a formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly; an ability to respond appropriately to potential classroom situations; a demeanor appropriate to the teaching profession; a maturity and attitude necessary to meet the demands of the MAT program.
f) Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

The demands of the program require that students seek admission into the five-year BA/MAT program as soon as possible and no later than December 1 of their sophomore year. Applicants are assigned an MAT adviser who works collaboratively with the student’s major adviser to monitor the student’s progress during the junior and senior year. During the graduate year of study, the MAT adviser assumes responsibility for the student’s advisement.

Special consideration is given to transfer students; however, transfer students may not enter the program later than second semester of the junior year.

Retention
Teacher candidates in the program are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education’s Professional Attributes and Dispositions document and the CT Code of Professional Responsibilities for Teachers. Candidates must maintain an overall B- (2.67) undergraduate GPA with a B- or better in any professional course. Candidates must maintain a 3.0 GPA for graduate courses in each semester with at least B- or better in any education course, which includes the graduate content courses for the secondary program. A grade of C+ or below in an education course requires the candidate to retake the course and earn a minimum of B-.

If a candidate, once formally accepted into the program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on a probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the dean’s approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal.

Completion
To complete all requirements of the MAT program, a candidate must complete all course work, fulfill the internship responsibilities and successfully complete all performance tasks. Quinnipiac University’s TITLE II HEA institutional pass rate for 2008–09 is 100 percent for all reported content areas.

Candidates must meet all program requirements within six years of admission to the program. Only candidates who have an approved leave of absence are exempted from the five-year completion requirement. Any candidate who, for whatever reason, does not complete his/her student teaching must earn 6 graduate credits through approved electives.
The Internship/Field Study
Candidates participate in an internship during their graduate studies. Quinnipiac has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate students with guided, hands-on professional practice and to defray some costs of the graduate portion of the program.

During the internship semesters, candidates serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac faculty member. Candidates have the opportunity to participate in staff meetings and take part in all school operations, becoming valued members of the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus.

Candidates must continue serving in their internship through the last day of the public school calendar. Therefore, although classes end in May, the internship and the completion of the five-year MAT program do not occur until mid- to late June. Candidates are allowed to “walk” during graduation ceremonies but do not formally receive their degrees until all of the internship responsibilities are met.

The BA/MAT Five-Year Program in Elementary Education
The elementary education program is designed to prepare teacher candidates with in-depth content knowledge across the elementary school curriculum and exemplary skills in teaching and classroom management. Students interested in elementary education may major in any discipline or have a transdisciplinary major.

Central to candidates’ professional studies are undergraduate service-based courses (ED 301, ED 302, ED 401, ED 402) in which candidates gain 80 hours of hands-on experience, and the full-year graduate internship/student teaching experience in partner schools.

Program of Study
General Requirements
The following courses meet the Connecticut State Department of Education’s general education requirements. A grade of “C” or better is required in these courses.

- English 101
- English 102
- English at 200 level or higher
- History 131 or History 132
- Math 110 or higher
- World Language—Level 101
- World Language—Level 102
- Psychology 101
- Psychology 236
- Psychology 358
- Fine Arts—6 credits
- Science—7–8 credits
- Physical Education—1 credit

Professional Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 301</td>
<td>Elementary Field Study I</td>
<td>3</td>
</tr>
<tr>
<td>ED 302</td>
<td>Elementary Field Study II</td>
<td>3</td>
</tr>
<tr>
<td>ED 315</td>
<td>Diversity, Dispositions &amp; Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>ED 320</td>
<td>Social &amp; Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 401</td>
<td>Elementary Field Study III</td>
<td>3</td>
</tr>
<tr>
<td>ED 402</td>
<td>Elementary Field Study IV</td>
<td>3</td>
</tr>
<tr>
<td>ED 436</td>
<td>Teaching Literacy in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>ED 440</td>
<td>Learning &amp; Teaching in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 441</td>
<td>The Design &amp; Management of the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 468</td>
<td>Teaching Mathematics in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>ED 550</td>
<td>Issues &amp; Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 552</td>
<td>Teaching in the Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 554</td>
<td>Internship &amp; Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>ED 555</td>
<td>Internship &amp; Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>ED 556</td>
<td>Teaching Literacy in Grades 4–6</td>
<td>3</td>
</tr>
<tr>
<td>ED 558</td>
<td>Elementary School Science: Content &amp; Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>ED 562</td>
<td>Facilitating the Arts in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED 566</td>
<td>Elementary School Social Studies: Content &amp; Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>ED 569</td>
<td>Teaching Mathematics in Grades 4–6</td>
<td>3</td>
</tr>
<tr>
<td>ED 575</td>
<td>Teacher Discourse: Language &amp; Communication Issues in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 601</td>
<td>Student Teaching &amp; Seminar</td>
<td>6</td>
</tr>
<tr>
<td>ED 693</td>
<td>Research I</td>
<td>1</td>
</tr>
<tr>
<td>ED 694</td>
<td>Research II</td>
<td>2</td>
</tr>
</tbody>
</table>

1. English majors must take EN 325
2. required even if student tests out of MA 110 and places in a higher math course
3. or test out
4. or test out
The BA/MAT Five-Year Program in Secondary Education

The secondary education program is designed to prepare the teacher candidate with strong teaching skills and a depth of content knowledge in the discipline they wish to teach. Students interested in secondary education must select a major from among the following: biology, English, history, mathematics, political science, sociology or Spanish. Biology majors are strongly encouraged to follow the Physiology and Comparative Biology concentration within the biology major to be eligible for secondary certification.

Central to candidates’ professional studies are undergraduate service-based courses (ED 310, ED 311, ED 412, ED 413) in which candidates gain 80 hours of hands-on experience, and the full-year graduate internship/student teaching experience in partner schools.

Program of Study

General Requirements

The following courses meet both the University Curriculum requirements and the Connecticut State Department of Education’s general education requirements. A grade of “C” or better is required in these courses.

- English 101
- English 102
- English at 200 level or higher
- History 131 or History 132
- Math 110 or higher
- World Language—Level 101
- World Language—Level 102
- Psychology 101
- Psychology 236
- Social Sciences—3 credits
- Fine Arts—3 credits
- Science—7–8 credits
- Physical Education—1 credit

Professional Component Secondary

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 310</td>
<td>Field Study I</td>
<td>3</td>
</tr>
<tr>
<td>ED 311</td>
<td>Field Study II</td>
<td>3</td>
</tr>
<tr>
<td>ED 325</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 408</td>
<td>Classroom Environment</td>
<td>3</td>
</tr>
<tr>
<td>ED 412</td>
<td>Field Study III</td>
<td>3</td>
</tr>
<tr>
<td>ED 413</td>
<td>Field Study IV</td>
<td>3</td>
</tr>
<tr>
<td>ED 421</td>
<td>Social &amp; Philosophical Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>

ED 482 Special Education 3
ED 50_ Methods II 3
ED 509 Reading & Writing Across the Curriculum 3
ED 514 Internship & Seminar I 1
ED 515 Internship & Seminar II 3
ED 524 Methods I 3
ED 550 Issues & Research in Education 3
ED 601 Student Teaching & Seminar 6
ED 609 Health Issues in the Classroom 2
ED 693 Research I 1
ED 694 Research II 2

Plus 3 graduate content discipline courses
1. English majors must take EN 325
2. required even if student tests out of MA 110 and places in a higher math course
3. or test out
4. or test out

Five-Semester MAT Programs in Elementary and Secondary Education

The purpose of Quinnipiac’s five-semester master of arts in teaching program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the master of arts in teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the National Council for the Accreditation of Teacher Education (NCATE). The three values of “excellence in education, a sensitivity to students, and a spirit of community,” which are the heart of Quinnipiac’s mission statement, are woven throughout the program.

General Information

The five-semester MAT program offers Quinnipiac teacher candidates a master of arts in teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the University’s mission, arts and sciences studies are
integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills. The five-year BA/MAT program is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

*Note:* Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

**Admission**

Applicants are admitted into the five-semester MAT program upon meeting the following admission requirements:

a) at least a B- (2.67) overall GPA (from all colleges and universities attended);

b) prescribed studies leading to competencies in language arts, mathematics, natural sciences, social sciences and history (including U.S. history), fine arts, a world language, physical education, and child/developmental psychology (elementary education);

c) a passing score on the PRAXIS I test (PPSTs) or a PRAXIS I waiver;

d) at least two written recommendations from individuals who have recent knowledge (within the past two years) of the applicant’s suitability as a prospective educator;

e) a written essay completed on site that meets program standards;

f) a formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly; an ability to respond appropriately to potential classroom situations; a demeanor appropriate to the teaching profession; a maturity and attitude necessary to meet the demands of the MAT program.

g) Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

**Retention**

Teacher candidates in the program are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education’s Professional Attributes and Dispositions document and the CT Code of Professional Responsibilities for Teachers. Candidates must maintain a 3.0 GPA for graduate courses in each semester with at least B- or better in any education course. A grade of C+ or below in an education course requires the student to retake the course and earn a minimum of B-.

If a candidate fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester with probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the dean’s approval and is neither automatic nor guaranteed. Candidates failing to meet professional standards in the program may be subject to suspension or dismissal.

**Completion**

To complete all requirements of the MAT program, a candidate must complete all course work and successfully complete all performance tasks. Any candidate who, for whatever reason, does not complete his/her student teaching must earn 6 graduate credits through approved electives.

**The Internship**

Candidates participate in an internship during the first two semesters of the program. Quinnipiac University has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate candidates with guided, hands-on professional practice and to defray some costs of the program. Candidates in the internship receive a tuition reduction during the internship semesters. (An optional second internship is available during the final two semesters, resulting in significant additional tuition reduction.)

Interns serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac faculty member. Each intern has the opportunity to participate in staff meetings and take part in all school operations, becoming a valued member of...
the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus.

**Five-Semester MAT Degree in Elementary Education**

The Quinnipiac University elementary education curriculum is an intensive five-semester program of study consisting of core certification courses that provide eligibility for teacher certification, advanced course work in literacy, numeracy and pedagogy to satisfy master’s degree requirements, and a unique internship experience which provides pre-service teacher candidates the opportunity to learn about schools, students and teaching.

Applicants are accepted for admission to the fall semester only and are expected to enroll as full-time graduate students. To ensure admission into the program with a placement in an internship, applicants should complete the application process early.

**Elementary Education MAT Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 525</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 532</td>
<td>Child Development &amp; Psychological Theories</td>
<td>3</td>
</tr>
<tr>
<td>ED 534</td>
<td>Learning &amp; Teaching in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 535</td>
<td>Elementary Internship &amp; Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>ED 542</td>
<td>Cultivation, Design &amp; Management of an Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 543</td>
<td>Clinical Practice in Reading</td>
<td>3</td>
</tr>
<tr>
<td>ED 544</td>
<td>Developing Literacy in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>ED 545</td>
<td>Elementary Internship &amp; Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>ED 547</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 550</td>
<td>Issues &amp; Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 552</td>
<td>Teaching in the Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 556</td>
<td>Teaching Literacy in Grades 3–6</td>
<td>3</td>
</tr>
<tr>
<td>ED 558</td>
<td>Elementary School Science: Content &amp; Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>ED 562</td>
<td>Facilitating the Arts in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED 566</td>
<td>Elementary School Social Studies: Content &amp; Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>ED 568</td>
<td>Teaching Mathematics in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>ED 569</td>
<td>Teaching Mathematics in Grades 4–6</td>
<td>3</td>
</tr>
<tr>
<td>ED 575</td>
<td>Teacher Discourse: Language &amp; Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Issues in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 601</td>
<td>Student Teaching &amp; Seminar</td>
<td>6</td>
</tr>
<tr>
<td>ED 693</td>
<td>Research I</td>
<td>1</td>
</tr>
<tr>
<td>ED 694</td>
<td>Research II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Five-Semester MAT Degree in Secondary Education**

The Quinnipiac University secondary curriculum consists of an intensive five-semester program of study that begins in the fall semester. Each curriculum includes core certification courses that provide eligibility for teacher certification, advanced content (discipline) courses which satisfy master’s degree requirements, and a unique internship experience which provides pre-service teachers the opportunity to learn about schools, students and teaching.

To ensure admission into the program with a placement in an internship, applicants should complete the application process as early as possible.

**Secondary Education MAT Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 500</td>
<td>Internship &amp; Seminar I</td>
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<tr>
<td>ED 501</td>
<td>Internship &amp; Seminar II</td>
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</tr>
<tr>
<td>ED 508</td>
<td>Classroom Environment</td>
<td>3</td>
</tr>
<tr>
<td>ED 509</td>
<td>Reading &amp; Writing Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 510</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Social &amp; Philosophical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ED 524</td>
<td>Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ED 525</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 550</td>
<td>Issues &amp; Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 582</td>
<td>Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 601</td>
<td>Student Teaching &amp; Seminar</td>
<td>6</td>
</tr>
<tr>
<td>ED 609</td>
<td>Health Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 693</td>
<td>Research I</td>
<td>1</td>
</tr>
<tr>
<td>ED 694</td>
<td>Research II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>One of the following methods courses:</td>
<td></td>
</tr>
<tr>
<td>ED 502</td>
<td>Methods II: Teaching Biology</td>
<td>3</td>
</tr>
<tr>
<td>ED 504</td>
<td>Methods II: Teaching English</td>
<td>3</td>
</tr>
<tr>
<td>ED 505</td>
<td>Methods II: Teaching History/Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>ED 506</td>
<td>Methods II: Teaching Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ED 507</td>
<td>Methods II: Teaching a World Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus four graduate content discipline courses
Sixth-Year Diploma in Educational Leadership

The purpose of Quinnipiac University’s sixth-year diploma in educational leadership is to prepare graduates with the perspectives, knowledge and skills to become exceptional school leaders. The School of Education recognizes that the concept of educational leader is three-dimensional, and that successful educational leaders must be teachers, learners and leaders. Therefore, graduates of the sixth-year diploma in educational leadership program are master teachers who have a deep understanding of the teaching and learning process, learners who continue to learn as they continue to lead, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the leadership standards for the state of Connecticut and to the standards of the National Council for the Accreditation of Teacher Education. The three values of “excellence in education, a sensitivity to students, and a spirit of community,” which are the heart of Quinnipiac’s mission statement, are woven throughout the program.

General Information

The sixth-year diploma in educational leadership program offers Quinnipiac students a post-master’s credential, which prepares them to assume a variety of school leadership roles such as department chair, assistant principal, principal, curriculum coordinator and central office administrator below the rank of superintendent. Candidates who complete the first 18 credits of the program, the internship, and pass the Connecticut Administrator Test fulfill the Connecticut State Department of Education certification requirements as an Intermediate Administrator/Supervisor (092).

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Admission

Students are admitted into the sixth-year diploma in educational leadership program upon meeting the following requirements:

1. A master’s degree in education or a related field from an accredited institution with a minimum GPA of 3.00;
2. Evidence of four years of full-time teaching experience in a PK–12 setting;
3. Completion of at least 36 hours (equivalent to 3 credits), of a special education course*;
4. A record of excellent teaching as evidenced by recommendations of supervisors;
5. Satisfactory writing skills as evidenced by a written essay; and
6. Satisfactory leadership dispositions and a professional maturity to meet the demands of the program as evidenced during a formal interview.

*Applicants who have not met the special education requirement may be admitted on the condition that they enroll in a state-approved course.

Retention

To remain in the program, students must maintain academic standards and honor and follow Connecticut’s Code of Professional Responsibilities for Teachers in all interactions in the schools. Students must maintain a 3.0 GPA for graduate courses in each semester with at least B- or better in any leadership course. A grade of C+ or below in any program course requires the student to retake the course and earn a minimum of B-. If a student fails to maintain the minimum GPA, that student may be allowed to remain in the program for a single semester with probationary status. If a student on probation fails to meet the minimum GPA by the end of the single probationary semester, that student is dismissed from the program. Granting of probationary status is subject to the dean’s approval and is neither automatic nor guaranteed. Students failing to meet professional standards in the program may be subject to suspension or dismissal.

Completion

To fulfill all requirements of the sixth-year diploma in educational leadership program, students must complete all course work, including the internship, and successfully complete all performance tasks.
The Internship
Candidates must participate in an internship after completing EDL 601, 603 and 605 to gain authentic leadership experience. The Internship in Educational Leadership (EDL 607) consists of a series of coordinated activities related to the national standards for school leaders as established by the Educational Leadership Constituent Council (ELCC). The specific experiences are cooperatively planned by the candidate, a faculty member and a school district mentor. To demonstrate mastery of the ELCC standards, each candidate compiles an internship portfolio, which includes a description and analysis of activities related to the national standards, evidence of evaluating a portion of a school program for the purpose of improving student learning, evaluations from the administrator, mentor and University supervisor, a reflection journal describing leadership strengths and needs, a weekly log of activities and hours (a minimum of 216 hours are required), and artifacts from the internship. The internship is scheduled only during the fall or spring semester to ensure the most authentic experience possible.

Sixth-Year Diploma in Educational Leadership Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 601</td>
<td>Leading &amp; Managing the Contemporary School</td>
<td>6</td>
</tr>
<tr>
<td>EDL 603</td>
<td>Leading &amp; Managing the Instructional Program</td>
<td>6</td>
</tr>
<tr>
<td>EDL 605</td>
<td>Leading &amp; Managing School Improvement</td>
<td>6</td>
</tr>
<tr>
<td>EDL 607</td>
<td>Internship in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL 609</td>
<td>Educational Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDL 611</td>
<td>Educational Law</td>
<td>3</td>
</tr>
<tr>
<td>EDL 613</td>
<td>Public School Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

School of Health Sciences

Master of Health Science
- Cardiovascular Perfusion
- Medical Laboratory Sciences
- Pathologists’ Assistant
- Physician Assistant
- Radiologist Assistant
Master of Science in Nursing
- Adult Nurse Practitioner Track
- Family Nurse Practitioner Track
Post-master’s Certificate
- Adult Nurse Practitioner Track
- Family Nurse Practitioner Track

The state of Connecticut is a growing center of nationally known medical facilities, biotechnology development and pharmaceutical research and manufacture. These institutions have increased demands for individuals with up-to-date training. The master of health science program offers several majors that meet these standards. The cardiovascular perfusion program provides comprehensive preparation in clinical sciences and clinical internships to prepare perfusionists who provide life support during cardiopulmonary bypass. The medical laboratory sciences/biomedical sciences program provides laboratory professionals with the opportunity to specialize in fields such as microbiology, laboratory management and biomedical sciences. A full-time program for pathologists’ assistants provides training in pathology, anatomy and the medical sciences. The physician assistant program provides full-time instruction in the basic medical and clinical sciences needed for certification and a graduate degree in a growing profession.

The radiologist assistant program provides students with full-time advanced training in the field of radiology, which is needed for certification and to obtain a master’s degree.
Admission

Students who hold a bachelor’s degree in the biological, medical or health sciences are eligible for admission to the master of health science degree program. A detailed autobiography of personal, professional and educational achievements as well as two letters of reference must be submitted with a student’s application. Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements found previously in this catalog.

The Quinnipiac University physician assistant program participates in the Central Application Service for Physician Assistants (CASPA). Go to www.caspaonline.org for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA.

The physician assistant program admits students on a yearly basis. The deadline for completed applications to CASPA is September 1. Interviews are conducted from the early fall through mid-December. Classes begin in late May/early June.

Master of Health Science

Cardiovascular Perfusion Program

The mission of the cardiovascular perfusion program is to: 1) provide excellent education in both the didactic and clinical learning environment; 2) provide research opportunities that contribute to the clinical and scientific knowledge base in the field of extracorporeal circulation; and 3) foster a sense of commitment to continuing education and professional development.

This mission is consistent with the mission of Quinnipiac University, which is to provide a supportive and stimulating environment for the intellectual and personal growth of undergraduate, graduate and continuing education students.

General Information

The perfusionist provides consultation to the physician in the selection of the appropriate equipment and techniques to be used during extracorporeal circulation. During cardiopulmonary bypass, the perfusionist provides life support to the patient while the heart and lungs are stopped to enable the surgeon to operate. Perfusionists administer blood products, anesthetic agents and drugs through the extracorporeal circuit. The perfusionist is responsible for the induction of hypothermia and other duties, when required. Perfusionists have a role in the implementation and operation of ventricular assist devices designed to provide long-term circulatory support for the failing heart.

This program is fully accredited by the Accreditation Committee–Perfusion Education (6654 S. Sycamore St., Littleton, CO 80120) under the Commission on Accreditation of Allied Health Education Programs.

Admission

Interested candidates must hold a bachelor’s degree from a regionally accredited institution in the U.S. or Canada in the biological, medical or health sciences. Scores for the tests of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required if the applicant is from a non-English speaking country. Applicants with a bachelor’s degree in another field must have the following course prerequisites:

- two semesters of basic biology (or equivalent)
• two semesters of anatomy and physiology
• two semesters of general chemistry
• one semester of microbiology
• one semester of algebra or calculus
• certification in Basic Life Support from the American Heart Association

Applicants to the program should have a strong background in the health sciences, and be able to work for long periods under intense conditions. Individuals already working in the fields of nursing, respiratory care, physician assistant, physical therapy, paramedical and biomedical engineering are ideally suited for admission into the program.

Applicants must have a minimum undergraduate cumulative GPA of 2.5, and at least two years of experience working in a health care field involving patient care.

Applications can be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements found in this catalog.

A detailed autobiography of personal, professional and educational achievements, and three letters of recommendation must accompany the student’s application.

All applications, transcripts, reference letters and supporting materials must be submitted to the Office of Graduate Admissions.

Admission to the program is competitive. Personal interviews, required for admission, are offered to the most qualified candidates.

Curriculum
Course Title Credits
First Year (college-based didactic course work)
Fall Semester I
PR 500 Theoretical Foundations of Cardiovascular Perfusion 2
PR 502 Systems Anatomy & Physiology I 3
PA 535 Disease Mechanisms 4
PR 508 Extracorporeal Circuitry & Laboratory I 1
PR 516 Physiologic Monitoring 4
Total 14

Spring Semester I
PR 503 Systems Anatomy & Physiology II 3
PR 506 Pharmacological Intervention 4
PR 509 Extracorporeal Circuitry & Laboratory II 1
PR 510 Surgical Techniques 2
PR 512 Pediatric Perfusion 4
Total 14

Second Year (hospital-based clinical training session)
Summer Session
PR 514 Special Topics in Cardiovascular Perfusion 2
PR 600 Cardiovascular Perfusion Practicum I 5
Total 7

Fall Semester II
PR 520 Research Methods in Cardiovascular Perfusion 2
PR 602 Cardiovascular Perfusion Practicum II 5
Total 7

Spring Semester II
PR 604 Cardiovascular Perfusion Practicum III 5
Total 5

During the first two didactic semesters, students are introduced to the operating room environment by weekly orientation sessions in one of several affiliated hospitals. Students are required to join the American Society of Extracorporeal Technology and maintain student membership for the duration of the program.

Failure to maintain an overall GPA of 2.67 in each of the two didactic semesters (Fall I and Spring I) will result in automatic dismissal from the program.

Medical Laboratory Sciences Program
The mission of Quinnipiac University’s medical laboratory sciences program is to prepare students to function effectively in the greatly expanding field of biomedical research and diagnostic testing. The three specialties included in the program (biomedical sciences, microbiology and laboratory management) and the integration of courses from these individual specialties provides the student with a comprehensive knowledge to meet the education and technical needs of the laboratory professional in pharmaceutical, biotechnology and medical research as well as diagnostic settings. Students who successfully complete their studies have the option of employment by research/development industry, diagnostic companies or continuing their education toward a degree in PhD programs.

General Information
Medical laboratory research and diagnostic testing are among today’s most exciting professions. The last decade has brought many exciting breakthroughs in the diagnosis and treatment of disease as well as new challenges such as AIDS, Lyme disease and the resurgence of tuberculosis. These new
Admission
Students who hold a bachelor’s degree in the biological, medical or health sciences are eligible for admission to the medical laboratory sciences program. A detailed autobiography of personal, professional and educational achievements as well as two letters of reference must be submitted with a student’s application. Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements found in this catalog. Applications to this program are accepted throughout the year.

Program of Study
Students may choose either a thesis or a non-thesis option in the medical laboratory sciences program. Both options require students to take four courses in their specialization while allowing students to choose a number of electives to meet their individual needs.

The curriculum of the medical laboratory sciences program is designed to allow students to achieve the following objectives:
1. Obtain up-to-date knowledge of foundations and recent advances in the biomedical, biotechnological and clinical sciences.
2. Develop the ability to apply basic knowledge of medicine, chemistry and biology to advanced laboratory specialties.
3. Demonstrate competency in research theory and methodology to solve laboratory problems as economically and expeditiously as possible.

The curriculum is constructed to allow students either to work with a particular specialty or to move among related medical laboratory sciences. In view of the fact that the medical laboratory sciences represent the application and extension of the concepts and techniques of physics, chemistry and the biological sciences, it is deemed both necessary and desirable that the state of the art of these basic sciences be surveyed.

Thesis Option Requirements
The curriculum includes a minimum of 35 credits including eight credits of thesis (LS 650, 651). A minimum of four courses in an area of specialization is required. Elective courses could be chosen from any area of specialization.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 650, 651 Thesis</td>
<td>8</td>
</tr>
<tr>
<td>Minimum of four courses in area of specialization</td>
<td>12–16*</td>
</tr>
<tr>
<td>Electives</td>
<td>11–15*</td>
</tr>
<tr>
<td>Total Minimum of 35 credits</td>
<td></td>
</tr>
</tbody>
</table>

Non-Thesis Option Requirements
The curriculum includes a minimum of 38 credits including 2 credits of comprehensive examination (LS 670 series exam courses). A minimum of four courses is required in an area of specialization. Elective courses may be chosen from any area of specialization.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Exam</td>
<td>2</td>
</tr>
<tr>
<td>Minimum of four courses in area of specialization</td>
<td>12–16*</td>
</tr>
<tr>
<td>Electives</td>
<td>20–24*</td>
</tr>
<tr>
<td>Total Minimum of 38 credits</td>
<td></td>
</tr>
</tbody>
</table>

*Since most courses are either 3 or 4 credits, the total credits from area of specialization and total number of elective courses are based on the number of credits for individual courses.

Comprehensive Examination
The comprehensive examination in medical laboratory sciences (2 credits) is a requirement for the non-thesis option in the medical laboratory science program. The purpose of the exam is two-fold. First, the student must demonstrate broad and specific knowledge expected of someone holding a master’s degree. Second, the student must be able to integrate knowledge obtained from individual courses into unified concepts which link the student’s own specialization to other fields of study. The student is given two opportunities to demonstrate competency. A written essay exam is administered by a designated faculty member. Students should schedule an appointment with the program director before registering for the comprehensive exam.
## Biomedical Sciences (Specialization Courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 515</td>
<td>Advanced Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIO 560</td>
<td>Protein Biochemistry &amp; Enzymology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 568</td>
<td>Molecular &amp; Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 571</td>
<td>Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 580</td>
<td>Animal Cell Culture</td>
<td>4</td>
</tr>
<tr>
<td>BIO 589</td>
<td>Neurophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 605</td>
<td>Molecular &amp; Cell Laboratories I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 606</td>
<td>Molecular &amp; Cell Laboratories II</td>
<td>4</td>
</tr>
<tr>
<td>BMS 518</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 521</td>
<td>Advances in Hematology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 522</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 527</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 532</td>
<td>Histology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 535</td>
<td>Histology &amp; Histochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BMS 536</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 552</td>
<td>Introduction of Biochemical Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 561</td>
<td>Immunohematology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 562</td>
<td>Blood Coagulation &amp; Hemostasis</td>
<td>3</td>
</tr>
<tr>
<td>BMS 563</td>
<td>Anemia</td>
<td>3</td>
</tr>
<tr>
<td>BMS 564</td>
<td>Fundamentals of Oncology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 565</td>
<td>Leukemia</td>
<td>3</td>
</tr>
<tr>
<td>BMS 576</td>
<td>Drug Discovery &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>BMS 578</td>
<td>Cellular Basis of Neurobiological Diseases</td>
<td>3</td>
</tr>
<tr>
<td>BMS 579</td>
<td>Molecular Pathology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 581</td>
<td>Receptors &amp; Regulatory Mechanisms</td>
<td>3</td>
</tr>
<tr>
<td>BMS 583</td>
<td>Forensic Pathology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 591</td>
<td>The New Genetics &amp; Human Future</td>
<td>3</td>
</tr>
<tr>
<td>BMS 595</td>
<td>Transplantation Immunology</td>
<td>3</td>
</tr>
<tr>
<td>PA 515</td>
<td>Human Physiology</td>
<td>4</td>
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</table>

## Microbiology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 568</td>
<td>Molecular &amp; Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 571</td>
<td>Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 580</td>
<td>Animal Cell Culture</td>
<td>4</td>
</tr>
<tr>
<td>BIO 605</td>
<td>Molecular &amp; Cell Laboratories I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 606</td>
<td>Molecular &amp; Cell Laboratories II</td>
<td>4</td>
</tr>
<tr>
<td>BMS 528</td>
<td>Advanced Clinical Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 530</td>
<td>Advanced Clinical Protozoology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 531</td>
<td>Advanced Clinical Helminthology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 533</td>
<td>Air, Water &amp; Soil Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 534</td>
<td>Industrial Microbiology/Biotechnology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 542</td>
<td>Advanced Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 569</td>
<td>Antimicrobial Therapy</td>
<td>3</td>
</tr>
<tr>
<td>BMS 570</td>
<td>Virology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 572</td>
<td>Pathogenic Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 573</td>
<td>Mycology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 574</td>
<td>Microbial Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 575</td>
<td>Food Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 576</td>
<td>Drug Discovery &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>BMS 579</td>
<td>Molecular Pathology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 596</td>
<td>Immunology of Infectious Diseases</td>
<td>3</td>
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## Medical Laboratory Sciences Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BIO 500</td>
<td>Writing &amp; Science</td>
<td>3</td>
</tr>
<tr>
<td>BIO 515</td>
<td>Advanced Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIO 560</td>
<td>Protein Biochemistry &amp; Enzymology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 568</td>
<td>Molecular &amp; Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 571</td>
<td>Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 580</td>
<td>Animal Cell Culture</td>
<td>4</td>
</tr>
<tr>
<td>BMS 510</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BMS 517</td>
<td>Human Embryology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 518</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 521</td>
<td>Advances in Hematology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 522</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 526</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 527</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 528</td>
<td>Advanced Clinical Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 529</td>
<td>Medical Entomology</td>
<td>4</td>
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<tr>
<td>BMS 530</td>
<td>Advanced Clinical Protozoology</td>
<td>4</td>
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<tr>
<td>BMS 531</td>
<td>Advanced Clinical Helminthology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 532</td>
<td>Histology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 533</td>
<td>Air, Water &amp; Soil Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 534</td>
<td>Industrial Microbiology/Biotechnology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 535</td>
<td>Histochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BMS 536</td>
<td>Endocrinology</td>
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## Lab Management and Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HM 600</td>
<td>Organization &amp; Management of Health Care Facilities</td>
<td>3</td>
</tr>
<tr>
<td>HM 621</td>
<td>Quality Management in Health Care Facilities</td>
<td>3</td>
</tr>
<tr>
<td>HM 626</td>
<td>Epidemiology &amp; Population Health</td>
<td>3</td>
</tr>
<tr>
<td>HM 660</td>
<td>Human Resource Management in Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HM 663</td>
<td>Integrated Health Systems &amp; Managed Care</td>
<td>3</td>
</tr>
<tr>
<td>HM 664</td>
<td>Financial Management in Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>HM 667</td>
<td>Strategic Planning &amp; Marketing in Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HM 668</td>
<td>Legal Aspects of Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>HM 669</td>
<td>Organization &amp; Management of Long-term Care Facilities</td>
<td>3</td>
</tr>
<tr>
<td>HM 670</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>MK 600</td>
<td>Managing Customers &amp; Markets</td>
<td>3</td>
</tr>
<tr>
<td>MK 610</td>
<td>Research for Marketing &amp; Business Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>
Pathologists’ Assistant Program

The mission of Quinnipiac University’s pathologists’ assistant program is to prepare students with comprehensive knowledge in the practice and operation of a pathology laboratory. The program aims to maximize the students’ technical proficiency and creative thinking by successfully integrating didactic biomedical knowledge with hospital-based training. The culmination of this type of training assures that the graduates of the program are able to carry out a myriad of functions critical in becoming a successful pathologists’ assistant.

Students are admitted to the pathologists’ assistant program on a rolling basis. Applications are accepted until Dec. 15. Interviews are conducted throughout the year until February. The six-semester class cycle begins with summer semester I.

General Information

The purpose of this program is to train qualified candidates to be pathologists’ assistants. Upon successful completion of their training, graduates are employed by pathologists in hospital laboratories, clinical laboratories and medical research centers. Currently, there is a nationwide demand for pathologists’ assistants. This demand results from the tremendous explosion in medical information and technology, the demand for new and more sophisticated pathological determinations and a national decline in the number of medical residents in pathology. Through their graduate studies, pathologists’ assistant students are able to:

1. Develop a comprehensive knowledge of scientific facts, principles and data that contribute to the practice and operation of a pathology laboratory.
2. Understand performance-based education to assist the anatomic pathologist in the hospital or in other medical environments.
3. Compare the structure and physiological functions of normal organs, tissues and cells to those of abnormal ones.
4. Understand the characteristics of stains and the staining properties of normal and abnormal cells and their cellular constituents.
5. Assist the pathologist who is determining the pathogenesis of disease by:
   a. Properly collecting and handling specimens and keeping appropriate records using biomedical/photography techniques.
   b. Submitting tissues and selecting the necessary...
and appropriate techniques for processing and proper staining procedures.
c. Reviewing histological slides for technical quality and collecting clinical information and laboratory data for final diagnosis by the pathologist.
6. Perform a postmortem examination and relate the clinical history to the results of the dissection.
7. Recognize and record anatomic and morphologic changes in relation to clinical manifestations and laboratory data for the pathologist’s interpretation.
8. Understand the operation and services provided by the anatomic pathology laboratories and develop skills for the operation and management of the autopsy suite and surgical cutting room.
9. Interact with the pathologist by integrating didactic biomedical knowledge with practical hospital-based training.
10. Through management training and experience, supervise and coordinate the work of other laboratory professionals.

The program is a cooperative educational endeavor involving Quinnipiac University; the Veterans Administration Medical Center, West Haven, CT; Hospital of St. Raphael, New Haven, CT; Norwalk Community Hospital, Norwalk, CT; St. Vincent’s Medical Center, Bridgeport, CT; Stamford Hospital, Stamford, CT; St. Francis Hospital, Hartford, CT; CT State Medical Examiner Office, Farmington, CT; UConn Health Center, Farmington, CT; Hartford Hospital, Hartford, CT; Yale University School of Medicine, New Haven, CT; Baylor University, Houston, TX; Columbia Presbyterian Hospital, New York, NY; Massachusetts General Hospital, Boston, MA; Mayo Clinic, Minneapolis, MN, and Crouse Hospital, Syracuse, NY. The program consists of both classroom and clinical training. When not attending formal courses or working with specific tutors, trainees are assigned to the laboratory service of the Veterans Administration Medical Center and/or other hospitals for practical training in anatomic pathology. Quinnipiac University is a charter member of the Association of Pathologists’ Assistant Training Programs, and its program meets criteria established by the American Association of Pathologists’ Assistants. This program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAA-CLS), 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631-3415.

Admission
Interested candidates who have a bachelor’s degree in the biological or health sciences from regionally accredited institutions in the United States are eligible for admission to the pathologists’ assistant program. Applicants who hold a bachelor’s degree from a different field must possess, at a minimum:
• two semesters of basic biology (or equivalent)
• two semesters of general chemistry
• two semesters of anatomy and physiology
• one semester of organic chemistry
• one semester of mathematics
• 16 credits of biology, particularly courses in microbiology, physiology, biochemistry.

All applicants must possess a minimum undergraduate cumulative GPA of 2.75 and a one semester course in microbiology.

All prerequisites must be completed at a regionally accredited institution in the United States or Canada. Scores from the Graduate Record Examination are not required.

Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements found in this catalog.

A detailed autobiography of personal, professional and educational achievements as well as letters of reference must be submitted with a student’s application.

All applications, transcripts, references and other supporting materials are submitted to the Office of Graduate Admissions.

Admission to the program is competitive.

Personal interviews, required for admission, are offered to the most qualified individuals. Personal computers (desk or laptop) are required.

Curriculum
First Year (college-based didactic course work)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER SESSION</td>
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</tr>
<tr>
<td>PA 502</td>
<td>Medical Terminology: Advanced</td>
<td>2</td>
</tr>
<tr>
<td>PA 511</td>
<td>Human Microscopic Anatomy</td>
<td>4</td>
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<td>PA 512</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>PA 515</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PA 526</td>
<td>Biomedical Photography/Forensic Imaging (portion online)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>FALL SEMESTER</td>
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<td></td>
</tr>
<tr>
<td>BMS 517</td>
<td>Human Embryology (online)</td>
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</tr>
<tr>
<td>BMS 532</td>
<td>Histology</td>
<td>4</td>
</tr>
</tbody>
</table>

Graduate Studies 183
In addition to the college-based classroom course work taken during the first year, the student is introduced and oriented to the pathologists’ assistant profession by weekly attendance at clinical and gross conferences at the veterans hospital. This facilitates early integration of the classroom course work with intensive clinical training during the second year. Failure to maintain an overall GPA of 3.0 at the end of the spring semester of the first year will result in automatic dismissal from the program.

Physician Assistant Program

The physician assistant program of Quinnipiac University embodies the University’s commitment to three important values: excellence in education, sensitivity to students, and a spirit of community. The University as a whole strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments, and who possess an educational foundation for continued growth and development in a changing world of diverse cultures and people. The mission of the PA program is to foster the development of compassionate, professional and highly skilled healthcare providers who will embody the competencies of the PA profession. These competencies include “the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, systems-based practice as well as an unwavering commitment to continual learning, professional growth and the physician-PA team, for the benefit of patients and the larger community being served.”

Specifically, the physician assistant program at Quinnipiac is dedicated to the development of knowledgeable and skilled physician assistants who are committed to:

1. Professionalism—Promoting professional and ethical health-care practices.
2. Leadership—Developing future leaders within the profession and the community.
3. Community Service—Instilling the importance of active community involvement.
4. Cultural Competence—Enhancing sensitivity to the social and cultural diversity in healthcare.

General Information

This program educates qualified individuals to be highly skilled members of the health care team who, working on the physician-led team, provide diagnostic and therapeutic patient care. Currently there is tremendous demand for this sought-after professional who works in a number of health care facilities ranging from private practices to tertiary care hospitals. Graduates of this program are able to do the following:

1. Elicit a detailed and accurate history and per-
form the appropriate physical examination; record and present pertinent data, including interpretive recommendations, in a manner meaningful to the physician.

2. Perform and/or interpret routine diagnostic studies such as common radiologic studies, routine laboratory procedures and electrocardiographic studies.

3. Perform such routine procedures as injections, suturing, wound management, incision and drainage of superficial infections, cast application and simple fracture follow-up.

4. Perform patient rounds, record patient progress notes and pertinent case summaries, determine and implement diagnostic procedures and therapeutic plans.

5. Instruct, counsel and prescribe for patients regarding physical and mental health, including proper diet, disease prevention, therapy, normal growth and development, family planning, lifestyle risks, situational adjustment reactions and other health care matters.

6. Deliver or assist in the delivery of services to patients requiring continuing care in homes, nursing homes and extended care facilities, including reviewing and monitoring treatment and therapy plans.

7. Perform independent evaluation and initiate therapeutic procedures in life-threatening events.

8. Facilitate referral to community resources, health facilities and agencies and arrange appropriate patient follow-up.

9. Critically evaluate medical literature, policies and systems to enhance their leadership qualities in community and professional endeavors. Quinnipiac is a member of the Physician Assistant Education Association (PAEA) and accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

**Admission**

Interested candidates must possess, at a minimum:

- a bachelor’s degree from a regionally accredited institution in the United States
- 16 credits of biology with labs (credits must be in mammalian or human biology), including 3–4 credits of microbiology (with labs) and 6–8 credits of anatomy and physiology (with labs) prior to application

- 8–12 credits of chemistry with labs, including 3–4 credits of organic or biochemistry prior to application
- 3 credits of college algebra, statistics, or equivalent prior to application
- all prerequisites must be completed at a regionally accredited institution in the United States
- scores from the tests of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System if the applicant is from a non-English speaking country
- scores from Graduate Record Examination are not required

The most competitive applicants should possess at a minimum:

- a cumulative GPA of 3.0 and science GPA of 3.0
- a minimum of one year (2,000 hours) direct patient care experience in the U.S. health-care system

The physician assistant program does not accept: transfer credits, applications for challenge examinations and/or credits for experiential learning. Admission to the program is highly competitive. Applications are reviewed relative to undergraduate cumulative and science GPA, patient care experience, completion of narrative and letters of reference. Personal interviews, required for admission, are offered to the most qualified individuals.

The Quinnipiac physician assistant program participates in the Central Application Service for Physician Assistants (CASPA). Go to www.caspaonline.org for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. Applicants may contact CASPA or the Office of Graduate Admissions for more information.

**Physician Assistant Program**

**Program of Study**

**First Year**

**Summer Session**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PY 501</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PY 503</td>
<td>Principles of Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>PY 507</td>
<td>Principles of Electrocardiography</td>
<td>1</td>
</tr>
<tr>
<td>PY 508</td>
<td>Diagnostic Methods I</td>
<td>2</td>
</tr>
<tr>
<td>PY 515</td>
<td>Clinical Pathology</td>
<td>3</td>
</tr>
<tr>
<td>PY 517</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total 17**
In addition to the intensive classroom study during the first year, students are introduced to the clinical application of their training by being paired with a graduate physician assistant or physician one day a week. This is designed to facilitate application of the skills and knowledge acquired in the classroom setting to the care of the patient.

Upon successful completion of the 27-month Quinnipiac University physician assistant program, students are granted a master of health science and a certificate of completion as a physician assistant.
**General Information**

The radiologist assistant position was developed by the American College of Radiology and the American Society of Radiologic Technologists to ease a national shortage of radiologists and to meet the increasing demands of imaging technology. The demand for imaging studies is expected to soar to 250 billion procedures within the next few years. According to the Bureau of Labor Statistics, the growth in the field of radiography will be faster than average with a projected increase of 18 to 26 percent during the next decade.

Radiologist assistants function as physician extenders whose focus is strictly within the radiology department. They provide expanded patient management, perform complex procedures and conduct research and teaching. One of the radiologist assistant’s most important functions is providing direct patient care including preprocedure consultations and procedure preparation. In clinical practice, the radiologist assistant works under the supervision of a certified radiologist.

**Program Outcomes**

The master of health science in radiologist assistant education prepares graduates to:

- Integrate professional, ethical and legal standards, and interdisciplinary collaboration into radiologist assistant practice.
- Integrate effective written, oral and nonverbal communication skills into radiologist assistant practice.
- Utilize information technology and informatics to communicate, manage knowledge, mitigate error, and support clinical decision making in radiologic assistant practice.
- Synthesize clinical data and scientific evidence, apply appropriate modalities, evaluate findings, and make recommendations within the scope of radiologist assistant practice.
- Provide patient centered care.
- Assume a leadership role in applying quality improvement methods.

**Admission to the Program**

Candidates applying for admission to the career-entry master’s radiologist assistant program are required to be a radiologic technologist in good standing with the American Registry of Radiologic Technologists. They must have a bachelor’s degree, documented evidence of at least 2,000 hours of direct patient care contact post-radiography certification, certification in CPR for Healthcare Professionals and have completed the following prerequisite course requirements:

- 3–4 credits of physics or chemistry
- 3 credits of college-level mathematics
- 12–15 credits of biology with labs
- 6–8 credits of human anatomy and physiology

**MS in Radiologist Assistant Curriculum**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Summer I</strong></td>
<td></td>
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<tr>
<td>BMS 518 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>PA 502 Medical Terminology: Advanced</td>
<td>2</td>
</tr>
<tr>
<td>RA 517 Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>RA 517L Human Anatomy Lab</td>
<td>0</td>
</tr>
<tr>
<td>RA 520 Radiation Safety &amp; Health Physics</td>
<td>2</td>
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<tr>
<td><strong>Total 11</strong></td>
<td></td>
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<tr>
<td><strong>Fall I</strong></td>
<td></td>
</tr>
<tr>
<td>RA 505 Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>RA 530 Image Critique &amp; Pathologic Pattern Recognition I</td>
<td>3</td>
</tr>
<tr>
<td>RA 532 Interventional Procedures I with Clinical Observation</td>
<td>3</td>
</tr>
<tr>
<td>RA 542 Patient Assessment, Management &amp; Education</td>
<td>3</td>
</tr>
<tr>
<td>RA 545 Research Methods &amp; Design</td>
<td>3</td>
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<tr>
<td><strong>Total 15</strong></td>
<td></td>
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<tr>
<td><strong>Spring I</strong></td>
<td></td>
</tr>
<tr>
<td>RA 531 Image Critique &amp; Pathologic Pattern Recognition II</td>
<td>3</td>
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<tr>
<td>RA 535 Interventional Procedures II</td>
<td>3</td>
</tr>
<tr>
<td>RA 550 Seminar I</td>
<td>1</td>
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<tr>
<td>RA 570 Radiologist Assistant Clinical I</td>
<td>3</td>
</tr>
<tr>
<td>RA 590 Thesis I</td>
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</tr>
<tr>
<td><strong>Total 11</strong></td>
<td></td>
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<tr>
<td><strong>Summer II</strong></td>
<td></td>
</tr>
<tr>
<td>RA 551 Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>RA 571 Radiologist Assistant Clinical II</td>
<td>5</td>
</tr>
<tr>
<td>RA 591 Thesis II</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total 8</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall II</strong></td>
<td></td>
</tr>
<tr>
<td>RA 552 Seminar III</td>
<td>3</td>
</tr>
<tr>
<td>RA 572 Radiologist Assistant Clinical III</td>
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</tr>
<tr>
<td><strong>Total 8</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring II</strong></td>
<td></td>
</tr>
<tr>
<td>RA 573 Radiologist Assistant Clinical IV</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total credits for the program 58</strong></td>
<td></td>
</tr>
</tbody>
</table>
Clinical Experiences
Clinical experiences during the concluding year of study serve as capstone courses that enable students to apply the knowledge learned in the first two semesters of the program. During the first clinical semester, students are in the clinical setting three consecutive days per week; during the second clinical semester, they serve four days per week, and, during the final clinical semester, five days per week. In total, the program requires approximately 2,000 hours of clinical experience. Quinnipiac provides all clinical placements throughout the program. Among the many distinguished affiliations are hospitals, medical centers and clinics in the greater New Haven area.

Master of Science in Nursing
The mission of the Department of Nursing at Quinnipiac University is to prepare graduates for professional nursing practice who are capable of providing holistic care for diverse individuals, families, communities and populations in a variety of settings. The faculty affirm that nursing is both a science and an art that is creative, goal-directed, research-based and concerned with the health and dignity of the whole person. Learning occurs in a highly personalized, student-centered community, which promotes academic excellence.

The graduate nursing program is accredited by the National League for Nursing Accrediting Commission.

General Information
Graduate nursing education broadens the scope of practice and provides for the acquisition of expertise in an area of specialization. This education is directed toward preparing students to manage clients of diverse cultural backgrounds in various multidisciplinary settings and promotes traditional as well as complementary approaches appropriate to client care.

The graduate nursing program offers several tracks leading to the master of science in nursing. Students may elect to pursue preparation as an advanced practice nurse in one of two specialty areas. These areas are adult nurse practitioner and family nurse practitioner. Students enrolled in the master’s program complete the graduate nursing and advanced practice core curriculum in addition to courses in their chosen specialty. Students who already hold a master’s degree in nursing may enroll to attain a post master’s certificate, and complete course work focusing on their chosen specialty. The master of science in nursing and post master’s certificate offerings allow students to matriculate full or part time. Full-time students can complete the degree requirements for a master of science in nursing in two academic years. Students electing to complete a precepted clinical practicum outside of Connecticut need to be licensed in the designated state. For more information about any of these offerings, please contact the graduate nursing program via email at nurs-
Admission
An applicant to the graduate nursing program must be a registered nurse and hold a bachelor’s degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is preferred. Applicants should submit the following to the Office of Graduate Admissions:

- a completed admissions application including a resume and a personal essay
- official transcripts from all schools previously attended
- official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants
- two letters of recommendation
- proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 15. Candidates interested in part-time admission for the fall term should submit a completed application by July 15. Applications also are accepted for spring semester with a suggested deadline of Dec. 1. Candidates are accepted on a space available basis.

When all application materials are received, an interview with the graduate nursing program director and/or member of the faculty is arranged.

Graduate Nursing Program Outcomes
The graduate nursing program prepares graduates to:

- Synthesize theoretical and scientific knowledge to practice holistically in a specialized area of nursing
- Incorporate critical thinking, ethical decision making, and independent judgment to provide culturally competent specialized health care to diverse communities.
- Assume a leadership and management role to affect health care policy and the delivery of cost effective health care services within a variety of health care systems.
- Demonstrate professional role competency through social consciousness, advocacy, political acumen commensurate with advanced nursing preparation; and a commitment to lifelong learning.
- Integrate effective communication skills and current technology into advanced holistic nursing practice.
- Evaluate and use theory and research findings to inform clinical practice and organizational decision making.
- Integrate professional, ethical and legal standards and principles of collaboration into advanced holistic nursing practice.

Adult Nurse Practitioner Track (43 credits)
The adult nurse practitioner track prepares qualified professional nurses to practice at an advanced level in primary care settings as adult nurse practitioners. The curriculum follows the standards set by the National Organization of Nurse Practitioner Faculties, the American Nurses Association, and the American Association of Colleges of Nursing. It provides 570 hours of precepted practice, thereby enabling graduates to diagnose and manage most common and many chronic illnesses, and to assume the responsibilities commensurate with prescriptive authority. Working independently and collaboratively with physicians and other members of the health care team, graduates are competent to provide high quality, cost effective, and individualized primary care across the lifespan of adults. Graduates are eligible to take a national examination for certification as adult nurse practitioners.

Family Nurse Practitioner Track (47 credits)
The family nurse practitioner track prepares qualified professional nurses to practice at an advanced level in primary care settings. The curriculum follows the standards set by the National Organization of Nurse Practitioner Faculties, the American Nurses Association, and the American Association of Colleges of Nursing. It provides 570 hours of precepted practice, thereby enabling graduates to diagnose and manage most common and many chronic illnesses, and to assume the responsibilities commensurate with prescriptive authority. Working independently and collaboratively with physicians and other members of the health care team, program graduates are competent to provide high quality, cost effective, and individualized primary care across the lifespan of adults or family members of all ages. Graduates are eligible to take a national examination for certification as family nurse practitioners.
**Post-master's Certificate**

**Adult Nurse Practitioner Track**
Nurses who already hold a master of science in nursing degree and who wish to become adult nurse practitioners may apply for admission to the program and earn a post-master's certificate as an adult nurse practitioner. Post-master's students complete all adult nurse practitioner specialty courses, and may receive advanced placement credit for core courses that were taken as part of their prior graduate preparation. Students completing the certificate offering are eligible to take a national certification examination.

**Family Nurse Practitioner Track**
Nurses who already hold a master of science in nursing degree and who wish to become family nurse practitioners may apply for admission to the program and earn a post-master's certificate as a family nurse practitioner. Post-master’s students complete all family nurse practitioner specialty courses, and may receive advanced placement credit for core courses that were taken as part of their prior graduate preparation in nursing. Students completing the certificate offering are eligible to take a national certification examination.

**Program of Study**
The graduate core and advanced practice core are taken by all master's students. Post-master’s certificate students may receive advanced placement credit. Students take appropriate specialty courses depending upon the specialty track elected by the student. Courses designated as a practicum are precepted clinical experiences, and have a ratio of 1 credit to 4 clinical contact or clock hours. Non-matriculated students may register for selected graduate nursing core courses with the permission of the graduate program director.

### Graduate Nursing Core (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 500</td>
<td>Theoretical Foundations of Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 502</td>
<td>Issues &amp; Roles in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NU 504</td>
<td>Methods of Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### Advanced Practice Core (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 506</td>
<td>Advanced Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NU 508</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>BMS 518</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Adult Nurse Practitioner Specialty Courses (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 517</td>
<td>Principles of Electrocardiography</td>
<td>1</td>
</tr>
<tr>
<td>NU 518</td>
<td>Principles of Radiography</td>
<td>1</td>
</tr>
<tr>
<td>NU 570</td>
<td>Holistic Primary Care I</td>
<td>3</td>
</tr>
<tr>
<td>NU 571</td>
<td>Holistic Primary Care Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NU 626</td>
<td>Holistic Primary Care II</td>
<td>4</td>
</tr>
<tr>
<td>NU 627</td>
<td>Holistic Primary Care of Adults: Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>NU 630</td>
<td>Holistic Primary Care III</td>
<td>4</td>
</tr>
<tr>
<td>NU 631</td>
<td>Holistic Primary Care of Adults: Practicum III</td>
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</table>

### Family Nurse Practitioner Specialty Courses (28 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 517</td>
<td>Principles of Electrocardiography</td>
<td>1</td>
</tr>
<tr>
<td>NU 518</td>
<td>Principles of Radiography</td>
<td>1</td>
</tr>
<tr>
<td>NU 570</td>
<td>Holistic Primary Care I</td>
<td>3</td>
</tr>
<tr>
<td>NU 571</td>
<td>Holistic Primary Care Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NU 626</td>
<td>Holistic Primary Care II</td>
<td>4</td>
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<tr>
<td>NU 628</td>
<td>Primary Healthcare of the Family:</td>
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<tr>
<td></td>
<td>Maternal/Child Focus</td>
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<tr>
<td>NU 629</td>
<td>Holistic Primary Care of the Family:</td>
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<tr>
<td></td>
<td>Practicum II</td>
<td>4</td>
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<tr>
<td>NU 630</td>
<td>Holistic Primary Care III</td>
<td>4</td>
</tr>
<tr>
<td>NU 632</td>
<td>Primary Health Care of the Family:</td>
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<tr>
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<td>Pediatric Focus</td>
<td>2</td>
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<tr>
<td>NU 633</td>
<td>Holistic Primary Care of the Family:</td>
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</tr>
<tr>
<td></td>
<td>Practicum III</td>
<td>4</td>
</tr>
</tbody>
</table>

The graduate nursing program student handbook provides additional information regarding program policies and procedures.

**School of Law**

For information about the course of study and admission to the School of Law, see page 41 of this catalog and/or contact the school's Office of Admissions at 203-582-3400; the email address is adm@quinnipiac.edu.
STUDENT & CAMPUS LIFE

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The Division of Student Affairs

The Division of Student Affairs is a composite of programs designed to facilitate student development, which Quinnipiac University comprehends as the application of human development concepts as they relate to college students. Human development is a life process leading to the development of self-determination and self-direction for more effective behavior. Students are viewed as collaborators with the faculty and administration in the process of learning and growing. The Division of Student Affairs consists of the following departments: the Department of the Student Center and Campus Life, campus ministry, counseling, residential life, the dean's office, multicultural affairs, graduate life and student health services.

Student Affairs staff oversees a variety of services including student conduct; alcohol and drug education; diversity education; new student orientation and community service.

The Division of Student Affairs, located on Bobcat Way, is a central resource area for students requiring assistance with any issues or concerns, or questions relating to student life. The vice president and dean of students and associate deans of student affairs have offices here, as well as the residential life staff.
**Student Resources and Services**

**Career Services**
Quinnipiac University offers an array of career services specifically geared to students in each of the schools. Please contact the assistant dean for career services in the appropriate school for further information.

**Services for International Students**
Quinnipiac is committed to ensuring that international students have a successful educational experience. Assistance is provided with F and J visa regulations, as well as other immediate concerns. International students should contact the Office of International Education for further information.

**Counseling Services**
Counseling is available to undergraduate and graduate students on an individual and group basis. The Health and Wellness Center office is open Monday through Friday and services are offered free of charge. Students wishing to make an appointment must complete an intake form, which is available online or in the office. Once the intake form is received, an appointment is scheduled. In cases of emergency, students are seen as quickly as possible. The telephone number for the office is 203-582-8680.

**Community Service**
The Office of Community Service develops a number of opportunities throughout the year to engage students in community service. Activities include publishing a directory of local nonprofits and alerting the community to specific nonprofit requests for service. The Office of Community Service and the Albert Schweitzer Institute offer alternative break programs that engage students in community service during spring break in a variety of national and international locales. Students also may work with a local nonprofit organization for work-study employment. Many student clubs and organizations perform service including Community Action Project, Habitat for Humanity and Alpha Phi Omega. Students interested in service are encouraged to join these student organizations.

**Student Health Services**
Located in the Health and Wellness Center on Bobcat Way, Student Health Services is staffed by registered nurses 24 hours a day, 7 days a week, while students are in residence, excluding the summer term, with a physician available 35 hours a week. The highest priority of the staff is meeting the health needs of the student population and providing ongoing health education opportunities as an integral part of the Quinnipiac experience.

All students must submit, on forms provided by Quinnipiac, a complete history of immunization and the results of a pre-entrance physical examination. This examination must be administered by a qualified physician no more than one year before actual entrance to Quinnipiac. The forms serve as a basis for health counseling and for decisions about physical activities in which students can engage.

Student health services are available only to students who complete the required forms and have proof of adequate immunization. Students who do not comply are not permitted to register, including preregistration for the second semester.

It is extremely important that students have insurance coverage while they pursue their studies. If a student does not have health insurance through his/her own or family plan to cover the medical costs of an unexpected illness or injury, his/her education could be interrupted or even terminated. To prevent this from happening, the University has a health insurance requirement. To complete a comprehensive health care package, Quinnipiac has partnered with the Chickering Group, an Aetna Company, to offer a student-focused health insurance plan that complements the services provided on campus.

There is no charge for services or supplies provided in Student Health Services except for gynecological examinations and contraceptive supplies. Individual prescriptions may be taken to local pharmacies to be filled at the usual and customary fee.

Students engaged in allergen immunotherapy prior to coming to Quinnipiac may continue this therapy in Student Health Services. Students participating in this program must bring complete orders on forms supplied by Student Health Services and extracts from their allergist. In addition, they must make an appointment for the administration of their extract during regular doctor's hours, on the day the nurse in charge of
this program is scheduled to work. An appointment time and day may be maintained for the entire semester.

Department of Security and Safety
The Department of Security and Safety provides the following services for the campus community:
• Patrol of the campus 24 hours a day, seven days a week. All security staff members receive yearly in-service training. The two main campus entrances (New Road and Mount Carmel Avenue) are staffed 24 hours/day, 365 days a year.
• Response to all requests for assistance, including all emergencies; assistance at medical emergencies; investigation of all complaints; and completion of written follow-up reports.
• Regular checks of all residential and academic buildings.
• Escort service (walking escort) 24 hours a day, seven days a week.
• Security for all student and Quinnipiac campus events.
• Maintenance of a working relationship with local law enforcement agencies and other emergency service agencies on matters related to the security and safety of the campus.

The Department of Security and Safety can be reached at 203-582-6200.

The Department of the Student Center and Campus Life
In supporting the mission of Quinnipiac University, the Department of the Student Center and Campus Life aims to offer students exceptional programs, services and opportunities that enhance the academic experience while developing independent thinkers and effective leaders in college and beyond.

The core values of the Department of the Student Center and Campus Life are:
Supporting a strong sense of community by…
• Creating an environment that values a diverse student body.
• Maintaining facilities that sustain the growth of group collaboration and peer interaction.
• Transitioning students into the University through the orientation program.
• Offering a wide range of social and educational programming.
• Advising more than 80 student organizations.

Promoting critical thinking by…
• Exposing students to new, unique and diverse experiences.
• Meeting regularly with students to pose questions, raise concerns and provide guidance.
• Encouraging and evaluating students’ personal and group goals.
• Helping students analyze multiple points of view on a local and global scale.
• Engaging students in a comprehensive leadership development program.

Fostering individual responsibility by…
• Educating students on appropriate and inclusive methods of communication.
• Helping students develop their character and ethical compass.
• Holding students accountable for their decisions and actions.
• Encouraging students to be mindful of their personal health and well-being.
• Modeling compassion and empathy in relationships with peers, students and colleagues.

The Department of the Student Center and Campus Life is located in the Carl Hansen Student Center, room 214, and can be reached at 203-582-8673.
Clubs and Organizations
The Department of the Student Center and Campus Life is available to assist all student organizations and campus groups in program development and implementation of cocurricular activities. The staff, in conjunction with other student affairs personnel, provides a support system to foster personal growth and social competency through the development of group activities.

Additional information and guidelines for organizations, as well as procedures for initiating new clubs, are available at the Quinnipiac University Student Handbook and in the Department of the Student Center and Campus Life. All policies and guidelines pertaining to organizations are subject to the interpretation of the Department of the Student Center and Campus Life, upon consultation with the vice president and dean of students.

The following list represents organizations that exist and are active on campus. For a detailed description of each organization, refer to the Quinnipiac Student Handbook available online.

Accounting Society
Albert Schweitzer Institute Club
Alpha Chi Omega
Alpha Delta Pi
Alpha Phi Omega
American Marketing Association
ANIME Club
Asian/Pacific Islander Student Association
Association to Maximize Italian Cultural Influence (AMICI)
Athletic Training Club
Black Student Union
Branches
Campus Crusade for Christ
The Chronicle (campus newspaper)
Community Action Project
Cycling Club
Dance Company
Delta Tau Delta
Diagnostic Imaging Society
Economics/Finance Club
Fourth Wall
Gay, Lesbian and Straight Supporters
Habitat for Humanity
Hellenic Society
Hillel
Information Systems Management Club
Interfraternity Council
International Business Society
International Club
Investment Club
Kappa Alpha Theta
Lambda Pi Eta (communications honor society)
Latino Cultural Society

Montage (literary magazine)
Order of Omega
Panhellenic Council
Peer Educators
Phi Sigma Sigma
Physical Therapy Club
Physician Assistant Club
Psychology Club
Pi Theta Epsilon (honorary)
Praise “2” Him Ensemble
Prehealth Professional Society
Prelaw Society
Public Relations Students Society of America
Q-30 (Quinnipiac Television Station)
QU After Dark
QU Ballroom Society
QU Do It Yourself
QU M.U.S.I.C.
QU Outing Club
QU Snow
QU Stand
Quinnipiac Film Society
Quinnipiac Hellenic Society
Quinnipiac Running Club
Quinnipiac Undergraduate Future Teachers Organization
Quinnipiac University Association of Black Journalists
Quinnipiac University Democrats
Quinnipiac University Irish Club
Quinnipiac University Republicans
Quinnipiac University Young Americans for Liberty
Relay For Life
Residence Hall Council
Roots and Shoots
Rotaract Club
Sigma Gamma Rho Sorority, Inc.
Sigma Phi Epsilon
Society for the Advancement of Management
Society, Life and Justice Club
Society of Professional Journalists
Step to Perfection
Student Alliance for Global Equality
Student Alumni Association
Student Diversity Board
Students Against Destructive Decisions
Students Helping Advocate Diversity
Students in Free Enterprise
Student Government Association
Student Nursing Association
Student Occupational Therapy Association
Student Programming Board
Summit (yearbook)
Tau Kappa Epsilon
Ultimate Frisbee 101
Vet Tech Club
VITA (pro-life awareness)
Women Activists Vocalizing Equality
WQAQ (radio station)
Carl Hansen Student Center

The Department of the Student Center and Campus Life manages the Carl Hansen Student Center. This multipurpose facility provides opportunities for the Quinnipiac community to come together in a relaxed atmosphere and also offers a variety of services and functions for all members of the Quinnipiac community which include:

Banking

TD Bank operates a full-service branch on the first floor of the Student Center. The branch is equipped with a 24-hour automated teller machine that is part of the Cirrus, NYCE and PLUS networks. The branch is staffed with two representatives who are available to provide a full range of products and services Monday through Friday 9:30 a.m. to 2:30 p.m. The representatives can be reached by phone at 203-287-5109.

TD Bank's main office is located at 2992 Dixwell Avenue in Hamden (near the old Town Hall and Brown Stone House Restaurant). The telephone number for the office is 203-287-4991.

Bookstore

The bookstore, open to the Quinnipiac community and the public, is located in the rotunda of the Student Center, between the post office and the bank. The bookstore carries textbooks, general books, school supplies, insignia giftware, greeting cards, snacks, as well as health and beauty aids. The store hours are Monday through Thursday: 9 a.m. to 8 p.m.; Friday: 9 a.m. to 4:30 p.m.; Saturday: 11 a.m. to 3 p.m. The bookstore is closed on Sundays.

Campus Ministry

The Office of Campus Ministry provides spiritual and pastoral counseling, worship, sacraments and celebratory activities. Campus Ministry also provides an opportunity for students to interact and become aware of the diversity of the Quinnipiac University community. A full-time priest and rabbi are on staff, as well as a part-time protestant minister who represent their own faith communities, and are the spiritual representatives at University gatherings such as Commencement and Convocation. The chaplains strive to create an environment that will enhance religious and spiritual awareness.

The Rev. Hugh Vincent Dyer's office is located on the second floor of the Student Center in the Campus Ministry offices. He can be reached at 203-582-8257.

Rabbi Reena Judd's office and all Jewish events are held at Quinnipiac’s Hillel House, located on New Road. For more information about Hillel, contact Rabbi Reena Judd at 203-582-8206 or email reena.judd@quinnipiac.edu.

Campus Reservations

The centrally located Campus Reservations and Information Center is a resource for the Quinnipiac community and visitors. The staff provides information pertaining to campus events and directions for procedures unique to student activities. Requests for room reservations must be made online at www.quinnipiac.edu. Click on the MyQ link at the top of the page.

Commuter Lockers

There are 183 conveniently located commuter lockers on the second floor which are available at the beginning of the academic year on a first-come, first-served basis. Interested commuter students should call the Campus Reservation and Information Center at 203-582-8351 for details.

Office Locations

The long hallway on the second floor of the Student Center leads to offices for 40 student organizations such as the Student Government Association, the Student Programming Board, The Chronicle, Montage and the studios of WQAQ radio. This area also contains the graphic arts room, which provides space for students to design creative publicity for programs and events.

Post Office

The post office, located on the first floor of the Student Center, is open Monday through Friday, 9 a.m. to 4 p.m. All resident students are assigned boxes.

The Student Center Lounge

The Student Center Lounge, located on the first floor, is a comfortable space designed to accommodate members of the Quinnipiac community who wish to socialize, study or watch television.
Residential Life

Living on campus is one of the many learning experiences at Quinnipiac University. Here, students have the unique opportunity to associate with students from a variety of geographical locations and cultural backgrounds. Quinnipiac believes that the experience of living on campus is enhanced by tolerance, respect for others, and regard for the standards of good citizenship.

Quinnipiac also places great emphasis on the individual student and his or her overall development, rather than on intellectual training alone. The residential life program is committed to providing students a supportive and inclusive living environment that enriches their educational experience. The department is guided by four core values: community, diversity, service and responsibility. All professional staff members and paraprofessional staff are trained to develop and implement policies and programs that express this philosophy.

Quinnipiac housing is guaranteed for three years for incoming freshmen. More than 4,000 students live in University housing, which includes traditional residence halls, suites, townhouses, apartments and single-family houses.

Residence Halls and Off-Campus Properties

Fifty residence halls are available on campus for men and women, offering several different styles of residence: traditional shared rooms, suites, townhouses and apartments. The Ledges, Commons, Irmagarde Tator and Dana English residence halls comprise traditional housing for freshmen students. In addition, some freshmen are housed in Larson and Troupe, which offer suite-style living. Upperclass students have a variety of residence hall options available to them. Mountainview and the other suite-style residence halls offer four bedrooms per suite along with a living room and a bath. The Village has 28 separate split-level units with approximately 24 students per building. Each unit has three bedrooms, a living room, and a bathroom. Several residential areas (The Hill, Complex, The Crescent and the Townhouses located at the York Hill Campus) represent apartment-style housing. Each apartment has three bedrooms, a living room, a bathroom, and a kitchen. Furnishings in all residence halls are tasteful, modern and functional.

Senior students may select housing at the York Hill Campus in the Westview apartments, which feature three private bedrooms and one double bedroom. They also may select a single-family house or an apartment in the Whitney Village Complex, located minutes from the Mount Carmel Campus.

Dining Hall

The dining hall is open for breakfast, lunch, dinner and snacks for all students and members of the Quinnipiac community. The hours are Monday through Thursday, 7:15 a.m. to 9 p.m.; Friday, 7:15 a.m. to 6 p.m.; and Saturday and Sunday, 11 a.m. to 6 p.m. Details of the dining service are available from the business office. The facility also includes rooms that may be converted to private dining rooms for receptions and special meetings.

The Bobcat Den

Located on Bobcat Way, the Bobcat Den is a place where students, faculty, staff and their guests gather to relax and socialize.
Athletics and Recreation

Administrative Officers
Director of Athletics & Recreation
Jack McDonald 203-582-8621
Office located in Athletic and Recreation Center.

Quinnipiac recognizes the importance of athletics and recreation in student life. The University supports 19 highly competitive, Division I intercollegiate teams and a number of spirit groups including pep band and several dance groups. The campus recreation program, with access to a fully equipped fitness center, consists of intramurals, physical education classes for academic credit, aerobics and many leisure-time offerings.

Athletics

Intercollegiate athletic teams for men include baseball, lacrosse, soccer, cross country, ice hockey, basketball and tennis. Women compete in tennis, softball, basketball, lacrosse, field hockey, soccer, cross country, ice hockey, indoor and outdoor track, competitive cheer and volleyball. Quinnipiac is proud of past champions who have been honored by selection to All-Conference and All-America teams and drafted by professional teams.

Quinnipiac has full memberships in the following NCAA Division I conferences:
Northeast Conference
ECAC Men’s and Women’s Hockey
ECAC Lacrosse

Spirit Groups

Several spirit groups lend their support to winter athletic teams. The Quinnipiac pep band, Boomer the Bobcat (mascot), Crazy Bobcats, and several dance groups (Dance Fusion, Kickline, Step to Perfection) perform at basketball and hockey events.

Campus Recreation

Intramural Program
The Quinnipiac intramural program offers the entire campus community a variety of competitive sports activities in a recreational setting. The intramural department believes its participants should have freedom of choice, equality of opportunity and responsibility for sharing in the planning, supervision and administration of their sports programs. Participants create their own teams, select their level of competition, and vie for coveted championship T-shirts. Nearly 75 percent of the student body participates in one or more intramural activities.

The intramural director and student staff compute daily league standings, scoring leaders, outstanding players and officials of the week. Intramural offerings include:
• basketball (5-on-5 and 3-on-3)
• dodgeball
• field hockey
• flag football
• kickball
• soccer (indoor, outdoor)
• tennis (men’s, women’s, and mixed doubles)
• ultimate frisbee
• volleyball (4-on-4, and 6-on-6)
• wiffle ball

For more information about intramural sports, visit the website at www.quinnipiac.edu/x367.xml.

Physical Education Elective Course Credit
A variety of recreation and sports classes provides students with course credit as well as the opportunity to learn the skills needed to participate in a lifetime of leisure health and fitness activities. Physical education offerings include:
• advanced golfer’s weekend institute
• advanced tennis weekend institute
• aerobics
• ballroom dancing (beginning/intermediate)
• beginning golf
• beginning tennis
• canoeing weekend
• cardio kickboxing
• cardio pump
• dance–salsa
• fitness and nutrition
• fresh water fishing weekend
• fundamentals of boxing and kickboxing
• indoor rock climbing
• integrated strength training
• intramural officiating
• PE in the elementary school
• Pilates
• recreation games weekend
• rocks and ropes campout weekend
• sailing weekend
• spinning
• weight lifting for body builders
• yoga

Each class is valued at 1 academic credit. Students may earn up to 6 credits toward graduation.

Aerobic/Activity Classes
Campus Recreation offers a full schedule of free lunchtime and evening activities taught by certified instructors. The activities include aerobic kickboxing, step aerobics, body sculpting, “Butts, Guts, Thighs,” fencing, self-defense and yoga. Classes are offered on a first-come, first-served basis and are taught in our dance studios.

Free, one-hour classes are scheduled Sunday through Thursday evenings. Large “special-event classes” are occasionally scheduled on weekends or holidays. Most classes are limited to the first 40 people to sign up. Sign-up lists are available 15 minutes before scheduled class starting times.

Classes usually begin during the second week of the fall semester and spring semesters. Classes are not scheduled during summer. The schedule is emailed to the Quinnipiac community and copies are available on the recreation website, outside the studio and in the Fitness Center.

For more information about fitness and aerobics classes, visit www.quinnipiac.edu/x369.xml.

Open Recreation
“Open Rec” hours are scheduled in both the Recreation Center and Burt Kahn Court. Quinnipiac community members are encouraged to walk or jog on the track; and to play basketball or volleyball in the Recreation Center. Hours are posted beside the entrance doors of each facility.

Athletic and Recreation Facilities
TD Bank Sports Center
The TD Bank Sports Center is a state-of-the-art, 185,000-square-foot facility featuring separate arenas for Quinnipiac University’s NCAA Division I men’s and women’s basketball and hockey teams. The two arenas at the TD Bank Sports Center are connected by a three-story structure featuring a common lobby and ticket box office, the University Club, administrative and team offices, professional-style locker rooms with student athlete lounges, conference and meeting rooms, athletic training and equipment rooms, and a strength and conditioning center. The TD Bank Sports Center is located on Quinnipiac’s 250-acre York Hill Campus on Sherman Avenue, less than a mile from the Mount Carmel Campus.

Gymnasium
This hardwood floor facility serves as the competitive site for Quinnipiac University home
volleyball games. The gymnasium also is used for intramurals and “open recreation.” The area can be configured to accommodate simultaneously two regulation volleyball games or two intramural basketball contests.

**Aerobics Studios**

Two mirrored aerobic studios each contain state-of-the-art stereo equipment for professional and student use. Each studio also is equipped with audio and video systems. Aerobics, physical education classes, dance groups, and many other campus groups share the studios. Equipment for all scheduled activities and classes is provided. Mats, steps, power bars and hand weights usually are available in the aerobic studio equipment storage area.

Quinnipiac community members may “drop in” during free time to use the studios for exercising to videos, fencing, martial arts, aerobics, dance, yoga and more.

The entry to the Recreation Center features a lobby and central access area through which all users and visitors can access the Recreation Center, Fitness Center and track. Student staff members are stationed at the reception desk to respond to questions, schedule cardio equipment usage, and sign out recreation equipment.

**Recreation Center**

The Recreation Center has four multipurpose tennis/basketball/volleyball courts. Curtains between each court allow for a variety of activities to take place simultaneously.

**Fitness Center**

The Fitness Center is open to all members of the Quinnipiac community. Those who wish to use this facility must complete the orientation process. Prospective users are required to complete an information card, as well as a waiver and consent form, and to view a video that outlines center rules and regulations and proper equipment usage. Once the orientation session has been completed, the user’s Quinnipiac ID is validated. The ID must be presented for entrance to the facility and the user is required to sign up for use of cardiovascular equipment.

The Fitness Center contains a full line of free weights, strength and cardiovascular equipment.

Most of the cardio equipment includes:

- bicycles (recumbent and upright)
- Concept II rowers
- Cybex strength equipment
- ellipticals
- freeclimbers/steppers
- treadmills

For more information about fitness and recreation, visit www.quinnipiac.edu/x368.xml.

**Indoor Track**

The suspended track encircles the four Recreation Center courts. Students and staff may walk and jog upstairs while games and practices are being conducted downstairs. Nine laps of the track equal one mile.

**Cardio Corners**

Three of the four corners of the track have been outfitted with various pieces of cardiovascular equipment. Each corner (approx. 2,800 square feet) has treadmills, ellipticals, steppers and bikes. The fourth corner is designated as the “stretching” corner and is outfitted with mats and ab rollers.

**Multipurpose Room**

A large multipurpose room is located in the southeast corner of the Recreation Center. It is available to the Pep Band, dance groups, crafts classes and other student and recreational groups.

**Outdoor Venues and Fields**

Quinnipiac’s outdoor athletic facilities consist of athletic fields for softball, baseball, field hockey, soccer, lacrosse, touch football, basketball, as well as six lighted tennis courts. A hitting wall and basketball court are adjacent to the Recreation Center. An artificial turf field, completed in 2005, is utilized by the Quinnipiac field hockey and lacrosse teams, in addition to intramurals.

**Sports Equipment**

Quinnipiac supplies most recreation equipment, such as volleyballs, basketballs and tennis rackets. Equipment may be signed out at the reception desk with a Quinnipiac ID. Equipment is provided for all physical education classes.
PERSONNEL

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Board of Trustees

The Board of Trustees is currently composed of 33 public members, four alumni, faculty and student representatives, and 12 emeriti members.

Public Members

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John L. Lahey, PhD, President, Quinnipiac University
Frederick Mancheski, North Haven, CT
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Paula Moynahan, MD, Founder, Moynahan Medical Center for Cosmetic Surgery, New York, NY
Kenneth Neilson, Jupiter Island, FL
Donald L. Perlroth ’53, Donald L. Perlroth & Co., CPAs, North Haven, CT
Arthur H. Rice, Esq. ’73, Rice, Pugatch, Robinson & Schiller, Fort Lauderdale, FL

Alumni, Faculty & Student Representatives

Patrick Charmel ’81, President, Alumni Board of Governors
Gene Wong, Chair, Faculty Senate
Jill E. Martin, Professor & Chair, Legal Studies
Louis Venturelli, President of Student Government Association

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Richard C. Ferguson, PhD, Senior Vice President for Administration
Patrick J. Healy ’66, PhD, Senior Vice President for Finance
Mark Thompson, PhD, Senior Vice President for Academic & Student Affairs
Lynn Bushnell, MA, Vice President for Public Affairs
Manuel Carreiro, PhD, Vice President & Dean of Students
Jean Husted, MBA ’99, Vice President/Executive Associate to the President
Joan Isaac Mohr, MA, Vice President & Dean of Admissions
Donald Weinbach, BA, Vice President for Development & Alumni Affairs
Administration

Please visit www.quinnipiac.edu/administration.xml for a list of administrative personnel. This list is intended to help students and their parents obtain information about Quinnipiac University and its programs.

Full-time Faculty

Gina L. Abbott (2010), Visiting Assistant Professor of Psychology. (BA, Connecticut College; MA, PhD, State University of New York at Stony Brook)
Rebecca L. Abbott (1999), Professor of Communications. (BA, Dartmouth College; MA, Yale University; MFA, School of the Art Institute, Chicago)
Henry Adobor (1999), Associate Professor of Management. (BS, University of Ghana; MBA, Baruch College; PhD, Concordia University)
Adam Aiken (2010), Assistant Professor of Finance. (BS, University of North Carolina at Chapel Hill; MA, Duke University; PhD, Arizona State University)
Gary Alger (2007), Assistant Professor of Education & Director of Educational Leadership Program. (BS, State University of New York at Oneonta; MS, State University of New York at Cortland; EdD, University of Bridgeport)
Nelson Alino (2009), Assistant Professor of Accounting. (BS, MBA, University of Nigeria Nsukka; PhD, University of South Carolina)
Edward Alwood (2002), Professor of Journalism. (BA, PhD, University of North Carolina at Chapel Hill; MA, American University)
Janice L. Ammons (1997), Professor of Accounting. (BS, Virginia Commonwealth University; PhD, University of Michigan at Ann Arbor; CPA)
Luis O. Arata (1991), Professor of Modern Languages. (BS, University of Pittsburgh; MA, State University of New York at Stony Brook; PhD, Cornell University)
Anthony Asare (2007), Assistant Professor of Marketing. (BA, University of Cape Coast, Ghana; MBA, PhD, University of Massachusetts at Amhurst)
Nancy J. Bagatell (2008), Assistant Professor of Occupational Therapy. (BA, Indiana University; MA, PhD, University of Southern California)
Christopher Ball (2003), Associate Professor of Economics & the István Széchenyi Chair in International Economics. (BA, University of Alabama at Huntsville; PhD, Texas A&M University)
Lisa M. Barratt (1998), Clinical Associate Professor of Physician Assistant Studies. (BS, University of Connecticut; MS, St. Joseph College, Connecticut; PA Certificate, Yale University School of Medicine)

Cynthia C. Barrere (2004), Professor of Nursing. (BSN, Western Connecticut State University; MA, MS, PhD, University of Connecticut)
Kevin G. Basmajian (2004), Assistant Professor of Education & Director of the Master of Arts in Teaching Program. (BA, University of Michigan; MAT, Wayne State University; PhD, Michigan State University)
Francis P. Bellizzi (1983), Professor of Management. (BS, Boston College; MS, Fairfield University; EdD, University of Massachusetts at Amherst)
Adrienne Betz (2009), Assistant Professor of Psychology. (BA, MA, PhD, University of Connecticut)
Anat Biletzki (2008), Schweitzer Professor of Philosophy. (BA, MA, PhD, Tel Aviv University)
Cheryl Ann Bishop (2007), Assistant Professor of Communications. (BA, Western Washington University; MA, University of Missouri at Columbia; PhD, University of North Carolina)
Jonathan D. Blake (2000), Professor of Computer Science. (BSE, Princeton University; MS, PhD, Northwestern University)
Roger P. Blickensderfer (1976), Professor of Chemistry & Physics. (BA, Northwestern University; PhD, Indiana University at Bloomington)
Tania Blyth (2009), Clinical Assistant Professor of Diagnostic Imaging & Clinical Coordinator. (BS, MHS, Quinnipiac University)
Joan C. Bombace (1982), Professor of Psychology. (BA, Quinnipiac University; MA, Southern Connecticut State University; PhD, University of Massachusetts)
Ben J. Bogardus (2010), Assistant Professor of Journalism. (BA, Johns Hopkins University; MA, University of Virginia; MS, Syracuse University)
Salvador L. Bondoc (2006), Associate Professor of Occupational Therapy. (OTD, Creighton University; BS, University of the Philippines)
Daryll C. Borst (1968), Professor of Biology. (BS, Ferris State University; MA, Central Michigan University; PhD, University of Illinois at Urbana)
Todd Botto (2000), Professor of Physical Therapy. (BS, Southern Connecticut State University; MS, PhD, University of Southern Mississippi)
Dwayne W. Boucaud (2007), Associate Professor of Biomedical Sciences. (BS, PhD, State University of New York at Buffalo)
Elnora Jane Bower (1989), Associate Professor of Nursing. (BSN, University of Missouri; MS, Boston University; PhD, Adelphi University)
Cory Ann Boyd (2007), Assistant Professor of Nursing & Accelerated Track Coordinator. (BN, St. Anselm College; MSN, Adelphi University; MEd, EdD, Teachers College, Columbia University)
Thomas C. Brady (1980), Professor & Chair of Biomedical Sciences. (BA, BS, St. Mary’s College; MS, Long Island University at Southampton; PhD, University of Connecticut)

Blaine J. Branchik (2004), Associate Professor of Marketing. (BA, MBA, George Washington University; PhD, Florida Atlantic University)

Crystal Brian (2000), Professor of Theater. (BA, Baylor University; MPhil, PhD, University of California at Los Angeles)

Michelle B. Broggi (1997), Clinical Assistant Professor of Physical Therapy. (BS, Quinnipiac University; MS, PhD, University of Connecticut)

Charles M. Brooks (1996), Professor of Marketing. (BA, Emory University; MS, PhD Georgia State University)

William Brown (2009), Assistant Professor of Accounting. (BBA, PhD, University of Massachusetts at Amherst)

Alan S. Bruce (2001), Associate Professor of Sociology. (MA, PhD, Bowling Green State University)

Eric J. Brunner (2004), Associate Professor of Economics. (BA, University of Connecticut; MA, PhD, University of California at Santa Barbara)

Donald Paul Buckley (1999), Professor of Biology. (BS, MS, University of Massachusetts; PhD, Ohio University)

Carrie A. Bulger (2000), Professor and Chair of Psychology. (BA, University of Minnesota at Morris; MA, PhD, University of Connecticut)

Lisa Burns (2003), Associate Professor of Media Studies. (BA, MA, Duquesne University PA; PhD, University of Maryland at College Park)

Nancy Burns (2010), Visiting Instructor of Biology. (BS, University of New Haven; MPhil, MS, Yale University)

David Cadden (1983), Professor of Management. (BS, MS, Polytechnic University Brooklyn; PhD, Baruch College)

Ewa S. Callahan (2007), Assistant Professor of Communications. (MA, Jagiellonian University; MIS, PhD, Indiana University)

Denise Cameron (1977), Associate Professor of Physical Therapy. (BA, MPE, Springfield College; PhD, University of Connecticut; Certificate in Physical Therapy, Columbia University)

Angela V. Carrano (2008), Clinical Instructor of Nursing. (BSN, Sacred Heart University; MSN, University of Hartford)

Steven J. Carleton (1988), Professor of Veterinary Medicine and Director of the Veterinary Technology Program. (BS, University of Connecticut; DVM, Purdue University)

Wendy A. Cecucci (1995), Professor of Information Systems Management. (BS, Union College; MA, PhD, Virginia Polytechnic Institute & State University)

Onur Burak Celik (2010), Assistant Professor of Economics. (BA, MS, Bogazici University; MA, PhD, University of Connecticut)

Lisa Chandler (2010), Visiting Assistant Professor of Management. (BS, Eastern Connecticut University; MBA, Rensselaer Polytechnic Institute; DBA, Nova Southeastern University)

Surya Chelikani (2009), Assistant Professor of Finance. (BE, Andhra University; MBA, University of Central Oklahoma; PhD, Oklahoma State University)

Linda M. Chicone (2010), Assistant Professor of Biology. (BS, PhD, University of Connecticut; MS, Southern Connecticut State University)

Tilottama G. Chowdhury (2005), Assistant Professor of Marketing. (BS, University of Calcutta; MS, Bond University; PhD, University of Connecticut)

Deborah J. Clark (1992), Professor of Biology. (BA, Williams College; PhD, Cornell University)

Susan R. Clarke (1999), Associate Professor of Education. (BA, Westfield State College; MA, PhD, University of Massachusetts)

Thomas S. Coe (1999), Associate Professor & Chair of Finance. (BSBA, University of Akron; MBA, John Carroll University; MA, PhD, University of New Orleans)

Patricia Comitini (1998), Associate Professor of English. (BA, Brooklyn College; PhD, State University of New York at Stony Brook)

Gerald Conlogue (1992), Professor of Diagnostic Imaging & Co-director of the Bioanthropology Research Institute. (BS, University of Connecticut; MHS, Quinnipiac University)

Lisa Connelly (2009), Laboratory Instructor, Department of Biological Sciences. (BS, Kings College; MS, Georgetown University)

Kathy J. Cooke (1995), Professor of History. (BA, Calvin College; MA, PhD, University of Chicago)

Mary Ann Cordeau (2007), Assistant Professor of Nursing. (AS, BS, Quinnipiac University; MSN, Southern Connecticut State University; PhD, University of Connecticut)

Kenneth Cormier (2010), Assistant Professor of English. (BA, MA, PhD, University of Connecticut; MA, Eastern Michigan University)

Peter Cortland (1966), Associate Professor of English. (BS, Cornell University; MA, Columbia University; PhD, Syracuse University)

Lisa A. Cuchara (2006), Associate Professor of Biomedical Sciences. (BS, State University of New York at New Paltz; MS, Rensselaer Polytechnic Institute; MS, PhD, Albany Medical College)

Maria Cusson (1996), Clinical Assistant Professor of Physical Therapy. (BS, MS, University of Connecticut; JD, Quinnipiac University)
Timothy Dansdill (2002), Associate Professor of English Composition. (BA, Sarah Lawrence College NY; MA, University of Massachusetts; PhD, University of New Hampshire)

Robert Davis (2010), Visiting Assistant Professor of Chemistry. (BS, Pennsylvania State University; PhD, Purdue University)

Asantewa McIntosh Dawson (2005), Instructor of Mathematics. (BS, MS, Clark Atlanta University)

Aileen Dever (2000), Associate Professor of Modern Languages. (BA, Western Connecticut State University; MA, Middlebury College; PhD, University of Connecticut)

Margarita Diaz (2003), Assistant Professor & Chair of Journalism. (BA, University of Puerto Rico; MA, New School for Social Research; MA, Wesleyan University)

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**NORTH HAVEN CAMPUS**

370 Bassett Road  
North Haven, CT

**Directions to North Haven Campus:**  
From I-91, take Exit 12 to Route 5/  
Washington Avenue North, follow  
for 1.5 miles. Turn right on Bradley  
Street. The entrance to campus is at  
the end of the block.
Directions to the York Hill Campus from the Mount Carmel Campus:
From the main entrance parking lot, exit left onto Mount Carmel Avenue. At the traffic light, turn left onto Whitney Avenue/CT-10. At the next traffic light (1/2 mile) turn right onto Sherman Avenue. The entrance is on the right, across from the Farmington Trail parking lot.
Directions to North Haven Campus:
From I-91, take Exit 12 to Route 5/ Washington Avenue North, follow for 1.5 miles. Turn right on Bradley Street. The entrance to campus is at the end of the block.
York Hill Campus

305 Sherman Ave.
Hamden, CT

Directions to the York Hill Campus from the Mount Carmel Campus:
From the main entrance parking lot, exit left onto Mount Carmel Avenue. At the traffic light, turn left onto Whitney Avenue/CT-10. At the next traffic light (1/2 mile) turn right onto Sherman Avenue. The entrance is on the right, across from the Farmington Trail parking lot.
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Undergraduate Courses

Accounting (AC)

AC 101 Financial Accounting (3 cr.) This course introduces students to the purposes of financial statements and the recognition, measurement and disclosure concepts and methods underlying financial statements. Students begin to use and interpret financial statements and the related impact of elementary transactions and events on those statements. Prerequisite: MA 107, MA 110, MA 117, MA 118, MA 140 or MA 141; Every Year, All

AC 102 Managerial Accounting (3 cr.) This course is an introduction to the uses of accounting information by managers for internal reporting and decision making. Students begin to focus on classifying, measuring and analyzing product and service costs for decision making, budget preparation and performance evaluation. Prerequisite: AC 101; Every Year, All

AC 305 Intermediate Accounting I (3 cr.) Students study the standard-setting process as well as the application of generally accepted accounting principles and the accounting cycle. The content, structure and usefulness of the balance sheet and income statement are reviewed. Topics include the recognition, measurement and reporting of cash, receivables, inventories, plant assets and liabilities. Prerequisite: AC 101; Minimum grade C-; Every Year, Fall and Spring

AC 306 Intermediate Accounting II (3 cr.) This continuation of AC 305 covers such topics as stockholders’ equity, earnings per share, revenue recognition accounting changes and correction of errors. Accounting for investments, income taxes, leases and pensions also are covered. In addition, the content, structure and usefulness of the statement of cash flows are reviewed. Prerequisite: AC 305; Minimum grade C-; Every Year, Fall and Spring

AC 323 Cost Accounting (3 cr.) This class includes an in-depth treatment of accounting theories and practices used to control and manage costs. Topics include job-order, process, activity-based costing systems, cost variance analysis, budgeting, cost-volume-profit analysis and product mix decision. Prerequisite: AC 102; Minimum grade C-; Every Year, Spring

AC 335 Accounting Systems (3 cr.) This class is an introduction to the use of information technology in accounting systems. Topics include design, development, implementation, control and audit of information systems used to generate and manage accounting information. Prerequisite: AC 102; Minimum grade C-; Every Year, Fall and Spring

AC 402 Accounting Internship (3 cr.) This internship is open to accounting majors. Students must complete the internship application form to receive credit. This course is graded on a pass/fail basis. A minimum of 150 hours is required. Every Year, All

AC 405 Advanced Accounting International Operations and Other Entities (3 cr.) This course provides an in-depth study of accounting principles and analysis of problems for business combinations (mergers and acquisitions), international operations and segmented reporting, SEC reporting and accounting for derivatives and hedging activities. Students learn standard-related research skills and complete a research project using the FASB codification database. Prerequisite: AC 202 or AC 306; Minimum grade C-; Every Year, Fall and Spring

AC 411 Auditing Theory and Practice (3 cr.) Focusing on auditing standards and audit practice, the course includes an examination of auditor independence and ethical responsibilities, audit risk, audit evidence, internal controls, development of an overall audit plan and detailed audit programs. Prerequisite: AC 305; Minimum grade C-; Every Year, Fall and Spring

AC 412 Advanced Auditing (3 cr.) A second audit course introduces students to legal liability issues faced by auditors, and includes topics in fraud auditing. The course includes a discussion of the steps necessary to complete an audit engagement, research using authoritative audit pronouncements and how to use audit software. Prerequisite: AC 411; Minimum grade C-; Every Year, Fall and Spring

AC 431 Federal Income Tax Procedure (3 cr.) This course examines the theory and problems of federal income taxes with emphasis on individual tax returns. Prerequisite: AC 102; Minimum grade C-; Every Year, Fall

AC 432 Advanced Federal Income Tax Procedure (3 cr.) This continuation of AC 431 considers applications of federal and state tax laws to partnerships, corporations, estates and trusts. Students should be able to analyze information and identify data relevant for tax purposes, identify and research issues, elections and alternative tax treatments. Prerequisite: AC 431; Minimum grade C-; Every Year, Spring

Courses offered as needed

AC 101H Honors Financial Accounting (3 cr.) Prerequisite: MA 107, MA 110, MA 117, MA 118, MA 140 or MA 141
**Anthropology (AN)**

AN 101 (UC) Introduction to Cultural Anthropology (3 cr.) This introductory course provides a broad overview of cultural anthropology, giving students the tools to understand, speak and write about human diversities and similarities cross-culturally. Course emphasizes issues of race, ethnicity, class and gender, making visible for students the inequalities and power dimensions embedded in societies throughout the globe. *Every Year, Fall*

AN 222 (UC) Indigenous Peoples of North America (3 cr.) Students are introduced to the diversity of indigenous cultures as they changed and transformed from the time of human migration to the North American continent to today. There is particular emphasis on the contact period with European explorers and settlers. Attention is focused on the contemporary lives of indigenous peoples, including people living on reservations and in urban areas, with regard to the unique place they occupy in society and history and their continuing struggles for recognition and equality. *Every Other Year, All*

AN 223 Latin American Societies and Cultures (LAS 223) (3 cr.) The course explores the diversity of Latin American societies and cultures throughout North and South America as well as in the Caribbean, and traces the history of European and African encounters with the indigenous peoples living in the New World. An emphasis is placed on the events and forces that influence today’s cultural and social traditions. *Every Other Year*

AN 224 Archaeology (3 cr.) This course introduces students to the social science of archaeology, one of the four subdisciplines within anthropology. The course explores the history and methodology of archaeology; human evolution and adaptation; the relationship between humans and the natural environment; and the interpretation of archaeological data. The ethics of doing archaeological fieldwork and the contemporary debates within the discipline also are discussed. *Every Year, Fall*

AN 230 Visual Anthropology: Film and Culture (3 cr.) This course focuses on the use of ethnographic film as a professionally objective vehicle for interpreting, defining and communicating about human behavior. Students apply their knowledge of anthropological concepts and theory to a series of films as a way of developing an integrated cultural awareness, and also to critically evaluate the filming process itself. To further the understanding of the importance of visual representation, students create their own photographic essay of an ethnographic event that they have witnessed or participated in. *Every Other Year*

AN 310 Cross-Cultural Perspectives on Gender, Sex, and Sexuality (WS 310) (3 cr.) This course introduces students to the social and cultural constructions of gender, sex and sexuality around the world. Students discover the way anthropologists approach these topics. They explore the constructions as they relate to notions of biology, family, households, work, migration, inequality/inequity, economics and class status, violence, and race and ethnicity. *Every Year, Fall*

AN 330 The Anthropology of Gender-Based Violence (3 cr.) This course explores the topic of gender-based violence and related social problems analyzed from an anthropological perspective. Students discuss such issues as family violence within households, community-level violence, the politics of reproduction, war crimes against women and girls, and the relationship between political economy, criminalization and social justice. Students analyze such theoretical frameworks as structural violence and social suffering, the in/compatibility of human rights and cultural rights, political-economy and globalization theories. The case studies for this course come from the Middle East, the South Pacific, the Caribbean, Europe, North America, Africa and Asia. Case studies of indigenous peoples’ responses to violence also are used. *Every Other Year*

AN 337 Anthropology of Health and Medicine (3 cr.) This course takes a comparative study approach by looking at the diverse ways in which societies throughout the world both define and respond to disease and illness. Special attention is paid to how differently people understand the body and its relation to illness, and the importance of cross-cultural understanding for treating and curing illness in pluralistic societies. *Every Other Year*

Courses offered as needed

AN 101H (UC) Honors Introduction to Cultural Anthropology (3 cr.)

AN 200 Special Topics (3 cr.) Prerequisite: AN 101

AN 300 Special Topics (3 cr.)

AN 315 Myth and Folklore (3 cr.)

**Arabic (ARB)**

ARB 101 Elementary Arabic I (3 cr.) This course introduces students to the Modern Standard Arabic (MSA) language and to cultures of the Arabic-speaking world. Students develop accuracy and fluency in pronunciation and writing of Arabic letters, comprehend basic vocabulary and language structures, learn to use culturally appropriate social greetings and other expressions, learn the basics of grammar, and acquire insight into the culture and diversity of the Arabic-speaking world. *Every Year, Fall and Spring*

ARB 102 Elementary Arabic II (3 cr.) This course is a continuation of Arabic 101. Prerequisite: ARB 101. *Every Year, Fall and Spring*
Courses offered as needed

ARB 103 Continuing Elementary Arabic (3 cr.)
Prerequisite: ARB 102

Art (AR)

AR 101 (UC) Introduction to Art (3 cr.) This course is a study of major art forms and a probe into the nature of the creative process and public response. The course combines art history with hands-on activities. It is intended for students who plan to take only one art course. Every Year, All

AR 102 (UC) Art History: Ancient Through Medieval (3 cr.) This introductory course considers art as seen in its cultural and historical context from prehistory through the medieval period. Students explore the stylistic elements that make great works typical of their era. Every Year, All

AR 103 (UC) Art History: Renaissance Through Contemporary (3 cr.) This introductory course considers art as seen in its cultural and historical context from the Renaissance through the contemporary era. Students explore the stylistic elements that make great works typical of their era. Every Year, All

AR 104 (UC) Survey of Non-Western Art (3 cr.) Participants study the major themes and forms of non-Western arts from East Asia, South Asia, Africa, the Pre-Columbian Americas and Oceania, with emphasis on their cultural, philosophical and religious contexts. Students define works of art both formally and within the framework of their method of manufacture, audience and cultural value. Students with little experience of or no prior courses in art history learn the basic terminology and methodology of the field. Every Year, All

AR 105 (UC) American Art (3 cr.) This introduction to painting of the United States from the earliest days to the present includes a careful analysis of representative works reinforced by visits to area art galleries. Every Year, All

AR 140 Basic Visual Design (3 cr.) This course exposes students to the basics of two-dimensional design. Topics include the elements of design, the principles of order and how these basics combine to create good composition. Every Year, All

AR 158 Photography I (3 cr.) This beginning course in still photography is designed to teach basic photographic techniques. Additional topics include lighting, advertising, fashion and portrait photography. Students must provide an adjustable still camera, film and processing. Every Year, All

AR 210 The Creative Process (3 cr.) This course introduces students to the creative process in the visual arts. Students learn to evaluate and critique their personal art work as well as the work of others to develop a working process that enables them to go from initial thought to final product. Topics include: how to expand on initial ideas, the proper use of a sketchbook, looking at and evaluating famous works of art, and how to know when a work of art is finished. Every Other Year, Spring

AR 240 Graphic Design (3 cr.) Students gain practical experience in the creation of pictorial devices used to disseminate product information, including drawing, painting, illustration and typography. Prerequisite: AR 140; Every Other Year, Spring

AR 241 Color Theory (3 cr.) This course introduces students to the basics of color theory in design. Participants explore different topics through a series of short in-class projects and longer out-of-class assignments. Topics include the use of the grey scale, color mixing, color harmonies, discord, among others. Every Other Year, Spring

AR 242 Cartooning (3 cr.) This course provides an overview of the history of the comic and cartoon arts, and explores a variety of cartooning techniques. While studying the techniques of the masters, students plan, and eventually execute their own original cartoons. This class is open to absolute beginners as well as students with previous drawing, painting and cartooning experience. Every Other Year, Spring

AR 248 Studio Art: Drawing (3 cr.) This studio course introduces students to basic drawing skills. Subjects may include still life, landscape and portraits. Work is done in pencil, ink and other media. Every Year, All

AR 249 Studio Art: Painting (3 cr.) This studio course serves as an introduction to basic painting skills. Course work includes specialized painting techniques, color theory and assignments based on both traditional and contemporary styles. All work is completed in either oil or acrylic painting media with some mixed media components. Every Year, All

AR 253 Studio Art: Sculpture (3 cr.) This studio course introduces students to sculpture and three-dimensional design using a variety of materials. Students gain an understanding and appreciation of basic techniques and processes involved in creating sculpture and learn how a three-dimensional object impacts its environment. Every Year, All

AR 262 Studio Art: Watercolor (3 cr.) This course introduces students to the basics of watercolor. Participants explore different topics through a series of short in-class projects and longer out-of-class assignments. Topics include specialized watercolor painting techniques, color theory and assignments based on both traditional and con-
AR 263 Studio Art: Collage (3 cr.) This hands-on studio course enables students to explore materials and techniques involved in the art of making collage. This course looks at various ways to incorporate pre-made materials into more elaborate finished projects. Participants use a variety of materials including both manmade and natural objects as well as various painting, drawing and sculpture media. Every Year, Spring

AR 303 Studio Art: Advanced Drawing (3 cr.) This advanced drawing class expands on knowledge gained in an introductory level drawing course. Topics include both traditional and contemporary techniques and advanced composition. Work is completed in various drawing materials, including charcoal, pencil, conte and ink. Prerequisite: AR 251; Every Year, All

AR 304 Studio Art: Advanced Painting (3 cr.) This advanced painting class enhances knowledge gained in an introductory level painting course. Specialized painting techniques include expanded color theory as well as an introduction to contemporary techniques. All work is completed in acrylic paint with some mixed media components. Prerequisite: AR 252; Every Year, All

AR 342 Illustration (3 cr.) This course introduces students to the art of illustration. Through hands-on assignments and demonstrations, students learn the methodology of an illustrator, including generating ideas, visualization, research, preliminary studies or roughs, comprehensives and the finished picture. A variety of relevant drawing, materials and techniques are explored. Course work is supplemented by lectures on historic and contemporary techniques, projects and illustrators. Prerequisite: AR 140 or AR 251; Every Other Year, Spring

Courses offered as needed
AR 250 Studio Art: Special Topic (3 cr.)
AR 254 Studio Art: Printmaking (3 cr.)
AR 255 Studio Art: Introduction to Darkroom Photography (3 cr.)
AR 257 AP Studio Art: Introduction to Studio Methods (3 cr.)
AR 280 History of Modern Design (3 cr.)
AR 300 Special Topics Course (3 cr.) Prerequisite: AR 102, AR 103, AR 104 or AR 105
AR 305 Special Topics in Studio Art (3 cr.)
AR 317 Art of the Italian Renaissance (3 cr.) Prerequisite: AR 102, AR 103, AR 104 or AR 105
AR 335 Digital Photography (3 cr.) Prerequisite: AR 140, AR 158 or AR 255
AR 360 Innovation in the Arts and Sciences (PL 360) (3 cr.)
AR 380 Interactive Art (PL 380) (3 cr.)

**Athletic Training (AT)**

AT 114 Introduction to Athletic Training/Sports Medicine (3 cr.) This course is designed to familiarize the student with the role of an athletic trainer in sports and health care. Every Year, Spring

AT 114L Introduction to the Clinical Environment (0 cr.) Lab to accompany AT 114. This eight-week session is required for AT majors or those considering transferring into the major. (3 lab hrs.) Every Year, Spring

AT 201 Medical Aspects of Sports and Activity (SPS 201) (3 cr.) This course is aimed at individuals who are interested in working in a sports-related field (e.g., coaches, journalists or managers). It provides an overview of a variety of sports medicine-related topics, including common sports injuries, an introduction to sports psychology and current events in the sports medicine. Students who take AT 201 cannot also receive credit for AT 214. Prerequisite: one group: BIO 101, BIO 101L; BIO 105, BIO 105L; BIO 106, BIO 106L; CHE 101, CHE 101L; PHY 101, PHY 101L; BMS 110, BMS 110L; BMS 117, BMS 117L; BMS 118, BMS 118L; SCI 101, SCI 101L; SCI 102, SCI 102L; SCI 105, SCI 105L; Every Year, Fall and Spring

AT 214 Care and Prevention of Athletic Injuries (3 cr.) This course is designed to provide an overview of the athletic training profession with an emphasis on the basic fundamentals utilized by the athletic trainer in prevention, recognition, care, treatment and rehabilitation of athletic injuries. Forty observation hours are required. Students who take AT 201 cannot also receive credit for AT 214. Prerequisites: BIO 102, BIO 102L; Every Year, Fall

AT 214L CPR, AED and First Aid (1 cr.) Students learn principles of first aid and complete health provider certification in cardiopulmonary resuscitation and automated external defibrillator. For AT majors only. (2 lab hrs.) Prerequisite: AT 114; Every Year, Fall

AT 215 Therapeutic Modalities (4 cr.) Therapeutic Modalities is an introductory course designed to provide students with knowledge of theory and operation of the most commonly used therapeutic devices. Prerequisites: AT 114, AT 214; Every Year, Spring

AT 215L Therapeutic Modalities Lab (0 cr.) This lab includes the practical application of therapeutic modalities and must be taken in conjunction with AT 215. (2 lab hrs.) Prerequisites: AT 114, AT 214; Every Year, Spring

AT 230 Nutrition, Conditioning and Fitness (3 cr.) Students are exposed to the importance of proper nutrition with an emphasis on conditioning and fitness. Prerequisites: BIO 102, BIO 102L; Every Year, Fall
AT 240 Strength Training and Conditioning (AT 481) (3 cr.) The purpose of this course is to expand the students' knowledge of rehabilitation beyond general concepts. Students learn theory pertaining to a variety of conditioning methods including periodization, plyometric and functional training. Lifting techniques and injury prevention related to conditioning are discussed and applied to both the individual athlete and team training concepts. The course is taught as a combination of classroom and laboratory experience to ensure that students are capable of translating theory into practice. Prerequisites: AT 214, AT 230; Every Year, Fall

AT 298 Clinical Practicum I, Risk Management and Injury Prevention (2 cr.) This practicum introduces students to the general policies and procedures of the Quinnipiac University athletic training room. Students are instructed in taping techniques, proper medical documentation skills, emergency care of suspected head and neck injuries, ambulatory aids, pre-participation examination, and the Quinnipiac University Emergency Action Plan. Hands-on practical experience is emphasized in class sessions. Prerequisites: AT 114, AT 214; AT 214; Every Year, Spring

AT 298L Clinical Practicum I, Lab (1 cr.) During the semester, students gain 100 hours of clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.) Prerequisites: AT 114, AT 214; Every Year, Spring

AT 338 Kinesiology and Athletic Injury Evaluation I (4 cr.) This course covers kinesiology, advanced anatomy and evaluation knowledge and techniques involved in assessing athletic injuries/illnesses of the lower extremity, head and spine. Emphasis is placed on obtaining an understanding of kinesiological principles, as well as fine-tuning injury/illness recognition skills and concepts. Prerequisites: AT 114, AT 214, BIO 211; Every Year, Spring

AT 338L Kinesiology and Athletic Injury Evaluation I, Lab (0 cr.) This lab includes the practical application of kinesiology and athletic injury evaluation and must be taken in conjunction with AT 338 (2 lab hrs.) Prerequisites: AT 114, AT 214, BIO 211; Every Year, Spring

AT 339 Kinesiology and Athletic Injury Evaluation II (4 cr.) Kinesiology, advanced anatomy and evaluation knowledge and techniques involved in assessing athletic injuries/illnesses of the upper extremity, head and spine are covered in this course. Emphasis is placed on obtaining a continued understanding of kinesiological principles, as well as integrating kinesiological principles with injury/illness recognition skills and concepts. Prerequisites: AT 338, BIO 211, BIO 212; Every Year, Fall

AT 339L Kinesiology and Athletic Injury Evaluation II, Lab (0 cr.) This lab includes the practical application of kinesiology and athletic injury evaluation and must be taken in conjunction with AT 339. (2 lab hrs.) Prerequisites: AT 338, BIO 211, BIO 212; Every Year, Fall

AT 398 Clinical Practicum II, Athletic Protective Equipment (2 cr.) Students are introduced to taping and wrapping techniques used in athletic training. The course includes instruction in fabricating and applying protective equipment, pads, splints and supports. Hands-on practical experience is emphasized in class sessions. Prerequisite: AT 298; Every Year, Fall

AT 398L Clinical Practicum II, Lab (1 cr.) During the semester, students gain 200 hours of clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.) Prerequisite: AT 298; Every Year, Fall

AT 399 Clinical Practicum IV, Psychosocial Intervention and Referral (2 cr.) The psychological aspects of athletic training and sports medicine are covered. Over the course of the semester, students gain 200 hours of clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. Prerequisites: AT 298, AT 398, AT 498; Every Year, Fall

AT 399L Clinical Practicum IV, Lab (1 cr.) During the semester, students gain 200 hours of clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.) Prerequisites: AT 298, AT 398; Every Year, Fall

AT 410 Therapeutic Exercise I (4 cr.) This course provides the student with a basic systemic approach to exercise program development. It includes techniques, indications and contraindications of exercise and exercise progression as related to athletic injury, prevention, rehabilitation and return-to-play guidelines. Prerequisite: AT 338; Every Year, Fall

AT 410L Therapeutic Exercise I, Lab (0 cr.) This lab includes the practical application of therapeutic exercise and must be taken in conjunction with AT 410. (2 lab hrs.) Prerequisite: AT 338; Every Year, Fall

AT 411 Therapeutic Exercise II (4 cr.) This course provides the student with a basic systemic approach to exercise program development. It includes techniques, indications and contraindications of exercise and exercise progression as related to athletic injury, prevention, rehabilitation and return-to-play guidelines. Prerequisites: AT 338, AT 339, AT 410; Every Year, Spring

AT 411L Therapeutic Exercise II Lab (0 cr.) This lab includes the practical application of therapeutic exercise and must be taken in conjunction with AT 411. (2 lab hrs.) Prerequisites: AT 338, AT 339; Every Year, Spring
AT 440 Biomechanics (3 cr.) This course focuses on the advanced study of human movement, concentrating on the principles of mechanics they relate to the human body. Areas of athletic injury, pathology, sport performance, occupational risks, injury prevention, and rehabilitation are addressed. Projects are designed not only to achieve scientific insights into biomechanical problems but also to train students in state-of-the-art interdisciplinary research procedures. Kinematic and kinetic analyses are conducted. Prerequisites: AT 214, AT 230; Every Year, Spring

AT 440L Biomechanics Lab (1 cr.) This lab includes the practical application of biomechanics including the processes involved in data collection for forces, EMG and motion analysis data. Must be taken in conjunction with AT 440. (2 lab hrs.) Prerequisites: AT 338, AT 339, AT 410; Every Year, Spring

AT 440L Biomechanics Lab (0 cr.) This lab includes the practical application of biomechanics including the processes involved in data collection for forces, EMG and motion analysis data. Must be taken in conjunction with AT 440. (2 lab hrs.) Prerequisites: AT 338, AT 339, AT 410; Every Year, Spring

AT 450 Administration and Management in Athletic Training (3 cr.) Organizational and administrative procedures and considerations, as well as the legal aspects of athletic training and sports medicine are included in this course. Prerequisites: AT 338, AT 339, AT 410, AT 411; Every Year, Fall

AT 481 Strength Training and Conditioning for the Athletic Trainer (AT 240) (2 cr.) The purpose of the course is to expand the students' knowledge of rehabilitation beyond general concepts. Students learn theory pertaining to a variety of conditioning methods including: periodization, plyometrics and functional training. Lifting techniques and injury prevention related to conditioning are discussed and applied to both the individual athlete and team training concepts. The course is taught as a combination of classroom and laboratory experiences to ensure that students are capable of translating theory into practice. Prerequisite: AT 410; Every Year, Spring

AT 498 Clinical Practicum III, General Medical Conditions (3 cr.) The common general medical conditions and diseases that occur in sports medicine and athletic training environments are discussed. Emphasis is placed on pharmacological interventions of prescription medications, non-prescription medications and performance-enhancing drugs used in athletics. Prerequisites: AT 214, AT 230; Every Year, Spring

AT 498L Clinical Practicum III Lab (1 cr.) During the semester, students gain 200 hours of clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.) Prerequisites: AT 298, AT 398; Every Year, Spring

AT 499 Clinical Practicum V, Professional and Career Preparation (2 cr.) This course is designed to provide students with a means to integrate and augment all concepts, skills and knowledge covered in the athletic training curriculum (Clinical Practicum I–IV, Advanced Anatomy and Lower/Upper Body Evaluation, Therapeutic Modalities, Therapeutic Exercise I and II, and Administration and Management in Athletic Training). Much of the course is discussion-based and requires the students to be fully participative. Prerequisites: AT 298, AT 398, AT 399, AT 498; Every Year, Spring

AT 499L Clinical Practicum V Lab (1 cr.) During the semester, students gain 200 hours of clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.) Prerequisites: AT 298, AT 398, AT 399, AT 498; Every Year, Spring

Biological Sciences (BIO)

BIO 101 (UC) General Biology I (3 cr.) This course considers the basic concepts of life science with emphasis on the methods of science and the role of science in society, the chemistry of life, and molecular and cellular evolution. Selected topics include cellular biochemistry, the central dogma of biology, regulation of gene expression, cell structure and function, respiration and photosynthesis, and cell cycles. An honors section lecture and lab are available. First semester of a full-year course; must be taken in sequence. Co-requisite: BIO 101L. Every Year, Fall and Summer

BIO 101L (UC) General Biology I Lab (1 cr.) Lab to accompany BIO 101. Selected projects develop skills in experimental design, data analysis and scientific writing. (2 lab hrs.) Co-requisite: BIO 101. Every Year, Fall and Summer

BIO 102 (UC) General Biology II (3 cr.) This course covers the basic concepts of the life science with emphasis on viral and cellular reproduction, genetics, evolutionary mechanisms, phylogenetic inference, a broad taxonomic survey, and ecology. Selected topics include sexual reproduction and classical genetic analysis, microevolution, speciation, macroevolution and application of comparative anatomy and physiology to illuminate evolutionary relationships and their ecological context. An honors section of lecture and lab are available. Second semester of a full-year course; must be taken in sequence. Prerequisite: passing grade in BIO 101 and BIO 101L; Co-requisite: BIO 102L; Every Year, Spring and Summer

BIO 102L (UC) General Biology Lab II (1 cr.) Lab to accompany BIO 102. Selected projects develop skills in
BIO 105 (UC) Introduction to the Biological Sciences I (3 cr.) This course introduces natural science to the nonscientist with an emphasis on problems confronting society. Relationships between humans and the environment are included. This course is designed for nonscience majors. Co-requisite: BIO 105L; Every Year, Fall and Summer

BIO 105L (UC) Introduction to Biological Science Lab (1 cr.) Lab to accompany BIO 105. (2 lab hrs.) Co-requisite: BIO 105; Every Year, Fall and Summer

BIO 106 (UC) Science and Society: Concepts and Current Issues (3 cr.) This course introduces natural science to the nonscientist with an emphasis on problems confronting society. Current health and scientific issues in the news are emphasized to help students recognize the importance of science in their daily lives. This course is designed for nonscience majors. May not be taken for credit concurrently or after completion of BIO 161. Co-requisite: BIO 106L; Every Year, Spring and Summer

BIO 106L (UC) Science and Society: Concepts and Current Issues Lab (1 cr.) Lab to accompany BIO 106. (2 lab hrs.) May not be taken for credit concurrently or after completion of BIO 161. Co-requisite: BIO 106; Every Year, Spring and Summer

BIO 161 (UC) Introduction to the Biological Aspects of Science and Society (3 cr.) This course introduces natural science to the nonscientist with an emphasis on problems confronting society. Current health and scientific issues in the news are emphasized to help students recognize the importance of science in their daily lives. This course is designed for nonscience majors. May not be taken for credit concurrently or after completion of BIO 106. Every Year, All

BIO 205 Bioethics (3 cr.) This course explores major ethical issues in biomedical research and health care delivery, e.g., the concepts of health, the nature of human nature, ethical issues in decision making, human experimentation, genetic engineering, behavior modification, euthanasia, the right to health/health care. Prerequisite: BIO 101, BIO 102, PL 101 or PS 101; Every Year, Spring

BIO 208 (UC) Introduction to Forensic Science (3 cr.) This course begins with a historical overview of the discipline as a method of understanding the contemporary field of forensics. Scientific principles and practices are applied to specific examples within crime scene and evidence analysis including, but not limited to physical evidence, glass and soil, organic and inorganic substances, hair and fibers, toxicology, serology and fingerprinting. Additionally, students utilize FBI cases, popular press and television to evaluate the use of science and distinguish among science, law and entertainment. Co-requisite: BIO 208L; Every Year, Spring

BIO 208L (UC) Introduction to Forensic Science Laboratory (1 cr.) Students develop skills in observation, measurement, microscopy, glass fracture patterns, soil and footprint analysis, chromatography, spectrophotometry, hair and fiber analysis, fingerprinting and DNA analysis. The culmination of the laboratory experience involves synthesis of lecture and laboratory activities into a single class project that begins with control of a simulated crime scene and evidence search patterns, and continues through processing evidence, evidence analysis and presentation of results. (2 lab hrs.) Co-requisite: BIO 208; Every Year, Spring

BIO 211 Anatomy and Physiology I (3 cr.) This advanced course provides a comprehensive analysis of human anatomy and physiology, including a detailed examination of molecular and cellular aspects of cell and organ function incorporated with system physiology in the human body. Macromolecules, receptors, membrane transport, metabolism, neural and endocrine control systems and the muscular system are discussed. Emphasis is on function and homeostasis. Relevant diseases also are presented. Primarily for students in bachelor’s degree health science programs. Full-year course; must be taken in sequence. Prerequisites: BIO 101, BIO 102; Co-requisite: BIO 211L; Every Year, Full and Summer

BIO 211L Anatomy and Physiology Lab I (1 cr.) Lab to accompany BIO 211. A detailed study of human anatomy utilizing both cat and cadaveric dissection. (3 lab hrs.) Prerequisite: BIO 101, BIO 102; Co-requisite: BIO 211L; Every Year, Full and Summer

BIO 212 Anatomy and Physiology II (3 cr.) This course is a continuation of BIO 211 with an emphasis on the anatomy and physiology of the major body systems. Systems studied in this course include cardiovascular, lymphatic, immune, respiratory, urinary, digestive and reproductive. Emphasis is on structure, function, interdependence and the maintenance of homeostasis. Relevant diseases also are presented. Primarily for students in bachelor’s degree health science programs. Full-year course; must be taken in sequence. Prerequisite: Successful completion of both BIO 211 and BIO 211L with a grade of C- or better; Every Year, Spring and Summer

BIO 212L Anatomy and Physiology II Lab (1 cr.) Lab to accompany BIO 212. A detailed study of the major body systems utilizing anatomical models and physiological experiments. Prerequisite: Successful completion of both BIO 211 and BIO 211L with a grade of C- or better. (3 lab hrs.) Every Year, Spring and Summer
BIO 218 Vertebrate Natural History (4 cr.) This course involves the observation, collection and identification of terrestrial and aquatic vertebrate animals. Emphasis is on life histories of local species. There are frequent field trips. (2 class hrs., 4 lab hrs.) Prerequisites: BIO 101, BIO 102; Every Year, Fall

BIO 222 (UC) Evolution in Biology and Literature (3 cr.) This study of evolution as understood by biologists and of imaginative literature explores human origins, evolution and destiny. Impact of the concept of evolution on literature is considered, particularly Darwin’s contribution. Prerequisites: one group: BIO 101-102 or BIO 105-106; Every Year, Fall

BIO 223 Invertebrate Zoology (3 cr.) This course introduces the basic adaptive features of the major invertebrate groups with emphasis on structure, classification, ecology and evolution, utilizing both lab and field studies. Prerequisites: BIO 101, BIO 102; Co-requisite: BIO 223L; Every Year, Spring

BIO 223L Invertebrate Zoology Lab (1 cr.) Lab to accompany BIO 223. (3 lab hrs.) Co-requisite: BIO 223; Every Year, Spring

BIO 227 Comparative Anatomy and Physiology (4 cr.) A systemic approach to vertebrate anatomy and physiology examining how structures and organ systems have evolved through the different vertebrate groups from fish to mammals. Skeletal, muscular, nervous and endocrine systems are covered in this first semester of the full-year course. The laboratory involves the application of material from the accompanying lecture. This highly integrated approach reviews anatomy using two representative vertebrates, the shark and cat, to compare structures and organ systems. Physiological principles are applied through inquiry-based activities and experimental design. (3 lecture hrs.; 3 lab hrs.) Prerequisite: BIO 227; Co-requisite: BIO 228; Every Year, Fall

BIO 228 Comparative Anatomy and Physiology Lab Lab to accompany BIO 228. (3 lab hrs.) Co-requisite: BIO 228; Every Year, Spring

BIO 240 Cellular Communication (3 cr.) This class focuses on the molecular mechanisms by which cells communicate with each other. Using examples from both prokaryotes and eukaryotes, students examine how cells release signaling molecules, and then consider how target cells recognize and respond to the signals. Participants discuss how the basic processes are altered in diseases of signal processing such as cancer, diabetes and depression. Prerequisites: BIO 101, BIO 102, CHE 110, CHE 111; Every Year, Fall

BIO 282 (UC) Genetics (4 cr.) This course considers the basic principles of inheritance, including data analysis and problem-solving skills. Students gain laboratory experience with a variety of techniques and organisms of current research importance, as well as with solving problems and analyzing data. Emphasis is on sound logic, creative thought and experimental design. (3 lecture hrs.; 3 lab hrs.) Prerequisite: BIO 101, BIO 102; Every Year, Fall and Spring

BIO 298 Research Methods in Biology (2 cr.) This introduction to biological research includes discussion and demonstrated skills in library use, literature citation, academic integrity, experimental design, statistical and graphical treatment of data, and professional design and presentation of research as well as career development. The course culminates with a final research project. Prerequisites: BIO 101, BIO 102; Every Year, Fall
BIO 315L Veterinary Clinical Laboratory Techniques Lab (0 cr.) Lab to accompany BIO 315. (3 lab hrs.) Co-requisite: BIO 315; Every Year, Spring

BIO 317 Developmental Biology (2 cr.) This course is an introduction to the basic developmental processes that enable a single cell to differentiate and create entire organ systems. Various animal models are explored, compared and integrated to illustrate key molecular and cellular events that lead to the formation of an entire organism. Prerequisites: BIO 101, BIO 102; Co-requisite: BIO 317L; Every Year, Spring

BIO 317L Developmental Biology (2 cr.) The laboratory to accompany BIO 317. The project-based laboratory uses a variety of different model systems to examine development. Students complete small projects that lead to the development of a major research project at the end of the course. Co-requisite: BIO 317; Every Year, Spring

BIO 319 Biology of the Horse and Agricultural Species (4 cr.) The anatomy, physiology, nutrition, breeding and husbandry of the light horse and species of agricultural importance in New England are covered in this course. Diseases of farm animals are discussed with emphasis on recognition, prevention, and common control procedures. Laboratory sessions focus on restraint, specimen collection, and drug and experimental substance administration relevant to the species. Field trips and audiovisual aids are included. Enrollment is limited to veterinary technology seniors. Prerequisite: BIO 413; Co-requisite: BIO 319L; Every Year, Spring

BIO 319L Biology of the Horse and Agricultural Species Lab (0 cr.) Lab to accompany BIO 319. (3 lab hrs.) Co-requisite: BIO 319; Every Year, Spring

BIO 326 Animal Parasitology (3 cr.) This study of the biology of animal parasites emphasizes the diagnosis, treatment and epizootiology of parasitic diseases of domestic animals. The laboratory focuses on clinical diagnosis, diagnostic techniques, including immunodiagnostic techniques, and experimental life cycle studies using both living and preserved materials. Prerequisites: BIO 101, BIO 102; Co-requisite: BIO 326L; Every Year, Fall

BIO 326L Animal Parasitology Lab (1 cr.) Lab to accompany BIO 326. (3 lab hrs.) Co-requisite: BIO 326; Every Year, Fall

BIO 328 Human Clinical Parasitology (3 cr.) This course considers the biology of protozoan and helminth parasites of humans and includes an introduction to tropical medicine. Lectures focus on the life cycles of selected parasites and epidemiology and pathology of selected parasitic diseases. Laboratory work focuses on clinical diagnosis, diagnostic techniques (including immunodiagnostic techniques), recognition of vectors, and experimental life cycle studies using both living and preserved materials. Prerequisites: BIO 101, BIO 102; Co-requisite: BIO 328L; Every Other Year, Spring

BIO 328L Human Clinical Parasitology Lab (1 cr.) Lab to accompany BIO 328. (3 lab hrs.) Co-requisite: BIO 328; Every Other Year, Spring

BIO 329 Neurobiology (3 cr.) This course is an introduction to molecular, cellular and organismal neuroscience. After exploring basic topics including electrical excitability, neurotransmitters and receptors, the course considers higher-level integrated systems such as the sensory systems. Human disorders, including Parkinson’s disease, multiple sclerosis and color-blindness are discussed to highlight the importance of proper functioning of the various components of the nervous system. Prerequisites: BIO 101, BIO 102; Every Year, Spring

BIO 331 Earth Science (2 cr.) This course focuses on the study of the earth as a dynamic body and the processes that change our planet. The fundamentals of geology, oceanography and meteorology are discussed to show how they produced and continue to modify the earth. The course investigates earth’s place in the universe through astronomy. This course is designed for students in the BS/MAT five-year program in middle grades and secondary education, or the BS in biology, environmental science minor, or permission of the instructor. Co-requisite: BIO 331L; Every Other Year, Spring

BIO 331L Earth Science Lab (2 cr.) Lab to accompany BIO 331. (4 lab hrs.) Co-requisite: BIO 331; Every Other Year, Spring

BIO 346 Cell Physiology (3 cr.) This course examines the physiology of the cell with emphasis on the structure and function of the eukaryotic cell. Topics include metabolism, protein synthesis, cytoskeleton, movement, communication and control of cellular reproduction. The lab involves current techniques for separating and identifying cell components and enzyme systems, and microscopic and physiological identification of a eukaryotic motility mutant. (3 lab hrs.) Prerequisites: BIO 101, BIO 102, CHE 210, CHE 211; Co-requisite: BIO 346L; Every Year, Spring

BIO 346L Cell Physiology Lab (1 cr.) Lab to accompany BIO 346. (3 lab hrs.) Co-requisite: BIO 346; Every Year, Spring
BIO 350 Cardiovascular Physiology (3 cr.) The physiology of the mammalian heart is studied in detail. The course examines electrophysiology of the heart, structure and function, cardiac cycle, hemodynamics, capillary dynamics, cardiovascular reflexes, cardiac output and venous return. Atherosclerosis, hypertension and circulatory shock are also discussed. Prerequisites: one group: BIO 211–212 or BIO 227-228; Every Year, Fall

BIO 352 Botany (2 cr.) The biology of plants, focusing on morphology, physiology, growth, genetics, evolution, ecology, ethnobotany and their importance to humans. Prerequisites: BIO 101, BIO 102; Co-requisite: BIO 352L; Every Other Year, Fall

BIO 352L Botany Lab (2 cr.) Lab to accompany BIO 352. (4 lab hrs.) Co-requisite: BIO 352; Every Other Year, Fall

BIO 353 General Ecology (2 cr.) This course considers relationships between organisms and their biotic, chemical and physical environment. The class takes field trips to terrestrial, freshwater and marine habitats. Prerequisites: BIO 101, BIO 102; Co-requisite: BIO 353L; Every Year, Fall

BIO 353L General Ecology Lab (2 cr.) Lab to accompany BIO 353. (4 lab hrs.) Co-requisite: BIO 353; Every Year, Fall

BIO 354 Marine Ecology (4 cr.) Studies of the marine environment and the factors influencing the survival of marine organisms are covered in this course. Field trips to oceanic and estuarine areas are scheduled and students receive field training in oceanographic techniques. Lab is included. Prerequisites: BIO 101, BIO 102; Every Other Year, Fall

BIO 355 Freshwater Ecology (2 cr.) This introduction to the study of the biology, chemistry, geology and the physics of ponds, lakes and streams includes study of life histories of representative freshwater organisms. Students receive field training in limnological techniques. Prerequisites: BIO 101, BIO 102; Co-requisite: BIO 355L; Every Other Year, Spring

BIO 356L Freshwater Ecology Lab (2 cr.) Lab to accompany BIO 356. (4 lab hrs.) Co-requisite: BIO 356; Every Other Year, Spring

BIO 358 Human Ecology (2 cr.) Students are introduced to the ecological and ethical position of humans in nature, and study the historical background of humans in relationship to the current ecological dilemma and realistic possibilities for solving it. The course focuses on the environmental issues of overpopulation, food, water, climate change, energy, biodiversity, natural resources, pollution, conservation, economics and politics. Selected field trips to study current ecological problems are scheduled. (2 class hrs., 4 lab hrs.) Prerequisites: BIO 101, BIO 102; Co-requisite: BIO 358L; Every Year, Spring

BIO 358L Human Ecology Lab (2 cr.) Lab to accompany BIO 358. (4 lab hrs.) Co-requisite: BIO 358; Every Year, Spring

BIO 383 Evolution (4 cr.) This course examines the mechanisms of evolutionary change and surveys the evolutionary and phylogenetic history of life on earth. Because evolution is often a focus of social debate about ways of knowing and about the nature of humanity, students also explore the history of this debate and its influence on society. Students enrolling in the graduate level of this course are expected to complete course goals beyond those students enrolled in BI 383. (3 lecture hours, 3 lab hrs.) Prerequisites: BIO 101, BIO 102, BIO 282; Every Year, Spring

BIO 397 Prehealth Professions Clinical Affiliation (3 cr.) This apprenticeship program pairs an undergraduate student who displays maturity, dedication and sensitivity with a health professional in his or her field of interest for a 12-week period. The affiliation is designed to provide the student with the opportunity to observe social, ethical and medical issues in a clinical setting. Professional dress is required. Students may register for the course according to the following criteria: permission of faculty; completion of a minimum of three semesters at Quinnipiac; satisfactory GPA. Prerequisites: BIO 211, BIO 212; Every Year, Spring

BIO 399H Honors Research in Biological Sciences (3 cr.) This course targets students who are majoring in the biological sciences and are seeking University honors and/or departmental honors. In this capstone seminar, students participate in in-depth examination of primary research papers. The material relates to a central theme chosen by the professor. Prerequisites: BIO 101, BIO 102, BIO 227, BIO 228, BIO 298. Fall, Every Year

BIO 413 Veterinary Technology I (4 cr.) This course includes lectures, demonstrations and laboratory exercises in general anesthetic technique, standard surgical procedures, radiologic principles and proper operating room conduct. Emphasis is on aspects of surgical technology of greatest value to the veterinary surgeon or research investigator, including equipment and supply nomenclature, patient monitoring, aseptic technique and therapeutics. Care of the patient prior to and following surgery is also considered. Prerequisite: BIO 313; Co-requisite: BIO 413; Every Year, Fall

BIO 413L Veterinary Technology I Lab (0 cr.) Lab to accompany BIO 413. (3 lab hrs.) Co-requisite BIO 413; Every Year, Fall

BIO 414 Clinical Practice in Veterinary Technology (4 cr.) Students gain practical in-house clinical experience in animal health technology and laboratory animal science. This is an opportunity to develop and perfect skills intro-
duced during the preclinical animal technology courses while under the direct supervision of licensed veterinarians representing a wide variety of clinical interest and practice styles. Limited to veterinary technology majors. Concurrent registration in BIO 413–415 required. This course is graded Pass/Fail effective Fall 2009. Every Year, Fall

BIO 415 Veterinary Technology II (3 cr.) This course includes lectures concerning a variety of clinical topics of importance to the veterinary technologist. Students gain knowledge of pharmacology, fluid therapy, toxicology, clinical nutrition, wound management, animal reproduction and breed identification. Prerequisite: BIO 413; Every Year, Spring

BIO 416 Clinical Practice in Veterinary Technology (4 cr.) Students gain practical in-house clinical experience in animal health technology and laboratory animal science. This is an opportunity to develop and perfect skills introduced during the preclinical animal technology courses while under the direct supervision of licensed veterinarians representing a wide variety of clinical interest and practice styles. Limited to veterinary technology majors. Concurrent registration in BIO 413–415 required. This course is graded Pass/Fail effective Fall 2009. Prerequisite: BIO 414; Every Year, Spring

BIO 417 Small Animal Diseases (3 cr.) This course is a survey of the diseases of small animal domestic species. Students discuss the basic pathologic principles necessary for the identification and understanding of the diseased state, as well as the etiology, pathogenesis, treatment and prevention of common infectious and noninfectious diseases. Prerequisite: BIO 315; Every Year, Fall

BIO 471 Molecular Genetics (3 cr.) This course introduces students to the theory and practice of DNA manipulation that is involved in modern molecular biology, including cancer research, cellular development, regulation of differentiation and construction of designer genes in plants, animals, humans, microorganisms and virus. These methods are common in health research, industrial discovery and environmental remediation. The lecture and the laboratory, which involves DNA manipulation and gene cloning, are designed for students interested in careers in medicine, biotechnology, microbiology and graduate programs. Prerequisite: BMS 370; Co-requisite: BIO 471L; Every Year, Spring

BIO 471L Molecular Genetics Lab (1 cr.) Lab to accompany BIO 471. (4 lab hrs.) Co-requisite: BIO 471; Every Year, Spring

BIO 382 Human Genetics (4 cr.) Prerequisites: BIO 101, BIO 102

BIO 351 Natural History of New England (3 cr.) Prerequisites: BIO 101, BIO 102

BIO 351L Natural History of N.E. Lab (1 cr.)

BIO 382 Human Genetics (4 cr.) Prerequisites: BIO 101, BIO 102

BIO 382L Human Genetics Lab (0 cr.)

BIO 399H Honors Research in Biological Sciences (3 cr.) Prerequisites: BIO 101, BIO 102, BIO 227, BIO 228, BIO 298

BIO 488 Independent Study in Biology (1–4 cr.)

BIO 489 Independent Study in Biology (1–4 cr.)

Biomedical Sciences (BMS)

BMS 110 (UC) The World of Microbes (4 cr.) Students are introduced to the relevance of microorganisms in everyday life. Topics include: microorganisms in the environment, infectious diseases, biotechnology, foods and beverages, antibiotics and host defense mechanisms. Laboratory work stresses standard procedures used in microbiology. Co-requisite: BMS 101L; Every Year, Fall and Spring

BMS 110L (UC) World of Microbes Lab (0 cr.) Lab to accompany BMS 110. (2 lab hrs.) Every Year, Fall and Spring

BMS 114 (UC) Microbes in Action (4 cr.) This course is designed to emphasize the applied aspects and disease potential of microorganisms. Of particular interest is the role microorganisms play in the environment. Co-requisite: BMS 114L; Every Year, Spring

BMS 114L (UC) Microbes in Action Lab (0 cr.) Lab to accompany BMS 114. (2 lab hrs.) Every Year, Spring

BMS 117 (UC) Human Organism (4 cr.) Concepts in human biology designed primarily (although not exclusively) for students in non-science programs are covered in this course. Emphasis is on the human organism from a developmental and a biological perspective. Consideration and discussion of societal issues relative to human biology is an integral aspect of this course. Laboratory applications include exercises in the study of basic human biology. Every Year, Fall and Spring

BMS 117L (UC) Human Biology Lab (0 cr.) Lab to accompany BMS 117. (2 lab hrs.) Every Year, Fall and Spring

BMS 162 (UC) Human Health (3 cr.) This course, which is designed for non-science majors, describes human disease from a biological viewpoint, and presents human health concerns and issues for discussion. Historical and sociological perspectives on human disease as well as the scientific investigation of disease processes are included. The role of molecular biology and biotech-
nology in approaching human disease also is discussed. Every Year, Fall and Spring

BMS 200 (UC) Biology of Aging (3 cr.) Current advances in the understanding of the neural, endocrine and other body systems suggest that the process of aging may be triggered by signals originating in these systems. This hypothesis provides a framework upon which to study the effects of neuroendocrine changes upon the maturing body. Age related changes in nervous and hormonal activity regulate the timetable of important physiological events such as birth, adolescence, menopause and old age. The aim of the course is to study the specific and primary changes in physiological mechanisms that result in the process of aging. The profound physiological changes and restrictions that result make the study of the relevant biological processes fundamental to gerontology. Prerequisites: two courses from BIO 101, BIO 102, BMS 117, BMS 118; Every Year, Fall and Spring

BMS 203 Introductory Medical Terminology (2 cr.) This study of the principles of word analysis, word construction and word meanings as applied to medical and surgical terms includes a review of anatomy to indicate the relevancy of the terms being studied. The course is designed for health science students. Every Year, Spring

BMS 213 Microbiology and Pathology (4 cr.) This introductory overview of microorganisms presents a detailed study of the interactions of pathogenic microbes and humans particularly as they apply to the hospital environment. This course is designed primarily for the health practitioner. Prerequisites: BIO 101, BIO 102, BMS 118; Every Year, Fall and Spring

BMS 213L Microbiology and Pathology Lab (0 cr.) Lab to accompany BMS 213. (3 lab hrs.) Every Year, Fall and Spring

BMS 276 Drug Development (3 cr.) Students study the processes required to develop new drugs and the regulations associated with drug development. Topics include drug discovery, preclinical and clinical testing of drugs, pharmacoeconomics and legislation associated with drug regulation. Specific drug examples are discussed throughout the course. Prerequisites: 1 group: BIO 101-102; BMS 117-162; or BIO 105-106; Every Year, Spring

BMS 300 The Physiology of Human Performance (4 cr.) This course presents a detailed examination of muscle and nerve physiology, and central nervous system control of posture and locomotion. Cardiorespiratory and thermoregulatory responses to exercise are considered. Anatomical and physiological factors limiting various types of physical performance are discussed. Full-year course; must be taken in sequence. Prerequisites: BIO 211-212; CHE 102 or CHE 111; PHY 101 or PHY 110; Every Year, Fall

BMS 300L Physiology of Human Performance Lab (0 cr.) Lab to accompany BMS 300 (3 lab hrs.) Every Year, Fall

BMS 301 The Physiology of Human Performance (4 cr.) This course presents a detailed examination of muscle and nerve physiology, and central nervous system control of posture and locomotion. Cardiorespiratory and thermoregulatory responses to exercise are considered. Anatomical and physiological factors limiting various types of physical performance are discussed. Full-year course; must be taken in sequence. Prerequisite: BMS 300; Every Year, Spring

BMS 301L Physiology of Human Performance Lab (0 cr.) Lab to accompany BMS 301. (3 lab hrs.) Every Year, Spring

BMS 304 Biological Chemistry (3 cr.) This course is a comprehensive study of contemporary biochemistry for pre-physician assistant students. The fundamental chemical and physical principles that underlie living processes are examined with an emphasis on the chemical structure and biological function. Medical and clinical perspectives relate the chemistry to health concerns and/or diagnostic applications. Students who have completed CHE 315 are not eligible to take this course. Prerequisites: BIO 101, BIO 102, BIO 211, BIO 212, CHE 110, CHE 111, CHE 210, CHE 211; Every Year, Spring

BMS 310 Neuroanatomy I (3 cr.) This course offers the pre-physician assistant student a detailed study of the gross anatomy and development of the central nervous system. Major structures and landmarks within each major brain vesicle and spinal cord are covered. Every Year, Fall

BMS 318 Pathophysiology (3 cr.) This course takes a mechanistic approach to the regulation of function of organ systems to provide students with the underlying physiological concepts in the homeostasis of each system and its interrelationship to other systems, the pertinent diseases that best exemplify the disarray of the controlling mechanism. Students learn a way of thinking that enables them to conceptualize clinical problems in relation to system functions. Prerequisites: 1 group: BIO 211-212 or BIO 227-228; Every Year, Fall and Spring

BMS 320 Pharmacology (3 cr.) This course takes a physiological systems approach to the study of the major classes of drugs used in therapeutics. Each class of drugs is studied according to dose-response characteristics, mechanism of action, major physiological effects, toxicity and possible drug interaction. Prerequisites: 1 group: BIO 211-212 or BIO 227-228; Every Year, Fall and Spring

BMS 325 Toxicology (3 cr.) Toxicology is the branch of science that investigates the complex interactions between exogenous chemicals and physical processes (e.g., radia-
BMS 330 Endocrinology (3 cr.) This course introduces students to 1) an intensive understanding of the mechanism of hormone action; 2) the importance of the interrelationship among all hormones; 3) a detailed clinical situation dealing with hormonal aberrations; and 4) a theoretical and practical method for hormone assays. Prerequisites: BIO 101, BIO 102; Every Year, Fall

BMS 372 Pathogenic Microbiology (4 cr.) This study of the cultural, biochemical, serological and pathogenic characteristics of disease-producing microorganisms emphasizes identifying disease microorganisms and differentiating them from closely related species that represent human’s indigenous flora. Prerequisite: BMS 370; Every Year, Spring

BMS 373 Mycology (4 cr.) The morphology, taxonomy and phylogeny of fungi are studied in this course. Laboratory exercises include the cultural and biochemical reaction of selected human pathogens. Prerequisite: BMS 370; Every Other Year, Fall

BMS 373L Mycology Lab (0 cr.) Lab to accompany BMS 373. (4 lab hrs.) Every Other Year, Fall

BMS 375 Immunology (4 cr.) This course entails a study of the basic principles and regulatory mechanisms of the immune response in mammals, in particular, the human immune response. Innate defenses along with cellular and humoral immune defense mechanisms are studied in detail. Abnormal immune system function is explored via study of: immune deficiency states, hypersensitivity and autoimmune disease. Vaccines, tissue transplantation and the immunology of cancer also are discussed. (BMS 370 co-requisite with permission) Prerequisite: BMS 370; Every Year, Spring

BMS 375L Immunology Lab (0 cr.) Lab to accompany BMS 375. (2 lab hrs.) Every Year, Spring

BMS 388 Clinical Training I (3 cr.) This course is for non-ELMPA majors. It provides classroom and clinical experience for students interested in obtaining emergency medical technician basic training. Emphasis in study is placed on patient assessment, clinical signs and symptoms, pathophysiology and the pre-hospital care of patients. Clinical rotations on an ambulance service are required. Successful completion of the BMS 388–389 sequence and the fulfillment of state mandated hours of instruction are required to be eligible for certification. Every Year, Fall

BMS 388L Clinical Training I Lab (0 cr.) Lab to accompany BMS 388. (3 lab hrs.) Every Year, Fall

BMS 389 Clinical Training II (3 cr.) This course is a continuation of BMS 388. Every Year, Spring

BMS 389L Clinical Training II Lab (0 cr.) Lab to accompany BMS 389. (3 lab hrs.) Every Year, Spring

BMS 470 Virology (4 cr.) This course covers the strategies employed by different virus families to infect host cells and replicate within them. This includes animal viruses as well as bacterial viruses. Topics include viral structure, genetics, molecular mechanisms of replication and the host response to infection. Students also are exposed to standard research methodologies as well as cutting-edge research used in the virology field through reviews of current research articles. Prerequisites: BMS 370; Every Year, Spring

BMS 470L Virology Lab (0 cr.) Lab to accompany BMS 470. (4 lab hrs.) Every Other Year, Spring

BMS 472 Biotechnology (4 cr.) This course addresses the isolation, growth, genetic manipulation and use of organisms (commonly genetically modified) or their products in fermented food production, agriculture, pharmaceutical discovery and production, molecular diagnostics, vaccine production, transgenic animal formation and human gene therapy. Purification, identification, optimization, testing,
BMS 476 Environmental Microbiology (4 cr.) This course is designed to examine the role of unique and exciting microorganisms found in the natural environment, especially those from extreme environments such as deep sea vents, hot springs, high salt or acidophilic environments, which are also of considerable industrial interest. This hands-on course examines air, soil and water microorganisms with respect to their isolation, unique physiology, ecological relationships, significance, and government/health regulations. The course is designed for biology, health science and microbiology/biotechnology majors. Prerequisite: BMS 370; Every Other Year, Spring

BMS 476L Environmental Microbiology Lab (0 cr.) Lab to accompany BMS 476. (4 lab hrs.) Every Other Year, Spring

BMS 479 Microbiology Research (2 cr.) Independent projects in selected areas of microbiology and biotechnology are completed under the direction of a faculty member. Every Year, Spring

BMS 481 Research Methods in Biomedical Sciences I (1 cr.) Students learn the basic principles of research methodology in biomedical sciences. Every Year, Spring

Courses offered as needed

BMS 475 Special Topics in Microbiology (4 cr.) Prerequisite: BMS 370

BMS 482 Independent Study in Biomedical Sciences (1–4 cr.)

Business (SB)

SB 101 The Business Environment (3 cr.) The course introduces students to the major fields of business in an integrated framework built around a competitive business simulator. Topics include accounting, marketing, management and finance. Every Year, Fall

SB 111 Personal Effectiveness (1 cr.) In this course, students begin the process of developing the personal and professional skills required to succeed in college and in business. Topics covered include self-motivation, goal setting, managing time and priorities, interpersonal leadership and study skills. Every Year, Fall

SB 112 Career Planning and Development (1 cr.) Students develop the skills required to design and execute an individual career plan. The course includes self-assessment as well as the exploration of resources related to academic majors and careers. Skills are developed in networking, resume writing, interviewing and job/internship search strategies. Career life cycle and career transition issues also are discussed. Every Year, Spring

SB 211 Business Communications (1 cr.) In this course, students develop business writing and presentation skills. Emphasis is placed on writing business documents such as reports, letters, memos and email. The development and delivery of effective business presentations also are covered. Prerequisite: SB 101; Every Year, Fall and Spring

SB 212 Ethics and Diversity (1 cr.) This course provides students with a foundation for effectively dealing with issues of ethics and diversity that arise in the workplace. Students are introduced to ethical issues that arise in the functional areas of business and develop the ethical reasoning skills necessary to address such issues. Students also develop an awareness and appreciation of diversity in the workplace as well as the ability to develop strategies to address those issues. Prerequisite: SB 101; Every Year, Fall and Spring

SB 450 Strategic Integrated Management Seminar (3 cr.) This capstone course focuses on the job of top management in formulating and implementing short- and long-
term corporate strategy. The course integrates critical concepts from core business subjects including accounting, finance, management, marketing, operations management, international business and economics. Course activities include case studies, individual and/or group projects and computerized business simulations. For seniors only. Prerequisites: AC 102, FIN 201, IB 201, MK 201, MG 210, MG 211; Every Year, Fall and Spring

SB 450H Honors Strategic Integrated Management Seminar (3 cr.) This capstone course focuses on the job of top management in formulating and implementing short- and long-term corporate strategy. The course integrates critical concepts from core business subjects including accounting, finance, management, marketing, operations management, international business and economics. Course activities include case studies, individual and/or group projects and computerized business simulations. For seniors only. Prerequisites: AC 102, FIN 201, IB 201, MK 201, MG 210, MG 211; Every Year, Fall and Spring

Courses offered as needed
SB 185 Personal Finance (3 cr.)
SB 360 International Business Plan Development (3 cr.)

Career Practicum (CAR)

CAR 295 Career Practicum (1 cr.) Practical training for an occupation requiring a bachelor’s degree. Course involves supervised work (paid or unpaid) in an employment setting and career development research and reflection. This course may be taken once and the final grade is pass/fail.

Chemistry (CHE)

CHE 101 (UC) Fundamentals of General, Organic and Biological Chemistry I (3 cr.) This course presents the general fundamentals of chemistry: atomic theory (including radioactivity), bonding (including ions and molecules), stoichiometry, states of matter, and solutions (including solubility, acids, bases, buffers). A math placement score of 3 or higher is required to enroll in CHE 101. (Students with scores below 3 must complete recommended math courses to improve proficiency in algebraic skills before enrolling in CHE 101.) Must be taken in conjunction with CHE 101L. (Note: This course is designed for health science majors.) Every Year, Fall and Spring

CHE 101L (UC) Fundamentals of General, Organic and Biological Chemistry I Lab (1 cr.) Lab must be taken with CHE 101. (2.5 lab hrs.) Every Year, Fall and Spring

CHE 102 (UC) Fundamentals of General, Organic and Biological Chemistry II (3 cr.) This course is an introduction to selected functional groups of organic chemistry and their application to biochemistry. Must be taken in conjunction with CHE 102L. Prerequisites: CHE 101, CHE 101L; Every Year, Spring

CHE 102L (UC) Fundamentals of General, Organic and Biological Chemistry II Lab (1 cr.) Lab must be taken with CHE 102. (2.5 lab hrs.) Prerequisites: CHE 101, CHE 101L; Every Year, Spring

CHE 110 (UC) General Chemistry I (3 cr.) Students are introduced to the atomic theory of matter, nomenclature, chemical formulas and reaction equations, stoichiometry, the gas laws and the kinetic molecular theory, thermodynamics, and electrochemistry. Problem-solving is emphasized. Must be taken in conjunction with CHE 110L. Prerequisites: successful completion of CHE 110 and CHE 110L; Every Year, Spring and Summer

CHE 110L (UC) General Chemistry I Lab (1 cr.) Lab must be taken with CHE 110. (3 lab hrs.) Every Year, All

CHE 111 (UC) General Chemistry II (3 cr.) Students are introduced to intermolecular forces, properties of solutions, kinetics, chemical equilibrium, pH and acid-base solution chemistry, thermodynamics, and electrochemistry. Problem-solving is emphasized. Must be taken in conjunction with CHE 111L. Prerequisites: CHE 110, CHE 110L; Every Year, Spring and Summer

CHE 111L (UC) General Chemistry II Lab (1 cr.) Lab must be taken with CHE 111. (3 lab hrs.) Prerequisites: CHE 110, CHE 110L; Every Year, Spring and Summer

CHE 210 Organic Chemistry I (3 cr.) This course presents a comprehensive study of the principles that govern the properties, reactions and methods of preparation of organic compounds correlated with reaction mechanisms, stereochemistry, conformational analysis, resonance and transition state theory as well as nomenclature of organic compounds. Specific groups covered are alkanes, alkyl halides, alkenes and alkynes. Must be taken in conjunction with CHE 210L. Prerequisites: CHE 111, CHE 111L; Every Year, Fall and Spring

CHE 210L Organic Chemistry I Lab (1 cr.) Lab must be taken with CHE 210. (3 lab hrs.) Every Year, Fall and Summer

CHE 211 Organic Chemistry II (3 cr.) This continuation of CHE 210 covers specific groups such as aromatic compounds, alcohols and phenols, aldehydes, ketones, carboxylic acids and their derivatives and amines, along with
their analysis by infrared and nuclear magnetic resonance spectroscopy. Must be taken in conjunction with CHE 211L. Prerequisites: CHE 210, CHE 210L; Every Year, Spring and Summer

CHE 211L Organic Chemistry II Lab (1 cr.) Lab must be taken with CHE 211. (3 lab hrs.) Every Year, Spring and Summer

CHE 215 Analytical Chemistry (3 cr.) This introduction to the principles and practice of modern chemical analysis includes the following topics: treatment of analytical data, experimental design and sample preparation, simple and complex equilibria, potentiometry, chromatography and spectrophotometry. Must be taken in conjunction with CHE 215L. Intended for chemistry and biochemistry majors and chemistry minors. Prerequisites: CHE 111, CHE 111L; Every Other Year, Spring

CHE 215L Analytical Chemistry Lab (1 cr.) Lab must be taken with CHE 215. (3 lab hrs.) Every Other Year, Spring

CHE 301 Physical Chemistry I (3 cr.) Students investigate the underlying theories of chemical phenomena. The laws and fundamental equations of equilibrium thermodynamics are applied to the quantitative treatment of chemical equilibria, phase equilibria, electrochemical equilibria, and ionic equilibria. The principles of chemical kinetics and reaction mechanisms also are investigated. Prerequisites: CHE 111, CHE 111L, MA 141, PHY 111, PHY 111L; Every Other Year, Fall

CHE 301L Physical Chemistry I Lab (1 cr.) Lab must be taken with CHE 301. (3 lab hrs.) Every Other Year, Fall

CHE 302 Physical Chemistry II (3 cr.) This course focuses on the subjects of quantum theory, spectroscopy and statistical thermodynamics. The study of quantum mechanics is used to provide the basis for developing an understanding of atomic and molecular spectroscopy and chemical bonding. Prerequisites: CHE 301; Every Other Year, Spring

CHE 302L Physical Chemistry II Lab (1 cr.) Lab must be taken with CHE 302. (3 lab hrs.) Every Other Year, Spring

CHE 305 Instrumental Analysis (3 cr.) This course covers the following instrumental analysis techniques: FTIR, NMR, UV-VIS, GC-MS, as well as chromatography and electronics. Other current techniques are studied as well. Must be taken in conjunction with CHE 305L. Prerequisites: CHE 211, CHE 211L, CHE 215, CHE 215L; Every Other Year, Spring

CHE 305L Instrumental Analysis Lab (1 cr.) Lab must be taken with CHE 305. (3 lab hrs.) Every Other Year, Spring

CHE 315 General Biochemistry (3 cr.) This comprehensive study of biologically active compounds and their metabolism, biosynthesis and relationship to biological systems includes a detailed presentation of bioenergetics, enzyme kinetics and buffer systems. Must be taken in conjunction with CHE 315L. Prerequisites: CHE 211, CHE 211L; Every Year, Fall and Spring

CHE 315L General Biochemistry Lab (1 cr.) Lab must be taken with CHE 315. (3 lab hrs.) Every Year, Fall and Spring

CHE 316L Intermediate Biochemistry Lab (1 cr.)

CHE 410 Inorganic Chemistry (3 cr.) This general review of the electronic structure of atoms covers ionic and covalent bonding, acid-base chemistry and non-aqueous solvents, coordination chemistry, and periodicity. Symmetry and chemical applications of group theory are introduced. Prerequisite: CHE 111; Every Other Year, Spring

CHE 475 Chemistry Seminar I (1 cr.) Students attend research group meetings and outside seminars, and prepare and present a literature-based seminar on a topic related to their research project. (Enrollment restricted to senior chemistry and biochemistry majors.) Every Year, Fall

CHE 476 Chemistry Seminar II (1 cr.) Students attend research group meetings and outside seminars, and prepare and present a seminar on their research project. (Enrollment restricted to senior chemistry and biochemistry majors.) Prerequisites: CHE 475, CHE 490; Every Year, Spring

CHE 490 Chemistry Research I (3 cr.) Students work closely with a faculty mentor on a chemistry research project. A minimum of 100 lab hours is required. (Enrollment restricted to senior chemistry and biochemistry majors.) Every Year, Fall

CHE 491 Chemistry Research II (3 cr.) Students continue their work on a chemistry research project begun in CHE 490. A minimum of 100 lab hours is required. (Enrollment restricted to senior chemistry and biochemistry majors.) Prerequisites: CHE 475, CHE 490; Every Year, Spring

Chinese (CN)

CN 101 Elementary Chinese I (3 cr.) This course is an introduction to Mandarin Chinese as a spoken and written language. Students develop reading, writing, oral comprehension and speaking ability in basic Chinese. Chinese culture, customs and business practice are introduced. Every Year, Fall and Spring
CN 102 Elementary Chinese II (3 cr.) This course is a continuation of Chinese 101. Prerequisite: CN 101; Every Year, Fall and Spring

Computer Science (CSC)

CSC 101 Introduction to Internet Studies (3 cr.) This course covers the history of the Internet, software and hardware connected with the Internet, the Internet and commerce, and education and social issues. The future of the Internet also is explored. Browsers, search engines, and email software packages are examined. The HTML markup language is introduced. Every Year, All

CSC 105 Introduction to Computer Science (3 cr.) This course is an introduction to the field of computer science. Students learn about the history of computers and computing and explore the many disciplines that comprise this dynamic field such as operating systems, graphics and artificial intelligence. The algorithmic thinking necessary in the creation of computer programs is covered as students create 3D movies by providing instructions to characters in an animation. Every Year, All

CSC 110 Programming and Problem Solving (4 cr.) This course serves as an introduction to computer science and computer programming. Topics include fundamental programming constructs; problem-solving techniques; basic data and control structures; testing; debugging; arrays; and an introduction to object-oriented programming. A lab is included. Every Year, All

CSC 111 Data Structures and Abstraction (4 cr.) This course is a continuation of CSC 110. Topics include advanced data structures (linked lists, stacks, queues, trees, hash tables), recursion, abstract data types, introductory algorithms, and intermediate object-oriented programming. A lab is included. Prerequisite: CSC 110; Every Year, Spring

CSC 205 Introduction to Discrete Mathematics (3 cr.) This course introduces students to basic concepts and structures of discrete mathematics. Topics can include propositional and predicate logic, sets and set operations, functions, proof techniques, counting problems, probability and basic number theory. Applications include computer science, biology, social sciences, law and the physical sciences. Prerequisites: CSC 110, MA 110; MA 118, MA 140 or MA 141; Every Year, Spring

CSC 210 Computer Architecture and Organization (4 cr.) Students are introduced to the organization and architecture of computers. Topics related to computer organization include digital logic, data representation, computer arithmetic, data path and control unit implementation, memory system organization, and I/O communications. Architecture topics include machine language programming, instruction set design, and factors affecting processor performance. A lab component is included. Prerequisite: CSC 111; Every Year, Spring

CSC 215 Algorithm Design and Analysis (3 cr.) This course presents a study of the design and analysis of algorithms. Topics include Asymptotic Analysis, Complexity Theory, Sorting and Searching, Underlying Data Structures, Recursion, Greedy Algorithms, Divide and Conquer, Dynamic Programming, and NP-completeness. Additional topics may include Graph Algorithms, Probabilistic Algorithms, Distributed Computing and Parallel Algorithms. Prerequisites: CSC 111, CSC 205; Every Year, Fall

CSC 225 Introduction to Software Development (3 cr.) This course presents introductory software development concepts including group development, large-scale project work and theoretical aspects of object-oriented programming. The course expands on material from previous courses. Professional behavior and ethics represent an important component of this course. Prerequisite: CSC 111; Every Year, Fall

CSC 310 Operating Systems and Systems Programming (3 cr.) Students are introduced to operating systems and the software to support these systems. Topics include operating system principles, concurrency, scheduling and dispatch, virtual memory, device management, security and protection, file systems and naming, and real-time systems. Prerequisites: CSC 210, CSC 225; Every Year, Fall

CSC 318 Cryptography (MA 318) (3 cr.) Students study methods of transmitting information securely in the face of a malicious adversary deliberately trying to read or alter it. Participants also discuss various possible attacks on these communications. Students learn about classical private-key systems, the Data Encryption Standard (DES), the RSA public-key algorithm, discrete logarithms, hash functions and digital signatures. Additional topics may include the Advanced Encryption Standard (AES), digital cash, games, zero-knowledge techniques and information theory, as well as topics chosen by the students together with the instructor for presentations. Prerequisite: MA 229, CSC 215 or ISM 301; Every Other Year, Spring

CSC 320 Compilers (3 cr.) This course presents a study of the design and implementation of compilers. Topics include translators and compilers, lexical analysis, syntax analysis and parsing, runtime environments, and code generation. Prerequisites: CSC 210, CSC 215, CSC 225; Every Other Year, Fall

CSC 345 Computer Graphics (3 cr.) This course is an introduction to theory and programming in computer graphics. Topics include graphic systems, fundamental techniques in graphics, basic rendering, basic geometric
modeling, visualization, virtual reality, computer animation, advanced rendering and advanced geometric modeling. Prerequisites: CSC 215, CSC 225; Every Other Year, Spring

CSC 350 Intelligent Systems (3 cr.) Artificial Intelligence is an umbrella topic covering efforts in a variety of fields all searching for one goal: to get computers to perform well at tasks at which humans excel. Topics include fundamental issues in intelligent systems, search and optimization methods, knowledge representation and reasoning, learning, agents, computer vision, natural language processing, pattern recognition, advanced machine learning, robotics, knowledge-based systems, neural networks and genetic algorithms. Prerequisites: CSC 215, CSC 225; Every Other Year, Spring

CSC 355 Programming Language Concepts (3 cr.) This course represents an introduction to different paradigms of programming languages and their role in the problem-solving process. Topics covered include history and overview of programming languages, introduction to language translation, language translation systems, models of execution control, declaration, modularity, and storage management, programming language semantics, functional programming paradigms, object-oriented programming paradigms, logic programming paradigms, language-based constructs for parallelism. Prerequisites: CSC 215, CSC 225; Every Other Year, Fall

CSC 361 Numerical Analysis I (3 cr.) This course covers selected techniques for obtaining numerical values of functions, solving linear and nonlinear equations, interpolation, numerical differentiation and integration, error analysis and numerical stability. Prerequisites: MA 142, MA 229; Every Other Year, Fall

CSC 375 Advanced Topics in Computer Science (3 cr.) This course explores advanced computer science topics not available in other courses, as well as new topics as they emerge in this rapidly evolving discipline. Topics may be interdisciplinary. Prerequisites: CSC 215, CSC 225; Every Year, Spring

CSC 491 Senior Project 1 (1 cr.) This is the first of a two-course sequence required for all computer science majors (beginning with students who entered the program in 2006). Students explore the profession of computing by working independently, under the guidance of a faculty member, on a significant computing project. Participants review professional literature and explore professional ethics, as they work to synthesize their knowledge of computer science. During the first part of the project, students develop a project plan and submit a proposal for approval to their adviser. Students meet regularly to present and discuss progress. Senior status is required. Every Year, Fall

CSC 492 Senior Project 2 (1 cr.) This is the second of a two-course sequence required for all computer science majors (beginning with students who entered the program in 2006). Students explore the profession of computing by working independently, under the guidance of a faculty member, on a significant computing project. Participants review professional literature and explore professional ethics, as they work to synthesize their knowledge of computer science. During the second part of the project, students complete work on their project, and create an appropriate formal presentation of their results. Prerequisite: CSC 491; Every Year, Spring

Courses offered as needed
CSC 109 Special Topics (3 cr.)
CSC 200 Special Topics (3 cr.)
CSC 220 Introduction to the Dynamic Web (3 cr.)
Prerequisite: CSC 101 or IDD 161
CSC 300 Special Topics (3 cr.)
CSC 305 Dynamic Web Design (3 cr.)
Prerequisite: CSC 220
CSC 325 Database Systems (3 cr.)
Prerequisites: CSC 215, CSC 225
CSC 340 Networking and Distributed Processing (3 cr.)
Prerequisites: CSC 210, CSC 215, CSC 225

Criminal Justice (CJ)

CJ 205 Orientation to Sociology and Criminal Justice and Gerontology (SO/GT 205) (1 cr.) This course introduces sociology, social services, gerontology and criminal justice majors to the disciplines and fields in which they are majoring. Students meet once a week to discuss the origins, breadth and potential careers in their fields. The course orientsthe student to professions within criminal justice, sociology, social services and gerontology through interaction with departmental faculty, former students and practitioners in the field. For criminal justice majors only. This course is graded on a pass/fail basis. Every Year, Spring

CJ 232 Women in the Criminal Justice System (SO/WS 232) (3 cr.) This course examines the changing patterns of women’s criminality, the experiences of women who are processed as crime victims, and the evolution of women’s role in law, law enforcement and corrections. Prerequisite: SO 101 or CJ 283; Every Year, Fall

CJ 241 Police and Policing (3 cr.) This course considers the history and development of functions in policing. Issues and controversies in policing such as, training, police ideology, police management styles, the development of a working police personality, the appropriate use of force, racial profiling, police corruption, patrol, professionalism, due process, and vocational considerations are examined. Prerequisites: SO 101 or LE 115; SO 283 or CJ 283; Every Year, All
**CJ 240 Organized Crime (3 cr.)** This course considers the history of organized crime, its functions in distributing goods and services, in establishing order and disorder, its role in the integration of marginal ethnic groups, and the response of law enforcement and government agencies.
Prerequisite: SO 101 or CJ 283. *Every Year, Spring*

**CJ 242 Race Crime and Justice (SO 242) (3 cr.)** In this course, students explore the intersections of race, crime and law in terms of the historical context, present-day situations and future directions. Students examine the concepts of race, crime and law from the viewpoints of the offender, the victim and the criminal justice practitioner within the various aspects of the criminal justice process—from law enforcement to courts to corrections. The course also focuses on the interrelationship between theory, policy and practice.
Prerequisite: SO 101; *Every Year, Spring*

**CJ 243 Investigative Techniques (3 cr.)** This course 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. For majors only. Prerequisite: SO 283 or CJ 283; *Every Year, Spring*

**CJ 250 Youth Crime and Adolescent Gangs (SO 250) (3 cr.)** This course deals with youth crime as distinct from adult offending. Students examine development of the juvenile delinquency concept and justification for classifying juvenile offenders as separate from adults. Factors contributing to the onset of juvenile delinquency and relevant research also are examined. The course considers the development and current functions of the juvenile justice system, paying particular attention to the challenges justice officials face daily. A range of widely used treatment strategies for dealing with juvenile offenders is examined. Prerequisite: SO 101 or CJ 283; *Every Year, Fall*

**CJ 251 Probation Parole and Community Corrections (3 cr.)** Offenders are sentenced to one of these alternatives to incarceration in order to change or control behavior. Methods of supervision, special goals such as shock probation or parole, electronic and other high-tech monitoring, controversies over effectiveness and punitive aspects of these technologies are considered. Prerequisite: SO 283 or CJ 283; *Every Year, Spring*

**CJ 261 Prisons and Jails (3 cr.)** This course covers the history and evolving ideology of confinement. Topics include prison architecture, management and security levels, the development of the modern super prison, prison labor, chain gangs, crowding, women's and men's prisons, life in prison, prison culture and inmate social structure, prison riots, violence in prison, geriatric and mentally ill inmates, and inmates who are physically ill, particularly those with AIDS. Prerequisite: SO 283 or CJ 283; *Every Other Year*

**CJ 271 Public Order Crimes (3 cr.)** Approximately two-thirds of the inmates in U.S. correctional institutions have been found guilty of public order crimes, moral crimes, or crimes not likely to have a self-identified victim. This course concentrates on crimes associated with such activities as illegitimate gambling, consensual sex, and the criminal use and sale of both legal and illegal substances.
Prerequisite: SO 101 or CJ 283; *Every Year, Fall*

**CJ 283 Crime and Society (SO 283) (3 cr.)** This course examines crime as a cultural phenomenon and as a problem of social control. Topics include the nature of law, characteristics of the criminal justice system, types of crime, as well as the critical evaluation of theories of crime.
Prerequisite: SO 101; *Every Year, All*

**CJ 330 Perspectives on Violence (SO 330) (3 cr.)** This course explores the many ways that violence is viewed in our society. Topics include types of violence, empirical evidence of incidence, characteristics of violent crimes, offender motivation, victim profiles, and sociological and theoretical explanations.
Prerequisites: two courses from SO, CJ; *Every Year, Fall*

**CJ 333 Drugs, Alcohol and Society (SO 333) (3 cr.)** This analytical discussion-based course explores the use of drugs and alcohol in U.S. society. The emphasis is on drug and alcohol use and abuse as a social phenomenon. Students explore issues such as the relationship of drug use to particular groups in society (age, sex, race/ethnicity); patterns of drug use and abuse; the promotion of drugs by the media; and drug and alcohol abuse in historical perspective. Students also learn about drug categories, drug education, prevention and treatment and about drug laws.
Prerequisites: two courses from SO; *Every Year, Spring*

**CJ 335 Criminal Justice Systems (SO 335) (3 cr.)** This course examines the criminal justice system, including law enforcement, the courts and the correctional system. Each aspect of the system is analyzed in terms of crime statistics, typologies and theoretical application.
Prerequisite: SO 283 or CJ 283; *Every Year, Fall*

**CJ 343 Forensic Issues in Law Enforcement (3 cr.)** This course presents an overview of the scientific method and its application to the analysis of physical evidence as it impacts law enforcement investigations. 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,
hairs, fibers, blood and body fluids, paint, drugs and poisons, and other materials associated with crimes. The course material is reinforced through the use of actual case studies, hands-on exercises and class exercises. Every Year, Fall

CJ 353 Sexual Violence (3 cr.) This course takes a historical perspective on the societal and psychological aspects of sexual violence as it applies to the criminal justice system. It includes an examination of the etiology of sexual abuse as a law enforcement issue and explores the societal impact of sexual violence upon both those who commit sexual violence and those who are the victims of it. The course encourages students to deepen their understanding of the social structural and individual treatment modalities that are employed within the system to decrease sexual violence. Prerequisite: CJ 283 or SO 283; Every Year, Spring

CJ 355 Crime and Media (SO 355) (3 cr.) Despite little direct contact with offenders or the criminal justice system, people typically hold strong opinions about crime-related issues. The goal of this course is to understand how media sources shape our attitudes and beliefs about crime and how we should respond to it. To this end, participants examine media involvement in constructing the reality of crime and justice. Prerequisites: two courses from CJ, SO; Every Other Year, Spring

CJ 368 Violent Offender: Assessment and Treatment (3 cr.) The first part of the course focuses on the etiology and causal factors of different types of violent behavior, including sexual assault, family violence, hate crimes and gang violence. The second part of the course focuses on assessment of violent offenders using contemporary instruments of measurement to determine risk to the community. The third part of the course focuses on treatment in different settings within the criminal justice system, including court-mandated specialized treatment, anger management and other psycho-educational responses, and correctional counseling. Prerequisite: SO 283 or CJ 283. Every Year, Fall

CJ 370 Constitution, Ethics and Policing (3 cr.) Students are introduced to the constitutional limitations and ethical considerations that affect police behavior. These include use of force, coercion, entrapment, right to counsel, wiretapping, confessions and exclusionary rule. Prerequisite: SO 283 or CJ 283; Every Year, All

CJ 381 Criminal Justice Methods (3 cr.) In this course, students gain an understanding of the theory and methods involved in criminal justice research and how these are implemented in program evaluation. Emphasis is placed on understanding general research principles and methods, and how these apply to program evaluation. For criminal justice majors in their junior or senior year. Every Year, All

CJ 385 Senior Seminar in Criminal Justice Policy (3 cr.) This senior-level course examines social policy as applied to a selected aspect of the criminal justice field. Senior status in criminal justice major required. Prerequisite: CJ 381; Every Year, All

CJ 392 Internship (3 cr.) The major requires one internship in a criminal justice setting such as a local or federal law enforcement agency, an organization providing services to crime victims or offenders, a probation or parole office or a court. During the internship, students participate in a weekly seminar where they examine their internship experiences to maximize personal and professional development. For majors only; junior or senior status required. Every Year, All

Courses offered as needed
CJ 200 Special Topics (3 cr.)
CJ 299 Independent Study in Criminal Justice (1 cr.)
CJ 300 Special Topics (3 cr.)
CJ 340 Practicum in Alternatives to Violence (3 cr.)
Prerequisite: SO 283 or CJ 283
CJ 350 Practicum in Negotiation Skills (3 cr.)
Prerequisite: SO 283 or CJ 283
CJ 399 Independent Study in Criminal Justice (3 cr.)

Diagnostic Imaging (RS)

RS 101 Introduction to Diagnostic Imaging (3 cr.) Designed to provide an orientation to diagnostic imaging, this course includes history, ethics and basic principles of radiation protection, medical and medicolegal terminology, as well as preclinical observation. Every Year, Spring

RS 210 Radiographic Procedures I (2 cr.) This course introduces the student to the basic concepts, principles and applications of radiographic and radiologic procedures of the chest, abdomen, upper extremities and shoulder girdle. Additional applications related to orthopaedic terminology, pathologies and procedures, trauma and patient-related modifications also are presented. Prerequisites: RS 101, BIO 101, BIO 102 or MA 110; Every Year, Fall

RS 211 Laboratory Practicum I (1 cr.) This practicum develops preclinical competency in radiographic procedures studied in RS 210, as well as routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment. Every Year, Fall
RS 215 Radiation Safety and Protection (3 cr.) Students are introduced to the effects of ionizing radiation on biological systems at the molecular, cellular, organism, and community levels, with emphasis on medical implications and radiation protection. Every Year, Spring

RS 220 Radiographic Procedures II (2 cr.) This course builds on the previous foundations developed in RS 210. Radiographic, radiologic and orthopaedic procedures related to the lower extremities, pelvic girdle and spine are presented. Trauma, pathologies and patient-related modifications also are included and expanded. Prerequisites: RS 210, RS 211; Every Year, Spring

RS 221 Laboratory Practicum II (1 cr.) Designed to develop preclinical competency in radiographic procedures studied in RS 220, this practicum focuses on radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment. Every Year, Spring

RS 230 Radiographic Procedures III (2 cr.) This course provides continued integration and expansion on the concepts, principles and applications developed in RS 210 and RS 220. Radiographic and radiologic procedures related to the spine and contrast media procedures related to the gastrointestinal, urinary and biliary systems are presented, along with common pathological processes. The course also introduces students to basic concepts of computed tomography (CT). Prerequisites: RS 220, RS 221; Every Year, Fall

RS 231 Laboratory Practicum III (1 cr.) This practicum is designed to develop preclinical competency in routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment. Every Year, Fall

RS 240 Radiographic Image Production and Evaluation (3 cr.) This course presents the basic principles, concepts and practical applications of radiographic image production and diagnostic quality. Topics include radiation production, description and proper selection of exposure factors, radiation protection, imaging media, imaging equipment and basic imaging formulas. Every Year, Fall

RS 240L Radiographic Image Production and Evaluation Lab I (0 cr.) The laboratory is designed to demonstrate and reinforce the concepts and principles presented in RS 240. (2 lab hrs.) Every Year, Fall

RS 245 Radiographic Image Production and Evaluation II (3 cr.) This course expands on the foundations developed in RS 240. Integration and application of these foundations includes the development of exposure charts, methods of image processing, and the causation and identification of image artifacts. The course also incorporates quality control concepts and testing, and introduces basic terminology and principles of quality control and digital imaging systems. Prerequisite: RS 240; Every Year, Spring

RS 245L Radiological Processing and Exposure Lab (0 cr.) Lab to accompany RS 245. (1 lab hr.)

RS 250 Radiologic Clinical Education I (2 cr.) Students are provided their initial clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of the radiologic and radiographic procedures of RS 210 and RS 211 are developed and assessed. Prerequisites: RS 101, BIO 101, BIO 102; Every Year, Fall

RS 251 Radiologic Clinical Education II (2 cr.) This course is a continuation of RS 250. Prerequisite: RS 250; Every Year, Spring

RS 252 Radiologic Clinical Education III (2 cr.) This course is a continuation of RS 251. Prerequisite: RS 251; Every Year, Summer

RS 260 Radiographic Physics and Instrumentation (3 cr.) This course presents an analysis of the production of X-rays and the interaction of radiation with matter, units of radiation measurements and radiation protection. Prerequisite: RS 101; Every Year, Fall

RS 290 Advanced Radiographic Procedures IV (2 cr.) Radiographic and radiologic procedures related to imaging of the cranium, facial bones and sinuses, myelography, arthrography and venography are presented. Students also are introduced to other imaging modalities including mammography, bone densitometry, basic principles of computed tomography and image intensification systems. Prerequisites: RS 230, RS 231; Every Year, Spring

RS 290L Laboratory Practicum (1 cr.) This practicum develops preclinical competency in radiographic procedures studied in RS 290. (2 lab hrs.) Every Year, Spring

RS 298 Methods of Patient Care (3 cr.) This course focuses on a study of skills in providing humanistic care for the well, acute or chronically ill individual, including preparing patients for invasive as well as non-invasive imaging studies; basic clinical skills in infection control, including aseptic technique, vital signs and O2 administration; effective communication with emphasis on problem-solving skills. (2 lab hrs.) Every Year, Fall

RS 298L Methods of Patient Care Lab (0 cr.) This lab develops preclinical competency for the procedures described and demonstrated in RS 298. Prerequisite: RS 101; Every Year, Fall
RS 300 Introduction to Diagnostic Medical Sonography (3 cr.) This introductory course discusses the role of diagnostic medical sonography in the field of radiology and the role of the sonographer. Professional ethics and legal issues pertinent to sonography are covered. Ultrasound terminology and ultrasound tissue characterization are presented. Basic scanning techniques are introduced. Every Year, Fall

RS 318 Pathology for Imaging Sciences (RS 355) (3 cr.) This course provides an introduction to the basic study of disease, including etiology, pathophysiology and current diagnostic procedures. Normal structure and function are reviewed prior to the discussion of each anatomic system. Every Year, Spring

RS 320 Ultrasound Physics and Instrumentation (3 cr.) The course presents theoretical concepts and practical applications related to ultrasound physics and instrumentation including transducers, Doppler, static and real-time techniques. Prerequisites: RS 300, RS 470; Every Year, Summer

RS 322 Introduction to Sectional Anatomy (3 cr.) The positions and graphic identification of the major blood vessels, structures and organs of the head, neck, torso and abdomen are studied. Every Year, Fall

RS 323 Advanced Sectional Anatomy (3 cr.) This continuation of the regional anatomy considered in RS 322 includes shoulder, wrist, pelvis, hips, knee and ankle. In addition to coronal, sagittal and axial imaging examined in the previous course, oblique sections and three-dimensional reconstruction are included. Every Year, Spring

RS 331 Electrocardiography for the Radiographer (1 cr.) The basic principles and concepts of electrocardiography are presented and demonstrated. In addition, students develop preclinical competency on the equipment and basic interpretation skills. Every Year, Fall

RS 332 Phlebotomy and Vital Signs for the Radiographer (1 cr.) The basic principles and concepts regarding venipuncture and the physiologic factors that influence blood pressure, pulse, temperature and respiration are presented. In addition, students develop preclinical competency for these procedures. Every Year, Fall

RS 333 Pharmacology for the Radiographer (1 cr.) The major classifications/categories, clinical applications and implications of pharmaceuticals used in diagnostic imaging and interventional procedures are presented. Every Year, Fall

RS 334 Bone Densitometry (1 cr.) This distance learning course provides students with an overview of the history of bone densitometry as well as knowledge in the areas of osteoporosis and bone health, equipment, quality control, patient preparation and safety, and scanning. The course encompasses didactic components to cover all relevant material currently consistent with the ARRT certification examination. Prerequisite: ARRT Registered Radiologic Technologist. Every Year, Summer

RS 338 Introduction to CT Scanning (3 cr.) Computed tomography (CT) scanning as it pertains to diagnostic imaging is studied. Topics include principles, physics, image reconstruction, equipment, image quality, radiation dose, specialized techniques, diagnostic applications and some cross-sectional anatomy. Every Year, Fall

RS 340 Principles of Mammography (3 cr.) This course provides an overview of the history of mammography as well as fundamental knowledge in the areas of anatomy, physiology and pathology of the breast, mammographic equipment and instrumentation, positioning and technique for mammography. Also covered are methods of patient education and quality control. The course prepares students for the ARRT Mammography Certification Examination and meets all ACR/FDA training requirements. Every Year, Fall

RS 350 Radiologic Clinical Education IV (2 cr.) This is a continuation of RS 252. Prerequisite: RS 252; Every Year, Fall

RS 351 Radiologic Clinical Education (2 cr.) This is a continuation of RS 350. Prerequisite: RS 350; Every Year, Spring

RS 355 Radiographic Pathology for the Practicing Technologist (RS 318) (3 cr.) This distance learning course provides an opportunity for exploring pathologic processes and conditions as it applies to the field of imaging. Topics include: hereditary diseases, specialized imaging techniques, physiology of various body systems, inflammatory disorders, infectious diseases, cancerous lesions, fractures, digestive disorders, vascular disease and traumatic processes. Prerequisites: Registered Radiologic Technologist or permission of the instructor. Students may receive credit for either RS 318 or RS 355, but not both.

RS 415 Introduction to Magnetic Resonance Imaging (3 cr.) Magnetic resonance imaging is studied as it pertains to diagnostic imaging. Topics include mathematics, physical principles, imaging concepts, equipment, image quality, clinical applications and biologic effects of MRI. Prerequisite: RS 322; Every Year, Fall

RS 416 Advanced MRI Principles and Imaging (3 cr.) This course is designed for the student who has successfully passed RS 415 (Introduction to Magnetic Resonance Imaging) and/or for the Technologist actively working in the MRI Field. The main objective for this course is to expand on the basic MRI physics and advanced MRI
### RS 450 Forensic Imaging I (1 cr.)
Students are introduced to forensic radiography and photography. Methods and procedures are studied to properly perform and document a forensic examination. *Every Year, Fall*

### RS 451 Forensic Imaging Lab (1 cr.)
This practical course employs procedures for radiography, photography and autopsy and/or necropsy of specimens. (1 lab hr.) *Every Year, Fall*

### RS 452 Forensic Imaging II (1 cr.)
This course is a continuation of RS 450. *Every Year, Fall*

### RS 453 Forensic Imaging—Clinical (1 cr.)
This course links theory presented in RS 450 and RS 452 with clinical applications at the Office of the Chief Medical Examiner for the state of Connecticut. Students participate in obtaining radiographs from homicides, suicides, burn victims, decomposed bodies and sudden infant deaths. Prerequisites: RS 450, RS 451, RS 452; *Every Year, Fall*

### RS 454 Forensics Imaging Seminar (3 cr.)
This seminar-style course consists of a series of lectures given by professionals from various areas of forensic practice and expertise. Students are introduced to a wide variety of topics such as forensic photography, anthropology, death investigation, paleoimaging and forensic CT and MRI applications. *Every Year, Spring*

### RS 460 Pathology for CT and MRI Technologists (3 cr.)
This course covers identification, pathophysiology and pattern recognition of common pathologies observed in computed tomography and magnetic resonance imaging. Normal and abnormal comparisons are presented. Prerequisite: RS 322; *Every Year, Spring*

### RS 470 Ultrasound of the Abdomen (3 cr.)
This course is designed to prepare the student toward eligibility for the abdomen (AB) portion of the ARDMS Registry. The course encompasses all aspects of abdominal scanning including: anatomy and vasculature, normal variants and congenital abnormalities, pathology, organ function and laboratory tests, and scanning methods and practical tips. Prerequisite: RS 300; *Every Year, Spring*

### RS 470L Abdominal Sonography Lab (0 cr.)
Lab to accompany RS 470. (3 lab hrs.) *Every Year, Spring*

### RS 471 Gynecological and Peripheral Sonography (3 cr.)
This course is designed to prepare the student toward eligibility for the gynecological portion of the obstetrical (OB) portion of the ARDMS Registry and the peripheral structures portion of the abdominal (AB) portion of the ARDMS Registry. The course encompasses all aspects of gynecological and peripheral scanning including: anatomy and vasculature, normal variants and congenital abnormalities, pathology, organ function and laboratory tests, and scanning methods and practical tips. Prerequisite: RS 470; *Every Year, Fall*

### RS 471L Gynecological and Peripheral Sonography Lab (0 cr.)
Lab to accompany RS 471. (3 lab hrs.) *Every Year, Fall*

### RS 472 Obstetrics Sonography (3 cr.)
This course is a continuation of the objectives and applications of RS 471 with emphasis on the obstetrical portion of the ARDMS Registry. The course encompasses anatomy and vasculature, normal and congenital abnormalities, pathology and advanced scanning methods. Prerequisite: RS 471; *Every Year, Spring*

### RS 472L Obstetrics Sonography Lab (0 cr.)
Lab to accompany RS 472. (3 lab hrs.) *Every Year, Spring*

### RS 480 Medical Sonography Clinic I (2 cr.)
This practical course links theory presented in RS 320 and RS 470 with clinical applications. The course is designed to provide experience and develop proficiency with ultrasound scanning methods, protocols and utilization of equipment under the supervision of certified medical sonographers. Prerequisite: RS 470; *Every Year, Summer*

### RS 481 Medical Sonography Clinic II (2 cr.)
This course is a continuation of RS 480. Prerequisite: RS 480; *Every Year, Fall*

### RS 482 Medical Sonography Clinic III (2 cr.)
This course is a continuation of RS 480 and RS 481. Prerequisite: RS 481; *Every Year, Spring*

### RS 492 Ethical Behavior in Imaging Sciences (2 cr.)
This distance learning course provides an opportunity for exploring ethical and legal issues as they pertain to the practice of diagnostic imaging. Topics include ethical theory, behavior and dilemmas, legal responsibilities, informed consent, diversity and overview of future challenges as they apply to real-life situations in health care. Prerequisites: Registered Radiologic Technologist or health and science studies major or permission of instructor. *Every Year, Summer*

### RS 497 Directed Studies in Diagnostic Imaging (1 cr.)
This distance learning course emphasizes individualized studies of various topics related to the field of diagnostic imaging with introductions to research methodologies and development of basic professional level communication and writing skills. The results of these developed topics are presented by the student throughout the course. *Every Year, Summer*
RS 498 Imaging Seminar (1 cr.) This seminar is designed to provide an overview of the field of imaging with emphasis on new developments in procedures, equipment and professional requirements for advanced responsibilities. *Every Year, Spring*

Courses offered as needed
RS 352 Radiologic Clinical Education (2 cr.)
Prerequisite: RS 351
RS 401 Quality Management in Diagnostic Imaging (3 cr.) Prerequisite: RS 245
RS 401L Quality Management in Diagnostic Imaging Lab (0 cr.)
RS 414 Research: Analysis and Critique (3 cr.)
Prerequisite: RS 497
RS 417 Clinical Practicum: MRI (1 cr.)
RS 418 Clinical Practicum: MRI (2 cr.)
RS 419 MRI Clinical Practicum II (2 cr.) Prerequisite: RS 417
RS 421 Non-traditional Applications of Diagnostic Imaging (1 cr.)
RS 422 Non-traditional Applications of Diagnostic Imaging (1 cr.)
RS 425 Cadaver Imaging (1 cr.)
RS 430 Clinical Practicum: Mammography I (2 cr.)
RS 431 Clinical Practicum: Mammography II (2 cr.)
RS 434 Advanced Clinical Education: Cardiovascular Interventional Procedures (CVIT) (2 cr.)
RS 438 Clinical Practicum: Computed Tomography (CT) I (2 cr.)
RS 439 Clinical Practicum: Computed Tomography (CT) II (2 cr.)
RS 440 Artifact Imaging Practicum (1 cr.)
RS 465 Advanced Imaging II: Equipment and Instruments (3 cr.)
RS 473 Breast Sonography for Mammographers (1 cr.)
RS 489 Independent Study (1 cr.)
RS 491 Open Topic (1 cr.)
RS 493 Open Topic (3 cr.)
RS 499 Senior Thesis (3 cr.)

*Drama (DR)*

DR 101 (UC) Understanding Theater (3 cr.) This course presents an introduction to the practices and purposes of theater through play going, readings in theater history, dramatic theory and stage production work. *Every Year, All*

DR 101H (UC) Honors Understanding Theater (3 cr.)
This course presents an introduction to the practices and purposes of theater through play going, readings in theater history, dramatic theory and stage production work. *Every Year, All*

DR 140 Stagecraft (3 cr.) This course provides an introduction to the theory, techniques, materials and equipment of theater technology. Participants focus on the principles and practice of set and costume construction, scenery painting, the nature and use of electricity, lighting and sound equipment, tools and their safe usage, technical production organization and management. Materials are presented in a lecture format with extensive practical work, which is arranged by the instructor on an individual student basis (usually 2 hours per week). As part of the course, students are required to participate in technical production work for two productions during the semester. *Every Year*

DR 150 Performance Fundamentals (3 cr.) This course provides an introduction to those basic vocal, physical and improvisational skills necessary for successful performance in a variety of areas. Skills to be emphasized include vocal support and projection, physical relaxation and focus, dictation, articulation and improvisational techniques. Students interested in broadcast journalism, newscasting, public relations and advocacy, as well as more theatrical areas of public performance, learn to work effectively in front of an audience while maintaining focus and energy. *Every Year, All*

DR 160 Acting I (3 cr.) Students are introduced to the basic principles of acting, including scene analysis, motivation, intention and character work. Students perform exercises, monologues and scenes. The class may work in collaboration with a mass communications video production class in taping short scenes on video. *Every Year, All*

DR 191 Theater Practice I (1 cr.) All basic theater components through the active production of a full-length play are studied in this course. Students may participate as actors, designers, stage managers, assistant directors, dramaturges and in various production roles. (Minimum 40 hours production work; process journal.) *Every Year, All*

DR 200 Special Topics (3 cr.) This course focuses on a specialized area of theater study. Past topics have included scenic and lighting design and special topics in theater history and dramatic literature. Course may be repeated for credit. *Every Year*

DR 210 Hands On: An Introduction to Puppetry (3 cr.) Students learn the art of puppetry by studying the theory and history of the form. They actively participate in the creation and manipulation of various forms of puppets. Prerequisite is waived if student has taken any 100- or 200-level studio art course. Prerequisite: DR 101; *Every Year, Fall*

DR 220 Voice and Movement (3 cr.) This course covers practical laboratory work in vocal production and movement, utilizing developmental techniques of Kristen Linklater, Alexander Feldenkrais, Jerzy Grotowski, Michael Chekhov, with special emphasis on individual coaching and problem solving. Studio work also may include techniques of characterization, including neutral and character
mask exploration, work with classical texts, and acquisition of dialect skills. Prerequisite: DR 101 or DR 160; Every Year

DR 230 Directing for the Theater (3 cr.) This course serves as an introduction to the craft of the theatrical director. Topics include play analysis and interpretation, director's concept, visual composition and the history and theories of directing. Also included: methods of actor coaching, rehearsal techniques and working with the creative team of designers, dramaturges and production staff. As a final project, each student directs a scene or one-act play that is presented in a student workshop performance at the end of the semester. Prerequisite: DR 101 or DR 160; Every Year

DR 240 Introduction to Scenic and Lighting Design (3 cr.) Students learn about the creation of scenic and lighting design for the live theater by completing projects in which they formulate a design concept for specific plays. The role of design in theatrical production is approached from a hands-on, as well as theoretical, perspective. Students learn basic skills of drafting, light hang and focus and the use of a computerized lighting board. The black box theater functions as a laboratory space for the practical aspects of the course. Every Year

DR 260 Acting for Film/TV (3 cr.) This is an intermediate studio course in which students gain experience in the specialized performance skills demanded by the film and television mediums. Students work on monologues and scenes that emphasize truth and emotional reality and receive training in the techniques of Stanislavski, Lee Strasberg and Sanford Meisner. When scheduling permits, students in Drama 260 collaborate with a mass communications video production class in filming/taping acting scenes. Prerequisite: DR 160; Every Year

DR 270 (UC) World Theater History and Dramatic Literature I (3 cr.) In this course, students integrate a multicultural history of world theater with the study of performance traditions and dramatic literature. Participants study the ritual foundations of theater through the theater of the early Renaissance period, emphasizing the importance of historical and literary research in devising actual production concepts for period plays. Students apply their knowledge in active and creative projects. Does not have to be taken in sequence with DR 275. Prerequisite: DR 101; Every Year

DR 275 (UC) World Theater History and Dramatic Literature II (3 cr.) Students trace the development of theater from the Renaissance through the late 19th century and the beginning of modern drama. This study of performance traditions and dramatic literature emphasizes the importance of locating dramatic literature within its cultural, social and historical contexts. An understanding of theater history and literature is applied to creative projects in which students develop concepts for staging plays chosen from the course reading list. Does not have to be taken in sequence with DR 270. Prerequisite: DR 101; Every Year

DR 286 (UC) Comparative Drama/Play Analysis (3 cr.) Selected motifs and structures in drama are examined. Plays with common themes are compared in order to illuminate differing playwriting strategies. Comparative method cuts across rigid chronological and geographic compartments. The course includes visits to area theaters. Prerequisite: DR 101 or EN 102; Every Year

DR 291 Theater Practice II (3 cr.) All basic theater components through the active production of a full-length play are studied in this course. Students may participate as actors, designers, stage managers, assistant directors, dramaturges and in other production roles. (Minimum 80 hours of student involvement, rehearsal journal and research project). Every Year, All

DR 305 Theater for Young Audiences (ED 362) (3 cr.) This seminar course allows students to explore various aspects of creating theater for young audiences. Performance skills in improvisation and creative dramatics, adaptation of fairy tales, folklore and other children’s literature for plays, and the integration of drama into classroom curriculum are emphasized. Students conduct enrichment workshops at participating area schools and/or perform for young audiences in staged readings, workshops and/or fully mounted productions. Community outreach and service learning are emphasized. Prerequisite: DR 101; Every Year

DR 306 Modern Drama (EN 306) (3 cr.) Students are introduced to principal movements in continental, British and American drama from Ibsen to the present. Emphasis is on the main currents of modern dramatic development through the critical analysis of representative plays. Prerequisites: two courses from EN level 200; Every Other Year

DR 310 Laboratory in Theater and Community (3 cr.) Students investigate the potential for theater and performance to be catalysts for social change. The class explores how theater has been an effective site for cultural and political interventions. Moving from theory to practice in the staging of a socially-resonant piece of theater, students explore the ways in which theater may be used to articulate community conflict and to facilitate dialogue, and also examine the practical and ethical issues confronted by those who engage in theater for social change. This course is repeatable for credit. Prerequisites: DR 101; one course from HS, PO, DR or SO level 200; Every Other Year, Spring

DR 325 Theater Seminar (3 cr.) Students explore artistic, dramaturgical and production issues associated with the
realization of a regional theater’s season. Students read scripts produced during a particular semester by an area professional theater and attend technical/dress rehearsals and performances. Guest artists from the theater visit campus. Students also attend symposiums and other outreach programming offered by the theater. The seminar provides a forum for discussing the multifaceted process of selecting a regional theater season, formulating production concepts, conducting dramaturgical research, assembling artistic teams and realizing dramatic texts on stage. Prerequisite: DR 101; Every Other Year

DR 335 Musical Theater Performance (3 cr.) In this studio course, students gain expertise in the special skills and techniques necessary to perform in the musical theater style. Each student performs solo, duet and trio musical theater selections with CD accompaniment. (Music is provided; however, students may choose a different solo piece, provided they have the accompaniment track or access to a pianist.) As a culminating exercise, students select pieces drawn from the semester’s performance exercises, and these pieces are performed with appropriate costumes, props and choreography in a public cabaret setting. Prerequisites: one course from DR level 200; Every Year, Fall

DR 343 Shakespeare (EN 343) (3 cr.) This course presents a structural and thematic analysis of Shakespearian drama, with readings in contemporary drama and selected problems of scholarship, criticism and performance. Prerequisites: one course from EN level 200; Every Year, All

DR 345 Dance for the Musical Theater (3 cr.) Students learn musical theater dance styles and choreography through studio performance. As a culminating exercise, students select dance pieces to perform with appropriate costumes, props and choreography in a cabaret setting open to the public. Prerequisites: DR 160; one course from DR level 200; Every Year, Spring

DR 350 Playwriting (3 cr.) The course explores a wide range of playwriting strategies, exercises in technique and innovative methods through which new playwrights may begin to develop an individual voice and unique style capable of communicating their visions. Students read well-known plays of the modern era, analyzing the ways in which individual playwrights have employed conventional and unconventional structures in telling their stories. Students also complete a series of writing exercises designed to develop specific skills. As a culminating exercise, each student produces an original, one-act play. Prerequisites: EN 101, DR 101; Every Other Year

DR 360 Advanced Acting (3 cr.) In this advanced studio course, student actors use exercises in acting technique to deepen and refine their ability to create reality on stage. The techniques portion of the class consists of exercises and theories drawn from the work and writings of Stanislavski, Strasberg, Meisner, Hagen, Adler, Lewis and Chekhov. Students explore the skills necessary to create a sense of truth on stage, whether working with realistic texts or those drawn from non-realistic and classical theater. Prerequisite: DR 160; Every Other Year, Fall

DR 370 Internship in Theater Administration, Production, Performance, Education, or Theater and Community (3 cr.) Junior or senior theater majors complete a semester-long or summer-long internship in their focus area. Possible internship sites include education and humanities departments of regional and professional theaters, public schools, social service agencies, administration and production departments of professional and regional theaters; and professional theaters in the New York/New England area offering internship programs in performance. Prerequisite: junior or senior status in the major. Every Year, All

DR 375 History and Dramatic Literature of the Contemporary Theater (3 cr.) This advanced seminar class encompasses a socio-historical study of dramatic literature and theory from the beginnings of the modern era to the present with an emphasis on relevance to contemporary performance techniques. The course examines such movements as realism, naturalism, futurism, symbolism, expressionism, surrealism, constructivism and absurdism, studying the texts, artists and critics of the modernist and post-modernist movements in an attempt to locate contemporary theater within its social, historical and political contexts. Prerequisite: DR 101; Every Other Year

DR 380 Theater Administration (3 cr.) Students explore the economic and managerial aspects of American theater as they apply to the nonprofit professional theater. At the completion of the course, students are able to create a mission statement and marketing plan, and have a general understanding of budgeting reports, unions, laws and the roles of the government and the public in an arts organization. The Long Wharf Theatre in New Haven functions as a laboratory for student learning in this course, which is taught by a Long Wharf professional staff member. Prerequisite: DR 101; Every Year

DR 391 Theater Practice III (3 cr.) All basic theater components through the active production of a full-length play are studied in this course. Students play substantial roles in the production, either acting in a major role or taking on a major production responsibility (e.g., stage manager, assistant director, student designer). (Minimum 120 hours of student involvement, rehearsal journal and substantive dramaturgical/research project). Every Year, All

DR 410 Senior Project (3 cr.) This senior project in the theater major’s chosen focus area may be research, production or performance-based, but must entail both analytic
and creative endeavor involving substantial research, analysis and writing. A public presentation or performance is required. Depending upon their focus area, theater majors may opt to complete DR 300 Laboratory in Theater and Community as the senior project. A directed study, this course is the capstone experience for all theater majors. Prerequisite: Senior standing in the major. Every Year, All

Courses offered as needed
DR 181 Improvisational Acting (3 cr.)
DR 275H (UC) Honors World Theater History And Dramatic Literature II (3 cr.) Prerequisite: DR 101
DR 290 Acting for Classical Stage (3 cr.) Prerequisite: DR 160
DR 300 Special Topics (3 cr.)
DR 320 Advanced Voice and Movement (3 cr.)
Prerequisites: DR 101, DR 160, DR 220
DR 330 Advanced Directing (3 cr.) Prerequisites: DR 230, DR 101 or DR 160
DR 386 Modern Drama (3 cr.) Prerequisites: DR 101
DR 387 Contemporary Drama (3 cr.) Prerequisites: DR 101; EN 240, EN 250, EN 260, EN 270, EN 275, EN 280 or EN 281
DR 390 Acting and Directing for Video (3 cr.)
Prerequisite: DR 160 or DR 260

Economics (EC)

EC 111 (UC) Principles of Microeconomics (3 cr.) This examination and application of basic economic theory considers scarcity and choice, demand and supply, elasticity, consumer theory, firm theory and market structure. A writing component is required. Prerequisites: MA 107, MA 110, MA 117, MA 118, MA 140 or MA 141; Every Year, All

EC 111H (UC) Honors Principles of Microeconomics (3 cr.) This examination and application of basic economic theory considers scarcity and choice, demand and supply, elasticity, consumer theory, firm theory and market structure. A writing component is required. Prerequisites: MA 107, MA 110, MA 117, MA 118, MA 140 or MA 141

EC 112 (UC) Principles of Macroeconomics (3 cr.) This examination and application of basic macroeconomic theory covers scarcity and choice, unemployment and inflation, national income accounts, Keynesian and alternative models of income determination, fiscal policy, and monetary theory and policy. A writing component is required. Prerequisite: EC 111; Every Year, All

EC 112H (UC) Honors Principles of Macroeconomics (3 cr.) This examination and application of basic macroeconomic theory covers scarcity and choice, unemployment and inflation, national income accounts, Keynesian and alternative models of income determination, fiscal policy, and monetary theory and policy. A writing component is required. Prerequisite: EC 111; Every Year, All

EC 206 Urban Economics (3 cr.) This course provides an economic analysis and evaluation of urban problems organized around the inherent conflict between private enterprises and the maintenance of the quality of life in urban areas. Economic factors in growth of cities and metropolitan areas are explored. Topics include the location of economic activity, land use patterns and transportation, combating poverty and poor housing, provision of adequate health care, organization and financing of public activities and problems of decline and growth. Prerequisite: EC 112; Every Other Year, Spring

EC 211 Intermediate Microeconomics (3 cr.) This advanced analysis of microeconomic theory includes study of consumer theory with use of indifference curves and budget constraints, firm theory with use of isoquants and isocosts, market structures and market failures. A knowledge of calculus is helpful. Prerequisites: EC 112; MA 107, MA 110, MA 117, MA 118, MA 140 or MA 141; Every Year, Spring

EC 212 Intermediate Macroeconomics (3 cr.) This course helps students to understand two phenomena: long-run growth and business cycles. The section of the course devoted to long-run growth emphasizes the importance of technological change for increasing the standard of living. The section devoted to business cycles emphasizes the causes of these cycles and the roles of fiscal and monetary policy in preventing business cycles. Computer assignments using spreadsheet or statistical software are an essential part of this course. Prerequisites: EC 112; MA 107, MA 110, MA 117, MA 118, MA 140 or MA 141; Every Year, Fall

EC 250 International Economics (3 cr.) This course examines international trade theories, trade policies, exchange rate determination models and macroeconomic policies in open economies. Prerequisite: EC 112; Every Year, Fall

EC 271 Applied Statistical Methods (3 cr.) This course statistical methods and concepts used in decision making. Topics include descriptive statistics, sampling, estimation, hypothesis testing, correlation and linear regression. Prerequisites: MA 107, MA 117 or MA 118; Every Year, All

EC 304 Environmental Economics (3 cr.) This course examines economic efficiency both in market and nonmarket activities, how environmental problems are modeled from an economic perspective, principles of environmental policy design at the state and federal level and U.S. and international environmental policy. Prerequisite: EC 112; Every Other Year, Spring
EC 320 Law and Economics (3 cr.) This course covers the application of microeconomic theory to the law. Topics covered include the efficiency and welfare aspects of property rights, contract law, torts and criminal law, and the impact of changes in the law on economic agents. Prerequisite: EC 112; Every Other Year, Fall

EC 325 Sports Economics (SPS 325) (3 cr.) The primary focus of this course is professional sports; microeconomic foundations of sports economics, industrial organization of the sport industry, antitrust and regulation, financing sports stadiums, labor issues, and the economics of college sports. Prerequisite: EC 112; Every Other Year, Fall and Spring

EC 330 Public Finance (3 cr.) This course examines the role of government in the economy. Tools of economic analysis are applied to government taxation and expenditure policies. The efficiency and welfare implications of government intervention in the economy are analyzed. Prerequisite: EC 112; Every Other Year, Fall and Spring

EC 341 Money and Banking (3 cr.) This examination of the institutions and theory of monetary systems considers the domestic and international macroeconomic impacts of changes in monetary policy. Prerequisite: EC 112; Every Other Year, Spring

EC 352 Industrial Organization (3 cr.) Market structures are examined with an emphasis on the imperfectly competitive markets. Market failures and regulation and antitrust also are considered. Prerequisite: EC 112; Every Other Year, Fall

EC 361 Labor Economics (3 cr.) This course examines the application of microeconomic theory to labor markets and also considers, unions, labor market, immigration, discrimination and other topics. Prerequisite: EC 112; Every Other Year, Fall

EC 365 Econometrics (3 cr.) This course provides an introduction to the statistical methods and tools used in applied economic research. Topics include model specification estimation, and inference in the simple and multivariate regression model. The use of statistical software is required. Prerequisites: EC 112, EC 271; Every Year, Spring

EC 412 Economic Growth (3 cr.) This course discusses the determinants of long-run economic growth. In particular, it discusses how government policy promotes and inhibits economic growth. The course is a combination of analytical models, empirical facts and policy discussion. Prerequisite: EC 112; Every Other Year, Spring

EC 452 Game Theory (3 cr.) Applied game theory analysis of real-world strategic environments in economics and business. Topics include: Normal form games, Nash equilibrium, mixed strategies, repeated games, sequential games with perfect and imperfect information, sub-game perfect equilibrium, and principal-agent problems. Prerequisite: EC 112; Every Other Year, Spring

Courses offered as needed
EC 363 American Economic History (3 cr.) Prerequisite: EC 112
EC 364 Managerial Economics (3 cr.) Prerequisite: EC 112
EC 366 Advanced Econometrics (3 cr.) Prerequisite: EC 365
EC 498 Special Topics in Economics (3 cr.)

Education (ED)

ED 301 Elementary Field Study I (3 cr.) This course provides students with experience in an elementary school setting. Students explore the complexities of the work of teachers and develop skills in ethnographic field observation as a tool for reflection and research. Twenty hours of fieldwork over 10 weeks are required. Admission to the MAT program is required. Every Year, Fall

ED 302 Elementary Field Study II (3 cr.) This course provides students with experience in an elementary school setting. Students analyze the conceptual and chronological development of the American public school system and examine multiple ways of interpreting historical events and their impact on schooling. Twenty hours of fieldwork over 10 weeks are required. Prerequisite: ED 301; Every Year, Spring

ED 310 Field Study I (3 cr.) This course provides students with experience in a middle school or high school setting. Students explore the complexities of the work of teachers and develop skills in ethnographic field observation as a tool for reflection and research. Twenty hours of fieldwork over 10 weeks are required. Admission to the MAT program is required. Every Year, Fall

ED 311 Field Study II (3 cr.) This course provides students with experience in a middle school or high school setting. Students analyze the conceptual and chronological development of the American public school system and examine multiple ways of interpreting historical events and their impact on schooling. Twenty hours of fieldwork are required. Prerequisite: ED 310; Every Year, Spring

ED 315 Diversity, Dispositions and Multiculturalism (3 cr.) This course helps students understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. Students acquire the dispositions, cultural knowledge and competencies to adapt their curriculum and instructional
skills for culturally responsive classroom practice. Admission to the MAT program is required. *Every Year, Fall*

**ED 320 Social and Philosophical Foundations of Education (3 cr.)** This course introduces students to the field of education through the linking of some of the philosophical and social foundations of education to the students’ own pedagogical experiences. Recognizing that teaching is a holistic process, students have an opportunity to analyze the ways in which these foundations are related to pedagogical practice. Specifically, this course challenges students to examine critically many of the assumptions and goals regarding teaching and learning in light of some of the central historical ideas on education. Prerequisite: ED 301; *Every Year, Spring*

**ED 325 Diversity in the Classroom (3 cr.)** This course helps students understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. Students acquire the dispositions, cultural knowledge and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice. Admission to the MAT program is required. *Every Year, Fall*

**ED 401 Elementary Field Study III (3 cr.)** This course provides students with experience in an elementary school setting. Participants develop an understanding of lesson planning and objective designing to ensure that every student learns. Students also become familiar with the state standards and grade level equivalent learning goals as they relate to high-stakes testing and outcomes-based education. Twenty hours of fieldwork over 10 weeks are required. Prerequisite: ED 302; *Every Year, Fall*

**ED 402 Elementary Field Study IV (3 cr.)** This course provides students with experience in an elementary school setting. Students engage in self-evaluation and reflection on their ability to implement successful instruction in a small group setting. In addition, they assess and evaluate student work samples as an integral process of implementing a diagnostically-based instructional model. Twenty hours of fieldwork over 10 weeks are required. Prerequisite: ED 401; *Every Year, Spring*

**ED 408 Classroom Environment (3 cr.)** This course explores how to create a classroom environment that is conducive to learning for all students. The spectrum of theories of classroom discipline is explored with special emphasis on the theory of discipline with dignity. Prerequisite: ED 311; *Every Year, Fall*

**ED 412 Field Study III (3 cr.)** This course provides students with experience in a middle school or high school setting. Students evaluate the ethical choices teachers make and analyze the effects of these choices on students and the school community. Also, students engage in self-evaluation and assess their value-laden perspectives in light of the professional code of teacher responsibilities. Twenty hours of fieldwork over 10 weeks are required. Prerequisite: ED 413; *Every Year, Fall*

**ED 413 Field Study IV (3 cr.)** This course provides students with experience in a middle school or high school setting. Students discuss the teacher's responsibility to communicate with parents and community agencies to promote K–12 students, learning and well-being. Also, students develop problem-solving skills to ensure that every student learns. Twenty hours of fieldwork over 10 weeks are required. Prerequisite: ED 412; *Every Year, Spring*

**ED 421 Social and Philosophical Foundations of Education (3 cr.)** This course is an inquiry into the institutional structures, social values and philosophical foundation of education. Teacher and student reflections focus on issues pertaining to the teaching-learning process, including freedom/authority/discipline; cultural diversity; multiplicity of learning modes; mind-body integration; community; alienation/violence; sexism/racism/elitism; and teacher/student roles. Prerequisite: ED 310; *Every Year, Spring*

**ED 436 Teaching Literacy in the Primary Grades (3 cr.)** This course is designed to provide knowledge of diagnosis, assessment and instruction strategies for the development of early literacy in Grades K–3. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers. Prerequisite: ED 401; *Every Year, Spring*

**ED 440 Learning and Teaching in the Elementary Classroom (3 cr.)** This course explores how learning theory and philosophy are linked to the teaching-learning process. Students investigate elementary curricula and ways teachers plan units, lessons and assessment of learning to meet the learning needs and styles of their pupils. National elementary curriculum benchmarks from learned societies are used to reflect upon the content and appropriate learning opportunities in grades K–6 elementary classrooms. Students prepare units, lessons and assessment activities. Prerequisite: ED 302; *Every Year, Fall*

**ED 441 Elementary Classroom Management and Design (3 cr.)** This course focuses on the philosophy and practice of behavioral theory and applied behavior analysis as they relate to teaching in the elementary classroom. Students plan a nurturing learning environment and explore teacher behaviors that foster learning, independence and appropriate behavior for elementary children. Prerequisite: ED 412; *Every Year, Fall*

**ED 468 Teaching Mathematics in the Primary Grades (3 cr.)** This course introduces students to the instructional
methods and curricular materials used to enhance the instruction of mathematics in the primary grades. Students learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K–3. Students are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades. Prerequisite: ED 401; Every Year, Spring

ED 482 Special Education (3 cr.) This course focuses on the characteristics of students with exceptionalities as well as methods of meeting these students’ educational needs in the general education classroom. The course is concerned with providing prospective teachers with an understanding of the growth and development of students with disabilities as well as students with particular gifts and talents, and the particular needs of students for whom English is a second language. Prerequisite: ED 412; Every Year, Spring

English (EN)

EN 101 (UC) Elements of Composition I (3 cr.) Students develop techniques for effective writing by studying the writing process and the skills necessary for producing purposeful, unified and coherent short essays: rhetoric, effective diction, revising techniques, critical reading, critical thinking, awareness of audience, and introduction to research and documentation. Readings include expository prose and short fiction and provide a context for vocabulary and comprehension skills as well as for written response. Peer tutoring is available in the Learning Center. Students meet for three hours per week for instruction. Grade of C- or better required to pass EN 101. Full-time students are expected to have completed EN 101 and EN 102 by the end of three semesters. Part-time students are expected to have met these requirements by the time they have completed 30 credits. Students may not withdraw from EN 101 or EN 101 Intensive. The first time a student fails to complete EN 101 or EN 101 Intensive successfully (a grade of C- or better), a grade of U is issued. Each additional unsuccessful attempt at EN 101 or EN 101 Intensive results in a grade of F. Every Year, All

EN 102 (UC) Elements of Composition II (3 cr.) This course is a continuation of EN 101. The second semester reviews the student’s grasp of short essay structure and of effective sentence structure, but emphasizes argument, persuasion and research writing. Essays are longer and more complex than in EN 101, and some attention is paid to writing across the curriculum. The readings, which include expository essays, plus several longer works of fiction, drama, or a selection of poems, serve to unify the course content. Peer tutoring is available in the Learning Center. Prerequisite: EN 101; Every Year, All

EN 101I (UC) Elements of Composition I Intensive (3 cr.) Students develop techniques for effective writing by studying the writing process and the skills necessary for producing purposeful, unified and coherent short essays: rhetoric, effective diction, revising techniques, critical reading, critical thinking, awareness of audience, and introduction to research and documentation. Readings include expository prose and short fiction and provide a context for vocabulary and comprehension skills as well as for written response. Peer tutoring is available in the Learning Center. Upon successful completion of EN 101 Intensive, students earn 3 credits, although they take five hours of instruction per week. Grade of C- or better required to pass EN 101 Intensive. Full-time students are expected to have completed EN 101 and EN 102 by the end of three semesters. Part-time students are expected to have met these requirements by the time they have completed 30 credits. Students may not withdraw from EN 101 or EN 101 Intensive. The first time a student fails to complete EN 101 or EN 101 Intensive successfully (a grade of C- or better), a grade of U is issued. Each additional unsuccessful attempt at EN 101 or EN 101 Intensive results in a grade of F. Every Year, All

EN 150 Advanced Revision and Editing (1 cr.) This five-week course teaches the principles of revising and editing an original argumentative essay on a controversial issue in contemporary American society with an emphasis on a common ground approach to weighing evidence from a range of ideological arenas. Weekly drafts undergo intensive instruction on informational flow, topic strings, transitions, and introductory and conclusive structures. (Required of all minors in English.) Prerequisites: EN 101, EN 102; Every Year, All

EN 200 Special Topics in Literature (3 cr.) Students are introduced to readings in literature dealing with a single theme or specific problem, e.g., mystery/detective fiction, masterpieces of Jewish literature, comedy, etc. The course may be repeated for credit when topic changes. Specific titles are announced from time to time. Prerequisites: EN 101, EN 102; Every Year, All

EN 201 Creative Writing (3 cr.) This advanced composition course blends seminar and workshop approaches to the reading, analysis, discussion and writing of imaginative literature. Students compose and revise original works of poetry, short stories or drama. (The choice of genre is at the discretion of the instructor.) This course counts toward both the English major and minor. Participants must submit a portfolio of both critical and creative works to the instructor before registration. Prerequisites: EN 101, EN 102; Every Year, Fall

EN 202 Introduction to Creative Nonfiction (3 cr.) Students read a variety of short works with an eye toward understanding the stylistic techniques employed by con-
EN 204 Critical Theory and Practice (3 cr.) This course introduces students to how literature is studied in the discipline of English. Elementary concepts of literary and critical theory are discussed with reference to both literature and scholarly criticism. Attention is paid to reading and researching in the discipline in an effort to prepare students for upper-division courses and the Senior Seminar. Course should be taken in sophomore or junior year. Prerequisites: EN 101, EN 102; Every Year, Fall

EN 208 (UC) Greek Tragedy (3 cr.) This comprehensive survey of Greek tragedy pays special attention to tragic theory and to the evolution of classical drama from its birth in the cult of Dionysus to its culmination in fifth-century B.C. Athens. The extant plays of Aeschylus and Sophocles and selected plays by Euripides are examined with special emphasis on form. Prerequisites: EN 101, EN 102; Every Year, Fall

EN 210 (UC) The Art of Poetry (3 cr.) Students undertake close reading and discussion of poetry not limited by historical period. Attention is paid to technique and repeated themes in an attempt to experience and understand poetry. Prerequisites: EN 101, EN 102; Every Other Year, Spring

EN 214 (UC) The History Essay (3 cr.) This genre-based course in writing the historical essay is not a history course. It is a writing course that concentrates on the technique of the essay and introduces the principles of writing historical literature. Students explore history as a problem-solving tool, wherein the lessons from studying the past can be useful in understanding the present. The course examines newer (and more controversial) areas of cultural and social history. Prerequisites: EN 101, EN 102; Every Year, Spring

EN 215 (UC) The Travel Essay (3 cr.) This genre-based advanced writing course provides a historical overview of nonfiction, travel writing and its emergence as an area of scholarly interest. It explores the ways in which travel writers create narrative personae, construct essays to persuade readers to their perspective, and help to compose the identities of the peoples and cultures about whom they write. Emphasis is on the sustained examination and practice of student writing. Prerequisites: EN 101, EN 102; Every Year, Spring

EN 220 (UC) The Short Story as a Genre (3 cr.) This course covers the development of the short story from the 19th century to the present with intensive study of masterpieces of internationally recognized masters: Hawthorne, Poe, Melville, Wharton, James, Tolstoy, Joyce, Lawrence, Hemingway, Faulkner, Erdrich and others. Prerequisite: EN 102; Every Year, All

EN 225 (UC) Women's Literature (WS 225) (3 cr.) Students explore literature written by women, assessing their contributions to literary themes, forms and movements. The focus of the course is on notable American and English writers of the last two centuries, e.g., the Brontes, Dickinson, Browning, the New England regional writers, Chopin, Woolf, Mansfield, Lessing, Morrison, Walker, Atwood, Plath, Sexton and Rich. Prerequisites: EN 101, EN 102; Every Year, Fall

EN 236 (UC) The Idea of the West in the American Imagination (3 cr.) This course examines the influence of the frontier and the westward movement on American literature, revealed in such writers as Cooper, Whitman, Mark Twain, Eleanor Stewart, Willa Cather, Faulkner, A.B. Guthrie, Larry McMurtry, Louise Erdrich, Ed Abbey, Sam Shepard, Rick Bass and Linda Hogan. The nature of myth and reality and of the American attitude as affected by the opportunity to mold a fresh society is explored. Prerequisites: EN 101, EN 102; Every Other Year, Spring

EN 240 (UC) Survey of English Literature I (3 cr.) The development of English literature as reflected in the works of major authors from Anglo-Saxon times through the 18th century is explored. Students gain an understanding and appreciation of literature through the study
of the cultural background, the literary work itself, and the life of the author. Prerequisites: EN 101, EN 102; Every Year, Fall

EN 250 (UC) Survey of English Literature II (3 cr.) This course explores the development of English literature as reflected in the works of major authors from the Romantic to the modern age. Students gain an understanding and appreciation of this literature through study of the cultural milieu, the literary work itself, and the life of the author. Prerequisites: EN 101, EN 102; Every Year, Fall

EN 260 (UC) Survey of American Literature I (3 cr.) This course covers the development of American literature as reflected in the works of major authors and works from Colonial times through the Civil War. Students gain an understanding and appreciation of this literature through study of the cultural background, the literary work itself, and the life of the author. Major authors include Bradstreet, Emerson, Thoreau, Whitman, Hawthorne, Melville and Davis. Prerequisite: EN 102; Every Year, Fall

EN 265 (UC) Survey of African-American Literature (3 cr.) This survey covers American literature from Colonial times to the present concentrates on 20th-century literature. Emphasis is placed upon close reading of selected texts in light of the changing socio-cultural conditions faced by African Americans. Prerequisites: EN 101, EN 102; Every Other Year, Spring

EN 270 (UC) Survey of American Literature II (3 cr.) This course covers the development of American literature as reflected in the works of major authors from the Civil War to the present. Students gain an understanding and appreciation of literature through study of the cultural background, the literary work itself, and the life of the author. Major authors include Emily Dickinson, Fitzgerald, Faulkner, and Marilyn Robinson. Prerequisites: EN 101, EN 102; Every Year, Spring

EN 275 (UC) Literature of the Modern South (3 cr.) The fiction, poetry and drama written by Southern authors from 1920 to the present are studied in this course. Some attention is given to earlier Southern writing, but everything is discussed within the historical, cultural and social context of the South. Major emphasis is on Faulkner, Warren, Williams, O Connor, Porter, Welty and Dickey. Prerequisites: EN 101, EN 102; Every Year, Spring

EN 280 (UC) The European Tradition in Literature I (3 cr.) This course covers the development of European literature as reflected in the works of major authors from the Classical Antiquity to 1700. Emphasis is on literary and philosophic values with attention to methods of literary analysis as applicable to works by Virgil, Dante, Cervantes and others. The course presents historical backgrounds and study in the generic traditions of literature. Prerequisites: EN 101, EN 102; Every Year, Fall

EN 281 (UC) The European Tradition in Literature II (3 cr.) This course presents selected European masterpieces, both written in English and in translation, including representative works from 1700 to the present. Emphasis is on literary and philosophic values with attention to methods of literary analysis as applicable to the works of Moliere, Voltaire, Rousseau, Goethe, Pushkin, Flaubert, Dostoyevsky, Chekhov, Mann and Kafka. The course combines historical backgrounds and study in the generic traditions of literature. Prerequisites: EN 101, EN 102; Every Year, Fall

EN 283 (UC) The American Dream: Paradise or Failure (3 cr.) The American Dream is examined through literary works. Differing views of the American character are analyzed through significant writers, from the Puritans to the present, with the purpose of gaining a better understanding of the American experience. Major authors include Emerson, Hawthorne, Fitzgerald, Faulkner and others. Prerequisites: EN 101, EN 102; Every Other Year, Fall

EN 300 Special Topics in Literature (3 cr.) This course explores readings in literature dealing with a single author, theme, or specific problem. The course may be repeated for credit when topic changes. Specific titles are announced from time to time. Prerequisite: one course from EN level 200; Every Other Year, Spring

EN 302 Advanced Creative Nonfiction (3 cr.) This advanced writing course focuses on the reading, analyzing and writing of creative nonfiction. Students read essay and book-length works of creative nonfiction with an emphasis on understanding authorial presence, issues of audience, questions of truth and memory and artistic techniques. Students are asked to employ what they learn from studying masterworks of creative nonfiction to their own longer works of creative nonfiction. Prerequisite: EN 201 or EN 202; Every Year, Spring

EN 304 Critical Approaches to Literature (3 cr.) This course presents a study of the major critical theories of literature: formalism, deconstruction, psychoanalysis, Marxism, feminism, new historicism, and cultural studies. Readings from primary theoretical texts pay special attention to understanding and researching different modes of criticism currently used, and comprehending how these modes aid in interpreting a work of literature. This course is recommended in the junior year. Prerequisites: two courses from EN level 200 300; Every Year, Fall

EN 305 Composition of Argument Across the Disciplines (3 cr.) This course assumes some familiarity with the abiding features of argumentation. Between read-
ing a variety of texts about how various disciplines construct argumentative discourse, students keep journals and write a series of short essays that build toward a longer research essay. Students also listen to invited QU professors from across the disciplines regarding how arguments are made and are expected to make oral presentations in relation to their chosen area of research. Prerequisite: one course from EN level 200

**EN 308 Composing America (3 cr.)** This research-based, advanced composition and period course is a hybrid that crosses the divide between the study of literature and the study of rhetoric. Students investigate the intersection between literature and literacy/composition practices in the U.S. between World War II and the Vietnam War (1939–72). Participants consider how the U.S. has been composed through the acts of reading and writing by studying a variety of texts (poetry, drama, novels, travel, anthropology, folktales, music, theory, film and art). Prerequisites: EN 101, EN 102; one course from EN level 200; Every Other Year, Fall

**EN 311 Epic Poetry (3 cr.)** This lecture/discussion course examines the tradition of epic poetry in the Western world. Poems discussed include, or are selected from, The Epic of Gilgamesh, Homer's Iliad and Odyssey, Virgil's Aeneid, Beowulf, Dante's Inferno and Milton's Paradise Lost. The distinguishing qualities of the epic, the historical, cultural and social backgrounds also are examined. Prerequisite: one course from EN level 200; Every Other Year, Fall

**EN 312 Autobiography (3 cr.)** The literary form and history of autobiography are considered, from St. Augustine's Confessions to Rousseau, Wordsworth, and selected contemporary authors (e.g., Russell Baker, Claude Brown, Maxine Hong Kingston, etc.). Attention is paid to cultural and psychological changes in self-narrative. Prerequisite: one course from EN level 200; Every Other Year, Spring

**EN 313 The Bible: Beginnings and Endings (3 cr.)** Selections from the Old and New Testaments are studied from a cultural and literary perspective. Close examination of passages in class with emphasis on responses from the class. Prerequisite: one course from EN level 200; Every Other Year, Spring

**EN 320 Studies in the Novel (3 cr.)** Students explore the development of the novel from its beginning to the present through discussion of the theories of prose narration. Special attention is given to characteristics of the genre. The course may be repeated for credit when topic changes (e.g., American novel, English novel, Continental novel). Prerequisite: one course from EN level 200; Every Year, All

**EN 321 The Russian Novel (3 cr.)** The Russian Novel is framed as a survey course, from the publication of Alexan-
Prerequisites: PS 101; one course from EN level 200; Every Other Year, Fall

EN 338 American Literature by Women of Color (WS 338) (3 cr.) This study of the diverse literary traditions, themes and narrative strategies employed by non-traditional American women writers examines the ways race, ethnicity and gender affect form, content, language and style in literature. Writers include: Silko, Erdrich, Morrison, Walker, Angelou, Giovanni, Tan, Kingston, Yamamoto, Cisneros and Viramontes. Prerequisite: one course from EN level 200; Every Other Year, Spring

EN 341 Chaucer and the Medieval Period (3 cr.) This course presents a critical interpretation, in its historical setting, of the chief imaginative work in England of the period, The Canterbury Tales. Other representative works include Gawain and the Green Knight, selections from Dante's Divine Comedy, other dramatic and lyric poetry. Attention is given to the cultural and artistic setting. Prerequisite: one course from EN level 200; Every Third Year, Spring

EN 343 Shakespeare (3 cr.) Extensive structural and thematic analysis of Shakespearean drama is the basis of this course, which concentrates on selected problems of scholarship, criticism and performance. Required of all English majors. Prerequisites: two courses from EN level 200 or 300; Every Year, All

EN 345 English Literature of the Renaissance (3 cr.) This intensive study of the principal genres of the English Renaissance, including Utopia (More), lyric poetry (Sidney), and Romance and The Faerie Queen (Spenser), places special emphasis on the major works of the Elizabethan Period. Some attention is given to the medieval background, Renaissance art and music, and continental literature. Prerequisite: one course from EN level 200; Every Third Year, Fall

EN 348 Milton and the 17th Century (3 cr.) This extensive survey of themes and writers within this revolutionary period emphasizes critical approaches to poetry, prose, and drama in England from 1603 to about 1665. The course focuses on Milton's Paradise Lost and on works of other major writers, like the metaphysical poets (Donne, Marvell, Herbert), and Ben Jonson, Francis Bacon and Thomas Middleton (drama). Also included are artistic form and style associated with the literature: Baroque painting (Rubens, Ribera), sculpture (Bernini), music (Gabrielli), and religious meditation (Ignatius). Prerequisite: one course from EN level 200; Every Other Year, Spring

EN 350 18th-Century Literature (3 cr.) This study of literature of the long 18th century (1660–1800) considers authors, such as Behn, Swift, Pope, Defoe, Johnson, Fielding and Radcliffe. Emphasis is on the historical, intellectual, political and social concerns that characterize the literature of this period. Readings are thematic and generic, such as the growing popularity of the novel or the use of poetic satire to make socio-political statements. Prerequisite: one course from EN level 200; Every Other Year, Fall

EN 351 Studies in Rhetoric and Writing (3 cr.) This an advanced course in the theory and practice of writing. The class explores the historical evolution of a rhetorical tradition or of a theoretical practice. Topics include classical rhetoric or modern theoretical practice and rhetoric. Emphasis is not only on theory, but on the sustained examination and practice of student writing guided by the theoretical or practical boundaries of the course. Prerequisite: one course from EN level 200; Every Other Year, Fall

EN 352 English Romantic Literature (3 cr.) This study of English Romanticism emphasizes the themes and intellectual concerns characterizing the period. Readings include selections from Blake, William and Dorothy Wordsworth, Coleridge, Byron, Keats, Shelley, the Brontes, Mary Shelley, Lamb, DeQuincey and others. Prerequisite: one course from EN level 200; Every Other Year, Spring

EN 355 Victorian Literature (3 cr.) The major writers of the Victorian period and the religious, social and scientific developments that influenced their writing are considered in this course which includes selected readings from the poets, novelists and essayists. The course also examines the pre-Raphaelite and aesthetic movements. Prerequisite: one course from EN level 200; Every Third Year, Fall

EN 360 Literature and Popular Culture (WS 360) (3 cr.) This examination of the major works in a specific genre focuses on a period in, but not restricted to, American culture. Analysis of primary texts reveals themes and patterns that emphasize the relationship between literature and culture. Sample courses include Western Fiction and Film, Detective Fiction, Literature and the Environment, etc. Topics change (as do instructors), so course may be repeated for credit. Prerequisite: one course from EN level 200; Every Other Year, Spring

EN 365 The American Renaissance (3 cr.) This course presents a study of the dichotomy in the literature of the American Renaissance as reflected in such works as Self-Reliance, The American Scholar, Civil Disobedience, Walden, Song of Myself, The Scarlet Letter and Moby Dick. Prerequisite: one course from EN level 200; Every Year, Fall

EN 372 Law in Literature (3 cr.) The relationship between law and literature (essays, short fiction, and novels) is considered in this course, which focuses on themes common to both law and literature and on legal cases that serve as sources for the literary texts. Prerequisite: one course from EN level 200; Every Other Year, Spring
EN 373 Modern American Poetry (3 cr.) This course examines readings in major figures in modern American poetry beginning with Walt Whitman and Emily Dickinson in the 19th century. Poets from the 20th century include T.S. Eliot, W.C. Williams, Robert Frost, Wallace Stevens, Marianne Moore, Robert Lowell and Allen Ginsberg. Contemporary poets, such as Sylvia Plath, Ann Sexton, Philip Booth, Adrienne Rich, Robert Pinsky and Etheridge Knight also are studied. Emphasis is on reading poems closely and articulating connections between authors. The distinctive qualities of American themes, verse forms and language are discussed. Prerequisite: one course from EN level 200; Every Other Year, Fall

EN 377 Faulkner and Literature Between the Wars (3 cr.) Readings by Langston Hughes, T.S. Eliot, Anderson and Hemingway are followed by extensive structural and thematic analysis of Faulkner’s major writings. The course includes close reading of the texts and consideration of problems raised by various critical approaches. Novels include The Unvanquished, As I Lay Dying, Light in August, and Go Down, Moses. Prerequisite: one course from EN level 200; Every Other Year, Fall

EN 380 Realism and Naturalism in American Fiction (3 cr.) This lecture/discussion course examines realistic and naturalistic American fiction in the period from 1875 to 1925 with emphasis on the novel. Close reading of primary texts is supplemented by theoretical and critical essays. Writers include Twain, Henry James, Chopin, Norris, Stephen Crane, Howells, Wharton, Jewett and Wright. Prerequisite: one course from EN level 200; Every Other Year, Fall

EN 382 James Joyce (3 cr.) This course presents an intensive study of three of Joyce’s major fictions: Dubliners, A Portrait of the Artist as a Young Man and Ulysses. Emphasis is on close reading of the texts to examine structure, language, allusion, narrative point of view and themes. Secondary materials provide additional theoretical and critical perspectives. Prerequisite: one course from EN level 200; Every Year, Fall

EN 387 The Men and Women of Wharton and James (3 cr.) The fiction of Wharton and James is examined with emphasis on 1) the literary period (realism); 2) the critical theory of each writer; and 3) the relationships between the men and women portrayed. Prerequisite: one course from EN level 200; Every Other Year, Spring

EN 389 English Elective (3 cr.)

EN 460 Senior Seminar in Literature (3 cr.) Topics, which are subject to change each year, include extensive and intensive study of a major author; of thematic, philosophic, or artistic patterns of major or minor authors; of a genre; or of a period. Oral presentations and discussions lead to a major paper. Open to senior English majors and, occasionally, select English minors. Every Year, Spring

EN 470 Senior Thesis (3 cr.) Senior thesis is open only for English majors who are candidates for honors in English. Candidates must be recommended by a member of the English faculty, who consents to serve as adviser for the thesis. This adviser and the student select two additional faculty to serve as a reading committee for the student’s final thesis presentation. Every Year, All

Courses offered as needed
EN 101S Elements of Composition I Intensive Seminar (3 cr.)
EN 150S Advanced Revision and Editing Seminar (1 cr.)
EN 240H (UC) Honors Survey of English Literature I (3 cr.) Prerequisites: EN 101, EN 102
EN 293 Internship (1 cr.) Prerequisites: EN 101, EN 102

Film, Video and Interactive Media

FVI 102 Introduction to Film (3 cr.) Available only to non-FVI majors and students outside of the School of Communications, this survey of the art, industry and techniques of cinema, introduces students to the significance of film as an international medium. By exposing students to the work of outstanding filmmakers and to the major elements of film language, the course helps students develop their critical faculties and visual literacy. The course includes a weekly 2½ hour screening with a separate lecture/discussion session. Every Year, All

FVI 105 Video Essentials: News or Video Essentials: Sports (3 cr.) Available only to non-FVI majors, this course introduces the fundamentals of news gathering or sports reporting including writing, preproduction planning, basic single-camera field audio and video acquisition and editing. There is an emphasis on evaluating the effectiveness and success of work undertaken. Students in FVI must take FVI 210 and FVI 212 as their introductory production courses. Every Year, All

FVI 210 Fundamentals of Media Production (MEP 210) (3 cr.) This first phase of a two-semester course gives students a thorough grounding in the basic techniques of audio and video storytelling. Students learn the theory and practice of audio recording and editing, followed by the fundamentals of lighting, composition and visual storytelling. The basics of remote video production and digital editing are covered. This is a hands-on course that requires students to produce a number of media projects throughout the semester. This course is for students majoring in FVI only. Sophomore status required. Prerequisite: MSS 101; Every Year, All
FVI 212 Fundamentals of Media Production II (3 cr.) This second phase of a two-semester sequence builds on the production skills acquired in FVI 210 and introduces students to the techniques of designing and producing creative and effective audiovisual communications. Students learn to develop creative concepts and to take them from script to screen. Video editing techniques and principles of good composition, structure and program design are emphasized. This course is for students majoring in FVI only. Sophomore status required. Prerequisite: FVI 210; Every Year, All

FVI 310 Creating Interactive Media (3 cr.) This course introduces the concepts and production techniques that prepare students for creative work in interactive media. Students completing this course learn how to produce animated and interactive content for the Web, mobile devices, or kiosks. Prerequisite: FVI 210, or by permission of instructor; Every Year, All

FVI 312 Projects in Interactive Media (3 cr.) This course focuses on the creation of interactive projects with an emphasis on the integration of content, technology, tools and methods. Students learn to produce works that are meaningful from a user perspective and deliver content with a balanced visual aesthetic. The distribution media for students’ projects may include the Internet, CD/DVD, wireless device, computer monitor and/or game console. The concepts covered in this class can be applied to any platform, from screen-based applications to interactive environments. Prerequisites: FVI 210; FVI 212; Every Year, Spring

FVI 340 Analysis of the Moving Image (3 cr.) How do we read images? This course explores moving image media—including film, television and the Internet—from a formal and aesthetic perspective. Students learn to think and write critically about images, editing strategies and non-narrative visual arts. Prerequisites: MSS 101, MSS 220; Every Year, All

FVI 345 Writing and Producing Media (3 cr.) Media messages are created to meet a variety of goals, which are tailored to appeal to defined audiences. Media can be designed to entertain, to inform, to educate, to persuade or to sell. In this junior-level course, students are challenged to discern what makes a good story or project idea for each of several different content objectives. Students work through all phases of production as they complete a series of projects during the semester, with special emphasis on creative conceptualization, message and writing. Prerequisites: FVI 210; FVI 212; Every Year, All

FVI 355 Projects in Single-Camera Production (MSS 355) (3 cr.) This course challenges students to master the conceptual and technical skills of visual storytelling to produce more advanced, single-camera field projects on selected, specialized topics that may change from semester to semester. Past course content has included documentary production in South Africa and in Ireland, and narrative production for outside clients including the Connecticut Council on Problem Gambling. The course emphasizes professional production roles, including writing and directing, scheduling and production management, production, post-production, distribution and marketing. Students grapple with issues of visual aesthetics, modes of representation and audience reception as they produce individual and/or collaborative projects. Prerequisites: FVI 210; FVI 212; Every Year, All

FVI 372 Scriptwriting (3 cr.) Students learn to shape stories for the screen. Emphasis is on dramatic structuring, character development, pacing and dialogue. Professional screenplays are analyzed and discussed, and final projects give students the opportunity to develop an original short screenplay. Prerequisite: JRN 160; Every Year, All

FVI 375 Advanced Camera and Lighting (3 cr.) This course covers such topics as the characteristics and qualities of light; lighting control; principles of visual composition and design; color; contrast; the properties of lenses; how emulsions and image sensors react to light; filters, matte boxes and other image control devices; metering and exposure control; the effective use of various lighting instruments and accessories; electrical safety; and the basics of gripping and gaffing on set and on location. Students learn in an active, hands-on workshop environment and produce a number of projects outside of class. Prerequisite: FVI 345; Every Year, Spring

FVI 380 Projects in Audio Production (3 cr.) This course offers students an opportunity to develop a number of advanced-level audio projects. Topics and approaches vary and may include one or more of the following: instruction in sound design for television and motion pictures; radio programming in various genres, including news, issues, public affairs, entertainment, and sports; podcasts; audio documentary; oral histories; music production; instructional/educational programming; and radio drama. Prerequisites: FVI 210, FVI 212; Every Year, All

FVI 390 Projects in Multi-Camera Production (MEP 390) (3 cr.) Attracting and keeping the audience's attention is the first responsibility of the director. This course gives students the opportunity to explore the art and craft of directing in a multi-camera, high-definition studio environment. Participants examine the roles and responsibilities of the director, including shot composition, crew motivation, calling a live production and ethics. Students are asked to visually design a television program from concept to completion in a number of genres, including news, sports, sitcoms, dramas and commercials. Prerequisites: FVI 210; FVI 212; Every Year, All
FVI 392 Post-Production Techniques (3 cr.) In this course, students explore such topics as the expressive capability of the editing process; how editing functions to create time, tempo and visual rhythm; the building of scenes in editing to achieve various dramatic goals; and telling the story through careful control of sound and image over time. Students gain experience in using the tools and techniques of modern digital post-production technology. Topics may include: post-production planning; continuity editing; digital video effects; compositing; green screen techniques; graphics design; 2D and 3D animation; audio mixing and sound design; interactivity; preparing video for broadcast distribution and mobile devices; DVD design and authoring. Prerequisites: FVI 210; FVI 212; Every Year, All

FVI 393 Animation Techniques (3 cr.) Students learn to create sophisticated 2D and 3D still and animated electronic graphics for video that are aesthetically pleasing, expressive and meaningful. Principles of good design, composition and color are stressed, as well as the ability to produce visual interest in support of communication goals. Prerequisites: FVI 210; FVI 212; Every Year, All

FVI 410 Game Design and Development (3 cr.) This course covers the history, design and development of games, from popular board games to media-rich computer games. Interactive narrative and game strategy are stressed. Working in teams, students learn how to invent a game, design it and take it through the stages of development. Prerequisite: Permission of instructor. Every Other Year, Fall

FVI 450 Senior Seminar (MEP 450) (3 cr.) This seminar entails an in-depth examination of issues and research perspectives in film, video and interactive media. Seminar titles vary each term and may cover subject areas such as film history, reality television, political documentaries, docudrama, and contemporary trends in the media industry. Students should consult the School of Communications course bulletin for information about each semester’s offerings. Every Year, All

FVI 490 Internship (3 cr.) This internship consists of jointly supervised fieldwork with a cooperating institution or corporation. The goal is to motivate the intern toward professional growth through observation and participation. The course also provides students with the opportunity to meet active professionals and to stimulate career planning. Internships must be approved by the internship program director in accordance with school regulations. Junior/senior status is required. This course is graded on a pass/fail basis. Every Year, All

FVI 494 Senior Project Colloquy (1 cr.) This required 1-credit colloquy must be taken in the semester prior to the student’s undertaking of the Senior Project. Meeting collectively and individually, all fourth-year FVI students consult with the FVI faculty several times during the term to identify and hone the presentation of their required individual Plan for Senior Project. This course is graded on a pass/fail basis. Prerequisite: senior year standing in FVI. Every Year, All

FVI 495 Senior Project (3 cr.) In this capstone course, students are asked to create an individual thesis project that reflects the highest level of their abilities. From pitching their individual project ideas through writing, production and post-production, students are pushed to work at the peak of their skills. The creativity, quality and professionalism of the finished projects are judged by faculty and staff from the School of Communications FVI program, and give graduating seniors important portfolio material. Every Year, All

Courses offered as needed
FVI 397 Summer Production Project (4 cr.) Prerequisites: FVI 210; FVI 212

Finance (FIN)

FIN 201 Fundamentals of Financial Management (3 cr.) This course introduces students to the theory and practice of financial management. Topics include the uses and valuation of securities, the structure and purpose of capital markets, financial risk and investments, and corporate financial analysis and decision-making. Prerequisites: EC 111; Every Year, All

FIN 310 Investment Analysis (3 cr.) This course introduces students to the theory and practice of investment analysis. Emphasis is on the uses, characteristic and valuation of fixed income securities, equities and derivatives in the global financial marketplace. Students are exposed to both classical and modern theories of evaluating and quantifying financial risk. Prerequisite: FIN 201; Every Year, Fall

FIN 320 Financial Modeling (3 cr.) This course examines standard financial models and data analysis in the areas of capital budgeting, financial statement analysis, asset pricing, portfolio management and performance, hedging and option pricing. Students learn to extract, model and analyze data using computer spreadsheets. Prerequisite: FIN 201; Every Year, Fall

FIN 320L Financial Modeling Lab (0 cr.) Lab to accompany FIN 320. Prerequisite: FIN 201; Every Year, Fall

FIN 350 Financial Markets and Institutions (3 cr.) This course presents a study of financial markets and intermediaries in a global setting with emphasis on how funds flow
from investors in financial assets to investors in real assets. The types and functions of markets and institutions that exist today are discussed along with the differences between them. Topics include the role of monetary policy and the operations of central banks; the regulatory environment in which financial markets and institutions operate; and the financial instruments traded in the markets today. Prerequisite: FIN 201; Every Year, Spring

FIN 361 Financial Statement Analysis (3 cr.) This course focuses on the development of analytical skills used by investors and analysts in their evaluation of various financial statements. Topics include the review and analysis of balance sheets, income statements, and statements of cash flow; ratio analysis; developing pro forma financial statements to support equity analysis and credit analysis. Prerequisite: FIN 201; Every Year, Fall

FIN 380 Intermediate Corporate Finance (3 cr.) Students gain an advanced understanding of corporate finance. The main objectives are to learn to apply financial concepts, construct and implement financial decision models, and relate various financial theories to one another. Topics include capital budgeting, the valuation of firms, capital structure, cost of capital, dividend policy and risk management. Prerequisite: FIN 201; Every Year, Spring

FIN 420 Commercial Bank Management (3 cr.) This course examines the management of banks and other depository institutions in the current financial environment. Emphasis is placed on fundamental processes such as the management of liquidity, credit quality, investment portfolios, funding costs and capital adequacy. Maximizing shareholder value while properly managing the inherent tension that exists between these various processes is carefully described. Prerequisite: FIN 201; Every Year, Fall

FIN 430 Portfolio Theory and Practice (3 cr.) This course offers a rigorous examination of the theory and practice of portfolio management. Topics include portfolio construction, valuation and performance measurement. Equity and fixed-income portfolio strategies are considered as well as the use of futures and options in portfolio management. Prerequisite: FIN 310; Every Year, Spring

FIN 440 Introduction to Fixed Income Analytics (3 cr.) This course introduces students to the analytical processes associated with fixed income investing. The course bridges the gap between valuing bonds based on a yield to maturity and valuing bonds as a package of zero-coupon instruments. The concepts of theoretical spot rates, par rates of the on-the-run treasury securities, duration and convexity are discussed. A binomial model is explained and used to value bonds that have built-in options. Prerequisite: FIN 201; Every Year, Fall

FIN 450 Applied Portfolio Management (3 cr.) Students apply investment and portfolio management techniques and strategies in a real-life environment by managing a Quinnipiac University Endowment fund. Students are responsible for developing investment strategies, constructing, monitoring and rebalancing the portfolio, and reporting on actual portfolio performance. Permission of instructor required. Prerequisite: FIN 430; Every Year, All

FIN 450L Applied Portfolio Management Lab (0 cr.) Lab to accompany FIN 450. Prerequisite: FIN 430; Every Year, All

FIN 451 Applied Portfolio Management II (3 cr.) This course is a continuation of FIN 450 for students who have excelled in Applied Portfolio Management I and wish to take a leadership role in the management of the fund. Permission of instructor required. Prerequisite: FIN 450; Every Year, All

FIN 455 Financial Markets and Monetary Policy (3 cr.) This course focuses on analysis of the immediate level of economic activity and how the tools of monetary policy can be used to affect future economic activity. Data is obtained from original sources to determine the history of key economic variables and their present status. The economic variables are then utilized to develop a class consensus on the current state of the economy. Based on this class consensus, alternative monetary policy action is considered with a consensus again being developed. A team of students from the class presents the consensus reports to the Federal Reserve Bank of Boston as part of the National College Fed Challenge. Permission of department chair required. Prerequisite: FIN 350 or EC 212

FIN 460 Mergers and Acquisitions (3 cr.) This course presents the theory and evidences of corporate acquisitions and restructuring activities. Topics include the foundations of mergers and restructurings, the valuation of assets, various means of financing acquisitions, defensive strategies, as well as post-merger, acquisition, and take-over performance. Prerequisite: FIN 380; Every Year, Spring

FIN 465 Working Capital Management (3 cr.) This course examines the theory and practice of cash and liquidity management. Topics include cash management, credit and accounts receivable management, collections and cash concentrations, short-term investments and borrowing, forecasting cash flows, and international cash management. Prerequisite: FIN 201; Every Other Year, Spring

FIN 470 Market Microstructure and Trading (3 cr.) This course is designed to introduce financial market microstructure and trading strategies to students. The lectures focus on how trading on exchanges is organized and regulated as well as price formation, informational efficien-
cy and liquidity. Various trading strategies are explored on Financial Trading Systems (FTS) simulation. Prerequisites: FIN 310, FIN 350; Every Year, Spring

FIN 485 Derivative Securities (3 cr.) This course introduces students to derivatives and the markets in which they are traded. Emphasis is on the techniques for the valuation of options, futures, and related contracts as well as the use of derivative contracts in investments and corporate finance. Prerequisite: FIN 310; Every Year, Spring

FIN 488 Finance Internship (3 cr.) This internship in finance must be approved by the department chair and the dean in accordance with school and departmental regulations. Junior/senior status is required. This course is graded on a pass/fail basis. Prerequisite: FIN 201; Every Year, All

French (FR)

FR 101 Elementary French I (3 cr.) This introduction to the French language focuses on oral practice, basic grammar study, and practice in reading and writing. Students who have three or more years of high school French with grades of B or above may not take this course for credit. Every Year, Fall and Spring

FR 102 Elementary French II (3 cr.) This course is a continuation of FR 101. Prerequisite: FR 101 or placement into FR 102; Every Year, Fall and Spring

FR 201 Intermediate French I (3 cr.) This course is for students who wish to develop further their ability to read, write and speak French. Reading is drawn from a wide variety of fictional works and forms (short story, plays, poems) on topics of general interest. Prerequisite: FR 102 or placement into FR 201. Every Year, Fall

FR 202 Intermediate French II (3 cr.) This course is a continuation of FR 201. Every Year, Spring

Courses offered as needed
FR 301 Advanced French I (3 cr.)
FR 302 Advanced French II (3 cr.)

Geography (GP)

GP 101 Introduction to Geography (3 cr.) This course examines the general structure and methodology of geographical study. The physical, biotic and cultural environment and people’s activities are covered, as are the world’s land masses, their surface features and climates, and their relationships to human, social, economic and political organization. Every Other Year, Fall

German (GR)

GR 101 Elementary German I (3 cr.) This introduction to the German language includes oral practice, the study of basic grammar, and practice in reading and writing. Students who have three or more years of high school German with grades of B or above may not take this course for credit. Every Year, Fall

GR 102 Elementary German II (3 cr.) This course is a continuation of GR 101. Prerequisite: GR 101 or placement into GR 102; Every Year, Fall

Courses offered as needed
GR 201 Intermediate German I (3 cr.)
GR 202 Intermediate German II (3 cr.)

Gerontology (GT)

GT 200 Biology of Aging (3 cr.) The aim of the course is to study the specific and primary changes in physiological mechanisms that result in the process of aging. See description for BMS 200. Every Year, All

GT 205 Orientation to Sociology, Criminal Justice and Gerontology (SO/CJ 205) (1 cr.) In a seminar format, students meet once a week to discuss the origins, breadth and the potential careers in their fields. The course is designed to orient the student to the professions within sociology, social services, gerontology and criminal justice through interaction with departmental faculty, former students and practitioners in the field. This course is graded on a pass/fail basis. Prerequisite: SO 101; Every Year, Spring

GT 234 Adult Developmental Psychology (PS 234) (3 cr.) This course considers facts, theory and speculation about adult development and aging. Focus is on physical, cognitive and social development as well as family and career patterns for periods of young, middle and late adulthood. Prerequisite: PS 101 or PS 133; Every Other Year

GT 263 (UC) Sociology of The Aged (SO 263) (3 cr.) This introduction to gerontology examines the myths and realities of aging through historic, demographic and sociological analyses of the conditions of old people in our society. The ways in which social and cultural factors enter into the aging process are also considered. Prerequisite: SO 101; Every Other Year

GT 270 Program Planning and Administration (SO 270) (3 cr.) This course considers program planning and administration of services to the elderly; models of needs identification, the process of problem analysis, styles of leadership and administrative dilemmas; elements of
opposed to the non-bureaucratic structure of hospice care. The terminally ill; interview and counseling techniques; and the role of social service worker, past and present. Prerequisites: two courses from SO, GT; Every Other Year

GT 350 Death, Grief and Bereavement (SO 305) (3 cr.) Death is studied from the perspective of social interaction between the dying person, professional caregivers and family members and loved ones. Attitudes and values about death, cultural components of grief, and the function of bereavement are examined. Particular attention is paid to the social organization of death work and dying in bureaucratic settings, such as hospitals and nursing homes, as opposed to the non-bureaucratic structure of hospice care. Prerequisites: two courses from SO, GT; Every Year, All

GT 310 Elder Law (LE 310) (3 cr.) This course introduces students to topics in the law affecting older persons, such as government benefit programs (Social Security, Medicare, Medicaid), nursing homes and incapacity. Prerequisite: SO 263 or GT 263; Every Other Year

GT 311 Introduction to Social Work (SO 311) (3 cr.) This course is intended to provide students with an overview of social work as a helping profession. Beginning with a preliminary understanding of the historical development of social work, students learn how changes in social work theory and practice reflect larger societal changes. Course work familiarizes students with important social work issues and concepts and discusses their application in diverse social service and human service settings. Major or minor in gerontology, sociology, social services, criminal justice or psychology and at least junior standing. Prerequisites: two courses from SO, GT; Every Year, Fall

GT 315 Case Management (SO 315) (3 cr.) Case management is a process used widely throughout health and social services as a means of assessing, planning, coordinating, monitoring and evaluating the services needed to respond to an individual’s health and/or service needs to attain the dual goals of quality and cost effective care. Students in gerontology, sociology, psychology, social services and criminal justice are likely to encounter the various roles or models of case management practice as they pursue careers in human services. This course provides a foundation for case management practice in various social service settings. Prerequisites: two courses from SO, GT; Every Year, Spring

GT 318 Therapeutic Recreation (SO 318) (3 cr.) This course of study includes the principles and practices of program planning for therapeutic recreation. The course covers analysis, assessment, design, implementation and evaluation of activities. Emphasis is on intervention, gerontological terminology, documentation, record keeping and resources. Prerequisites: two courses from SO, GT; Every Other Year

GT 325 Counseling Older Clients (SO 325) (3 cr.) Students are introduced to theories and models of effective communication with select members of an elderly population; practical aspects of communication of social service worker with older clients, older parents, older patients and the terminally ill; interview and counseling techniques; and the role of social service worker, past and present. Prerequisites: two courses from SO, GT; Every Other Year

GT 365 Aging: Problems and Policies (SO 365) (3 cr.) This course considers the social problems associated with aging, particularly in the areas of health, housing, financing and family life and the governmental policies, past, present and future, that deal with these problems. Prerequisite: SO 263 or GT 263; Every Other Year, Spring

GT 381 Evaluation Research (SO 381) (3 cr.) This course studies the research methods used to evaluate the effectiveness of organizations and programs in meeting their social service goals. Methods of research are examined in depth and students become acquainted with the components of meaningful evaluations. Must be second semester junior or above. Every Year, All

GT 385 Social Policy (SO 385) (3 cr.) This senior seminar is designed as the capstone course for students majoring in sociology, social services, and gerontology. Social policy is examined as the process by which specific societal problems are identified, researched and translated into social action. Students in this course complete a senior thesis and senior presentation on a social policy area of their choosing. For majors only in the senior year. Every Year, All

GT 392 Internship in Elderly Services (3 cr.) Students devote eight hours each week to work in a public or private agency that provides services to the elderly and one hour each week in conference with the instructor. The student learns how an organization works, its relation to other programs serving the elderly, and the problems it encounters in meeting the needs of the elderly. Enrollment, limited to majors, requires a high standard of attendance and responsibility from the student. For juniors only. Prerequisites: one group: SO 263; GT 263, GT 292; Every Year, All

GT 399 Independent Study in Gerontology (1 cr.)

GT 300 Special Topics in Gerontology (3 cr.)

Courses offered as needed
GT 302 Women, Health and Aging (SO/WS 302) (3 cr.)
GT 399 Independent Study in Gerontology (3 cr.)

**Health Management (HM)**

**HM 101 Organization and Agencies of Health Care (3 cr.)** This course focuses on the organization of the American health care system including how health services are financed and delivered. It provides an overview of the management of the system and of the resources required for its operation: workforce, facilities and technology. *Every Year, Fall*

**HM 404 Legal Aspects of Health Care Delivery (3 cr.)** Students explore fundamental aspects of the law and the American legal system and their effects on our health care system. The course also examines the legal responsibilities and liabilities of an institution’s governing board, administrators and clinical staff; and the legal and ethical rights of patients, including the patient’s right to informed consent, confidentiality and commitment. This course is intended for physical therapy students only. *Every Year, Fall and Spring*

**Health Science (HSC)**

**HSC 101 Career Exploration in Health Sciences (1 cr.)** This course is recommended for all health and science studies students; however it is open to any student interested in exploring careers in health sciences. The course assists students with the process of career planning through the development of appropriate skills. The course challenges students to consider their education in terms of maximizing available career opportunities. This course is graded on a pass/fail basis. *Every Year, Fall and Spring*

**HSC 201 Career Planning and Development in the Health Sciences (1 cr.)** This course focuses on assisting students in developing their individual career and professional development plans within the field of health care. Topics covered include: exploring job search strategies, resume and cover letter preparation, interviewing skills, effective business communication and presentation skills, and professionalism in the workplace. This course is graded on a pass/fail basis. *Every Year, Fall and Spring*

**HSC 338 Human Anatomy I (4 cr.)** This is the first course in a two-course study of human anatomy. Dissection and presentation of the human body using a regional approach provides the foundation for introducing clinical anatomy with a strong emphasis on structure/function relationships. This course teaches the anatomy of the upper extremity, back, head and neck. Each unit begins with the study of joint structure followed by muscular, nervous and circulatory systems. Clinical correlations of musculoskeletal or neuromuscular pathologies are presented to develop problem-solving skills. Prerequisites: BIO 211, BIO 212; *Every Year, Fall*

**HSC 339 Human Anatomy II (4 cr.)** The same regional approach to the study of the human body is practiced as in HSC 338. The regions of study include the pelvis, lower extremity and the trunk. The study of the body cavities begins with an overview of surface anatomy and surface projections of internal viscera. The contents of the thoracic, abdominal and pelvic cavities are identified with an emphasis on interrelationship of visceral structures. Clinical correlations are presented from a systems approach to the study of the body cavities. Course includes a lab component. Prerequisite: HSC 338; *Every Year, Spring*

**HSC 338L Human Anatomy Lab (0 cr.) Lab to accompany HSC 338. Every Year, Fall**

**HSC 339L Human Anatomy II Lab (0 cr.) Lab to accompany HSC 339. (2 lab hrs.) Every Year, Spring**

**HSC 340 Kinesiology I (4 cr.)** Kinesiology I introduces the basic principles of kinesiology. Numerous problem-solving processes and skills are developed throughout the semester. Forces and torques in static clinical free body diagrams are studied. The student learns to identify different muscle(s) interactions/combinations. Students then study movement and movement patterns of the upper extremity, comparing one area of the body to another. Course includes a lab component. Prerequisite: MA 141; *Every Year, Fall*

**HSC 340L Kinesiology I Lab (0 cr.) Lab to accompany HSC 340. (2 lab hrs.) Every Year, Fall**

**HSC 341 Kinesiology II (4 cr.)** Students study movement and movement patterns of the lower extremity and trunk, including normal gait. Both the kinematics and the kinetics at the hip, knee and ankle are emphasized, especially in relationship to the closed kinetic chain. Normal gait is introduced and becomes the central focus for this semester. Course includes a lab component. Prerequisite: HSC 340; *Every Year, Spring*

**HSC 341L Kinesiology II Lab (0 cr.) Lab to accompany HSC 341. (2 lab hrs.) Every Year, Spring**

**HSC 342 Neuroanatomy I (2 cr.)** This course presents the gross anatomy and development of the central nervous system. Major structures and landmarks within each major brain vesicle and spinal cord are covered. Prerequisites: BIO 211, BIO 212; *Every Year, Fall*

**HSC 343 Neuroanatomy II (3 cr.)** This course deals with the function of the systems and structures covered in
HBR 101 Introduction to Modern Hebrew (3 cr.) This is an introductory course in modern Hebrew. Students begin to achieve basic proficiency in reading, writing, speaking and comprehending modern Hebrew. Students are introduced to the Hebrew alphabet and use Hebrew script. They learn elementary conversational skills and basic Hebrew grammar. Every Other Year, Fall

HBR 102 Introduction to Elementary Modern Hebrew II (3 cr.) This course is a continuation of Hebrew 101. Students review and expand their grammatical study leading to deeper comprehension of style and usage. Students learn the fundamentals of grammar and syntax as well as idioms and special expressions. Emphasis is given to all four communicative skills (speaking, reading, listening and writing). The semester covers the study of the present tense, basics of the past tense, and some of the future tense in most of the conjugation models as well as numbers, colors, daily life situations, etc. Prerequisite: HBR 101. Every Other Year, Spring

History (HS)

HS 111 (UC) The Rise of the West (3 cr.) Beginning with the origins of Western civilizations in the ancient Near East, students examine the development of Western culture and society from its beginnings through the 16th century, with emphasis on the nature and values of three successive polities: the classical world of Greece and Rome, the Middle Ages, and the origins of the modern world in the Renaissance/Reformation. Consideration is given to the idea of the West and its interaction with and contact with non-Western cultures and peoples. Every Year, All

HS 132 (UC) U.S. History Since Reconstruction (3 cr.) This course explores the evolution of the American people and their nation through the major political, social and economic changes of the late 19th century to the present. Students analyze how Americans have defined themselves and their nation through the major political, social and economic changes of the late 19th century to the present. Themes explored include the development of a national identity, models of citizenship, the role of government, and divisions based upon gender, ethnicity, race and class. Every Year, All

HS 208 (UC) Modern World History (3 cr.) This course covers the history of the world since the 19th century focusing on the experiences and perspectives of the non-Western world. Students study the rise of nationalism, the disintegration of empire, and the growth of communal and ethnic strife across the globe in the 20th century. Prerequisites: one group: QU 101; one course from HS level 100; Every Year, All

HS 209 (UC) Twentieth-Century Europe (3 cr.) Events in Europe during the 20th century radically transformed the world. The century began, and perhaps ended, in periods of vibrant intellectual, social and cultural development and optimism. In between these eras, however, Europe was at the center of the two bloodiest wars humanity has ever known and the rise of brutal totalitarian states. Students examine the complex cross currents in European society during the period roughly from the 1890s to the present, focusing on the political, social, intellectual and economic developments in European society that helped shape this turbulent century. Students also learn about the impact of
non-European peoples, particularly those of Africa and Asia, on internal European developments. Prerequisites: one group: QU 101; one course from HS level 100; Every Year, All

HS 210 (UC) Contemporary America (3 cr.) This survey of American history from 1945 to the present focuses on both social and political matters. Students study topics including the McCarthy era and the nuclear age, the civil and women's rights movements, Nixon and the Watergate crisis, gay liberation, the Reagan revolution and end of the Cold War, and the era of American global dominance and its challenges. Particular attention is given to the impact of the diverse cultures and peoples that have emerged in contemporary American society. Prerequisites: one group: QU 101; one course from HS level 100; Every Year, All

HS 211 Popular Culture in American History (3 cr.) This course focuses on an interpretation of American history through popular culture. Samples of popular culture materials in various historical periods are examined with special attention to music, film, television, and sports. Prerequisites: one course from HS level 100; Every Other Year, All

HS 227 Russian Cultural and Intellectual History (3 cr.) Students are introduced to changing concepts of authority and the role of reason in the ordering of social and cultural values; the cultural mission of Russian Orthodoxy; the growth of a secular cultural elite; the modern struggle to define individual and community values in literature. This course includes readings in Russian thought and literature. Prerequisite: one course from HS level 100; Every Other Year, All

HS 228 20th-Century Russia (3 cr.) This course considers Russian politics, society and culture in the 20th century; the Soviets in world affairs; changing American views of the former Soviet Union. Prerequisite: one course from HS level 100; Every Other Year, All

HS 229 Irish History (3 cr.) This examination of Irish history from the pre-Christian Celtic era to modern times focuses on the changing character of Irish culture reflected in literary, political and religious documents. Special consideration is given to the origins of modern political and sectarian conflicts through a consideration of the history of Anglo-Irish relations, particularly the ramifications of the Tudor conquest, the Great Hunger and the rise of Irish nationalism. Prerequisite: one course from HS level 100; Every Other Year, All

HS 235 History of Modern China/Asian Studies (3 cr.) Students are introduced to the political and social institutions of China; schools of thought; legal and moral concepts and literary, artistic and intellectual developments; elements of stability and change; international contacts to recent times. Prerequisite: one course from HS level 100; Every Year, All

HS 236 History of Modern Japan/Asian Studies (3 cr.) This course considers the historical background of modern Japan; period of seclusion; restoration of a centralized monarchy; economic and political developments; establishment of an empire; World War II and postwar period. Prerequisite: one course from HS level 100; Every Year, All

HS 240 Colonial Latin America (3 cr.) This course offers an introduction and examination of the history of Latin America and its people from Pre-Columbian times through independence. The course focuses on both the indigenous and European peoples and the many consequences of their interactions. Some areas of examination include European expansion and conquest, the impact on and reactions of indigenous populations, the formation of a colonial society, issues of race, ethnicity, class, and gender, and the establishment of economic and political structures. Prerequisites: one group: one course from HS level 100; Every Year, All

HS 254 Colonial Latin America (3 cr.) This course offers an introduction and examination of the history of Latin America and its people from Pre-Columbian times through independence. The course focuses on both the indigenous and European peoples and the many consequences of their interactions. Some areas of examination include European expansion and conquest, the impact on and reactions of indigenous populations, the formation of a colonial society, issues of race, ethnicity, class, and gender, and the establishment of economic and political structures. Prerequisite: one course from HS level 100; Every Year, All

HS 256 The American Presidency Since 1945 (3 cr.) This course reviews the history of the period through the presidencies of the post-1945 years. Readings and discussions are mostly biographical. Biographies of two or three of the presidents are studied plus a short text on the period. Special emphasis is on the growth of presidential power culminating in Watergate. Prerequisite: one course from HS level 100; Every Year, All

HS 301 Special Topics II — European History (3 cr.) This course focuses on readings and discussion of historical topics of special interest to students enrolled in the course. Prerequisite: one course from HS level 200

HS 303 Historiography and Historical Methods (3 cr.) This advanced seminar is intended for majors and other students interested in deepening their knowledge of the techniques of reading, writing, researching and interpreting history. Students get a broad introduction to the concept of historiography and consider the ways in which thinking about the past has changed over time. Students also learn the foundational skills needed for the researching and writing of history, including an introduction to basic research techniques, compilation and organization of pri-
mary and secondary source materials, and the practical and theoretical skills necessary to undertake historical writing. Prerequisite: one course from HS level 200; *Every Year, Spring*

**HS 305 Vietnam (MSS 305) (3 cr.)** This course presents a study of the Vietnam Era and draws conclusions about policy for the future. Media coverage of the war and its effect on both national policy and political change are emphasized. Prerequisite: one course from HS level 200; *Every Year, All*

**HS 307 The Holocaust (MSS 307) (3 cr.)** Through an examination of historical texts, literature and film, this course examines the systematic destruction of 10 million human beings at the hands of the Third Reich. Prerequisite: one course from HS level 200; *Every Year, All*

**HS 308 U.S. Women's History (WS 308) (3 cr.)** This course covers the experience of women in America before 1900. Women's work in the family and community is stressed. Individual research is required, on varied topic, such as women and rural life; women and medicine; women in the professions; women and the charter of institutions; women and human rights; and women and the sea. Prerequisite: one course from HS level 200; *Every Year, All*

**HS 309 Women in America 1920–Present (WS 309) (3 cr.)** This course covers the experience of women in the 20th-century United States. Women's economic and political roles are stressed, and individual research on a specific topic is required. In past years, topics have included American women and their role in the world; and women and rural life. Prerequisite: one course from HS level 200; *Every Year, All*

**HS 316 The European Renaissance (3 cr.)** This course provides a topical exploration of the period commonly referred to as the Renaissance. It explores the period known for innovations in art and literature, but also addresses the political and social backdrop of Northern Italy and beyond. Topics of particular importance include changes in literature and education, innovations in art, modes of behavior and the emergence of modern political ideas. Prerequisite: one course from HS level 200; *Every Other Year, All*

**HS 317 The European Reformation (3 cr.)** This course explores Western Christendom from the late Middle Ages through the 17th century during the Age of Reformation. The central focus of the course is religion, but since the Reformation did not occur in isolation, it addresses a variety of themes in the study of early modern Europe. The aim of this course is to understand the major figures, movements and ideas that contributed to the division of Western Christendom into numerous confessional com-

munities. Prerequisite: one course from HS level 200; *Every Other Year, All*

**HS 318 European History, 1555–1715 (3 cr.)** Students review European civilization from the Peace of Augsburg to the death of Louis XIV; the growth of the state, the development of the bureaucracy, and diplomacy; the increase in warfare and the political struggle over taxation; the scientific revolution and the shift toward secular values. Prerequisite: one course from HS level 200; *Every Other Year, All*

**HS 319 European History, 1715–1815 (3 cr.)** This course presents a survey of old regime, Enlightenment, French Revolution, and Napoleonic eras in European history; movements of thought and culture and their social background; the feudal reaction and middle class protest in France; national reactions to the French developments elsewhere in Europe. Prerequisite: one course from HS level 200; *Every Other Year, All*

**HS 320 European History, 1815–1914 (3 cr.)** Political, social and economic developments in Europe from the Congress of Vienna to the outbreak of World War I are examined. Legitimacy and the Concert of Europe; industrialization, liberalism, revolution, nationalism and imperialism also are considered. Prerequisite: one course from HS level 200; *Every Other Year, All*

**HS 321 European History, 1914–1945 (3 cr.)** This course presents a study of World War I and its economic, social, political and ideological consequences. The collapse of the Versailles settlement and interwar period is considered. World War II is covered, as are diplomatic and military consequences for the Cold War era. Prerequisite: one course from HS level 200; *Every Other Year, All*

**HS 331 The British Empire and Commonwealth (3 cr.)** Students study the expansion, consolidation, workings and eventual disintegration of the modern British Empire. The course begins in 1600, with the creation of the English East India Company. Students learn about the growth of the Empire in detail, touching on the colonial experiences of India, the West Indies, China, the Middle East and the African continent. Finally, students examine the emergence of nationalism in the colonized regions and the subsequent collapse of empire in the 20th century. Special emphasis is placed on how the major colonies were affected by British rule, as well as the contributions that subject peoples and cultures made to the unfolding of colonial history and the trajectory of Empire. Students should expect to attend lecture regularly, participate in weekly class discussions, as well as demonstrate mastery over the material in written assignments. Prerequisite: one course from HS level 200; *Every Other Year, All*
HS 332 History of India (3 cr.) Students examine the history of the South Asian subcontinent between 1500 and 1950, roughly. Beginning with the establishment of the Mughal Empire in approximately 1526, students critically discuss the shift from native empire to British rule in the 1800s, as well as look at the various challenges to British rule and the Indian independence movement of the 20th century and its effects. Along the way, students analyze key historiographical debates on the history of the subcontinent, such as the reasons for the decline of the Mughal Empire, the foundations of British rule, Hindu-Muslim relations, and the impact of the Raj on social and familial relations. Students should expect to attend lecture regularly, participate in weekly class discussions, as well as demonstrate mastery over the material in written assignments. Prerequisite: one course from HS level 200; Every Other Year, All

HS 333 The Middle East, 1300–1919; Critical Issues (3 cr.) Students analyze the economic, cultural and political developments in the Middle East between 1300 and 1919, beginning with the rise of the Ottoman Empire in roughly 1300 through the gradual shift from Ottoman to European influence in the 19th century. Students also discuss the rise of nationalism and the effect of World War I on the political map of the Middle East, paying close attention to events in Saudi Arabia and modern-day Israel. Emphasis is placed on certain critical issues in the study of the Middle East, such as the status of women, terrorism and the place of Islam in Middle Eastern history. Participants take a close look at both contemporary viewpoints and historiographical debates surrounding these issues. Students should expect to attend lecture regularly, participate in weekly class discussions, as well as demonstrate mastery over the material in written assignments. Prerequisite: one course from HS level 200; Every Other Year, Spring

HS 340 The Colonial Period to 1763 (3 cr.) Through lectures and discussion of source and secondary readings, the American Colonial period to the pre-Revolutionary era is considered in all its aspects: social, political, religious and literary. Emphasis is on the increasing similarity and the approach toward unity of the several colonies. Prerequisite: one course from HS level 200; Every Other Year, All

HS 341 The American Revolution (3 cr.) Through lectures and discussions based on source and secondary readings, this course considers American history from 1763 to 1787, the pre-Revolutionary period; military, political and theoretical aspects of the Revolution; the Confederation; and the writing of the Constitution. Emphasis is on the political thought that culminated in the creation of the Constitution. Prerequisite: one course from HS level 200; Every Other Year, All

HS 342 The Early American Republic (3 cr.) This course considers American history from 1787 to 1849. Emphasis is on the ratification of the Constitution, the administrations of Washington, Adams, Jefferson and Madison; the growth of political parties; and political action stemming from differing theoretical positions. The course also examines culture and society in the era of good feeling and the Jacksonian period, and considers the changing position of the average American citizen. Prerequisite: one course from HS level 200; Every Other Year, All

HS 344 Civil War and Reconstruction (3 cr.) The economic, social and political history of the United States in the mid-19th century is examined with emphasis upon the Civil War. Also explored are long-range and immediate causes for Southern secession; the military, naval and diplomatic conflict and domestic developments North and South, 1861–65; postwar problems and the history of Reconstruction, 1865–77. Prerequisite: one course from HS level 200; Every Other Year, All

HS 345 The Gilded Age and the Progressive Era (3 cr.) This in-depth study of the major developments that influenced the emergence of modern America includes industrial and naval expansion; social, political and religious movements; and the creation of an American empire. The course also considers the impetus to reform that characterized the first two decades of the 20th century. Prerequisite: one course from HS level 200; Every Other Year, All

HS 346 The United States from WW I to WW II (3 cr.) American politics, culture and society during the Great War are examined, as are the prosperous ’20s, the Great Depression and the Second World War. Increasing American involvement in world affairs is considered. Differing historical interpretations of the period are studied. Prerequisite: one course from HS level 200; Every Other Year, All

HS 347 U.S. Foreign Policy from the American Revolution to the Present (3 cr.) This course presents a topical interpretation of the formulation and execution of American foreign policy from the first Washington administration to Vietnam. American diplomacy in crisis is studied. Prerequisite: one course from HS level 200; Every Other Year, All

HS 352 The History and Social Impact of Baseball in America (SPS 352) (3 cr.) This course covers the role of baseball both as an agent and as a reflector of social change in America from the mid-19th century to the present. While developments and activities on the field are not ignored, greater emphasis is placed on events surrounding the game. Topics include the racism of the 1880s; the transition from a pastoral pastime to a billion-dollar industry; the role of baseball in the assimilation of immigrants; the development of the Negro Leagues and the All-American Girls Professional Baseball League; the Jackie Robinson
HS 408 Seminars in History (3 cr.) Seminars are taught by members of the department in areas of their special competence. Topics are selected in consultation with juniors in the major. Emphasis is on organization and presentation of research. Open to second-semester juniors and seniors in the major and to other qualified upperclassmen by permission of department and instructor. Prerequisite: HS 303; Every Year, All

Courses offered as needed
HS 200 Special Topics in History (3 cr.)
HS 213 The Roman World (3 cr.) Prerequisite: one course from HS level 100
HS 215 American Business History (3 cr.) Prerequisite: one course from HS level 100
HS 271 History of Southeast Asia 1 (3 cr.) Prerequisite: one course from HS level 100
HS 272 History of Southeast Asia 2 (3 cr.) Prerequisite: one course from HS level 100
HS 273 African History and Culture (3 cr.) Prerequisite: one course from HS level 100
HS 294 American Civilization: Prosperity and Depression in the 1920s and 1930s (3 cr.) Prerequisite: one course from HS level 100
HS 300 Special Topics in American History (3 cr.) Prerequisites: one group; one course from HS level 200
HS 302 Special Topics III – World History (3 cr.)
HS 310 The Ancient Near East (3 cr.) Prerequisite: one course from HS level 200
HS 311 The Ancient Hebrews (3 cr.) Prerequisite: one course from HS level 200
HS 312 Ancient Greece (3 cr.) Prerequisite: one course from HS level 200
HS 313 The Roman World (3 cr.) Prerequisite: one course from HS level 200
HS 314 Europe in the Early Medieval Period, 325-842 (3 cr.) Prerequisite: one course from HS level 200
HS 315 Introduction to Medieval Europe: Europe in the High Middle Ages (3 cr.) Prerequisite: one course from HS level 200
HS 322 History of World War I (3 cr.) Prerequisite: one course from HS level 200
HS 323 World War II (3 cr.) Prerequisite: one course from HS level 200
HS 324 History of England to 1688 (3 cr.) Prerequisite: one course from HS level 200
HS 325 History of England: 1688 to the Present (3 cr.) Prerequisite: one course from HS level 200
HS 327 Islamic Societies and Cultures to 1300 (3 cr.) Prerequisite: one course from HS level 200
HS 330 History of Western Medicine (SV 330) (3 cr.)

HS 348 The American West to 1900 (3 cr.) Prerequisite: one course from HS level 200
HS 351 The New South (3 cr.) Prerequisite: one course from HS level 200
HS 400 Special Topics in History (3 cr.) Prerequisite: one course from HS level 300
HS 409 Honors Essay in History (3 cr.) Prerequisite: HS 408

Information Systems Management (ISM)

ISM 101 Principles of Information Technology (3 cr.) This course is based on the premise that virtually all college graduates, regardless of their major and future occupation, will be employed in computerized organizations. They will be expected by their employers to understand, use and possibly design computer-based information systems that employ various types of information technologies to gather, process, store, communicate and output information. Students gain an understanding of the terminology necessary for success in the information age, an appreciation of the effect of information technology on the world, and a basis for acquiring the necessary skill set to succeed in the 21st century. Every Year, All

ISM 107 Principles of Information Technology for Communications (3 cr.) This course is based on the premise that virtually all college communications graduates, regardless of their individual major, will be employed in computerized organizations. Consequently, they need to understand, use and participate to various degrees in the design, specification and development of computer-based information systems. Students are introduced to systems and development concepts, information technology and communications-specific application software. It explains how information is used in organizations and how information systems enable improvement in quality, timeliness and competitive advantage. This course is for communications majors only. Every Year, Spring

ISM 110 Introduction to Object-Oriented Programming (3 cr.) This introduction to object-oriented programming uses relational databases in a client-server environment. Emphasis is on the product operation skills necessary to function in an object-oriented environment and the graphical application development process. Common programming techniques necessary to create simple but useful applications are explained. A laptop computer is required. Prerequisite: ISM 101; Every Year, Spring

ISM 210 Advanced Object-Oriented Programming (3 cr.) This course focuses on developing new custom-designed programs to meet user requirements in a distributed client-server environment utilizing object-oriented programming tools and techniques. The
foundations of object-oriented analysis and design are stressed, and the basic tools needed to successfully program in an environment in which the horizontal integration of management data is the norm. A heavy focus on relational data architecture is maintained throughout the course. A laptop computer is required. Prerequisite: ISM 110; Every Other Year, Fall

ISM 257 Information Mining (3 cr.) This course is the first in a two-course sequence dealing with the application of Internet technologies to communications practice, building on the skills of researching, reporting and interviewing, and applying those techniques to the World Wide Web. In particular, students learn the basics of web design and creation/editing, and how to conduct online searches, interviews and research. Students learn how to: 1) search the Internet to gather information; 2) analyze online resources for information gathering, and evaluate online media with respect to their credibility, reliability, layout and navigability; and 3) develop a critical understanding of the digital work environment. Prerequisite: ISM 101 or ISM 107; Every Year, Spring

ISM 260 Advanced Excel and ERP Systems (3 cr.) This course focuses on utilizing advanced features of the Microsoft Excel product to solve business problems. Formulas, macros and analytical tools are utilized. In addition, this course introduces the basic concepts of ERP applications and how they are used to support core business functions. Prerequisite: ISM 101; Every Other Year, Fall

ISM 267 Tools and Techniques for Online Communication (3 cr.) This course is the second in a two-course sequence dealing with the application of Internet technologies into communications practice. This course focuses on the application of the techniques of web design and creation/editing. In particular, students: 1) develop a critical understanding of the digital work environment for journalists and other communications professionals; 2) develop an understanding of legal and ethical issues for online media; 3) learn and apply non-linear storytelling techniques for online media; and 4) demonstrate an understanding of the concepts of usability, web design and web writing through hands-on work. Prerequisite: ISM 101 or ISM 107; Every Year, Spring

ISM 270 E-Business Systems (3 cr.) This course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts connecting individuals, businesses, governments and other organizations. The course provides an introduction to e-business strategy and the development and architecture of e-business solutions. Prerequisite: ISM 101; Every Year, Spring

ISM 301 Hardware and Software (3 cr.) This course focuses on how information systems hardware and software interact and examines how information is internally processed and stored across various hardware platforms. The role of the operating system and operating level software also is analyzed. Prerequisite: ISM 101; Every Year, Fall

ISM 330 Networking and Telecommunications (3 cr.) This course presents an introduction to the technology used in networking and communications, and is intended to provide an opportunity to develop a conceptual framework for communications and networking technology, practices and procedures, as well as to recognize the patterns of future development, and to develop a basis for judgment of available technology for communications and networking system practices. Prerequisite: ISM 301; Every Year, Spring

ISM 351 Database Programming and Design (3 cr.) This course presents a comprehensive introduction to the use of database architecture as a tool for developing integrated solutions for the information requirements of a modern business environment. The course provides the students with the skills needed to identify business solutions through the use of data structure design, and to understand the interconnections between data structure and business policies. Students learn how to design, build and use databases and non-procedural applications appropriate to business problems. Prerequisite: ISM 110; Every Year, Spring

ISM 370 Systems Analysis and Design (3 cr.) This course presents a comprehensive introduction to the information engineering skills that students, as future users or systems analysts, will need to work in a highly competitive, computer-integrated business environment. The course provides the students with the skills to identify business problems which may be solved by technology-based solutions, determine requirements for information systems solutions, and develop detailed designs that form the basis for implementing systems. Prerequisite: ISM 101; Every Year, Spring

ISM 381 Client Side Web Development (3 cr.) This course focuses on the use of JavaScript to implement client side web developments. Topics covered include automatically updating pages, rollovers, opening and manipulating windows, frames and image maps, form validation, information access and retrieval, timing events, cookies. A laptop computer is required. Prerequisite: ISM 110; Every Year, Spring

ISM 411 Information Systems Security (3 cr.) This course is an introduction to the various technical and administrative aspects of information security and assurance. It provides the foundation for understanding the key issues associated with protecting information assets, deter-
ISM 110 Design Research and Methods (3 cr.) This course introduces informed strategies for problem solving and prepares students for upper-level coursework in interactive digital design. Emphasis is placed on the role of critical thinking in the design process. Theoretical models of design analysis are introduced. Practical hands-on methods include visual research, design journals, thumbnail sketching, prototyping, case studies, topic and content development and other forms of conceptualization. Prerequisite: ISM 370; Every Year, Fall

ISM 427 Design and Implementation of Information Systems in Emerging Environments (3 cr.) This course addresses the development, delivery, quality assurance, system implementation and post-implementation management of information systems in an emerging systems environment. Topics include emerging standards for object-oriented application design, software standards and quality metrics, software testing and quality assurance, configuration management, emerging techniques in HCI and information systems architectures. Prerequisite: ISM 370; Every Year, Spring

ISM 440 Project and Change Management (3 cr.) A comprehensive review of all prior required courses in which student teams are required to practice using systems development concepts to analyze the need for a system, to design a solution, and to implement the designed solution in a business environment. A laptop computer is required. Prerequisite: ISM 370; Every Year, Spring

ISM 484 ISM Internship (2 cr.) This course provides students with on-the-job experience by employing their skills in a professional setting under a practicing professional. The internship involves in-depth work related to user-defined information needs and is usually completed during the summer between the junior and senior years. Students must obtain approval and register before starting the work experience. This course is graded on a pass/fail basis. Prerequisite: ISM 370; Every Year, All

Courses offered as needed
ISM 265 Mobile Application Development (3 cr.) Prerequisite: ISM 110
ISM 400 Emerging Topics in Information Systems (3 cr.)

Interactive Digital Design (IDD)

IDD 110 Design Research and Methods (3 cr.) This foundation course in research methods for art and design introduces informed strategies for problem solving and prepares students for upper-level coursework in interactive digital design. Emphasis is placed on the role of critical thinking in the design process. Theoretical models of design analysis are introduced. Practical hands-on methods include visual research, design journals, thumbnail sketching, mind maps, storyboards, comprehensives, diagramming, prototyping, case studies, topic and content development and other forms of conceptualization. Every Year, Fall

IDD 160 Digital Design I (3 cr.) This course presents an introduction to the design process using professional level software for digital image creation and editing, typesetting and typography, page layout and design in preparation for advanced course work. Students produce course projects that demonstrate creativity, design concepts, critical thinking, aesthetic principles and basic technical competence. Every Year, All

IDD 161 Digital Design II (IDD 161) (3 cr.) This course is a continuation of IDD 160 and extends the design process using professional level software for the creation of web pages and web design in preparation for advanced course work. Students produce course projects that demonstrate creativity, design concepts, critical thinking, aesthetic principles and basic technical competence. Prerequisite: IDD 160 or AR 160; Every Year, All

IDD 250 Interactive Narrative Forms (3 cr.) Students read, view and critically analyze select examples from dramatic literature and interactive multimedia (videodiscs, CD-ROMs, DVDs, web sites, interactive installations and games). Students create interactive multimedia research essays for desktop and online presentation. Prerequisites: IDD 110, IDD 161, EN 102; Every Year, Fall

IDD 270 Type Design and Production I (3 cr.) This course enables the student to both understand type and to use it as a design element. Using current computer graphics technology, topics that are explored include the use of type, page layout, color and the importing of graphics. Using professional page layout software, students create projects that demonstrate both design aesthetics and technical skills. Finished pieces are printed and become part of the student’s portfolio. Prerequisite: IDD 160 or AR 160; Every Year, Fall

IDD 301 Motion Graphics I (3 cr.) This course explores aesthetic, critical and technical topics in motion graphics and 2D animation. Students produce projects that demonstrate knowledge and understanding of 2D animation and motion graphics used in the field of design. Prerequisite: IDD 161 or AR 161; Every Year, All

IDD 302 3D Graphics and Animation I (3 cr.) Students explore the use of professional-level software to create 3D computer images and animation for print, interactive multimedia, motion graphics, computer games and for the Web. Topics include techniques of 3D modeling, texturing, animation, rendering, editing and compositing. Students develop projects that demonstrate both creativity and an introductory knowledge of 3D computer graphics. Prerequisite: IDD 301; Every Year, All

IDD 315 Scripting for Interactivity I (3 cr.) This course covers practical techniques of scripting for creating advanced interactivity for web site design and desktop
multimedia presentations. Students use scripting to create projects that display a combination of artistic and design aesthetics, media theory and programming skills. Prerequisite: IDD 301; Every Year, Spring

IDD 370 Type Design and Production II (3 cr.) This course picks up where IDD 270 leaves off by instructing in advanced typographic design; the use of grid structures; juxtapositions of type and image; and preparation for offset printing. Using the current computer technology, students create projects that demonstrate both an advanced knowledge of design/typography and current digital production processes. Finished pieces are printed and become part of the student’s professional portfolio. Prerequisite: IDD 270; Every Year, Spring

IDD 401 3D Computer Graphics and Animation II (3 cr.) This course explores advanced aesthetic, critical and technical topics in 3D computer graphics and animation. Students produce concept sketches, storyboards, animations and low and high resolution renderings to complete a short 3D digital video animation that demonstrates both knowledge and understanding of the 3D computer graphics production process, a creative approach to storytelling and character development. Prerequisite: IDD 302; Every Year, Fall

IDD 405 Soundscapes (3 cr.) This course examines the tradition of arranging, mixing, sound art and musique concrete while covering techniques of digital sound synthesis, recording, sampling, and editing. Prerequisite: IDD 161; Every Year, Fall

IDD 410 Advanced Interactive Authoring (3 cr.) This course explores advanced aesthetic, critical and technical topics in web site design, development, structure and information architecture. Students use problem-solving methods of design research and analysis combined with authoring and scripting environments to enhance design, interaction, usability and effective communication. Topics include current processes and technologies of web design, web standards and media theory. Prerequisites: IDD 250, IDD 301; Every Year, Fall

IDD 440 Motion Graphics II (3 cr.) This course explores advanced aesthetic, critical and technical topics in motion graphics and animation. Topics include typography and motion graphic design and layout, editing digital video, and audio. Students use problem-solving methods of design research and analysis to produce digital video animations that demonstrate both knowledge and understanding of motion graphics, and that provide them with professional entry into the field. Prerequisite: IDD 301; Every Other Year, Spring

IDD 480 Senior Seminar and Portfolio (3 cr.) In this course, students consider critical issues in interactive arts and prepare a portfolio, web site, resume and other professional materials. For majors or minors in interactive digital design. Senior status is required. Every Year, Spring

IDD 490 Internship (3 cr.) Under the supervision of a faculty member and a participating private company, corporation, institution or community organization, students gain real-world experience working in the field of digital design. For majors or minors in interactive digital design. Junior status required. Every Year, All

Courses offered as needed
IDD 200 Special Topics in IDD (3 cr.) Prerequisite: IDD 110
IDD 300 Special Topics in IDD (3 cr.) Prerequisite: IDD 160 or AR 158
IDD 305 Digital Photography (3 cr.) Prerequisite: IDD 160
IDD 400 Special Topics in IDD (3 cr.)
IDD 420 Alternative Interfaces (3 cr.) Prerequisites: IDD 301, IDD 315

International Business (IB)

IB 105 (UC) International Business Environment (3 cr.) Students are introduced to the worldwide business environment. The course takes a broad cultural approach to understanding this environment, focusing on social, political and economic institutions. Students develop an appreciation of the importance of geography. Global business interactions also are studied. For non-business majors. Every Year, All

IB 201 (UC) Globalization and International Business (3 cr.) This course introduces students to issues concerning globalization and international business. Students examine the critical role of international trade and international investment, as well as the impact of multinational corporations on the globalization process. The role of the business community in reducing the negative effects of globalization while at the same time availing itself of its benefits is considered. Global issues such as poverty, economic development and education, and the formulation of sustainable, environmentally-friendly development strategies are addressed. Insights are drawn from social sciences disciplines such as economics, political science, sociology and cultural geography. Prerequisite: EC 111 or QU 101; Every Year, All

IB 201H Honors International Business (3 cr.) This course advances students’ understanding of international business interactions and the global marketplace. Topics include: theories of international trade; theories of foreign direct investment and multinational corporations; globalization and the nature of international business; international organizations, international monetary systems and global financial market; foreign business environments; and man-
management of international business opportunities and operations. The insights are drawn from economics, political science, psychology and other sources. Prerequisite: EC 112

**IB 313 International Marketing and Marketing Research (3 cr.)** Students learn to understand and satisfy marketing managers' information needs: demand potential, competition, regulations and accepted procedures in relevant business/geographic areas. Research design, quantitative and qualitative data collection, questionnaire design, data analysis, implications of results, and written/oral reports are included. This methodological course assumes basic understanding of marketing in a global environment. Prerequisite: EC 271; *Every Year, Spring*

**IB 320 Introduction to Global Entrepreneurship (3 cr.)** This course introduces students to the major topics in global entrepreneurship, including: 1) the critical roles and motivations of the national governments, multilateral institutions, and international agreements in shaping the rules and conditions of global opportunities and challenges; 2) the role of international entrepreneurship in this complex global environment; and 3) issues concerning how to identify opportunities, build a start-up, manage its growth and resources in a global environment. The course introduces some basic skills, such as country risk analysis, business model building and valuation of an international business opportunity. The course is taught by lecture, case analysis and experiential projects. Prerequisite: IB 201; *Every Year, Fall*

**IB 324 Negotiating Internationally (3 cr.)** The course focuses on analyzing the international context of different dimensions of negotiations and related topics, such as communication, conflict, conflict resolution, group, power, influence, persuasion and mediation. Special emphasis is placed on understanding how culture influences the processes as well as styles of negotiation behavior of different nationalities. Prerequisite: IB 201

**IB 335 International Finance (3 cr.)** This course presents a study of the financial management of multinational corporations, including foreign exchange risk management, financing decisions, investment decisions and funds remittance/transfer decisions as firms operate in a competitive global economy and face currency risks, political and regulatory risks. Prerequisites: IB 201, FIN 201; *Every Year, Fall*

**IB 345 Two-Way Management of the Global Supply Chain (3 cr.)** Students are introduced to strategic and tactical issues in the global supply chain management such as what to make, what to buy and how to coordinate a global manufacturing and supply system. The focus is on procurement that includes: quality control, order processing, value analysis, scheduling, warehousing, inventory control, customer service, negotiation and legal issues. Prerequisite: IB 201; *Every Year, Spring*

**IB 352 International Management (3 cr.)** This course considers managing, motivating and communicating in a diverse, multicountry environment; strategies for cross-cultural negotiation; expanding the company out of a unidimensional orientation; the roles of top managers, regional managers, product managers and functional managers. This course also introduces some basic approaches to conducting management research and highlights some of the special challenges resulting from cross-cultural research projects. Prerequisite: IB 201 or IB 105; *Every Year, Fall*

**IB 362 Research and Field Experience in the European Union-Part I (3 cr.)** This two-part course focuses on designing and conducting a cross-cultural research study in two or more countries. Students learn about the cultural, socio-political and business environments of Europe and, in particular, France and Germany. In Part I, participants review appropriate background literature, work on study design, identify research instruments and gather and analyze data from an appropriate U.S. population. Prerequisite: IB 105 or IB 201; *Every Year, Spring*

**IB 363 Research and Field Experience in the European Union-Part II (3 cr.)** This two-part course focuses on designing and conducting a cross-cultural research study in two or more countries. Students learn about the cultural, socio-political and business environments of Europe and, in particular, France and Germany. In Part II, students travel to Europe to explore various cultural, social, political and business environments. When they return, students complete the research project by writing a research report. Prerequisite: IB 362; *Every Year, Summer*

**IB 401 International Strategy and Business Plan (3 cr.)** This course serves two purposes. First, it allows the student to integrate, into a comprehensive country market entry project, the knowledge acquired in the core international business courses. This includes country assessment, marketing, finance and management dimensions, as well as a sensitivity section on the impact of a current event on the recommendation. Second, it allows the student to think beyond the confines of the country itself, and to consider the strategic ramifications of offering that product/service in that country market. Prerequisites: IB 313, IB 335, IB 352; *Every Year, Spring*

**IB 488 International Business Internship (3 cr.)** This internship in international business must be approved by the department chairman and the dean in accordance with school regulations. This course is graded on a pass/fail basis. Prerequisite: IB 201; *Every Year, All*

Courses offered as needed

**IB 355 Advanced Topics in International Financial Management (3 cr.)** Prerequisite: IB 335 or FIN 335
**Italian (IT)**

**IT 101 Elementary Italian I (3 cr.)** This introduction to the Italian language, focuses on development of reading, writing, aural comprehension and speaking ability in basic Italian. Italian culture and artistic achievements are presented. Students who have three or more years of high school Italian with grades of B or above may not take this course for credit. *Every Year, Fall and Spring*

**IT 102 Elementary Italian II (3 cr.)** This course is a continuation of IT 101. Prerequisite: IT 101 or placement into IT 102. *Every Year, Fall and Spring*

**IT 201 Intermediate Italian I (3 cr.)** This course includes readings of selected short texts including raccontini (anecdotes), novelle (short stories) and a classic play. The emphasis is on building vocabulary and learning more complex grammatical constructions. Prerequisite: IT 102 or placement into IT 201. *Every Year, Fall*

**IT 202 Intermediate Italian II (3 cr.)** This course is a continuation of Italian 201. *Every Year, Spring*

**Japanese (JP)**

**JP 101 Elementary Japanese I (3 cr.)** This introduction to Japanese as a spoken and written language includes intensive drills in the basic structures of the language. Elementary reading materials are used for vocabulary building, analytical exercises and discussion. Students learn about Japanese culture, customs and business practices. Basic Japanese scripts are introduced concurrently with other skills. *Every Year, Fall*

**JP 102 Elementary Japanese II (3 cr.)** This course is a continuation of JP 101. Prerequisite: JP 101; *Every Year, Spring*

**Journalism (JRN)**

**JRN 105 Electronic News Gathering (1 cr.)** Students are trained in the fundamentals of shooting news using digital cameras and editing news stories using a computer-based non-linear editing system. The goal is to prepare broadcast students for courses such as JRN 291 (Reporting for Television) and JRN 311 (Advanced Reporting for Television) and to prepare print students for courses such as JRN 305 (Reporting for the Web). *Every Year, All*

**JRN 160 Introduction to Media Writing (3 cr.)** This course provides an introduction to reporting and writing in the media professions. Students learn how to gather information and write news stories, broadcast reports and press releases in an accurate, concise and interesting way. Required for all communications majors. Prerequisite: EN 101 or EN 102H; *Every Year, All*

**JRN 260 Reporting for Print (3 cr.)** This course covers advanced reporting and writing for the print media. Students learn interviewing techniques, discover how to organize complicated material, and cover campus news. Meetings are held with media professionals. Prerequisite: JRN 160; *Every Year, All*

**JRN 263 Broadcast News Writing (3 cr.)** This course introduces students to the fundamentals of writing for the broadcast media in a professional environment. It provides a basic understanding of primary journalistic values such as accuracy and fairness as they apply to broadcast news. Prerequisite: JRN 160; *Every Year, All*

**JRN 291 Reporting for Television (3 cr.)** Students learn the principles of producing television news packages, which they edit using non-linear editing equipment (learned in JRN 105). All students cover news and sports primarily off campus. The focus is on writing, news judgment, content, interviewing, use of voice and doing stand-ups. Stories can air on the TV newscast that is broadcast live weekly. Prerequisites: JRN 263, JRN 105 or MEP 105; *Every Year, All*

**JRN 305 Reporting for the Web (3 cr.)** This course covers the principles and practices associated with researching and producing stories for non-linear, interactive media. Students examine the differences between interactive media and linear media and are required to produce in-depth stories that include textual, audio, video and interactive elements such as polls. Prerequisites: JRN 260 or JRN 263; MEP 105 or JRN 105; *Every Year, All*

**JRN 311 Advanced Reporting for Television (3 cr.)** In this course, students build on the skills learned in JRN 291 to produce in-depth television stories. Pieces are longer to allow the student to explore issues in greater detail. Stories can air on the TV newscast that is broadcast live weekly. Prerequisite: JRN 291; *Every Year, All*

**JRN 360 Public Affairs Reporting (3 cr.)** Students cover news off the campus, on topics such as local government and education. Prerequisite: JRN 260 or JRN 263; *Every Year, All*

**JRN 361 Sports Reporting (SPS 361) (3 cr.)** This course introduces students to coverage of sports for the news media and includes writing game stories and sports profiles. Prerequisite: JRN 260 or JRN 263; *Every Year, All*

**JRN 363 Computer-Assisted Reporting (3 cr.)** This course presents an introduction to online news-gathering techniques and strategies and the use of spreadsheet and
relational database software programs to enhance news-gathering efficiency and reporting accuracy. Students combine basics of news feature writing and computer-assisted reporting skills to produce publishable news features and magazine articles. Prerequisite: JRN 260 or JRN 263; Every Year, All

JRN 365 Editing for Print (3 cr.) Students learn the basics of editing newspapers, magazines and online text, with emphasis on copyediting, headline writing, page composition and story packaging. Prerequisite: JRN 260; Every Year, All

JRN 391 Producing and Presenting the News (3 cr.) Students participate in a weekly live newscast in a team environment with students from other journalism and media production courses. They write and produce newscasts, using newsroom producing software, the Associated Press wire service and CNN feeds. The students anchor the news, weather, and sports. Newscasts are recorded for critique and for student portfolios. Prerequisite: JRN 311; Every Year, All

JRN 395 Broadcast Performance (3 cr.) This course explores the variety of skills required to communicate effectively through radio and television, including performance techniques, creativity, writing and analytical skills associated with newscasts, broadcast interviews and editorials, and commercials. Prerequisites: JRN 160, JRN 263; Every Year, All

JRN 450 Senior Seminar (3 cr.) This seminar entails an in-depth examination of issues and research perspectives in journalism. Seminar titles vary each term and may include topics such as ethics in journalism, diversity in the newsroom, and international journalism practices. Students should consult the School of Communications course bulletin for information about each semester’s offerings. Every Year, All

JRN 470 Writing for Magazines (3 cr.) Students learn to write in-depth pieces suitable for publication in a quality magazine or as a special project for a newspaper or Internet site. Assignments are based on student proposals. Emphasis is placed on gathering information, conducting interviews and organizing the material into a coherent and interesting package. Prerequisite: JRN 260; Every Year, All

JRN 495 Advanced Reporting for Print (3 cr.) This course serves as the capstone for students in the print journalism sequence. It stresses individual enterprise reporting, in which students plan, report, write and produce stories suitable for print or multimedia that demonstrate their command of skills acquired during the course of study. Emphasis is placed on the role of the professional journalist as an ethical practitioner who represents and reflects the wider public in its economic, ethnic and racial diversity. Prerequisites: JRN 260, JRN 365; Every Year, All

JRN 496 Producing and Presenting the News (3 cr.) In this course, the capstone for the broadcast journalism sequence, students participate in a weekly live newscast in a team environment with students from other journalism and media production courses. They write and produce newscasts, using newsroom producing software, the Associated Press wire service and CNN feeds. The students anchor the news, weather and sports. Newscasts are recorded for critique and for student portfolios. Prerequisite: JRN 291; Every Year, All

Courses offered as needed

JRN 300 Special Topics in Journalism (3 cr.) Prerequisite: JRN 160

Law (LW)

LW 121 Business Law and Society (3 cr.) The course helps students develop an understanding of the law as an evolving social institution rather than a static body of rules. Students read and interpret legal case reports as a means of keeping abreast of law that affects the business environment. Students learn the economic and social forces that have shaped and are now dictating the evolution of modern contract principles and the Uniform Commercial Code. Ethics and social responsibility are addressed throughout. Every Year, Fall and Spring

LW 122 The Law of Property, Sales and Negotiable Instruments (3 cr.) This course presents a study of the law of property, sales, commercial paper and bank transactions with particular reference to the Uniform Commercial Code along with the nature of personal property and bailments and some examination of the rules pertaining to estates and trusts. The course may include some consideration of credit, secured transactions and Federal Bankruptcy Law. Prerequisite: LW 121; Every Year, Spring

Legal Studies (LE)

LE 100 Orientation to Legal Studies (1 cr.) This course introduces students to the legal studies program and to important issues facing paralegals, attorneys and law office personnel. Issues to be covered include legal ethics and authorized practice, the practice of law, functions of the paralegal and the court system. The course must be taken during the student’s freshman or sophomore year. This course is graded on a pass/fail basis. Every Year, Spring

LE 101 (UC) Introduction to the American Legal System (3 cr.) Students are introduced to the American system of law and legal structure, including basic legal concepts, the structure of the American court system, legal theory and procedure, and gain an overview of several areas of law. Every Year, All
LE 115 Criminal Law (3 cr.) This overview of the American system of criminal justice includes study of its various institutions, such as the criminal courts, police, prosecutors and defense attorneys, and jails and prisons. The Fourth Amendment (Search and Seizure) and the Fifth Amendment (Privilege Against Self-Incrimination) are studied. Also explored are schools of thought underlying criminal prosecution and correctional philosophy. Every Year, Fall and Spring

LE 208 Legal Research (4 cr.) This course introduces the student to the law library and computerized legal research databases. Students learn how to move from a fact situation through finding the sources of legal authority to applying the law to the specific facts. Prerequisite: LE 101; Every Year, Fall and Spring

LE 210 Legal Writing (3 cr.) In the development of legal writing skills, emphasis is on precision and clarity in writing, and on legal citation and format. Students draft letters and memoranda of law. Prerequisites: LE 208, EN 102; Every Year, Fall and Spring

LE 224 Sports Law (SPS 224) (3 cr.) Sports law is a growing and evolving area of law, affecting all those who play, officiate or watch sports. Legal issues involve athletes, athletic competition, athletic teams and leagues, fans and sports in general, on the student, amateur and professional levels. Students study the legal concepts surrounding sports, and learn to apply them to the issues that arise. Prerequisite: LE 101; Every Year, Spring

LE 225 Alternative Dispute Resolution (3 cr.) Students explore the various methods of dispute resolution that are available in the private sector, as alternatives to traditional litigation. Students learn to distinguish the various forms of dispute resolution, determine who participates in each form, how they participate and the advantages and disadvantages of each. Students role play in the various methods to more fully understand the mechanisms of alternative dispute resolution. Prerequisite: LE 101; Every Other Year, Fall

LE 260 Trial Techniques (3 cr.) This course provides an overview of all aspects of a criminal and civil trial, and prepares students for advanced oral advocacy. Prerequisites: LE 101, EN 102; Every Other Year, Fall

LE 301 Civil Procedures I (3 cr.) This course presents the first half of a comprehensive study of the procedures in civil litigation from the beginning of a conflict to its final resolution, from both a theoretical and a practical approach. Preparation of documents necessary to a civil action is covered. Prerequisites: LE 100, LE 101, LE 208; Every Year, Fall

LE 302 Civil Procedures II (3 cr.) This course presents the second half of a comprehensive study of the procedures in civil litigation from the beginning of a conflict to its final resolution, from both a theoretical and a practical approach. Preparation of documents necessary to a civil action is covered. Prerequisites: LE 301, LE 210; Every Year, Spring

LE 310 Elder Law (GT 310) (3 cr.) Students are introduced to topics in the law affecting older persons, such as government benefit programs (Social Security, Medicare, Medicaid), nursing homes, incapacity. Prerequisites: SO 263, GT 263 or LE 208; Every Other Year, Fall

LE 311 Administrative Agencies (3 cr.) The workings of, and procedures involved in dealing with, government agencies are introduced. Skills involved in being an advocate are covered. Prerequisite: LE 208; Every Other Year, Fall

LE 312 Family Law (3 cr.) This course presents a study of how law relates to the family as a functioning entity, examination of family law practice, and preparation of documents for dissolution of marriage. Prerequisites: LE 210, LE 301; Every Other Year, Spring

LE 315 Wills, Probate and Estate Administration (3 cr.) Legal concepts and statutes pertaining to wills and probate are examined, with special emphasis on preparation of forms necessary in administration of an estate. Prerequisite: LE 208; Every Other Year, Spring

LE 320 Land Transfer and Closing Procedures (3 cr.) This course presents background for the sources of real estate law; land and its elements, the nature of property, the concept of ownership, and land titles and interest in land; procedures for conveying interest in land recording statutes; and searching titles. Emphasis is given to the preparation, coordination and completion of real estate closings. Prerequisite: LE 208; Every Year, Fall

LE 330 Law of Business Entities (3 cr.) In this study of the different types of business entities, including corporations, partnerships and limited liability companies/partnerships, emphasis is given to researching and drafting documents involved in the formation, maintenance and dissolution of business entities. Prerequisite: LE 208; Every Other Year, Fall

LE 340 The Constitution and the Courts (3 cr.) The United States Constitution and how it has been interpreted by the Supreme Court are studied in this course. The class examines Supreme Court decisions with focus on analysis and legal reasoning. Prerequisite: LE 208; Every Other Year, Spring

LE 345 Intellectual Property (3 cr.) This course introduces students to the different areas of intellectual property law, including patents, trademarks, trade secrets and
LE 350 Federal Indian Law and Policy (3 cr.) The relationship between the federal government and Native Americans and tribes is considered from a historical and practical perspective, along with current topics in Indian law. Practice applications before the two Connecticut tribal courts are covered as well. Prerequisite: LE 208; Every Third Year, Spring

LE 300 Special Topics (3 cr.) Prerequisite: LE 208; Every Other Year, Spring

LE 480 Legal Internship I (4 cr.) Supervised placement in a law firm, agency or corporate legal department as a legal worker for 10 hours a week along with a weekly seminar where students meet to talk about their work, their roles, and challenges, of being a non-lawyer in the legal profession, and to work on various skills necessary for an advocate. Professional responsibility and ethics for paralegals are covered specifically. For majors only. Prerequisite: LE 302; Every Year, Fall

LE 481 Legal Internship II (4 cr.) This internship involves supervised placement in a law firm, agency or corporate legal department as a legal worker for 10 hours/week along with a weekly seminar where students meet to work on various skills necessary for an advocate, to talk about their work, their roles and challenges, of being a non-lawyer in the legal profession. Employment search skills, legal research and writing for paralegals are covered. For majors only. Prerequisite: LE 480; Every Year, Spring

Courses offered as needed

LE 200 Special Topics (3 cr.) Prerequisite: LE 101
LE 250 Gender and the Law (WS 250) (3 cr.) Prerequisite: LE 101 or WS 101
LE 300 Special Topics (3 cr.) Prerequisites: LE 101, LE 208

Management (MG)

MG 203 Organizational Theory (3 cr.) This course examines both the micro and macro perspectives. The micro perspective explores how personal and organization- al characteristics interact to affect job performance and attitudes. The macro perspective examines how the organization’s structure and external environment interact to affect its performance and member satisfaction. Students are expected to conduct an in-depth analysis of a real-world organization. Prerequisite: MG 210; Every Year, Fall and Spring

MG 210 Essentials of Management and Organizational Behavior (3 cr.) This course provides an introduction to the role management plays in large and small organiz-
MG 320 Emotional Intelligence in the Workplace (3 cr.) This course provides the student with an understanding and appreciation of the role of emotional intelligence in everyday living and in particular, in the development of the leadership phenomenon. Topics include: 1) why study emotional intelligence; 2) anatomy of emotions; 3) emotional intelligence and self-management; 4) the role of emotional intelligence in business and in leadership development; 5) education for emotional literacy; and 6) assessing one’s own levels of emotional intelligence. Lectures, case studies, personal assessments and small group activities are the essential methodology for this course. Prerequisite: MG 210; Every Other Year, Fall

MG 321 Business Decision Making (3 cr.) This course introduces students to analytical methods of decision making in organizations. Its focus is on management science techniques, linear programming, simulation, game theory and PERT. Emphasis is on problem formulation and interpretation rather than a mere solution methodology perspective. Behavioral issues associated with decision making also are explored. Prerequisites: MG 210, MG 211, MG 240; Every Year, Fall and Spring

MG 322 Achievement, Risk Taking and the Entrepreneur (3 cr.) This course examines the personal nature of an entrepreneur, focusing on two critical variables, achievement motivations and level of risk taking. Through interviews, case studies and personal analysis, students not only understand the personal traits’ contributions to entrepreneurs’ success but also assess their own personal predispositions as related to entrepreneurial behavior. Prerequisites: MG 210; Every Year, Fall and Spring

MG 333 Managerial Thought (3 cr.) This course presents a study of the development of managerial thought and theory. The assumptions and writings of such pioneers as Taylor, Fayol, Mayo, Maslow, Churchman, Simon and others are presented. Attention is given to the times and conditions under which these approaches were developed, the distinction between advocacy and scientific approaches, and the ethical, political and social bearings of thought and theory on management practice. Prerequisite: MG 210; Every Year, All

MG 340 Supply Chain Management (3 cr.) This course provides an introduction to the strategies, concepts, and techniques of supply chain management. Students examine a firm as a complete business operating within an integrated network of suppliers, customers, and logistics providers. Topics include the relationships between profitability, supplier management, quality, and logistics; the management of incoming supplies and services; storage and delivery of products and services to customers; and sustainability in supply chain management. Prerequisite: MG 211; Every Year, Fall

MG 371 Small Business Marketing (3 cr.) This course applies the principles of marketing to the process of developing a marketing plan and strategy for the small business. How that plan integrates into the overall business plan and how it applies to small business operations and strategy implementation are explored. Further understanding of what personal characteristics and insights the entrepreneur and small business owner must cultivate to be successful in marketing are learned through case studies of successful contemporary entrepreneurs. Prerequisite: MG 210; Every Year, Fall

MG 372 Entrepreneurial Finance (3 cr.) Entrepreneurial finance addresses the myriad problems of finance faced by the entrepreneur and by new and emerging businesses. The sources of capital—bootstrap, debt and equity—each have their merits and caveats for ownership and management of the new company. Other topics include: valuation of the business for liquidation, purchase, sale or harvest; use of financial ratios; and measuring and evaluating financial performance. Prerequisites: AC 102, FIN 201; Every Year, Spring

MG 401 Project Management (3 cr.) The initiation, planning and execution of a project is one of the most demanding tasks required of managers. This course introduces students to the challenges of project management with exposure to critical behavioral issues such as intra- and inter-group collaboration, resource allocation and time management. They are expected to carry out a semester-long project that requires extensive group interaction. In addition to the behavioral issues, the course examines management science techniques (PERT/CPM) that facilitate project planning and control. Prerequisite: MG 210; Every Year, Fall

MG 402 Management Senior Seminar (3 cr.) This seminar is the capstone course for all management majors. Students individually and in teams integrate their previous course work through the analysis of a variety of business problems and the development of action plans to address those problems. Emphasis is placed on the use of analytical techniques and the effective presentation of proposed courses of action. For seniors only. Prerequisites: MG 210, MG 211; Every Year, Spring

MG 433 Small Business Management and Entrepreneurship (3 cr.) This course introduces students to the world of entrepreneurship and small business management. Major components include self-assessment of entrepreneurial capabilities and the completion of a comprehensive business plan that provides the student with a step-by-step process to actually create a business. Successful small businesses and entrepreneurs are studied. Prerequisite: MG 332; Every Year, Fall and Spring
MG 470 Entrepreneurial Creativity and Implementation (3 cr.) The course provides an in-depth study of the case histories of great entrepreneurs in articulating their inspiration as concepts, transforming the concepts into business opportunities and then implementing them as business ventures. For juniors and seniors. Prerequisites: MG 210, MG 211; Every Year, Fall

MG 488 Management Internship (3 cr.) This student-in-residence program includes work experience under the joint supervision of a sponsoring faculty and practicing manager or business owner. Approval of a sponsoring faculty member, the department chair and the dean is required. For juniors and seniors. This course is graded on a pass/fail basis. Every Year, All

MG 490 Field Projects (3 cr.) Students individually or in teams work under faculty supervision on a problem or project presented by an actual entrepreneur of business. For juniors and seniors; faculty adviser and permission of chair required. Every Year, Spring

Courses offered as needed
MG 255 Human Resource Management (3 cr.) Prerequisite: MG 210
MG 260 Power and Politics of Leadership (3 cr.) Prerequisite: MG 203
MG 311 Labor Relations (3 cr.) Prerequisites: LW 121, MG 203
MG 322 Computer-Aided Production Planning (3 cr.) Prerequisite: MG 321
MG 331 Quality Management (3 cr.) Prerequisite: MG 211
MG 350 Organizational Development (3 cr.) Prerequisite: MG 203
MG 370 Advanced Team Development (3 cr.) Prerequisite: MG 301
MG 390 Benchmarking: Concepts, Skills and Application (3 cr.) Prerequisites: MG 203, MG 321
MG 392 Business Ethics (3 cr.) Prerequisite: MG 210
MG 460 Concepts in Strategy and Policy (3 cr.)
MG 471 Business Plan Competition (3 cr.)

Marketing (MK)

MK 201 Marketing Principles (3 cr.) This course surveys marketing from the decision-making point of view, with emphasis on the conceptual and analytical components of the subject, and a synthesis of new marketing concepts with economics, behavioral sciences and mathematics. Prerequisite: EC 111; Every Year, All

MK 202 Consumer Behavior (3 cr.) The central role of the consumer in initiating or determining the fate of the firm's marketing effort is emphasized. The course draws on theories from psychology, sociology, anthropology and economics to help understand and anticipate consumer behavior as individuals or groups. Current models of consumer behavior are surveyed. Prerequisite: MK 201; Every Year, All

MK 301 Internet Marketing (3 cr.) This course explores the rapidly evolving world of Internet marketing and examines the strategies and tactics that firms can use to utilize the Internet as an effective marketing tool. Students discuss search engine marketing, social media tools, website design and Internet advertising. The course also examines the role of the Internet as a channel of distribution. Prerequisite: MK 201; Every Year, Spring

MK 312 Advertising (3 cr.) Current practices in advertising including strategy and planning, copy and layout, media selection and scheduling, and budgeting are examined. Advertising is considered from the inception of researched ideas and concepts through the completed presentation. Students gain experience in creating advertisements for the major media. Prerequisite: MK 201; Every Year, All

MK 315 Media Planning (3 cr.) This course considers strategic media planning and its role in advertising and marketing. Emphasis is on the strategic and creative selection, scheduling and evaluation of traditional and non-traditional media vehicles to effectively and efficiently deliver advertising messages to target audiences. Students examine the relative strengths of various media and scheduling options for advertising both goods and services, and learn tools and techniques used to analyze media opportunities (e.g., computerized allocation software and/or other modeling techniques). Students gain hands-on experience through development of a media plan. Prerequisite: MK 201; Every Year, Spring

MK 316 Advertising Design for New Media and Technology (3 cr.) This course focuses on the step-by-step development of high-impact advertising campaigns that are strategic, creative and integrated across media and communications channels. The class builds on the fundamental principles covered in previous classes, and combines this base of theory with practical hands-on experience and proven best practices for making great ads. Topics include brand design and development, competitive positioning, targeting, advertising strategy, composition and design, color theory, copywriting and strategies for delivering messages in a complex and evolving media/technology landscape. Special attention is given to the new media environment and engaging consumers online and through mobile devices. Prerequisite: MK 312 or MK 332; Every Year, Fall and Spring

MK 324 Business-To-Business Marketing (3 cr.) This course examines the development of marketing strategies of firms that market to other firms or organizations. Inte-
MK 325 Interactive Digital Advertising (3 cr.) This course examines multiple digital media including TV, the Internet and mobile applications to analyze how the use of multimedia has changed the advertising and marketing strategies. The focus is on concepts, terminologies and theories that help students develop effective digital advertising strategies and build a strong foundation for their future in a digital driven media environment. Prerequisite: MK 201; Every Year, Spring

MK 332 Integrated Marketing Communications (3 cr.) This course focuses on theory, application and practice associated with the management of marketing communications activities. Students consider strategic implications of integrated communication, and examine promotional tools, such as advertising, special promotions, Internet/mobile, direct marketing, personal selling, public relations, publicity and display. Prerequisite: MK 201; Every Year, All

MK 333 Marketing Channels and Distribution (3 cr.) Students are introduced to design, evaluation and management of distribution channels. Topics include channel member roles and behavior, channel performance evaluation and logistics (e.g., transportation, inventory, materials handling and information management). Prerequisite: MK 201; Every Year, Fall

MK 334 Product and Pricing Strategy (3 cr.) Strategic product planning and new product development within the context of marketing management for marketing new and mature products are examined. Students learn to integrate economic, financial, legal and marketing principles to analyze pricing decisions, and consider the behavioral implications of pricing, and review relationships among the components for the marketing mix. Prerequisite: MK 201; Every Year, Fall and Spring

MK 352 Retail Management (3 cr.) The major elements of retail management and merchandising are introduced. Topics covered are inventory planning, acquisition and control; pricing, sales volume and profit; promotional activities; and store management, including operations, as well as retail mathematics: markup, markdown, turnover, etc. Prerequisite: MK 201; Every Year, Spring

MK 355 Services Marketing (3 cr.) This course examines how marketing principles are applied to the management of service business, including health organizations. Topics include: definition of services, services as products, managing the service encounter, buyer behavior and customer relations, service quality, marketing and human resources management, service accessibility, pricing of services, promotion of services, and international marketing of services. Prerequisite: MK 201; Every Year, Spring

MK 362 Marketing Elective (3 cr.)

MK 370 Marketing Research (3 cr.) Students learn to understand and satisfy marketing managers’ information needs: demand potential, competition, regulations and accepted procedures in relevant business/geographic areas. The course covers research design, quantitative and qualitative data collection, data analysis and implications of results. Written/oral reports are expected. This methodological course assumes a basic understanding of marketing in a global environment. Prerequisites: EC 271, MK 201; Every Year, Fall and Spring

MK 383 Professional Selling and Sales Management (3 cr.) The study and application of skills required to sell products, services or ideas. Emphasis is on the development of an effective sales presentation focusing on the needs of the consumer or organization. The course stresses the importance of knowing the company and its products as well as the selling environment and customer. In addition, the issues involved in managing a sales force are addressed. These include sales planning and forecasting, selection, recruitment, training and compensation of salespeople and integration with other elements of the marketing mix. Prerequisite: MK 201; Every Year, Fall and Spring

MK 401 Seminar in Marketing Strategy (3 cr.) This capstone course is given from the point of view of top marketing executives, who are responsible for integrating marketing activities. Instructional methods such as case analyses, live cases, group projects and simulations may be used. Prerequisite: MK 370; Every Year, Fall and Spring

MK 450 Marketing History (3 cr.) This seminar examines the development of modern marketing in America from the mid-19th century through the 20th century. The course focuses on how pioneering entrepreneurs such as Kellogg, Sears, Heinz, Hershey and others created brands that became household names and in the process revolutionized marketing practice. Students discuss assigned readings, films and field trips. Research assignments and a term paper also need to be completed. Prerequisite: MK 201; Every Other Year, Fall

MK 488 Marketing Internship (3 cr.) This internship in marketing must be approved by the department chair and the dean in accordance with school regulations. Junior/senior status is required. This course is graded on a pass/fail basis. Prerequisite: MK 201; Every Year, All
MK 490 Seminar in Advertising Strategy (3 cr.) The course presents a study of issues involved in strategic planning of advertising and integrated communications programs for a product, service or institution. The course emphasizes the link between marketing and advertising strategy, and the integration of mass media communications within a promotional strategy. Elements of brand development strategy, evolving creative themes and media strategy will be covered as will the planning process itself. A mix of advertising, promotions and integrated communications case studies, simulations and term projects will be used as instructional methods. Prerequisite: MK 312 or MK 332; Every Year, Fall

MK 495 Biomedical Marketing Internship (3 cr.) This internship is required of biomedical marketing majors and must be done with a company or institution that is related to biomedical products or services. Prerequisite: MK 201; Every Year, All

MK 497 Advertising Competition (3 cr.) This course is designed for students who wish to participate in the national advertising competition administered by the American Advertising Federation (AAF). Areas covered include marketing situation analysis, media planning, public relations and creative development as part of a complete campaign for a well-known product or service. Prerequisite: MK 201; Every Year, Spring

Courses offered as needed
MK 340 Database Marketing (3 cr.) Prerequisite: MK 201

Mathematics (MA)

MA 100 Pre-College Mathematics (3 cr.) This review of basic arithmetic and algebraic skills and an introduction to mathematical methods is designed so that the entering student with little or no mathematics background can attain sufficient skill to take course work requiring two years of college preparatory mathematics. Students are expected to participate in four hours of course work per week. MA 100 is for institutional credit and does not apply to graduation requirements. Students who have successfully completed MA 100 may challenge the MA 107 final examination. Note: Students may not withdraw from MA 100. Students who fail MA 100 the first time receive a grade of Unsatisfactory. If the student does not pass the second time, then a failure is recorded on the student’s record. Every Year, All

MA 107 College Algebra (3 cr.) This review of fundamentals of algebra covers equations and inequalities as well as linear, quadratic, rational, exponential and logarithmic functions. This class is designed for students who need to improve their algebraic skills to succeed in calculus. Prerequisite: Placement or MA 100. Every Year, All

MA 110 (UC) Contemporary Mathematics (3 cr.) This course introduces students to the study of mathematics as a discipline and also presents topics that are applicable to students’ everyday lives. Topics include logic, probability and statistics and financial mathematics. The course also covers two topics from the following list: geometry, set theory, number theory, measurement, problem solving, mathematical systems, scientific applications, history of mathematics. Topics are chosen by the instructor. Students should check the mathematics requirements for their major before selecting their first course in mathematics. MA 110 is not designed to be a prerequisite for any calculus course.

MA 118 (UC) Applied Calculus (3 cr.) Students are introduced to functions and limits, fundamental rules of differentiation and integration of elementary functions, and applications in business and life sciences. A graphing calculator is required; the TI-83 is recommended. Prerequisite: Placement or MA 107. Every Year, All

MA 140 (UC) Pre-Calculus (3 cr.) This course presents a study of the elementary functions: polynomial, rational, exponential, logarithmic and trigonometric. A graphing calculator is required; the TI-83 is recommended. Every Year, All

MA 141 (UC) Calculus of a Single Variable I (3 cr.) Students are introduced to functions and graphs, limits and continuity, derivatives, applications of derivatives, antiderivatives, and the definite integral. A graphing calculator is required; the TI-83 is recommended. Prerequisite: Grade of C or better in MA 140 or placement. Every Year, All

MA 142 (UC) Calculus of a Single Variable II (3 cr.) Students are introduced to techniques of integration, numerical integration, applications of the definite integral, improper integrals, differential equations, infinite series, parametric equations and polar coordinate system. A graphing calculator is required; the TI-83 is recommended. Prerequisite: Minimum grade of C- in MA 141 or placement; Every Year, All

MA 205 (UC) Introduction to Discrete Mathematics (3 cr.) This course introduces students to basic concepts and structures of discrete mathematics. Topics covered include propositional and predicate logic, sets and set operations, functions and function machines, binary relations, graphs and trees, and basic number theory. Applications include computer science, biology, social sciences, law and the physical sciences. Prerequisite: MA 140 or MA 141; Every Year, All

MA 206 (UC) Statistics for the Behavioral Sciences (3 cr.) This course presents a study of statistical procedures pertinent to the work of the social and behavioral scientist. Descriptive procedures, confidence intervals, hypothesis
testing, regression and correlation, analysis of variance, non-parametric techniques are introduced. Every Year, All

MA 226 (UC) Baseball and Statistics (SPS 226) (3 cr.) This course covers SABRmetrics: the study of standard statistical topics using data derived from baseball records, which, for many students, is more easily understood and more interesting than data from the business or science world. The course looks at both descriptive and inferential statistics along with probability. Descriptive statistics covers measures of central tendency, tables and graphs, the normal and binomial distributions. Inferential statistics explores sampling, confidence intervals, hypothesis testing, chi-square testing, and regression and correlation analysis. Students must have a satisfactory score on the placement test and possess a basic knowledge of baseball. Every Year, All

MA 229 (UC) Linear Algebra (3 cr.) This course covers vector spaces, systems of linear equations, linear transformations, determinants and matrix algebra. Every Year, Spring

MA 241 Calculus of Several Variables (3 cr.) Students are introduced to differential calculus of real-valued and vector-valued functions on n-space. Prerequisite: MA 142 (Minimum grade of C-), MA 229; Every Year, Fall

MA 242 Integral Calculus And Differential Equations (3 cr.) This course covers multiple integrals, line and surface integrals and introduces differential equations of order one. Prerequisite: MA 241; Every Year, Spring

MA 275 (UC) Biostatistics (3 cr.) Students are introduced to the application of statistical techniques to the biological and health sciences with emphasis on probability laws, sampling and parameter estimation, central limit theorem, test of hypothesis, correlation, regression and analysis of variance. Every Year, All

MA 275H (UC) Honors Biostatistics (3 cr.) Students are introduced to the application of statistical techniques to the biological and health sciences with emphasis on probability laws, sampling and parameter estimation, central limit theorem, test of hypothesis, correlation, regression and analysis of variance. Every Year, All

MA 285 Applied Statistics (3 cr.) This introductory statistics course is intended primarily for students majoring in mathematics, especially those who plan to become high school mathematics teachers or actuaries. Emphasis is on using statistics to answer questions in the physical and social sciences. Topics include: descriptive statistics, probability, point and interval estimation, hypothesis testing, correlation and regression, analysis of variance, chi-square tests, and non-parametric methods. Students also learn about time series analysis and forecasting—topics that are important for actuaries. Students are required to analyze real data sets using EXCEL, SAS, SPSS or similar computer programs. Prerequisite: MA 141; Every Year, Spring

MA 305 Applied Discrete Mathematics (3 cr.) Students are introduced to basic structures of discrete mathematics, sets, combinatorics, relations and digraphs, trees, Boolean algebra and logic, and their applications to computer science. Prerequisite: MA 229; Every Year, Fall

MA 318 Cryptography (CSC 318) (3 cr.) Students study methods of transmitting information securely in the face of a malicious adversary deliberately trying to read or alter it. Participants also discuss various possible attacks on these communications. Students learn about classical private-key systems, the Data Encryption Standard (DES), the RSA public-key algorithm, discrete logarithms, hash functions and digital signatures. Additional topics may include the Advanced Encryption Standard (AES), digital cash, games, zero-knowledge techniques and information theory, as well as topics chosen by the students together with the instructor for presentations. Prerequisite: MA 229, CSC 215 or ISM 301; Every Other Year, Spring

MA 321 Abstract Algebra (3 cr.) This course presents a study of topics selected from groups, normal groups, rings, ideals, integral domains, fields, polynomial-rings and isomorphism theorems. Prerequisites: MA 229, MA 305; Every Other Year, Spring

MA 341 Advanced Calculus I (3 cr.) The concepts of limit, continuity, differentiation and Riemann integration are studied in depth. Also considered are sequences and series, improper integrals, and Riemann-Stieltjes Integral. Prerequisites: MA 142, MA 305; Every Other Year, Spring

MA 361 Numerical Analysis I (3 cr.) This course covers selected techniques for obtaining numerical values of functions, solving linear and nonlinear equations, interpolation, numerical differentiation and integration, error analysis and numerical stability. Prerequisites: MA 142, MA 229; Every Other Year, Fall

MA 371 Mathematical Statistics and Probability I (3 cr.) This course covers foundations of probability; selected probability distributions; moments; collections, classification, analysis, interpretation and presentation of empirical frequency distributions; statistical inference; sampling theory; applications. Prerequisites: MA 142, MA 229; Every Other Year, Fall

MA 372 Mathematical Statistics and Probability II (3 cr.) Students are introduced to general principles for testing hypotheses and for estimation; small sample distributions; regression and correlation; nonparametric techniques; design of experiments and analysis of variance; and other methods. Prerequisite: MA 371; Every Other Year, Spring
MA 378 Mathematical Modeling (3 cr.) Students develop mathematical models for problems in biology, environment, health sciences and politics. Prerequisites: MA 141, MA 229; Every Other Year, Fall

MA 441 Complex Variables (3 cr.) This course extends the concepts of calculus to deal with functions whose variables and values are complex numbers. Topics include the geometry of complex numbers, differentiation and integration, representation of functions by integrals and power series, and the calculus of residues. Prerequisites: MA 242, MA 305; Every Other Year, Fall

MA 490 Mathematics Senior Seminar (3 cr.) Students work on a senior-level project, culminating in a written and oral report. For senior mathematics majors. Every Year, Spring

Courses offered as needed
MA 300 Special Topics (3 cr.)
MA 365 Ordinary Differential Equations (3 cr.) Prerequisite: MA 242
MA 400 Special Topics in Math (3 cr.)
MA 421 Advanced Algebra (3 cr.) Prerequisite: MA 321
MA 451 Elements of Point-Set Topology (3 cr.) Prerequisite: MA 341

Media Studies (MSS)

MSS 101 Introduction to Media Communications (3 cr.) This course introduces students to the structure, function and social impact of the communications media. Individual media industries are examined in terms of their historical development and the ways they inform, entertain and influence media consumers. The course also surveys issues related to media ownership, regulation, ethics, diversity and globalization. Every Year, Fall and Spring

MSS 119 Sign Language Workshop (1 cr.) The course presents an introduction to basic sign language, its basic vocabulary, sentence structure and grammar. Students gain practice in reading and execution of signs. Every Year, Fall and Spring

MSS 150 Speech As Communication (3 cr.) MSS 150 presents fundamental principles and methods of selecting, analyzing, evaluating, organizing and developing speech material. Students deliver, listen to and critically analyze extemporaneous speeches. Every Year, Fall and Spring

MSS 190 Media Career Development (1 cr.) This course introduces students to the career development process and covers the skills needed to create a personal career plan. It includes topics such as self-assessment, career research, resume and cover letter preparation, networking and interviewing practice, as well as strategies for internship/job searches. Course material is geared specifically toward media/communication careers. The course is graded on a pass/fail basis. Students majoring in communications cannot count MSS 190 toward their major electives. Every Year, Fall and Spring

MSS 220 (UC) U.S. Media History (3 cr.) This course is a survey of media history. Students observe how media industries have developed and changed over time and study the relationships between various industries. The historical, political, economic and social contexts in which media have operated also are discussed. Particular attention is given to major events in media history, and how those events have shaped the contemporary media. Finally, students are introduced to archival research and have an opportunity to examine historical artifacts, including photographs, newspapers, magazines, books, newsreels, movies, records, tapes, etc. Prerequisite: EN 102; Every Year, All

MSS 220H (UC) Honors U.S. Media History (3 cr.) This honors course is a survey of media history. Students observe how media industries have developed and changed over the years and study the relationships between various industries. The historical, political, economic and social contexts in which media have operated also are discussed. Particular attention is given to major events in media history, and how those events have shaped the contemporary media. Finally, students are introduced to archival research and have the opportunity to examine historical artifacts, including photographs, newspapers, magazines, books, newsreels, movies, records, tapes, etc. Honors students only. Every Year, All

MSS 231 Media and Society (3 cr.) This course examines the role of media in contemporary society. The objectives for this course are twofold: to foster an understanding of the social context within which mass media professionals work and to provide an environment in which students develop analytical skills required for effective and ethical participation in our media-saturated culture as citizens and potential media professionals. Students examine how different cultural, political and economic structures create constraints and leave open the possibilities for media practitioners and audiences. Prerequisites: MSS 101, JRN 160; Every Year, Spring

MSS 307 The Holocaust (HS 307) (3 cr.) Using historical texts, literature and film, this survey covers the systematic destruction of 10 million human beings at the hands of the Third Reich. Prerequisites: HS 111, HS 112, HS 132, HS 131 or MSS 101; Every Year, Fall

MSS 311 Diversity in the Media (WS 311) (3 cr.) This course examines the role of media in the construction of social categories such as gender, race, class and sexual orientation, focusing primarily on the first two. Students learn about the media as one of a number of social institu-
MSS 346 Global Communication (3 cr.) The course analyzes the roles information media and popular culture play in modern debates about political power, global economy and cultural identity. The relative influences of different communication technologies in relationships among global, transnational and local cultures also are examined. Prerequisites: MSS 101, JRN 160, MSS 220; Every Other Year

MSS 348 Song and Dance (3 cr.) Music plays a major role in all media where sound is a component. This course explores the nature of music and elements such as rhythm, harmony, resonance and entrainment. Through a series of texts and films, participants seek to understand the power music brings to the world of communication. Using a non-technical approach, they examine principles that underlie music’s status as the universal language and enable it to speak to the mind, heart and soul of humanity. Prerequisites: MSS 101, JRN 160, MSS 220; Every Year

MSS 420 Sports, Media and Society (SPS 420) (3 cr.) This course examines the social, political, economic and historical significance of the intersection of sports, media and society. Participants examine such questions as: What role have sports played in shaping cultures throughout history? What is the relationship between sports and media? How do sports, through the media, influence U.S. culture today? What is the role of sports media professionals in U.S. culture? This course is specifically designed for students interested in sports journalism, production and/or promotion. Prerequisites: MSS 101, JRN 160, MSS 220; Every Year, Spring

MSS 450 Senior Seminar (3 cr.) This seminar includes an in-depth examination of issues and research perspectives in media studies. Topics vary each term, focusing on the different media and current literature in the field. Senior status is required. Prerequisites: MSS 101, JRN 160, MSS 220; Every Year, Fall and Spring

MSS 490 Internship (3 cr.) The internship course entails jointly supervised fieldwork with a cooperating institution or corporation. The goal is to motivate the intern toward professional growth through observation and participation. The course also provides students with the opportunity to meet active professionals and to stimulate career planning. Internships must be approved by the internship program director in accordance with school regulations. Junior/senior status required. This course is graded on a pass/fail basis. Every Year, All

MSS 495 Media Influence (3 cr.) This overview of contemporary approaches to media analysis examines media production, content and audiences with attention to political, economic and cultural contexts. It also focuses on a critical examination and interpretation of media content and its social implications. This course helps students to develop a greater understanding of the theories that guide media research by reading the germinal texts in media theory, analyzing the development of various research traditions and assessing the future of media studies research. Senior status required. Prerequisite: MSS 231; Every Year, Spring
Courses offered as needed
MSS 200 Special Topics (3 cr.)
MSS 300 Special Topics (3 cr.)
MSS 305 The Vietnam Era: Images and Reality (HS 305) (3 cr.) Prerequisite: HS 111, HS 112, HS 131, HS 132 or MSS 101
MSS 320 History and Social Impacts of Communication Technologies (3 cr.) Prerequisites: MSS 101, JRN 160, MSS 220
MSS 344 Popular Culture and the Media (3 cr.) Prerequisites: MSS 101, JRN 160, MSS 220
MSS 349 Political Communication (PO 348) (3 cr.) Prerequisites: MSS 101, JRN 160, MSS 220
MSS 350 Issues in Media Studies (3 cr.) Prerequisites: MSS 101, JRN 160, MSS 220
MSS 400 Special Topics (3 cr.)
MSS 491 Research Project (3 cr.) Prerequisites: MSS 331, MSS 332

Music (MU)

MU 130 (UC) Understanding Music (3 cr.) In this music appreciation course, students study elements of musical forms and styles together with necessary historical background. Frequent direct listening is involved. Every Year, All

MU 140 Applied Guitar (1 cr.) Students study the guitar as an orchestral instrument. The plectrum (use of a pick) style of playing is emphasized. The students follow a systematic method for gradual and technical development. Students attend an arranged weekly lesson during the scheduled time for the class, and are expected to practice 30 minutes each day. Every Year, All

MU 190 Quinnipiac University Singers (1 cr.) This workshop in music is devoted to the study, singing and presentation of choral music from early Renaissance to music literature of the 20th century, both sacred and secular. As a choral ensemble, the group represents the university in cultural affairs and participates in local convocations and special programs. Every Year, All

MU 194 Jazz Ensemble (1 cr.) Students explore and perform literature written for the big and small ensemble. A wide variety of styles, composers and arrangers are covered. Every Year, All

MU 211 (UC) History of Jazz (3 cr.) This course covers the origins and history of the jazz idiom from its early beginning through present avant-garde forms. Basic jazz literature is surveyed with style analysis of important soloists, small jazz groups and large ensembles. Prerequisite: MU 130; Every Year, All

MU 213 (UC) Music of the 20th Century (3 cr.) This course examines the many transformations that have taken place in art music from the late post-romantic era up to the present time. The course presents a diverse spectrum of musical styles, and explores how popular forms, world music, and changes in society have impacted musical culture here and abroad. Prerequisite: MU 130; Every Year, Spring

MU 230 (UC) Music Theory I (3 cr.) This course is specifically designed to give the student a solid and practical basis for appreciation or participation in musical experience. Emphasis is placed on development in three areas: 1) music theory (rhythm, melody, harmony, modes, scales, key signatures, intervals, etc.); 2) its direct application through exercises in dictation; and 3) sight reading. Prerequisite: MU 130; Every Year, Fall

MU 240 Applied Guitar II (2 cr.) Students develop an appreciation for the vast library of music for the guitar. Students learn both the plectrum style of play (use of a pick) and the classical style of play (finger style). The course follows a systematic method for gradual and technical development. Class time includes guitar ensemble playing along with individual lessons. Students are expected to practice 45 minutes each day. Prerequisite: MU 140 or MU 230; Every Year, Fall

MU 330 Music Theory II (3 cr.) This course studies the range, timbre, transposition and uses of various instruments in consort. Fundamental techniques of arranging, vocal and instrumental are considered. Prerequisite: MU 230; Every Year, Spring

MU 340 Applied Guitar III (3 cr.) This course is a continuation of MU 240. Students practice the plectrum and classical styles of playing and participate in individual lessons and guitar ensemble playing as they increase their knowledge of the library of music for the guitar with an emphasis on classical and jazz guitar music. Each student must write a piece demonstrating the elements of musical composition and play that composition or another piece at a recital. Prerequisite: MU 240; Every Year, Spring

Courses offered as needed
MU 191 Hamden Symphony Orchestra at Quinnipiac (1 cr.)
MU 210 History of Musical Drama: From Opera to Broadway (3 cr.) Prerequisite: MU 130

Nursing (NU)

NU 301 Alterations in Holistic Integrity of Individuals I (3 cr.) This course introduces holistic theory as it applies to nursing. Emphasis is placed on activities that foster skill in the assessment of holistic health states and on nursing interventions that support and protect these states. These activities are aimed at strengthening and promoting holis-
tic integrity. Focus is on individuals of all ages in diverse care settings. *Every Year, Fall and Summer*

**NU 301H Alterations in Holistic Integrity of Individuals I Hospital Lab (2 cr.)** This lab must be taken with NU 301. It is composed of eight hours in a clinical practice setting. *Every Year, Fall and Summer*

**NU 301L Alterations in Holistic Integrity of Individuals I Lab (0 cr.)** This lab must be taken with NU 301. It is composed of two hours in the clinical skills laboratory. *Every Year, Fall and Summer*

**NU 302 Alterations in Holistic Integrity of Families I (3 cr.)** This course considers the application of the concepts of holistic nursing theory to childbearing and child-rearing families experiencing alterations in holistic integrity. Alterations related to the developing family unit including role, structure, composition and patterns of relating are explored. *Every Year, Spring and Summer*

**NU 302H Alterations in Holistic Integrity of Families I Hospital Lab (2 cr.)** This lab must be taken with NU 302. It is composed of seven hours in a clinical practice setting. *Every Year, Spring and Summer*

**NU 302L Alterations in Holistic Integrity of Families I Lab (0 cr.)** This lab must be taken with NU 302. It is composed of two hours in the clinical skills laboratory. *Every Year, Spring and Summer*

**NU 303 Alterations in Holistic Integrity of Individuals II (3 cr.)** This course considers the application of concepts of holistic nursing in the provision and management of care of persons experiencing alterations in holistic integrity. Emphasis is on planning and development of actual and potential nursing diagnoses with appropriate nursing strategies. *Every Year, Spring and Summer*

**NU 303H Alterations in Holistic Integrity of Individuals II Hospital Lab (2 cr.)** This lab must be taken with NU 303. It is composed of seven hours in a clinical practice setting. *Every Year, Spring and Summer*

**NU 303L Alterations in Holistic Integrity of Individuals II Lab (0 cr.)** This lab must be taken with NU 303. It is composed of two hours in the clinical skills laboratory. *Every Year, Spring and Summer*

**NU 304 Alterations in Holistic Integrity Managed in the Community I (3 cr.)** The basic concepts related to community health and public health nursing are introduced. The student also is introduced to the management of alterations in holistic integrity of individuals and families requiring nursing intervention in the community setting. *Every Year, Fall and Summer*

**NU 305 History of Health Care and Modern Nursing (3 cr.)** This course explores the history of health care and modern nursing from ancient times to current practices in the U.S. Using primary and secondary source documents, students critically examine the social, political and economic forces that have influenced the development of health care and modern nursing. Topics include the evolution of professionalism; gender, race and culture in nursing practice; the effects of technology and war on nursing practice, and the image of nursing within the media and American society. *Every Year, Fall*

**NU 306 Nutrition in Health and Illness (3 cr.)** This elective course is designed for health science students who wish to expand their knowledge of normal nutrition. Students explore the fundamentals of human nutrition in relation to disease prevention and treatment. The course applies practical nutrition concepts as vital members of a health care team to achieve optimum patient care. Emphasis is placed on the science of nutrition, nutrition throughout the life cycle, and clinical nutrition. *Every Year, All*

**NU 307 Complementary and Alternative Therapies (3 cr.)** This elective course is designed for health science students who wish to expand their knowledge of complementary and alternative therapies. Emphasis is placed on the theories, applications, validity and efficacy of a wide range of treatment modalities. *Every Year, Spring*

**NU 308 Communication Skills/Clinical Practice (3 cr.)** This elective course is designed for health science students who wish to enhance their communication skills to interact more effectively with clients across the lifespan. Emphasis is placed on understanding and practicing various therapeutic methods of communication based on developmental theorists. Topics include family dynamics; life stages of development; and establishing healthy provider-client relationships and boundaries. *Every Year, Spring*

**NU 309 MidState Medical Center Summer Clinical Internship (3 cr.)** This elective course is designed for nurs-
ing students who have completed the junior year nursing courses. It is composed of a 36-hour work week which lasts for 10 weeks. The preceptorship clinical experience is from June to August. Students are required to receive a passing grade in the preceptorship component, attend campus seminars, and complete written assignments. Students meeting program qualifications earn a salary and are eligible for tuition scholarships. Every Year, Summer

NU 356 Pharmacology in Nursing Practice (3 cr.) This elective course provides health science students with additional background in pharmacology. Emphasis is placed on application of pharmacologic knowledge in the prevention and treatment of health problems across the lifespan. Strategies to improve client knowledge and adherence with medication regimens are explored. Prerequisite: BIO 212; Every Year, All

NU 401 Alterations in Holistic Integrity of Families II (3 cr.) This course is a continuation of NU 302, building on the concepts of holistic nursing theory to families experiencing alterations in holistic integrity. Alterations related to development from infancy through late adolescence are emphasized in the context of their impact on the child and the family. Every Year, Fall

NU 401H Alterations in Holistic Integrity of Families II Hospital Lab (2 cr.) This lab must be taken with NU 401. It is composed of seven hours in a clinical practice setting. Every Year, Fall

NU 401L Alterations in Holistic Integrity of Families II Lab (0 cr.) This lab must be taken with NU 401. It is composed of two hours in the clinical practice laboratory. Every Year, Fall

NU 402 Alterations in Holistic Integrity Managed in the Community II (3 cr.) This class presents a study of the management of alterations in the holistic integrity of persons and families requiring nursing intervention in community settings. Principles of public and community health as well as management of care in the home, schools and ambulatory health care settings are stressed. Every Year, Spring

NU 402H Alterations in Holistic Integrity Managed in the Community Hospital Lab (2 cr.) This lab must be taken with NU 402. It is composed of seven hours in a clinical practice setting. Every Year, Spring

NU 403 Alterations in Holistic Integrity Related to Behavioral Health (3 cr.) This course presents a study of the management of alterations in holistic integrity experienced by individuals with behavioral health problems. The course addresses physiological and psychosocial alterations associated with mental illness and nursing strategies designed to help preserve the holistic integrity of behav-ioral health clients. Students discuss behavioral health problems that can occur throughout the life span. Every Year, Fall

NU 403H Alterations in Holistic Integrity Related to Behavioral Health Hospital Lab (2 cr.) This lab must be taken with NU 403. It is composed of seven hours in a clinical practice setting. Every Year, Fall

NU 404 Alterations in Holistic Integrity of Individuals III (3 cr.) The principles and practices of holistic nursing care for individuals with critical alterations in holistic integrity are introduced. Emphasis is on planning and implementing care for individuals of all ages experiencing alterations of a high level of acuity requiring sophisticated technologic care. Every Year, Fall

NU 404H Alterations in Holistic Integrity of Individuals III Hospital Lab (2 cr.) This lab must be taken with NU 404. It is composed of seven hours in a clinical practice setting. Every Year, Fall

NU 404L Alterations in Holistic Integrity of Individuals III Lab (0 cr.) This lab must be taken with NU 404. It is composed of two hours in the clinical skills laboratory. Every Year, Fall

NU 405 Alterations in Holistic Integrity of Adults IV (2 cr.) This capstone experience provides an opportunity to demonstrate synthesis of the complex, clinical concepts essential for professional nursing practice. Emphasis is on the implementation and evaluation of holistic nursing care for individuals and families across the lifespan. Every Year, Spring

NU 405H Holistic Nursing IV Hospital (3 cr.) This course must be taken with NU 405. It is composed of a nine-hour supervised, precepted experience in a variety of health care settings. Every Year, Spring

NU 405L Holistic Nursing IV Lab (0 cr.) This one-hour lab must be taken with NU 405. It provides preparation for the nursing licensure examination and includes content review and computer lab practice simulating the computer adaptive testing format of the NCLEX-RN. Every Year, Spring

NU 410 Introduction to Nursing Research (3 cr.) Current nursing research is examined and evaluated in relation to its application to nursing practice. Qualitative and quantitative research techniques are explored. Prerequisite: NU 310; Every Year, All

NU 420 Issues and Leadership in the Provision of Holistic Nursing Care (3 cr.) Problems in providing holistic nursing care in a pluralistic society are examined. Discussion focuses on the analysis of trends, issues, management
and leadership concepts that are present in a dynamic health care delivery system. Every Year, All

Courses offered as needed

NU 450 Community Health Internship (3 cr.)

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**Occupational Therapy (OT)**

**OT 111 Fundamentals of Occupational Therapy (1 cr.)**
This course provides the student with a basic knowledge of the fundamentals of occupational therapy practice. Topics include defining occupational therapy, historical development of the profession, introduction to current and emerging practice arenas, and application of professional terminology. Students complete a self-study in medical terminology. This course also is offered online during winter intercession. Every Year, Fall and Summer

**OT 112 Occupation-Based Activity (1 cr.)** This course introduces students to therapeutic observation. Lecture and learning experiences allow for the development of observation skills across the life span, and in all areas of occupation. Interpretation of observations and relationship of observation to occupational performance are emphasized. Students complete a self-study in medical terminology. Every Year, Spring and Summer

**OT 210 Therapeutic Use of Self (SL: Service Learning) (2 cr.)** This course develops the skills surrounding the use of self as a therapeutic entity. These skills are necessary in both dyadic as well as group relationships and are cornerstones of the profession. The integration of service learning in community settings with people with disabilities allows students to practice their client-centered communication skills. Every Year, Fall and Summer

**OT 212 Group Leadership (SL: Service Learning) (2 cr.)** This course involves lecture and experiential skills in the use of groups in occupational therapy intervention. Theory of groups, and specific group leadership training and practice are utilized. Prerequisites: OT 111, OT 112, OT 210; Every Year, Spring and Summer

**OT 315 Principles of Anatomy (3 cr.)** This course presents a comprehensive study of structure and movement within the human body including emphasis on functional, muscular activity. This foundation provides the student with knowledge of body functions related to human occupation. Every Year, Fall

**OT 315L Principles of Anatomy Lab (1 cr.)** This lab presents a comprehensive study of the structure and movement within the human body through cadaver and computer simulation techniques. (2 lab hrs.) Every Year, Fall

**OT 315R Principles of Anatomy: Range of Motion Lab (0 cr.)** This course includes two required laboratories: a cadaver lab at Yale and a range of motion lab on the North Haven Campus. The lab grade is a combined grade of both components. The range of motion component focuses on the biomechanical frame of reference allowing students to study normal human joint structure and function. This is the foundation for understanding clinical assessment procedure and simulated patient interaction. Emphasis is placed on application of lecture material to lab content, simulated client and therapist positioning and accuracy of joint measurement. Testing includes practical examinations including professional behavior. For OT majors only. Every Year, Fall

**OT 316 Kinesiology (3 cr.)** Kinesiology addresses normal movement of the trunk, upper and lower extremities. This course builds on the knowledge of anatomy and physics as it relates to the human body force systems and functioning in everyday activities. Key components of this class include the understanding of linear and parallel force systems, torque and motion analysis in human movement and other performance skills. Every Year, Spring

**OT 316L Kinesiology Lab (1 cr.)** This lab experientially examines the concepts of kinesiology presented in lecture. Students have the opportunity to practically apply biomechanical theory to normal functioning of the human body range of motion muscle testing, daily activity, design concepts and motion analysis. (2 lab hrs.) Every Year, Spring

**OT 325 Principles Human Development and Occupation (3 cr.)** This course explores normal development and its impact on age appropriate occupations. The age span is from conception through early adulthood. The course provides a foundation for evaluation and intervention in human occupation. Every Year, Fall

**OT 326 Principles of Human Development/Older Adults (3 cr.)** This course builds on the developmental concepts from OT 325 to explore normal development and its impact on age appropriate occupations. The age span is from early to late adulthood. The course provides a foundation for evaluation and intervention in human occupation as well as a foundation in performance patterns, skills and context. Prerequisite: OT 325; Every Year, Spring

**OT 335 Functional Neuroanatomy (3 cr.)** This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems key to normal human health and function. The course provides a strong foundation for future study on neural substrates of health conditions and occupational performance. Every Year, Fall
OT 336 Functional Neurobehavior (3 cr.) This course builds on functional neuroanatomy as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, emotions, language, attention, memory and learning. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions. Every Year, Spring

OT 345 Theory, Occupation and Wellness (3 cr.) This course highlights health promotion and illness prevention topics and theories applicable to occupational therapy practice. Foundational concepts from public health, behavioral and social science literature, and occupational therapy models are taught to assist students to appreciate health and well-being. Students simultaneously complete a two hour-per-week fieldwork level 1 experience. Every Year, Fall

OT 345F Theory, Occupation and Wellness Fieldwork Level I (0 cr.) Fieldwork to accompany OT 345. This course provides the student with opportunities to observe and participate in structured observations and interactions in wellness settings that apply the theories that are taught in the lecture components of the course. Fieldwork is two hours per week. Every Year, Fall

OT 355 The Occupational Therapy Framework (2 cr.) This course focuses on the definitions, applications and synthesis of the terms occupation, activity and purposeful activity. The dimensions of occupation as they apply to work, self-care, care of others, leisure and education are explored through theory, simulation and real life. The Occupational Therapy Framework document is analyzed and applied to case studies and videotapes. Class discussions reflect on service learning and its relationship to occupation. Every Year, Fall

OT 355L OT Community Experience Lab (1 cr.) The OT Framework course has a two-three hour-per-week community experience component during which the student is able to observe and, as appropriate, apply the concepts of occupation and purposeful activity in a community-based service setting. The community experience is supervised by faculty with expertise in the analysis of community-based practice and the focus of learning activities for students to be engaged as active learners. Every Year, Fall

OT 356 Documenting OT Practice and FWI (2 cr.) This course is an introduction to the philosophy, concepts and clinical reasoning that support the documentation of occupational therapy practice. The course integrates ethical, legal and pragmatic considerations of documentation throughout the occupational therapy process in major practice settings. The course includes a level I fieldwork component for two hours per week that introduces students to requisite psychomotor and cognitive skills in documentation including reviewing client records, developing subjective and objective impressions from observations, and recording data and anecdotal information. Every Year, Spring

OT 356F Documenting OT Practice Fieldwork (1 cr.) Fieldwork to accompany OT 356. This course provides structured fieldwork observation in various settings and allows the student to observe and explore the documentation process utilized in occupational therapy. Students also have the opportunity to read documentation, compare documentation to observations, and record data and anecdotal information, utilized within the various models such as health care, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum. Students have the opportunity to reflect on this experience within the lecture course. Fieldwork is two hours per week. Every Year, Spring

OT 365 Problem-Based Learning: Risk Factor Human Occupation (2 cr.) The purpose of this problem-based learning lab course is to facilitate student directed learning through the use of cases, scenarios, vignettes and videos that focus on the risk factors that may impact human occupation through the lifespan. Every Year, Spring

OT 415 Health Conditions I (6 cr.) This course presents a study of health conditions of individuals between 0–18 years of age, which may limit participation in meaningful occupations. A thought process model approach is used for comprehending and analyzing the general indicators of disease as well as the impact of health conditions on one’s daily occupations. Learning opportunities occur through activities such as structured diagnostic case review, differential diagnosis, clinical reasoning activities, decision-making and critical inquiry. Every Year, Fall

OT 416 Health Conditions II (6 cr.) This course presents a study of health conditions of individuals from age 18 to adulthood, which may limit participation in meaningful occupations. A thought process model approach is used for comprehending and analyzing the general indicators of disease as well as the impact of health conditions on one’s daily occupations. Learning opportunities occur through activities such as structured diagnostic case review, differential diagnosis, clinical reasoning activities, decision-making and critical inquiry. Every Year, Spring

OT 420 OT Evaluation Process (6 cr.) This course provides a comprehensive overview of the evaluation process used in occupational therapy. While opportunities are provided to learn specific assessment tools, emphasis is placed on the clinical reasoning process used with clients seeking occupational therapy services. Application of frames of ref-
OT 445 Applied Theory in OT (3 cr.) This course offers students the opportunity to examine their own values and beliefs through critical exploration of ideas from selected great philosophers, western and non-western, on such themes as the nature of reality, the self, knowledge, the good, spirituality and the ultimate. Attention is given to the historical context of the persons and ideas studied and to their impact on human thought and development and to giving students the basic tools for further work in philosophy. 

OT 446 Group Process (3 cr.) This course reviews group dynamics theory and its application for intervention and professional development. Topics include group process, group interventions, family systems, cultural influences, group evaluation and contextual variables.

OT 446L Group Process Lab (1 cr.) This lab provides interactive group experiences that allow students to apply theories taught in lecture. Students use leadership skills from OT 210 and 212 to facilitate structured group activities and also design therapeutic interventions for client groups and populations to enhance therapeutic use of self. (2 lab hrs.)

OT 466 PBL Health Conditions and Occupation I (1 cr.) The goal of the fourth year is to study human health conditions and their impact on the evaluative and intervention process. Students work collectively to research health conditions, evaluations and to synthesize information from previous courses and outside resources to solve problems related to complex health conditions. Critical thinking and group process are emphasized with frequent self-reflection in this PBL lab-based course.

OT 467 PBL Health Conditions and Occupation II (1 cr.) The goal of the fourth year is to study human health conditions and their impact on the evaluative and intervention process. Students work collectively to research health conditions, evaluations, and interventions and to synthesize information from previous courses and outside resources in order to solve problems related to complex health conditions. Critical thinking and group process are emphasized with frequent self-reflection in this PBL lab-based course.

Philosophy (PL)

PL 101 (UC) Introduction to Philosophy (3 cr.) This course offers students the opportunity to examine their own values and beliefs through critical exploration of ideas from selected great philosophers, western and non-western, on such themes as the nature of reality, the self, knowledge, the good, spirituality and the ultimate. Attention is given to the historical context of the persons and ideas studied and to their impact on human thought and development and to giving students the basic tools for further work in philosophy.

PL 202 Logical Reasoning (3 cr.) Students are introduced to ways of thought appropriate to practical concerns, public affairs or academic topics. Effective procedures for reaching conclusions or judgments are introduced. Informal criteria for assessing reasoning are covered and fuzzy thinking is considered. Prerequisite: PL 101 or QU 101;

PL 214 American Philosophy (3 cr.) The quality and aims of American culture are explored in light of contemporary
critiques and of the thinking of major contributors to American philosophical traditions. Prerequisite: PL 101 or QU 101; Every Year, All

PL 220 (UC) Ethics and Human Values (SL: Service Learning) (3 cr.) Various approaches in, and challenges to, ethics are explored and brought to bear on contemporary personal, professional and societal moral issues. Students undertake Service Learning projects and reflect upon the experience in relation to ideas encountered in course readings and discussions. Prerequisite: PL 101 or QU 101; Every Year, Fall

PL 222 Ethics in Biomedical Research and Health Care Delivery (3 cr.) Major ethical issues in biomedical research and health care delivery are explored, such as the concepts of health, the nature of human nature, ethical issues in decision-making, human experimentation, genetic engineering, behavior modification, euthanasia, and the right to health/health care. Prerequisite: PL 101 or QU 101; Every Year, Fall

PL 240 Philosophy of Sport (SPS 240) (3 cr.) Philosophical study of sport. Consideration of purpose, meaning and value of different sports, of various involvements in sport, and of different levels in sport. Concern with what philosophers have to say about sport, and with what the study of sport can contribute to philosophy and to the human quest for the loving, the true, the good and the beautiful. Prerequisite: PL 101; Every Year, All

PL 265 (UC) Living Religions of the World (3 cr.) Students explore the idea of a god, the phenomenon of religion and the main religions and related questions of today: aboriginal religion (Native American), Hinduism, Judaism, Buddhism, Christianity and Islam. Prerequisites: PL 101 or QU 101; Every Year, Fall

PL 268 Life, and Life After Death (3 cr.) This course presents a study of the ideas of immortality, resurrection, reincarnation and eternal life, drawing upon writings of philosophers, theologians and philosophers of science. The significance of these views in creating values for living is considered. Prerequisite: PL 101 or QU 101; Every Year, Spring

PL 320 Thought and Work of Albert Schweitzer (3 cr.) Albert Schweitzer (1875–1965) made significant, often controversial contributions in several areas: music, philosophy, religion, medical care, service to human need, animal rights and ecological awareness. In 1952 Schweitzer was awarded the Nobel Peace Prize for his many decades of humanitarian work at his jungle hospital in West Africa. In his 80s, he became one of the most active voices in the struggle against the testing of nuclear weapons. Because Schweitzer considered his philosophy to be primarily one of action and service (My life is my argument) Service Learning is an important component of the course. Quinnipiac’s Albert Schweitzer Institute offers students many kinds of projects and activities reflecting Schweitzer’s many areas of involvement. In this course, students critically explore Schweitzer’s life, thought and work and their application to some of the moral problems and cultural and political issues we face today. Prerequisite: PL 101 or QU 101; Every Year, Spring

PL 340 Philosophy of Sex and Love (3 cr.) This course presents a study of philosophical ideas on sex and love, the views of both Western and Eastern religions, and a critique of the moral issues concerning different types of sexual and love relationships. The significance of these viewpoints for living well is considered. Prerequisite: PL 101; Every Year, Fall

PL 380 Interactive Arts (AR 380) (3 cr.) This course presents an interdisciplinary examination of the functions in art, literature and theater through readings and discussions of selected creative and critical works. Topics include self-organization, open systems, emergence, complexity, pragmatism and play. Students use the final project to demonstrate a practical understanding of interactive processes. Junior status is required. Every Year, Spring

Courses offered as needed
PL 234 Philosophies of Health, Healing and Medicine (3 cr.) Prerequisite: PL 101 or QU 101
PL 235 Philosophy of Science (3 cr.) Prerequisite: PL 101 or QU 101
PL 238 Philosophies of the Future (3 cr.) Prerequisite: PL 101 or QU 101
PL 250 Philosophy and Art (3 cr.) Prerequisite: PL 101 or QU 101
PL 300 Special Topics in Philosophy (3 cr.) Prerequisite: PL 101, QU 101 or PO 111
PL 330 Philosophy and Gender (WS 330) (3 cr.) Prerequisite: one course from PL level 200
PL 336 Philosophy of History (3 cr.) Prerequisite: PL 101, HS 111 or HS 112
PL 360 Innovation in the Arts and Sciences (AR 360) (3 cr.)
PL 372 Contemporary Philosophy (3 cr.) Prerequisites: PL 101; one course from PL level 200

Physical Education (PE)

PE 102 Yoga (1 cr.) Through yoga, students learn to honor their bodies, quiet their minds and relieve stress and anxiety. Practicing yoga helps participants to bring peace and order into their busy lives. Every Year, All

PE 106 Fundamentals of Boxing (1 cr.) Basic offensive and defensive boxing skills are taught and practiced. Balance, movement and conditioning are stressed. Timed
workouts include rope jumping, punching bags, shadow boxing and sparring. Final class may be held in actual boxing facility. Every Year, All

PE 109 Indoor Rock Climbing (1 cr.) This is a basic course in rock climbing, utilizing indoor climbing walls at an off-campus facility. Students are taught proper technique, safety and knots, as well as the purchase, use and maintenance of equipment. Transportation is arranged. Fee $90. Every Year, All

PE 113 Beginning Golf (1 cr.) Students are introduced to the fundamentals of golf, including use of irons, woods and putter, as well as rules of golf and course etiquette. Classes meet at the Sleeping Giant Golf Course and Driving Range. A full set of clubs and transportation are provided. Fee $40. Every Year, All

PE 115 Beginners Tennis (1 cr.) Students are introduced to the basic skills of tennis with special emphasis on forehand, backhand, serve and playing strategies. Scoring, rules of tennis, and court etiquette also are presented. Small classes learn in a fun-filled environment. Racquets and balls are provided. Every Year, All

PE 118 Jujitsu (Self-Defense) (1 cr.) Skills in self-defense are taught in a traditional dojo setting. With an emphasis on realistic self-defense, Jukido jujitsu teaches practical techniques, which are effective for men and women regardless of size and strength. By utilizing optimal body dynamics, jujitsu enables individuals to defend successfully while maintaining the highest standards of safety. Fee $30. Every Year, All

PE 119 Advanced Golf Weekend Workshop (1 cr.) This course is presented as a weekend golf school, with lessons and playing time for intermediate and advanced golfers only. Students must be able to shoot in the low 90s for 18 holes. Students must be available Friday 4–7 p.m., and Saturday and Sunday 10 a.m.–4 p.m. Every aspect of the game is covered in seminars, on the driving range and on the golf course. Fee $45. Every Year, Spring

PE 120 Aerobic Instructor Training (1 cr.) Learn how to teach group fitness classes and become a certified instructor, or just participate for the fun of it. Certification details are discussed during the first class; there is an additional fee for certification. The class includes safety, formatting, choreography, music, liability and more—everything needed to become a great instructor. Once certified, students may be selected to teach classes at Quinnipiac or other area gyms and fitness centers. No experience necessary. Every Year, Fall

PE 122 Advanced Tennis Weekend Workshop (1 cr.) This weekend tennis camp for intermediate and advanced players covers all aspects of the game including stroke production, strategy, conditioning and care of equipment. Students must be available Friday 4–7 p.m., Saturday and Sunday 10 a.m.–4 p.m. Tennis racquets and balls are provided. Every Year, Fall

PE 125 Pilates (1 cr.) This class consists of mat exercises designed to stabilize the core of the body: the abdominal and back muscles. This class focuses on proper alignment and form, and emphasizes quality of movement, not quantity. These exercises create improved posture while sculpting your entire body. Every Year, All

PE 126 Fundamentals of Kickboxing (1 cr.) Patterned after the training routines of international competitive kickboxers, this course teaches basic and intermediate boxing and kicking techniques, footwork, combinations, and if desired, light sparring. It provides an excellent cardiovascular workout and flexibility training, while enhancing muscular endurance. Every Year, All

PE 127 Beginning Fencing (1 cr.) This course presents the fundamentals of fencing using the three classes of weapons: foil, sabre and epee. Offensive and defensive movements are studied, as well as the techniques of engage, disengage, parry and lunge. It is the perfect sport for students of all ages, sizes and abilities. All equipment is provided. Every Year, All

PE 135 Rocks and Ropes Camp-Out Weekend (1 cr.) This weekend workshop features one day of fully supported outdoor rock climbing, an overnight camp-out and a high ropes course on the second day. Experience is not necessary. Students must be available Friday night after 4 p.m. through Sunday afternoon. Fee $180. Every Year, Fall

PE 139 Fitness Training and Nutritional Strategy (1 cr.) This fitness program is designed to decrease body fat and increase lean body mass through cardiovascular exercise, circuit training, resistance training, and proper nutrition. Every Year, All

PE 140 Elementary Physical Education (1 cr.) This class is designed for students who will be teaching physical education during their MAT internship; however, everyone is invited to enroll. This is a participation class, so students should be prepared to PLAY. Instruction includes various teaching techniques, organizational styles, activities and games for elementary school-age children. Students receive numerous handouts. Every Year, Spring

PE 142 Sailing Weekend (1 cr.) Spend a fabulous weekend learning to sail on New Haven Harbor. Learn basic sail techniques including points of sail, sailing terms, parts of the boat, rigging and local maritime sailing history. Students must be available Friday night 4–7 p.m.; Saturday and Sunday 10 a.m.–4 p.m. Transportation is arranged. Fee $90. Every Year, All
PE 143 Recreational Games Weekend (1 cr.) Leisure time games are the agenda for this class. Students learn lifetime activities that can be played by all ages. Activities include volleyball, duckpin bowling, dodgeball, kickball, elementary games, a field day and more. Students must be available Friday 4–7 p.m., Saturday and Sunday 10 a.m.–4 p.m. Fee $35. Every Year, All

PE 144 Fresh Water Fishing Weekend (1 cr.) Fishing is one of the most popular recreational activities in America. This course provides information about rods and reels; fishing line, hooks, bobbers, and lures; fishing knots; types of fish; releasing fish; cleaning and cooking fish. Instruction includes classroom as well as actual fishing time. Students must be available Friday 4–7 p.m., Saturday 7 a.m.–1 p.m., and Sunday 8 a.m.–2 p.m. Fee $35. Every Year, All

PE 147 Intramural Officiating—Winter (1 cr.) This class teaches students the rules, mechanics and positioning to officiate intramural basketball, volleyball and softball contests. Students are provided information to advance and officiate at the high school level. Every Year, All

PE 148 Spinning (1 cr.) Spinning is an indoor cycling program. Participants set their own level of intensity by adjusting the bike's resistance. Learn proper bike setup and safety; heart rate training guidelines and aerobic base building principles. The riding time begins at 30 minutes and progresses each week with final ride of 1 hour and 15 minutes. Everyone succeeds. Spinning is taught at an off-campus facility. Transportation is arranged. Fee $85. Every Year, All

PE 149 Intramural Officiating—Fall Sports (1 cr.) This class teaches students the rules, mechanics and positioning to officiate intramural flag football, soccer and field hockey contests. Students are provided information to advance and officiate at the high school level. Every Year, Fall

PE 150 Dance Salsa Plus! (1 cr.) This high energy, very rhythmic class introduces students to several forms of Latin Dancing Salsa and Merengue. Students learn the fundamental patterns for the basic step, body movement, and the art of turning while in motion. Students become aware of musical beats and rhythm while dancing. Cardio and muscle toning through Salsa instruction adds to the workout aspect of the sessions. Every Year, All

PE 151 Cardio Conditioning (1 cr.) This class delivers a total body workout, combining non-impact aerobic and progressive training with hand-held weights and resistance rubber bands (no weight room). Class activities provide the most efficient and effective methods to improve cardiovascular performance while strengthening and sculpting muscle groups. Every Year, All

PE 152 Cardio Sculpt and Pump (1 cr.) This class features a total body workout and an insightful approach to highly practical, safe, adaptable techniques specifically designed to develop strength, balance and flexibility. The instructor utilizes a specific contingent of conditioning exercises with emphasis on precision (no weight room). Aesthetics aside, this is a great way to develop good posture and a strong, flexible, graceful body. Every Year, All

PE 153 Flow Yoga (1 cr.) An innovative series of yoga postures that build and flow with sequential linking challenging your muscular strength, cardiovascular endurance, flexibility, balance, and mental stamina. Every Year, All

PE 154 Cardio Kickboxing (1 cr.) This is a high-energy aerobic workout consisting of real kickboxing and self-defense techniques choreographed to the latest techno and trance music. Participants sweat and tone the upper and lower body with jabs, punches, kicks and more. Every Year, All

PE 155 Integrated Strength (1 cr.) Integrated strength training is a simple and effective way to improve muscle strength, function, shape and definition. This class takes a base move and adds layers to challenge the muscles in every way possible. No heavy weights are utilized to get the burn and fatigue your muscles. The class is open to all fitness levels and incorporates balance and stability into basic strength-training moves, completing each workout with a section of flexibility. Participants experience an improvement in their total fitness level throughout the semester. Every Year, All

PE 160 Games, Games, Games (1 cr.) Students get plenty of activity as they play favorite games, including kickball, spud, four corners, relay races, scavenger hunts, parachute games and more. Students participate in planning activities and are expected to assist with at least one campus-wide activity, such as Little Sibs Weekend and Recreational Games Weekend. This course is ideal for MAT students, camp counselors or those who just want to have fun. Every Year, Spring

PE 161 Ballroom Dancing (1 cr.) Learn to tango, salsa, swing and more. This course covers basic patterns and some variations in three to four dances with an emphasis on basic technique and learning to move comfortably on the dance floor. Every Year, All

PE 162 Canoeing Weekend (1 cr.) Learn to canoe. Instruction allows students to explore several parts of the Connecticut coastline including lakes, Farm River and the New Haven harbor. No experience is necessary; all equipment is provided and transportation is arranged. Students must be available Saturday and Sunday from 9 a.m.–5 p.m. Fee: $90. Every Year, Fall
PE 164 Fencing Weekend (1 cr.) Stage combat is a term used to describe fencing for the theater. This course teaches students the basic skills in fencing, leading to an understanding of how to incorporate those skills into various theatrical scenes. The students create, choreograph, rehearse, and perform their interpretations of famous fencing scenes from stage and screen. All equipment is provided. Students must be available Saturday and Sunday 10 a.m.–4 p.m. Class Requirements: Comfortable, loose-fitting clothing; sneakers.

PE 165 Weight Lifting for Body Builders (1 cr.) This class covers proper form for joint protection as it relates to weight lifting for a body-building effect. Topics include: the basics of repetition schemes, the effect of changing reps and weights for maximum muscle hypertrophy and/or growth, and proper nutrition for optimal recovery and results, including nutrient timing and basic supplementation for body building. The class includes lectures as well as workout time in the Fitness Center.

PE 166 Intermediate Ballroom Dancing (1 cr.) This class is a progression of dances learned in PE 161 with more advanced patterns and improved style and technique. Class size is limited to 24 students; interested students must contact the Department of Athletics and Recreation. Pre-requisite: PE 161

PE 167 Walking (1 cr.) Walking is a safe, effective, and enjoyable exercise. It perfectly accommodates all ages and degrees of fitness. This class teaches the proper fundamentals of walking—including posture, technique, rhythm and speed. Each student participates at his or her preferred level of intensity—low, moderate, high. Walking journals are maintained. Every Year, Fall and Spring

PE 168 Intermediate Golf (1 cr.) This course introduces the concept of course management for intermediate golf players. Shot selection and execution are taught and practiced. Game preparation—both physical and mental—golf course behavior and etiquette, and playing within the written and unwritten rules of the game are incorporated as well. Every Year, All

PE 169 Taekwondo (1 cr.) Taekwondo provides a fun and effective fitness regimen in its diverse aspects as a form of self-defense, as an art form and as a competitive sport. Classes consist of extensive stretching, the teaching of basics to beginners, forms of self-defense and sparring techniques. Participants use traditional punching, kicking and blocking techniques from ancient martial arts disciplines for self-defense, as well as ancient principles of self-control, focus, balance, oneness and self-discipline. Taekwondo emphasizes the use of the whole body, enhances flexibility and coordination and increases aerobic capability. Promotional tests are held at the end of each semester. Every Year

Courses offered as needed
PE 163 Leisure Time Activities (1 cr.)
PE 209 Advanced Indoor Rock Climbing (1 cr.)
Prerequisite: PE 109

Physician Assistant (PY)

PY 104 Orientation to Physician Assistant Seminar I (1 cr.) This course is for ELMPA majors only. Students gain a basic knowledge of the fundamentals of the physician assistant profession. The physician assistant role expectations, practice and ethics in the health care field are examined. In addition, historical information on the profession is presented. Students must have active AAPA membership. Every Year, Spring

PY 204 Orientation to Physician Assistant II—Introduction to Clinical Medicine (1 cr.) Students are provided with a basic understanding of the roles of those professionals who are part of the health care team. Experts from a variety of health care fields explore the relationship of the practicing PA in each professional domain. 500 hours of documented patient contact is required to take this course. Prerequisites: PY 104, PY 397, PY 400; Every Year, Spring

PY 388 Clinical Training I (3 cr.) This course is for ELMPA majors only. It provides classroom and clinical experience and offers the pre-physician assistant student emergency medical technician training as a prerequisite for obtaining the 500 hours of documented direct patient contact required by the ELMPA program prior to entering the professional component. Emphasis in study is placed on patient assessment, clinical signs and symptoms, pathophysiology and the pre-hospital care of patients. Clinical rotations on an ambulance service are required. ELMPA majors who already have obtained EMT certification can replace this course with an independent study focused on emergency medical services during the semester in which the course is normally required. Successful completion of the PY 388-PY 389 sequence and the fulfillment of state mandated hours of instruction are required to be eligible for certification. Every Year, Fall

PY 388L Clinical Training I Lab (0 cr.) Lab to accompany PY 388. (3 lab hrs.) Every Year, Fall

PY 389 Clinical Training II (3 cr.) This course is a continuation of PY 388. Every Year, Spring

PY 389L Clinical Training II Lab (0 cr.) Lab to accompany PY 389. (3 lab hrs.) Every Year, Spring

PY 397 Pre-health Professions Clinical Affiliation (3 cr.) This apprenticeship program pairs an undergraduate student who displays maturity, dedication and sensitivity with a health professional in his or her field of interest for a 12-
week period. The affiliation is designed to provide the student with the opportunity to observe social, ethical and medical issues in a clinical setting. Professional dress is required. Students may register for the course according to the following criteria: permission of faculty; completion of a minimum of three semesters at Quinnipiac; satisfactory GPA. This course is for ELMPA students only. Prerequisites: PY 104, PY 388; Every Year, Fall and Spring

PY 400 Pre-Physician Assistant Clerkship (3 cr.) Pre-physician assistant students participate in a mentoring program that provides the opportunity to gain knowledge through direct observation and supervised direct patient contact. Each student spends time with three to five physician assistant professionals who specialize in different areas of medicine. Prerequisites: PY 104, PY 397, PY 388, PY 389; Every Year, Fall

PY 401 Introduction to Problem Solving (3 cr.) This course offers the pre-physician assistant student the tools necessary for developing a systematic approach to the patient and his or her medical condition. Students learn to access and evaluate the medical literature for identification of the following: the signs and symptoms of disease presentation, the components of a history and physical, and the understanding of a differential diagnosis. In addition, students are taught the basis for developing a patient assessment plan. Prerequisites: PY 104, PY 397, PY 400; Every Year, Fall

Physics (PHY)

PHY 101 (UC) Elements of Physics (3 cr.) A survey of basic principles of physics and some important applications. The laws of motion, gravity and electromagnetism are presented along with fluids, wave phenomena and optics. Modern physics includes quantum theory, atomic structure, radioactivity and semiconductors. Must be taken in conjunction with PHY 101L. This course is suitable for both science and non-science majors. Students who have credit for SCI 101 may not receive credit for PHY 101. Every Year, Fall and Spring

PHY 101L (UC) Elements of Physics Lab (1 cr.) Lab must be taken with PHY 101. (2 lab hrs.) Every Year, Fall and Spring

PHY 110 (UC) General Physics I (3 cr.) This course considers phenomena that examine the fundamental nature of the physical universe as well as the theories of the nature of the universe. Topics include kinematics and dynamics of motion, momentum, energy and equilibrium of rigid bodies and fluids, and thermal properties of matter. Must be taken in conjunction with PHY 110L. This course is designed primarily for science majors. Every Year, Fall and Summer

PHY 110L (UC) General Physics I Lab (1 cr.) Lab must be taken with PHY 110. (2 lab hrs.) Every Year, Fall and Summer

PHY 111 (UC) General Physics II (3 cr.) This course continues the examination of physical phenomena including vibrations and waves, sound, light, optics, electricity and magnetism. Also covered are the study of D.C. and A.C. circuits, and some elements of modern physics. Must be taken in conjunction with PHY 111L. This course is designed primarily for science majors. Prerequisites: PHY 110, PHY 110L; Every Year, Spring and Summer

PHY 111L (UC) General Physics II Lab (1 cr.) Lab must be taken with PHY 111. (2 lab hrs.) Every Year, Spring and Summer

Political Science (PO)

PO 101 (UC) Introduction to Political Science: Justice, Politics and Power (3 cr.) This course presents an introduction to the systematic analysis of power relations in local, national and global spheres of social life. The course surveys major political ideologies and predominant institutions. Students explore how dominant institutions process issues of power and justice, and how those issues appear when viewed through the lenses of major political ideologies. Every Year, All

PO 131 (UC) Introduction to American Government and Politics (3 cr.) This course covers the development of the constitution, the nature of Federalism, the state and the national government. Students explore the duties and powers of the President, Congress, the Supreme Court and administrative agencies. Political parties, the nominating process, elections and electoral behavior as well as political interest groups and public opinion. Every Year, All

PO 201 Political Inquiry (3 cr.) This course is designed for political science majors in their junior year. Students examine the culture of inquiry as a problem-solving discipline and contribute toward political understanding through multiple reading, thinking and writing exercises. Course material focuses on current issues in politics and government and asks how political scientists might respond to these issues. The course emphasizes theory development and hypothesis formation; various methodological approaches; and several sub-disciplinary perspectives within political science. For political science majors only. Junior status is required. Prerequisites: PO 101, PO 131; Every Year, All

PO 211 (UC) Introduction to International Relations (3 cr.) Students are introduced to the study of politics on the global level. The course focuses on the nature of the international system of nation-states, including the importance of state sovereignty, the political interactions between
states, and the causes of war and peace. Additional topics include understanding the domestic bases for foreign policy decisions, the different tools available for state action in the international realm (diplomacy, espionage, military intervention), the increasing importance of international economic relations, and the function and evolution of international law and organizations. Prerequisite: PO 101; Every Other Year, All

PO 219 Women in Political Thought (3 cr.) Students explore different approaches to explain the status of women. Theoretical perspectives that students consider may include: liberal feminism, radical feminism, Marxist/socialist feminism, feminism of care, conservative feminism and global feminism, among others. Students critically evaluate political concepts such as freedom, equality, rights and oppression, as well as learn about how different thinkers have conceptualized gender, politics, power and the role of the state. The course requires careful reading, intensive class discussion and multiple writing assignments. Prerequisite: PO 101, PL 101, PS 101, SO 101 or WS 101; Every Other Year, All

PO 221 (UC) Introduction to Latin America (3 cr.) This is the transdisciplinary introductory course for the minor in Latin American studies. Various disciplines, including history, anthropology, economics and languages, are interwoven in an exploration of concepts, behaviors and traditions associated with Latin America. A survey of Latin American regions spanning the Revolutionary period to the present, with a focus on the past 50 years, is utilized to focus the content. Prerequisite: PO 101; Every Other Year, All

PO 231 (UC) Elections and Political Parties (3 cr.) This course offers an intensive analysis of elections and parties in the U.S. and other nations. Special emphasis is placed on the development of competitive political party systems as vital to the success of democracy. Topics include the history of elections and campaigns, the role of gender, ethnicity and class in modern political parties, voting behavior, party strategies, campaign advertising, fundraising, and media coverage of elections. The course includes classroom visits by party leaders and candidates, and requires students to participate in direct observation as participants in an election campaign. Prerequisite: PO 131; Every Third Year, All

PO 245 (UC) International Political Economy (3 cr.) This introduction to the analysis and understanding of the international economy from a political perspective centers on the increasing internationalization, or globalization, of the capitalist market economy. This is analyzed from three perspectives, each of which raises different political issues and strategies: neoliberalism, economic nationalism (neomercantilism), and Marxism. Current issues dealing with international trade and finance, the environment, third world development and marginalization, and gender/race issues in the international economy are discussed. Prerequisite: PO 211 or EC 111; Every Other Year, Spring

PO 247 (UC) Actors and Processes in U.S. Foreign Policy (3 cr.) This introduction to U.S. foreign policy and how it is made combines a study of world politics, American political processes and current events. The course focuses on actors and policy processes, including the role of Congress, the President, interest groups, the mass media and public opinion (among others), and the influence of ideology on U.S. foreign policy. The course examines several 20th-century international crises, asking: what lessons were learned by these experiences, and how do these episodes illuminate the formation of foreign policy in the United States? The post-Cold War world is examined as a context of current challenges to American foreign policy. Prerequisite: PO 211 or PO 131; Every Other Year, Fall

PO 270 State and Local Government (3 cr.) The role of states in the federal system is analyzed. Structure and problems of state and local governments are examined. Prerequisite: PO 131; Every Year, Spring

PO 280 Congress and the Presidency (3 cr.) The relationship between the legislative and executive branches of government in the United States. Readings cover the following issues: the intent of the founding fathers; the evolution of political parties and their impact on relations between the first and second branches; conflicts over foreign policy and war making powers; and the growth of the imperial presidency after World War II. Prerequisite: PO 131; Every Third Year, All

PO 287 Women and Public Policy (3 cr.) Students examine the major public policy issues affecting gender relations in the U.S. today, including: reproductive rights and abortion, labor policy, welfare policy, sexual and domestic violence. Students discover the process by which issues of importance to gender equality have historically emerged on the public agenda, the ways in which policy debate is shaped once an issue becomes a public problem and the competing policy paradigms surrounding these controversial policy issues. Prerequisite: one course from PO, WS level 200; Every Other Year, All

PO 311 Topics in International Relations (3 cr.) This advanced seminar focuses on in-depth critical analysis of current issues and themes in international relations. It may deal with topics from issues of war, peace and security, to the politics of the international economy, emerging international cultural norms, and international law. The course requires careful reading, intensive class discussion and multiple writing assignments. Prerequisite: PO 101 or PL 101; Every Other Year, Spring

PO 315 Democratic Theory and Practice (3 cr.) The relationship between democratic ideas and practices in the for-
mulation of public policy is analyzed. Topics include the nature of the citizen and community, the role of the community in policy making, and the ethics of political choice. Major policy issues include election reforms, racial inequality, the environment, and welfare and human rights in foreign policy. Students are expected to participate in group projects and discussions and do extensive analytical writing. Prerequisite: PO 131, PO 215 or PO 216; Every Third Year, All

PO 317 International Law (3 cr.) Students are introduced to the nature and development of international law. Topics covered are: sources of international law conventions, treaties, custom, general principles, judicial decisions and the teaching of publicists; international law and municipal law; the role of states and individuals in international law; the International Court and international organizations; international law and the international economy; the management of international conflict, dispute settlement and sovereign immunity. Prerequisite: PO 211; Every Other Year, All

PO 321 Comparative Government (3 cr.) This course presents a comparative study of political institutions, forms of governments, leaders, socioeconomic processes, development strategies, cultures and traditions, and foreign policies of the First, Second and Third World countries with a view to providing cross-cultural and cross-national explanations regarding similarities and differences between and among nation-states. Prerequisites: PO 101; one course from PO level 200; Every Other Year, Spring

PO 322 European Politics (3 cr.) This course is designed to provide a general introduction to the European Union (EU) by exploring the dynamics of integration of Europe. The issues discussed relate to the general theoretical treatment of integration phenomena, the political economy of integration of Europe and its membership expansion, and the structural and behavioral implications of the Open Market. Of particular relevance to course discussions are the changing notions of security, economics, trade, market regulations, cooperation on the global scene. Special attention is paid to the single currency (the Euro) and how it impacts the process of integration in the EU. Prerequisites: PO 101; one course from PO, IB level 200; Every Year, Fall

PO 333 Middle Eastern History and Politics (3 cr.) This course is designed to explore both historical and contemporary political and socioeconomic developments in the Middle Eastern region. The course begins with a historical review of the demise of the Ottoman Empire, the anti-colonialist revolt, the emergence of Israel, secular nationalism, the rise of Islamism, and the post-Islamist era. The focus of the course then shifts to an examination of such issues as geopolitics, oil, the Palestinian-Israeli conflict, peace process, Persian Gulf wars, the great-powers' involvement and their interests in this area, terrorism, and globalization and its impact in the region. Prerequisites: PO 101 or PO 211; one course from PO HS level 200; Every Year, Spring

PO 334 American Constitutional Law (3 cr.) This course presents an intensive study of the development of constitutional law through the analysis of significant Supreme Court decisions. Topics covered include: the judicial process and the Supreme Court; Federalism, the states and the division of powers; the basis of national power, taxation, commerce and sovereignty; the separation of powers; the Judiciary, Congress and the Presidency; inter-state relations and national supremacy; the electorate; citizenship and the right to vote. Prerequisites: PO 131; one course from PO level 200; Every Third Year, All

PO 354 Civil Rights and Liberties I (3 cr.) This course considers the Bill of Rights; freedom of expression, freedom of speech, the press, religion and assembly; the establishment clause and the separation of church and state; fundamental rights, substantive due process and the right to privacy; the Fifth, Ninth and Fourteenth Amendments; the equal protection clause and three standards of Supreme Court review; suspect classifications, race discrimination and discrimination against women and the poor; the power to protect individuals and affirmative action. Prerequisites: PO 131; one course from PO level 200; Every Other Year, All

PO 365 Inside Washington, D.C. (3 cr.) In this intensive two week seminar in Washington DC, students will interact with well-known speakers from government, the media and academia to discuss the current major issues confronting Congress and the President. In the second week, students will confront dilemmas regarding how the media covers national politics and policy. Students will participate in daily site visits, tours and special events that will provide a perspective from “inside” Washington including Congress, interest groups, media organizations, lobbying firms and foreign embassies. Students will engage with topics such as the impact of national elections, the nature of conflict and bargaining in political institutions, foreign policy dilemmas, the gatekeeper function of the media, “spin” and media control, media bias, and the rise of new media. Eight hour days are the minimum expectation over the course of the two week program. Students must apply and meet university academic achievement standards to be admitted to the Seminar. Prerequisite: PO 131; Every Year, Spring

PO 395 Advanced Internship (3 cr.) This advanced internship requires students to complete more than 100 hours of on-site work; keep a field journal; complete a final report that summarizes activities and documents what the internship contributed to student learning in political science; and complete a research paper at least 10 pages in
length, based on research relevant to the internship duties and done during the semester of the internship. Prerequisites: PO 101, PO 111 or PO 131; one course from PO level 200; Every Year, All

PO 408 Senior Seminar (3 cr.) This is a capstone course for senior political science majors. Students prepare and present original research to their peers in the form of a senior thesis, related to a common seminar theme announced each year. The seminar allows students to apply the knowledge and methodology they have learned in previous courses to a particular project. Prerequisite: PO 201; Every Year, Spring

PO 498 Washington D.C. Program (6 cr.) Every Year, All

Courses offered as needed

PO 215H (UC) Honors Political Theory (3 cr.)
PO 216 (UC) American Political Thought (3 cr.)
Prerequisite: PO 131 or PO 101

PO 218 Politics of Health (3 cr.) Prerequisite: PO 131

PO 295 Internship in Political Science (1 cr.)
Prerequisite: PO 101 or PO 131

PO 325 Political Psychology and Public Opinion (3 cr.)
Prerequisites: PO 131; one course from PO level 200

PO 331 Topics in Comparative Government (3 cr.)
Prerequisites: PO 101; one course from PO level 200

PO 348 Political Communication (3 cr.) Prerequisite: one course from PO level 200

PO 350 Topics in Political Theory (3 cr.) Prerequisite: one course from PO level 200

PO 355 Civil Rights and Liberties II (3 cr.) Prerequisites: PO 131; one course from PO level 200

PO 357 Supreme Court and Foreign Policy (3 cr.)
Prerequisites: PO 131; one course from PO level 200

PO 360 Topics in American Politics (3 cr.) Prerequisites: PO 131; one course from PO level 200

PO 390 Politics and Urban Change (SO 390) (3 cr.)
Prerequisites: SO 101 or PO 131; one course from SO or PO level 200

PO 408H Honors Senior Seminar (3 cr.) Prerequisite: PO 201

Psychology (PS)

PS 101 (UC) Introduction to Psychology (3 cr.) Students are introduced to the background and breadth of contemporary psychological science. Natural science, social science and applied science form the basis for topics within the course such as psychology’s philosophical origins, its research methods, the study of learning, neuroscience, issues in mental illness, child development, and the application of psychology to contemporary social issues. Every Year, All

PS 101H (UC) Honors Introduction to Psychology (3 cr.) Students are introduced to the background and breadth of contemporary psychological science. Natural science, social science and applied science form the basis for topics within the course such as psychology’s philosophical origins, its research methods, the study of learning, neuroscience, issues in mental illness, child development, and the application of psychology to contemporary social issues. Every Year, All

PS 206 Introduction to Statistics in Psychology (3 cr.) Psychology majors only. This course covers statistical concepts and procedures as they apply to psychology. Students learn to perform statistical tests using both calculators and SPSS. Topics include: descriptive statistics, Z scores, t-tests, chi-square, correlation, and analysis of variance. Psychology majors only. Prerequisite: MA 110; Every Year, Fall and Spring

PS 210 Human Sexuality (WS 210) (3 cr.) This course focuses on human sexuality as it develops and changes throughout the lifespan, starting with prenatal development and ending with sexuality of the aging. Additional special topics include sexual dysfunction, sexual variance and the law. Prerequisite: PS 101; Every Year, Spring

PS 232 (UC) The Concept of Personality and Its Development (3 cr.) Personality is viewed from a variety of perspectives, including theories of its formation, social functioning and the evolution of man. Certain theories are examined, as are philosophical implications underlying diverse models of the nature of personality. Prerequisite: PS 101; Every Year, All

PS 233 Cognitive Psychology (3 cr.) Cognition is studied from a multi-method perspective with an emphasis on information-processing. Topics include models of memory, memory distortion, perception, expertise, cognitive neuroscience, imagery, problem solving, language and cognitive development. The interrelationship between applied and basic research is emphasized. Prerequisite: PS 101; Every Year, All

PS 236 Child and Adolescent Developmental Psychology (3 cr.) Prenatal period, infancy, early childhood, middle childhood and adolescence are surveyed in terms of an individual's physical, cognitive and social/emotional development. Students learn about the major theories and research methods used by developmental psychologists. Results of research studies are used to think about real-world applications. Prerequisite: PS 101; Every Year, All

PS 242 School Psychology (3 cr.) Theoretical and pragmatic concerns of the school psychologist are considered. Topics include child development, psychoeducational assessment, applied behavior analysis, special education legislation, and the role of the public schools as a social institution. Identification and treatments of various school-related exceptionalities such as learning and intellectual disabilities, speech and language disorders, autism, ADHD
and giftedness are investigated. Prerequisite: PS 101; Every Other Year, Spring

PS 250 Parenting Science (3 cr.) This course surveys research topics that pertain to effective parenting, such as parental discipline practices, and the effects of media on development. Research is drawn from fields such as developmental psychology, cognitive psychology, abnormal psychology and anthropology. Prerequisite: PS 236; Every Year, Fall

PS 251 Introduction to Conditioning and Learning (3 cr.) This course introduces students to the history, philosophical bases and contemporary issues in respondent and operant conditioning in particular and in learning in general; surveys current applications of basic theory and research including behavior modification; and examines the social controversy generated by such applications. Optional lab accompanies the course. Prerequisite: PS 101; Every Year, Spring

PS 251L Conditioning and Learning Lab (0 cr.) Optional lab to accompany PS 251. Every Year, Spring

PS 252 Physiological Psychology (3 cr.) This course is an introduction to the interactions between biological and psychological processing that are the basis for emotion, cognition and behavior. Topics include research methods, brain structure and function, neural plasticity, sleep, learning, memory, reproduction, drug action, sensation, perception and psychological disorders. Psychology majors only. Prerequisite: PS 101; Every Other Year, Fall and Spring

PS 254 Psychology of Close Relationships (3 cr.) Both familial and non-familial close relationships are examined. Topics such as love, friendship, living together, marriage, relationship maintenance and relationship dissolution are covered. Theories and research in each of these areas are read and discussed. The course aims to increase students' awareness of the issues and conflicts that affect close relationships. Prerequisite: PS 101; Every Other Year, Fall

PS 261 (UC) Social Psychology (3 cr.) Study of the effect of social forces on the individual; the role of the situational context in human behavior. Aggression, altruism, attribution, issues in social cognition, group behavior, attitude change and aspects of social psychology and law among topics covered. Prerequisite: PS 101; Every Year, All

PS 262 (UC) Psychology of Women (WS 262) (3 cr.) This study of the female sex and feminine gender emphasizes the distinction between the two. Survey of issues of women's development: socialization, menstruation, self-concept, menopause; and women's roles, productive and reproductive; and the changing conceptions of femininity, masculinity and androgyny. Prerequisite: PS 101; Every Year, Fall

PS 265 Industrial/Organizational Psychology (3 cr.) This course examines the application of psychological principles and practices to business, industrial and organizational settings. Covered are such issues as personnel selection, job analysis, training, accident prevention, morale, performance appraisal, worker motivation, leadership and organizational communication. Prerequisite: PS 101; Every Year, All

PS 272 (UC) Abnormal Psychology (3 cr.) Historical, philosophical and pragmatic conceptions of normality are explored as well as causes, description and classifications of abnormal behavior and mental illness; historical and contemporary approaches to understanding and treatment; and theories of psychopathology. Prerequisite: PS 101; Every Year, All

PS 283 Introduction to Forensic Psychology (3 cr.) Students learn about both the theoretical and applied components to the field of forensic psychology. The theoretical aspect of the course addresses criminality from a psychological perspective by examining theories of aggression, for example. Applied sections of the course explore the intersection of psychology and the legal system as well as crime scene behavioral analysis and offender profiling. Prerequisite: PS 101; Every Year, Spring

PS 300L Special Topics Lab (1 cr.)

PS 307 Methods of Psychology I: The Experimental Tradition (4 cr.) This course provides experience with the tools, methods and findings of classic and contemporary experimental psychology, offered as the gateway to majoring in the field. Topics include logical reasoning, statistical inference, research ethics, experimenter effects and report writing. Students design, conduct and analyze the results of an experiment. Must be taken with PS 307L taught by the same professor. Psychology majors only. Prerequisite: PS 206 or MA 275; Every Year, All

PS 307L Experimental Methods I Lab (0 cr.) Lab to accompany PS 307. Every Year, All

PS 308 Methods of Psychology II: Non-Experimental Methods (4 cr.) This course offers a critique of the experimental paradigm; experience with non-experimental methods such as interviewing, observation, content analysis; examination of selected contemporary research employing these methods. Students do a major piece of psychological research, including statistical analysis. Must be taken with PS 308L taught by the same professor. Psychology majors only. Prerequisite: PS 307; Every Year, All

PS 308L Non-Experimental Methods Lab (0 cr.) Lab to accompany PS 308. Every Year, All
PS 309 History of Psychology (3 cr.) This is a required course for advanced psychology majors. It covers philosophies dating back to ancient Greece. Participants review the history of scientific thought and of brain science. They trace the emergence of the science of psychology and the development of different systems of thought or theoretical perspectives within psychology. Students compare and contrast psychological perspectives in terms of how they have both deepened and limited our understanding. Prerequisite: PS 307; Every Year, All

PS 311 Tests and Measurements in Psychology (3 cr.) This course covers principles of test construction, standardization and validation; survey of commonly used measures of personality, psychopathology, aptitudes, interests and achievement, particular emphasis on the relationship between the testing movement and the social, political and economic context in which it is embedded. Five-year MAT students preferred. Prerequisite: PS 206; Every Year, Fall

PS 325 Health Psychology (3 cr.) The application and contribution of psychological research and practice to the promotion and maintenance of health and the prevention and treatment of illness are explored. Topics covered include stress and illness, psychological aspects of pain, management of chronic and terminal illness, obesity, smoking and other addictive behaviors, sleep disturbances, personality factors in illness and patient-practitioner interaction. Prerequisite: one course from PS level 200; Every Year, Fall

PS 335 Images of Women in Psychology and Literature (EN/WS 335) (3 cr.) The ways in which psychology and literature depict the female experience are studied. Using readings in both traditional and feminist psychological and literary theory, the course analyzes literary texts by and about women. Topics include: gender and genre, female identity formation and the minority experience. Prerequisite: one course from PS level 200; Every Other Year, Fall

PS 336 Cognitive Development (3 cr.) This seminar provides an in-depth examination of cognitive development from infancy through adolescence. Topics include the development of knowledge about physical objects, memory, language, numerical understanding, and an understanding of the mind. For each topic we discuss the results of various research studies with an emphasis on the methodologies used, various interpretations of the findings, and practical applications of the work. Prerequisite: PS 236 or PS 233; Every Other Year

PS 351 Behavioral Neuroscience: Animal Behavior (3 cr.) The biological bases of behavior are studied in detail. Emphasis is on the brain correlates of motivational states. Topics include reproductive behavior, neuronal plasticity, hunger and thirst, emotion, sleep, language, memory, vision and drug states. Prerequisite: PS 252 or BI 102; Every Year, Fall

PS 352 Behavioral Neuroscience: Animal Behavior (3 cr.) Species-specific behavior in vertebrates and invertebrates is explored with particular emphasis on comparative analysis of various social behaviors. Topics include instinct, critical periods, imprinting, reproductive behavior, aggression, learning, sleep, communication and biological clocks. Prerequisite: one course from PS level 200; Every Other Year, Spring

PS 354 Sensation and Perception (3 cr.) This course considers the sensory systems as gateways to the mind. Psychological mechanisms of vision, audition, taste, smell, pain and other senses are explored, as well as the psychophysics, anatomy and physiology of these sensory systems. Prerequisite: PS 235 or PS 252; Every Year, Fall

PS 357 Drugs, Brain and Behavior (3 cr.) Drugs, Brain and Behavior will introduce the student to the effects and mechanisms of action of psychoactive drugs. Drugs used in the treatment of psychological disorders as well as drugs of abuse will be covered. In addition to describing basic principles of neuropharmacology, the course will cover theories of tolerance, dependence, and abuse in depth. Pharmacotherapy for substance abuse and major mental disorders is described from both a biological and clinical perspective. Prerequisite: PS 252; Every Year, Spring

PS 358 School Age Development (3 cr.) This course is for five-year MAT students only. Students learn what psychology research reveals about development in children between the ages of 5-14. The class explores the following domains: sensory-motor, neurological, cognitive, language, social and emotion. Students learn about developmental questions that pertain especially to school-aged children, such as whether IQ can change, and about influences that may be particularly powerful, such as exposure to community violence. The facts of development are connected to theories of learning, motivation, intelligence, cognition and cultural psychology and also are applied to education. Prerequisite: PS 236; Every Year, All

PS 366 Advanced Personnel Psychology (3 cr.) This course presents an in-depth exploration of the traditional ideas and innovations of industrial psychology. Topics include, but are not limited to: recruitment and selection of employees, development and implementation of performance appraisal systems, issues involved in training employees, employment law, and labor-management relations. Prerequisite: PS 265; Every Year, Fall

PS 367 Advanced Organizational Psychology Organizations (3 cr.) The history and new developments within organizational psychology are examined closely. Topics include, but are not limited to: organizational theory,
research and theories of leadership, leadership development, motivating employees, job attitudes, teamwork, work-family balance and workplace stress. Prerequisite: PS 265; Every Year, Spring

**PS 371 Clinical Psychology (3 cr.)** The principles and practices of clinical psychology are introduced. The course includes a review of legal-ethical issues and the training of clinical psychologists. The course focuses on methods of clinical assessment and the practice of psychotherapy, including extensive use of case studies. Prerequisite: PS 272; Every Year, Spring

**PS 382 Advanced Social Psychology (3 cr.)** Contempora ry issues and topics in social psychology are examined. Content varies as the area develops and changes but has characteristically emphasized theories of attitude change, psychological effects of mass media, attribution theory, interpersonal attraction, helping behavior, and psychological factors in contemporary social issues. Prerequisite: PS 261 or PS 307; Every Year, Spring

**PS 391 Human Services Seminar (3 cr.)** For psychology majors in the human services concentration only. Professional, theoretical, clinical and ethical issues related to each student's senior fieldwork experience represent the content of the course. Students are simultaneously registered in PS 393. Prerequisite: PS 371; Every Year, Fall

**PS 393 Fieldwork in Human Services (3 cr.)** For psychology majors in the human services concentration only. Students are placed in a community service agency to gain supervised experience in human service programs. Placements may include youth counseling agencies, rehabilitation services, mental health clinics, centers for people with mental retardation, psychiatric hospitals, schools for special populations and others. Each course requires a minimum of 12 hours of fieldwork per week. Due to a commitment of services to clients or patients, particularly strict standards of attendance and responsibility are maintained. PS 393 is taken in conjunction with PS 391. All in PS 393 must plan to take PS 394 in the spring semester. This course is graded on a pass/fail basis. Prerequisite: PS 371; Every Year, Fall

**PS 394 Fieldwork in Human Services (3 cr.)** For psychology majors in the human services concentration only. Students are placed in a community service agency to gain supervised experience in human service programs. Placements may include youth counseling agencies, rehabilitation services, mental health clinics, centers for people with mental retardation, psychiatric hospitals, schools for special populations and others. Each course requires a minimum of 12 hours of fieldwork per week. Due to a service commitment to clients or patients, particularly strict standards of attendance and responsibility are maintained. This course is graded on a pass/fail basis. Prerequisites: PS 391, PS 393; Every Year, Spring

**PS 409 Senior Seminar in Psychology (3 cr.)** This seminar is the capstone course for psychology seniors only. It consists of extensive readings of original research and theory on a topic selected by the student under the guidance of the professor. A senior thesis, written according to departmental standards, is a central part of the requirement. As a capstone course, this course must be taken as a seminar during the academic year and cannot be taken as a tutorial. Most sections are offered in the spring. Senior standing required. Prerequisite: PS 308; Every Year, Fall and Spring

Courses offered as needed

**PS 200 Special Topics in Psychology (3 cr.)** Prerequisite: PS 101

**PS 222 Psychology of Disability (3 cr.)** Prerequisite: PS 101

**PS 234 Adult Development Psychology (GT 234) (3 cr.)** Prerequisite: PS 101

**PS 262H Honors Psychology of Women (3 cr.)** Prerequisite: PS 101

**PS 272H (UC) Honors Abnormal Psychology (3 cr.)** Prerequisite: PS 101

**PS 300 Special Topics in Psychology (3 cr.)** Prerequisites: two courses from PS

**PS 300H Honors Special Topics (3 cr.)**

**PS 333 Advanced Cognition (3 cr.)** Prerequisite: PS 233

**PS 336H Honors Cognitive Development (3 cr.)** Prerequisite: PS 236, PS 233, PS 236H or PS 233H

**PS 355 Advanced Psychology of Learning (4 cr.)** Prerequisite: one course from PS level 200

**PS 355L Psychology of Learning Lab (0 cr.)**

**PS 356 Psychology of Language (3 cr.)** Prerequisite: PS 233 or PS 252

**PS 370 Intimate Partner Violence Seminar (WS 370) (3 cr.)** Prerequisites: two courses from PS, SO, CJ, WS

**PS 372 Child Psychopathology (3 cr.)** Prerequisite: PS 272

**PS 373 Positive Psychology (3 cr.)** Prerequisite: PS 272

**PS 383 Psychology and the Law (3 cr.)** Prerequisites: two courses from PS

**PS 397 Fieldwork in Industrial/Organizational Psychology (3 cr.)**

**Public Relations (PRR)**

**PRR 101 Principles of Public Relations (3 cr.)** This course, which serves as the foundation of the public relations curriculum, traces the development of the public relations field and examines the role of public relations in organizations and society. Basic public relations principles and theories are examined along with the public relations campaign planning process. Every Year, Fall and Spring

**PRR 201 Public Relations Writing (3 cr.)** Writing is key to most public relations jobs. This writing-intensive course
introduces students to the world of professional public relations writing. Topics include press releases, pitch letters, desktop publishing and fact sheets. Students are involved in both in-class and out-of-class assignments. Prerequisites: PRR 101, JRN 160; Every Year, Fall and Spring

**PRR 311 Sports Public Relations (3 cr.)** This class is a comprehensive review of sports management and sports event planning. Students examine such topics as strategic planning, budgeting and time management. *Every Year, Spring*

**PRR 332 Public Relations Research (3 cr.)** The course presents an exploration of quantitative and qualitative research methods typically used in corporate public relations and in the public sector. Students learn how to use principles of scientific research to establish, monitor and evaluate public relations programs. Prerequisite: PRR 101; *Every Year, Fall and Spring*

**PRR 450 Senior Seminar (3 cr.)** The senior seminar for public relations majors is Crisis Management. The course examines institutional crisis communication from a management perspective with an emphasis on crisis prevention, planning and response. Prerequisites: MSS 101, JRN 160, MSS 220; *Every Year, Fall and Spring*

**PRR 495 Public Relations Campaigns (3 cr.)** This course is the capstone for students preparing for a career in public relations. Students develop the mindset of a strategic communicator through case analyses and problem-solving exercises. Attention is focused on the public relations planning process. Student teams develop strategic public relations plans for actual clients. Writing, research and presentation skills are expected. Prerequisites: PRR 101, PRR 201, PRR 332; *Every Year, Fall and Spring*

Courses offered as needed

**PRR 340 Public Relations Management (3 cr.)** Prerequisite: PRR 101

**PRR 341 Corporate Public Relations (3 cr.)** Prerequisite: PRR 101

**PRR 343 Nonprofit Public Relations (3 cr.)** Prerequisite: PRR 101

**PRR 344 International Public Relations (3 cr.)** Prerequisite: PRR 101

**PRR 345 Investor Relations (3 cr.)** Prerequisite: PRR 101

**PRR 346 Healthcare Public Relations (3 cr.)** Prerequisite: PRR 101

**PRR 400 Special Topics (3 cr.)** Prerequisites: PRR 101, PRR 201, JRN 160

**QU Seminars (QU)**

**QU 101 (UC) The Individual in the Community (3 cr.)** This interdisciplinary seminar for first-semester freshmen focuses on the broad theme of community by welcoming students to the University learning community and challenging them to locate themselves as individuals who can reflect critically and act diligently in fulfillment of their civic and intellectual responsibilities as engaged members of the University community. While integrating academic perspectives on the course theme from a variety of disciplines, this course explores questions of identity, ethics and citizenship through consideration of an individual’s place, rights and responsibilities within a diverse and pluralistic community. Students consider perennial questions of human nature, the formation of individual identity and common inheritances, of how communities are formed and sustained. QU 101 also lays the groundwork for considering how students can extend their roles and responsibilities as members of the Quinnipiac University community to the national and global perspectives they will consider in QU 201 and QU 301. *Every Year, Fall*

**QU 101H (UC) Honors Individual in the Community (3 cr.)** This interdisciplinary seminar for first-semester freshmen focuses on the broad theme of community by welcoming students to the University learning community and challenging them to locate themselves as individuals who can reflect critically and act diligently in fulfillment of their civic and intellectual responsibilities as engaged members of the University community. While integrating academic perspectives on the course theme from a variety of disciplines, this course explores questions of identity, ethics and citizenship through consideration of an individual’s place, rights and responsibilities within a diverse and pluralistic community. Students consider perennial questions of human nature, the formation of individual identity and common inheritances, of how communities are formed and sustained. QU 101 also lays the groundwork for considering how students can extend their roles and responsibilities as members of the Quinnipiac University community to the national and global perspectives they will consider in QU 201 and QU 301. *Every Year, Fall*

**QU 201 (UC) National Community (3 cr.)** This interdisciplinary seminar for sophomores/juniors builds on experiences and learning from QU 101 and focuses on the major themes and concepts that structure life in the cultures of the pluralistic American community. The course challenges students to critically examine what it means to assume a role of informed citizenship and leadership in the United States. The topics can range from social media to spirituality, from bioethics to refugee narratives, depending on the specialty of the instructor. All sections address the common course questions: 1) What is the meaning of community in a national context; 2) What is the effect of individualism on our concept of national community and citizenship; and 3) What is the effect of our pluralistic and multicultural heritage on our concept of national community and citizenship? Prerequisite: QU 101; *Every Year, Fall and Spring*
SA 101 (UC) Survey of Physical Science I (3 cr.) This introduction to the methods of science is designed to make students aware of the scientific implications of the problems facing the world today. Topics include the metric system, force and motion, heat and work, sound, light, electricity and magnetism. Must be taken in conjunction with SCI 101L. This course is designed for non-science majors and can be used to fulfill the 3-credit UC science requirement. Students may not earn credit for both SCI 101 and PHY 101. Every Year, Fall and Summer

SCI 101L (UC) Survey of Physical Science Lab (1 cr.) Lab must be taken with SCI 101. (2 lab hrs.) Every Year, Fall and Summer

SCI 102 (UC) Survey of Physical Sciences II (3 cr.) This introduction to the methods of science emphasizes chemical principles, nuclear reactions and their applications, weather, earth science and astronomy. Must be taken in conjunction with SCI 102L. This course is designed for non-science majors. Every Year, Spring and Summer

SCI 102L (UC) Physical Sciences II Lab (1 cr.) Lab must be taken with SCI 102. (2 lab hrs.) Every Year, Spring and Summer

SCI 105 (UC) Food Chemistry and Nutrition (3 cr.) Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins and minerals in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted. Students have an opportunity to apply these concepts to analyze and improve their own diets. Must be taken in conjunction with SCI 105L. This course is designed for non-science majors. Students may not earn UC credit for both SCI 105 and SCI 161. Every Year, Spring

SCI 105L (UC) Food Chemistry and Nutrition Lab (1 cr.) Lab must be taken with SCI 105. (2 lab hrs.) Every Year, Spring

SCI 161 (UC) Nutrition: An Investigative Experience (3 cr.) This course embodies investigative experiences within the lecture. Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins and minerals in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted. Students have an opportunity to apply these concepts to analyze and improve their own diets. This course is designed for non-science majors and can be used to fulfill the 3-credit UC science requirement. Students may not earn credit for both SCI 105 and SCI 161. Every Year, All

SCI 161H (UC) Nutrition: An Investigative Experience (3 cr.) This course embodies investigative experiences within the lecture. Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins and minerals in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted. They have an opportunity to apply these concepts to analyze and improve their own diets. This course is designed for non-science majors and can be used to fulfill the 3-credit UC science requirement. This is an Honors course. Students are challenged to critically examine, discuss and present results reported in journal articles in the field of nutritional science. Students may not earn credit for both SCI 161H and SCI 105. Every Year, Fall
chemistry of the Earth's environment. Topics include the atmosphere and chemical pollutants, the ozone layer and its interaction with light waves, the implications of consumer products upon global warming, the chemistry of Earth's water supply, the chemical nature of acids, bases, pH and the causes of acid rain. This course is designed for non-science majors. Every Year, All

**Science and Values (SV)**

**SV 301 Science, Technology and Health Care: Present and Future Challenges (3 cr.)** A seminar focused on an issue or theme chosen by the instructor of recent interest related to the connection between scientific, technological, and medical advances and ethical issues. Topics might include application of cloning to humans and animals, interspecies genetic manipulation and agricultural biotechnology, medical interventions in the beginning and end of life, or the cybernetic revolution. Required for Science and Values minor. Every Other Year

Courses offered as needed
**SV 101 Introduction to Science and Values (3 cr.)**
**SV 200 Special Topics (3 cr.)**
**SV 300 Rise of Modern Science (3 cr.)**
**SV 330 History of Western Medicine (HS 330) (3 cr.)**
   - Prerequisite: HS 110, PL 101, HS 111, HS 112, HS 131 or HS 132

**Sociology (SO)**

**SO 101 (UC) Introduction to Sociology (3 cr.)** Our society and culture influence who we are, how we feel about ourselves, and how we interact with others. This course investigates the ways in which our social institutions such as the family, the government, politics, religion, health care and others shape our experience. The differences that characterize a stratified society in opportunity, reward, achievement and social class are discussed. Every Year, All

**SO 201 Sociological Theory (3 cr.)** This course helps students develop a working knowledge of theory and understand its relevance in other sociological courses they will take. It investigates the ways in which neither we, nor the world we live in, are what we think they are. This course covers important stories that social theorists have spun to capture the complexity of the human condition. In part, it examines Freud's depiction of the human condition as an epic battle between our individual selfish drives and society's overbearing shame, Marx's claim that revolution is inevitable, Weber's belief that we have sacrificed the human spirit at the alter of efficiency, Mills' claim that we have become cheerful robots in a machine-like society, and Baudrillard's thesis that truth has been murdered in the perfect crime. Prerequisite: SO 101; Every Year, Fall

**SO 205 Orientation to Sociology, Criminal Justice and Gerontology (CJ/GT 205) (1 cr.)** This course introduces sociology, social services, gerontology and criminal justice majors to the disciplines and fields in which they are majoring. Students meet once a week to discuss the origins, breadth and potential careers in their fields. The course orient the student to the professions within sociology, social services and gerontology through interaction with departmental faculty, former students and practitioners in the field. For sociology majors only. This course is graded on a pass/fail basis. Prerequisite: SO 101; Every Year, Spring

**SO 225 (UC) Social Problems (3 cr.)** This course explores public controversies such as poverty, violence, education, addictions as problems of individual adaptation, as a conflict of interest between groups, and as intractable characteristics of the social system. These models suggest different levels of intervention and solution. Prerequisite: SO 101; Every Year, All

**SO 230 Government and Business: The Uneasy Partnership (3 cr.)** This course presents a study of the way government and business affect one another. The evolution of entrepreneurship is followed historically, from its emergence in Western Europe until the present time, with an emphasis on the roles people, past and present, think each of these two institutions should play. Contemporary controversies such as those concerning freedom and free enterprise, and the proper care for the needy, are considered. Prerequisite: SO 101 or EC 111; Every Year, All

**SO 232 Women in the Criminal Justice System (CJ/WS 232) (3 cr.)** This course examines the changing patterns of women's criminality; the experiences of women who are processed as crime victims, and the evolution of women's role in law, law enforcement and corrections. Prerequisite: SO 101; Every Year, Fall

**SO 235 American Culture and Society (3 cr.)** The course examines what it means to be an American. Students explore the structure of American culture and discuss more specific American cultural manifestations in areas such as love, consumerism, childrearing and sport. These topics are covered via an assessment of the health versus pathology of American culture. Course material is rooted in sociological literature within the field of culture and personality. Prerequisite: SO 101; Every Other Year, Spring

**SO 241 (UC) Racial and Ethnic Groups (3 cr.)** The impact of ethnic and racial identity in the United States is examined with particular consideration of the processes of prejudice and discrimination, social class identity and mobility, and the distribution and exercise of social, economic and political power. Prerequisite: SO 101; Every Year, All
SO 242 Race, Crime and Justice (CJ 242) (3 cr.) In this course, students explore the intersections of race, crime and law in terms of the historical context, present-day situations and future directions. Students examine the concepts of race, crime and law from the viewpoints of the offender, the victim and the criminal justice practitioner within the various aspects of the criminal justice process—from law enforcement to courts to corrections. The course also focuses on the interrelationship between theory, policy and practice. Prerequisite: SO 101; Every Other Year, Spring

SO 244 (UC) Social Stratification (3 cr.) This course examines the existence and processes of stratification and inequality in multiple social institutions and the impact of social stratification as both a structural and a cultural phenomenon. Topics include social class, race, gender and sexuality, their intersectionality and the development of social inequality and stratification in social institutions such as the criminal justice system, the educational system, health and health care, the family, media and popular culture, the state and the economy. Students also discuss social mobility, class reproduction, discrimination and evolving patterns of social inequality in the U.S., and the responses of marginalized groups to these trends. Prerequisite: SO 101; Every Year, All

SO 250 Youth Crime (CJ 250) (3 cr.) This course deals with youth crime as distinct from adult offending. Students examine development of the juvenile delinquency concept and justification for classifying juvenile offenders as separate from adults. Factors contributing to the onset of juvenile delinquency and relevant research also are examined. The course considers the development and current functions of the juvenile justice system, paying particular attention to the challenges justice officials face daily. A range of widely used treatment strategies for dealing with juvenile offenders is examined. Prerequisite: SO 101 or CJ 283; Every Year, Fall

SO 255 (UC) Sociology of Families (WS 255) (3 cr.) In this introductory course, students study families in the U.S. Topics include the ways in which families have evolved over time and the effect of economic and social factors (such as race, class and gender) on family life. Students learn about families in other cultures and current issues facing families. Prerequisite: SO 101; Every Year, All

SO 260 Social Control and Deviance (3 cr.) The ways in which normative behavior is determined, delineated and controlled are examined. Also considered are factors that produce deviant behavior and social mechanisms for defining and dealing with deviance. Prerequisite: SO 101; Every Year, Spring

SO 263 (UC) Sociology of the Aged (GT 263) (3 cr.) This introduction to gerontology focuses on the myths and realities of aging explored through historic, demographic and sociological analyses of the conditions of old people in our society. The ways in which social and cultural factors enter into the aging process are also considered. Prerequisite: SO 101; Every Year, All

SO 264 Social Welfare Institutions (3 cr.) Problems of welfare in an industrial society; the system of public and private institutions that evolved to meet these needs; critical evaluation of their adequacy; strategies for change, e.g., community control, welfare rights movements, are explored. Prerequisite: SO 101; Every Year, Spring

SO 266 (UC) Population and Society (3 cr.) The components of population change births, deaths, migration and the importance of demographic trends for individual life changes are explored. Also discussed are the lasting effects of the Baby Boom generation, the migration to the Southwest, and changes in marriage patterns. Prerequisite: SO 101; Every Year, Fall

SO 270 Program Planning and Administration (GT 270) (3 cr.) Program planning and administration of services to the elderly are considered, as well as models of needs identification, the process of problem analysis, styles of leadership and administrative dilemmas, and elements of grant proposal writing. Prerequisite: SO 101; Every Other Year

SO 271 Public Order Crimes (CJ 271) (3 cr.) Approximately two-thirds of the inmates in U.S. correctional institutions have been found guilty of public order crimes, moral crimes, or crimes not likely to have a self-identified victim. This course concentrates on crimes associated with such activities as illegitimate gambling, consensual sex, and the criminal use and sale of both legal and illegal substances. Prerequisite: SO 101 or CJ 283; Every Year, Fall

SO 272 (UC) Education and Society (3 cr.) Schools from kindergarten to the university as they relate to the community and the economic and political systems are considered. Also explored are the historical development of education; values imparted through education; the social process in the classroom; contemporary conflicts centering in the schools. Prerequisite: SO 101; Every Other Year, Spring

SO 273 Social Policy and Social Services (GT 270) (3 cr.) Problems of leadership and administrative dilemmas, and elements of grant proposal writing. Prerequisite: SO 101; Every Other Year

SO 274 (UC) Medical Institutions (GT 270) (3 cr.) This course considers the development and current functions of the medical profession and the impact of medical institutions as both a structural and a cultural phenomenon. Topics include the medicalization of society, the social roles of medical practitioners and patients; labeling and treatment/mistreatment of the ill and disabled; changing definitions of illness; and the politics of disability. Prerequisites: SO 101; Every Other Year, Fall

SO 275 Family and Society (GT 270) (3 cr.) This course considers the development and current functions of the family as both a structural and a cultural phenomenon. Topics include the social roles of family members; family social control; family life stages; family and the economy. Prerequisite: SO 101; Every Other Year, Spring

SO 276 Social Problems (GT 270) (3 cr.) This course considers the development and current functions of the social problems as both a structural and a cultural phenomenon. Topics include the social roles of social problems; social control; social problems and the economy. Prerequisite: SO 101; Every Other Year, Spring

SO 277 Social Problems and Public Policy (GT 270) (3 cr.) This course considers the development and current functions of the social problems and public policy as both a structural and a cultural phenomenon. Topics include the social roles of social problems and public policy; social problems and the economy. Prerequisite: SO 101; Every Other Year, Spring

SO 278 Social Welfare Institutions (GT 270) (3 cr.) This course considers the development and current functions of the social welfare institutions as both a structural and a cultural phenomenon. Topics include the social roles of the social welfare institutions; social welfare institutions and the economy. Prerequisite: SO 101; Every Other Year, Spring

SO 279 Social Problems and Public Policy (GT 270) (3 cr.) This course considers the development and current functions of the social problems and public policy as both a structural and a cultural phenomenon. Topics include the social roles of social problems and public policy; social problems and the economy. Prerequisite: SO 101; Every Other Year, Spring

SO 280 (UC) Illness and Disability (3 cr.) This course examines the ways in which society shapes our understanding, experience and definitions of health, illness and disease. Topics include the social factors related to disease such as age, gender and social class; the social roles of medical practitioners and patients; labeling and treatment/mistreatment of the ill and disabled; changing definitions of illness; and the politics of disability. Prerequisites: SO 101; Every Other Year, Fall

SO 283 Crime and Society (CJ 283) (3 cr.) This course considers crime as a cultural phenomenon and a problem of social control. Topics include the nature of law, charac-
SO 285 (UC) Protest and Change (WS 285) (3 cr.) This course presents a systematic exploration of the causes and conditions of major social changes. Social movements such as the civil rights and women's movements are studied in terms of their capacity to respond to and generate additional change. Prerequisites: SO 101; Every Year, All

SO 292 Internship in the Community (3 cr.) The student devotes eight hours a week to work in a public or private community agency and one hour a week in conference with the instructor or in a seminar. The position is tailored to the student's preparation and interests and to the needs of the agency. The student learns how an organization actually works, its relation to other organizations in the community, how it serves its clients, and the problems that confront it. Enrollment, limited to majors, is a commitment by the student to adhere to a high standard of attendance and responsibility. For majors only in the junior or senior year. Every Year, All

SO 303 Popular Culture and the Media (3 cr.) The course explores popular culture with the purpose of learning about current American life in the context of change. It focuses on the relationship between popular culture, the media, and the broader social, economic and political environment. Popular media, leisure pursuits, news, sports, entertainment, and material consumption are considered. Attention is paid to the accumulated research from a wide variety of sources and visions. Prerequisites: two courses from SO; Every Other Year

SO 304 Sociology of Gender (WS 304) (3 cr.) This course focuses on how society constructs notions/images of femininity and masculinity and how these influence our lives. Participants look at cultural views of language, body and the media, as well as theoretical approaches to understanding the complexities of gender distinctions in our society. Prerequisites: two courses from SO; Every Year

SO 305 Death, Grief and Bereavement (GT 305) (3 cr.) Death is studied from the perspective of social interaction between the dying person, professional caregivers and family members and loved ones. Attitudes and values about death, cultural components of grief, and the function of bereavement are examined. Particular attention is paid to the social organization of death work and dying in bureaucratic settings, such as hospitals and nursing homes, as opposed to the non-bureaucratic structure of hospice care. Prerequisites: two courses from SO, GT; Every Year, All

SO 307 Sociology of Sport (SPS 307) (3 cr.) This course includes analysis of sport as a social and cultural institution and interrelations between sport and societal subsystems. Students explore selected issues of socio-cultural aspects of sport and exercise, and analyze contemporary problems associated with sport, including race relations, the traditional and emergent role of females, leisure behaviors, aggression and violence, as well as political and economic concerns. Prerequisites: two courses from SO; Every Year, Spring

SO 310 Children: Social Issues and Policies (3 cr.) This course presents an overview of the social, economic and political factors that have influenced the historical experiences of children. The effects of the changing character of the American family, peer groups, the powers of the media, public intervention and welfare concepts are examined. Prerequisites: two courses from SO; Every Year, Fall

SO 311 Introduction to Social Work (GT 311) (3 cr.) This course provides students with an overview of social work as a helping profession. Beginning with a preliminary understanding of the historical development of social work, students learn how changes in social work theory and practice reflect larger societal changes. Course work familiarizes students with important social work issues and concepts and discusses their application in diverse social service and human service settings. Major or minor in gerontology, sociology, social services, criminal justice or psychology and at least junior standing. Prerequisites: two courses from SO, GT; Every Year, Fall

SO 312 Large-Scale Organizations (3 cr.) The effect of formalization both on the delivery of social services and on career opportunities and satisfactions is explored; studies of business corporations, schools, health and welfare agencies, and the police are examined for effectiveness, and alternate structures are considered. Prerequisites: two courses from SO; Every Other Year

SO 315 Case Management (GT 315) (3 cr.) Case management is a process used throughout the delivery of social services as a means of assessing, planning, coordinating, monitoring and evaluating the services needed to respond to an individual's health and/or service needs to attain the dual goals of quality and cost effective care. Students in gerontology, sociology, psychology, social services and criminal justice are likely to encounter the various roles or models of case management practice as they pursue careers in human services. This course provides a foundation for case management practice in various social service settings. Prerequisites: two courses from SO, GT; Every Year, Spring

SO 318 Therapeutic Recreation (GT 318) (3 cr.) This course of study includes the principles and practices of program planning for therapeutic recreation. The course covers analysis, assessment, design, implementation and evaluation of activities. Emphasis is on intervention, gerontological terminology, documentation, record keeping
and resources. Prerequisites: two courses from SO, GT; Every Other Year

SO 325 Counseling Older Clients (GT 325) (3 cr.) Students are introduced to theories and models of effective communication with select members of an elderly population; practical aspects of communication of social service worker with older clients, older parents, older patients and the terminally ill; interview and counseling techniques; and the role of social service worker, past and present. Prerequisites: two courses from SO, GT; Every Other Year

SO 330 Perspectives on Violence (CJ 330) (3 cr.) This course explores the many ways that violence is viewed in our society. Topics include types of violence, empirical evidence of incidence, characteristics of violent crimes, offender motivation, victim profiles, and sociological and theoretical explanations. Prerequisites: two courses from SO, CJ; Every Year, Fall

SO 333 Drugs, Alcohol and Society (CJ 333) (3 cr.) This analytical discussion-based course explores the use of drugs and alcohol in U.S. society. The emphasis is on drug and alcohol use and abuse as a social phenomenon. Students explore issues such as the relationship of drug use to particular groups in society (age, sex, race/ethnicity), patterns of drug use and abuse, the promotion of drugs by the media, and drug and alcohol abuse in historical perspective. Students also learn about drug categories, drug education, prevention and treatment, and about drug laws. Prerequisites: two courses from SO; Every Other Year, Spring

SO 335 Criminal Justice Systems (CJ 335) (3 cr.) This course examines the criminal justice system, including law enforcement, the courts and the correctional system. Each aspect of the system is analyzed in terms of crime statistics, typologies and theoretical application. Prerequisite: SO 283 or CJ 283; Every Year, All

SO 355 Crime and Media (CJ 355) (3 cr.) Despite little direct contact with offenders or the criminal justice system people typically hold strong opinions about crime-related issues. The goal of this course is to understand how media sources shape our attitudes and beliefs about crime and how we should respond to it. To this end, participants examine media involvement in constructing the reality of crime and justice. Prerequisites: two courses from SO, CJ; Every Other Year, Spring

SO 360 Sociology of Mental Illness (3 cr.) This course examines the ways in which society shapes our understanding of mental illness and mental health. It provides students with an overview of issues affecting the definition, causes, recognition and treatment of mental illness. The course is organized into five sections: 1) the major theoretical perspectives on mental illness; 2) symptoms of selected mental disorders; 3) the epidemiology of mental illness; 4) stigma; and 5) available treatment and lack of treatment for people with mental disorders. Prerequisites: two courses from SO, CJ; Every Year, Spring

SO 365 Aging: Problems and Policies (GT 365) (3 cr.) This course considers social problems associated with aging: particularly in the areas of health, housing, financing and family life and the governmental policies past, present and future that deal with these problems. Prerequisites: two courses from SO; Every Other Year, Spring

SO 375 Sociology of the Everyday (3 cr.) The course examines how everyday interactions both create and shape social reality. Through an examination of humor, embarrassment, street behavior, family behavior and work behavior, as well as interaction between acquaintances, friends and intimate partners, the course examines how we make up everyday reality as we go. Emphasis is placed on micro-level theoretical perspectives drawing from social psychology and symbolic interactionism. Prerequisites: two courses from SO; Every Other Year, Spring

SO 381 Evaluation Research (GT 381) (3 cr.) This course studies the research methods used to evaluate the effectiveness of organizations and programs in meeting their social service goals. Methods of research are examined in depth and students become acquainted with the components of meaningful evaluations. Must be second semester junior or above. Prerequisite: SO 244; Every Year, All

SO 383 Sociology of Law (3 cr.) Students delve into the complex relationship between society and law. Does society create law, or does law create society? Society, in essence is itself a tangled web of laws turning would-be chaos into an organized bureaucratic existence. Participants use films, ethnographic work and an on-site courtroom observation project to explore and answer these and more questions about the sociolegal world. Prerequisites: two courses from SO; Every Other Year

SO 385 Social Policy (GT 385) (3 cr.) This senior seminar is designed as the capstone course for students majoring in sociology, social services and gerontology. Social policy is examined as the process by which specific societal problems are identified, researched, and translated into social action. Students in this course complete a senior thesis and senior presentation on a social policy area of their choosing. For majors only in the senior year. Every Year, All

SO 392 Internship in the Community (3 cr.) The student devotes eight hours a week to work in a public or private community agency and one hour a week in conference with the instructor or in a seminar. The position is tailored to the student's preparation and interests and to the needs of the agency. The student learns how an organization actually works, its relation to other organizations in the community, how it serves its clients, and the problems that
SO 350 Sociology of Disasters (3 cr.)
SO 340 Peace and Conflict Resolution (3 cr.)
SO 313 The Bible: Beginnings and Endings (EN 313)
SO 302 Women, Health and Aging (GT/WS 302) (3 cr.)
SO 499 Independent Study (3 cr.)
SO 399 Independent Study (3 cr.)
SO 390 Politics and Urban Change (PO 390) (3 cr.)
SO 300 Special Topics (3 cr.)
SO 299 Independent Study (3 cr.)

Courses offered as needed
SO 200 Special Topics (3 cr.) Prerequisite: SO 101
SO 245 Community: Place, Sentiments, Structure (3 cr.) Prerequisite: SO 101
SO 299 Independent Study (3 cr.)
SO 300 Special Topics (3 cr.) Prerequisites: two courses from SO
SO 302 Women, Health and Aging (GT/WS 302) (3 cr.) Prerequisites: two 200 level courses from SO, GT or WS
SO 313 The Bible: Beginnings and Endings (EN 313) (3 cr.) Prerequisites: two courses from SO
SO 340 Peace and Conflict Resolution (3 cr.) Prerequisites: two 200 level courses SO or CJ
SO 350 Sociology of Disasters (3 cr.) Prerequisites: two courses from SO
SO 382 Field Research Methods (3 cr.) Prerequisites: two courses from SO
SO 390 Politics and Urban Change (PO 390) (3 cr.) Prerequisites: SO 101 or PO 131
SO 399 Independent Study (3 cr.)
SO 499 Independent Study (3 cr.)

Spanish (SP)

SP 101 Elementary Spanish I (3 cr.) Spanish as a spoken and written language is introduced in this course, which includes intensive drills in the basic structures of the language. Elementary reading material is used for vocabulary building, analytical exercises and discussion. Students who have three or more years of high school Spanish with grades of B or above may not take this course for credit. Every Year, Fall and Spring

SP 102 Elementary Spanish II (3 cr.) This course is a continuation of SP 101. Prerequisite: SP 102 placement or SP 101. Every Year, Fall and Spring

SP 201 Intermediate Spanish I (3 cr.) This course includes conversational practice and a review of grammar. The four language skills listening, speaking, reading and writing are developed. Prerequisite: SP 102 or placement into SP 201. Every Year, Fall and Spring

SP 202 Intermediate Spanish II (3 cr.) This course is a continuation of SP 201. Every Year, Fall and Spring

SP 251 Short Story in Spanish (3 cr.) This course presents a study of the short story genre and its development in Spain and Spanish America, especially in modern times, including Chicano literature. A variety of short stories (moral lesson, anecdote, character story and magic realism)

SP 301 Advanced Spanish I (3 cr.) This course is designed to help the student develop oral and written language skills to a high degree of proficiency. Prerequisite: SP 202 or placement into SP 301. Every Year, Fall and Spring

SP 302 Advanced Spanish II (3 cr.) This course is a continuation of SP 301. Every Year, Fall and Spring

SP 312 Advanced Conversation (3 cr.) This course is designed to improve oral skills for non-native speakers. Prerequisite: SP 302, Every Year, Fall

SP 317 Approaches to Literary Genres (3 cr.) This course, taught in Spanish, is designed to familiarize students with general approaches to literature: how to read/talk about a poem as opposed to a play, etc. Students read and discuss, in Spanish, works from various genres. Prerequisite: SP 302, Every Third Year, Fall

SP 321 Masterpieces of Spanish Literature (3 cr.) Major literary productions of Spain are studied, including works by or selections from Lazarillo de Tormes, Garcilaso, Cervantes, Galdos and Lorca. Prerequisite: SP 302, Every Third Year, Spring

SP 329 Spanish American Literature from 1880 to Present (3 cr.) Representative selections of Spanish American writings since Modernismo are studied. Works of poetry, fiction and drama are analyzed in terms of their sociopolitical contexts as well as in terms of the dominant literary movements of the period. Prerequisite: SP 302, Every Third Year, Fall

SP 335 Nineteenth Century Literature of Spain (3 cr.) The romantic, realist and naturalist movements are studied. Prerequisite: SP 302, Every Third Year, Spring

SP 343 Culture of Spain (3 cr.) This course focuses on the broad themes of politics, history, literature, philosophy, regional languages, religion, education, the media, art, music, architecture, ethnic diversity and traditions of Spain. By examining the past and present, students gain deeper insights into the Spanish character and world view. As awareness increases, so too does appreciation for deep-rooted Spanish customs and ways of life. By the end of the semester, students should have a greater understanding of this diverse land and people from a variety of perspectives. Instruction of this course is in Spanish. Prerequisite: SP 302, Every Other Year

SP 348 Spanish Drama and Poetry of the Golden Age (3 cr.) This course focuses on readings and discussion of the works of Calderon de la Barca, Lope de Vega, and contemporaries. Prerequisite: SP 302, Every Third Year, Spring
SP 370 History of the Romance Languages (3 cr.) Students study the historical linguistic development of Spanish in comparison with the other Romance languages: Catalan, French, Italian, Portuguese, Rhetian, Sardinian and Romanian. Students also compare the modern dialects of Spanish. Prerequisite: SP 302; Every Other Year, Fall and Spring

SP 371 Contemporary Literature in Spanish (3 cr.) The novel, theater or poetry of contemporary Spain and Spanish America are studied. Prerequisite: SP 302; Every Third Year, Fall

SP 373 Latin American Cultures I (3 cr.) Selected topics of Latin American cultures from their Spanish and pre-Columbian roots to the end of Independence are studied. Readings are drawn from history as well as literature. Prerequisite: SP 302; Every Year, Fall

SP 374 Latin American Cultures II (3 cr.) Selected topics of Latin American cultures from the end of Independence to the present are studied. Readings are drawn from history as well as literature. Prerequisite: SP 302; Every Year, Spring

SP 376 The Spanish Caribbean (3 cr.) This course presents a study of the people, history and society as well as artistic and literary expression of Puerto Rico, Cuba and the Dominican Republic. Also, features of the Spanish language as spoken in the Caribbean are considered. Prerequisite: SP 302; Every Year, Spring

SP 401 Advanced Spanish Grammar (3 cr.) This culminating course, designed to increase and perfect knowledge of students who possess a strong command of Spanish, includes instruction in verb tense usage, sentence syntax, lexical choices and idiomatic usage. Exercises to solidify knowledge are used extensively. Prerequisite: SP 302; Every Other Year, Fall and Spring

SP 450 Senior Seminar (3 cr.) This seminar is devoted to an in-depth study of Don Quijote de la Mancha. The novel is read, discussed and analyzed in terms of the sociopolitical context and in terms of the dominant literature of the period. Prerequisite: SP 302; Every Year, Spring

Sports Studies (SPS)

SPS 101 Introduction to Sports Studies (3 cr.) This course introduces students to the social, historical, cultural, economic and political importance of sport. Students become familiar with the growing role and influence of sport in business, health sciences and communications on the local, national and global stage. This course also introduces students to the study of sport and the interdisciplinary research being done by scholars from various fields.

SPS 201 Medical Aspects of Sport and Activity (AT 201) (3 cr.) This course is designed for students concentrating in areas other than film, video and interactive media (i.e., public relations, media studies or a program outside the School of Communications). Students concentrating in film, video and interactive media must take FVI 210 and FVI 212 as their introductory courses, and not FVI 105. Sports studies minors should register for the section cross-listed as SPS 105. Every Year, All

SPS 205 Video Essentials (FVI 105) (3 cr.) This course introduces students to the fundamentals of electronic field production. Participants learn all major phases of video production: scripting, preproduction planning, basic single-camera field production and digital editing. There also is an emphasis on evaluating the effectiveness and success of the communication—does the media achieve its goals? This course is designed for students concentrating in areas other than film, video and interactive media (i.e., public relations, media studies or a program outside the School of Communications). Students concentrating in film, video and interactive media must take FVI 210 and FVI 212 as their introductory courses, and not FVI 105. Sports studies minors should register for the section cross-listed as SPS 205. Every Year, All

SPS 224 Sports Law (LE 224) (3 cr.) Sports law is a growing and evolving area of law, affecting all those who play, officiate or watch sports. Legal issues involve athletes, athletic competition, athletic teams and leagues, fans and sports in general—on the student, amateur and professional levels. Students study the legal concepts surrounding sports, and learn to apply them to the issues that arise. Prerequisite: LE 101; Every Year, Spring

SPS 226 (UC) Baseball and Statistics (MA 226) (3 cr.) This course covers SABRmetrics: the study of standard statistical topics using data derived from baseball records, which, for many students, is more easily understood and more interesting than data from the business or science world. The course looks at both descriptive and inferential statistics along with probability. Descriptive statistics covers measures of central tendency, tables and graphs, the normal and binominal distributions. Inferential statistics explores sampling, confidence intervals, hypothesis testing, chi-square testing, and regression and correlation analysis. Students must have a satisfactory score on the placement test and possess a basic knowledge of baseball. Every Year, All
SPS 307 Sociology of Sport (SO 307) (3 cr.) This course includes analysis of sport as a social and cultural institution and interrelations between sport and societal subsystems. Students explore selected issues of sociocultural aspects of sport and exercise, and analyze contemporary problems associated with sport, including race relations, the tradition and emergent role of females, leisure behaviors, aggression and violence, as well as political and economic concerns. Prerequisites: two groups; SO 101; SPS 101; one course from SO; Every Year, Spring

SPS 311 Sports Public Relations (PRR 311) (3 cr.) This course provides students with an insider’s look at sports events management. Students gain hands-on experience planning, budgeting and executing an event. Students have opportunities to work with Quinnipiac as well as professional sports teams. Every Year, Spring

SPS 325 Sports Economics (EC 325) (3 cr.) The primary focus of this course is professional sports; micro-economic foundations of sports economics, industrial organization of the sport industry, antitrust and regulation, financing sports stadiums, labor issues, and the economics of college sports. Prerequisite: EC 112; Every Other Year, Fall and Spring

SPS 352 History and Social Impact of Baseball (HS 352) (3 cr.) This course covers the role of baseball both as an agent and as a reflector of social change in America from the mid-19th century to the present. While developments and activities on the field are not ignored, greater emphasis is placed on events surrounding the game. Topics include the racism of the 1880s; the transition from a pastoral pastime to a billion-dollar industry; the role of baseball in the assimilation of immigrants; the development of the Negro Leagues and the All-American Girls Professional Baseball League; the Jackie Robinson experiment; the growth of assimilation of immigrants; and the most recent Latino invasion. Students explore how each of these developments is embedded in and reflective of the larger culture. Prerequisite: HS 132; Every Year, Spring

SPS 361 Sports Reporting (JRN 361) (3 cr.) This course introduces students to coverage of sports for the news media and includes writing game stories and sports profiles. Prerequisite: JRN 260 or JRN 263; Every Year, All

SPS 420 Sports, Media and Society (MSS 420) (3 cr.) This class examines the social, political, economic and historical significance of the intersection of sports, media and society. Some of the questions this course examines include: What role have sports played in shaping cultures throughout history? What is the relationship between sports and media? How do sports, through the media, influence U.S. culture today? What is the role of sports media professionals in U.S. culture? This course is specifically designed for students interested in sports journalism, production and/or promotion. Prerequisite: MSS 101 or SPS 101; Every Year, Spring

SPS 488 Internship (3 cr.) Students have the option to participate in an internship with a sports-related organization. The fieldwork is jointly supervised by the cooperating organization or corporation and the director of the sports studies minor. The internship adheres to standard Quinnipiac University regulations and procedures regarding internships. Prerequisite: SPS 101 and approval of sports studies director; Every Year, All

Courses offered as needed
SPS 240 Philosophy of Sport (PL 240) (3 cr.) Prerequisite: PL 101

Women's Studies (WS)

WS 101 (UC) Introduction to Women's Studies (3 cr.) This team-taught interdisciplinary course uses lively discussion and compelling readings to consider women's studies in its broad outlines. The participants discuss sexuality, economic and political power, the female body, images of beauty, psychology of gender and the development of feminism through course materials that include novels, short stories, poetry, historical writings and political manifestos. Every Year, All

WS 210 Human Sexuality (PS 210) (3 cr.) This course focuses on human sexuality as it develops and changes throughout the lifespan, starting with prenatal development and ending with sexuality of the aging. Additional special topics include sexual dysfunction, sexual variance and the law. Prerequisite: PS 101 or PS 133; Every Year, Spring

WS 219 Women in Political Thought (3 cr.) Students explore different approaches to explain the status of women. Theoretical perspectives that students consider may include: liberal feminism, radical feminism, Marxist/socialist feminism, feminism of care, conservative feminism and global feminism, among others. Students critically evaluate political concepts such as freedom, equality, rights and oppression, as well as learn about how different thinkers have conceptualized gender, politics, power and the role of the state. The course requires careful reading, intensive class discussion and multiple writing assignments. Prerequisite: PO 101, PO 131, PL 101, PS 101, SO 101 or WS 101; Every Other Year

WS 232 Women in the Criminal Justice System (CJ/SO 232) (3 cr.) This course examines the changing patterns of women's criminality, the experiences of women who are processed as crime victims, and the evolution of women's role in law, law enforcement and corrections. Prerequisite: SO 101; Every Year, Fall
WS 235 (UC) Women’s Literature (EN 235) (3 cr.) Literature written by women is explored to assess their contributions to literary themes, forms and movements. The course concentrates on notable American and English writers of the last two centuries, e.g., the Brontes, Dickinson, Browning, the New England regional writers, Chopin, Woolf, Mansfield, Lessing, Morrison, Walker, Atwood, Plath, Sexton and Rich. Prerequisite: EN 102; Every Other Year, Fall

WS 250 Gender and the Law (LE 250) (3 cr.) This course focuses on legal issues regarding gender, including the differential treatment of women and men in the legal system, and contemporary responses to gender issues in society. Every Other Year, Spring

WS 255 (UC) Sociology of Families (SO 255) (3 cr.) In this introductory course, students study families in the U.S. Topics include the ways in which families have evolved over time and the effect of economic and social factors (such as race, class, and gender) on family life. Students learn about families in other cultures and current issues facing families. Prerequisite: SO 101; Every Year, All

WS 262 (UC) Psychology of Women (PS 262) (3 cr.) This course presents a study of sex and gender. Issues of women's development are surveyed: socialization, menstruation, self-concept, menopause, productive and reproductive roles and the changing conceptions of femininity and masculinity. Prerequisite: PS 101; Every Year, Fall

WS 265 Sociology of Work (SO 265) (3 cr.) This course considers the meaning of work in industrial society for blue-collar and white-collar workers; trends in the occupational structure, individual dreams and the opportunity structure. Particular occupations may be selected for intensive analysis through empirical studies, literature and observation. Prerequisite: SO 101; Every Other Year

WS 285 (UC) Protest and Change (SO285) (3 cr.) This course presents a systematic exploration of the causes and conditions of major social changes. Social movements such as the civil rights and women’s movements are studied in terms of their capacity to respond to and generate additional change. Prerequisite: SO 101; Every Other Year

WS 287 Women and Public Policy (3 cr.) Students examine the major public policy issues affecting gender relations in the U.S. today, including: reproductive rights and abortion, labor policy, welfare policy, sexual and domestic violence. Students discover the process by which issues of importance to gender equality have historically emerged on the public agenda, the ways in which policy debate is shaped once an issue becomes a public problem and the competing policy paradigms surrounding these controversial policy issues. Prerequisite: one course from PO, WS level 200; Every Other Year

WS 301 Seminar in Women's Studies (3 cr.) This seminar provides an opportunity for students to explore a subject (for example: 20th-century women poets, feminist issues from a global perspective) on an advanced level through interdisciplinary readings. Feminist theory is used to analyze materials that cover literature, psychology, history, political science, sociology and communications. Students are encouraged to take responsibility for making decisions about how the material is taught, and for working together to own the experience of scholarship. This course is required of women’s studies minors. Junior or senior status is required. Prerequisite: one course from WS level 200; Every Other Year, Spring

WS 304 Sociology of Gender (SO 304) (3 cr.) This course focuses on how society constructs notions/images of femininity and masculinity and how this influences our lives. Students look at cultural views of language, body and the media, as well as theoretical approaches to understanding the complexities of gender distinctions in our society. Prerequisites: two courses from WS; Every Year

WS 308 Women in America, 1770–1920 (HS 308) (3 cr.) This course covers the experience of women in America before 1900. Women’s work in the family and community is stressed. Individual research is required. Every Year, All

WS 309 Women in America: 1920–Present (HS 309) (3 cr.) This course covers the experience of women from the beginnings of the jazz age to the end of the century. Every Year, All

WS 310 Cross-Cultural Perspectives on Gender, Sex and Sexuality (AN 310) (3 cr.) This course introduces students to the social and cultural constructions of gender, sex and sexuality around the world. Students discover the way anthropologists approach these topics. They explore the constructions as they relate to notions of biology, family, households, work, migration, inequality/inequity, economics and class status, violence, and race and ethnicity. Discussions focus on what gender, sex and sexuality are, what they mean and how they theoretically and practically matter as categories. Prerequisites: 6 credits from subjects AN or SO; Every Year, Fall

WS 311 Diversity in the Media (MSS 311) (3 cr.) This course examines the role of media in the construction of social categories such as gender, race, class and sexual orientation, focusing primarily on the first two. Students learn about the media as one of a number of social institutions including religion, education and family, which influence our understanding of cultural difference. The course presents a variety of perspectives that address diversity in relation to both print and electronic media, emphasizing popular culture. Media diversity issues are analyzed in relation to ownership, representation, audience reception, and the media workforce. Junior standing required. Prerequi-
sites: WS 101, MSS 101 or JRN 160; MSS 220; Every Year, Spring

WS 315 Women Artists (AR 315) (3 cr.) This art history course focuses on the lives and artwork of women such as Hildegard von Bingen, Mary Cassatt, Frida Kahlo and Georgia O’Keefe. Prerequisite: AR 102, AR 103, AR 104 or AR 105; Every Year, Spring

WS 335 Images of Women in Psychology and Literature (EN/PS 335) (3 cr.) This seminar considers the ways in which psychology and literature depict the female experience. Using readings in both traditional and feminist psychological and literary theory, the course analyzes literary texts by and about women. Topics include: gender and genre, female identity formation and the minority experience. Prerequisites: PS 101; one course from EN level 200; Every Other Year, Fall

WS 338 American Literature by Women of Color (EN 338) (3 cr.) This course presents a study of the diverse literary traditions, themes and narrative strategies employed by non-traditional American women. The ways race, ethnicity and gender affect form, content, language and style of the literature are examined. Writers include: Silko, Erdrich, Morrison, Walker, Angelou, Giovanni, Tan, Kingston, Yamamoto, Cisneros and Viramontes. Prerequisite: one course from WS level 200; Every Other Year, Spring

WS 345 Media Audiences (MSS 345) (3 cr.) This course examines popular, institutional and academic perspectives on media audiences in the U.S. and abroad. Central topics include how people choose and interpret media content, how marketers and media producers perceive audiences and how media researchers attempt to understand audiences. The course also considers popular assumptions about media effects on audiences and includes an in-depth analysis of fan cultures. Prerequisite: junior standing and either WS 101 or MSS 101, JRN 160 and MSS 220; Every Other Year, Fall

Courses offered as needed

WS 302 Women’s Health and Aging (SO/GT 302) (3 cr.) Prerequisite: SO 263 or GT 263

WS 330 Philosophy and Gender (PL 330) (3 cr.)
Prerequisite: one course from PL

WS 370 Intimate Partner Violence Seminar (PS 370) (3 cr.) Prerequisites: two courses from SO, WS, PS or CJ level 200

Graduate Courses

Accounting (AC)

AC 600 Strategic Cost and Profitability Analysis (3 cr.)
This class includes an in-depth treatment of accounting theories and practices that managers use to plan, make decisions and control operations. Topics include cost-volume-profit analysis, pricing, cost tracking and allocation, budgeting, process improvement and responsibility accounting. The prerequisite is waived if the student has an undergraduate degree in accounting. Prerequisite: MBA 600; Every Year, All

AC 613 Financial Statement Analysis (3 cr.) This course provides an in-depth examination of the financial and governance disclosures contained in firms’ SEC forms 10-K and proxy statements. Topics include revenue recognition, income statement geography, usefulness of financial ratios, short-term liquidity analysis, cash-flow statements and corporate governance. The accounting for and analysis of receivables, inventories, plant assets and leases also are covered in depth. Instances of questionable financial reporting and the lessons that can be learned from them are addressed. The prerequisite is waived if the student has an undergraduate degree in accounting. Prerequisite: MBA 600; Every Year, Spring

Biology (BIO)

BIO 500 Writing and Science (3 cr.) This course reviews how scientific results and ideas are communicated and reviewed. Course content includes the storage and retrieval of scientific information, data presentation (table, figures, graphics), the writing of reports and papers as well as the preparation of publications for peer review. Copyright, patent law and the ethical issues involved in scientific communication also are considered. Assignments include oral and written presentations and attendance at assigned seminars and meetings. Every Year, Spring

BIO 515 Advanced Biochemistry (4 cr.) This course offers advanced insights into major areas of biochemistry, including the structure and function of biological molecules, cell and membrane structure and function, bioenergetics and enzyme function, and cellular metabolism. This is a suitable prerequisite for many graduate courses. Every Year, Fall

BIO 541 Evolution (4 cr.) This course examines the mechanisms of evolutionary change and surveys the evolutionary and phylogenetic history of life on earth. Because evolution is often a focus of social debate about ways of knowing and about the nature of humanity, students also explore the history of this debate and its influence on soci-
BIO 543 Freshwater Invertebrates of Connecticut (4 cr.)
This intensive classroom and lab study of the freshwater ecosystem in Connecticut emphasizes the ecology and taxonomy of invertebrate animals. Several field trips to selected localities provide opportunities for detailed observation and collection of living specimens for the lab. Co-requisite: BIO 543L; Every Other Year, Fall

BIO 543L Freshwater Invertebrates Lab (0 cr.) Lab to accompany BIO 543. Co-requisite: BIO 543; Every Other Year, Fall

BIO 545 Introduction to Marine Ecosystems (4 cr.)
This class presents an introduction to the major ecosystems and the factors that control their distribution. Classroom study of benthic and pelagic habitats from the littoral to the abyss is supplemented by field and laboratory investigations of shore marine and estuarine ecosystems. Emphasis is placed on developing skills requisite for using living and preserved marine organisms effectively in the high school or middle school biology lab. Prerequisite: BMS 370; Co-requisite: BIO 545L; Every Other Year, Fall

BIO 545L Marine Ecosystems Lab (0 cr.) Lab to accompany BIO 545. Co-requisite: BIO 545; Every Other Year, Fall

BIO 548 Vertebrate Natural History (4 cr.)
This course involves the observation, collection and identification of terrestrial and aquatic vertebrate animals. Emphasis is placed on life histories of local species. There are frequent field trips. This course primarily serves the graduate science requirements of MAT students. Students enrolling in this course are expected to complete course goals beyond those students enrolled in BIO 218. (2 class hrs., 4 lab hrs.) Every Year, Summer

BIO 568 Molecular and Cell Biology (4 cr.)
This course examines the basic molecular biology of the cell, including the structure and composition of the cell’s macromolecules, cell organelle structure, biosynthesis and regulation, and the mechanisms by which the cell communicates with its external environment and other cells. Every Year, Spring

BIO 675 Comp Exam in Molecular and Cell Biology (2 cr.)
The written comprehensive exam is a requirement of the non-thesis option for the MS degree in molecular and cell biology. Students must demonstrate both breadth and depth of knowledge by illustrating a command of the subject matter obtained from individual courses into unified concepts which link the student’s own specialization to other fields of study. Students are encouraged to meet with the program director before registering for the comprehensive exam.

Biomedical Sciences (BMS)

BMS 510 Biostatistics (3 cr.)
This course covers the application of statistical techniques to the biological and health sciences. Emphasis is on mathematical models, estimation and hypothesis testing, regression and correlation, experimental designs and non-parametric methods. Every Year, All

BMS 517 Human Embryology (3 cr.)
This course considers the fundamental processes and mechanisms that characterize the embryological development of the human organism. Knowledge of the developing human serves as a basis for understanding normal relationships of body structures and causes of congenital malformation. Emphasis is on clinical as well as classical embryology. Every Year, Fall

BMS 518 Pathophysiology (3 cr.)
Disease processes are studied as they relate to normal physiological and homeostatic mechanisms, basic pathology, pathogenesis, and defense/repair mechanisms. Where appropriate, the course includes some clinical correlations of disease states with signs, symptoms and lab findings. This course also is offered online in the spring. Every Year, Fall and Spring

BMS 522 Immunology (3 cr.)
This course examines theories, techniques and recent advances in immunology and the latest knowledge on immunoglobulins, complement, the role of T and B cells in immune response study of allergy, tumor and transplantation immunology, and autoimmune diseases. The principles of immunology and how they apply to the diagnostic laboratory are discussed. Techniques studied include immuno- and gel-electrophoresis and fluorescent antibodies. Every Year, Spring
BMS 531 Human Clinical Helminthology (4 cr.) This course provides students with a fundamental understanding of the etiology, pathology, symptomology, treatment and epidemiology of diseases caused by helminth parasites. The course has both a lecture and lab component with the laboratory component emphasizing diagnosis. Every Other Year, Fall

BMS 532 Histology (4 cr.) This course is intended for pathologists’ assistant students with a background in basic descriptive microscopic anatomy. The lecture material includes the microscopic and ultramicroscopic structure of cells, tissues and organs with emphasis on biochemical composition and distribution as related to functional mechanisms. The laboratory work involves the preparation of microscope slides of normal vertebrate tissues, including those of humans, for histological and histochemical studies as the student may expect to encounter in the clinical laboratory. Every Year, Spring

BMS 532L Histology Lab (0 cr.) Lab to accompany BMS 532. (3 lab hrs.) Every Year, Fall

BMS 535 Histochemistry (3 cr.) This course is intended for pathologists’ assistant students with a background in basic descriptive microscopic anatomy. The lecture material includes the microscopic and ultramicroscopic structure of cells, tissues and organs with emphasis on biochemical composition and distribution as related to functional mechanisms. The laboratory work involves the preparation of microscope slides of normal vertebrate tissues, including those of humans for histological and histochemical studies as the student may expect to encounter in the clinical laboratory. Every Year, Spring

BMS 535L Histochemistry Lab (0 cr.) This lab accompanies BMS 535. Every Year, Spring

BMS 536 Endocrinology (3 cr.) This course introduces students to 1) an intensive understanding of the mechanism of hormone action; 2) the importance of the interrelationship among all hormones; 3) a detailed clinical situation dealing with hormonal aberrations; and 4) a theoretical and practical method for hormone assays. Every Other Year, Spring

BMS 552 Introduction to Biochemical Toxicology (3 cr.) Biochemical toxicology is the branch of science that deals with events at the molecular level in which toxic compounds interact with living organisms. It is fundamental to the understanding of toxic reactions and therapeutic agents, and for the assessment of toxic hazards by chemicals and related substances in the environment. This course deals with compounds exogenous to normal metabolism, as well as metabolic intermediates, hormones, trace elements and other materials found in the environment. It examines the absorption, distribution, kinetics and elimination of such substances. Particular emphasis is placed upon the effects of toxic materials on neurotoxicity, hepatotoxicity, genetic toxicology and chemical carcinogenesis. Every Other Year, Spring

BMS 561 Immunohematology (3 cr.) This course examines the current concepts of hematopoiesis, including red blood cell and white blood cell morphogenesis, blood banking, blood typing, donor selection, adverse transfusion reactions, ABO antigens/antibodies, cross-matching, the structure and function of the components of normal blood and bone marrow, pathological processes that occur in the blood and bone marrow, and the normal and abnormal events during hemostasis. Every Year, Fall

BMS 562 Blood Coagulation and Hemostasis (3 cr.) This study of the basic principles of hemostasis includes the vascular component, platelet physiology and function, coagulation factors/fibrin clot formation and fibrinolysis. Hereditary and acquired forms of hemorrhagic disorders and thromboembolic disease are examined in detail along with the test procedures for their diagnoses and the initiation of proper therapy. Every Third Year, Fall

BMS 563 Anemias (3 cr.) This study of those classes of disorders related to abnormal red cell pathophysiology includes both intracorporeal and extracorporeal defects. Erythropoiesis and basic red cell metabolism are briefly reviewed. Etiologies, differential diagnoses, and treatment of anemias are discussed in depth. Every Other Year, Fall

BMS 564 Fundamentals of Oncology (4 cr.) This course presents a study of the chemical and biological basis of carcinogenesis, natural history of human cancer, biochemistry of cancer, various aspects of experimental oncology including tumor immunology, and factors affecting survival and multiplication of cancer cells in the body. Delivery methods include weekly discussions on original research papers that correlate clinical studies with the molecular mechanisms presented in lecture. Every Other Year, Fall

BMS 565 Leukemia (3 cr.) This course includes in-depth discussions with emphasis on the major forms of leukemia (ALL, CLL, AGL, CGL), current methods of blood component therapy and chemotherapy, the role of infections, immunological diagnostic advances, psychiatric and social aspects in patient management and recent advances in leukemia research. The purpose of the course is to enhance knowledge and understanding of those students who have had an introductory course in hematology and those who are actively involved in clinical or research hematological laboratories. Every Other Year, Fall
BMS 575 Food Microbiology (4 cr.) This applied course in microbiology is concerned with the microorganisms involved in the manufacture and spoilage of foods. Major pathogens that may be transmitted via foods are discussed. Laboratory stresses both identification of food-associated organisms and standard microbiological procedures used to determine the quality and safety of foods. Every Year, All

BMS 576 Discovery and Development (3 cr.) The material presented in this course encompasses the process of drug discovery and development. Topics covered include many aspects of drug development such as target identification, evaluation and screening, all phases of clinical development and post-marketing activities. The material presented is across drug classes, with a particular focus on psychoactive and neurology compounds. Every Other Year, Fall

BMS 595 Transplantation Immunology (3 cr.) This course examines the current understanding of the major histocompatibility complex; the molecular basis of alloreactivity; and immunological mechanisms of allograft rejection, tolerance, and graft versus host disease. The objectives are: to understand the basics of the histocompatibility complex in relation to normal, disease and transplantation states, to understand the fundamental differences between immune responses to self antigens, foreign antigens, allo-antigens, and other non-self antigens, and to become familiar with the mechanisms underlying successful allogeneic transplantation and appreciate the concepts of immunosuppression and tolerance. Graduate level students are expected to complete a paper reviewing a current topic in transplantation. A basic understanding of immunology is desirable. Every Year, Spring

BMS 596 Immunology of Infectious Diseases (3 cr.) This graduate-level course examines the principal aspects of immune response to all types of infectious agents, with an emphasis on the immune system primarily as a host defense system. Students explore how the dialogue between different types of pathogen and the host immune system works, as well as the cross talk between the different members of the immune response. Infection is an encounter between a microbe and the host. In contrast to topics such as pathogenic microbiology, this course is aimed at the host side of the interaction, both from the innate immune response and the acquired immune response. Autoimmunity, sometimes a side effect of infectious disease, also is discussed. Every Other Year, Fall

BMS 598 Synaptic Organization of the Brain (3 cr.) Students study a variety of brain regions from both an anatomic and physiologic viewpoint to learn how these structures are organized at the synaptic level. The course includes a discussion of how these regions are associated with neurological disease. At the end of the class, students should: 1) understand the basic principles of neuronal functioning at the cellular and circuit level; 2) understand how the wide diversity of neural circuits seen in the brain generate specific functions in different regions; and 3) gain experience reading and interpreting scientific papers. Every Year, Spring

Courses offered as needed
BMS 526 Principles of Epidemiology (3 cr.)
BMS 527 Pharmacology (3 cr.)
BMS 528 Advanced Clinical Parasitology (4 cr.)
BMS 529 Medical Entomology (4 cr.)
BMS 530 Human Clinical Protozoology (4 cr.)
BMS 533 Air, Water and Soil Microbiology (4 cr.)
BMS 542 Advanced Microbiology (4 cr.)
BMS 542L Advanced Microbiology Lab (0 cr.)
BMS 569 Antimicrobial Therapy (3 cr.)
BMS 570 Virology (4 cr.)
BMS 572 Pathogenic Microbiology (4 cr.)
BMS 572L Pathogenic Micro Lab (0 cr.)
BMS 573 Mycology (4 cr.)
BMS 574 Microbial Physiology (4 cr.)
BMS 578 Cellular Basis of Neurobiological Disorders (3 cr.)
BMS 579 Molecular Pathology (3 cr.)
BMS 581 Receptors and Regulatory Mechanisms (3 cr.)
BMS 583 Forensic Pathology (3 cr.)
BMS 591 The New Genetics and Human Future (3 cr.)

Information Technology [formerly Computer Information Systems] (CIS)

CIS 600 Information Systems Strategy (3 cr.) Students develop the ability to analyze and identify opportunities to improve the effectiveness of organizations through the use of appropriate information technologies. Technologies that influence organizational strategies, structure, risks and processes are emphasized. Ethical, global and security issues also are covered. Every Year, All

CIS 620 Data Management (3 cr.) The concepts, principles, issues and techniques for managing corporate data resources are covered, including techniques for managing the design and development of large database systems. Data warehousing, data mining and database administration are emphasized. Students engage in hands-on-learning and work individually or in teams to complete a real-world project using contemporary data management tools and techniques. Every Year, Fall

CIS 622 Database Architecture and Administration (3 cr.) Students in this course develop databases on web-based platforms and networks. Issues such as architecture, administration, planning, design, implementation, server selection and compatibility with local servers and browsers are considered. Prerequisite: CIS 620; Every Other Year, Fall
CIS 625 ERP Design and Implementation (3 cr.) This course provides a detailed explanation of Enterprise Resource Planning (ERP), with a focus on SAP (systems, applications and products in data processing) software. The course focuses on how supply chains are implemented through electronic integration of Sales Logistics, Production/Material Management, Procurement and Human Resources. Every Other Year, Fall

CIS 627 Data Warehousing and Data Mining (3 cr.) This course focuses on accessing information across a network on a large variety of platforms based in a large variety of DBMS with the development of the interface to make the data warehouse experience as seamless and non-idiosyncratic as possible. Prerequisite: CIS 620; Every Year, Fall

CIS 628 Business Intelligence and Knowledge-Based Systems (3 cr.) This course focuses on business intelligence as a decision-support tool, knowledge management systems and the information requirements needed to effectively implement those systems. Students receive hands-on experience using business intelligence software. Every Year, Spring

CIS 630 Business Design and Object-oriented Analysis (3 cr.) This course considers systems-development methods, analysis and design techniques with a focus on object-oriented analysis and design. The application of systems analysis and design concepts using current tools, techniques and approaches is covered. Students engage in hands-on learning and work in teams to complete a real-world project using contemporary analysis and design methodologies and tools. Every Year, Fall

CIS 640 Communications and Networking (3 cr.) This course covers telecommunications fundamentals for all multimedia data interchange in business enterprises. Concepts, models, architecture, protocols and standards for the design, implementation, integration, security and management of digital networks are reviewed. Every Year, Fall

CIS 642 Network Design and Implementation (3 cr.) This course covers the development, design and implementation, and management of corporate networks, as well as topologies and their implementation. Security and management issues are examined. Current methods, practices and issues in the use of computer networks to enable communications are covered. Also considered are the physical and architectural elements and information layers of a communication network. International standards, network architectures, communication protocols, data link switching, routing and LANs, WANs and client/server environments are reviewed. Prerequisite: CIS 640; Every Year, Spring

CIS 650 Information Systems Security (3 cr.) This course focuses on technological and organizational techniques to secure computer hardware, software and data including local area networks and web-based systems. Policies and procedures for information system security are developed. Issues such as access control, telecommunications and network security, security management practices, security architecture and modes and operations security are considered. Every Year, Fall

CIS 652 Advanced Topics in Information Systems Security (3 cr.) This course covers advanced and emerging information security concepts. Topics include issues such as digital evidence, computer crime and computer forensics. Hands-on use of computer forensic tools is required. Prerequisite: CIS 650; Every Year, Spring

CIS 660 Electronic Commerce Implementation (3 cr.) This course explores the implementation of electronic commerce within the firm. Topics include infrastructure design, server management, marketing and the use of emerging technologies, methods and tools. Students develop electronic commerce sites with working databases, complemented by class discussion of case studies of actual firms operating electronically. Emphasis is on the successful implementation of e-commerce in the firm. Every Year, Spring

CIS 675 Research in Information Systems (3 cr.) This course explores primary research methodologies utilized in evaluating the impact of information systems on organizations. Students complete an Independent research project using primary data that they collect to analyze a significant issue impacting information systems organizations. Every Year, Summer

CIS 685 Emerging Information Technologies (3 cr.) This course covers current and emerging topics and practices in information technology. Topics vary as new technologies develop. Students work through various hardware, software and integration issues and explore emerging Internet standards, such as XML and web services. Every Year, Spring

CIS 690 Managing Information Technology Projects and Organizations (3 cr.) This course focuses on a holistic approach to IT project management. Planning, scheduling, organizing and managing projects are covered. Emphasis is on the project-management process and tools to prioritize and lead large IT projects. In addition, this course provides an understanding of computerized project-management tools. Every Year, Summer

CIS 691 Information Technology Capstone (3 cr.) This course is the capstone course in the MS in information technology program. A major project or thesis that demonstrates a comprehensive understanding is required. The project is an integrated, in-depth experience, applying concepts from the other courses within the program. A
Education (ED)

ED 500 Internship and Seminar I (1 cr.) This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 508 Classroom Environment, this course allows students to begin to acquire strategies for maintaining classroom environments that are conducive to learning. Admission to the MAT program is required. Every Year, Fall

ED 501 Internship and Seminar II (1 cr.) This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 525, this course allows students to study first-hand the issues surrounding diversity and multiculturalism in the school setting. Prerequisite: ED 500; Every Year, Spring

ED 502 Methods II: Teaching Biology (3 cr.) This course prepares students to teach biology on the secondary level. Central concepts, tools of inquiry, the structure of the discipline, as well as safety procedures and ethical treatment of living organisms are discussed. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of science are a focus of instruction. Prerequisite: ED 524; Every Year, Fall

ED 503 Methods II: Teaching Mathematics (3 cr.) This course prepares students to teach mathematics on the secondary level. Central concepts, tools of inquiry, and the structure of the discipline are addressed through the development of instructional units and lesson plans. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of mathematics are a focus of instruction. Prerequisite: ED 524; Every Year, Fall

ED 504 Methods II: Teaching History/Social Studies (3 cr.) This course examines the current philosophies, objectives and methods of teaching a world language. Students examine theories of second language acquisition and develop instructional units and lesson plans across the broad range of world language curriculum. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of a world language are a focus of instruction. Prerequisite: ED 524; Every Year, Fall

ED 505 Reading and Writing Across the Curriculum (3 cr.) This course presents an overview of whole-language development in the secondary grades with an emphasis on reading and writing across the curriculum. Students explore practical applications of current theories of integrated learning, i.e., the reading-writing-thinking connection. Attention is given to the particular needs of students for whom English is a second language. Prerequisite: ED 524; Every Year, Fall

ED 506 Methods II: Teaching English (3 cr.) This course explores pedagogical theories and their practical application to the teaching of English language arts on the secondary level. The course prepares the student to use a variety of strategies in the classroom instruction of reading, writing and the critical examination of literature. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of English are a focus of instruction. Prerequisite: ED 524; Every Year, Fall

ED 507 Methods II: Teaching a World Language (3 cr.) This course provides the student with a theoretical and practical foundation for the teaching of history/social studies. It examines the issues, practices and materials involved with the study of the discipline. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of history/social studies are a focus of instruction. Prerequisite: ED 524; Every Year, Fall

ED 508 Classroom Environment (3 cr.) This course explores how to create a classroom environment that is conducive to learning for all students. The spectrum of theories of classroom discipline is explored with special emphasis on the theory of discipline with dignity. Admission to the MAT is required. Every Year, Fall

ED 509 Adolescent Development (3 cr.) The major theories of human development are studied in order to provide an understanding of the normative and exceptional develop-
ED 514 Internship I (1 cr.) This course provides the first-semester intern in the five-year MAT program in secondary education with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Admission to the MAT program is required. Prerequisite: ED 413; Every Year, Fall

ED 515 Internship II (1 cr.) This course provides the second-semester intern in the five-year MAT program in secondary education with supervision of the internship placement. Prerequisite: ED 514; Every Year, Fall

ED 521 Social and Philosophical Foundations of Education (3 cr.) This course is an inquiry into the institutional structures, social values and philosophical foundations of education. Teacher and student reflections focus on issues pertaining to the teaching-learning process, including freedom/authority/discipline; cultural diversity; multiplicity of learning modes; mind-body integration; community; alienation/violence; sexism/racism/elitism; and teacher/student roles. Admission to the MAT program is required. Every Year, Fall

ED 524 Methods I (3 cr.) This course introduces students to theories and practices that have cross-discipline applications. Among the topics explored are constructivist teaching, interdisciplinary teaching, lesson development, authentic assessment, Gardner’s multiple intelligence theory and Goleman’s emotional intelligence theory. Permission of the program director is required. Prerequisite: ED 413 or ED 500; Every Year, Summer

ED 525 Diversity in the Classroom (3 cr.) This course helps students understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. This course helps students acquire the dispositions, cultural knowledge and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice. Admission to the MAT program or permission of program director is required. Prerequisite: ED 500; Every Year, Fall and Spring

ED 532 Child Development and Psychological Theories for the Elementary Classroom (3 cr.) This course explores major theories of child development and learning related to elementary education. Students examine the developing child through the elementary school years, emphasizing the interaction between cognitive, social, emotional and physical development. Special consideration: the brain-mind connection and children as constructors of knowledge. Admission to the MAT program or permission of the program director is required. Every Year, Fall

ED 534 Learning and Teaching in the Elementary Classroom (3 cr.) This course focuses on educational practice related to child development and learning theories within a constructivist philosophy. Topics addressed include: unit and lesson development, authentic assessment strategies, integrated curricula, and infusion of multicultural issues into elementary instruction. Prerequisite: ED 535; Every Year, Spring

ED 535 Elementary Internship and Seminar I (1 cr.) This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 525 Diversity in the Classroom, this course allows students to study first-hand the issues surrounding diversity and multiculturalism in actual practice through their observations, reflections and participation in school settings. Admission to the MAT program is required. Every Year, Fall

ED 542 Cultivation, Design and Management of an Elementary Classroom (3 cr.) This course focuses on creating elementary classroom environments that foster learning, independence and appropriate behavior for elementary children. Management strategies for teachers as well as for students are covered. Applied behavior analysis is a focus of the course. Atypical as well as typical children’s behaviors are addressed. Admission to the MAT program is required. Every Year, Fall

ED 543 Clinical Practice in Reading (3 cr.) This course provides teacher candidates in the elementary program with the opportunity to apply their knowledge and skills of early literacy instruction to small group or individual tutorial situations. Students are required to complete 15 hours of literacy instruction in a supervised setting. Instruction includes diagnostic assessment, preparation and implementation of lessons based on initial and ongoing assessment, case study preparation and final assessment reporting. Weekly seminar discussions focus on the analysis of the pedagogy provided in the clinical settings. Prerequisite: ED 544 or ED 436; Every Year, Fall

ED 544 Developing Literacy in the Primary Grades (3 cr.) This course is designed to provide pre-service teachers with the knowledge of diagnosis, assessment and instructional strategies for the development of early literacy. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers. Prerequisite: ED 535; Every Year, Spring
ED 545 Elementary Internship and Seminar II (1 cr.)
This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 547 Philosophy of Teaching, the course allows students to explore the historical underpinnings of current day practice and how philosophical assumptions and beliefs shape current practice. Prerequisite: ED 535; Every Year, Spring

ED 547 Philosophy of Education (3 cr.)
The course helps students become familiar both with the realities of public schooling in the state of Connecticut and with a number of foundational approaches to education. The study of these foundational approaches is intended to help students understand that theory and practice are closely connected and that the former has a profound impact on how teachers actually conduct their classrooms. Prerequisite: ED 535; Every Year, Spring

ED 550 Issues and Research in Education (3 cr.)
This course introduces students to some of the primary genres of educational research action-based qualitative, theoretical and quantitative. In addition, the course begins to help students understand what constitutes good research and to recognize the link between theory and practice. Finally, the course helps students develop the tools and mindset of a teacher-researcher to help them become truly reflective practitioners. Prerequisite: ED 402, ED 413, ED 501 or ED 545; Every Year, Summer

ED 552 Teaching in the Inclusive Classroom (3 cr.)
Treatment of exceptional individuals throughout history and the importance of the values of societies regarding differences form the basis for students’ understanding of special education from its inception to current practices. Topics of discussion include: history and philosophy, laws, guidelines and procedures related to providing special education; the needs of students with exceptionalities, including giftedness; the particular needs of students for whom English is a second language; and instructional considerations for students with exceptionalities in inclusive settings. From a philosophic perspective, students learn skills to include children with exceptionalities into their elementary classrooms. Prerequisite: ED 468 or ED 558; Every Year, Fall and Summer

ED 554 Internship and Seminar I (1 cr.)
This course supports students in the five-year MAT program for elementary education in the first semester of their internship. Discussion and comparison of school experiences are shared in a seminar that accompanies the internship experience. Prerequisite: ED 552; Every Year, Fall

ED 555 Internship and Seminar II (1 cr.)
This course supports students in the five-year MAT program for elementary education in the second semester of their internship. Discussion and comparison of school experiences are shared in the seminar that accompanies the internship experience. Prerequisite: ED 554; Every Year, Spring

ED 556 Teaching Literacy in Grades 4–6 (3 cr.)
This course provides students with the knowledge of diagnosis, assessment and instructional strategies for the development of literacy in grades 4-6. Emphasis is on the development of teaching strategies necessary for the success of readers and writers in grades 4-6. Prerequisite: ED 436 or ED 544; Every Year, Fall

ED 558 Elementary School Science: Content and Pedagogy (3 cr.)
This course leads students to an understanding of science concepts and scientific inquiry at the elementary school level through active investigations with common phenomena and everyday materials. Topics include: inquiry-based science focused on national standards; increased knowledge of resources for science learning; and management considerations in such areas as material preparation, groupings and safety. Prerequisite: ED 534 or ED 552; Every Year, Summer

ED 562 Facilitating the Arts in the Elementary Classroom (2 cr.)
This course focuses on the development of the teacher-as-facilitator in incorporating the arts into the elementary classroom. An emphasis is placed on the relationship of the arts to teaching and learning in other content areas. Students explore a variety of media, movement, music and theatrical skills for selecting materials and activities appropriate to a child's age/stage of development. Attention also is given to the music and art of many peoples, with particular emphasis on developing a repertoire representative of different cultures and languages. Prerequisite: ED 534 or ED 543; Every Year, Summer

ED 566 Elementary School Social Studies: Content and Pedagogy (2 cr.)
This course provides elementary teacher candidates with information, strategies and knowledge on the pedagogy of teaching social studies. The course incorporates other disciplines with curriculum standards and expands views of civic education. Students work collaboratively and independently to build understandings of the field of social studies and learn how to teach it creatively and effectively in a diverse community. Prerequisite: ED 534 or ED 552; Every Year, Summer

ED 568 Teaching Mathematics in the Primary Grades (3 cr.)
This course introduces students to the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades. Students learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Students are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in
ED 569 Teaching Mathematics in Grades 4–6 (3 cr.)
This course introduces students to the instructional methods and curricular materials used to enhance the instruction of mathematics in grades 4–6. Students learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades 4–6. Students are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the upper elementary grades. Prerequisite: ED 568; Every Year, Fall and Summer

ED 575 Teacher Discourse: Language and Communication Issues in the Elementary Classroom (3 cr.)
This course examines the communication systems of educational settings—in particular the communication systems of the classroom, the school/family dynamic and the individual developing child. The course analyzes and considers instructional language and its impact on the classroom community, student learning and student behavior. Students focus on teacher communication with parent/guardian populations and its impact on student learning. The course provides an understanding of the language development and language acquisition of the developing child as a basis for reading/language arts instruction and diagnosis including the language acquisition and development in the English Language Learner (ELL) student. Prerequisite: ED 436 or ED 544; Every Year, Fall and Summer

ED 582 Special Education (3 cr.)
This course focuses on the characteristics of students with exceptionalities as well as methods of meeting these students’ educational needs in the general education classroom. The course is concerned with providing prospective teachers with an understanding of the growth and development of students with disabilities as well as students with particular gifts and talents. Prerequisite: ED 501; Every Year, Fall

ED 601 Student Teaching and Seminar (6 cr.)
This 10-week student teaching placement at the elementary, middle or secondary level allows students to demonstrate the skills, understandings and dispositions needed to assume full responsibility as a classroom teacher. The seminar is designed to assist students in the attainment of their first teaching position. Prerequisite: ED 501 or ED 545; Every Year, Spring

ED 603 Student Teaching under a DSAP (6 cr.)
This course is designed for students who are teaching under a Durational Shortage Area Permit (DSAP) issued by the Connecticut State Department of Education. Students receive supervision and support from a University supervisor on a regular basis during the first semester of the academic year and as needed throughout the second semester. Prerequisite: Permission of the program director. Every Year, All

ED 609 Health Issues in the Classroom (2 cr.)
This course addresses the philosophy for, as well as laws and policies pertaining to, teaching health education in the middle and secondary schools. The topics required by Connecticut law include substance abuse prevention, conflict resolution and violence prevention, sexuality, disease prevention, and child abuse prevention. Specific teaching methods, activities and resources for teaching these topics are an integral part of this course. Prerequisite: ED 413 or ED 501; Every Year

ED 614 Elementary Education Internship III (1 cr.)
This course provides the five-semester MAT student in the elementary education program with an optional full-time internship in an elementary school. The internship occurs during the fall semester of the student’s second year of study. Prerequisite: ED 545; Every Year, Fall

ED 615 Elementary Education Internship IV (1 cr.)
This course provides the five-semester MAT student in the elementary education program with an optional full-time internship in an elementary school. The internship occurs during the spring semester of the student’s second year of study. Prerequisite: ED 614; Every Year, Spring

ED 616 Secondary Education Internship III (1 cr.)
This course provides the five-semester MAT student in the secondary education program with an optional full-time internship in a secondary school. The internship occurs during the fall semester of the student’s second year of study. Prerequisite: ED 501; Every Year, Fall

ED 617 Secondary Education Internship IV (1 cr.)
This course provides the five-semester MAT student in the secondary education program with an optional full-time internship in a secondary school. The internship occurs during the spring semester of the student’s second year of study. Prerequisite: ED 616; Every Year, Spring

ED 693 Research I (1 cr.)
This course assists students in the development and design of a research study complete with methods of data collection and analysis. Prerequisites: ED 550; Every Year, Fall

ED 694 Research II (2 cr.)
This course is intended as a culminating research course in which the work of the previous two semesters is brought to closure through the analysis of data and the writing of a research paper. Prerequisite: ED 550, ED 693; Every Year, Spring

Courses offered as needed
**Educational Leadership (EDL)**

**EDL 601 Leading and Managing the Contemporary School (6 cr.)** This course is an introduction to leadership and management theories and concepts and how school leaders apply them to address current problems and issues. Case studies focus on the development and analysis of school policies, practices and resources related to contemporary educational issues and the leadership and management styles required to implement them. The course includes a field-based experience involving the analysis of school and district policies, practices and resources related to a contemporary educational issue impacting teaching and learning. *Every Year*

**EDL 603 Leading and Managing the Instructional Program (6 cr.)** This course examines current curriculum designs and teaching/learning models and the leadership processes of developing, implementing and supervising instructional programs to improve student learning. Case studies focus on how to improve achievement through analysis of curriculum development processes in schools, professional development programming, student assessment systems and analysis of achievement data, and instructional practices of teachers. Course includes a field-based experience involving classroom supervision of a specific instructional program across multiple grade levels. *Every Year*

**EDL 605 Leading and Managing School Improvement (6 cr.)** This course analyzes the characteristics of effective schools and the leadership theories and concepts related to the change process. Emphasis is on the application of these theories and concepts to the practice of improving the work of the school and the achievement of students. Case studies focus on analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans and evaluation processes. Course includes a field-based experience involving the analysis of the school as a professional learning community and the development of a school improvement plan to address identified needs. *Every Year*

**EDL 607 Internship in Educational Leadership (3 cr.)** This field-based experience requires students to assume a leadership role and demonstrate application of the standards established by the Educational Leadership Constituent Council. The internship is planned, guided and evaluated cooperatively by the student, the University professor and the field site mentor, who is a licensed, practicing administrator. The course culminates in the development of an electronic portfolio, which represents the work during the internship. This course is graded pass/fail. Prerequisites: EDL 601, EDL 603, EDL 605; *Every Year*

**EDL 609 Educational Program Evaluation (3 cr.)** This course is an overview of the concepts and approaches in educational program planning and evaluation, with an emphasis on the responsibilities of school leaders to use program evaluation as a means to improve teaching and learning. The interpretation of data collected through the program evaluation process is emphasized so that decisions may be made to continue, restructure or terminate educational programs. Case studies focus on critiquing program evaluations and students are required to plan and conduct an assessment of an educational program in their school or district. Prerequisite: EDL 603; *Every Year*

**EDL 611 Educational Law (3 cr.)** This course is a survey of federal and state statutes, regulations, case law, executive agency options and published research with respect to the rights of students and personnel and the corollary responsibilities of school and state agency officials. Case studies focus on actual legal issues brought to the courts by students, parents, teachers, administrators and the public. *Every Year*

**EDL 613 Public School Finance (3 cr.)** This course provides a comprehensive, detailed overview of the resource allocation process from the development of planning guidelines to the reporting of the results of school financial operations. Theoretical and practical treatments of the budget process are examined, with a focus on the budget as a tool to accomplish school goals. Case studies focus on how schools can utilize the budgeting process and both competitive and entitlement grants to reallocate and manage resources to improve educational programs and student learning. *Every Year*

**English (EN)**

**EN 509 (3 cr.)** This course entails close reading of selected literary works, reflecting stories of the multicultural experience in American literature of the 20th century. These stories are fundamentally narrative: accounts of people and events during a specific time and place, dramatizing the themes of identity and cultural heritage. Emphasis is placed on understanding the differing visions of America and on analyzing major aspects of the American Dream. The diverse nature of America as reflected in these works includes the experience of: the immigrant, the African American, the Native American, and the Hispanic, among others. *Every Other Year, Fall*

**EN 540 Classical Literature for Prospective Teachers (3 cr.)** Selected texts from classical Greek and Roman literature that are often taught in high school are examined in this course. Epic poetry and classical tragedy are emphasized. Historical, literary and generic background is explored. Authors include Homer, Virgil, Aeschylus, Sophocles, Euripides and Ovid. Some attention is paid to
19th- and 20th-century British and American poems that draw heavily on classical legend or myth. Every Other Year, Spring

EN 541 Poetry for Prospective High School Teachers (3 cr.) This course, designed for students who aspire to teach in secondary schools, presents an extensive study of the techniques, forms and history of poetry in English. A wide chronological range of poems is considered to bolster students’ understanding of prosody, conventional poetic forms, free verse and the development of poetry from the Anglo-Saxon period to the present. Every Year, Fall

EN 551 Advanced Studies in Writing (3 cr.) This is a class in writing pedagogies and practices designed for MAT students who are planning on teaching students at the secondary level. The course covers historical movements and cases that have affected what we know about teaching writing. Participants explore the rich nexus between critical thinking and writing. The heaviest emphasis in the course is on practice: developing tools and techniques that have immediate application to the secondary classroom. Every Year, Spring

EN 554 Literature for Youth and Adolescence (3 cr.) Designed for prospective teachers of English (grades 7–12), this course examines young adult literature and the genre of adolescent literature. Authors may include Alice Childress, Robert Cormier, Paul Zindel, S.E. Hinton, Elizabeth Spears and Gary Paulsen. Students become familiar with some or all of the following: 1) stages of cognitive growth in reading development; 2) print and electronic sources on the literature; 3) appropriate text selection and assessment of readability levels; 4) motivation techniques that encourage reading and appreciation of literature; 5) design of reading study guides; and 6) categories within young adult literature. Every Other Year, Spring

EN 565 The American Renaissance (3 cr.) A study of the dialectical nature of literature of the American Romantics (mid-19th century) as reflected in the writings of Emerson, Thoreau, Whitman, Poe, Hawthorne, and Melville. Close literary analysis of each text and consideration of its cultural context. Every Other Year, Fall

EN 580 Realism and Naturalism in American Fiction (3 cr.) This intensive study of realistic and naturalistic American fiction in the period from 1875–1925 is designed specifically for prospective teachers of high school English classes. Close reading of primary texts is supplemented by background readings in critical theory. Every Other Year, Fall

Courses offered as needed

EN 500 Special Topics in Literature (3 cr.)

Finance (FIN)

FIN 600 Financial Analysis and Decision Making (3 cr.) This course introduces students to the theory and techniques of financial analysis with application to real world problems and situations. Topics include risk and return, asset pricing, capital budgeting and corporate investment decisions, capital structure decisions, dividend policy, corporate merger, divestiture and take-over decisions. Prerequisite: MBA 600; Every Year, All

FIN 610 Global Investment Analysis (3 cr.) This course focuses on the theory and practice of investment analysis in a global environment. Topics include relative, intrinsic and no-arbitrage valuation models, classical and modern theories of risk and return, introductory asset allocation and portfolio optimization techniques, market structure, and the role of institutions. The emphasis is on equity products, but fixed income and derivative securities also are covered. Prerequisite: FIN 600; Every Other Year, Fall

FIN 612 Fixed Income Investments (3 cr.) This course rigorously evaluates fixed-income securities, including default-free bonds, floating-rate notes and corporate bonds. Closely related financial instruments, such as forwards and futures on fixed-income securities, bond options and interest rate swaps are strongly emphasized. In addition to analyzing specific types of fixed-income securities, students examine the tools used in bond portfolio management. Prerequisite: FIN 600; Every Other Year, Fall

FIN 616 Derivatives (3 cr.) This course provides an in-depth analysis of derivative securities (futures, options, swaps, and other contingent claims). Topics include valuation, hedging, market structure, trading strategies and the application of option pricing theory to agency problems, financial contracting and capital budgeting. Prerequisite: FIN 600; Every Other Year, Spring

FIN 630 Portfolio Theory and Practice (3 cr.) This course provides a rigorous examination of modern portfolio theory and practice. Emphasis is on the design of portfolio objectives, advanced asset allocation and portfolio optimization techniques, and the use of futures and options in portfolio management. Legal and ethical obligations also are discussed. Prerequisite: FIN 600; Every Other Year, Spring

FIN 665 Issues in Equity Compensation (3 cr.) This course is a seminar in the theory and practice of equity compensation. Students are introduced to the economic and managerial incentives for utilizing equity compensation as well as the agency, corporate governance, valuation and accounting issues that arise when firms utilize equity compensation. Prerequisite: FIN 601, FIN 600 or FIN 601; Every Other Year, Spring
FIN 690 Capstone Seminar in Investment Analysis (3 cr.) This course is the capstone seminar course for students enrolled in the MBA/CFA track program. The course uses case study methodology to reinforce the entire CFA® Candidate Body of Knowledge (CBOK). Students completing the course are expected to sit for the CFA® Level 1 exam within two months of course completion. Every Year, Spring

Courses offered as needed
FIN 604 Risk Management (3 cr.) Prerequisite: FIN 600
FIN 613 Management of Financial Institutions (3 cr.) Prerequisite: FIN 600
FIN 615 Emerging Financial Markets (3 cr.) Prerequisite: FIN 600
FIN 670 Trading and Exchanges (3 cr.) Prerequisite: FIN 610

Health Management (HM)

HM 600 Foundations of Health Care Management (3 cr.) This course expands the student’s understanding of: 1) the organization and functions of various health services organizations/systems and their interrelationships; 2) basic concepts of management planning, organizing, leading, staffing and controlling as they relate to issues critical to the mission and strategic positioning of the organization/system; and 3) the utilization of scarce resources to deliver optimum health care at reasonable cost. Every Year, Fall

HM 621 Quality Management in Health Care Facilities (3 cr.) This course provides a broad perspective on the fundamentals of measuring and assuring quality in health care facilities with a major emphasis on the application of industrial quality improvement techniques in health care. Students gain a working knowledge of accreditation organizations including the JCAHO and NCQA. The course explores in detail high priority efforts to reduce medical errors as well as the role of consumers in evaluating the quality of the health care services they receive. At the completion of the course, students are able to competently participate in health care quality endeavors at all levels of provider, payer, regulatory and accreditation organizations, while understanding the limitations of quality assessment methods currently in use. Every Year, Fall

HM 626 Epidemiology and Population Health (3 cr.) This course familiarizes students with the principles and methods of epidemiology and their application to the study of the health of populations. It focuses on the determinants and distribution of diseases among groups of people, examining infectious and chronic diseases, including diseases and conditions caused by accidents and violence. Emphasis is placed on using epidemiologic data for planning and managing health care services, including prevent-
attract and retain customers, including individual patients. *Every Other Year, Spring*

**HM 668 Legal Aspects of Health Care Delivery (3 cr.)**
This course provides a fundamental knowledge of law and the legal system, examining how they affect health care administration. Three areas of law of special importance to the health care setting are emphasized: tort law, contract law, and administrative law. The course also examines the legal responsibilities and liabilities of an institution’s governing board, its administrators, and its clinical staff. Finally, the course analyzes the legal and ethical rights of the patient and considers the patient’s right to informed consent, confidentiality, and commitment. *Every Year, Fall*

**HM 669 Organization and Management of Long-Term Care Facilities (3 cr.)**
This course covers the organization and administration of long-term care facilities. The sociology and psychology of aging as they affect long-term health care also are explored. Concepts of safety and security, labor market trends, city and state codes, and major legislation regulating these facilities are reviewed. The course fulfills the educational requirement for licensure in Connecticut. *Every Year, Fall*

**HM 670 Health Economics (3 cr.)**
This course provides knowledge of the principles of health economics and examines the application of economic analysis to health services. The course explores financial incentives in health-care delivery as well as methods used to measure cost effectiveness, analyze operations, and manage resources. The effects of the government’s health policy and fiscal policy on health services also are examined. *Every Year, Spring*

Courses offered as needed

**HM 625 Introduction to Physician Practice Management (3 cr.)**
**HM 671 Health Policy and Politics (3 cr.)**
**HM 780 Internship I (degree Students Only) (3 cr.)**
**HM 781 Internship II (degree students only) (3 cr.)**
**HM 783 Consulting Practicum I (degree students only) (3 cr.)**

**Health Science (HSC)**

Courses offered as needed

**HSC 562 Methods of Teaching Allied Health Science (3 cr.)**
**HSC 563 Microteaching (3 cr.)**

**History (HS)**

**HS 562 Topics in American Constitutional History (3 cr.)**
This course takes a detailed look at selected topics in American political/social history as they shaped and continue to shape American society. Topics are covered by integrating historical works with Supreme Court decisions to illustrate the evolution of constitutionalism and social thought. The topics vary, but every offering includes an initial component on the Declaration of Independence and the Constitution. *Every Year, All*

**HS 564 Topics in East Asian History (3 cr.)**
Students are introduced to Chinese and Japanese civilizations from the dawn of history to the end of the 20th century. The course stresses the artistic, cultural and intellectual traditions that evolved in East Asia. *Every Other Year, All*

**HS 565 Topics in Geography for the 21st Century (GP 565) (3 cr.)**
Students are introduced to the general structure and methodology of geographic study in a cultural setting. The interaction among environments, populations, ways of life and locations are studied in a coherent, organized way. The distribution of people, food, energy, and resources are analyzed, and there is an assessment of how to evaluate environmental potential, to deal with other peoples, to maximize available opportunities, and to determine which course of action to follow for progress and growth. *Every Year, All*

Courses offered as needed

**HS 500 Special Topics in History (3 cr.)**
**HS 563 Dynamics of American Social Structure (3 cr.)**
**HS 566 Chinese Civilization (3 cr.)**
**HS 567 Popular Culture in American History (3 cr.)**

**Interactive Communications (ICM)**

**ICM 501 Introduction to the Study of Interactive Communications (3 cr.)**
This seminar provides a foundation for the master of science in interactive communications program. Students are introduced to the theory and practice of interactive communication. As a field of study and as a profession, interactive communication is only just emerging, and there is no clear fixed tradition or discipline. There is, however, a collection of ideas about what interactive communication means and how it works. The focus in this course is on engaging these ideas, providing each student with a broad idea of how to take apart social and interactive systems, how to reassemble them in more effective ways and how to track the current state of the art in interactive technologies. *Every Year, Fall and Spring*

**ICM 502 Visual Aesthetics (3 cr.)**
This course covers the principles and practices associated with design as both a physical manifestation of an artistic idea and a practical
ICM 504 Information Animation (3 cr.) This course covers the concepts and production elements that lead to composition of the two-dimensional interactive moving illustrations and interfaces designed to convey a specific message or idea as a stand alone explanatory device or as part of a larger narrative. Students completing this course analyze the development and present state of information animation and learn how to produce two-dimensional animations. Every Year, All

ICM 505 Web Programming (3 cr.) This course introduces the underlying structures, standards and protocols of the Web. Students learn to write code that can be interpreted by web browsers with an emphasis on HTML and CSS. Students produce a series of web pages of increasing sophistication during the semester. Students get an introduction to content management systems and learn how to add functions and re-theme templates. Every Year, All

ICM 506 Writing for Interactive Media (3 cr.) This course covers compositional techniques associated with producing textual information in an interactive, computer-mediated environment. Students learn how to conduct factual research, compose nonfiction articles and create textual interactive content for a variety of online publications. Every Year, All

ICM 508 Media Imaging and Sound Design (3 cr.) This course covers the aesthetic and technical principles and practices that together work to create interactive visual and audio content. Students learn to digitally acquire still and video images and audioclips, edit the material and weave the components into multimedia narratives. Every Year, All

ICM 512 User Centered Design (3 cr.) This course covers the fundamental practices associated with interface design, navigation cues and strategies, information architecture and usability testing as part of the production of interactive content. Students analyze the structure and presentation of information and prepare research papers that examine specific design and structural issues. In addition, students assemble a presentation consisting of original articles, images, audio, video and information animation components. Every Year, All

ICM 522 Communications, Media and Society (JRN 522) (3 cr.) This course focuses on the historical and contemporary state of personal and public interaction with popular media in the context of technological developments and the impact of these developments on society and culture. Students study journal articles, survey the research literature and write papers on the historical trajectory of information consumption from the emergence of mass-produced paper-based texts to the development of the World Wide Web. Every Year, All

ICM 531 Graduate Internship (3 cr.) This course provides interactive communications students with the opportunity to work in a professional setting to acquire additional skills and insights into their chosen area of study. Students completing this course are required to work at least 90 hours in a supervised environment. All internships must be approved by the graduate program director. Every Year, All

ICM 552 Media Law (JRN 552) (3 cr.) This course covers the legal and ethical dimensions of media communications across platforms, with an emphasis on First Amendment, privacy and copyright issues. Students examine historical cases, analyze the contemporary evolution of law as it relates to technological development and discuss ethical situations that arise from the confluence of accelerated technological development and the culture’s ability to understand its consequences, unintended or otherwise. Every Year, All

ICM 601 Master’s Project (3 cr.) Students completing the interactive communications program are required to complete a capstone experience described as either a master’s project or thesis. The master’s project option requires students to create an original, functional project that examines a technical, aesthetic or conceptual problem using techniques and approaches within the scope of producing online content. Students must receive approval for the project from their appointed project adviser and the program director. Every Year, All

ICM 602 Thesis (3 cr.) Students completing the interactive communications program are required to successfully finish a capstone experience described as either a master’s project or thesis. The thesis option requires students to research and write an original scholarly paper that explores an aspect of interactive communication. Students must receive approval for the thesis subject from their appointed thesis adviser and the program director. Every Year, All

Courses offered as needed
ICM 500 Special Topics (3 cr.) Prerequisites: ICM 502, ICM 505
ICM 503 Advanced Visual Aesthetics (3 cr.) Prerequisite: ICM 502
ICM 513 Applied Usability (3 cr.)
ICM 515 Special Topics II (3 cr.) Prerequisite: ICM 504
ICM 516 Advanced Animation (3 cr.) Prerequisite: ICM 504
ICM 520 Game Design and Development (3 cr.)
ICM 542 Graduate Seminar (3 cr.)
ICM 590 Project Planning (3 cr.)

Every Year, Fall and Spring
International Business (IB)

IB 600 Managing in a Global Economy (3 cr.) This course helps students understand the global trends and issues that create business opportunities in foreign markets as well as the impact of the global environment on domestic business practices and opportunities. Students examine the economic, social and political issues that affect a firm’s strategy for entering international markets and how cross-cultural issues affect internal business processes. Finally, they learn to recognize implications to business of dealing in foreign currencies, hedging and exchange-rate fluctuations. *Every Year, All*

IB 623 International Business Negotiation (3 cr.) This course develops the fundamental skills necessary for systematic and thorough preparation and management of business negotiations. Special emphasis is placed on learning how culture influences the negotiation behavior of people. Legal and ethical constraints of negotiation also are considered. Course content is drawn from the fields of communication, law, psychology, government, international diplomacy and all functional areas of business. The course involves experiential activities that expose students to a broad spectrum of problems faced by business managers, deepening their understanding of complexities of negotiating globally. Prerequisite: IB 600; *Every Year, Spring*

Courses offered as needed
IB 611 International Corporate Finance (3 cr.)  
Prerequisites: FIN 600, IB 600  
IB 652 Multinational Management (3 cr.) Prerequisites: MBA 600, IB 600

Journalism (JRN)

JRN 502 Introduction to the Practice of Journalism (3 cr.) This course assesses the contemporary state of broadcast, print, online and other forms of journalism to highlight the problems and prospects facing the profession as students begin training for careers as reporters and editors. *Every Year, Fall*

JRN 503 Computer-Assisted Reporting (3 cr.) The technological tools of reporting have rapidly evolved to the point where journalists need to reach a level of technological literacy to research stories. This course presents an introduction to computer-based techniques for finding information in a mass of data and for online research, analysis and presentation of the news. *Every Year, All*

JRN 504 Reporting for Print (3 cr.) This intense workshop stresses the fundamentals of reporting and writing. Students learn the criteria of news judgment, techniques for story assignment, interviewing, news writing and news editing skills. Within the context of diverse assignments, students are expected to produce news stories. *Every Year, All*

JRN 521 Writing for the Ear (3 cr.) Writing for the Ear prepares students to compose stories for radio news and podcasts. The course focuses on developing the style of conversational broadcast writing under deadline pressure. *Every Year, All*

JRN 522 Communications, Media and Society (ICM 522) (3 cr.) This course focuses on the historical and contemporary state of personal and public interaction with popular media in the context of technological developments and the impact of these developments on society and culture. Students study journal articles, survey the research literature and write papers on the historical trajectory of information consumption from the emergence of mass-produced paper-based texts to the development of the World Wide Web. *Every Year, All*

JRN 524 Broadcast Journalism (3 cr.) This course emphasizes reporting for television news from story development to finished piece, covering the conceptual aspects and practical skills required for visual journalism including videography, editing and field reporting. Students attend workshops on the use of production gear and software. *Every Year, All*

JRN 527 Covering Government and Politics (3 cr.) This course is designed to apply the skills students learned in introductory writing and editing classes to the coverage of government. Additionally, the course introduces new skills needed to cover public and quasi-public agencies, organization and institutions, and the community organizations affected by public institutions. *Every Year, Spring*

JRN 531 Graduate Internship (3 cr.) This course provides eligible journalism students with the opportunity to work in a professional setting to acquire additional skills and insights into their chosen area of study. Students completing this course are required to work at least 120 hours in a supervised environment. All internships must be approved by the graduate program director. *Every Year, All*

JRN 532 Advanced Broadcast Journalism (3 cr.) This course focuses on the production of long-form television news or other non-fiction programming for series or documentaries. Students learn how to develop story ideas and follow the production trajectory from preproduction planning and story research to videography and postproduction work. Prerequisite: JRN 524; *Every Year, Spring*

JRN 534 Story in Journalism (3 cr.) Students taking this course examine news writing in the context of traditional and alternative journalistic forms, including the role of dramatic narrative and other storytelling techniques. Students study the works of influential nonfiction writers and engage in intense practice in nonfiction writing. *Every Year, All*
JRN 538 Reporting for the Web (3 cr.) This course teaches the principles and practices of producing news for online platforms, with emphasis on creating and assembling audio, graphics, images, interactive elements, text, video and social media applications into a single multimedia work of journalism. Students work individually and in teams to produce original multimedia news stories. Some experience in reporting for print or broadcast is required. Every Year, Spring

JRN 552 Media Law (ICM 552) (3 cr.) This course covers the legal and ethical dimensions of media communications across platforms, with an emphasis on First Amendment, privacy and copyright issues. Students examine historical cases, analyze the contemporary evolution of law as it relates to technological development and discuss ethical situations that arise from the confluence of accelerated technological development and the culture's ability to understand its consequences, unintended or otherwise. Every Year, All

JRN 601 Master's Project (3 cr.) Students completing the journalism program are required to successfully finish a capstone experience described as either a master's project or thesis. The master's project option requires students to create an original, in-depth journalistic piece for print, broadcast or online distribution. Students must receive approval of the subject from the master's project adviser. Every Year, All

JRN 602 Thesis (3 cr.) Students completing the journalism program are required to successfully finish a capstone experience described as either a major project or thesis. The thesis option requires students to research and write an original scholarly paper that explores an aspect of journalism history, criticism or related topic. Students must receive approval of the subject of the thesis from the thesis adviser. Every Year, All

Courses offered as needed
JRN 500 Special Topics in Journalism (3 cr.)
JRN 526 Editing for Print (3 cr.)
JRN 533 Advanced Print Reporting (3 cr.)
JRN 536 Opinion Journalism (3 cr.)
JRN 539 History of Journalism (3 cr.)
JRN 542 Graduate Seminar (3 cr.)
JRN 570 Writing for Magazines (3 cr.)

Management (MG)

MG 600 Business Ethics and Legal Environment (3 cr.) This course helps students develop an awareness of the legal issues for business organizations and apply a framework for ethical decision making. Students learn to identify ethical issues, apply various models of ethical decision making, and analyze ethical cases. Topics include assessing and analyzing the legal environment of business, identifying and managing stakeholder relationships, business and government relationships and corporate social performance. Every Year, Fall and Spring

MG 610 Managing People and Organizations (3 cr.) This course introduces students to the core topics and issues in organization theory and managing people. Students become familiar with both the language and practice of organization theory, including designing organizations, managing the organizational environment and understanding the relationships between tasks, technology, environment and organization structure. Issues related to motivation, leadership, organization culture, decision making and ethical leadership are presented. Interpersonal relationships are explored through an examination of the roles of power, politics and conflict in organizations as well as leader behavior, styles and leadership development. Every Year, All

MG 640 Strategic Sourcing and Supply Management (3 cr.) This course explores strategic sourcing and supply management in the industrial purchasing cycle for operating supplies, raw materials, components and capital equipment. Topics include strategic issues relating to the procurement decision process including supplier selection and evaluation, supplier development, make vs. buy decision, JIT purchasing, e-purchasing and the interrelationships between purchasing and other areas of the organization and the supply chain. Every Year, Fall

MG 641 Operations and Supply Chain Management (3 cr.) This course examines the design, operation, and improvement of production systems that create and deliver a firm's primary products and services. The basic principles and the strategic issues pertaining to the role of the operation in a supply chain are covered. Topics include quality management, capacity management, inventory planning, facility location and layout, and lean systems. Prerequisite: MBA 610; Every Year, Spring

MG 642 Transportation Management (3 cr.) The course gives a broad yet thorough understanding of the role of transport in the supply chain. Topics include operations, current challenges and how different transportation modes interact to make a complete system. The major elements covered in this course are the respective terminals and facilities and the operation of air, rail, road, maritime and pipeline transport. Within each of these elements, participants look at all parties involved in the management of the operations as well as the stakeholders. Every Year, Fall

MG 690 Strategic Management (3 cr.) This is a capstone course for MBA students taken in their last semester. Students learn concepts and theory relevant to the field of strategic management, as well as review and
integrate the accumulated functional business knowledge from the other MBA core courses. The course covers such topics as internal and external firm analysis, industry analysis, value chain, competitive strategy, corporate and functional strategy, top management leadership and strategic performance evaluation. Emphasis is placed on developing critical thinking and decision-making skills through company analyses and simulated business exercises.

Prerequisites: MBA 600, MBA 610, AC 600, FIN 600, MK 600, MG 610; Every Year, All

Courses offered as needed
MG 603 Project Management (3 cr.)
MG 625 Entrepreneurship (3 cr.)
MG 626 Business Plan Competition (3 cr.)
MG 630 Corporate Governance (3 cr.)

Marketing (MK)

MK 600 Managing Customers and Markets (3 cr.)
This course presents an introduction to the tactical and strategic considerations employed by the marketing manager in the formulation, administration and evaluation of marketing policies. Overall marketing goals, policies and programs are formulated with emphasis on planning and implementation. Prerequisites: one group; AC 600; AC 101, FIN 201; AC 101, AC 102; Every Year, All

MK 615 Managing Marketing Channels (3 cr.)
This is an introduction to the design, evaluation and management of distribution channels. Topics include strategic issues in designing distribution channels, channel member roles, managing channel conflict, evaluation of channel performance, motivation of channel members, managing a hybrid mix of traditional and non-traditional channels, and channel logistics (transportation, inventory, materials handling and information management). Prerequisite: MK 600; Every Year, Spring

Courses offered as needed
MK 610 Research for Marketing and Business Decisions (3 cr.) Prerequisite: MK 600
MK 611 Managing Marketing Communications (3 cr.)
Prerequisite: MK 600
MK 612 New Product Marketing (3 cr.) Prerequisite: MK 600
MK 613 Marketing Planning (3 cr.) Prerequisite: MK 600
MK 620 Applied Consumer Behavior Research (3 cr.)
Prerequisite: MK 600

Master of Business Administration (MBA)

MBA 600 Strategic Business Problem Solving (3 cr.)
Using case analysis, this course introduces students to a systematic approach to identifying and solving business problems. Classic strategic thought and current business developments situate the problems of business in both current and historical contexts. Emphasis is on analysis, communication and strategic decision making. Every Year, All

MBA 605 Business Communications (1 cr.)
This business communications course helps students develop and refine their business writing and presentation skills. Students receive assessment and coaching to improve their writing as applied to business documents, such as executive summaries, case analyses, reports, letters and email. Presentation skills also are covered. Every Year, All

MBA 610 Business Decision Analysis (3 cr.)
This course is an introduction to basic quantitative tools that enable managers to analyze data and make informed decisions. Topics include descriptive analysis of survey data, introductory probability, sampling and sampling distributions, hypothesis testing, simple and multiple regression, and decision analysis. Students apply the quantitative decision-making tools to business situations through cases. Every Year, All

Courses offered as needed
MBA 660 International Business Consultation And Planning (3 cr.)

Mathematics (MA)

MA 541 Complex Variables (3 cr.)
This course extends the concepts of calculus to deal with functions whose variables and values are complex numbers. Topics include the geometry of complex numbers, differentiation and integration, representation of functions by integrals and power series, and the calculus of residues. Prerequisites: MA 242, MA 305; Every Other Year, Fall

MA 565 Famous Mathematical Constants (3 cr.)
This course is a tour of mathematics from the viewpoint of the well known constants e, pi and i. Topics are chosen from geometry, number theory, calculus and algebra. Every Third Year

Courses offered as needed
MA 570 Number Theory (3 cr.)
MA 580 Euclidean and Non-Euclidean Geometry (3 cr.)
MA 583 Mathematics: Historical Insights (3 cr.)
MA 585 Mathematical Problem Solving (3 cr.)
MA 586 Discrete Structures (3 cr.)
MA 590 Issues in Pre-College Mathematics (3 cr.)
MA 591 Introduction to Abstract Mathematics (3 cr.)
MA 599 Technology in Mathematics Teaching (3 cr.)
**Nursing (NU)**

**NU 500 Theoretical Foundations of Advanced Practice (3 cr.)** This course facilitates the student's formulation of a theoretical basis for knowledge, critical thinking, and ethical judgment at an advanced level of practice. Students analyze selected nursing theories as well as theories from other disciplines focusing on their relevance to nursing practice. Emphasis is placed on the theory of holism. *Every Year, Fall*

**NU 502 Issues and Roles in Health Care (3 cr.)** Students are introduced to critical thinking in areas that inform the practice of the professional nurse prepared at the master's level. The historical evolution of the advanced practice role is discussed. Students deliberate on legal, ethical and political issues and analyze the impact and importance of these issues to health care policy, organization and financing. The leadership role of the advanced practice nurse in evaluating and responding to issues and policy to promote the health care of individuals and populations in diverse settings is examined. *Every Year, Fall*

**NU 504 Methods of Nursing Research (3 cr.)** Research reported in multidisciplinary and nursing literature is reviewed and exposes students to quantitative, qualitative and triangulated methods. The course is designed to build on previous knowledge of research and statistics. Consideration is directed toward critiquing research literature. Perspectives on the relationship of nursing and non-nursing theories to nursing research are explored. *Every Year, Spring*

**NU 506 Advanced Health Assessment (4 cr.)** This course presents the principles of performing a comprehensive holistic health assessment and organizing and reporting the findings in a professional format. Attention is given to health assessment and physical examination across the lifespan within diverse communities. The processes underlying diagnostic decision-making are introduced. A lab component enables the student to master the techniques for performing a holistic health assessment. *Every Year, Fall*

**NU 506L Advanced Health Assessment Lab (0 cr.)** This lab must be taken with NU 506. It is composed of two lab hours.

**NU 508 Advanced Pharmacology (3 cr.)** Students are introduced to pharmacological management across the lifespan and provided with advanced knowledge of pharmacokinetics. Selected categories of drugs commonly prescribed for management of health care problems and health promotion within diverse communities are presented. Controlled substances and the potential for abuse are discussed. The responsibilities and legalities of prescriptive authority in advanced practice are defined. *Every Year, Spring*

**NU 517 Principles of Electrocardiography (1 cr.)** This course provides a directed approach to understanding the principles and basic interpretation of electrocardiography as applied in advanced practice nursing. Intended for students in the Adult and Family Nurse Practitioner tracks. *Every Year, Fall*

**NU 518 Principles of Radiography (1 cr.)** The basic principles of radiologic and imaging techniques, recognition of common abnormal findings, indications and contraindications for various tests including cost analysis and availability factors are considered. Intended for students in the Adult and Family Nurse Practitioner tracks. *Every Year, Spring*

**NU 570 Holistic Primary Care I (3 cr.)** Health promotion, prevention and the diagnosis of common and chronic problems encountered in primary care settings are considered. A holistic and family centered approach to clients from adolescence to senescence is emphasized. Evidence-based, multidisciplinary management approaches to selected health problems also are discussed. Theory and research are integrated to develop nursing strategies for health promotion and restoration; case study approach is introduced. Intended for students in the Adult and Family Nurse Practitioner tracks. Prerequisites: NU 500, NU 502, NU 506, BI 518; *Every Year, Spring*

**NU 571 Holistic Primary Care Practicum I (3 cr.)** This course integrates the principles of primary care nursing (NU 570) and includes a mentored practicum with a clinical seminar. Students apply newly acquired advanced health assessment skills and use critical thinking to provide health promotion and care for common health problems across the adult lifespan. Appropriate clinical documentation, case presentation and use of web-based clinical resources are emphasized. Intended for students in the Adult and Family Nurse Practitioner tracks. Prerequisites: NU 500, NU 502, NU 506, BMS 518; *Every Year, Spring*

**NU 626 Holistic Primary Care II (4 cr.)** This course addresses the diagnosis and management of selected acute primary care problems from adolescence to senescence. Assessment and management of the selected problems include attention to cultural traditions, families and socioeconomic policies that affect the delivery of care. The course is grounded by a holistic approach to care; case studies are used to promote critical thinking. Intended for students in the Adult and Family Nurse Practitioner tracks. Prerequisites: NU 570, NU 571; *Every Year, Fall*

**NU 627 Holistic Primary Care of Adults: Practicum II (4 cr.)** This mentored practicum with clinical seminar provides further opportunity for advanced nursing practice with diverse adult populations. Students refine primary care skills including appropriate documentation, differential diagnosis, case presentation and technology utilization
with attention to cost-effective and evidence-based approaches to care. Workshops on specialized clinical skills and alternative modalities are incorporated into the seminar. Intended for Adult Nurse Practitioner students. Prerequisite: NU 570, NU 571; Every Year, Fall

NU 628 Primary Health Care of the Family: Maternal/Child Focus (2 cr.) The childbearing family is the focus of this course. Dual frameworks of family theory and lifespan development are used to develop health promotion strategies and facilitate anticipatory guidance. Emphasis is placed on developing the student's knowledge base to care for the pregnant woman, well infant and child in diverse communities. Opportunities to evaluate theory and research findings relevant to care of the family are provided. Intended for Family Nurse Practitioner students. Prerequisites: NU 570, NU 571; Every Year, Fall

NU 629 Holistic Primary Care of the Family: Practicum II (4 cr.) A mentored practicum experience and a clinical seminar are included in this course. Health promotion and assessment of health problems of individuals within family systems are emphasized. Students refine primary care skills including appropriate documentation, differential diagnosis, case presentation, and technology utilization with attention to cost-effective and evidence-based approaches to care. Intended for Family Nurse Practitioner students. Prerequisites: NU 570, NU 571; Every Year, Fall

NU 630 Holistic Primary Care III (4 cr.) This course focuses on selected complex and less frequently encountered problems of primary care across the lifespan from adolescence to senescence. An opportunity to refine differential diagnosis and management of challenging health concerns in diverse populations is provided by the use of case studies. A holistic and family centered approach frames the course. Intended for students in the Adult and Family Nurse Practitioner tracks. Prerequisite: NU 626; Every Year, Spring

NU 631 Holistic Primary Care of Adults: Practicum III (4 cr.) This course includes a mentored clinical practicum with a clinical seminar and provides opportunity for practice with adults in diverse communities. Students are assisted to manage progressively complex and multifaceted health problems. Appropriate collaboration among disciplines is emphasized and opportunity to apply theory and research findings relevant to care of adults is provided. Specialized clinical skill workshops are continued in the seminar. Intended for Adult Nurse Practitioner students. Prerequisites: NU 626, NU 627; Every Year, Spring

NU 632 Primary Health Care of the Family: Pediatric Focus (2 cr.) Health care of the child within the family system is considered. Comprehensive assessment and management of common health problems of children encountered in primary care settings are addressed. Opportunities to evaluate theory and research findings relevant to care of the family and child are provided. Intended for Family Nurse Practitioner students. Prerequisite: NU 628; Every Year, Spring

NU 633 Holistic Primary Care of the Family: Practicum III (4 cr.) This course includes a mentored practicum experience and a clinical seminar and provides opportunity for nursing practice with families at an advanced level. Comprehensive assessment, clinical decision-making and strategies to facilitate health promotion and health restoration of individuals within family systems are emphasized. Opportunity to apply theory and research findings relevant to the care of the family is provided. Intended for Family Nurse Practitioner students. Prerequisites: NU 626, NU 628, NU 629; Every Year, Spring

Courses offered as needed
NU 510 Special Topics (3 cr.)
NU 555 Disaster and Mass Casualty Management (3 cr.)
NU 656 Vitamins and Herbal Medicines (3 cr.)
NU 657 Sexual Assault Nurse Examiner (SANE)/Sexual Assault Forensic Examiner (SAFE) (3 cr.)

Occupational Therapy (OT)

OT 500 Fieldwork Level II (6 cr.) This supervised, 12-week clinical experience is designed to provide the student with in-depth opportunities to apply theory to practice in a wide variety of delivery settings, populations and emerging practice arenas. The focus is on the application of purposeful and meaningful occupation and the management of occupational therapy services. The fieldwork experience is designed to promote clinical reasoning and reflective practice, develop professionalism, and demonstrate competence. Specifically, areas of practice may include the following: community-based occupation and life skill training, developmental centers, and mental health settings. Students must abide by all policies in the department student manual. Every Year, Summer

OT 510 Laws and Regulations in OT (2 cr.) This course provides a comprehensive overview of the legislative and regulatory bodies, as well as regulations that impact the practice of occupational therapy. Students review the current systems of regulation and the roles and liabilities of the occupational therapist within these systems. This course emphasizes the process of retrieval of legal materials to allow lifelong learning as legislative changes occur. Every Year, Fall

OT 511 Administration and Management in OT (4 cr.) This class introduces students to the daily management functions of an occupational therapy department including planning, organizing, directing, controlling, and supervision of occupational therapy assistants and other department personnel. The course integrates students' knowledge of interventions with information related to the delivery of
OT 512L Human Anatomy Lab (0 cr.) Lab to accompany PT 512. *Every Year, Fall*

OT 535 Integrative Interventions: Sensory Integration and Neurorehabilitation (4 cr.) This course provides a comprehensive overview of advanced intervention techniques used in occupational therapy. While opportunities are provided to learn specific interventions, emphasis is placed on the clinical reasoning process used in a variety of occupational therapy practice contexts. Application of frames of reference and appreciation of cultural and environmental factors as they relate to client-centered intervention are highlighted. *Every Year, Fall*

OT 535F Intervention: Sensory Integration and Neurorehabilitation Fieldwork (1 cr.) This course provides structured fieldwork observation in neurorehabilitative and sensory integration settings and allows the student to observe and explore the evaluation and intervention process utilized in these frames of reference. Students have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as health care, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration and neurorehabilitation intervention process. Fieldwork is three hours per week. *Every Year, Fall*

OT 536L Intervention: Ergonomics and Assistive Technology Lab (1 cr.) This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors. Observation is focused on specific evaluation, intervention and outcome processes for these frames of reference. (2 lab hrs.) *Every Year, Fall*

OT 536 Intervention: Ergonomics and Assistive Technology (4 cr.) This course integrates intervention techniques such as ergonomics, environmental modification, assistive technology, and design and fabrication of orthotics and devices. While opportunities are provided to learn specific interventions, emphasis is placed on the clinical reasoning process used in a variety of occupational therapy practice contexts. Application of frames of reference and appreciation of cultural and environmental factors as they relate to intervention are highlighted according to practice environments: rehabilitative, home, work and technology. *Every Year, Spring*

OT 536F Intervention: Ergonomics and Assistive Technology Fieldwork (1 cr.) This course provides structured fieldwork observation in various settings and allows the student to observe and explore the intervention process utilized in occupational therapy. Students also have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as health care, education, community and social systems. Students develop an appreciation for the frame of reference used in various models of practice as a guide to intervention selection. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on intervention strategies with people in home, work and assistive technology settings. Fieldwork is three hours per week. *Every Year, Spring*

OT 550 OT Research (4 cr.) This course addresses the importance of research in the practice of occupational therapy. The course examines the research theories and methods in occupational therapy practice. Students participate in designing and implementing entry-level research studies as well as analyzing and interpreting the professional literature. Students formulate the proposal for their spring capstone project. *Every Year, Fall*

OT 555 Pharmacology and Environmental Toxins Affecting Human Performance (3 cr.) This course addresses the effects of drug therapy and environmental toxins on the therapeutic process and daily occupational performance of clients. Pharmacokinetics, side effects, drug interactions and current environmental risks are addressed for each body system. Students identify implications for practice based on performance effects observed. This course integrates information from previous courses on bodily systems, human performance, and environmental risk factors with advanced practice issues related to medication and environmental risks. *Every Year, Spring*

OT 556 Professional Development (3 cr.) This distance learning course focuses on the current issues related to the roles of the student transitioning to professional. The course emphasizes linking theory to practice, self-analysis and reflection upon academic experience, and relating
those to different facets of clinical and professional reasoning as a funding mechanism in practice. Continued professional growth through the development of understanding of personal and professional responsibilities as a practicing therapist and a commitment to lifelong learning and professional advocacy also are addressed. Grant writing is included. Every Year, Spring

OT 560 Contemporary Modalities (2 cr.) This integrated lecture-lab provides hands-on experience with the advanced contemporary modalities used in occupational therapy. Topic areas include traditional physical agent modalities and complementary and alternative modalities used to enhance healing and manage pain in preparation for clients’ occupational performance. Every Year, Fall

OT 565 Integrative Case Studies (2 cr.) This course explores individual, group and population case studies of clients in occupational therapy. Students analyze each case using clinical reasoning, qualitative research strategies, frames of reference and best practices to develop integrative evaluation and intervention skills. Every Year, Fall

OT 570 Capstone Graduate Projects (3 cr.) This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all course-based material and fieldwork experiences with practical application. Students design and execute a research or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations. Every Year, Spring

OT 580 Fieldwork Level II (6 cr.) These supervised experiences provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the program manual. Fieldwork is 12 weeks long. Every Year, Fall and Summer

OT 581 Fieldwork Level II (6 cr.) These supervised experiences provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the program manual. Fieldwork is 12 weeks long. Every Year, Fall

OT 600 Evidence Based Practice in OT (3 cr.) This course provides an opportunity to learn and use evidence to make informed decisions for practice. Students review the definitions, uses and purposes of evidence-based practice. Students also have several opportunities to search, analyze and apply evidence to their area of practice. Fall

OT 601 Research Methods I (4 cr.) This course is the first part of the research sequence. It introduces learners to the importance of research in a practice profession and the types of research used in occupational therapy practice. The course prepares students to conceptualize the research process within their area of clinical practice. Participants come to understand the components of a research proposal, explore the background to a problem, write research questions, complete a literature review and are introduced to quantitative and qualitative research designs. Fall

OT 602 Practice Trends in Occupational Therapy (3 cr.) Practice trends in occupational therapy are studied from the perspective of changing terminology in the profession; the profession’s vision and focus areas for the future; an analysis of practice from the viewpoints of practitioners, clients, administration and health care policy. Current literature is the focus of the readings with critical reflection the focus of online discussions, and analytical planning for future practice the goal of assignments and student journals. Spring

OT 603 Research Methods II (4 cr.) This is the second course in the research sequence. It focuses on research designs, methods, data collection and data analysis. Students review the methodologies used in occupational therapy research studies and design a research methodology relative to a specific clinical problem identified in OT 601. Students participate in both quantitative and qualitative data collection methods within their practice setting. They analyze descriptive statistics and basic inferential statistics using computerized programs, and begin the preparation of a research proposal relative to their clinical area of practice. Prerequisite: OT 601; Spring

OT 604 Directed Study in Evidence Based Practice (3 cr.) This course is a follow-up to OT 600, which presented the foundations of evidence-based practice. OT 604 faculty present the students with the steps of the evidence-based practice continuum using journal entry format. Students follow the steps using actual practice case studies from their individual practice sites and present the responses to each step in the process to discover evidence to guide the practice case questions. Peer interaction and feedback are critical to the realistic development of evidence to guide practice decisions. Each student also participates in the writing of a systematic review, clinical practice guidelines or an evidence-based practice brief for the profession. Prerequisite: OT 600; Summer

OT 605 Directed Study in Clinical Practice (3 cr.) This course is highly focused on each individual student’s goals and objectives for improving clinical reasoning within their area of practice specialty. The semester prior to taking OT 605, each student works with the program director to develop learning objectives for practice. The program director places students into small six-person groups based on their practice specialty. An expert faculty member is assigned to facilitate learning experiences that apply cur-
rent evaluation, intervention, frames of reference in practice, analysis of the intervention and data collection on intervention for research. Multimedia such as DVD, podcasts, Apreso of continuing education, and literature reviews are used. *Summer*

**OT 606 Professional Paper Or Project**

**Professional Paper or Project (3 cr.)** This integrative course builds on all previous courses and culminates in two of the following for either presentation or submission for publication: evidence-based summary, client-based case study, organizational-based case study, practice paper, literature summary, consumer education, administrative protocol or segments of a research protocol. Group process and peer mentoring are used online to set mutually supportive deadlines, critique and collaborative work. *Fall*

**OT 607 Educational Leadership (3 cr.)** This course is intended to prepare occupational therapy practitioners to assume or enhance their educational leadership roles in a variety of health care and community-based programs. It provides advanced education in the areas of leadership and administration/management, ethics, decision-making and motivation. *Fall*

**OT 608 Entrepreneurial Concepts for OT (3 cr.)** This course provides the student with a critical analysis of entrepreneurial concepts in the practice of occupational therapy (business and private practice) including: designing opportunities, completing a needs assessment, defining the market or clientele, developing a business plan, developing a practice plan, billing, measuring effectiveness and growth, marketing and employee management. When possible the student’s current practice experience is used for projects. *Spring*

**OT 609 Scholarly Seminar (3 cr.)** This culminating experience is facilitated by the research faculty (OT 601 and OT 603) to finalize a research project including data analysis from the research methodologies, interpretation of the results and conclusions and relationship to the practice of occupational therapy. All students are required to present their scholarly projects at a formal conference held on a weekend in May or June. The occupational therapy faculty, undergraduate students and clinicians from practice attend the seminar. Faculty members assist students in determining the course of publication for their research. *Spring*

**Organizational Leadership (OL)**

**OL 601 Foundations of Organizational Leadership (3 cr.)** This course explores supervisory dynamics such as problem solving, ethics, conflict resolution, delegation and empowerment. Students practice reflection, as applied within the framework and concepts of Schon’s Reflective Practitioner. Participants engage in reflection-in-action as well as reflection-on-action as these approaches apply to supervision. *Every Year, All*

**OL 610 The Power and Politics of Communication (3 cr.)** This course focuses on the persuasive communication techniques and strategies that can be used when one does not have or does not want to resort to the use of direct authority. The role of ethics is considered throughout. Situations include: how to gain commitment; how to overcome resistance; and how to effectively manage conflict. Students use their organizations as cases, employing communication technologies as appropriate. Prerequisite: OL 601; *Every Year, All*

**OL 615 Leadership Across Boundaries**

**Leadership Across Boundaries (3 cr.)** This course covers the practical realities of leading across cultural differences and national boundaries. The focus is on coordinating and sustaining cooperative activities across various types of cultural boundaries (including generational, gender, ethnic and regional). Students explore differences both domestically and globally. *Every Year, All*

**OL 620 Leading Through Metrics-Based Results (3 cr.)** The foundation of this course is the application of metrics to performance improvement and process reengineering. The balanced scorecard approach is a key element. Students learn the essential tools and technologies required for this effective management technique. Prerequisites: OL 601 and Harvard Accounting Tutorial or comparable undergraduate financial accounting course. *Every Year, Fall*

**OL 630 Performance Management (3 cr.)** This course focuses on processes and approaches to ensure that organizational goals are met effectively and efficiently. Emphasis is placed on how to impact behavior and results. Students learn how behaviors and competencies support department and functional areas as well as the overall organization. Individual assessment approaches and feedback skills are stressed. The course provides students with an opportunity to develop or improve their interpersonal and coaching skills for sustained change. *Every Year, All*

**OL 640 Project Management (3 cr.)** This course goes beyond basic project management. Students learn advanced PM technology tools and techniques for managing complex projects and programs. Cases and simulations allow students to learn how these advanced skills are applied to produce business/organizational results that require collaborative relationships. *Every Year, All*

**OL 650 Leading Organizational Change (3 cr.)** This course combines the principles of organizational dynamics with change strategies. Also covered are negotiation techniques and understanding the political dynamics involved in organization change, including mutual gain processes. Students learn how to evaluate an organization on several key levels such as communication, values and behavior. Students also learn theory and practice for planning and
OL 662 Principled Leadership (3 cr.) This course is a comprehensive study of leadership morality, workplace ethics and servant leadership. It approaches the study of organizations from a holistic viewpoint and explores the concepts of values and integrity. Every Year

OL 680 Strategic Response to Global Challenges (3 cr.) In today's fast-changing global environment, businesses, countries and individuals alike face challenges demanding their response. To develop strategies adequate to the task, these global actors must understand the forces that drive change and have the ability to anticipate the outcomes that affect them. This course explores the following topics: globalization; challenge of the new global competitive paradigm; strategic responses and selected issues of global concern. Every Year

OL 681 Leadership in Human Resources (3 cr.) In this course students are introduced to the principles of human resource management. The course balances theoretical and practical approaches with emphasis on the four primary HRM functions of recruiting, selection, performance management and governance. Other areas covered include compensation and benefits as well as challenges of international HRM. Every Year

OL 682 Employment Law for the Non-Lawyer (3 cr.) This course introduces the non-legal professional to laws that govern workplace personnel. Students are provided with an overview of legal issues affecting human resource management. The primary concentration is on the practical application of employment law on individuals in organizations and its impact on HR decisions. Every Year

OL 683 Employee Development Strategies for Organizational Leaders (3 cr.) This course provides students with strategic approaches to developing human talent. Students gain knowledge in the area of training, performance development and talent management principles. Focus is placed on how to analyze performance problems as well as how to apply the principles of learning to the individual, the team and organization development. Every Year

OL 685 Applications of Intellectual Property Law (3 cr.) Why should a business person be well-versed in intellectual property law (IP)? Issues involving patents, trademarks, copyrights and trade secrets must be recognized in the business setting to ensure the protection and best use of business assets. This course examines IP issues relating to business assets in a host of areas, including information technology use and development, human resource administration, product development, management and advertising. Participants’ own business and IP experiences are included. The course also examines the use and protection of business assets related to IP and the Internet. Every Year

OL 686 Leading Public Service Organizations (3 cr.) This course examines the challenges and opportunities of public sector leadership. Course participants examine the chief executive's role as a policy maker; dealing with other community leaders and the media; discipline and ethical conduct, and leading in unionized environments. Critical leadership competencies including authenticity, trust building, exercise of power, organizational behavior, and learning to influence the work environment also are examined. Every Year

OL 687 Strategic Planning for Public Service Organizations (6 cr.) This course develops skills in systematic planning within a variety of public sector organizational settings. Strategic goal setting, mission driven plans, managing constrained resources, and monitoring and modifying strategic plans in a dynamic environment are emphasized. Participants will explore the processes of advanced planning through the analysis of an organization's strategic plan. Every Year

OL 690 Leadership Consulting Capstone (3 cr.) This course is a major consulting project for an external client, facilitated by a faculty member. This capstone course is taken last in the program, and integrates the knowledge and skills gained throughout the program. The course focuses on the design and implementation of student team consulting projects including a comprehensive analysis of a live organizational issue and developing appropriate recommendations to address that issue. The result is a deliverable for an external client organization. Prerequisites: OL 601, OL 610, OL 615, OL 630, OL 640, OL 650, OL 662; Every Year

Courses offered as needed

OL 675 The Changing Face of the Health Care System and Leadership (3 cr.)

Pathology (PA)

PA 502 Medical Terminology: Advanced (2 cr.) Students study the etymology of medical and surgical terms with emphasis on the principles of word analysis, construction and evolution. The course includes a review of anatomy and abstraction of current published case studies. Every Year, Summer

PA 511 Human Microscopic Anatomy (4 cr.) Human anatomy at the light microscopic level is explored through a general and systemic approach using a lecture-lab combination. Students are introduced to primary tissues and their cellular components followed by system (organ) investigation morphologically that uses the light microscope emphasizing pattern recognition as the mechanism employed for tissue identification. Every Year, Summer
PA 512 Human Anatomy (4 cr.) This course covers dissection of the human body with particular attention to the morphological relationships of individual organ systems. Emphasis is placed on internal anatomy as a major facet of this instruction that is designed for eventual autopsy evisceration and subsequent dissection. Every Year, Summer

PA 512L Human Anatomy Lab (0 cr.) Lab to accompany PA 512. Every Year, Summer

PA 513 Basic Human Pathology I (3 cr.) This series of lectures utilizes Kodachrome slides of gross and microscopic pathology starting with a general introduction to pathology covering inflammation and neoplasia, and then progressing to pathology by the systems such as cardiovascular, endocrine and gastrointestinal systems. Every Year, Fall

PA 514 Basic Human Pathology II (3 cr.) This series of lectures utilizes Kodachrome slides of gross and microscopic pathology of specific areas of disease in a systemic approach including such specialty areas as dermatologic, perinatal, pediatric and forensic pathology as well as the genitourinary, musculoskeletal, respiratory and neuropathology systems. Every Year, Fall

PA 515 Human Physiology (4 cr.) Various aspects of human physiology are examined, with emphasis on the physiologic and biochemical function. The fundamental functional principles for general and systematic organ systems are covered. Every Year, Summer

PA 516 Clinical Pathology (4 cr.) Clinical relationships to disease are examined, highlighting such topics as hematology, chemistry, toxicology, serology, urinalysis, blood banking and cytology. Basic techniques and theoretical applications from a case history medical approach are emphasized. Every Year, Spring

PA 517 Applied Anatomic Pathology (4 cr.) Basic principles of clinical history taking, physical examinations and general medical terms and symbols are studied. Emphasis is on autopsy and surgical techniques of evisceration and organ system dissection through lectures, films, slides and practical exposure. Every Year, Spring

PA 518 Laboratory Management (3 cr.) The organization and function of an anatomic pathology laboratory is investigated to include ordering supplies, money management, computerization, laboratory safety, organization compliance (JACOH, CAP, OSHA) and quality assurance. Every Year, Fall

PA 520 Autopsy Pathology I (6 cr.) This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings. Every Year, Summer

PA 521 Autopsy Pathology II (6 cr.) This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings. Every Year, Fall

PA 522 Autopsy Pathology III (6 cr.) This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings. Every Year, Spring

PA 523 Surgical Pathology I (6 cr.) This is a three-semester inclusive practical course in methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunohistochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings. Every Year, Fall

PA 524 Surgical Pathology II (6 cr.) This is a three-semester inclusive practical course in methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunohistochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings. Every Year, Fall

PA 525 Surgical Pathology III (6 cr.) This three-semester inclusive practical course covers methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunohistochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings. Every Year, Spring

PA 526 Biomedical Photography (4 cr.) This is a team-taught course designed to give the pathologists’ assistant student a basic background leading to practical application of photographic techniques used in the anatomic pathology laboratory. It also includes an introduction to the principles of imaging radiography. The course is divided into three parts over two summer–school semesters: basic photographic principles and technique; the theoretical and practical aspects of photomacrophraphy and photomicrography as they are applied to anatomic specimens and imaging radiology. Every Year, Summer

PA 532 Histochemistry (3 cr.) This course is intended for pathologists’ assistant students with a background in basic descriptive microscopic anatomy. The lecture material includes the microscopic and ultramicroscopic structure of cells, tissues and organs with emphasis on biochemical composition and distribution as related to functional mechanisms. The lab work involves the preparation of microscope slides of normal vertebrate tissues, including...
those of humans for histological and histochemical studies as the student may expect to encounter in the clinical laboratory. *Every Year, Spring*

**PA 532L Histochemistry Lab (0 cr.)** Lab to accompany PA 532. (3 lab hrs.) *Every Year, Spring*

**PA 535 Disease Mechanisms (4 cr.)** This course investigates how the normal physiology of the human body is altered in disease states. The mechanisms by which diseases become established, cause damage and alter organ system function are established. Natural body responses and therapeutic measures are examined for their mode of action, side effects and after affects. *Every Year, Fall*

**Perfusion (PR)**

**PR 500 Theoretical Foundations of Cardiovascular Perfusion (2 cr.)** This course exposes students to role expectations, practice, ethics and professionalism. Students gain an appreciation of the history of key individuals and progress through discoveries that influenced the development of current practice in cardiothoracic surgery and extracorporeal circulation. Students become familiar with the role of organizations that impact their field, including those responsible for overseeing national certification exams and continuing education programs. A minimum grade of B- is required to progress. *Every Year, Fall*

**PR 502 Systems Anatomy and Physiology I (3 cr.)** This course examines selected organ systems pertinent to cardiopulmonary bypass and related procedures performed by the perfusionist. Students study the structure and function of the cardiovascular, lymphatic, immune and pulmonary systems. Emphasis is placed on group discussion and the application of knowledge to solving problems that arise in clinical situations. A minimum grade of B- is required to progress. *Every Year, Fall*

**PR 503 Systems Anatomy and Physiology II (3 cr.)** This course examines selected organ systems pertinent to cardiopulmonary bypass and related procedures performed by the perfusionist. Students study the structure and function of the nervous, hepatic, renal and endocrine systems. Emphasis is placed on group discussion and application of knowledge to solving problems that arise in clinical situations. A minimum grade of B- is required to progress. Prerequisites: PR 500, PR 502, PA 535, PR 508, PR 516; *Every Year, Spring*

**PR 506 Pharmacologic Intervention in Cardiovascular Perfusion (4 cr.)** This course is an intensive study of pharmacokinetics, pharmacodynamics, mechanism of action, indications and contraindication of drugs administered to the patient undergoing cardiopulmonary bypass. Cardiovascular drugs, anticoagulants and anesthetic agents administered by the perfusionist are emphasized. Students also become familiar with many drugs used to treat other disease states that may be taken by patients with significant comorbidities. A minimum grade of B- is required to progress. Prerequisites: PR 500, PR 502, PA 535, PR 508, PR 516; *Every Year, Spring*

**PR 508 Extracorporeal Circuitry and Laboratory I (1 cr.)** Students receive orientation in both the laboratory and the cardiac operating room to equipment operation and techniques applicable to providing extracorporeal circulation during cardiac surgical procedures. Emphasis is placed on developing student skills in researching best practice methods as found in the medical literature. Competent operation of equipment, including the heart lung machine, ventricular assist devices, intra-aortic balloon counterpulsation pump, and autologous blood recovery devices must be demonstrated. A minimum grade of B- is required to progress. *Every Year, Fall*

**PR 509 Extracorporeal Circuitry and Laboratory II (1 cr.)** This intensive study of the appropriate procedures for providing extra-corporal circulation for a variety of purposes includes operation of specialized medical devices, quality control and troubleshooting techniques. Intra-aortic balloon counterpulsation, autologous blood recovery and ventricular assist devices are covered. Students are expected to search recent medical publications and generate discussion in an attempt to resolve controversial issues pertaining to best practice. A minimum grade of B- is required to progress. Prerequisites: PR 500, PR 502, PA 535, PR 508, PR 516; *Every Year, Spring*

**PR 510 Surgical Techniques (2 cr.)** This course examines the cardiothoracic surgical procedures that require extracorporeal circulatory support. Students develop an understanding of the techniques used in numerous open-heart procedures performed on adults and children. Special application of extracorporeal circulation in rare surgical procedures is included. Students are required to view a number of these procedures in the operating rooms of affiliated institutions to increase their understanding of the skills required to perform these operations. A minimum grade of B- is required to progress. Prerequisites: PR 500, PR 502, PA 535, PR 508, PR 516; *Every Year, Spring*

**PR 512 Pediatric Perfusion (4 cr.)** This course presents a study of the embryological formation of the cardiopulmonary system, a description of congenital cardiopulmonary anomalies and the application of perfusion techniques during corrective surgical procedures. Students work both independently and in groups to evaluate the results of clinical studies that contribute to current thinking and practice in the specialized area of pediatric perfusion. A minimum grade of B- is required to progress. Prerequisites: PR 500, PR 502, PA 535, PR 508, PR 516; *Every Year, Spring*
PR 514 Special Topics in Cardiovascular Perfusion (2 cr.) This course explores less common and newly introduced procedures for perfusionists, including the use of investigational drugs that modify the biochemical impact of adult and infant extracorporeal membrane oxygenation, extracorporeal carbon dioxide removal, total artificial hearts and newly introduced ventricul ar assist devices. Old standards of practice are reexamined in the light of new evidence. A minimum grade of B− is required to progress. Prerequisites: PR 503, PR 506, PR 509, PR 510, PR 512; Every Year, Summer

PR 516 Physiologic Monitoring (4 cr.) This course covers monitoring of the physiological impact of extracorporeal circulation, administration of drugs, blood products and anesthetic agents on the patient undergoing surgery requiring cardiopulmonary bypass. Monitoring of intravascular arterial and venous pressures in the systemic and pulmonary circulations, cardiac output measurement are covered. An emphasis is placed on 12-lead electrocardiogram, blood anticoagulation measurement, analysis and interpretation of arterial and venous blood gases, fluid and electrolyte balance and cerebral oxygen saturation. After mastering the basic concepts of each section, students work through case-study scenarios to apply theory to practice. Electronic simulators are used. A minimum grade of B− is required to progress. Every Year, Fall

PR 520 Research Methods in Cardiovascular Perfusion (2 cr.) This course explores ethical issues in medical research, provides an overview of grant proposal writing and includes development of a research project, data collection and analysis using statistical programs for computers. Students develop a presentation and employ various computer presentation techniques to present student project data. Students work individually on the project and require the approval of the instructor to pursue a particular topic. A minimum grade of B− is required to progress. Prerequisite: PR 600; Every Year, Fall

PR 520 Research Methods in Cardiovascular Perfusion (2 cr.) This course explores ethical issues in medical research, provides an overview of grant proposal writing and includes development of a research project, data collection and analysis using statistical programs for computers. Students develop a presentation and employ various computer presentation techniques to present student project data. Students work individually on the project and require the approval of the instructor to pursue a particular topic. A minimum grade of B− is required to progress. Prerequisite: PR 600; Every Year, Fall

PR 602 Clinical Practicum II (5 cr.) This course provides experience in the areas of heart-lung bypass for adult, pediatric and infants, including long-term supportive extracorporeal circulation, adjunctive techniques and patient monitoring. Students focus on hypothermia, pulsatile devices and monitor hemodynamics, blood gases, bubble detection, level sensing, temperature, electrophysiology, coagulation potential and fluid electrolytes. Special applications also are covered. Students must successfully complete a sufficient variety and number of perfusions to satisfy recommendations of the American Board of Cardiovascular Perfusion. A final comprehensive exam covering all aspects of the program and clinical practice is taken at the end of this course. A successful performance on the examination is required to complete the program. A minimum grade of B− is required to progress. Prerequisite: PR 602; Every Year, Spring

Physical Therapy (PT)

PT 502 Introduction to Clinical Decision Making (3 cr.) This course integrates basic information obtained through case study information, students’ experience in PT 300–301 (Introduction to PT Process I and II) and their previous four-week clinical experience. Students generate in small groups problem-based learning experiences, a basic problem list and therapy goals utilizing the Guide to Physical Therapy Practice. Students discuss sets of prewritten clinical cases in the presence of a faculty adviser. This case-based learning experience allows students to gain a basic understanding of clinical protocol and its application to effectively prepare them for their clinical course work in the fall of the second graduate year. (2 lecture hrs.; 2 lab hrs.) Every Year, Fall

PT 503 Physical Therapy Process (2 cr.) This course introduces students to the physical therapy profession, the history and evolution of physical therapy, and the role of the physical therapist within the health care system. Basic issues of ethics, professional behaviors and generic skills are
discussed. Medical terminology, documentation and medical record review are covered, as are emergency incidents and the measurement of vital signs. The course introduces students to the theory and practice of basic physical therapy skills such as body mechanics, bed mobility training, transfer training and gait training. Every Year, Fall

PT 503L Physical Therapy Process Lab (0 cr.) Lab to accompany PT 503. (4 lab hrs.) Every Year, Fall

PT 504 Physical Therapy Process II (2 cr.) This course continues to develop basic physical therapy skills, with a focus on the test and measures applied by physical therapists in the evaluation and assessment of patients. Goniometry and manual muscle testing for the spine and extremities are covered in depth, as are stretching and therapeutic exercise. Students learn about The Guide to Physical Therapy Practice. The course also includes units covering the tests and measures used to analyze specific patient problems including gait, pain, posture, skin and chest. Prerequisite: PT 502; Every Year, Spring

PT 504L Physical Therapy Process II Lab (0 cr.) Lab to accompany PT 504. (4 lab hrs.) Every Year, Spring

PT 505 Kinesiology I (3 cr.) This course, which includes a lab component, introduces the basic principles of kinesiology. Numerous problem-solving processes and skills are developed throughout the semester. Forces and torques in static clinical free body diagrams are studied. The student learns to identify different muscle(s) interactions/ combinations. Students then study movement and movement patterns of the upper extremity, comparing one area of the body to another. Prerequisite: MA 141; Every Year, Fall

PT 505L Kinesiology I Lab (0 cr.) Lab to accompany PT 505. (2 lab hrs.) Every Year, Fall

PT 506 Kinesiology II (2 cr.) Students study movement and movement patterns of the lower extremity and trunk, including normal gait. Both the kinematics and the kinetics at the hip, knee and ankle are emphasized, especially in relationship to the closed kinetic chain. Normal gait is introduced and becomes the central focus for this semester. Course includes a lab component. Prerequisite: PT 505; Every Year, Spring

PT 506L Kinesiology II Lab (0 cr.) Lab to accompany PT 506. (2 lab hrs.) Every Year, Spring

PT 512 Human Anatomy I (4 cr.) This is the first course in a two-course study of human anatomy. Dissection and presentation of the human body using a regional approach provides the foundation for introducing clinical anatomy with a strong emphasis on structure/function relationships. This course teaches the anatomy of the upper extremity, back, head and neck. Each unit begins with the study of joint structure followed by muscular, nervous and circulatory systems. Clinical correlations of musculoskeletal or neuromuscular pathologies are presented to develop problem-solving skills. Prerequisites: BIO 211, BIO 212; Every Year, Fall

PT 513 Human Anatomy II (4 cr.) The same regional approach to the study of the human body is practiced as in HSC 338. The regions of study include the pelvis, lower extremity and the trunk. The study of the body cavities begins with an overview of surface anatomy and surface projections of internal viscera. The contents of the thoracic, abdominal and pelvic cavities are identified with an emphasis on interrelationship of visceral structures. Clinical correlations are presented from a systems approach to the study of the body cavities. Course includes a lab component. Prerequisite: PT 512; Every Year, Spring

PT 513L Human Anatomy II Lab (0 cr.) Lab to accompany PT 513. (2 lab hrs.) Every Year, Spring

PT 514 Neuroanatomy I (2 cr.) This course presents the gross anatomy and development of the central nervous system. Major structures and landmarks within each major brain vesicle and spinal cord are covered. Prerequisites: BIO 211, BIO 212; Every Year, Fall

PT 515 Neuroanatomy II (2 cr.) This course deals with the function of the systems and structures covered in HSC 342 including major efferent and afferent pathways. Emphasis is placed on the motor control mechanisms for posture and movement and their involvement in common neuropathologies treated by a physical therapist. Prerequisite: PT 514; Every Year, Spring

PT 519 Issues/Topics in Public Relations (2 cr.) This course introduces prospective physical therapy students to the many topics and issues relevant to the physical therapy profession. Students explore the many roles of the American Physical Therapy Association, practice issues, professional skills and behaviors, including the profession’s code of ethics and standards of practice. The role of the physical therapist in both the health care system and the community is discussed. Students also are introduced to the medical record, documentation and medical terminology. Every Year, Fall

PT 521 Pathophysiology II (3 cr.) This course prepares students to recognize the different characteristics of each system and how they interact within the body. Students become well acquainted with the disease process and how it affects the human body. Diseases of the cardiovascular, pulmonary and integumentary homeostasis mechanism are considered. Students also learn how changes in homeostasis, hemopoietic fluids and electrolytes affect the function of the body. Every Year, Fall
PT 522 Pathophysiology III (3 cr.) This course provides students with information concerning the major systems and their role in the function of the body. The students become familiar with the disease state of each system. This includes etiology, signs and symptoms, and treatment and complications. The systems covered are gastrointestinal, urinary, reproductive, endocrine, hemopoietic, environmental diseases, immunology and AIDS. Additional information is provided in regard to oncology. Every Year, Spring

PT 524 Applied Pharmacology II (1 cr.) This course introduces students to the clinical application of the chemical agents within the human being and how these agents alter the function of the body. Students learn how drugs are administered intelligently and safely. The different modes of action, side effects, mechanism of action, toxicity of such chemicals and the kinetics are considered. The course is meant to provide a comprehensive, accurate and relevant understanding of how drug therapy can affect cardiovascular and pulmonary patients. Additional information is provided in regard to oncology. Every Year, Spring

PT 525 Applied Pharmacology III (1 cr.) This course is the third seminar in pharmacology. It continues to introduce physical therapy students to the chemical agents that provide structural basis and energy supply to living organisms. The course gives an understanding of how drugs are administered intelligently and safely. It teaches the different modes of action, side effects, toxicity, and kinetics of chemical interactions within the human body. The course provides a comprehensive, accurate and relevant understanding of how drug therapy can affect patients receiving physical therapy. Areas of study include the gastrointestinal system, endocrine system and specific treatment of diabetes mellitus. Every Year, Fall

PT 528 Musculoskeletal I (3 cr.) This course builds upon information taught in the foundational sciences and is designed to provide the physical therapy major with the necessary knowledge and skills to examine physical therapy clients with upper extremity musculoskeletal and peripheral nerve dysfunctions. Upon completion of the examination, students are able to generate a diagnosis, prognosis and plan of care for these clients. The relevant theory and practical learning experiences are provided for the student to develop the knowledge and skills necessary for understanding, presenting rationale for, and applying evidence-based physical therapy intervention strategies to those physical therapy clients described previously. Every Year, Spring

PT 529 Physical Therapy Process—Musculoskeletal II (4 cr.) This course builds upon information taught in the foundational sciences and is designed to provide the physical therapy major with the necessary knowledge and skills to examine physical therapy clients with the following dysfunctions: lower extremity and spine musculoskeletal, lower extremity peripheral nerve. Upon completion of the examination, students are able to generate a diagnosis, prognosis and plan of care for these clients. The relevant theory and practical learning experiences are provided for the student to develop the knowledge and skills necessary for understanding, presenting rationale for, and applying evidence-based physical therapy intervention strategies to those physical therapy clients described previously. Every Year, Summer

PT 529L PTP Musculoskeletal II Lab (0 cr.) Lab to accompany PT 529. (3 lab hrs.) Every Year, Summer

PT 531 Physical Therapy Process—Acute Care and Cardiopulmonary Physical Therapy I (4 cr.) This course provides the student with a broad background in the physical therapy management of patients with acute medical problems with special emphasis on pulmonary, cardiac and dermatological pathologies. Drawing upon the anatomy, physiology and pathology previously and concurrently taught, the student develops the ability to integrate this information to appropriately evaluate and establish an effective treatment plan for any patient with an acute cardiopulmonary disorder, dermatological condition, or other acute medical problems encountered in the hospital setting. The student learns about appropriate precautions to be taken in the hospital. There are opportunities to learn about different areas within the hospital including the intensive care unit. Every Year, Summer

PT 531L PTP Acute Care Cardiopulmonary Lab I (0 cr.) Lab to accompany PT 531. (2 lab hrs.) Every Year, Summer

PT 532 Acute Care and Cardiopulmonary II (3 cr.) This course builds on material presented in PT 447 and continues to examine the evaluation, treatment planning and physical therapy intervention of the acute care and cardiopulmonary patient. Physical therapy students examine the cardiopulmonary changes that are present over the lifespan of the individual, and the manner in which the physical therapist intervenes. Physical therapy management of acute care patients in specialized units such as the transplant unit, the neonatal unit and the pediatric unit are
PT 532L Physical Therapy Process: Cardiopulmonary II Lab (0 cr.) Lab to accompany PT 532. *Every Year, Fall*

PT 533 Neurological Rehabilitation I (4 cr.) This course presents physical therapy assessment and treatment procedures for the child with neurological and orthopedic pathology. Asssement procedures covered include the evaluation of normal and abnormal movement, functional mobility and other specific neurological impairments. The use of standardized testing in this population also is covered. The semester concludes with intensive laboratory instruction in neurodevelopmental treatment techniques. Upon completion of this course the student is expected to perform a comprehensive evaluation of a child with neurological impairments, plan appropriate treatment and write a comprehensive case study. Exams require students to synthesize and integrate knowledge gained from current and previous course work. *Every Year, Fall*

PT 533L Neurological Rehabilitation Lab I (0 cr.) Lab to accompany PT 533. (2 lab hrs.) *Every Year, Fall*

PT 534 Neurological Rehabilitation II (4 cr.) This course presents physical therapy assessment and treatment procedures for the adult with neurological impairments. Assessment procedures include the evaluation of normal movement, abnormal movement, functional mobility and other specific neurological deficits. The semester concludes with intensive laboratory instruction in the neurodevelopmental treatment techniques. Upon completion of this course the student is expected to perform a comprehensive evaluation of an adult with neurological impairments, plan appropriate treatment and write a comprehensive case study. Exams require students to synthesize and integrate knowledge gained from current and previous course work. *Every Year, Spring*

PT 534L Neurological Rehabilitation Lab II (0 cr.) Lab to accompany PT 534. (2 lab hrs.) *Every Year, Spring*

PT 539 Physical Therapy Process—Selected Topics in Rehabilitation (4 cr.) This course provides an in-depth background of the assessment and treatment of individuals with spinal cord injury, and individuals requiring a lower extremity orthotic or prosthetic device. Abnormal gait is presented as a foundation to understanding the function of orthotic or prosthetic devices. Students build on knowledge of the biomechanical concepts of normal gait, developed in Kinesiology II (BI 341) to understand ambulation using prosthetic or orthotic devices. Assessment and treatment procedures are emphasized for individuals with peripheral vascular disease resulting in amputation, musculoskeletal deficiencies requiring orthotic management, or sensory-motor losses resulting from spinal cord injury. *Every Year, Spring*

PT 548 Physical Therapy Process—Physical Agents (3 cr.) This course provides the student with the necessary knowledge and skills to properly utilize physical agents in patient treatment. These agents include electricity, sound, thermal and light energy. An emphasis is placed on integration of theory and clinical application. Students are tested with practical problem-solving examinations that require the synthesis and integration of current theoretical and evidence-based rationale for proper application to specific patient situations. *Every Year, Fall*

PT 548L PTP Physical Agents Lab (0 cr.) Lab to accompany PT 548. (2 lab hrs.) *Every Year, Fall*

PT 555 Clinical Education Seminar II (0 cr.) This ungraded seminar course is a continuation of PT 551. *Every Year, Spring*

PT 556 Clinical Education Seminar III (0 cr.) This ungraded seminar course is a continuation of PT 555. *Every Year, Spring*

PT 557 Diagnostic Imaging for Physical Therapists (3 cr.) This course introduces the student to diagnostic imaging principles and techniques as applied to musculoskeletal, neurologic and cardiovascular and pulmonary systems’ examination, evaluation and management. The course emphasizes radiographic anatomy, common normal variants and pathological and traumatic conditions. In addition to standard radiographic techniques, other imaging techniques such as CT scan, nuclear medicine, angiography, magnetic resonance imaging, arthrogram and special techniques are discussed. *Every Year, Spring*

PT 562 Applied Concepts in Education (2 cr.) This course introduces students to the educational concepts used in physical therapy. Students learn to apply principles of teaching and learning to: improve their own learning; maximize their patient intervention strategies; and develop an original educational experience for presentation. Ultimately, students are able to educate others (patients, families, students, peers and other health care professionals), using a variety of teaching methods that consider the needs of the learner. *Every Year, Spring*

PT 564 Psychosocial Aspects of Physical Disability and Management (3 cr.) The course addresses the psychosocial dimensions of physical therapy intervention from both the
therapist and client perspectives. Students foster clinical reasoning by completing and presenting an integrative case project at the end of semester. Topics include: the humanistic philosophy as part of psychological rehabilitation; physical and psychological variables that influence recovery; the clinical reasoning process of PTs and qualities of experts; the therapeutic relationship and client-centered practice; psychological influences on rehabilitation and adaptation including stress and trauma; typical mental health conditions that are part of PT practice; behavioral management of difficult persons and situations including suicidality, abuse and mental illness; and sexuality and disability-intervention strategies. Every Year, Spring

PT 564L Psychosocial Aspects of Physical Disability Lab (0 cr.) Lab to accompany PT 564. Every Year, Spring

PT 565 Research Theory (3 cr.) The lecture component of this course covers foundations of clinical research (theory, ethical issues), concepts of measurement (reliability and validity), research design (research question, sampling, experimental design, single-subject design, descriptive research), and quantitative procedures and their corresponding computer analyses (descriptive statistics, statistical inference, t-test, one-way ANOVA). The purpose of the discussion component of the course is to provide the skills and knowledge needed to read, analyze and critique physical therapy research. Students participate in weekly discussions evaluating current research articles relevant to physical therapy practice. Every Year, Spring

PT 565L Research Theory Lab (0 cr.) Lab to accompany PT 565. (1 lab hr.) Every Year, Spring

PT 568 Professional Issues in Physical Therapy (2 cr.) The purpose of this course is to introduce the student to the current issues facing the physical therapy profession. Topics include professional trends and professionalism, risk management, manpower trends to include minority and cultural impacts to care, education trends, legal and ethical issues and reimbursement issues. The course addresses physical therapy concerns related to state and federal legislation as well. Every Year, Spring

PT 569 Education/Community Health and Wellness (2 cr.) This course introduces students to the educational concepts used in physical therapy. Students learn to apply principles of teaching and learning to: improve their own learning; maximize their patient intervention strategies; and develop an original educational experience for presentation. The course also covers theories of wellness, prevention and health promotion including implications for persons and/or health programs within a community setting. A primary reference for this course is Healthy People 2010. Related topics include health maintenance and health promotion in client-centered care; identification of health risks and disparities related to age, gender, culture, ethnicity and lifestyle; general systems theories and the determinants of health; leading health indicators and focus areas; and health promotion models. Every Year, Summer

PT 569L Education/Community Health and Wellness Lab (0 cr.) Lab to accompany PT 569. (1.5 lab hrs.) Every Year, Summer

PT 590 Introduction to Physical Therapy Research (2 cr.) This course provides students with the skills and knowledge needed to read, analyze and critique physical therapy research. Additionally, students are provided with the necessary skills to develop their own research proposals. The following topics are covered: developing research (research problem, literature review, proposal and ethics), roots of research (quantification in research, nonexperimental research, confidence in research and instruments, experimental research and designs), hypothesis testing (parametric and nonparametric tests), and revealing research (reporting). Prerequisite: MA 275; Every Year, Summer

PT 625 Selected Topics in Physical Therapy (3 cr.) This lecture/lab course has been designed to help the international student become familiar with or polish skills in some physical therapy areas and procedures. The curriculum is based on the fact that some physical therapy practices may differ in various countries. This course ensures that the students are consistent with current practice in the United States. Topics include infection control and current Federal guidelines are explored. Manual muscle testing, range of motion testing, and therapeutic exercise are reviewed and utilized in patient case studies. The acute care setting is presented, including medical records review, medical abbreviations, lab values, and practice in the Intensive Care Unit. A field trip to a mock ICU is part of this unit. Tests and measures for the cardiopulmonary and vascular systems are practiced. The Guide to Physical Therapist’s Practice and new government guidelines on patient privacy are presented. Every Year, Fall

PT 626 Pathophysiology II (3 cr.) This course prepares students to recognize the different characteristics of each system and how they interact within the body. Students become well acquainted with the disease process and how it affects the human body. They learn to recognize signs and symptoms of the disease and are introduced to the treatments and complications of that disease. The course provides a continuation of how the effects of a disease state affect the human person. Diseases of the cardiovascular, pulmonary and integumentary homeostasis mechanism are considered. Students also learn how changes in homeostasis, hemopoietic fluids and electrolytes affect the function of the body. Every Year, Spring

PT 627 Applied Pharmacology II (1 cr.) This course introduces students to the clinical application of the chemical agents within the human being and how these agents alter the function of the body. Students learn how drugs are administered intelligently and safely. The different
modes of action, side effects, mechanism of action, toxicity of such chemicals and the kinetics are considered. The course is meant to provide a comprehensive, accurate and relevant understanding of how drug therapy can affect cardiovascular and pulmonary patients. Additional information is provided in regard to anesthesia. Every Year, Spring

PT 628 Acute Care and Cardiopulmonary II (3 cr.) This course builds on material presented in PT 531 and continues to examine the evaluation, treatment planning and physical therapy intervention of the acute care and cardiopulmonary patient. Physical therapy students examine the cardiopulmonary changes that are present over the lifespan of the individual, and the manner in which the physical therapist intervenes. Physical therapy management of acute care patients in specialized units such as the transplant unit, the neonatal unit and the pediatric unit are explored, as well as the ways in which the physical therapist interacts with other members of the acute care health team. Goal setting and discharge planning in the unique setting of acute care are examined. Physical therapy students explore the challenging cardiopulmonary issues that are present in treating the bariatric patient, and also review the cardiopulmonary ramifications of treating the patient with sleep apnea. Every Year, Spring

PT 628L Physical Therapy Process: Acute Care and Cardiopulmonary II Lab (0 cr.) Lab to accompany PT 628. (2 lab hrs.) Every Year, Spring

PT 629 Physical Therapy Process—Musculoskeletal III (3 cr.) This course builds on information taught in the foundational sciences and provides the physical therapy major with the necessary knowledge and skills to examine physical therapy patients with musculoskeletal dysfunctions of the spine, pelvis and temporomandibular joint. Upon completion of the examination, students are able to generate a diagnosis, prognosis and plan of care for these patients. The relevant theory and practical learning experiences are provided for the student to develop the knowledge and skills necessary for understanding, presenting rationale for, and applying evidence-based physical therapy intervention strategies to those physical therapy patients described previously. Every Year, Spring

PT 629L Physical Therapy Process: Musculoskeletal III Lab (0 cr.) Lab to accompany PT 629. (2 lab hrs.) Every Year, Spring

PT 636 Physical Therapy Process Neurological Rehabilitation III (4 cr.) A continuation of PT 533 and 534, this course teaches additional assessment and treatment principles pertaining to adults with neurological impairments. Treatment procedures focus on: proprioceptive neuromuscular facilitation, balance, vertigo, head injury and cerebellum disorders. The student is expected to synthesize previously learned materials and customize evaluations and treatment plans based upon specific diagnoses. Students evaluate, plan a treatment program for, and treat a patient they visit in the clinic. Exams require students to synthesize and integrate knowledge gained from current and previous course work. Every Year, Spring

PT 636L Neurological Rehabilitation III Lab (0 cr.) Lab to accompany PT 636. (2 lab hrs.) Every Year, Spring

PT 644 Physical Therapy Process Manual Therapy (3 cr.) This course introduces the student to the following manual therapy approaches for patients with musculoskeletal and neuromuscular dysfunctions of the body: myofascial release, craniosacral therapy, manual lymph drainage, and acupuncture. The theoretical rationale for treatment, and indications/contraindications for each approach are taught. Students learn to integrate specific examination and intervention techniques to optimize patient/client physical therapy management. Every Year, Spring

PT 644L Manual Therapy Lab (0 cr.) Lab to accompany PT 644. (2 lab hrs.) Every Year, Spring

PT 649 Physical Therapy Process Selected Topics in Rehabilitation (4 cr.) This course provides an in-depth background of the assessment and treatment of individuals with spinal cord injury, and individuals requiring a lower extremity orthotic or prosthetic device. Abnormal gait is presented as a foundation to understanding the function of orthotic or prosthetic devices. Students build on knowledge of the biomechanical concepts of normal gait, developed in Kinesiology II (BI 341), to understand ambulation using prosthetic or orthotic devices. Assessment and treatment procedures are emphasized for individuals with peripheral vascular disease resulting in amputation, musculoskeletal deficiencies requiring orthotic management, or sensory-motor losses resulting from spinal cord injury. Every Year, Fall

PT 649L Selected Topics Rehabilitation Lab (0 cr.) Lab to accompany PT 649. (2 lab hrs.) Every Year, Fall

PT 655 Clinical Education Seminar IV (0 cr.) This ungraded seminar course is a continuation of PT 556. Every Year, Spring

PT 657 Diagnostic Imaging for Physical Therapists (3 cr.) This course introduces the student to diagnostic imaging principles and techniques as applied to musculoskeletal, neurologic and cardiovascular and pulmonary systems’ examination, evaluation and management. The course emphasizes radiographic anatomy, common normal variants and pathological and traumatic conditions. In addition to standard radiographic techniques, other imaging techniques such as CT scan, nuclear medicine, angiography, magnetic resonance imaging, arthrogram and special techniques are discussed. The course is organized by body
systems: musculoskeletal, cardiovascular and pulmonary and neurologic as well as a session on technologic advances. Every Year, Summer

PT 658 Differential Diagnosis (3 cr.) This course provides students with methods of identifying signs and symptoms of diseases and differentiating between those that are musculoskeletal and those that are systemic conditions. Throughout the course the student learns to correlate the findings from the patient's personal and family history, the physical therapy interview and the objective evaluation. This course provides the student with reference for determining when patients should be referred to a physician. Every Year, Summer

PT 659 Advanced Clinical Decision-Making (4 cr.) The course is designed as a small group, problem-based learning, discussion course integrates patient clinical information from the major areas of PT practice outlined in the Guide to Physical Therapy Practice: musculoskeletal, neuromuscular, cardiovascular, pulmonary and integumentary. Students research and discuss cases and generate the following information: pathology (including significant contributing factors), PT evaluation, PT problem list, PT goals, PT assessment and treatment, both PT and any appropriate medically based interventions. Topics such as pharmacology, X-ray interpretation, differential diagnosis and delegation of treatment are integrated into case discussion as appropriate. (2 lecture hrs.; 2 lab hrs.) Every Year, Spring

PT 661 Administration and Management (3 cr.) The student learns about various components influencing the role of PT as a manager and/or consultant in the current health care delivery system. The organization, administration and management of a department is emphasized through topics such as principles of management; types of supervision and managerial styles; program planning and decision-making; policy development; quality assurance; utilization review; financing, reimbursement, and budget preparation; regulating agencies and managed care; legal issues and risk management; consumer satisfaction; and ethical considerations. Professional topics include career planning strategies such as resume writing and development. Every Year, Summer

PT 661L Administrative and Management Lab (1 cr.) Lab to accompany PT 661. (2 lab hrs.) Every Year, Fall

PT 663 Topics in Community Health and Wellness (3 cr.) The course covers theories of wellness, prevention and health promotion including implications for persons and/or health programs within a community setting. A primary reference for this course is Healthy People 2010. Related topics include health maintenance and health promotion in client-centered care; identification of health risks and disparities related to age, gender, culture, ethnicity and lifestyle; general systems theories and the determinants of health; leading health indicators and focus areas; and health promotion models. Students design a health promotion program by the completion of the course. Every Year, Spring

PT 663L Community Health and Wellness Lab (0 cr.) Lab to accompany PT 663. (1.5 lab hrs.) Every Year, Spring

PT 664 Neurological Rehabilitation I (4 cr.) This course presents physical therapy assessment and treatment procedures for the adult with neurological and orthopedic pathology. Assessment procedures covered include the evaluation of normal and abnormal movement, functional mobility and other specific neurological impairments. The use of standardized testing in this population also is covered. The semester concludes with intensive laboratory instruction in neurodevelopmental treatment techniques. Upon completion of this course the student is expected to perform a comprehensive evaluation of a child with neurological impairments, plan appropriate treatment and write a comprehensive case study. Exams require students to synthesize and integrate knowledge gained from current and previous course work. Every Year, Spring

PT 664L Neurological Rehabilitation Lab I (0 cr.) Lab to accompany PT 664. (2 lab hrs.) Every Year, Spring

PT 665 Neurological Rehabilitation II (4 cr.) This course presents physical therapy assessment and treatment procedures for the adult with neurological impairments. Assessment procedures include the evaluation of normal movement, abnormal movement, functional mobility and other specific neurological deficits. The semester concludes with intensive laboratory instruction in the neurodevelopmental treatment techniques. Upon completion of this course the student is expected to perform a comprehensive evaluation of an adult with neurological impairments, plan appropriate treatment and write a comprehensive case study. Exams require students to synthesize and integrate knowledge gained from current and previous course work. Every Year, Summer

PT 665L Neurological Rehabilitation Lab II (0 cr.) Lab to accompany PT 665. (2 lab hrs.) Every Year, Summer

PT 666 Research Application (3 cr.) The student is assigned an adviser for this independent study course. Upon completion of the course, students produce a research proposal to include statement of the problem, purpose and background of the study, and methods of the research. Prerequisite: PT 590; Every Year, Spring

PT 666 Research Application (3 cr.) This course provides students with more advanced skills and knowledge needed to read, analyze and critique physical therapy research.
Quantitative procedures and their corresponding computer analyses are covered: multiple comparison tests, nonparametric tests of significance, correlation, regression, analysis of frequencies, statistical measures of reliability, and multivariate analysis. Upon completion of this course, the student produces a research proposal to include statement of the problem, purpose and background of the study, and methods of the research. Every Year, Fall

PT 667 Capstone Research Project (3 cr.) The research project proposed by students in PT 551 or PT 666 is conducted and results are analyzed and interpreted. The end product is a research manuscript that includes statement of the problem, rationale/theoretical framework, literature review (from PT 551 or PT 666), methods, results, discussion and conclusions. This project is reported to peers and advisers in the form of a poster and oral power point presentation and submitted for presentation at a regional or national meeting or to a peer reviewed journal. This course is graded on a pass/fail basis. Every Year, Spring

PT 668 Psychosocial Aspects of Physical Disability (2 cr.) The course addresses the psychosocial dimensions of physical therapy intervention from both the therapist and client perspectives. Students foster clinical reasoning by completing and presenting an integrative case project at the end of semester. Topics include: the humanistic philosophy as part of psychological rehabilitation; physical and psychological variables that influence recovery; the clinical reasoning process of PTs and qualities of experts; the therapeutic relationship and client-centered practice; psychological influences on rehabilitation and adaptation including stress and trauma; typical mental health conditions that are part of PT practice; behavioral management of difficult persons and situations including suicidality, abuse and mental illness; and sexuality and disability-intervention strategies. Every Year, Summer

PT 668L Psychosocial Aspects of Physical Disability Lab (0 cr.) Lab to accompany PT 668. Every Year, Summer

PT 671 Clinical Education I (4 cr.) A 10-12 week clinical internship increases the student’s clinical skills. Students progress from fine tuning of clinical skills and comprehension of their role as part of the health care provider team to demonstration of entry-level skills, professionalism and exploring clinical areas of special interest. Variable individual clinical internships allow students to pursue in-depth practice in areas of interest or gain a wide variety of clinical experiences. The philosophy of the physical therapy program is to expose students to a great variety of clinical experiences while allowing them to gain additional experience in an area of interest. This course is graded on a pass/fail basis. Every Year, Fall

PT 672 Clinical Education II (4 cr.) This second full-time eight-week clinical experience helps students develop skills in evaluating and treating inpatients or outpatients with a variety of musculoskeletal and general medical/surgical diagnoses. This includes the practice of effective communication skills with patients and professionals. Preparation for applying didactic material to patient care during this internship was provided by lab practical exams, clinical problem solving and role playing, which occurred in all previous physical therapy process course work. Course is taken following fifth year. This course is graded on a pass/fail basis. Every Year, Summer

PT 675 Normal/Abnormal Gait (2 cr.) This online course provides an overview of both normal and abnormal gait with an emphasis on kinematic and kinetic analysis of the gait cycle. Gait analysis techniques including motion analysis, dynamic electromyography, force plate recordings, measurement of energy cost of ambulation and measurement of stride characteristics are presented. Physical therapy treatment approaches for patients with abnormal gait are emphasized. Prerequisites: PT 538, PT 539, PT 540, PT 541; Every Year, Summer

PT 677 Research Capstone II (1 cr.) This is the third of a three-course series that culminates in a paper that meets the requirements for submission to a peer-reviewed physical therapy or physical therapy-related journal. Working individually or in small groups under the supervision of a faculty adviser, students propose and plan (PT 551), complete (PT 667) and communicate results (PT 677) of a capstone project. Project options include: 1) research reports to include projects that use experimental and non-experimental design research methods; 2) resident’s case problem (as described and published in the Journal of Orthopaedic and Sports Physical Therapy), evidence in practice (as described and published in Physical Therapy); 3) service (community) learning. This course is graded on a pass/fail basis. Every Year, Spring

PT 681 Clinical Internship I (6 cr.) This 10-week clinical internship increases students’ clinical skills, as they progress from fine tuning their clinical skills and comprehending their role as part of the health care provider team to demonstrating entry-level skills, professionalism and exploring clinical areas of special interest. Variable individual clinical internship time blocks allow students to pursue in-depth practice in areas of interest or gain a wide variety of clinical experiences. Sequenced objectives for the fourth- and fifth-year clinical internships ensure progression to entry-level skill. Course is taken following the sixth year. This course is graded on a pass/fail basis. Every Year, Summer

PT 682 Clinical Internship II (6 cr.) An additional 10 weeks of clinical internship further increases the students’ clinical skills. Students progress from fine tuning their clinical skills and understanding their role as part of the health care provider team to demonstrating entry-level skills, professionalism and exploring clinical areas of special interest. Variable individual clinical internship time blocks allow students to pursue in-depth practice in areas of interest or gain a wide variety of clinical experiences. Sequenced objectives for the fourth- and fifth-year clinical internships ensure progression to entry-level skill. Course is taken following the sixth year. This course is graded on a pass/fail basis. Every Year, Summer
interest. Variable individual clinical internship time blocks allow students to pursue in-depth practice in areas of interest or gain a wide variety of clinical experiences. Sequenced objectives for the fourth- and fifth-year clinical internships ensure progression to entry-level skill. Course is taken following the sixth year. This course is graded on a pass/fail basis. Every Year, Summer

PT 736 Physical Therapy Process Neurological Rehabilitation III (3 cr.) A continuation of PT 664 and 665, this course teaches additional assessment and treatment principles pertaining to adults with neurological impairments. Treatment procedures focus on: proprioceptive neuromuscular facilitation, balance, vertigo, head injury and cerebellum disorders. The student is expected to synthesize previously learned materials and customize evaluations and treatment plans based upon specific diagnoses. Students evaluate, plan a treatment program for, and treat a patient they visit in the clinic. Exams require students to synthesize previous knowledge and integrate knowledge gained from current and previous course work. Every Year, Fall

PT 736L Neurological Rehabilitation III Lab (0 cr.) Lab to accompany PT 736. (2 lab hrs.) Every Year, Fall

PT 744 Physical Therapy Process Manual Therapy (3 cr.) This course introduces the student to the following manual therapy approaches for patients with musculoskeletal and neuromuscular dysfunctions of the body: myofascial release, craniosacral therapy, manual lymph drainage, and acupressure. The theoretical rationale for treatment, and indications/contraindications for each approach are taught. Students learn to integrate specific examination and intervention techniques to optimize patient/client physical therapy management. Every Year, Fall

PT 744L Manual Therapy Lab (0 cr.) Lab to accompany PT 744. (2 lab hrs.) Every Year, Fall

PT 749 Physical Therapy Process—Selected Topics in Rehabilitation (4 cr.) This course provides an in-depth background of the assessment and treatment of individuals with spinal cord injury, and individuals requiring a lower extremity orthotic or prosthetic device. Abnormal gait is presented as a foundation to understanding the function of orthotic or prosthetic devices. Students build on knowledge of the biomechanical concepts of normal gait, developed in Kinesiology II (HSC 341) to understand ambulation using prosthetic or orthotic devices. Assessment and treatment procedures are emphasized for individuals with peripheral vascular disease resulting in amputation, musculoskeletal deficiencies requiring orthotic management, or sensory-motor losses resulting from spinal cord injury. Every Year, Fall

PT 749L Physical Therapy Process—Selected Topics in Rehabilitation (0 cr.) Lab to accompany PT 749. (2 lab hrs.) Every Year, Fall

PT 759 Advanced Clinical Decision-Making (4 cr.) The course, which is designed as a small group, problem-based learning, discussion course integrates patient clinical information from the major areas of PT practice outlined in the Guide to Physical Therapy Practice: musculoskeletal, neuromuscular, cardiovascular, pulmonary and integumentary. Students research and discuss cases and generate the following information: pathology (including significant contributing factors), PT evaluation, PT problem list, PT goals, PT assessment and treatment, both PT and any appropriate medically based interventions. Topics such as pharmacology, X-ray interpretation, differential diagnosis and delegation of treatment are integrated into case discussion as appropriate. (2 lecture hrs.; 2 lab hrs.) Every Year, Fall

PT 759L Advanced Clinical Decision-Making Lab (0 cr.) Lab to accompany PT 759. (2 lab hrs.) Every Year, Fall

PT 767 Capstone Research Project (3 cr.) The research project proposed by students in PT 666 is conducted and results are analyzed and interpreted. The end product is a research manuscript that includes a statement of the problem, rationale/theoretical framework, literature review, methods, results, discussion and conclusions. This project is reported to peers and advisers in the form of a poster and oral PowerPoint presentation and submitted for presentation at a regional or national meeting or to a peer reviewed journal. This course is graded on a pass/fail basis. Every Year, Fall

PT 768 Professional Issues in Physical Therapy (2 cr.) The purpose of this course is to introduce the student to the current issues facing the physical therapy profession. Topics include professional trends and professionalism, risk management, manpower trends to include minority and cultural impacts to care, education trends, legal and ethical issues and reimbursement issues. The course addresses physical therapy concerns related to state and federal legislation as well. Every Year, Fall

PT 781 Clinical Education I (5 cr.) Students are assigned to a full-time, 10-12 week clinical internship, which provides an understanding of the continuum of care. Students may be involved in evaluating, developing and implementing treatment for patients with various musculoskeletal and cardiopulmonary dysfunctions. Students begin to develop their professional and interpersonal skills through interactions with patients, families and other health professionals. Successful completion of this internship is a prerequisite for continuing in the program. This course is graded on a pass/fail basis. Every Year, Spring

PT 782 Clinical Internship II (4 cr.) This 10-12 week clinical internship increases students’ clinical skills, as they progress from fine tuning their clinical skills and compre-
hending their role as part of the health care provider team
to demonstrating entry-level skills, professionalism and
exploring clinical areas of special interest. Variable individ-
ual clinical internship time blocks allow students to pursue
in-depth practice in areas of interest or gain a wide variety
of clinical experiences. Sequenced objectives for the fourth-
and fifth-year clinical internships ensure progression to
entry-level skill. Course is taken following the sixth year.
This course is graded on a pass/fail basis. *Every Year, Spring*

**PT 783 Clinical Internship III (5 cr.)** An additional
10–12 weeks of clinical internship further increases the
students’ clinical skills. Students progress from fine tuning
their clinical skills and understanding their role as part of
the health care provider team to demonstrating entry-level
skills, professionalism and exploring clinical areas of special
interest. Variable individual clinical internship time blocks
allow students to pursue in-depth practice in areas of
interest or gain a wide variety of clinical experiences.
Sequenced objectives for the fourth- and fifth-year clinical
internships ensure progression to entry-level skill. Course
is taken following the sixth year. This course is graded on a
pass/fail basis. *Every Year, Summer*

Courses offered as needed

**PT 601 Orthopedics I (3 cr.)**
**PT 602 Orthopedics II (3 cr.)** Prerequisite: PT 601
**PT 603 Muscle Energy for the Axial Skeleton (3 cr.)**
**PT 604 TMJ Cervical Dysfunction (3 cr.)**
**PT 605 Differential Diagnosis (3 cr.)**
**PT 606 Electrotherapy (3 cr.)**
**PT 611 Examination and Treatment of the Post-surgical
Patient (3 cr.)**
**PT 612 Biomechanics (3 cr.)**
**PT 630 Spinal Mobilization and Manipulation (3 cr.)**
**PT 632 Topics in Foot and Ankle Therapy (3 cr.)**
**PT 634 Physical Therapy Research (2 cr.)** Prerequisite:
BMS 510
**PT 635 Peripheral Joint Mobilization (3 cr.)**
**PT 637 Physical Therapy Research Proposal (1 cr.)**
Prerequisite: PT 634
**PT 639 Movement Impairment Syndromes and
Mobilization with Movement (3 cr.)**
**PT 673 Special Topics (3 cr.)**
**PT 674 Special Topics II (3 cr.)**
**PT 680 Clinical Residency (2 cr.)**
**PT 690 Special Topics III (3 cr.)**

**Physician Assistant (PY)**

**PY 501 Physiology (4 cr.)** This course takes a system
approach to physiologic and biochemical function of the
human body, including relevant anatomical correlations.
Laboratory sessions emphasize clinical application to sys-
temic function. *Every Year, Summer*

**PY 501L Physiology Lab (0 cr.)** Lab to accompany
PY 501. (3 lab hrs.) *Every Year, Summer*

**PY 502 Physical Diagnosis (4 cr.)** Students are introduced
to the organization and techniques for performing the
physical examination including use of equipment, written
and oral presentations. Special techniques and maneuvers
are covered as part of the focused physical examination.
Using a systems-based approach, lab sessions provide stu-
dents with practical experience performing the complete
physical examination on the adult patient. Speciality work-
shops in orthopedics, the exam of the infant and child as
well as the male and female genitalia provide students with
practical experience in these areas prior to their first in-
teraction with patients. *Every Year, Fall*

**PY 502L Physical Diagnosis Lab (0 cr.)** Lab to accompa-
ny PY 502. (2 lab hrs.) *Every Year, Fall*

**PY 503 Principles of Interviewing (3 cr.)** This course
explores the various methods of approaching and inter-
viewing patients focusing on the establishment of a rela-
tionship, effects of cultural backgrounds, gender and age
on giving and receiving of information in order to obtain
an accurate medical history. *Every Year, Summer*

**PY 504 History, Roles and Responsibilities of the PA
(1 cr.)** This course explores through lecture and discussion
the factors affecting the development of the profession and
role socialization with emphasis on standards of quality
assurance, credentialing of continued competence, policies
and regulations governing clinical responsibilities and
dynamics of membership on a health care team. *Every Year, Spring*

**PY 505 Clinical Pharmacology I (3 cr.)** This distance
education course covers the classification, mechanism of
action, toxicity and clinical use of therapeutics agents. Side
effects, indications, dose response and management of
therapeutics are emphasized. *Every Year, Fall*

**PY 506 Principles of Internal Medicine (6 cr.)** This course
takes an organ system approach to disease empha-
sizing the pathogenesis, clinical presentation, differential
diagnosis, diagnostic and therapeutic approach to disease
processes. Laboratory sessions focus on clinical problem
solving through the use of real cases. *Every Year, Fall*

**PY 506L Clinical Correlation Lab (0 cr.)** Lab to accompa-
ny PY 506. (1 lab hr.) *Every Year, Fall*

**PY 507 Principles of Electrocardiography (1 cr.)** This course
offers a directed approach to understanding the
principles of electrocardiography and its applications to
clinical practice. Throughout this course, general principles
of the etiologies of abnormal EKG patterns, the differen-
tial diagnosis and clinical management are discussed to
PY 508 Diagnostic Methods I (2 cr.) Clinical laboratory medicine is examined with emphasis on indications for tests, normal values, interpretation of results and correlation with clinical conditions. Laboratory sessions provide students with practical experience performing basic laboratory tests. Every Year, Summer

PY 508L Diagnostic Methods Lab (0 cr.) Lab to accompany PY 508. (2 lab hrs.) Every Year, Summer

PY 509 Principles of Obstetrics and Gynecology (3 cr.) Anatomy and physiology of the human reproductive system are examined, including the changes in pregnancy, prenatal care, medical and surgical complications of pregnancy, pre- and postpartum care. Common gynecologic conditions, methods and effectiveness of contraception, cancer detection methods and the diagnosis and treatment of sexually transmitted infections in the female are explored. Every Year, Spring

PY 510 Principles of Pediatrics (3 cr.) This course examines the physical and psychological fundamentals of normal growth and development. Focus is on the major pediatric illnesses and conditions, their signs, symptoms and treatment. Immunization schedules, the various medications used in the pediatric population, their doses and indication are examined; the management of pediatric emergencies such as acute cardiac and respiratory arrest, anaphylaxis, seizures and trauma are also explored. Every Year, Spring

PY 511 Principles of Surgery And Emergency Medicine (4 cr.) The fundamentals of surgical disease are explored with discussions on the etiology, pathophysiology, clinical manifestations and appropriate management of major and minor surgical conditions and care of the acutely injured and critically ill patient. Topics are discussed with emphasis on clinical presentation and pre- and post-operative management. The course introduces the principles of life support technique and the initial management of acute medical and traumatic conditions. Laboratory sessions are used to familiarize the student with aseptic technique and basic surgical procedures such as airway control, various catheter placements, surgical bleeding control and wound management. Every Year, Spring

PY 511L Clinical Skill Lab (0 cr.) Lab to accompany PY 511. (1.5 lab hrs.) Every Year, Spring

PY 512 Psychosocial Issues in Health Care (2 cr.) This course explores how cultural belief systems and values in a multicultural society relate to the provision of appropriate health care and counseling. Students are familiarized with the biological and psychological attributes that contribute to sexual expression as well as the societal values that shape both perception and expression. The factors associated with communicating with and caring for individuals from different cultures, opposite genders or differing sexual preference are explored. Lab sessions help students gain experience and develop confidence in approaching patients through preclinical clerkships. Students improve their clinical skills in the areas of eliciting a patient history, performing the appropriate physical exam, presenting an oral report and demonstrating medical documentation via the patient chart note. Every Year, Spring

PY 512L Psychosocial Issues Lab (0 cr.) Lab to accompany PY 512. (2 lab hrs.) Every Year, Spring

PY 513 Behavioral Medicine (3 cr.) Basic psychiatric manifestations and how to work with both patients and families exhibiting psychological problems are examined. Topics include psychiatric diagnosis, the effect of society on behavior, the basis of drug and alcohol abuse, and basic intervention and treatment modalities. Every Year, Spring

PY 514 Diagnostic Methods II (1 cr.) This course covers the basic principles of radiologic and imaging techniques, indication for various tests and recognition of abnormal findings. Every Year, Fall

PY 515 Clinical Pathology (3 cr.) Basic human pathology is examined from a systemic and cellular level, pathogenesis and various disease states. Topics include histology, inflammation and repair, endocrine, cardiovascular, pulmonary, musculoskeletal, GI and GU pathology. Every Year, Summer

PY 516 Clinical Pharmacology II (2 cr.) This continuation of Clinical Pharmacology I emphasizes commonly prescribed therapeutic agents. Every Year, Spring

PY 517 Human Anatomy (4 cr.) This course focuses on dissection of the human body with particular attention to the embryologic origin and relationship of organ systems. Emphasis is placed on internal organs with clinical correlation to anatomic condition. Every Year, Summer

PY 517L Human Anatomy Lab (0 cr.) Lab to accompany PY 517. (6 lab hrs.) Every Year, Summer

PY 526 Principles of Epidemiology (3 cr.) This graduate-level course in epidemiology directs itself toward application of epidemiological principles. The course involves analysis of prospective and retrospective studies, cross-sectional studies and experimental epidemiology. Both communicable and chronic disease case studies are used, as well as case studies of occupationally induced diseases. Every Year, Summer
PY 536 Biostatistics (3 cr.) This course covers the application of statistical techniques to the biological and health sciences. Emphasis is on mathematical models, collection and reduction of data, probabilistic models estimation and hypothesis testing, regression and correlation, experimental designs and non-parametric methods. Every Year, Summer

PY 546 Ethics in Health Care Delivery (3 cr.) This course provides an opportunity for identifying, analyzing and resolving ethical dilemmas that will be encountered in professional practice. Issues are examined using the basic principles of biomedical ethics that include respect for persons, truth telling, justice, beneficence and integrity. Every Year, Summer

PY 572 Medical Microbiology and Infectious Diseases (4 cr.) This detailed study of microorganisms and the diseases they cause in man includes consideration of infectious disease microorganisms including their biochemical, serological and virulence characteristics, and clinical manifestations. An organ system approach is used to examine the fundamentals of pathogenicity, host response, epidemiological aspects of infectious disease, as well as clinical manifestations, diagnosis and treatment of infections. The laboratory stresses techniques used in specimen collection and handling, isolation and identification of microorganisms, and the interpretation of the results and correlation with clinical condition. Every Year, Fall

PY 572L Medical Microbiology Lab (0 cr.) Lab to accompany PY 572. (2 lab hrs.) Every Year, Fall

PY 608 Graduate Seminar (4 cr.) This seminar prepares students for the specific requirements of entering professional practice. Faculty active in the profession cover such issues as malpractice coverage, licensure regulation, risk management and legal issues, and aspects of the financing of health care. Lab sessions are designed as small group seminars. Through guided discussion in these small seminar settings, students explore the current literature and thinking on the competencies for the physician assistant profession. Every Year, Summer

PY 608L Graduate Seminar Lab (0 cr.) Lab to accompany PY 608. (1.5 lab hrs.) Every Year, Summer

PY 611 Clinical Residency I (3 cr.) Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Summer

PY 612 Clinical Residency II (3 cr.) Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Summer

PY 613 Clinical Residency III (3 cr.) Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Summer

PY 614 Clinical Residency IV (3 cr.) Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Summer

PY 615 Clinical Residency V (3 cr.) Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Fall

PY 616 Clinical Residency VI (3 cr.) Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Fall
throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplementary electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Fall

**PY 617 Clinical Residency VII (3 cr.)** Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplementary electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Spring

**PY 618 Clinical Residency VIII (3 cr.)** Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplementary electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Spring

**PY 619 Clinical Residency IX (3 cr.)** Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplementary electives include a wide variety of medical, surgical and pediatric subspecialties. Every Year, Spring

**PY 676 Comprehensive Examination (2 cr.)** This comprehensive examination is a capstone of the physician assistant program. The purpose of the exam is twofold. First, to ascertain if the student has both the broad and specific knowledge expected of someone holding a master’s degree. Second, to determine whether the student has been able to integrate knowledge obtained from individual courses into unified concepts that link the students’ own specialization to other fields of study. The student is given an oral exam, a written examination and a clinical skills examination in the form of an Objective Score of Clinical Evaluation (OSCE). Every Year, Summer

**Public Relations (PRR)**

**PRR 501 Principles and Theories of Public Relations (3 cr.)** Students are introduced to the growing body of knowledge in the discipline and gain expertise that contribute to professional competence in public relations. Students examine the function of public relations in organizations and society, review contemporary and historical roles of public relations professionals and explore the practice of public relations in various public and private settings. Students also learn the latest theoretical approaches to public relations and apply these approaches to contemporary public relations management practices. Every Year, Fall

**PRR 502 Public Relations Research Methods (3 cr.)** This course examines the applied use of research in public relations program development. Students learn methodologies appropriate for conducting secondary analyses and primary research. Both quantitative and qualitative methods are addressed, such as secondary analysis, content analysis, survey research, focus groups, participant observation, case study and experimentation. Every Year, Fall

**PRR 503 Public Relations Research Design (3 cr.)** This course focuses on the practical aspects of designing and implementing a public relations research project. Students develop problem statements, conduct literature reviews, write research questions and prepare research proposals. Ethical and methodological issues involved in research design are discussed. The class also familiarizes students with IRB protocols and helps them hone scholarly and professional writing skills, including the proper use of citations. Prerequisites: PRR 501, PRR 502; Every Year, All

**PRR 504 Law and Ethics in Public Relations (3 cr.)** Students review laws and regulations that impact public relations professionals and become familiar with industry standards for ethically conducting public relations. The course aims to instill an appreciation for freedom of expression and the First Amendment; to impart a functional understanding of legal rules and principles relevant to public relations practice in the U.S.; to enhance students’ ability to identify the moral dimensions of issues that arise in public relations practice; and to develop analytical and critical thinking skills that encourage students to make and justify ethical decisions. Students also explore links between unethical public relations practices and heightened legal regulation in the field. Every Year, Fall

**PRR 505 Public Relations Writing (3 cr.)** This course helps students develop professional-quality public relations writing skills. Students prepare a variety of public relations materials, such as news releases and other media materials; copy for internal magazines, reports, newsletters, brochures, institutional/advocacy advertising; video/audio scripts; web site copy; and speeches. Upon completion of this course, students have a professional portfolio of public relations materials.
relations writing samples. Prerequisite: PRR 501; Every Year, All

PRR 506 Public Relations Management (3 cr.) This course focuses on the business management aspects of public relations, such as policy formation, project direction, resource management, client relations, budgeting and counseling. Special emphasis is placed on public relations’ contribution to an institution’s mission and effectiveness. Prerequisite: PRR 501; Every Year, All

PRR 507 Strategic Planning in Public Relations (3 cr.) This course familiarizes students with the public relations strategic planning process. Students examine contemporary case studies that demonstrate the public relations planning process and apply what they have learned to the development and presentation of a public relations campaign plan for a client. Prerequisite: PRR 501; Every Year, All

PRR 510 Crisis Management (3 cr.) This course examines institutional crisis communication from a management perspective with an emphasis on crisis prevention, planning and response. Students are required to read and discuss selected articles from the crisis management literature, research and develop case studies of contemporary crises, and participate in simulations designed to develop professional expertise and practical skills in crisis management, including the management of information, management of public communication, strategic planning, problem solving, message production and issues management. Every Year, All

PRR 511 International Public Relations (3 cr.) This course focuses on the practice of public relations across borders. Students review public relations professional standards and practices in a range of nations and examine factors that influence the effectiveness of international public relations programs and campaigns, such as culture, language, law and economic and social factors. Prerequisite: PRR 501; Every Year, All

PRR 512 Investor Relations (3 cr.) Students study the function of investor relations in corporations and examine the role of investor relations specialists charged with communicating financial information about companies to the financial media, SEC, financial analysts, shareholders and others in the financial community. Students learn how to integrate finance, communication, marketing and securities law compliance in efforts to maximize shareholder wealth. Every Year, All

PRR 514 Public Relations and New Media (3 cr.) This course addresses the impact of new media on public relations. It focuses on conducting public relations campaigns online and responding to public relations issues via new media, such as social networking and bookmarking sites, blogs, podcasts/vodcasts, discussion boards and conferences, wikis and mobile media. Every Year, All

PRR 515 Special Topics in Public Relations (3 cr.) Courses offered as needed

PRR 516 Public Relations Research Thesis (3 cr.) Students develop a professional research project under the direction of program faculty. Prerequisites: PRR 501, PRR 502, PRR 503; Every Year, All

PRR 517 Human Anatomy (4 cr.) This course focuses on dissection of the human body with particular attention to the embryologic origin and relationship of organ systems. Emphasis is placed on internal organs with clinical correlation to anatomic condition. Every Year, Summer

RA 505 Clinical Pharmacology I (3 cr.) This distance education course covers the classification, mechanism of action, toxicity and clinical use of therapeutics agents. Side effects, indications, dose response and management of therapeutics are emphasized. Every Year, All

RA 517L Human Anatomy Lab (0 cr.) Lab to accompany RA 517. (6 lab hrs.) Every Year, Summer

RA 520 Radiation Safety and Health Physics (2 cr.) This course provides an understanding of the protection of individuals from the harmful effects of ionizing radiation. Content includes an overview of the regulatory bodies and patient radiation safety regulations affecting the diagnostic imaging environment. The interaction of ionizing radiation with matter, units of exposure and dose, radiation detection and measurement devices are considered. Practical techniques and QA/QC procedures for reducing patient and operator risk of exposure to ionizing radiation are discussed. Every Year, Summer

RA 530 Image Critique and Pathologic Pattern Recognition I (3 cr.) Basic imaging interpretation skills are presented to differentiate normal and abnormal structures in
the skeletal, respiratory and cardiovascular systems, head and soft tissue neck across the lifespan. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation. Protocols for drafting memoranda of initial observations based on image assessment are included. Guest lectures are provided. This course also includes imaging post processing. The content is designed to establish knowledge in the fundamentals of digital image post processing that support guided skill development using clinical based imaging workstations. Every Year, Fall

RA 531 Image Critique and Pathologic Pattern Recognition II (3 cr.) Basic imaging interpretation skills are presented to differentiate normal and abnormal structures in breast, gastrointestinal and genitourinary systems across the lifespan. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation. Protocols for drafting memoranda of initial observations based on image assessment are included. Guest lectures are provided. This course also includes image post processing. The content is designed to establish knowledge in the fundamentals of digital image post processing that support guided skill development using clinical based imaging workstations. Every Year, Spring

RA 532 Interventional Procedures I (3 cr.) This course focuses on invasive procedures expected to be performed by the radiologist assistant. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation with an assessment of need for interventional procedures across the lifespan. Procedures related to skeletal, respiratory and cardiovascular and head and neck systems are discussed, including but not limited to arthrograms, lumbar punctures, PICC, central venous lines, venogram, fistulograms, organ biopsies and thoracentesis. Quality improvement methods are emphasized. Every Year, Fall

RA 535 Interventional Procedures II (3 cr.) This course focuses on invasive procedures expected to be performed by the radiologist assistant. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation with an assessment of need for interventional procedures. Procedures related to the breast, gastrointestinal and genitourinary systems across the lifespan are discussed, including but not limited to breast aspiration, nephrostomy, loopogram, gastric and T-tube check, organ biopsies and paracentesis. Quality improvement methods are emphasized. Every Year, Spring

RA 542 Patient Assessment, Management and Education (3 cr.) The course facilitates the student's understanding of the theoretical basis of patient assessment, management and education across the lifespan. The content reinforces the critical thinking model to aid in the development of interviewing skills and assessment techniques. Assessment of body systems, not limited to genitourinary, gastrointestinal, cardiovascular, breast and central nervous system are introduced. Techniques to develop hypotheses regarding nature and origin of patient's problems are explored. Every Year, Fall

RA 545 Research Methods and Design (3 cr.) Students explore ethical issues in medical research, develop a research project, collect data and perform analysis using statistical programs for computers. A presentation is developed and various computer presentation techniques are employed to present student project data. Students work individually on the project and require the approval of the instructor to pursue a particular topic. Every Year, Fall

RA 550 Seminar I (1 cr.) This distance education course requires students to present a minimum of two case studies during the semester. Based on the case study requirements of the radiologist assistant examination criteria, each student is responsible for patient history, clinical correlation, explanation of imaging procedures, evaluation of imaging studies and identification of pertinent anatomy. Students may choose a minimum of one modality for discussion per case study. Students are required to participate in discussions regarding each weekly case study. Every Year, Spring

RA 551 Seminar II (1 cr.) This distance education course requires students to present a minimum of two case studies during the academic semester. Based on the case study requirement of the radiologist assistant examination, students are responsible for patient history, clinical correlation, explanation of imaging procedures, evaluation of imaging studies and identification of pertinent anatomy. Every Year, Summer

RA 552 Seminar III (3 cr.) This distance education course requires students to present a minimum of two case studies during the academic semester. Based on the case study requirement of the radiologist assistant examination, students are responsible for patient history, clinical correlation, explanation of imaging procedures, evaluation of imaging studies and identification of pertinent anatomy. Every Year, Fall

RA 570 Radiologist Assistant Clinical I (3 cr.) This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical three consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. The experience also includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements. Every Year, Spring
RA 571 Radiologist Assistant Clinical II (5 cr.) This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical five consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. The experience also includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements. *Every Year, Summer*

RA 572 Radiologist Assistant Clinical III (5 cr.) This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical five consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. In addition, experience includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements. *Every Year, Fall*

RA 573 Radiologist Assistant Clinical IV (5 cr.) This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical five consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. In addition, experience includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements. *Every Year, Spring*

RA 590 Thesis I (1 cr.) The focus of this course is to further develop the paper written in RA 545. Students work on improving the abstract; introduction and literature review; developing the results, discussion, conclusion and recommendation sections of the thesis. At the conclusion of the course the student should have rough draft of a five-chapter thesis. *Every Year, Spring*

RA 591 Thesis II (2 cr.) This course is a continuation of RA 590 Thesis I. Each student produces a final five-chapter thesis and is required to present the completed thesis. *Every Year, Summer*

### Spanish (SP)

SP 501 Spanish Grammar (3 cr.) This intensive study of the Spanish language at the advanced level builds on students’ prior knowledge of the forms and paradigms of Spanish. Students receive instruction in verb tense usage, sentence syntax, lexical choices, nuances of word order and idiomatic usage. Emphasis is placed on composition skills and clarity of expression. Exercises to solidify knowledge are used extensively. *Every Third Year, Fall and Spring*

SP 517 Literary Genres (3 cr.) Literary genres and their manifestations in Spanish and Spanish American literature are studied in depth this course. *Every Third Year, Fall*

SP 528 Spanish American Literature (3 cr.) This study of the major literary productions from Spanish America begins with the Conquest, continues through the Colonial period, Independence, modernism, and early 20th-century realism, and concludes with manifestations of late 20th-century experimentation. *Every Third Year, Fall*

SP 535 Nineteenth-Century Literature of Spain (3 cr.) Students in this course study the major works of poetry, drama and novel of 19th-century Spain. Movements include romanticism, realism and naturalism. Major authors considered are Espronceda, Zorrilla, Perez Galdos and Alarcon. *Every Third Year, Spring*

SP 548 Golden Age Drama and Poetry (3 cr.) This study of the major dramatists and poets of the Siglo de Oro (16th and 17th centuries) of Spain covers Renaissance and Baroque styles. Major authors considered include Lope de Vega, Tirso de Molina, Calderon de la Barca, Garciilaso and Gongora. *Every Third Year, Spring*

SP 570 The Modern Spanish Short Story (3 cr.) The short story as a genre as well as 19th- and 20th-century masterpieces written in Spain and Latin America are explored with close literary and linguistic analysis of each text and also consideration of its cultural context. *Every Year, Summer*

SP 571 Hispanic Culture (3 cr.) This course studies the peoples, history and society of Puerto Rico, Cuba and the Dominican Republic as well as their artistic and literary expression. Also, features of the Spanish language (semantics and grammar) as spoken in the Caribbean are examined. *Every Third Year, Spring*

Courses offered as needed

SP 572 Hispanic Culture (3 cr.)